From:	Allison Liles
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 1:08:41 PM

Dear Secretary DeVos,

I am writing as a parent of elementary aged students and as someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

Gun violence and school safety are complex, multifaceted issues, and there is no single action that we can take to stop every incident. There are, however, many proven solutions that can save lives and better protect students and educators. Congress made a good first step by passing the STOP School Violence Act in the FY 2018 omnibus which provides critical funding for intervention and prevention programs. We need to move further in this direction, and the Department of Education should take a proactive role in supporting states and school districts as these new policies and programs are enacted.

Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Allison Liles
[redacted]

From:	Beth Borgen-Lindberg
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 1:27:01 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. I also serve as our district's Crisis Manager. In addition, I have participated in ALICE training along with my School Resource Officer. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Beth Borgen-Lindberg
[redacted]

From:	Linda Powell-McMillan
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 1:04:16 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Linda Powell-McMillan
(b)(6)

From:	Brian Wilch
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:40:45 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Brian Wilch
(b)(6)

From:	Lydia Sauceda
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:44:13 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Lydia Sauceda
(b)(6)

From:	Patrick Vandrovec
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:48:42 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Patrick Vandrovec
(b)(6)

From:	Jayne Ellspermann
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:52:40 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jayne Ellspermann
(b)(6)

From:	Ryan Blaszak
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:52:51 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Ryan Blaszak
(b)(6)

From:	Jeanne Lauro
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 11:02:50 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jeanne Lauro
(b)(6)

From:	Erik Bose
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 11:13:36 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Erik Bose
(b)(6)

From:	Rick Carter
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 12:32:01 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Rick Carter
[redacted]

From:	Steve Baker
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 11:48:24 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Steve Baker
(b)(6)

From:	Beverly Hutton
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 11:54:11 AM

Dear Secretary DeVos,

I am writing as a leader of school leaders and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Beverly Hutton
(b)(6)

From:	Shaun Dakin
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 12:10:47 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Shaun Dakin
(b)(6)

From:	Cheryl Brown
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 12:36:48 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Cheryl Brown
(b)(6)

From:	Travis Wyatt
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 12:53:14 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Travis Wyatt
(b)(6)

From:	Kathy Sadler
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 12:56:23 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Kathy Sadler
(b)(6)

From:	Jennifer Halter
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:33:59 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jennifer Halter
(b)(6)

From:	Todd Burns
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:38:58 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Todd Burns
(b)(6)

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Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:38:58 AM

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Todd Burns
(b)(6)

From:	Derrick Lawson
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:49:40 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Derrick Lawson
(b)(6)

From:	John Peraino
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:50:56 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
John Peraino
(b)(6)

From:	Zach Scott
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:54:54 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Zach Scott
(b)(6)
[redacted]

From:	Edward Strumello
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:59:30 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

Gun violence and school safety are complex, multifaceted issues, and there is no single action that we can take to stop every incident. There are, however, many proven solutions that can save lives and better protect students and educators. Congress made a good first step by passing the STOP School Violence Act in the FY 2018 omnibus which provides critical funding for intervention and prevention programs. We need to move further in this direction, and the Department of Education should take a proactive role in supporting states and school districts as these new policies and programs are enacted.

Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Edward Strumello
(b)(6)

From:	Nicholas Novak
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:07:47 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Nicholas Novak
(b)(6)

From:	Nicholas Novak
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:07:47 AM

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Nicholas Novak
(b)(6)
[redacted]

From:	Erika Burden
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:07:59 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Erika Burden
(b)(6)

From:	Denise Johnson
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:25:08 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Denise Johnson
[redacted]

From:	John Pascale
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:08:13 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
John Pascale
(b)(6)

From:	Cheryl Lang
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:12:03 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Cheryl Lang
(b)(6)

From:	Yvonne Jones
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:21:03 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Yvonne Jones
(b)(6)

From:	Trish Perry
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:14:54 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Trish Perry
(b)(6)

From:	Dr. Perry
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:17:31 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Dr. Perry
(b)(6)

From:	Vianney Banuelos
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 10:32:31 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Vianney Banuelos
(b)(6)

From:	Brian Kirkendoll
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:38:44 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Brian Kirkendoll
[redacted]

From:	Jude Chauvette
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:05:59 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jude Chauvette
(b)(6)

From:	Assistant Dow
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:12:09 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Assistant Dow
(b)(6)

From:	Amanda Karhuse
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:14:28 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Amanda Karhuse

(b)(6)

From:	Kathleen Walsh
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:19:02 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Kathleen Walsh
(b)(6)
[redacted]

From:	Robert Murphy
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:19:35 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Robert Murphy

(b)(6)

From:	Bill Olsen
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:21:49 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Bill Olsen
(b)(6)

From:	Jeanne Blakeslee
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:23:24 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jeanne Blakeslee
(b)(6)

From:	Sheila kahrs
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:29:10 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Sheila kahrs
(b)(6)

From:	Kirsten Sleger
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:29:19 AM

Dear Secretary DeVos,

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Regards,
Kirsten Sleger
(b)(6)

From:	Jeanne Smith
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:34:24 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jeanne Smith
[redacted]

From:	Eric Bjurman
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:33:27 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Eric Bjurman
(b)(6)

From:	Kevin Acquard
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:48:35 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Kevin Acquard
(b)(6)

From:	Leslie Frazier
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:38:39 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Leslie Frazier
(b)(6)

From:	Bruce Russell
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:01:24 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Bruce Russell
[redacted]

From:	Deborah Moya
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 9:03:36 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Deborah Moya
[redacted]

From:	Jay Nichols
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:11:55 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Jay Nichols
(b)(6)

From:	Brenda Frankart
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:15:30 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Brenda Frankart
(b)(6)

From:	Carrie Yantzer
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:18:12 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Carrie Yantzer

(b)(6)

From:	Lisa schmucki
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:19:29 AM

Dear Secretary DeVos,

I am writing as a leader in education and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Lisa schmucki
(b)(6)

From:	Kate Piffel
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:23:30 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Kate Piffel
(b)(6)

From:	Lauree Miller
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:24:25 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Lauree Miller
(b)(6)

From:	Thomas Aubin
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:29:32 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Thomas Aubin
(b)(6)

From:	Colleen Hannagan
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:30:49 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Colleen Hannagan
[redacted]

From:	Leslie Kaplan
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:31:36 AM

Dear Secretary DeVos,

I am writing as a leader in my profession and ommunity and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Leslie Kaplan
(b)(6)

From:	Michael Werbowsky
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:35:20 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Michael Werbowsky
(b)(6)

From:	Patricia Kennedy
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:35:39 AM

Dear Secretary DeVos,

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Patricia Kennedy
[redacted]

From:	Brian Cox
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:33:18 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Brian Cox
(b)(6)

From:	Kathleen Sayre
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:42:13 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Kathleen Sayre
(b)(6)

From:	Brian Shaffer
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:46:56 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Brian Shaffer
(b)(6)

From:	Albert Sackey
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:11:54 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Albert Sackey
(b)(6)

From:	Gail DeWitt
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 3:46:06 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Regards,
Gail DeWitt
(b)(6)

From:	Gail DeWitt
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 3:46:06 PM

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Gail DeWitt
(b)(6)

From:	Glenna Adams
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 1:31:08 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Glenna Adams
[redacted]

From:	Greg Waples
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Friday, April 13, 2018 9:38:47 AM

Dear Secretary DeVos,

I am writing as an education advocate and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

First of all, I ask that you reject any misguided effort to arm educators, school administrators, or anyone other than specially trained School Resource Officers (SROs). Adding more guns into our classrooms in the hands of people who have not undergone the full, extensive training of law enforcement would leave our schools more vulnerable to accidents and gun violence, rather than safer from it.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Greg Waples
(b)(6)

From:	Emily Egan
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Friday, April 13, 2018 3:06:49 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Gun violence and school safety are complex, multifaceted issues, and there is no single action that we can take to stop every incident. There are, however, many proven solutions that can save lives and better protect students and educators. Congress made a good first step by passing the STOP School Violence Act in the FY 2018 omnibus which provides critical funding for intervention and prevention programs. We need to move further in this direction, and the Department of Education should take a proactive role in supporting states and school districts as these new policies and programs are enacted.

Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Emily Egan
(b)(6)

From:	Teralyn Siller
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Friday, April 13, 2018 9:49:48 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Teralyn Siller
[redacted]

From:	JoAnn Bartoletti
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:03:49 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
JoAnn Bartoletti
(b)(6)

From:	Mark Korcinsky
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:06:27 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Mark Korcinsky
[redacted]

From:	Jennifer Hegner
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:09:40 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Regards,
Jennifer Hegner
(b)(6)

From:	Dennis Sadler
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:07:48 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Dennis Sadler
[redacted]

From:	Paula Howard
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 8:09:49 AM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Regards,
Paula Howard
(b)(6)

From:	Mary Cumming
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 2:34:58 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Mary Cumming
(b)(6)

From:	Robert Campbell
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 3:50:42 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Robert Campbell
[redacted]

From:	Robert Motley
To:	Safety
Subject:	[Suspect Bulk Mail] Protect our students and schools
Date:	Monday, April 16, 2018 2:53:08 PM

Dear Secretary DeVos,

I am writing as a leader in my school and community and someone who cares deeply about school safety. The shooting at Marjory Stoneman Douglas High School was a terrible reminder of just how vulnerable our schools are to gun violence, and there's much more that we can do to prevent these tragedies.

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Thank you for your consideration and for your support of our nation's educators and students.

Regards,
Robert Motley
[redacted]

From: DAN BAKER
To: Safety
Subject: A Cost Neutral School Safety Suggestion
Date: Friday, March 30, 2018 12:12:21 PM

To whom it may concern:

COST NEUTRAL PROTECTION FOR SCHOOLS

Relocation of Routine Law Enforcement Functions

I attended a discussion on school safety recently where the emphasis was on hardening the schools (making them less of a soft target) by having more law enforcement involvement, modifying the infrastructure with metal detectors and bullet proof glass, etc..... There was a resounding acknowledgement that this would be very expensive and would turn our schools into a prison like atmosphere.

There is an alternative that I offered and it was well received, for further hardening of the schools by providing an added robust layer of protection with little or no cost. Since it has been well received, I decided to take the time to share it with you, in hopes that it may help nationwide. The idea is that the schools would make an area in the school building available to armed area law enforcement (Federal, State, County, Local, Environmental Police, etc...) for performance of their routine work/meetings etc... that would not necessarily have to be performed at the main office/station. This idea is not to be confused with the resource officers currently at schools, this idea could replace them (if coordinated well enough) or could be in addition to them.

Again, there is a lot of routine law enforcement office work (by armed officers, detectives etc...) that does not necessarily need to be done at the central/main station and could be done at a remote office/annex/precinct/substation with in the school. Instead of law enforcement doing their routine work at their current location, merely shift some of them to the school grounds to do it.

Some could report to the school grounds full time if it is a good fit for their type of office work and others could use the remote facility randomly. In some ways the more random the better, thereby any would be assailant could not telegraph how many armed officers would be on campus at any given time.

More routine armed law enforcement involvement on campus (with marked police vehicles parked randomly outside), as described above, would be a constant deterrent and a significant additional layer of protection for the schools, at no cost. If done correctly, nationwide, this would effectively erase our schools as soft targets with regard to this evolving mass murder problem within this nation.

It was brought up that making the space available could be a challenge. If space within any school is not currently available, it seems that the onetime cost of a small addition, portable building or whatever would be perpetually cost neutral once established. I know there are a lot of creative people that could get this idea done for little or no cost if they really wanted to, in order to deter this evolving problem.

Any feedback, positive or negative is greatly appreciated.

Thank you.

Best Regards,

Dan Baker

(b)(6)

Concerned Citizen

American Federation of
School Administrators
AFSA, AFL-CIO

The National Voice for Education Leaders

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Diann Woodard

Executive Vice President
Ernest Logan

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National Office
1101 17th Street, NW
Suite 408
Washington, DC 20036

February 27, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

I write to you today with a heavy heart but with resolve. The school shooting in Parkland, Florida has devastated me and the 18,000 principals and school leaders at the American Federation of School Administrators, the organization that I am privileged to represent. Our members know all too well the horror of senseless gun violence in our schools, particularly as we lost one of our own in Newtown, Connecticut. Unlike after Newtown, though, our heartbreak is leavened by hope because Parkland's students are speaking up for change and people are listening.

I appreciate your deep concern about this issue and want to express to you my gratitude for your demand that Congress hold hearings on this issue and for your active participation in last week's listening session with the President. It is clear that you care deeply about finding real solutions to gun violence in our schools, and we could not agree more. Let us come together to work for real solutions to this terrible, terrible problem.

As a first step, AFSA urges you to establish a National Task Force on School Safety, to develop best practices and offer real solutions to schools. We cannot afford to wait for Congress or state legislatures to pass legislation in this area. Let's have a frank conversation with America's parents, educators and students about ways to keep our kids safe.

Further, for this conversation to be useful, AFSA and its members must be part of it. Not only do AFSA's principal and school leader members have the responsibility for creating a safe and secure learning environment for students, they have long experience grappling with building safety issues. Indeed, many of our local affiliates have worked closely with their respective school districts, and have already developed common sense solutions to ensure the safety of their schools. This is the kind of coordination that must be done, and that AFSA will bring to this discussion.

I stand ready and willing to assist in any way. I look forward to hearing from you, and scheduling a meeting as quickly as possible.

On behalf of school leaders, teachers, and children, I thank you for your efforts toward making our nation's public schools as safe as possible.

Sincerely,

(b)(6)

Ernest Logan
AFSA Executive Vice President

DW/ns
afsa/afl-cio

ALLIANCE FOR
EXCELLENT EDUCATION

To: Federal Commission on School Safety
From: Alliance for Excellent Education
Date: April 3, 2018
Re: Federal Commission on School Safety Request for Public Recommendations on How to Increase School Safety

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The Alliance for Excellent Education (All4Ed) appreciates the opportunity to offer input to the Federal Commission on School Safety (the Commission) as it looks at ways to improve safety and security of the nation's schools and school children.

If there are two places where children should feel safe in America, it is in their homes and schools. Unfortunately, for too many of the nation's children, their classrooms have become killing zones. It does not matter the grade level or state; first graders in Connecticut and community college students in Oregon alike are victims of mass school shootings. No community—large, small, urban, rural, or suburban—is immune to the rash of gun-related violence. Unless the nation acts, these tragic incidents that murder our children will continue to occur.

The lens through which a problem and possible solutions are viewed inevitably is influenced by each person's unique experiences. From the student who must walk through a metal detector as she enters her school building to the student who spends Saturday mornings in a deer blind hunting with his father, each has an important perspective. It is paramount that this diversity of viewpoint is recognized and embraced rather than ignored. For in the final analysis, ending gun-related school violence requires all of us to become part of the solution.

All4Ed supports a multi-tiered approach to addressing school-related gun violence that must include the following:

1. **Student voices.** All4Ed supports all students who exercise their First Amendment right to freedom of speech and to peaceably assemble to petition the government for a redress of grievances. The fundamental purpose of public education is to develop student agency to foster an educated citizenry able to engage in the democratic process. Often the most teachable moments are found in the most tragic times. Even in a time of deep despair and sadness, the students of Parkland, Florida, have lent their powerful voices to the discussion on how to curb gun violence. Their first-hand accounts of facing their mortality and coping with their ongoing sorrow make them much better suited to speak on the topic than most. School and community leaders should encourage this discourse and provide time and space for these young people to express their views. The Commission should establish a student advisory group that, to the extent practicable, is comprised of a demographically diverse set of students.

2. **Promotion of safety and well-being.** All4Ed believes that schools need resources and training necessary for teachers, faculty, and staff to create safe and healthy schools for all

children. While school security measures are critical to ensuring school safety, an armed cadre of teachers is *not* the answer. Rather, policy solutions should encompass the following:

- Ensure that schools have requisite personnel, including school counselors, psychologists, psychiatrists, therapists, and other mental health professionals. States and localities should prioritize funding to support these positions. At the federal level, the U.S. Department of Education (ED) should support and the U.S. Congress should provide full funding for Student Support and Academic Enrichment grants under Title IV Part A of the Every Student Succeeds Act at the authorized level of $1.6 billion. Districts can use this funding for three broad areas, including supporting safe and healthy students with comprehensive school mental health, bullying prevention, violence prevention, and training on trauma-informed practices.

- Reform school discipline to reduce exclusionary practices and foster positive social and emotional learning for students. To that end, ED should continue to collect data on suspensions and expulsions through the Civil Rights Data Collection so that there is accurate data on the impact of exclusionary practices.

3. **Common-sense gun control measures.** All4Ed believes that while respecting the Second Amendment, common-sense public safety laws that reduce gun violence and save lives can and should be enacted. Curbing incidents of deadly violence requires the nation to put aside partisan politics and agree to

- stricter enforcement of gun laws that currently exist;
- new federal legislation and regulation banning military-grade weapons (including automatic and semi-automatic weapons), high-capacity ammunition clips, and products that modify semi-automatic weapons into automatic firearms; and
- expanded background checks that are more rigorous and effective.

Thank you in advance for considering these comments. If you have any additional questions or would like to discuss these recommendations further, please contact Nikki McKinney, director of policy development and federal government relations, at nmckinney@all4ed.org or 202-261-9875.

From:	Jonathan Farley
To:	Safety
Cc:	Candice Jackson
Subject:	an African-American who was on the cover of the NAACP magazine urges Secretary DeVos to repeal the Obama-era guidance on school discipline
Date:	Thursday, April 05, 2018 5:02:40 PM
Attachments:	Crisis_Cover-page-001.jpg FARLEY_Essay_for_Secretary_DeVos_on_Discipline_in_Urban_Schools.docx

Without Mass Expulsions of Disruptive Pupils, American Inner-City Public Schools Will Fail

Secretary DeVos Should Reject the Obama Guidance

by Jonathan David Farley, D.Phil. (University of Oxford), A.B. *summa cum laude* (Harvard University)

A rod and a reprimand impart wisdom, but a child left undisciplined disgraces its mother. (Proverbs 29:15)

In 2012, armed with enthusiasm and a copy of a math book written by my friend, *New York Times* best-selling author and *Wonder Years* actress Danica McKellar, I started teaching geometry at an urban high school in Rochester, New York. A week later I stopped.

Both of my grandfathers were school headmasters in Guyana and Jamaica, respectively, and both of my parents were university professors, with my mother being a former schoolteacher in Jamaica, a school board member in my hometown of Brockport, New York, and a former member of the Board of Regents of New York State, the body that governs K-12 education in the state. Teaching is in my DNA.

I first taught at a Saturday school in an Afro-Caribbean community just outside of Oxford, England, when I was a doctoral student in mathematics at the University of Oxford. As a post-doctoral fellow at the Mathematical Sciences Research Institute in Berkeley, California, I volunteered at Berkeley High School.

Back then I was "Afro-centric": Marcus Garvey's "Up, You Mighty Race!" rang incessantly in my head. I even once sat down with the former Chief of Staff of the Black Panther Party in his home. I also spoke at a halfway house in neighboring Oakland, California, telling the kids about the Second Punic War fought between Rome and the African empire of Carthage. One boy came up to me afterwards, saying that he liked mathematics, so I sent his grandmother a bunch of recreational mathematics journals (yes, they exist), for which she thanked me.

My father, who earned his Ph.D. at the London School of Economics, always talked of Guyana's potential, and my mother, an historian, taught me about Great Zimbabwe and Abyssinia, about the ancient libraries in Timbuktu and hieroglyphics in the Sudan. I knew the "achievement gap" was a chasm we could bridge, because "we" built the pyramids. The kids just needed role models. "Race" was not the issue so much as culture and poverty.

At the end of my stint as a Visiting Associate Professor of Applied Mathematics at the Massachusetts Institute of Technology (MIT), I sat down with the leadership of the Algebra Project. [redacted] an icon of the Student Non-violent Coordinating Committee in the 1960's, had created the Algebra Project because he thought that, without algebra, black children would not be able to get computer-related jobs. He viewed it as the new civil rights struggle.

Years later, I accepted a position at the Rochester STEM High School, in the city where I was born.

One boy's first words to me were: "Get your a** out of my face." Another student, [redacted] was talking in class, using the S-word, the A-word, and the N-word. I asked him politely not to swear, and he snarled at me to stay out of his conversation. I asked him why he

expected teachers to be polite but not students. Another boy, "[redacted]" gave a smart-aleck response, supporting [redacted]

I half-overheard [redacted] continuing his conversation with [redacted] and a girl (who repeatedly called me "ignorant" and "rude"), talking about "grenades" and doing drive-by's on other students' houses.

I informed the administration of [redacted]s Columbine-like remarks, saying that I wanted him out of my class. I also called the homes of [redacted] and [redacted] about their rudeness.

The administration cautioned me against calling parents too much, saying, "We can't expel students." [redacted] was subdued the next class, however, even warning other students that I would call their mothers if they misbehaved. But by the next class, a girl said to me, "[redacted] hreatened me." I asked her what he had said, and [redacted] responded: "I said I'm going to punch her in the throat." I reported this also to the administration.

The next class [redacted] was *still* there, and he demanded to know of me: "Why did you tell Mr. _____ that I said I was going to do a drive-by on your house?"

A drive-by on my house. My mother urged me to quit.

I had tried to win over [redacted] by chatting with him about his likes and goals. He refused to talk to me in class. After the weekend, [redacted] ambushed me outside my classroom before school. "You and I are gonna have a conversation," he said. "It's not gonna be pleasant." He said he would not allow me to call his mother again, adding, "I'm gonna get you fired." The principal was standing nearby so the three of us discussed [redacted]s threat. "I threatened you?" [redacted] said innocently.

The next morning, [redacted] stood in the hallway across from my classroom. I pretended not to notice him.

When I started to explain to students my educational philosophy the first day, they told me, "Shut up!" "This is geometry! Why are you talking about philosophy?" I started to explain that, while I used the principles of *Teaching with Love and Logic*, the real world—for example, employers—would not tolerate such behavior for three milliseconds. Students repeatedly told me to "stop talking," that they didn't want to listen to me, and they mocked me by saying, "'In the real world,' 'in the real world.'"

A student told me that I knew nothing of the "real world": he said that, in the real world, people get shot. I told him that, in the civilized world, people do not get shot, and the places in America where shootings occur regularly are an insignificant portion of the country.

He tried to play the "Uncle Tom" angle, telling me that I wasn't a real black man. He said I probably thought Barack Obama was a role model. I told him that I did not, but I viewed Nelson Mandela as a role model. Only one student in the class seemed to know who Mandela was, and she "corrected" my pronunciation of his name.

I told the students that kids in India, where I had been a visiting professor of mathematics (at the Indian Institute of Technology-Bombay), would love to have the facilities the students at my school enjoyed. One of students said that India was irrelevant: Why was I talking about it? he asked rhetorically. Why was I talking about Germany? another student demanded on a different occasion, adding: We're not in Germany!

In another class, I tried to point out that education was the route by which they could escape their current circumstances, that people like Frederick Douglass had endured far worse, and emerged victorious. Rather than rise to the example of Douglass, one girl said that maybe they had a different learning style than he. As an educator of African descent who was born in Douglass's city of Rochester, New York, I felt a particular frustration that these minority kids were simply not getting it.

In one class, when I was conducting attendance, a student shouted at me to not say his last name, supposedly because I had mispronounced it. I said, "A better response would be

simply to say, 'Excuse me, but my name is pronounced this way.'" The student, '[redacted]' just kept shouting at me.

The second day, [redacted] again shouted at me to not even say his name when I was doing attendance, and the third day. But to my surprise, most of the rest of the class joined in, calling me "ignorant" and telling me just not to say his name. Students also angrily erupted if I corrected their grammar, with [redacted] insisting that the students *not* correct it. If I corrected a student's Ebonics, [redacted] would shout out once more the ungrammatical statement that the other student had made.

When I mentioned the great Indian mathematician Ramanujan and his work on "magic squares" to the students, one girl shouted, "We don't care!" And thus the disruptive students determine the curriculum, and one must teach to the lowest common denominator. (Incidentally, my high-school students couldn't do fourth-grade long division, either.)

My students shouted whenever they liked, sang whenever they liked, attempted to leave the room whenever they liked, took items off my desk whenever they liked, said that they ought to be teaching me, and cursed at me. While there may be some way to control such students by standing on desks and reciting poetry, for the good of all the children, schools should expel the disruptive ones.

Trying to graduate 97% of the students *a la* the National Academy Foundation will lead to a 40% graduation rate, thanks to the 5% of explosive students who encourage others to also be disruptive: Students who showed interest and some aptitude for advanced mathematics in the selective and wholesome environment of an optional summer program that I taught were surly and disinterested in the educational morass of the regular school year. But if we expelled the 5%, the other disruptive students would settle down and teachers could instruct the students who do want to learn.

Today when you tour black America, you see adult boys with half their underwear showing, and aggressive teenagers swearing at toddlers in tow. These blacks do not speak Amharic or Ge'ez; they struggle even with their native English, the language Frederick Douglass mastered with all the disadvantages of a slave.

Anyone who strolls through Brooklyn or Harlem, and then takes the subway to lower Manhattan, knows there is *something wrong*; to deny it is willful blindness that serves no useful purpose, and may even do harm.

While 72% of African-American children are illegitimate and 53% of African-American men drop out of high school, with 30% of African-American men destined to become convicts, the good news is that the problem *is not racial*: Contrast these statistics with the example of immigrants from Africa and the Caribbean, already the most highly educated segment of the U.S. population. I was delighted to see that, of the seventeen or so students I was teaching in an elective summer program in Harlem, four of them, on their own time, were playing around with quadratic equations: a Hispanic, a Nigerian and two Haitians. My brother, a certified teacher who played basketball with both Arne Duncan as an undergraduate at Harvard and with Obama as a student at Harvard Law School, quipped that the children of Haiti would *swim* to America if they knew they could get into a free public school.

So there is a solution. Jettison the deadweight.

An Analysis of the NAACP Opposition Letter's Statistical Analyses

I have been featured on the cover of the NAACP magazine. I am a Life Member of the NAACP and I have sat next to former NAACP president Ben Jealous at family Thanksgiving

dinners. It is irrelevant if "[n]early 40 years of research has almost universally found Black students, Black males in particular, to be overrepresented in the use of exclusionary discipline, out-of-school suspension, and expulsion," as Skiba and Williams write (cited by the NAACP's opposition letter), because America in 1974 is not America in 2018. Plus, the study by Noltemeyer and Mcloughlin, while it claims to control for poverty, does not control for, say, single-motherhood.

The simple fact is that the typical Somalian student came from much poorer circumstances than African-American students, and Somalian students are not being disciplined more than white students, so it is not a matter of race.

I won the University of Oxford's highest awards for mathematics graduate students, the Senior Mathematical Prize and Johnson University Prize, but I recognize along with Mark Twain that there are three types of lies: "lies, da*ned lies, and statistics." I cannot understand the multivariate analyses that the opposition letter claims prove that school discipline is meted out in a racist fashion, but I am sceptical that these studies have done so. If a student threatens to punch a girl in the throat or to throw grenades at a teacher's house, how is that encoded mathematically? You would need hundreds of examples of two students, one white and one black, making identical violent threats, which seems unlikely.

Also, the schools we need to save are urban schools that invariably are 99% minority. There might not even be enough white students to be able to say definitively that the white students are just as badly behaved as the black students, but aren't getting punished as severely.

The Solution

1. Expel misbehaving kids within the first two minutes of class.
2. Hire teachers for gifted students; get rid of most special education teachers. Kids become what you expect.
3. Bring back shop classes, home economics, gardening. These classes make kids excited about coming to school, and give kids marketable skills. And of course, a student learning mechanics may well decide he likes engineering.
4. Bring back physical education and music classes. Put them at the start of the day, to dissipate whatever tensions there were at home. If some kids want to be rap artists, fund music training in rap, but make them take accounting classes and form corporations.
5. Every contract with the school system should include 10%

internships and jobs for kids and local community members. Parceling out school system contracts and hiring locally create prosperity and hope. Farmwork is a great summer job. Contact local agricultural producers, who are probably hankering to find teenagers to hire.

6. Bus local college students and graduate students to school cafeterias to eat Chick-Fil-A, for free. This is the cheapest way to introduce all students to the idea of college. Let local colleges use available classrooms in high schools and middle schools. That way, schoolchildren will see college students. Have those same college students tutor schoolchildren afterwards.

7. Work with family court judges so the typical custody order awards children to fathers at least 50% of the time. The typical family court custody order-two weekends a month and two weeks in the summer-makes fathers disappear. In English common law, fathers were awarded custody of children, which we now see prevents chaos. The *Journal of Applied Economics* reports that "the most critical factor affecting the prospect that a male youth will encounter the criminal justice system is the presence of his father in the home." (Volume V, No. 2, p. 228)

8. Assign at least two adults to every classroom. One handles teaching, the other discipline. Load up classrooms with grandmothers, grandfathers, and veterans.

9. Hire foreign teachers with Ph.D.'s in math and physics to teach all subjects, including kindergarten. Waive any formal requirements. China and India produce tens of thousands of Ph.D.'s and engineers per year. Those engineers make only $5,000 U.S. per year. Many would love an American salary. Advertise in college math departments in the U.S. and Canada. One option is to work with local colleges to give them joint

appointments where they teach at a high school, but can do research at a local college.
10. As a reward for the well-behaved kids, and as an incentive to the rest, send out personal invitations to local embassies and consulates to present themselves to the elite students.
11. For well-behaved kids, have the science teachers take groups of them to the host of free lectures by world-class scientists occurring in any city. Someone will immediately say, "What about the liability?" Just have the parents sign waivers. The real danger is these kids not aspiring to become great scientists themselves.
12. Many foreign parents want their children to have a year of schooling in the U.S. It is very easy for a principal to arrange, and is actually cost-neutral to the school system. Once a school is made safe and polite-which any diligent principal can do within two weeks-having these foreign students around would be a wonderful experience for the school.
13. Ramp up high-school and middle-school ROTC training.
14. Expand connections with local churches and expand Bible study. In some neighborhoods, the church is the last functioning social entity. The Supreme Court recently has eliminated most of the artificial boundary between church and state. See *Trinity Lutheran Church of Columbia, Inc.* v. *Comer*, 137 S. Ct. 2012.
15. Some black schools used to have training in manners for boys and girls, akin to etiquette training received in a finishing school. This would be a productive thing to revive, because the media present them with loud, rude young people.
16. For well-behaved students, set up remote video tutoring directly with a university in India or China. This is really cheap, given the hundreds of thousands of English-speaking

engineers China and India produce each year.

17. Put students on suspension on a work crew gardening, painting and doing repairs.

18. Make sure bathrooms are clean at all times. In the depressed schools, toilets are clogged with waste and paper after the first period of the day. This degrades everyone in the building.

Conclusion

What do the inner-city schools produce today with their inability to discriminate between right and wrong, discipline and laxity, modesty and vulgarity, decadence and virtue, studiousness and sloth? What giants did the Harlem Renaissance produce amidst the horrors of racial oppression in the 1930's, 1940's and 1950's with discipline, hard work, and more discipline, compared to the last 30 years?

What do the children become in the riotous Obama schools (by which I mean inner-city public schools, not the schools he actually sent his children to)?

We want to create welcoming environments for students who want to learn–and behave properly. We want all others to get out, right away. Each can choose to return, penitent, when ready to behave.

Is it not racist to say, "Let black schools run wild, they have different learning styles"? Didn't President Bush warn against the "soft bigotry of low expectations"?

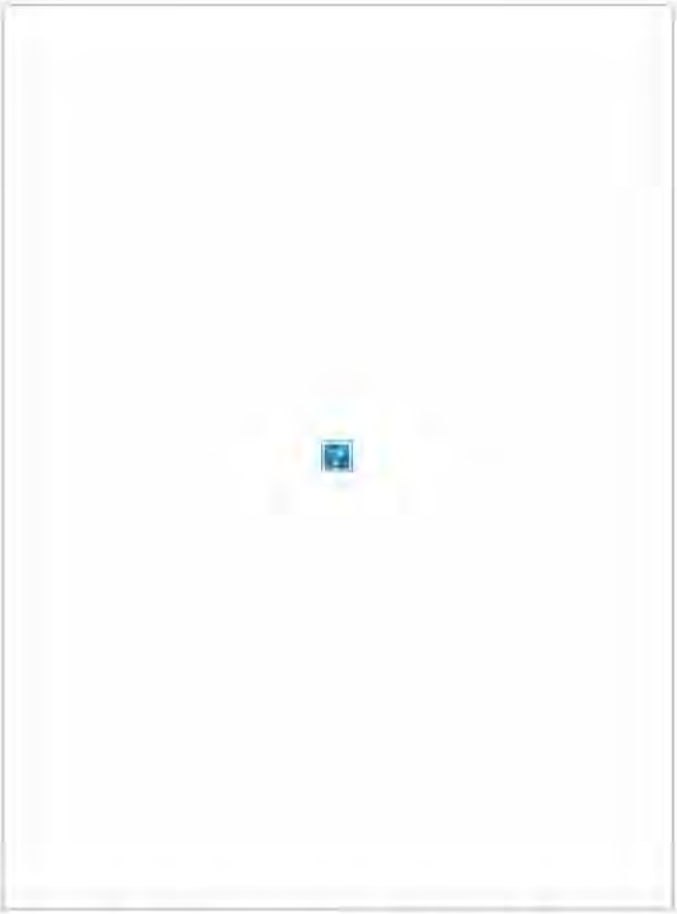
The doctrine of at-will employment says that workers can be fired for good reasons, bad reasons, or no reason. In Obama's riotous schools, millions of black children learn how to act rudely, wildly, irredeemably. When they seek employment, with their Obama habits ingrained, they will learn about the at-will doctrine.

A generation of unemployable children will learn about poverty, homelessness, and despair–due to the Obama Guidance.

Reject the Obama Guidance. Follow a real American hero, Booker T. Washington. He explains his philosophy of work, discipline, and more work in his autobiography, *Up from Slavery*. This "educational guidance document" inspires all who read it. Go straight to his school admissions examination, and you will see.

Dear Colleague, take heart: "We shall overcome" the Obama-era guidance.

Dr. Jonathan David Farley *is an associate professor of mathematics at the historically black college Morgan State University (for identification purposes only) and is the author of the* Baltimore Sun *essay, "Lift Ev'ry DeVos and Sing."*



***Dr. Jonathan Farley on the cover of the NAACP magazine,* The Crisis**

-----Original Message-----
From: Ghazala Turabi [mailto:educationmatters (b)(6)
Sent: Sunday, March 25, 2018 1:43 PM
To: DeVos, Betsy
Subject: Meeting Request

Dear Secretary DeVos.

I am a concerned parent, educator and a community stakeholder in Augusta Ga who is seeking to meet with you along with a team from the Board of Education and discuss the education system especially common core in the US and the safety of our kids. I have just finished running for the school board election to which I did not make it to the runoffs. But now I'm even more into advocating for education and am behind you in the policies that you have put forth.

I have been in touch with several people from your office but need to schedule an appt as soon as possible because I have been reaching out to Canada's Education Ministry and together we can make a difference in how education is perceived. I will be waiting for your assistant to get back to me ASAP.

Thank you,

Annette Turabi
educationmatters (b)(6)
(b)(6)

Sent from my iPhone

Updated 4/2/2018 12:13 PM

I am reaching out to her now.

Patrick Young

-----Original Message-----
From: Manalo, Alvin
Sent: Tuesday, March 28, 2017 2:32 PM
To: Toner, Jana; Young, Patrick
Subject: Meeting Request to the Secretary from Ghazala Turabi (Annette)

Hi Jana and Patrick,

Please see the email at the bottom of this chain from Ghazala Turabi (Annette). She is requesting a meeting with the Secretary to discuss serving in her cabinet. She is very anxious and has followed up with us a few times already.

Do you want to contact her to discuss on the Secretary's behalf?

Thanks!

Alvin Manalo
Scheduling and Advance
Office of the Secretary
U.S. Department of Education

-----Original Message-----
From: Ghazala Kazimi [(b)(6)]
Sent: Monday, March 27, 2017 3:22 PM
To: DeVos, Betsy
Subject: Re: Education at its Best

Dear Mr Mayes,

I have left voicemails on the number that was given to me in regards to the status of my request. I feel it is imperative that I may have the chance to meet with Secretary Devos and her team to face the challenges that lie ahead of us.
I look forward to hearing from you soon.

Yours Truly ,

Ghazala K Turabi (Annette)

Sent from my iPhone

-----Original Message-----
From: Ghazala Kazimi [(b)(6)]
Sent: Wednesday, March 22, 2017 12:09 AM
To: DeVos, Betsy
Subject: Re: Education at its Best

Updated 4/2/2018 12:13 PM

Hello there...
I was trying to call the number given to me but it doesn't seem to be working .. if Ms Catoe you can resend your extension that would be helpful. Thank you once again for your time and I look forward to hearing from you soon .

Ghazala Turabi
(b)(6)

-----Original Message-----
From: Ghazala Kazimi (b)(6)
Sent: Thursday, March 09, 2017 9:48 AM
To: DeVos, Betsy
Subject: Education at its Best

Dear Secretary Devos,

Congratulations on your posting in the Dept of Education--- I had the honor of speaking to Miss Tracey Catoe in your office last week--- she referred me to send you an email--

I was privileged to meet you in the 1990s when I was a freelance journalist and even at that time you spoke very strongly on children and education and your family's contributions to society. I was amazed and quite happy knowing how a woman of your caliber had such a vision.

Well years passed, I got married moved on and am now in my mid 40s raising six beautiful children ages 20-4 yrs of age--- I have also been working in PTAs/PTOs, school board and also actively involved in the Ga state Education Systems--

Having you as our Secretary now**, I feel hope and energy and I want to serve in your cabinet and bring ideas while promoting you and our President in the highest capacity possible**---we need to revamp the whole department and give children the best of the best in education so we can compete with the international community in maths and sciences as well as arts and reading.
Setting a budget, overseeing expense and finances and getting rid of anything that does not cater to our children are some possibilities.

I think it would be more productive if we can sit down face to face in a meeting and get re acquainted from that time in the 1990s-- I can possibly fly out for a day if you arrange a time and date amidst your busy and hectic schedule.

Thank you in advance and I look forward to hearing from you soon.

Yours Truly,
Ghazala Kazimi Turabi
Annette (pen name)
(b)(6)

From:	Max McGee
To:	Safety
Subject:	Any update Fwd: Request to serve on USDE School Safety Commission
Date:	Tuesday, March 20, 2018 12:56:55 PM

Good Afternoon,

I read about the incident in Maryland today and am writing to see if there is any timeline for when the Commission members will be selected and begin work.

Please consider me for membership on the Commission (see previous email). I will also volunteer time to chair or co-chair if needed.

Respectully,

Glenn "Max" McGee
@(b)(6)
(b)(6)
www.glennmaxmcgee.com

---------- Forwarded message ----------
From: **Max McGee** <(b)(6)
Date: Wed, Mar 14, 2018 at 11:37 AM
Subject: Request to serve on USDE School Safety Commission
To: safety@ed.gov

Good Morning,

Thank you so very much for returning my call so promptly yesterday. As I mentioned, I am respectfully requesting to serve as an active member of the Secretary's School Safety Commission and have both the depth of background and flexibility of scheduling to be an important contributor.

In my 45 years of experience in education, I have held almost every role from substitute teacher to State Superintendent of Illinois. I have taught in both private (Detroit Country Day) and public schools, was president of a public boarding school (Illinois Mathematics and Science Academy), and the founding head of the Princeton International School of Mathematics and Science. I have also served as a superintendent in four public school districts.

In leadership positions, I have worked collaboratively with parents, students, unions, and school boards to develop and implement successful policies on bullying and harassment, and student health and wellness. Having launched Safe and Welcoming School initiatives and both written and spoken on suicide prevention, I hope to bring some proven practices and especially innovative ideas to the table.

These ideas also come with the expertise and support from my wife of 28 years (Jan

Fitzsimmons) who has worked for more than 30 years in the tough North Lawndale neighborhood of Chicago and the high poverty minority areas of East Aurora, Illinois. In both these areas, safety is of paramount concern and importance and over the course of her two decade plus career has implemented programs that have made them safe places and "college bound" schools for kids.

With experience in state government, I understand both the opportunities and challenges that the Commission will face and stand ready to support or even lead the important work of Secretary Devos' initiative. In Illinois we were able to work with both chambers and both parties to develop some significant public policy, pass important legislation, and obtain funding to improve the quality of education for our 2.1 million students. It was hard work and took long hours to build consensus, and I imagine the Commission will face similar challenges, but we will get the job done!

Please let me know if you need additional information from me. I am ready to get started.

Sincerely,

Glenn W. "Max" McGee, Midwest President
The ECRA Group
(b)(6) (cell)
www.glennmaxmcgee.com
@ (b)(6)

From: Sandy Coulter
To: Safety
Subject: Ban the AR-15 and all military style assault weapons of mass destruction NOW!!!
Date: Monday, March 26, 2018 1:31:38 PM

Ban the AR-15 and all military style assault weapons of mass destruction NOW!!!

From:	Laurie Ballard
To:	Safety
Subject:	Betsy DeVoe leading Commission on Gun Violence
Date:	Wednesday, March 28, 2018 2:05:29 PM

As a citizen of our great country, I urge you to reconsider Betsy DeVoe leading a national issue on gun violence. She has zero credibility, zero experience and the American people not only feel misled by her lack of knowledge, insight, innovation and reform, but are appalled that she would even be considered for such leadership.

It is your responsibility to ensure that an experienced, knowledgeable, competent, and well informed representative is leading our nation on protecting our children and making recommendations for appropriate gun reform that protects our rights at citizens but addresses the violence that has ridden the United States. We expect that you will make a change immediately in your decision.

With concern and disappointment,
Laurie Ballard

Updated 4/2/2018 12:13 PM

-----Original Message-----
From: William Vucci [mailto:william.vucci@me.com]
Sent: Thursday, March 08, 2018 10:12 AM
To: DeVos, Betsy; OESE
Cc: Spyros (Spiro) Stavrakas
Subject: Addressing Today's School Security Challenges and the Active-Assailant in Public Schools

Dear Madam Secretary Devos,

In light of the most recent events at Marjory Stoneman Douglas High School, last February 14, 2018, (5901 Pine Island Rd, Parkland, FL 33076) and yesterday's incident at Pine View High School (2850 E 750 N, St George, UT 84790), there is a critical emphasis focused on redressing the need for enhanced security protocols within our current public schools. "We" collectively at VS3, LLC (Vucci Strategic Security Solutions) and BICALLIS, LLC have unique perspectives in understanding the required security upgrades needed to meet the challenges that face our Public School System. We would appreciate an opportunity to present to you in an open forum discussion on physical and personnel security countermeasures from a Federal Level. A unique blend of skill-sets from of our respective disciplines within Executive Protection from the White House - US Secret Service and Congressional Protection from the US Capital, we bring subject matter expertise that can apply to this knowledge base. Designed to protect our elected leaders that have been successfully achieved through decades of hands-on work experience, we believe that such an approach is warranted in addressing the protective needs of our children and educators through a general discussion. Your availability in choosing this general discussion on these ideas may help you're respective Executive Branch within the Presidential Administration plan accordingly to prevent future occurrences and protect those who rely on the Department of Education.

Our intent is to simply offer you an open invitation, allowing us who are concerned subject matter experts in this field and are concerned parents of children that attend public schools too. We believe our ideas have a track record of success, since President Ronald Reagan. We want to share with you, useful information we may provide to assist your Department of Education, through a "closed-door session," to discuss a holistic approach to include; technical, physical facility, operational and legal considerations to have proper information to make more informed decisions. Please do not construe this in any manner or form as a solicitation for products and services. Should you decide to meet with us, we would be more than happy to schedule a convenient time to provide you insight from our unique perspectives.

Sincerely,

Bill Vucci

William M. Vucci
United States Secret Service
White House Commander (Retired)
President/CEO
Vucci Strategic Security Solutions
VS3, LLC
william.vucci@(b)(6)
(b)(6)

Updated 4/2/2018 12:13 PM

Spiro Stavrakas
Director, Business Operations
BICALLIS, LLC
SBA Certified HUBZone Small Business
Service Disabled Veteran Owned Small Business http://www.bicallis.com spiro.stavrakas@bicallis.com
(b)(6)

I | F | T

IN FORCE 911
PROTECTING WHAT MATTERS

In Force Technology, LLC | IN Force911
99 Rosewood Drive Ste. 270 | Danvers, MA 01923 | www.inforcetechnology.com | 978.624.7624 | info@inforcetechnology.com

February 26th, 2018

VIA OVERNIGHT MAIL

Betsy Devos
U.S. Department Of Education
400 Maryland Avenue, SW
Washington, DC 20202

RE: School Violence - In Force 911 'The most powerful school safety system solution in the country"

Ms. Devos:

Since the tragedy at Sandy Hook Elementary School in Newtown in 2013, there have been more than 300 school shootings (18 already in 2018). To put that number in perspective, it is approximately one school shooting every week and does not even include incidents involving other forms of violence.

"It should not take an act of courage to send your child to school". The words of our Founder, Don Flanagan, ring through the hallways of our office and represent the underlying mission of In Force Technology ("IFT").

Based in Danvers, Massachusetts, IFT was formed to address the social epidemic of school violence. Having the benefit of studying and reviewing data compiled by agencies including the Department of Justice and the Federal Bureau of Investigation, IFT focuses on reducing the response time of law enforcement to these incidents. While it is impossible to eradicate this terror, it is well documented that loss of life is most effectively mitigated when first responders are on the scene and able to force the perpetrator to flee or focus their attack on law enforcement.

Our company's product, IF911, was specifically developed to increase police response time when seconds matter most. The IF911 application provides school faculty and administration a real-time threat alert notification to local law enforcement during a life-threatening event. IF911 is the nation's only real-time school safety threat alert and communication software system. IF911 creates a real-time, two-way chat portal between those under threat directly to local first responders allowing for the direct communication of pertinent information to the crisis – including attacker description, location and any medical needs.

Our technology is CJIS-5 and FIPS compliant, is hosted in the Microsoft Azure cloud (highest government clearance) and has been awarded "Best Practices in School Safety" by the Department of Justice. I would welcome the opportunity to discuss our solution in more detail.

Regards,

Brandon Flanagan
Chief Executive Officer

From:	Defender 3600
To:	Safety
Subject:	Check this out: newly patented lock-down device - Defender3600
Date:	Tuesday, April 03, 2018 5:01:22 PM
Attachments:	Defender 3600 Promo Flier v6.pdf

To those concerned about student safety in the classroom,

How cool would it be if this device was installed in classrooms or office buildings for activation during an active shooter situation!

Recently patented and invented by Richard Munsch of Loomis, CA, the Defender 3600 is easy for teachers to activate, making the classroom a safe room. It even stands up to ballistics testing!

Contact us if you'd like details. Flier is attached, and link to video:
https://youtu.be/nOt3nvNq3Rk

becky

Becky Lunders
Defender 3600 Marketing
[redacted]
defender3600.com

From:	Bob Otter
To:	Botel, Jason; Ramirez, Lisa
Cc:	Safety; Adrienne Schweer
Subject:	citizenAID
Date:	Friday, March 16, 2018 5:03:35 PM

Dear Jason and Lisa,

Thank You so much for your time yesterday, it was a pleasure to meet you both. Adrienne and I were honored to share with you how we are creating Citizen Responders who can act prior to EMS' arrival and lower the rate of preventable death in schools.

As promised, here is the contact information for the school district in Ohio that has fully implemented the citizenAID System and the Health Care Coalition in Wisconsin that is using our online training for 3000 teachers in greater Green Bay.

Superintendent Doug Ute - Newark City Schools - 740-670-7005
dute@laca.org

Dave Taylor - Trauma Coordinator, NEWRTAC - 920-373-1083
newrtac (b)(6)

Implementing the citizenAID System in schools is a 3 pronged approach

1) The Free App on every phone

2) Our online courses taught by the leading minds in Public Safety and Emergency Medicine. For every course purchased, we give a course for free. Our goal as an organization is to train 1,000,000 teachers for free. In the past two weeks we have donated 2,000 licenses to teachers.

3) Our Public Treatment Kits. These give the public the tools they need to intervene medically and come with step by step numbered instructions designed for the person with zero medical training.

Your offer to pass along our information to the Technical Assistance Office is gladly accepted and I would add to that by saying I would be happy to meet with them in a meeting similar to ours.We will also do a deep dive into Donors Choose, that was a fantastic suggestion.

Please keep me posted on the Opiod Task Force. It would make sense to build our program around your guidelines to make sure our messaging is on point.

Again, we are so appreciative of your time and interest in citizenAID. Anything we can offer as you build out the School Safety Commission, please let me know.

Warm Regards,

Bob

You can find out more about our program on our website HERE

Robert M. Otter
Co-Founder/CEO

www.citizenaid.us

From:	Jan Spurkland
To:	Safety
Subject:	Comments regarding School Safety
Date:	Monday, March 19, 2018 7:40:39 PM

To whom it may concern:
I would like to comment on the idea's listed below in regards to Hardening Our Schools. I believe that it is a colossal mistake to allow educators to carry weapons in a school environment. As a life-long Alaskan, I have spent many years hunting big game, and own multiple firearms. This experience with firearms has cemented my belief that guns have NO PLACE at school, no matter how well trained the operator is. Unfortunately, accidents do happen, and guns at school will ensure that well-intentioned educators become unwilling accomplices to gun violence at school.
I also am uncomfortable with the idea that "The Administration will support the transition of military veterans and retired law enforcement into new careers in education." *Educators should be evaluated and hired upon their ability to educate, not their willingness to carry a firearm.*
Thank you for taking the time to include my comments.
Jan Spurkland
Math and Science Teacher
6-12 grade
Kachemak-Selo School
Kachemak-Selo, Alaska

HARDENING OUR SCHOOLS: President Donald J. Trump is making sure our schools are safe and secure, just like our airports, stadiums, and government buildings.

- President Trump's Administration will assist States to train specially qualified school personnel on a voluntary basis.
  - Department of Justice (DOJ) assistance programs will be leveraged to enable schools to partner with State and local law enforcement to provide firearms training for school personnel.
  - The Administration will support the transition of military veterans and retired law enforcement into new careers in education.
- The Administration will encourage States' Attorneys General to audit school district compliance with State emergency preparedness activities.
- Federal agencies, including the Department of Homeland Security, will partner with States and localities to support a public awareness campaign modeled on "See Something, Say Something" to encourage awareness and reporting of suspicious activity.

From: Slowey, Mary Jo
To: Safety
Subject: Comments
Date: Wednesday, April 04, 2018 11:28:12 AM

Please do not roll back the guidance on school safety experts and researchers have put in place as you move forward!

From: Slowey, Mary Jo
To: Safety
Subject: Comments
Date: Wednesday, April 04, 2018 11:28:12 AM

Please do not roll back the guidance on school safety experts and researchers have put in place as you move forward!

From:	Mitchell
To:	Safety
Subject:	Commission on School Violence
Date:	Tuesday, March 20, 2018 10:38:47 AM
Attachments:	AJC oped.pdf

I served with Sen. Johnny Isakson in the Georgia General Assembly. His office suggested I contact you as I understand President Trump along with Education Sec. Betsy DeVos are forming a commission to find solutions to school violence.

I would like to be considered to be on this Commission. Over 20 years ago, as a Georgia State representative I advocated hardening schools, very similar to what President Trump is advocating. If my proposals had been enacted years ago, countless lives would have been saved.

Attached is an Op-Ed I wrote that was published in the Atlanta Journal/Constitution in early June 1998 in the aftermath of the Oregon school shooting that left four dead and 23 injured.

Thank you in advance for your consideration.

Mitchell Kaye
former State Representative
cell: (b)(6)

From: Rolling T
To: Safety
Subject: Comprehensive Firearm Regulation
Date: Saturday, April 07, 2018 10:21:44 AM

Dear Members of the DoE,
I believe putting more firearms in education facilities is a very bad idea. What is needed is comprehensive firearm regulations that allow for responsible gun ownership but limits the number of guns at large. I know of no one that would ban gun clubs for target, trap or skeet, varmint control, or other similar uses. But getting more firearms circulation is not a viable solution and will do nothing to increase of students or anyone. else for that matter.
Thanks for your time
L. James Tromater
(b)(6)

From:	Kevin Guillen
To:	Safety
Subject:	Comprehensive school safety plan
Date:	Tuesday, March 27, 2018 6:06:51 PM

Comprehensive school safety plan

As a cyber security practitioner for the Government, I know protecting a network is about defense in depth and breadth. School safety/security is no different. This is a high level plan which provides enhanced security using several measures (layers) of defense.

1. Create effective man traps at one or two entry points. Man them with staff to vet people attempting entry after the onrush of students.
2. During the onrush of students in the morning, require passage through devices much like the TSA at airports.
3. Allow egress only through all doors during normal school hours, ingress through chokepoints.
4. Use trained volunteers to augment resource officers during school hours
5. Implement shelter in place during emergencies, such that classrooms are locked using electronic locks and are released only after the event is cleared.

Changes to normal behavior

1. Provide training specific to various dangerous events so people function as a unit.
2. Perform drills at random to evaluate training

Side note: I know a number of retired veterans that are well trained and would be willing to provide services as an augmentation force.

Most sincerely,
Kevin Guillen

Sent from my iPad

From:	Laurel555
To:	Safety
Subject:	Concerning school safety
Date:	Wednesday, March 28, 2018 9:43:16 AM

To Whom It May Concern,

It has been common knowledge for far to long thay human services is one of the most underappreciated, under compensated career fields.

Mental health and family communication is the issue not adding or removing guns from am equation. I would rather support a ban on cell phones in schools and for children before a certain age. The overuse and societal "imporatance" of cell phones is adding to the breakdown of communication and ability of parents to guide their children toward healthy happy young adulthood.

What I see through media of American society is a joke; weak morals and values run rampent. I support legal gun ownership and funding for mental health, and community/family building initiatives for our school age youths.

Concerned citizen,

Laurel Picard-lenski

Sent from my Verizon, Samsung Galaxy smartphone

Evidence-Based School Threat Assessment

Dewey Cornell, Ph.D.
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(b)(6)

Dewey G. Cornell, Ph. D.

- **Professor of Education in the Curry School of Education at the University of Virginia.**
- **Director of the UVA Youth Violence Project and faculty associate of the Institute of Law, Psychiatry, and Public Policy.**
- **Trained as forensic clinical psychologist, worked with hundreds of violent offenders**
- **Studied youth violence for 30+ years, 200+ publications in psychology and education**
- **Developed threat assessment guidelines for schools in 2001.**

Main Points

1. **Decisions about school safety must be based on facts, not fear.**
2. **School violence is a small part of the larger problem of gun violence.**
3. **We need more emphasis on prevention than security.**
4. **One prevention strategy is evidence-based school threat assessment, which can identify serious threats and help prevent violence.**

Traumatic Effect of School Shootings

(b)(6)

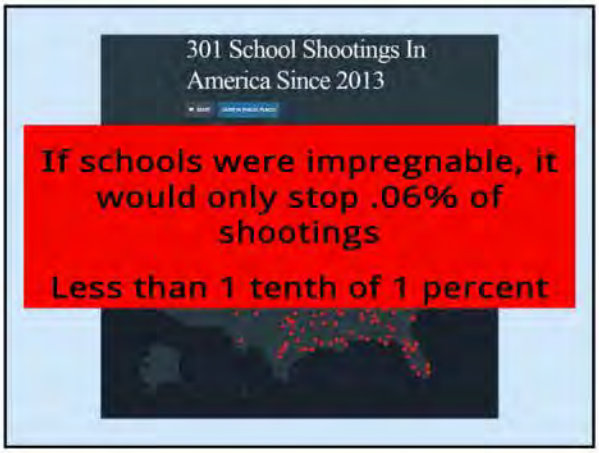
School shootings are so traumatic that they convince everyone that we extensive schools are unsafe and require extensive security measures.

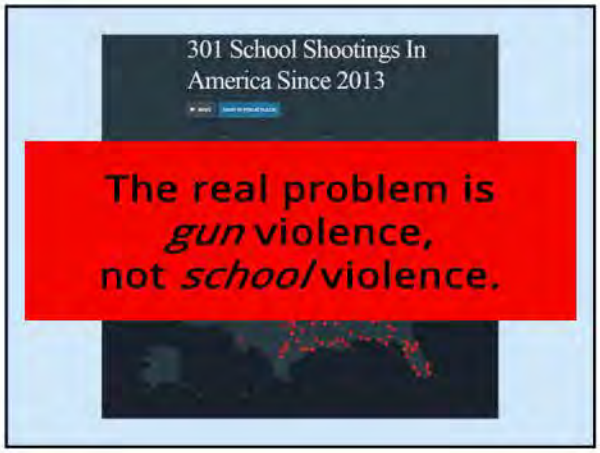
(b)(6)

We need both recovery from trauma and a factual analysis of the best way to prevent more shootings.

301 School Shootings In America Since 2013
5 yrs x 100,000 =
500,000
outside of schools

301 School Shootings In America Since 2013
For every shooting in a school, there are 1,600+ outside of schools


301 School Shootings In America Since 2013
If schools were impregnable, it would only stop .06% of shootings
Less than 1 tenth of 1 percent


301 School Shootings In America Since 2013
The real problem is *gun* violence, not *school* violence.

2005-2010 Homicides in 37 States
0
2000
4000
6000
8000
10000
12000
Residence 9847
Street 4455
Parking lot/garage 1209
Outdoors 629
Restaurant/bar 533
Store/gas station 492
Public building/business 288
Hotel/motel 211
School 49
Restaurants are 10x more dangerous than schools.
Homes are 200x more dangerous than schools.
Source: FBI National Incident-Based Reporting System (NIBRS) database. Selected locations. School includes colleges. See Nekvasil & Cornell (2015) *Psychology of Violence, 5,* 236-245.

Why the Fear of School Violence Matters
Newtown Rampage Spurs $5 Billion School Security Spending
http://www.bloomberg.com/news/articles/2013-11-14/schools-boosting-security-spending-after-newtown-massacre

Extra security in Hillsborough schools would cost $4 million

School security measures could cost millions locally

Additional Florida School Security Could Cost $100 Million

School security wish list would cost Marion County $160M

Armed guards in every Minn. school would cost $138 million

NRA proposal would cost state schools about $138 million

(DeAngelis, Brent, & Tanni, 2011)

Extra security in Hillsborough schools would cost $4 million

School security measures are expensive and deprive schools of resources that could be allocated to preventive measures such as anti-bullying programs and counseling services.

Armed guards in every Minn. school would cost $138 million

NRA proposal would cost state schools about $138 million

*Every Per Pupil dollar spent for **Security** is a Per Pupil dollar NOT spent for **Instruction**.*

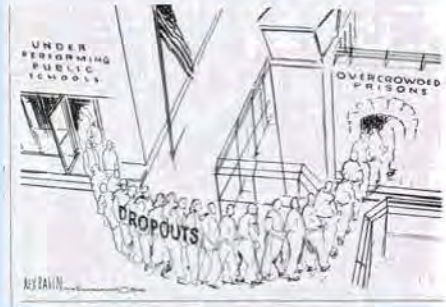
The *Expansion* of Zero Tolerance

From No Guns to

- No Toy Guns
- No Nail clippers
- No Plastic utensils
- No Finger-pointing
- No Jokes
- No Drawings
- No Rubber band shooting

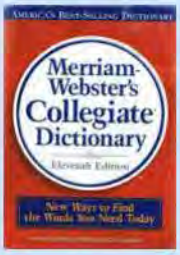
No accidental violations

3.3 Million Suspensions Per Year Fuel the School to Prison Pipeline



We should prevent shootings rather than simply prepare for them.

Prevention means "to keep something from happening"



Prevention must start before the gunman is at your door.

The FBI, Secret Service, and Dept of Education recommended a threat assessment approach nearly 20 years ago.

What is Threat Assessment?

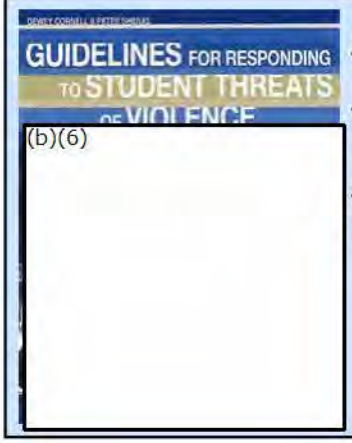
Threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

Threat Assessment is a violence prevention strategy.

1. Family members, friends, or others seek help when concerned about someone in distress or who is threatening violence.
2. The threat assessment team evaluates the seriousness of the threat.
3. The team initiates assistance to address the underlying problem, conflict or need. In the most serious cases, protective action is taken.

Threat Assessment

1. *Identification* of threats made by students.
2. *Evaluation* of seriousness of threat and danger it poses to others, recognizing that all threats are not the same (e.g., toy guns are not dangerous).
3. *Intervention* to reduce risk of violence.
4. *Follow-up* to assess intervention results.



- Threat assessment must be adapted for schools.
- Recognize developmental issues in children, social context of school.
- Goal is not punishment but successful education and healthy development.

Accurate Threat Assessment Avoids 2 Errors ...

1. Over-reaction

School Suspends Second Grader for Eating His Pop-Tart Into the Shape of a Gun

(b)(6)

Accurate Threat Assessment Avoids 2 Errors ...

2. Under-Reaction

*In a threat assessment, we try to determine **why** a student made a threat, and therefore how we can **prevent** the threat from being carried out.*

(b)(6)

Research on Threat Assessment

1. Cornell, D., Sheras, P. Kaplan, S., McConville, D., Douglass, J., Elkins, A., McKnight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review, 33*, 527-546.
2. Kaplan, S., & Cornell, D. (2005). Threats of violence by students in special education. *Behavioral Disorders, 31*, 107-119.
3. Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders, 34*, 42-54.
4. Allen, K., Cornell, D., Lorek, E., & Sheras, P. (2008). Response of school personnel to student threat assessment training. *School Effectiveness and School Improvement, 19*, 319-332.
5. Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24*, 119-129.
6. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the National Association of Secondary School Principals, 95*, 175-194.
7. Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review, 41*, 100-115.
8. Cornell, D. & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.). *Closing the School Discipline Gap: Research for Policymakers*. New York, NY: Teachers College Press.
9. Nekvasil, E., Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. Journal of Threat Assessment and Management 2, 98-113. http://dx.doi.org/10.1037/tam0000038

(b)(6)

Research on Threat Assessment

1. 99% of threats not carried out.
2. Only 1% expelled, 1% arrested.
3. Suspension rates decreased.
4. Racial disparities reduced or absent.
5. Counseling used more often.
6. More positive school climate.

Virginia mandates K-12 threat assessment in 2013

Key Points about School Threat Assessment

1. Must be adapted for schools.
2. Avoid criminalizing students.
3. Provide help where needed.
4. Need systematic training and research to maintain effectiveness.

Call for Action to Prevent Gun Violence in the United States of America

Interdisciplinary Group on Preventing School and Community Violence

Endorsed by 240+ organizations and 4,000+ individuals

- American Federation of Teachers
- American Psychological Association
- Council for Children with Behavioral Disorders
- National Educational Association
- National PTA
- National Association of Social Workers

To read and sign
https://curry.virginia.edu/prevent-gun-violence

Call for Action to Prevent Gun Violence in the United States of America
Interdisciplinary Group on Preventing School and Community Violence
February 20, 2018

School shootings and widespread community gun violence are far greater in the United States than other nations. America cannot be great and realize its promise of life, liberty, and the pursuit of happiness if our children are not safe from gun violence.

Although security measures are important, a focus on simply preparing for shootings is insufficient. We need a change in mindset and policy from reaction to prevention. Prevention entails more than security measures and begins long before a gunman comes to school. We need a comprehensive public health approach to gun violence that is informed by scientific evidence and free from partisan politics.

A public health approach to protecting children as well as adults from gun violence involves three levels of prevention: (1) universal approaches promoting safety and well-being for everyone; (2) practices for reducing risk and promoting protective factors for persons experiencing difficulties; and (3) interventions for individuals where violence is present or appears imminent.

Eight-Point Plan to Prevent Gun Violence

1st Level

1. A national requirement for all schools to assess school climate and maintain physically and emotionally safe conditions and positive school environments that protect all students and adults from bullying, discrimination, harassment, and assault;
2. A ban on assault-style weapons, high-capacity ammunition clips, and products that modify semi-automatic firearms to enable them to function like automatic firearms.

2nd Level

3. Adequate staffing (such as counselors, psychiatrists, psychologists, and social workers) of coordinated school- and community-based mental health services for individuals with risk factors for violence; recognizing that violence is not intrinsically a product of mental illness;
4. Reform of school discipline to reduce exclusionary practices and foster positive social, behavioral, emotional, and academic success for students;
5. Universal background checks to screen out violent offenders, persons who have been hospitalized for violence towards self or others, and persons on no-fly, terrorist watch lists.

Eight-Point Plan to Prevent Gun Violence

3rd Level

6. A national program to train and maintain school- and community-based threat assessment teams that include mental health and law enforcement partners. Threat assessment programs should include practical channels of communication for persons to report potential threats as well as interventions to resolve conflicts and assist troubled individuals;

7. Removal of legal barriers to sharing safety-related information among educational, mental health, and law enforcement agencies in cases where a person has threatened violence;

8. Laws establishing Gun Violence Protection Orders that allow courts to issue time-limited restraining orders requiring that firearms be recovered by law enforcement when there is evidence that an individual is planning to carry out acts against others or against themselves.

Eight-Point Plan to Prevent Gun Violence

Congress and the executive branch must remove barriers to gun violence research and institute a program of scientific research on gun violence that encompasses all levels of prevention. We contend that well-executed laws can reduce gun violence while protecting all Constitutional rights.

It's time for federal and state authorities to take immediate action to enact these proposals and provide adequate resources for effective implementation. We call on law enforcement, mental health, and educational agencies to begin actions supporting these prevention efforts. We ask all parents and youth to join efforts advocating for these changes, and we urge voters to elect representatives who will take effective action to prevent gun violence in our nation.

Ron Avi Astor, Ph.D., University of Southern California
George G. Bear, Ph.D., University of Delaware
Catherine P. Bradshaw, Ph.D., University of Virginia
Dewey G. Cornell, Ph.D., University of Virginia
Dorothy L. Espelage, Ph.D., University of Florida
Stefan Fleming, Th.D., Gordon Conwell Theological Seminary
Michael J. Furlong, Ph.D., University of California, Santa Barbara
Randy Hertz, J.D., University of California, Davis
Robert Jagers, Ph.D., University of Michigan
Shane R. Jimerson, Ph.D., University of California, Santa Barbara
Matthew J. Mayer, Ph.D., Rutgers, the State University of New Jersey
Mary Mitchell, Ph.D., Vanderbilt University
Amanda B. Nickerson, Ph.D., University at Buffalo, State University of New York
Pedro Noguera, Ph.D., University of California, Los Angeles
David Osher, Ph.D., American Institutes for Research
Russell Skiba, Ph.D., Indiana University
George Sugai, Ph.D., University of Connecticut
Steven W. Whitaker, Sc.D., Johns Hopkins University
Mark D. Weist, Ph.D., University of South Carolina

Concluding Points

1. **School violence is a small part of a larger problem of gun violence**
2. **Schools are much safer than the public thinks.**
3. **Threat assessment can help schools respond to student threats.**

http://youthviolence.edschool.virginia.edu

The Prevention of Gun Violence in Schools and Communities

Dewey G. Cornell, Ph.D.
University of Virginia

Written Statement

for the

Forum on School Safety

Hosted by Committee Democrats and Democratic Leadership

House Committee on Education and the Workforce

March 20, 2018

Good afternoon, Congressman Scott and distinguished Members of the Committee. I am Dr. Dewey Cornell, Professor of Education and a clinical psychologist at the University of Virginia. I want to thank you all for the opportunity to appear before you today. The shooting in Parkland was a terrible tragedy that arouses our deepest concern and sympathy. We must make our schools and communities safer and prevent further shootings.

I have studied youth violence for 34 years and as a forensic psychologist I have worked with many violent youth including several who have committed shootings at school. In 2001, I led the development of a threat assessment program for K-12 schools, the Virginia Student Threat Assessment Guidelines (VSTAG). We have conducted a series of controlled studies with hundreds of schools to show our model's effectiveness and it is used in thousands of schools across the U.S. Currently, I direct an NIJ-funded project to study the statewide implementation of threat assessment in nearly 2,000 Virginia public schools.[1]

The weekend after the Parkland shooting, an interdisciplinary group of 19 prevention researchers wrote a one-page, eight-point plan for gun violence prevention.[2] I helped to write this plan and will reference it in my remarks. I should point out that this plan has gained the endorsement of more than 240 organizations at national and state levels representing over 5 million educators, researchers, and mental health professionals.

Decisions about school safety should be based on a rational, factual analysis of the problem guided by evidence from scientific research. The evidence I will summarize today makes three main points.

1. *Violence in schools is just a small part of the larger problem of gun violence in our society.*

It would be a mistake to focus only on schools and miss the bigger picture. Children are exposed to violence in many other settings in their communities. Over the past 20 years, the United States has experienced an average of 22 students murdered at school each year.[3] However, outside of schools, 1,480 students are murdered each year. [4] In other words, students are 67 times more likely to be murdered outside of school than at school.

There is understandable public alarm that there have been approximately 300 school shootings since the Sandy Hook shooting in 2012.[5] However, CDC reports[6] tell us that that there have been over 500,000 shootings outside of schools in those 5 years, about 275 shootings[7] *every day* resulting in approximately 92 deaths and 183 injuries. From this perspective, our schools are much safer than the surrounding community. We do not have a school violence problem, but a gun violence problem.

I realize that gun safety is not in the purview of this committee, so I will say only briefly that there is a credible body of scientific research that we can reduce gun violence with reasonable gun laws.[8] The 8-point plan includes 3 gun safety recommendations: (1) a ban on assault-style weapons; (2) universal background checks; and (3) gun violence protection orders.

Schools are one of the safest places in a community. We have approximately 125,000 schools, so the average school can expect a student homicide every six thousand years.[9] Our study of FBI

data found that homicides are ten times more likely to occur in a restaurant than a school. [10] Anyone who thinks that arming teachers is a good way to protect our children should be advocating that we arm restaurant cooks and servers.

Shootings are far more likely to occur in shopping centers and public parks than in schools, as every member of Congress must know. We cannot make every building, every shopping center, and every public park a fortress. Security is not enough. This leads me to my next point.

2. *We need a more balanced approach that places greater emphasis on prevention.*

Our response to gun violence is often an emotional reaction of increasing security and preparing for the next shooting, rather than supporting efforts to prevent gun violence. We have already tried security measures and the available research says they are not very effective and that excessive security can be harmful.[11] It has been reported that schools spent 5 billion dollars in security measures after the Sandy Hook shooting.[12] Even if we spend 5 billion dollars more and could somehow make every school impregnable, that would only stop a small fraction of the shootings. For every shooting in a school, there are 1,600+ shootings outside of school.[13] Why would we spend billions to stop one-tenth of one percent and ignore the 99.9% of gun violence?

We need a more balanced approach that includes a real emphasis on prevention. Prevention must start long before there is a gunman in the parking lot. It must start with helping all children to be successful in school.

Comprehensive prevention requires a three-tiered public health approach. For example, we cannot predict who will get cancer, but we know how to prevent cancer with a three-tier approach that includes (1) universal programs to promote health for everyone; (2) second level programs for reducing risk factors; and (3) third level interventions for individuals where illness is imminent.

Violence prevention must use a three-tiered approach, too. The first tier is universal programs for everyone, such as improving school climate so that all children can succeed in school. Many of the mass shootings in schools and communities are committed by individuals who developed anger and resentment because of the bullying, harassment, and discrimination they experienced at school.[14] Schools should routinely measure and improve their school climate. We need school discipline reform so that students are helped to correct their behavior and be successful, rather than being driven out of school as part of the school-to-prison pipeline.

On the second tier, prevention means helping troubled young people who are at risk before they start down the pathway toward violence. Our schools are under-funded and under-staffed when it comes to special education, counseling, and mental health services. Put an armed guard in a school and you might prevent one shooting in one building. Put a counselor or psychologist in a school and you have the potential to help prevent shootings in any building anywhere in your community.

The third tier is to identify and intervene with students who are moving down a pathway toward violence. This brings me to my third and final point:

3. Threat assessment is a safe and effective way to help students who have threatened violence.

Threat assessment is a systematic process of evaluation and intervention for persons who have made verbal or behavioral threats of violence against others. Threat assessment was developed by law enforcement to protect public figures.[15] It expanded to business and is widely used by corporations to prevent workplace violence. Twenty years ago, the FBI[16] and Secret Service[17] recommended that threat assessment be used in schools. After participating in the FBI study of school shootings in 1999, I became intrigued by the idea of adapting threat assessment for use in schools. My colleagues and I worked with a group of educators to develop a threat assessment model for schools. Over the past 17 years we have refined our model, published a detailed manual,[18] disseminated it to thousands of schools, and conducted 11 studies of its effects.[19]

We learned that threat assessment is a good prevention strategy, but that it must be adapted for schools. The traditional law enforcement approach to threat assessment is focused on assassins and terrorists, but we are working primarily with kids. Kids make threats frequently when they are angry, upset, or just trying to gain some attention. In our first study, we found that the age group that makes the most threats to kill are elementary school students.[20] In almost all cases, students need counseling and discipline, not criminal charges. In school threat assessment, you must be careful not to over-react to student threats; the process must be calibrated to deal with kids, not adults.

There are some other important differences, too. In the business world, you fire an unhappy employee, but in schools we don't want to fire our students, we want to educate them and help them become successful adults. We have long-term goals for our students, and none of our students are expendable. We want them all to succeed.

So, school threat assessment is different from other forms of threat assessment. The kind of threat assessment used to protect Members of Congress is not identical to threat assessment in schools. The kinds of threats are different, the environments are different, the goals are different, and the management strategies and interventions that can be undertaken are vastly different.

To be effective, threat assessment teams should use evidence–based practices, which means that they are supported by controlled studies. Controlled studies require the use of control groups and reliable measurement of treatment effects. Teams must be well-trained and they must adhere to high standards of practice. There should be continuous collection of data to measure quality and guide improvement. I will summarize some of our research findings.

In four studies[21], we have found that fewer than 1% of students seen for a threat assessment carry out their threats. There have been fights, but none of the hundreds of threats to kill, shoot, or seriously injure someone were carried out. Furthermore, three controlled studies found that schools using threat assessment had less student aggression such as bullying and fighting.[22]

An important concern is that threat assessment might increase the use exclusionary discipline (such as suspension and expulsion) and might disproportionately affect students of color. Because this is such an important concern, we have systematically and repeatedly examined the impact of threat assessment on the use of exclusionary school discipline and on racial/ethnic

disproportionality. Six controlled studies and two field test studies support the conclusion that schools using threat assessment see a decrease in use of school suspensions and use expulsions or arrests in about 1% of cases.[23] We have also found in three studies that use of threat assessment does not have disproportionate effects on students of color and, to the contrary, reduces disproportionality.[24]

In conclusion, we believe that prevention is a critically important component of school safety that has been overshadowed by the rush to increase security measures. Prevention should be comprehensive and multi-tiered. In order to reduce gun violence in our communities as well as our schools, we should improve our school climate and make mental health services more readily available to troubled youth. Schools should use a threat assessment approach that is well-designed to work in school settings. Threat assessment is valuable so that students are not stigmatized or punished for minor misbehavior. Threat assessment allows schools to identify students in need of mental health services and other support. In the small number of very serious threats, schools can recognize the danger, collaborate with law enforcement, and keep our schools safe. Let's give prevention a chance.

I am happy to answer any questions that you may have.

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[1] Dr. Cornell directs a project supported by Grant #NIJ 2014-CK-BX-0004 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The project is conducted in collaboration with the Center for School and Campus Safety at the Virginia Department of Criminal Justice Services. The opinions, findings, and conclusions or recommendations expressed in this report are those of the authors and do not necessarily reflect those of the U.S. Department of Justice or the Center for School and Campus Safety at the Virginia Department of Criminal Justice Services.

[2] Interdisciplinary Group on Preventing School and Community Violence (2018). Call for Action to Prevent Gun Violence in the United States of America. https://curry.virginia.edu/prevent-gun-violence

[3] From the CDC's School-Associated Violent Death Study. 502 homicides of students from 1994-95 to 2013-14. Zhang, A., Wang, K., Zhang, J., & Oudekerk, B. A. (2017). Indicators of School Crime and Safety: 2016. NCES 2017-064/NCJ 250650. *National Center for Education Statistics*. https://nces.ed.gov/pubs2017/2017064.pdf

[4] FBI homicide statistics for the most recent 20-year period available (1996-2015) record 27,852 homicides of youth ages 5-18, which is an average of 1,393 per year. Source: Kaplan, Jacob. Uniform Crime Reporting Program Data: Supplementary Homicide Reports, 1976-2015. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2017-06-01. https://doi.org/10.3886/E100699V1

[5] Everytown for Gun Safety reports 301 school shootings. https://everytownresearch.org/school-shootings/5955/ Although critics have contended that 301 is an exaggeration that includes incidents where no one was harmed, even this high figure is a small fraction of the total number of shootings outside of school by any standard.

[6] There are approximately 33,727 shooting deaths and 66,728 shooting injuries on average per year according to the Centers for Disease Control and Prevention. (See Charts at end of this document). This makes an average total of 100,455 shootings in one year, 502,275 in five years. Deaths are recorded here: http://webappa.cdc.gov/sasweb/ncipc/dataRestriction_inj.html Shooting injuries are recorded here: http://webappa.cdc.gov/sasweb/ncipc/nfirates2001.html These statistics only include shootings that resulted in death or injury that was treated in a hospital. The comparison to school shootings would be even larger if the total number of shootings used the broader definition employed in counts of school shootings.

[7] 100,455 shootings per year is equivalent to approximately 275 shootings per day.

[8] For example, see (1) Cook, P. J., & Donohue, J. J. (2017). Saving lives by regulating guns: Evidence for policy. *Science*, *358*(6368), 1259-1261. (2) Donohue, J. J. (2017). Laws facilitating gun carrying and homicide. *American Journal of Public Health*, *107*(12), 1864-1865. (3) Gius, M. (2018). The effects of state and Federal gun control laws on school shootings. *Applied Economics Letters*, *25*(5), 317-320. (4) Webster, D. W., & Wintemute, G. J. (2015). Effects of policies designed to keep firearms from high-risk individuals. *Annual Review of Public Health*, *36*, 21-37.

[9] 125,000 schools divided by 20 is 6,250. This is a conservative estimate, since some of the 20 homicides will occur in the same school. Also, secondary schools will have a higher rate than elementary schools. See Borum, R., Cornell, D. Modzeleski, W., & Jimerson, S.R. (2010). What can be done about school shootings?: A review of the evidence. *Educational Researcher, 39*, 27-37. doi: 10.3102/0013189X09357620

[10] Data from the FBI National Incident-Based Reporting System (NIBRS) analyzed in Nekvasil, Cornell, & Huang (2015). Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations? *Psychology of Violence, 5,* 236-245.

[11] For example, (1) Cuellar, M. J. (2018). School safety strategies and their effects on the occurrence of school-based violence in US high schools: an exploratory study. *Journal of school violence*, *17*(1), 28-45. (2) Jennings, W. G., Khey, D. N., Maskaly, J., & Donner, C. M. (2011). Evaluating the relationship between law enforcement and school security measures and violent crime in schools. *Journal of Police Crisis Negotiations*, *11*(2), 109-124. (3) Morgan, E., Salomen, N., Plotkin, M., & Cohen, R. (2014). *The school discipline consensus report: Strategies from the field to keep students engaged in school and out of the juvenile justice system.* New York, NY: The Council of State Governments Justice Center. Retrieved from http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf

[12] Linskey, A. (November 14, 2013) Newtown rampage spurs $5 billion school security spending. *Bloomberg Markets*. http://www.bloomberg.com/news/articles/2013-11-14/schools-boosting-security-spending-after-newtown-massacre

[13] Ratio of 301 school shootings to 502,245 shootings outside schools in five years is 1 to 1,668.

[14] Here are some supporting studies: (1) Langman, P. (2015). *School shooters: Understanding high school, college, and adult perpetrators*. Rowman & Littlefield. (2) O'Toole, M. E. (2000). *The school shooter: A threat assessment perspective*. Quantico, VA: National Center for the Analysis of Violent Crime, Federal Bureau of Investigation. Retrieved from http://www.fbi.gov/stats-services/publications/school-shooter (3) Vossekuil, B., Fein, R., Reddy, M., Borum, R., & Modzeleski, W. (2002). *The final report and findings of the Safe School Initiative: Implications for the prevention of school attacks in the United States.* Washington, DC: U.S. Secret Service and U.S. Department of Education.

[15] Borum, R., Fein, R., Vossekuil, B., & Berglund, J. (1999). Threat assessment: Defining an approach to assessing risk for targeted violence. *Behavioral Sciences & the Law*, *17*(3), 323.

[16] O'Toole, M. E. (2000). *The school shooter: A threat assessment perspective.* Quantico, VA: National Center for the Analysis of Violent Crime, Federal Bureau of Investigation.

[17] Fein, R., Vossekuil, B., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. (2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates.* Washington, DC: U.S. Secret Service and Department of Education.

[18] Cornell, D. & Sheras, P. (2006). *Guidelines for responding to student threats of violence*. Originally published by Sopris West. Now available through Amazon.com.

[19] Studies available upon request. Email: youthvio@virginia.edu

1. Cornell, D., Sheras, P. Kaplan, S., McConville, D., Douglass, J., Elkon, A., Knight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review, 33*, 527-546.
2. Kaplan, S., & Cornell, D. (2005). Threats of violence by students in special education. *Behavioral Disorders, 31*, 107-119.
3. Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders, 34,* 42-54.
4. Allen, K., Cornell, D., Lorek, E., & Sheras, P. (2008). Response of school personnel to student threat assessment training. *School Effectiveness and School Improvement*, *19*, 319-332.
5. Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24*, 119-129.
6. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the Nat Assoc of Secondary School Principals, 95,* 175-194.
7. Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review*, 41, 100-115.
8. JustChildren and Cornell, D. (2013). *Prevention v. punishment: Threat assessment, school suspensions, and racial disparities*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/UVA_and_JustChildren_Report_-_Prevention_v._Punishment.pdf

9. Cornell, D. & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the School Discipline Gap: Research for Policymakers* (pp. 180-191). New York, NY: Teachers College Press.
10. Nekvasil, E., Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management 2*, 98-113. doi: http://dx.doi.org/10.1037/tam0000038
11. Burnette, A. G., Datta, P. & Cornell, D. G. (2017 online advance publication). The distinction between transient and substantive student threats. *Journal of Threat Assessment and Management*. http://psycnet.apa.org/record/2017-56103-001

[20] Cornell, D., Sheras, P. Kaplan, S., McConville, D., Douglass, J., Elkon, A., Knight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. School Psychology Review, 33, 527-546.

[21] Studies 1-2-3 used the VSTAG model. Study 4 was a statewide sample using both VSTAG and other models.

1. Cornell, D., Sheras, P. Kaplan, S., McConville, D., Douglass, J., Elkon, A., Knight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review, 33*, 527-546.
2. Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders, 34*, 42-54.
3. Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review, 41*, 100-115.
4. Cornell, D., Maeng, J., Burnette, A.G., Datta, P., Huang, F., & Jia, Y. (2016). T*hreat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015*. Charlottesville, VA: Curry School of Education, University of Virginia. See also Cornell, D., Maeng, J., Burnette, A.G., Jia, Y., Huang, F., Konold, T., Datta, P., Malone, M., Meyer, P. (2017). Student threat assessment as a standard school safety practice: Results from a statewide implementation study. *School Psychology Quarterly*. http://dx.doi.org/10.1037/spq0000220

[22] These studies compared schools using VSTAG to schools not using threat assessment or using an alternative model of threat assessment.

1. Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24*, 119-129.
2. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the Nat Assoc of Secondary School Principals, 95*, 175-194.
3. Nekvasil, E., Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management 2*, 98-113. doi: http://dx.doi.org/10.1037/tam0000038

[23] Studies 1-2 are field test reports and 3-8 are controlled studies.

1. Cornell, D., Sheras, P. Kaplan, S., McConville, D., Douglass, J., Elkon, A., Knight, L., Branson, C., & Cole, J. (2004). Guidelines for student threat assessment: Field-test findings. *School Psychology Review, 33*, 527-546.
2. Strong, K., & Cornell, D. (2008). Student threat assessment in Memphis City Schools: A descriptive report. *Behavioral Disorders, 34*, 42-54.
3. Cornell, D., Sheras, P., Gregory, A., & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24*, 119-129.
4. Cornell, D., Gregory, A., & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines. *Bulletin of the Nat Assoc of Secondary School Principals, 95*, 175-194.
5. Cornell, D., Allen, K., & Fan, X. (2012). A randomized controlled study of the Virginia Student Threat Assessment Guidelines in grades K-12. *School Psychology Review*, 41, 100-115.
6. JustChildren and Cornell, D. (2013). *Prevention v. punishment: Threat assessment, school suspensions, and racial disparities*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/UVA_and_JustChildren_Report_-_Prevention_v._Punishment.pdf
7. Cornell, D. & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the School Discipline Gap: Research for Policymakers* (pp. 180-191). New York, NY: Teachers College Press.

8. Nekvasil, E., Cornell, D. (2015). Student threat assessment associated with positive school climate in middle schools. *Journal of Threat Assessment and Management 2*, 98-113. doi: http://dx.doi.org/10.1037/tam0000038

[24] Studies 1-2 used the VSTAG model study 3 used a statewide sample of Virginia schools that included schools using VSTAG as well as other models.

1. JustChildren and Cornell, D. (2013). *Prevention v. punishment: Threat assessment, school suspensions, and racial disparities*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/UVA_and_JustChildren_Report_-_Prevention_v._Punishment.pdf
2. Cornell, D. & Lovegrove, P. (2015). Student threat assessment as a method for reducing student suspensions. In D. Losen (Ed.), *Closing the School Discipline Gap: Research for Policymakers* (pp. 180-191). New York, NY: Teachers College Press.
3. Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (in press). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review*.

Appendix

Call for Action to Prevent Gun Violence in the United States of America

Interdisciplinary Group on Preventing School and Community Violence
February 28, 2018

School shootings and widespread community gun violence are far greater in the United States than other nations. America cannot be great and realize its promise of life, liberty, and the pursuit of happiness if our children are not safe from gun violence.

Although security measures are important, a focus on simply preparing for shootings is insufficient. We need a change in mindset and policy from reaction to prevention. Prevention entails more than security measures and begins long before a gunman comes to school. We need a comprehensive public health approach to gun violence that is informed by scientific evidence and free from partisan politics.

A public health approach to protecting children as well as adults from gun violence involves three levels of prevention: (1) universal approaches promoting safety and well-being for everyone; (2) practices for reducing risk and promoting protective factors for persons experiencing difficulties; and (3) interventions for individuals where violence is present or appears imminent.

On the first level we need:
1. A national requirement for all schools to assess school climate and maintain physically and emotionally safe conditions and positive school environments that protect all students and adults from bullying, discrimination, harassment, and assault;
2. A ban on assault-style weapons, high-capacity ammunition clips, and products that modify semi-automatic firearms to enable them to function like automatic firearms.

On the second level we need:
3. Adequate staffing (such as counselors, psychiatrists, psychologists, and social workers) of coordinated school- and community-based mental health services for individuals with risk factors for violence, recognizing that violence is not intrinsically a product of mental illness;
4. Reform of school discipline to reduce exclusionary practices and foster positive social, behavioral, emotional, and academic success for students;
5. Universal background checks to screen out violent offenders, persons who have been hospitalized for violence towards self or others, and persons on no-fly, terrorist watch lists.

On the third level we need:
6. A national program to train and maintain school- and community-based threat assessment teams that include mental health and law enforcement partners. Threat assessment programs should include practical channels of communication for persons to report potential threats as well as interventions to resolve conflicts and assist troubled individuals;
7. Removal of legal barriers to sharing safety-related information among educational, mental health, and law enforcement agencies in cases where a person has threatened violence;
8. Laws establishing Gun Violence Protection Orders that allow courts to issue time-limited restraining orders requiring that firearms be recovered by law enforcement when there is evidence that an individual is planning to carry out acts against others or against themselves.

Congress and the executive branch must remove barriers to gun violence research and institute a program of scientific research on gun violence that encompasses all levels of prevention. We contend that well-executed laws can reduce gun violence while protecting all Constitutional rights.

It's time for federal and state authorities to take immediate action to enact these proposals and provide adequate resources for effective implementation. We call on law enforcement, mental health, and educational agencies to begin actions supporting these prevention efforts. We ask all parents and youth to join efforts advocating for these changes, and we urge voters to elect representatives who will take effective action to prevent gun violence in our nation.

Interdisciplinary Group on Preventing School and Community Violence
(in alphabetical order)

Ron Avi Astor, Ph.D., University of Southern California
George G. Bear, Ph.D., University of Delaware
Catherine P. Bradshaw, Ph.D., University of Virginia
Dewey G. Cornell, Ph.D., University of Virginia
Dorothy L. Espelage, Ph.D., University of Florida
Daniel Flannery, Ph.D., Case Western Reserve University
Michael J. Furlong, Ph.D., University of California, Santa Barbara
Nancy Guerra, Ed.D., University of California, Irvine
Robert Jagers, Ph.D., University of Michigan
Shane R. Jimerson, Ph.D., University of California, Santa Barbara
Matthew J. Mayer, Ph.D., Rutgers, the State University of New Jersey, New Brunswick
Maury Nation, Ph.D., Vanderbilt University
Amanda B. Nickerson, Ph.D., University at Buffalo, State University of New York
Pedro Noguera, Ph.D., University of California, Los Angeles
David Osher, Ph.D., Takoma Park, MD
Russell Skiba, Ph.D., Indiana University
George Sugai, Ph.D., University of Connecticut
Daniel W. Webster, Sc.D., Johns Hopkins University
Mark D. Weist, Ph.D., University of South Carolina

Charts

CDC data are the most recent available. Over past 10 years, CDC reports an average of 32,575 deaths due to firearms. Breakdown is 62% suicide, 38% homicide, 1% unintentional. For 2013-2015, the average is 33,727.

2007 - 2016, United States
Violence-Related Firearm Deaths and Rates per 100,000
All Races, Both Sexes, All Ages
ICD-10 Codes: X72-X74,X93-X95,Y35.0, *U01.4

Year	Number of Deaths	Population***	Crude Rate	Age-Adjusted Rate**
2007	30,335	301,231,207	10.07	9.95
2008	30,728	304,093,966	10.10	9.95
2009	30,561	306,771,529	9.96	9.80
2010	30,814	308,747,508	9.98	9.79
2011	31,512	311,663,358	10.11	9.90
2012	32,759	313,998,379	10.43	10.20
2013	32,849	316,204,908	10.39	10.13
2014	32,858	318,563,456	10.31	10.04
2015	35,476	320,896,618	11.06	10.79
2016	37,863	323,127,513	11.72	11.48
	325,755	**3,125,298,442**	**10.42**	

Source: National Center for Injury Prevention and Control, CDC
https://webappa.cdc.gov/cgi-bin/broker.exe

Over past 10 years, a total of 603,239 non-fatal injuries due to firearms, yielding an average of 60,324. For the past three years, the average is 66,728.

The sum of 66,728 injuries and 33,727 fatalities is 100,455 per year. Over five years the total is 502,275 shootings. With approximately 301 shootings in schools, the percentage of shootings in schools is 301 ÷ 502, 275 = .000599, which is less than one tenth of one percent. The ratio of shooting is 1,668 shootings outside of school for every 1 shooting in school.

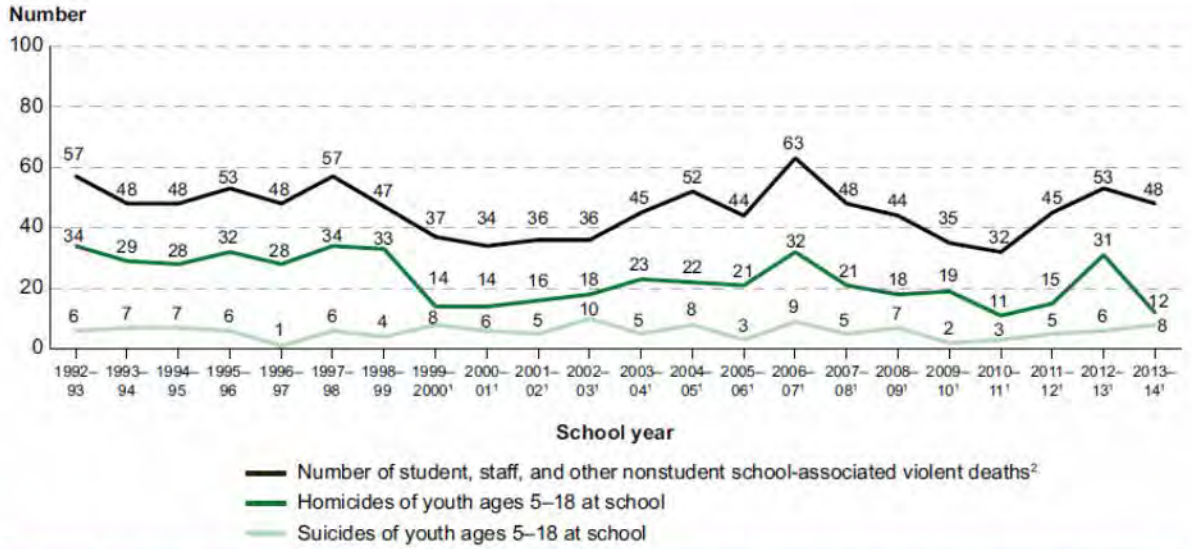
Violence-Related Firearm Gunshot Nonfatal Injuries and Rates per 100,000
2006 - 2015, United States
All Races, Both Sexes, All Ages
Disposition: All Cases

Year	Number of injuries	Population	Crude Rate	Age-Adjusted Rate**
2006	56,739	298,379,912	19.02	18.74
2007	54,165	301,231,207	17.98	17.91
2008	61,406	304,093,966	20.19	20.11
2009	48,158	306,771,529	15.70	15.68
2010	59,344	308,745,538	19.22	19.35
2011	59,208	311,718,857	18.99	18.97
2012	64,034	314,102,623	20.39	20.40
2013	67,394*	316,427,395	21.30	21.40
2014	65,106*	318,907,401	20.42	20.57
2015	67,685*	321,418,820	21.06	21.25

Source: National Center for Injury Prevention and Control, CDC
https://webappa.cdc.gov/sasweb/ncipc/nfirates.html

Approximately 25 students are victims of homicide each year in the U.S.

Figure 1.1. Number of student, staff, and other nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2013–14



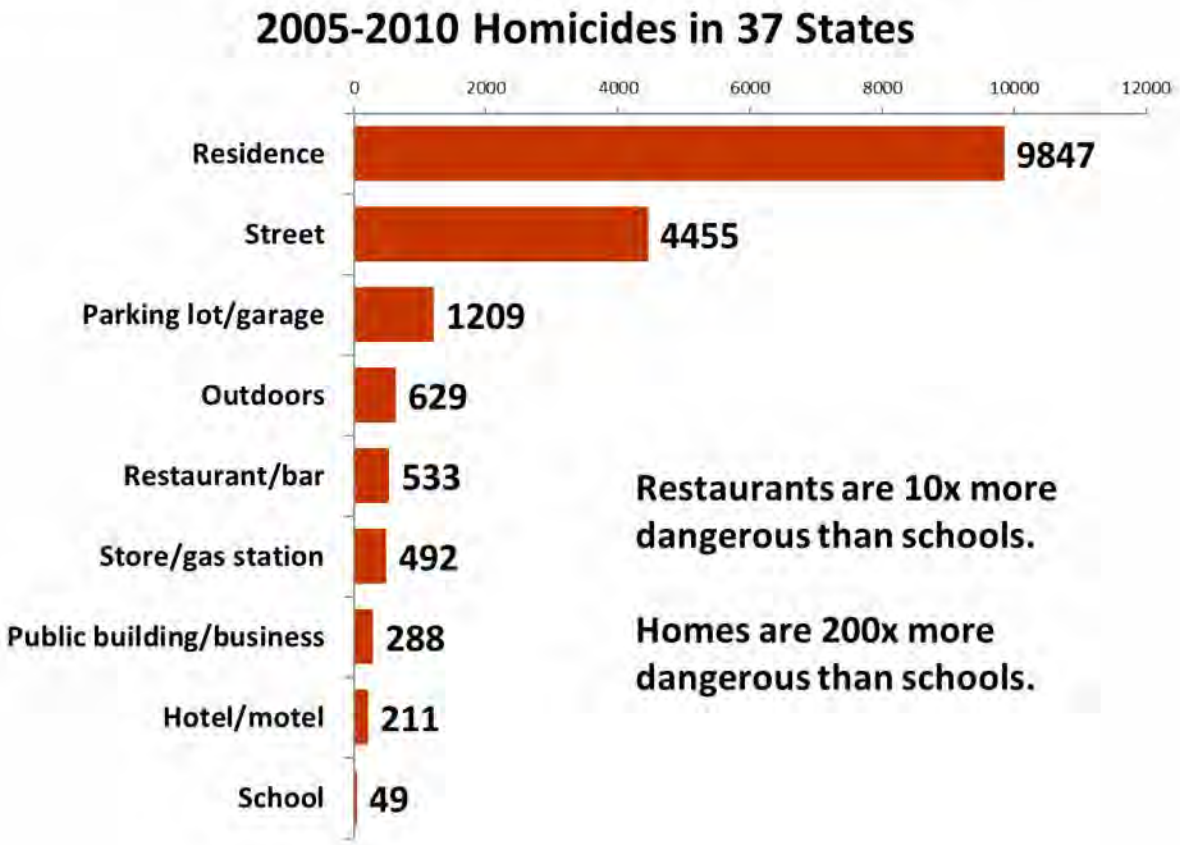
[1] Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.
[2] A school-associated violent death is defined as "a homicide, suicide, or legal intervention death (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students or staff members, from July 1, 1992, through June 30, 2014.
NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term "at school" is comparable in meaning to the term "school-associated."
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2014 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (November 2016).

Zhang, A., Wang, K., Zhang, J., & Oudekerk, B. A. (2017). Indicators of School Crime and Safety: 2016. NCES 2017-064/NCJ 250650. *National Center for Education Statistics*. https://nces.ed.gov/pubs2017/2017064.pdf

Approximately 1,400 school-age children and youth are victims of homicide each year.

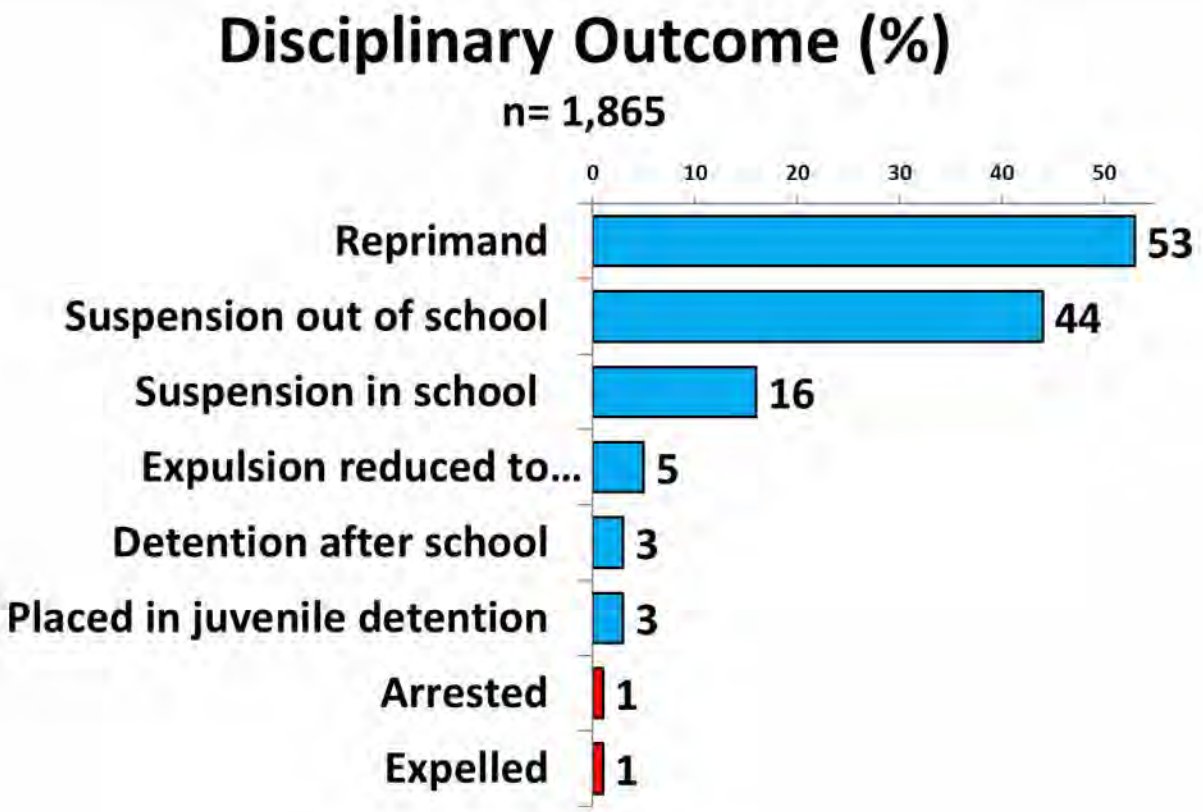
Sources: Kaplan, Jacob. Uniform Crime Reporting Program Data: Supplementary Homicide Reports, 1976-2015. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2017-06-01. https://doi.org/10.3886/E100699V1. Data on 22 homicides per year in schools based on years 1994-95 to 2013-14 in Zhang, A., Wang, K., Zhang, J., & Oudekerk, B. A. (2017). Indicators of School Crime and Safety: 2016. NCES 2017-064/NCJ 250650. National Center for Education Statistics. https://nces.ed.gov/pubs2017/2017064.pdf

Schools have far fewer homicides than other locations.



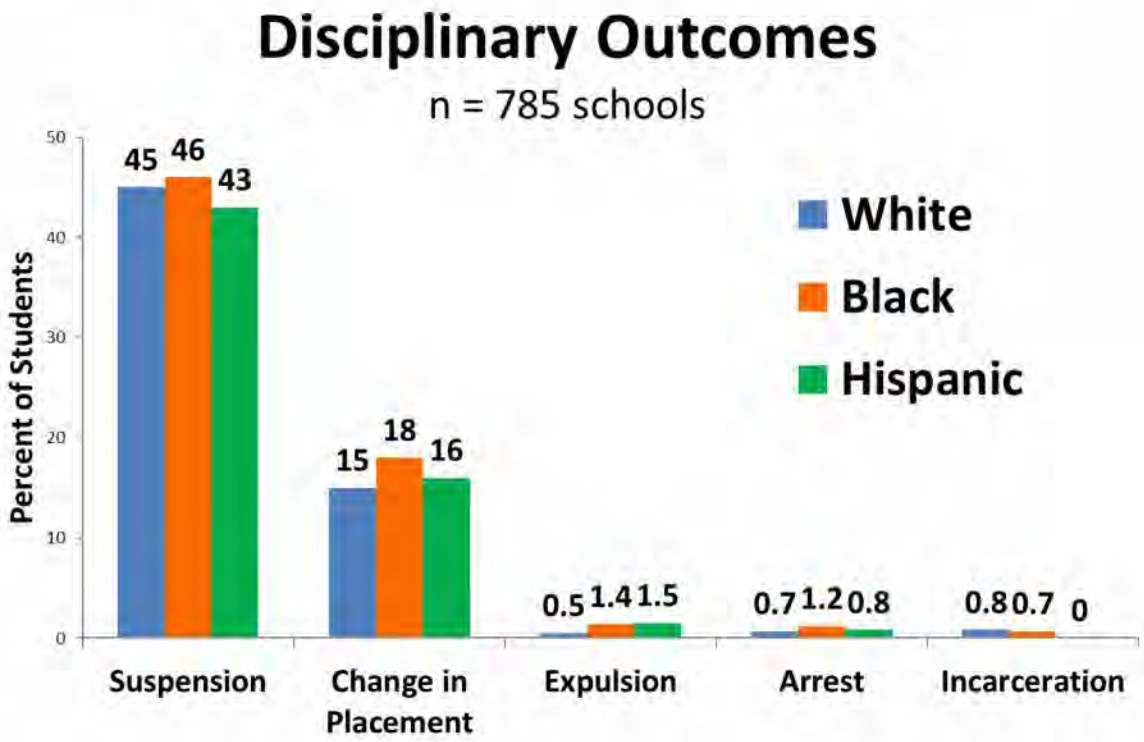
Data obtained from the FBI National Incident-Based Reporting System (NIBRS). Nekvasil, Cornell, & Huang (2015). Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations? *Psychology of Violence, 5,* 236-245.

Approximately 1% of students receiving a threat assessment in Virginia public schools are arrested or expelled.



Cornell, D., Maeng, J., Burnette, A.G., Datta, P., Huang, F., & Jia, Y. (2016). T*hreat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015*. Charlottesville, VA: Curry School of Education, University of Virginia. See also Cornell, D., Maeng, J., Burnette, A.G., Jia, Y., Huang, F., Konold, T., Datta, P., Malone, M., Meyer, P. (2017). Student threat assessment as a standard school safety practice: Results from a statewide implementation study. *School Psychology Quarterly*. http://dx.doi.org/10.1037/spq0000220

No statistically significant differences in outcomes for Black, Hispanic, or White students receiving a threat assessment in Virginia public schools.



Cornell, D., Maeng, J., Huang, F., Shukla, K., & Konold, T. (in press). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review.*

Incident Summary:

Incident #: 28022-100762

Question:

Hello,
I am forwarding from the Library, as I was not sure who it should be directed to.

Thanks,
Anne Marie
askalibrarian@ed.gov

From: Daniel Navin [mailto:daniel.navin@ballisticcordonsystems.com]

Sent: Wednesday, February 14, 2018 10:12 PM
To: AskaLibrarian; edpubs@edpubs.ed.gov
Subject: technology to make schools safer

Hello,
I realize this is a long shot, but can you forward this to the appropriate contact?
We are a team of Army veterans turned engineers, working on a technology to make schools safer from active shooters. Check out our link below.
We would love to get a meeting with Dept of Education.
Any assistance you can provide is much appreciated!
Thank you,

Daniel

15 February 2018
Office of Secretary Devos
US Dept of Education
400 Maryland Ave SW Washington, D.C. 20202

Dear Secretary Devos,

We are developing a new technology for increasing the safety of schools against active shooter threats. The technology is called the Ballistic Curtain Cordon System (BCCS), and it was invented by Army combat veterans who recently became mechanical engineers. Drawing from combat experiences, the system is designed to provide real protection to potential victims by rapidly deploying a series of bullet proof curtains at the push of a button, creating safe havens and safe egress routes inside of buildings.

The BCCS is a series of rollable armored curtains that can be mounted into the ceiling of any building, stored completely out of view. Upon activation the system deploys a series of bullet proof curtains that hang between potential victims and the shooter. The curtains break up open areas, such as hallways, cafeterias, and gymnasiums, effectively disrupting the shooter's visual and physical continuum while simultaneously allowing potential victims to egress the area. Additionally, a variant of the design can be placed into each classroom to cordon off a "safe haven" behind which the room occupants can safely wait for help to arrive. Please visit our website for a video demonstration:
www.ballisticcordonsystems.com
Home
[ballisticcordonsystems.com]
www.ballisticcordonsystems.com
The Ballistic Curtain Cordon System. is a system of bullet resistant curtains that protect the innocent by breaking up a shooter's line of sight, giving potential ...

It would be our honor to meet with you or your staff to further demonstrate how the BCCS can be a simple, affordable, politically neutral, and effective solution to increasing the safety of schools across the country. If you would like further information, please contact us at any time.

	Sincerely, Daniel Navin Co-Founder and COO Ballistic Cordon Systems, LLC Email: daniel.navin@ballisticcordonsystems.com Phone: (717) 314 - 1249 Please open the attachment to view the entire email.
Date Created:	2/15/2018 09:46 AM EST
Customer:	AskaLibrarian AskaLibrarian (AskaLibrarian@ed.gov)
STATE:	

DEFENDER™ 3600

It's time to FORTIFY our classrooms to PROTECT our students

Introducing DEFENDER 3600™

The DEFENDER 3600™ is a lock-down device that turns any classroom into a safe room during an active shooter situation. Its easy installation and ballistic-tested capabilities allow teachers to secure their classroom in a matter of seconds. The anti-breach device can be deployed during a crisis situation by any capable person.

HOW IT WORKS

The DEFENDER 3600™ is installed with a drill and standard bolts on any door, no matter what material it is made of.

The locking mechanism features a paddle and crank system that can withstand the impact of hundreds of rounds of ammunition without failing.

A SENSE OF URGENCY

School shootings are a daily news headline in the United States. Most people find that unacceptable. Students should not live in fear of being shot while getting an education. Teachers should not feel vulnerable in their own classroom. Parents should not have to prepare their children with survival tips when they drop them off at school each morning. We must do better when it comes to protecting our youth and our schools.

MAKE CLASSROOMS SAFE NOW & LATER

DEFENDER 3600™ guards against today's security breach of an active shooter, but also against future threats of explosive devices during a terrorist attack. This safeguard can be installed on any existing door by your facilities' crew, in just 15 minutes. Teachers learn how to deploy it by watching a short training video.

DEFENDER 3600™

Contact us to discuss the DEFENDER 3600™

916.880.2220 info@defender3600.com

Patent pending #15/454,232

DEFENDER3600.COM

From:	Duncan Smith
To:	Safety
Subject:	DeVos Commission on School Safety
Date:	Wednesday, March 14, 2018 4:31:49 PM
Attachments:	DS - Dr-Cady-Pro-V2-White-Paper revised.pdf DS - Brochure (Front & Back).pdf

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To whom it may concern-

I represent Deterrent Specialities LLC, a company dedicated to providing systems and training to stop violence in public institutions, including schools, hospitals, churches, and other venues. We would be very interested in meeting with you to discuss the efforts to deter school violence. Deterrent Specialities is headquartered in Blaine, WA, in the Pacific Northwest. One of the systems they have is a non-lethal device for security personnel that has reduced violence in these venues tremendously. We would like the opportunity to relay to you that progress. I have attached some background materials for your information. We would greatly appreciate the opportunity to meet with you and make this presentation. Please let me know when that would be possible. Thank you.

Duncan Smith
Smith Advocacy Group LLC
400 Massachusetts Ave., NW, #1304
Washington, DC 20001-6818
www.smithadvocacygroup.com
dsmith@smithadvocacygroup.com
202-431-2255

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From:	Lonni Skrentner
To:	Safety
Subject:	Do NOT arm teachers
Date:	Friday, March 16, 2018 1:10:05 PM

Anyone who thinks the idea of arming teachers is good is not thinking clearly. Answer these questions...

1. Where would said gun be kept? (Needs to be accessible but protected...)
2. Where would the ammunition be kept? (If gun is not loaded at all times, how could a teacher possibly react fast enough?)
3. Stats show police only hit their targets 18% of the time. Armed teachers would probably be less effective?
4. What happens when an armed teacher confronts a shooter who is a student they have had in class?
5. What kind of therapy are you going to provide for any teacher who shoots a student other than the shooter? Who is liable for that innocent life lost?
6. How is the teacher not going to be shot first since a handgun needs closer range than an AR 15?
7. Who is shepherding the armed teachers students while they are confronting a shooter?

Lonni Skrentner
Edina, MN
Retired HS teacher - 39 years!
Former school board member

(b)(6)

Help Deter Violence Before it Starts

The ProV2 - Patented, **True** Non-Lethal Enhanced Deterrent • We **Deter** Bad Beha...

Now Offering Certified Online Training!

"The Guardian 8 ProV2 is truly an amazing System to help immediately reduce workplace violence. It is a scientifically designed System to interrupt drug induced or other aberrant emotional behavior. One of the features is the 'Star Wars' appearance. The System also protects against medical and legal nightmares, and the protracted litigation. The certified online training helps facilitate integration. This device should be immediately adopted in healthcare facilities for their security staff."

Dr. Louis Cady, MD, Founder - Cady Wellness Institute, Newburgh, Indiana

DETER - stop incidents before they happen

Physician states: "The physical appearance of the Pro V2 is unmistakable and reassures our peers that qualified help has arrived."

DOCUMENT - record audio & video

Retired government officer: "We could have reduced or avoided several large settlements if we had audio/visual recording. The product eliminates the "he said/she said" scenarios."

DE-ESCALATE - 3 levels of engagement

Covenant Health: "On our first day of full use of the Pro V2 our security officer had to activate Level 1 to prevent a person from attacking him with a closed fist. Our officers feel safer and it has boosted morale."

DEFEND - with non-lethal OC

Day Kimball Hospital: "Pro V2 provides powerful means of gaining control over aggressive patients and visitors while responding to employee emergencies."

ASIS 11 accolades
Security's Best Winner

Campus Safety BEST WINNER

From: GUARDIAN 8 ENHANCED NON-LETHAL DEFENSE

EXCLUSIVE DISTRIBUTOR: TRUE Non-Lethal Enhanced Deterrent
DETERRENT Specialties
"We Deter Bad Behavior"

Patents: US 8,310,360 B2, US D681,768 S, US D688,769 S, US 8985,397 B2, US 8,988,229 B2

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BREAKTHROUGH

Non-Lethal Defense System

Now Offering Certified Online Training!

***"Manage risk or risk will manage you."* - Tom Ridge**

FROM: Rear Admiral Duncan Smith - USCG (ret.) - Dept. of Homeland Security
"When I saw the Guardian 8 System, I immediately recognized it as the first legitimate method between talking and shooting."

FROM: Sheriff Paul J. Williams - Bennett County, South Dakota
"Just the sight of it makes you wonder 'What the heck is that thing?' Then, when it's first turned on, you hear a beep, see the laser, and the whole front lights up. You don't know what it is, but you can tell it sure means business. That alone, I feel, should start the de-escalation process. I thought immediately of our Hospital ER. We have had incidents happen that has put the nurses in danger before my Deputies can arrive."

FROM: Paul Sanchez - Former Sheriff and Retired U.S. CBP
"The real-time audio and video recording protects both officer and individual. The Bluetooth communication creates a third record, which documents verbal encounters."

FROM: Captain Ralph Mominee - Firelands Regional Medical Center
"There was an intoxicated visitor for a patient in the ER. The visitor was being disorderly with Staff and started screaming at a Nurse as he approached her. She was trapped in a corner as the visitor approached her. A Security Officer was in the ER and restrained the visitor and attempted to remove him from the room. The visitor struggled with the Officer. The Officer drew his G8 Pro V2 and activated a Level 1 deployment. The visitor stopped his aggressive behavior and followed the Officers command to leave the premises."

FROM: Dr. Clements - Asst. Superintendent of Longview ISD
"The Pro V2 deployment is an exciting opportunity for Longview ISD. We always want to make sure that we have the most updated and state of the art equipment."

FROM: Lester Fultz - Educator and Chief of Safety and Security for Cleveland Metro ISD
"The Pro V2 has met and exceeded my expectations. I believe we have found a tool that meets two of our biggest concerns, the safety of students and that of our Officers."

FROM: Dave - Security Guard, Omaha, Nebraska
"While I understand that security is a observe-and-report type of job, there is still a presence of authority that has to be presented. Without the Pro V2, you're just a guy or girl in a security shirt."

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The Guardian 8 Pro V2 Review

Louis B. Cady, M.D.

The Guardian 8 ProV2 is the first and only non-lethal force device ever developed for the purpose of either rapidly de-escalating a conflict, or, if necessary, ending it definitively with non-lethal means, all the while recording contemporaneous audio and video which serves as documentation of the incident and evidence of the reasons behind the escalation of force of the ProV2 by its operator. This positions it well for use in health care settings, as well as in the community.

THE PROBLEM

One inescapable theme of media coverage recently has been police shootings, leading all the way from "Black Lives Matter" to "Blue Lives Matter" demonstrations. Clearly, a non-lethal deterrent and ways to end a potentially lethal force encounter are needed. And, for legal and civil litigation reasons, the most widely used other option – the Taser – is not it.

In 2013, Taser International, Inc. paid out $2.3 million in settlements to plaintiffs who had sued the company in "product liability" cases. There are known cases where people were shot in the chest with Tasers and subsequently went into cardiac arrest. Many have already been settled.[1] The online tech blog, The Verge actually ran a story on multiple deaths from the Taser, asking the question "When does 'less lethal' actually mean 'deadly'?"[2] In another case, a plaintiff with brain damage arising from the direct and proximate cause of being Tasered won $2.85 million in a suit settled in Santa Cruz, California in 2010.[3]

But the risks in potential deadly force encounters persist.

There were 55,400 people in 2012 injured in US legal police intervention. On average, 1 in 291 stops/arrests resulted in either an injury requiring hospital treatment or death of a bystander or the subject.[4] In a useful analysis by Fachner and Carter[5] on "threat perception failure," the authors reviewed two distinct scenarios where "the officer(s) perceive a suspect as being armed due to misidentification of a nonthreatening object, or the subject's movement." Tragic deaths, splashed across the media, result.

And in hospital, where deadly force is rarely employed unless against an active shooter, an "Epidemic of violence against health care workers plagues hospitals." In her article in Scientific American, Roni Jacobson[6] described 80% of nurses being attacked on the job within the past year (2014). Assaults on healthcare workers account for almost 70% of all nonfatal workplace assaults. In the same study, almost 50% of violence came from patients and family members who were either drunk or on drugs. And some people attack nurses simply out of frustration. One article in the New England Journal of Medicine took note of the problem of workplace violence against health care workers in this country, featuring in its first paragraph the story of a surgeon who was shot and killed at work by the agitated son of a deceased patient.[7]

In the educational system, violence directed against teachers is a well known problem.[8] In one study of violence against teachers, 731 teachers were surveyed. 80% had experienced some form of school-related violence – broadly defined – at one point in their careers. A full 28% had been the victims of actual, attempted, or threatened physical violence.[9] According to data compiled by the National Center for Education Statistics from 2011-2012[10], 9% of school teachers reported being threatened with injury by a student from their school. And the percentage of teachers in that study reporting that they had been physically attacked by a student from their school in 2011–12 was 5% - a rate higher than in any previous survey year.

Data was also compiled in 2014 on workplace violence in general by the National Center for Victims of Crime.11 There were 403 homicides nationally. Of these victims, 19.1% were in law enforcement or security, and 26.3% of the victims worked in sales or retail. Excluding law enforcement and security employees, the rate of total workplace violence (non-lethal) was 8.7/1000 government workers and 4.7/1000 private sector workers.

The Solution

The Pro V2 is a patented, enhanced, and non-lethal hand-held deterrent system using a continuum of force, and designed for the purpose of documenting encounters, de-escalating the situation, and, if necessary, disabling the attacker/assailant. It is manufactured by CK Guardian Acquisition LLC.

A "four D" system is inherent in its development and design:

- *D eter* – to stop incidents before they happen. It is an impressing looking side arm, and looks threatening. One physician commented on "the physical appearance of the PROVF2 is unmistakable and reassures our peers that qualified help has arrived."
- *D ocument* – the ProV2 begins recording sound and audio when activated, to totally document and defend the actions occurring in an incident. This documentation can range all the way from de-escalation and resolution to the incapacitation of an assailant.
- *De-escalate*. There are three levels of engagement – all the way from flashing lights and loud sound to a powerful form of pepper spray that disables the assailant. Up to that point, with clear documentation being recorded of the incident, attempts can be made to talk the assailant down before more vigorous methods are applied.
- *D efend*. If the operator of the ProV2 needs to defend himself, herself, or an innocent bystander, or end a potentially explosive confrontation, a form of pepper spray called "OC" spray is fired into the assailant's eyes with laser-dot assisted aim. This method of disabling attackers was noted by the Day Kimball Hospital: "ProV2 provides powerful means of gaining control over aggressive patients and visitors while responding to employee emergencies."

Enhanced non-lethal ("ENL")devices are being considered now for three main reasons: first, they are infinitely preferable to shooting someone with a firearm, and they save lives. Secondarily, an ENL device with contemporaneous sound and audio recording enhances accountability of all parties and reduces litigation risk. Thirdly, this escalation of force is congruent with the US Supreme Court case of *Graham v. Connor* which shifted the discussion of force to an "objective reasonableness" standard.[12] Contemporaneous audio/video recording clearly establishes "objective reasonableness."

The ProV2 is deployed in an adversarial situation with the drawing of the device and activation of a red laser dot[13] sight which is deliberately aimed at the ground. This is "Level 1 Activation." At this point, an attempt to de-escalate the situation is immediately commenced and combined audio and video recording are started automatically and immediately. Case reports coming back from the field show that simply deploying the red-dot laser beam from something that looks like a gun is enough to stop 70% of the incidents cold.

At any time, a pre-recorded message programmed to either reach 911 or the command and control center for security is transmitted via Bluetooth. This is done with one button push on the ProV2.

If the deploying of the ProV2 system's red-dot laser on the ground does not de-escalate the situation, Level 2 Activation is commenced. The ProV2 is raised to the recording/firing position, the red laser dot is placed on the assailant's forehead, and the operator announces that audio and video recording has commenced.[14] As this time, automated communication has commenced between the ProV2 operator and either 911 or a designated security command and control center. Audible two way communication is commenced while the assailant remains targeted. The potential assailant can hear both sides of the conversation as it is occurring and, if mentally clear, will realize that documentation of the incident has commenced. This can prove a powerful deterrent to continuing in an aggressive posture. During this time, in addition to the Pro V2, an additional recording is simultaneously being made at the command and control center or at 911. The ProV2 can record talking volumes at up to 15 feet away and document what is being said by both parties.15

The Level 2 Activation is enabled by a half trigger pull on the ProV2. This triggers either or both an alerting siren and a strobe light.16 The conflict continues to attempt to be de-escalated while simultaneous audio and video recording continue. The deploying of the bright strobe light and high decibel siren is what law enforcement training manuals refer to as "breaking the OODA Loop."17 In terms of neurolinguistic programming theory this represents an obvious and intense "pattern interrupt."18

Level 3 Activation is when there is a clear, obvious, and imminent threat towards the operator. At that point, with the red laser dot clearly on the assailant's forehead, the Pro V2 trigger is squeezed all the way back and a gel stream

of 0.54 ounce OC pepper spray[19] is released directly into the assailant's face over 4 seconds. This is released as a ballistic stream with a 10+ foot range, and precisely targeted using the red dot laser. The gel stream, rather than "cone" targeting, prevents collateral contamination of innocent bystanders.

Deployment, Effectiveness and Conflict Resolution

The Chinese military genius and strategist Sun Tzu advised: "…winning a hundred victories out of a hundred battles is not the ultimate achievement; the ultimate achievement is to defeat the enemy without even coming to battle."[20]

In 2017, the closest technique to "subduing an enemy without fighting" appears to be the ProV2. Retired Admiral Duncan Smith described the ProV2 as "the first legitimate choice between talking and shooting."[21] Retired police sergeant Calvin Jones, with 22 ½ years service on the Omaha Police Department stated[22]: "The Pro V2 has the same deterrence factor as other devices used by Law Enforcement that are categorized as
'Smart Weapons,' but the Pro V2 does not have the liability associated with these devices." He continued by noting, "The Pro V2 is not a weapon but a self-defense tool and a de-escalation system that utilizes the officer's training, reasoning skills, and de-escalation skills in order to project a professional presence while at the same time controlling the situation so that it does not escalate up the force continuum… the Pro V2 offers a more advanced and technological delivery system and incorporates several layers of de-escalation/layers of defense."

A real-world example of the deployment of the Guardian 8 ProV2 occurred in the Banner Health facilities in the Phoenix, AZ area. A one month pilot project was completed from December 2015 to early January 2016; positive feedback was provided by all Security Directors at their facilities, and the overall consensus was that the device was easy to use and deploy. Following the pilot project, 130 ProV2 units were purchased, with Guardian 8 Instructors providing "train the trainer" instruction and certification training before officers could carry the ProV2. This was quickly accomplished, and the Guardian 8 ProV2 was fully deployed throughout the Banner Health System, one month later, in February. This represents an astonishingly rapid rate of review and adoption.

The use of the Pro V2 was carefully monitored. Any time a Level III activation (firing of O/C spray) occurred, a separate activation report was completed. The audio/video recording features of the ProV2 have been indispensible in providing audio/video recordings during Use of Force Review Board Hearings, and copies were provided to law enforcement as evidence for criminal prosecutions. It was also noted that "the recordings could potentially have great value in any related civil litigation (similar to police body cameras)."[23]

Since the deployment of the 130 ProV2 systems, in the sixteen months from February of 2016 to June of 2017, there have only been a total of nine deployments of the "Level III activation" (O/C Pepper Spray). In each of these cases, the O/C spray proved effective in rendering the violent individual unable to fight and allowing officers to safely gain physical control of the subject. In Mr. Rosky's report,24 he notes: "The use of the Guardian ProV2 prevented injury to the involved security officers and clinical staff." He also notes that the majority of the O/C Jell Spray deployments occurred inside hospitals and resulted in little or no effect on nearby staff. Because of the O/C composition in the very concentrated jell formula (non aerosol) there is no air contamination or cross environmental contamination that occurs when it is discharged.

The effectiveness of the ProV2 in real world use was foreshadowed by a 2008 study25 examining the first iteration effectiveness of an array of non-lethal devices in a 5 year retroactive forensic evaluation of police use of force in two Florida agencies. The top 3 interventions that resulted in "event ended" were "chemical agents" with 64.4% of events terminated; Taser, with 69.1% of all events ended; and deployment of K9 with 69.4% events terminated. Basically all three were comparably effective.

Paul J. Williams, the Sheriff of Bennett County in South Dakota, described the ProV2 memorably and colorfully.26 "I first encountered the proV2 at the spring Sheriff's convention. Just the sight of it makes you wonder 'what the heck is that thing?' Then when it's first turned on, you hear a beep, see the laser, and the whole front lights up. You don't know what it is, but you can tell it sure means business. That alone, I feel, should start the de-escalation process."

CONCLUSION

As a physician, I am fascinated and impressed with the ability of this device to save lives and end conflicts. Even though my career is in medical service to others, I am tremendously impressed with the ability of this device to protect the teachers that teach our children, the police, sheriff's, and security officers that protect us, and certainly the nurses and doctors that heal us. This device could make the life or death difference between a tragic incident where a person pushed past his emotional controls acts out in a threatening or assaultive and potentially homicidal fashion and is killed in the event, or a rapid, structured, de-escalation of conflict where no injuries are sustained, no one is killed, and healing can begin to take place.

This device exists at the intersection of psychology and technology. It is the most logical, technologically capable, and legally self-protective device currently available to law enforcement and security services today.

---

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12 Mesloh C et al. Less Lethal Weapon Effectiveness, Use of Force, and Suspect & Officer Injuries: A Five-Year Analysis. A report to the National Institute of Justice. Pp 17-18. Published 2008, US Dept. of Justice.

13 The laser spotter is a 5 mW Class eR (655 nm) red beam which illuminates subjects over 50 feet away. The low power means that it is safe even if accidentally shined into the identified target's eyes. There is an option to enable or disable this feature. (from G8 ProV2 data sheet)

14 Video files are recorded in 720 p high definition video, along with still image capture and audio. The video files are captured in an .avi file format. Pictures are capture in .jpg files. "Audio recordings are .wav files. Each of these formats were chosen due to their ease in handling within e-mail systems and secure file storage servers. Communication is facilitated through a secure Bluetooth connection with a Pro V2 operator's cell phone. All discrete functions of the device (e.g., power on, arming, ½ trigger, and full trigger pull) are recorded in an event log which can be exported into a text file, or printed." (NEED REFERENCE – THIS IS FROM THE OCTOBER 27, 2014 ARTICLE)

15 from G8 ProV2 data sheet.

16 The alerting siren is 88 decibels, minimum, at 10 feet. It is loud enough to get the target's attention but not loud enough to cause hearing damage. The strobe light is a 105 lumen white LED which has carefully been calibrated to avoid blue light and to not induce seizures in any targets with a history or possibility of epilepsy. (from G8 ProV2 data sheet).

17 "OODA was a term coined by USAF Colonel John Boyd to explain the dynamics of fighter combat and why some pilots succeed and others fail. Boyd concluded that the outcomes of aerial combat were determined by how quickly a fighter could OBSERVE, ORIENT, DECIDE to take action, and then ACT on that decision ("OODA"). The "OODA loop" is relevant for both security/law enforcement officers as well as the potential perpetrator on the other side of the encounter. Stephens, D. Understanding the OODA Loop. In Police Magazine, Sept 19, 2013. http://www.policemag.com/channel/careers-training/articles/2013/09/understanding-the-ooda-loop.aspx - Accessed June 28, 2017..

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26 Personal e-mail on file.

From:	Drew Ziemba
To:	Safety
Subject:	Education Safety Suggestion
Date:	Tuesday, March 13, 2018 3:01:54 PM

Hello.

I would like to see Martial Arts introduced into all grades of the Education System. There is little reason to enforce 4 years of Gym in Highschool for individuals to 'feel a part of a team' when they could be using that time to develop personal skills for self confidence, self-respect, and respect for others. Martial Arts do not discriminate by gender or religion and if available, would not discriminate class. For the harder students, there are great reasons to conduct tournaments as would any other sport. Everyone wants to believe their child will be the best and this is a way to get out of the 'everyone deserves a trophy' mentality and enters the "Appreciation for the Arts".

Get at me.

From:	Jeffrey Horrocks
To:	Safety
Subject:	Educational Material
Date:	Friday, March 23, 2018 5:40:15 PM
Attachments:	Notes_180323_164701_558_1001001.jpeg

It's a beginning.....To the end of the shooting of America's Youth.

February 20, 2018

The Honorable Betsy DeVos
Secretary of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

As an avid follower of the daily news, I have been witness to the 24/7 coverage of the deplorable shooting at the Stoneman Douglass high school. The loss of the 15 students and two adults have touched my heart. As has been usual in cases like this, the "usual suspects" drag out demands for "Action Now!" with the time worn "solutions" which have no prospects of ever working. I don't think I need to remind you about what they are.

The reason for this letter is that I sincerely believe I have the only solution that can, and will, really work reliably. Without revealing what that solution is at this time, I would make the following points about it:

1. It will not prevent the attack on 100% of the potential victims, but it will substantially minimize the number of victims in any potential episode. I cannot estimate what that number would be because it is simply a matter of chance, but wouldn't it be better if it were 7 instead of 17? Moreover, none of the known solutions can claim 100% effectiveness.
2. My solution will require Federal action but it will have the enthusiastic support of everyone in both political parties and the public. No one would vote against it.
3. This solution has absolutely no religious or racial overtones.
4. This solution does not require any technology breakthroughs; the technology exists.

The solution I am advocating will be costly. Perhaps it could be as high as a billion dollars, but today's Federal budget is about 41/2 Trillion dollars, that is, $4,000,500 Billion, so $1,000,000 is nothing but a rounding error. Who could vote against saving just one child's life!

My purpose in sending you this note is to ask for a face-to-face meeting in your office to discuss this idea. I am anxious to come to Washington (hopefully with a little financial support) to convince you of the value of this idea.

I trust this note will gain your most thoughtful consideration.

Sincerely yours,

(b)(6)

Edward Sanet, IBM (ret)

(b)(6)

(b)(6)

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CS-EXEC-953
2018 MAR 1 7 2 32

February 27, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

I write to you today with a heavy heart but with resolve. The school shooting in Parkland, Florida has devastated me and the 18,000 principals and school leaders at the American Federation of School Administrators, the organization that I am privileged to represent. Our members know all too well the horror of senseless gun violence in our schools, particularly as we lost one of our own in Newtown, Connecticut. Unlike after Newtown, though, our heartbreak is leavened by hope because Parkland's students are speaking up for change and people are listening.

I appreciate your deep concern about this issue and want to express to you my gratitude for your demand that Congress hold hearings on this issue and for your active participation in last week's listening session with the President. It is clear that you care deeply about finding real solutions to gun violence in our schools, and we could not agree more. Let us come together to work for real solutions to this terrible, terrible problem.

As a first step, AFSA urges you to establish a National Task Force on School Safety, to develop best practices and offer real solutions to schools. We cannot afford to wait for Congress or state legislatures to pass legislation in this area. Let's have a frank conversation with America's parents, educators and students about ways to keep our kids safe.

Further, for this conversation to be useful, AFSA and its members must be part of it. Not only do AFSA's principal and school leader members have the responsibility for creating a safe and secure learning environment for students, they have long experience grappling with building safety issues. Indeed, many of our local affiliates have worked closely with their respective school districts, and have already developed common sense solutions to ensure the safety of their schools. This is the kind of coordination that must be done, and that AFSA will bring to this discussion.

I stand ready and willing to assist in any way. I look forward to hearing from you, and scheduling a meeting as quickly as possible.

On behalf of school leaders, teachers, and children, I thank you for your efforts toward making our nation's public schools as safe as possible.

Sincerely,

(b)(6)

Ernest Logan
AFSA Executive Vice President

DW/ns
afsa/afl-cio

The School Shooter:
A THREAT ASSESSMENT PERSPECTIVE

Critical Incident Response Group (CIRG)
National Center for the Analysis of Violent Crime (NCAVC)
FBI Academy
Quantico, Virginia 22135

THE SCHOOL SHOOTER: A THREAT ASSESSMENT PERSPECTIVE

Mary Ellen O'Toole, PhD
Supervisory Special Agent
Federal Bureau of Investigation

Office of the Attorney General
Washington, D.C. 20530

Youth violence has been one of the greatest single crime problems we face in this country. We have focused on this problem, working in partnership with state and local governments to develop prevention and enforcement programs that work. Youth who commit crimes of violence must be held accountable, and the punishment must be firm and fair and fit the crime. At the same time, we must do everything we can to prevent crime in the first place.

We have shown that if communities, schools, government and other key players pull together to address the roots of violence, we can make America safer for our children. Communities around the country are proving that prevention and intervention strategies that help keep our young people out of trouble do work. It is, therefore, critical that we do all we can to identify young people who need our help, and then get them the help they need.

We must continue to search for those crucial behavioral and environmental indicators which suggest that a threat of school violence may be real. That is why this report, "The School Shooter: A Threat Assessment Perspective," is so important. Although much research remains to be done, this report serves as a vital foundation. It presents a model procedure for threat assessment and intervention--including a chapter on key indicators that should be regarded as warning signs in evaluating threats.

If we use this threat assessment model judiciously--and we must, because the risk of unfairly labeling and stigmatizing children is great--then we will be able to fight, and win, the war on two fronts. We will be in a position to help those children who show a propensity for violence, before they scar themselves (and others) forever. And we will be in a position to protect innocent school children before they become senseless victims.

(b)(6)

Janet Reno

U.S. Department of Justice

Federal Bureau of Investigation

Office of the Director

Washington, D.C. 20535

MESSAGE FROM FBI DIRECTOR FREEH

I know I speak for every parent and every educator in the nation when I say that violence in our schools is not acceptable, not at all, not ever. It is imperative that, community by community, we find the ways to protect our children and secure for them the safe places they need to learn the hard business of growing up, to learn right from wrong, to learn to be good citizens.

I am, therefore, deeply appreciative of the unprecedented effort by experts from so many different disciplines that produced this practical resource, *The School Shooter: A Threat Assessment* Perspective. It is aimed at prevention: identifying the precursors of violence through threat assessments, then initiating an intervention process to stop violent acts before they erupt. I would like to thank all who participated in the study and to pledge the FBI's resources, support, and assistance in this cause of prevention. We want to work with America's schools now, not when they have tragically become a crime scene.

Above all, I would like to dedicate this resource to the educators and parents who will use it--you who care so much and try so hard to create safe places of learning. Thank you for your efforts. Thank you for taking responsibility to protect our most precious resource--our children.

(b)(6)

Louis J. Freeh

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CHAPTER I

INTRODUCTION

Why would a student bring a weapon to school and without any explicable reason open fire on fellow students and teachers? Are school shooters angry? Are they crazy? Is their motive revenge? Hatred for the victims? A hunger for attention?

The origins of human violence are complex. Thinkers, historians, and scientists have explored the issue for centuries, but answers remain elusive. The roots of a violent act are multiple, intricate, and intertwined. The mix of factors varies according to the individual and the circumstances. Understanding violence after it has occurred is difficult enough. Trying to assess a threat and keep it from being carried out is even more of a challenge.

This monograph presents a systematic procedure for threat assessment and intervention. The model is designed to be used by educators, mental health professionals and law enforcement agencies. Obviously, the same events that led the National Center for the Analysis of Violent Crime (NCAVC) to this subject have also led school administrators and law enforcement officials across the country to consider and develop their own policies and procedures for dealing with threats or acts of violence in schools. This model is offered in the hope that it may help refine and strengthen those efforts. Its fundamental building blocks are the threat assessment standards outlined in Chapter II, which provide a framework for evaluating a spoken, written, and symbolic threat, and the four-pronged assessment approach, which will be described in Chapter III and provides a logical, methodical process to examine the threatener and assess the risk that the threat will be carried out.

This model is not a "profile" of the school shooter or a checklist of danger signs pointing to the next adolescent who will bring lethal violence to a school. Those things do not exist. Although the risk of an actual shooting incident in any one school is very low, threats of violence are potentially a problem in any school. Once a threat is made, having a fair, rational, and standardized method of evaluating and responding to threats is critically important.

NCAVC's Study and the Leesburg Symposium

The monograph was developed from the concepts and principles developed by the FBI's NCAVC in nearly 25 years of experience in threat assessment, ideas generated at a l999 NCAVC symposium on school shootings, and an in-depth review of eighteen school shooting cases.

In May, l998, the NCAVC initiated a research initiative to study the recent occurrences of school shootings, from a behavioral perspective. The original research was designed to study specific cases of school shootings or foiled attempts in order to develop a better understanding of these events -- the incident itself, and the shooter, his background, the school, and other social dynamics which may have influenced the crime. Eighteen cases were ultimately identified and included in the study. (These cases are not identified in this monograph because of confidentiality issues.)

The shooting at Columbine High School in Littleton, Colorado, in April 1999, shocked the country and gave new urgency to the FBI's research effort. With the support of Attorney General Janet M. Reno and FBI Director Louis J. Freeh, the FBI's NCAVC invited 160 educators, administrators, mental health professionals, law enforcement officers, and prosecutors to a symposium on school shootings and threat assessment. The symposium took place in Leesburg, Virginia, in July 1999. In attendance were teachers and administrators from all eighteen schools involved in the NCAVC study (including someone from each school who knew the shooter or would-be shooter personally), NCAVC staff members, and law enforcement officers who were involved in investigating each of the shootings. Also attending were experts in disciplines including adolescent violence, mental health, suicidology, school dynamics, and family dynamics.

The School Shooter Phenomenon and Threat Assessment

Adolescent violence in general, and homicides in particular, have decreased since l993, but that hopeful trend has been somewhat obscured in the nationwide wave of concern over school shootings of the type examined in NCAVC's study. This recent form of adolescent violence is in fact quite rare. But the sudden, senseless deaths of teenagers and teachers in the middle of a school day, for no comprehensible reason, is far more shocking and gets far more attention than the less extreme acts of violence that happen in schools every week.

Under the intense spotlight of national media coverage, a tragedy such as the Columbine High School shooting spreads horror, shock, and fear to every corner of the country. Educators, mental health professionals, legislators, law enforcement officers, parents, students, and the rest of the public all share a sense of frustration and helplessness and a compulsion to take some quick action that can prevent similar incidents in the future. Though understandable, this impulse can lead communities to forget the wisdom of H. L. Mencken's aphorism: "For every problem, there is a solution which is simple, neat, and wrong." In a knee-jerk reaction, communities may resort to inflexible, one-size-fits-all policies on preventing or reacting to violence.

One response to the pressure for action may be an effort to identify the next shooter by developing a "profile" of the typical school shooter. This may sound like a reasonable preventive measure, but in practice, trying to draw up a catalogue or "checklist" of warning signs to detect a potential school shooter can be shortsighted, even dangerous. Such lists, publicized by the media, can end up unfairly labeling many nonviolent students as potentially dangerous or even lethal. In

fact, a great many adolescents who will never commit violent acts will show some of the behaviors or personality traits included on the list.

In the wake of a school shooting there is often an outcry for immediate response in the form of more stringent security precautions in schools or stricter laws aimed at school violence. However, these demands have been accompanied by little if any concerted and organized effort to understand the roots of school shooting incidents. How did a particular student come to the point of feeling that shooting fellow students and teachers was in some way an answer to his problems or emotional needs? Were there signs along the way -- not a catalogue of traits identifying him as a predicted killer, but clues that could have indicated a need for help? What was the influence of family, friends, and community?

The issue facing educators, law enforcement agencies, and the wider public is not how to predict school violence. Reliably predicting any type of violence is extremely difficult. Predicting that an individual who has never acted out violently in the past will do so in the future is still more difficult. Seeking to predict acts that occur as rarely as school shootings is almost impossible. This is simple statistical logic: when the incidence of any form of violence is very low and a very large number of people have identifiable risk factors, there is no reliable way to pick out from that large group the very few who will actually commit the violent act.

After a violent incident has taken place, retracing an offender's past and identifying clues that in retrospect could have been signs of danger can yield significant, useful information. However, even clues that appear to help interpret past events should not be taken as predictors of similar events in the future. At this time, there is no research that has identified traits and characteristics that can reliably distinguish school shooters from other students. Many students appear to have traits and characteristics similar to those observed in students who were involved in school shootings.

Misinformation About School Shootings

Though school shootings are extensively covered in the news media, the information available in news reports is not necessarily complete, accurate, or balanced. News coverage is inherently hasty and often relies on sources who themselves have incomplete or inaccurate information. And journalists ordinarily do not have access to police and other investigative reports that may contain highly significant but confidential information about a school shooting incident or about the background, previous activities, and traits of the student or students who carried out the shooting.

To the extent that academics, researchers, and other specialists writing in professional publications base their articles on news accounts or other public sources, these too should be viewed with some reservations since they will also lack critical information available only in confidential school or law enforcement files.

News coverage magnifies a number of widespread but wrong or unverified impressions of school shooters. Among them are:

- School violence is an epidemic.
- All school shooters are alike.
- The school shooter is always a loner.
- School shootings are exclusively revenge motivated.
- Easy access to weapons is THE most significant risk factor.

Unusual or aberrant behaviors, interests, hobbies, etc., are hallmarks of the student destined to become violent.

School shootings and other forms of school violence are not just a school's problem or a law enforcement problem. They involve schools, families, and the communities. An adolescent comes to school with a collective life experience, both positive and negative, shaped by the environments of family, school, peers, community, and culture. Out of that collective experience come values, prejudices, biases, emotions, and the student's responses to training, stress, and authority. His or her behavior at school is affected by the entire range of experiences and influences. No one factor is decisive. By the same token, however, no one factor is completely without effect, which means that when a student has shown signs of potential violent behavior, schools and other community institutions do have the capacity -- and the responsibility -- to keep that potential from turning real.*

*The threats which some schools face may not fall within the experience of the NCAVC. For example, some urban schools have experienced threats not like the threats represented in this monograph. Therefore, the applicability of the recommendations made in this monograph may not cover all situations.

CHAPTER II

ASSESSING THREATS

All threats are NOT created equal. However, all threats should be accessed in a timely manner and decisions regarding how they are handled must be done quickly.

In today's climate, some schools tend to adopt a one-size-fits-all approach to any mention of violence. The response to every threat is the same, regardless of its credibility or the likelihood that it will be carried out. In the shock-wave of recent school shootings, this reaction may be understandable, but it is exaggerated -- and perhaps dangerous, leading to potential underestimation of serious threats, overreaction to less serious ones, and unfairly punishing or stigmatizing students who are in fact not dangerous. A school that treats all threats as equal falls into the fallacy formulated by Abraham Maslow: "If the only tool you have is a hammer, you tend to see every problem as a nail." Every problem is not a nail, of course, and schools must recognize that every threat does not represent the same danger or require the same level of response.

Some threats can herald a clear and present danger of a tragedy on the scale of Columbine High School. Others represent little or no real threat to anyone's safety. Neither should be ignored, but reacting to both in the same manner is ineffective and self-defeating. In every school, an established threat assessment procedure managed by properly trained staff can help school administrators and other school staff distinguish between different levels of threats and choose different appropriate responses.

Threat assessment seeks to make an informed judgment on two questions: how credible and serious is the threat itself? And to what extent does the threatener appear to have the resources, intent, and motivation to carry out the threat?

A systematic approach to threat assessment should be part of the nationwide approach advocated by Attorney General Janet Reno and Secretary of Education Richard W. Riley in a 1998 letter to principals and teachers, calling for "an overall effort to make sure that every school in the Nation has a comprehensive violence prevention plan in place." Their letter, which introduced the joint Justice and Education Department publication "Early Warning, Timely Response: A Guide to Safe Schools," added this cautionary advice: "We also caution you to recognize that over labeling and using this guide to stigmatize children in a cursory way that leads to overreaction is harmful."

The NCAVC threat assessment-intervention model presented in this paper can be used by educators, law enforcement officers, mental health professionals, and others involved in school safety. It outlines a methodical procedure for evaluating a threat and the person making the threat, with the aim of reaching an informed judgment on the danger that a violent act will actually be carried out. To use the model effectively, those making the assessments should have

appropriate training.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic -- for example, motioning with one's hands as though shooting at another person.

Threat assessment rests on two critical principles: first, that all threats and all threateners are not equal; second, that most threateners are unlikely to carry out their threat. However, all threats must be taken seriously and evaluated.

In NCAVC's experience, most threats are made anonymously or under a false name. Because threat assessment relies heavily on evaluating the threatener's background, personality, lifestyle, and resources, identifying the threatener is necessary for an informed assessment to be made -- and also so criminal charges can be brought if the threat is serious enough to warrant prosecution. If the threatener's identity cannot be determined, the response will have to be based on an assessment of the threat alone. That assessment may change if the threatener is eventually identified: a threat that was considered low risk may be rated as more serious if new information suggests the threatener is dangerous, or conversely, an assessment of high risk may be scaled down if the threatener is identified and found not to have the intent, ability, means, or motive to carry out the threat.

Motivation

Threats are made for a variety of reasons. A threat may be a warning signal, a reaction to fear of punishment or some other anxiety, or a demand for attention. It may be intended to taunt; to intimidate; to assert power or control; to punish; to manipulate or coerce; to frighten; to terrorize; to compel someone to do something; to strike back for an injury, injustice or slight; to disrupt someone's or some institution's life; to test authority, or to protect oneself. The emotions that underlie a threat can be love; hate; fear; rage; or desire for attention, revenge, excitement, or recognition.

Motivation can never be known with complete certainty, but to the extent possible, understanding motive is a key element in evaluating a threat. A threat will reflect the threatener's mental and emotional state at the time the threat was made, but it is important to remember that a state of mind can be temporarily but strongly influenced by alcohol or drugs, or a precipitating incident such as a romantic breakup, failing grades, or conflict with a parent. After a person has absorbed an emotional setback and calmed down, or when the effects of alcohol or drugs have worn off, his motivation to act on a violent threat may also have diminished.

Signposts

In general, people do not switch instantly from nonviolence to violence. Nonviolent people do not "snap" or decide on the spur of the moment to meet a problem by using violence. Instead, the path toward violence is an evolutionary one, with signposts along the way. A threat is one observable behavior; others may be brooding about frustration or disappointment, fantasies of destruction or revenge, in conversations, writings, drawings, and other actions.

Types of Threats

Threats can be classed in four categories: *direct, indirect, veiled*, or *conditional.*

A direct threat identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."

An indirect threat tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!" While violence is implied, the threat is phrased tentatively -- "If I wanted to" -- and suggests that a violent act COULD occur, not that it WILL occur.

A veiled threat is one that strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

A conditional threat is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school."

Factors in Threat Assessment

Specific, plausible details are a critical factor in evaluating a threat. Details can include the identity of the victim or victims; the reason for making the threat; the means, weapon, and method by which it is to be carried out; the date, time, and place where the threatened act will occur; and concrete information about plans or preparations that have already been made.

Specific details can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the threatener will follow through on his threat. Similarly, a lack of detail suggests the threatener may not have thought through all of the

contingencies, has not actually taken steps to carry out the threat, and may not seriously intend violence but is "blowing off steam" over some frustration or seeking to frighten or intimidate a particular victim or disrupt a school's events or routine.

Details that are specific but not logical or plausible may indicate a less serious threat. For example, a high school student writes that he intends to detonate hundreds of pounds of plutonium in the school's auditorium the following day at lunch time. The threat is detailed, stating a specific time, place, and weapon. But the details are unpersuasive. Plutonium is almost impossible to obtain, legally or on the black market. It is expensive, hard to transport, and very dangerous to handle, and a complex high explosive detonation is required to set off a nuclear reaction. No high school student is likely to have any plutonium at all, much less hundreds of pounds, nor would he have the knowledge or complex equipment to detonate it. A threat this unrealistic is obviously unlikely to be carried out.

The emotional content of a threat can be an important clue to the threatener's mental state. Emotions are conveyed by melodramatic words and unusual punctuation -- "I hate you!!!!!" "You have ruined my life!!!!" "May God have mercy on your soul!!!!" -- or in excited, incoherent passages that may refer to God or other religious beings or deliver an ultimatum.

Though emotionally charged threats can tell the assessor something about the temperament of the threatener, they are not a measure of danger. They may sound frightening, but no correlation has been established between the emotional intensity in a threat and the risk that it will be carried out.

Precipitating stressors are incidents, circumstances, reactions, or situations which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless becomes a catalyst. For example, a student has a fight with his mother before going to school. The argument may have been a minor one over an issue that had nothing to do with school, but it sets off an emotional chain reaction leading the student to threaten another student at school that day -- possibly something he has thought about in the past.

The impact of a precipitating event will obviously depend on ***"pre-disposing factors"***: underlying personality traits, characteristics, and temperament that predispose an adolescent to fantasize about violence or act violently. Accordingly, information about a temporary "trigger" must be considered together with broader information about these underlying factors, such as a student's vulnerability to loss and depression.

Levels of Risk

Low Level of Threat: A threat which poses a minimal risk to the victim and public safety.

★ Threat is vague and indirect.
★ Information contained within the threat is inconsistent, implausible or lacks detail.

★ Threat lacks realism.
★ Content of the threat suggests person is unlikely to carry it out.

Medium Level of Threat: A threat which could be carried out, although it may not appear entirely realistic.

★ Threat is more direct and more concrete than a low level threat.
★ Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
★ There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
★ There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility -- an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
★ There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others.

★ Threat is direct, specific and plausible.
★ Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.

Example: ***"At eight o'clock tomorrow morning, I intend to shoot the principal. That's when he is in the office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school."*** This threat is direct, specific as to the victim, motivation, weapon, place, and time, and indicates that the threatener knows his target's schedule and has made preparations to act on the threat.

NCAVC's experience in analyzing a wide range of threatening communications suggests that in general, the more direct and detailed a threat is, the more serious the risk of its being acted on. A threat that is assessed as high level will almost always require immediate law enforcement intervention.

In some cases, the distinction between the levels of threat may not be as obvious, and there will be overlap between the categories. Generally, obtaining additional information about, either the threat or the threatener will help in clarifying any confusion. What is important is that schools be able to recognize and act on the most serious threats, and then address all other threats appropriately and in a standardized and timely fashion.

CHAPTER III

FOUR-PRONGED ASSESSMENT APPROACH

The Four-Pronged Assessment Model

This innovative model is designed to assess someone who has made a threat and evaluate the likelihood that the threat will actually be carried out. Anyone can deliver a spoken or written message that sounds foreboding or sinister, but evaluating the threat alone will not establish if the person making it has the intention, the ability, or the means to act on the threat. To make that determination, assessing the threatener is critical.

Educators, law enforcement, mental health professionals and others must realize they cannot handle threats in the same "old" way. Those tasked with assessing threats must be trained in the basic concepts of threat assessment, personality assessment and risk assessment as presented in this monograph, and realize the importance of assessing all threats in a timely manner.

What information about students can help us tell which threateners are likely to carry out their threats? Their age? Their grades in chemistry class? Their socioeconomic level? The experience of the NCAVC is that frequently, only limited information is known about someone being evaluated for threat assessment, or information may be available only in certain areas -- a student's academic record, or family life, or health. All aspects of a threatener's life must be considered when evaluating whether a threat is likely to be carried out. This model provides a framework for evaluating a student in order to determine if he or she has the motivation, means, and intent to carry out a proclaimed threat. The assessment is based on the "totality of the circumstances" known about the student in four major areas:[1]

***Prong One*: Personality of the student**

***Prong Two:* Family dynamics**

***Prong Three:* School dynamics and the student's role in those dynamics**

***Prong Four*: Social dynamics**

Here is how the Four-Pronged Assessment Model can be used when a threat is received at

[1](One of the most important recommendations of this monograph is that additional empirical research be conducted in the area of threat assessment and school violence. Following this additional research, it may be determined that one or more of the four prongs plays a more significant role than the others in threat assessment.)

a school: A preliminary assessment is done on the threat itself, as outlined in the preceding chapter. If the threatener's identity is known, a threat assessor quickly collects as much information as is available in the four categories. The assessor may be a school psychologist, counselor, or other staff member or specialist who has been designated and trained for this task. Information can come from the assessor's personal knowledge of the student or can be sought from teachers, staff, other students (when appropriate), parents, and other appropriate sources such as law enforcement agencies or mental health specialists.

If the student appears to have serious problems in the majority of the four prongs or areas and if the threat is assessed as high or medium level, the threat should be taken more seriously and appropriate intervention by school authorities and/or law enforcement should be initiated as quickly as possible.

In order to effect a rapid assessment, it may not be possible to evaluate a student thoroughly in each of the four prongs. Nonetheless, having as much information as possible about a student and his or her life is important in order to determine if that student is capable and under enough stressors to carry out a threat.

The following section outlines factors to be considered in each of the four prongs:

Personality of the Student: Behavior Characteristics and Traits

According to Webster's, personality is "the pattern of collective character, behavioral, temperamental, emotional, and mental traits of an individual." This pattern is a product of both inherited temperament and environmental influences. Personality shapes how people consistently view the world and themselves and how they interact with others. Forming an accurate impression of someone's personality requires observing his or her behavior over a period of time and in a wide variety of situations.

Understanding adolescent personality development is extremely important in assessing any threat made by someone in that age group. An adolescent's personality is not yet crystallized. It is still developing. During adolescence, young people are likely to explore or engage in what others perceive as strange behavior. Adolescents struggle with vulnerability and acceptance ("Am I lovable and able to love?"), with questions of independence and dependence, and with how to deal with authority, among other difficult issues.[2]

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[2]The 1999 Institutes of Medicine's (IOM) Report on Adolescents, published by the National Science Foundation, states that adolescence is frequently divided into three stages: early (ages 10-14) involving biological puberty, sexual and psychological awakening and self-awareness; middle (ages 15-17) a time of increased autonomy and experimentation and late (ages 18 to early 20's) for those who delay entry into adult independence and autonomy. Each stage produces opportunities, challenges and risks. For example, most (60 percent +) experiment with alcohol and drugs before age 15. Teasing and physical fighting is more frequent at ages 13-14 than at age 16-17. Violent criminal activity generally peaks between the ages

Clues to a student's personality can come from observing behavior when the student is:

- Coping with conflicts, disappointments, failures, insults, or other stresses encountered in everyday life.
- Expressing anger or rage, frustration, disappointment, humiliation, sadness, or similar feelings.
- Demonstrating or failing to demonstrate resiliency after a setback, a failure, real or perceived criticism, disappointment, or other negative experiences.
- Demonstrating how the student feels about himself, what kind of person the student imagines himself or herself to be, and how the student believes he or she appears to others.
- Responding to rules, instruction, or authority figures.
- Demonstrating and expressing a desire or need for control, attention, respect, admiration, confrontation, or other needs.
- Demonstrating or failing to demonstrate empathy with the feelings and experiences of others.
- Demonstrating his or her attitude toward others. (For example, does the student view others as inferior or with disrespect?)

Assessors who have not been able to observe a student first-hand should seek information from those ***who knew the student before he or she made a threat***.

Family Dynamics

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of 15-17. About 25 percent of the adolescent population is at high risk for psycho-social problems and poor developmental outcomes such as academic failure, alcohol and other drug abuse, delinquency and problems with the law and violence. Twenty percent have a diagnosable mental health disorder at sometime during adolescence, the highest rate for any age group through the life-span. Adolescents are more diverse and heterogeneous than originally believed. Important interaction between hormonal, social, and environmental factors shape development and behavior during this period. The IOM reports that the social context in which the adolescent is developing has markedly changed during the past decade - with an increase in many negative factors, including less adult supervision. Adolescence now begins earlier - as early as age nine - and is second only to infancy in growth and change. Their social cognition is different from adults and strongly influences the adolescents' decision-making. They experience emotions more intensely than adults, process information differently, and as a result make decisions differently. These factors are critical for evaluators to be skilled in recognizing the information gathered and observations of youth. It is important to observe and gather information in order to understand the context of adolescent development (K. Dwyer, personal communication, February 2000).

Family dynamics are patterns of behavior, thinking, beliefs, traditions, roles, customs and values that exist in a family. When a student has made a threat, knowledge of the dynamics within the student's family -- and how those dynamics are perceived by both the student and the parents -- is a key factor in understanding circumstances and stresses in the student's life that could play a role in any decision to carry out the threat.

School Dynamics

The relationship between school dynamics and threat assessment has not been empirically established and therefore its level of significance can either increase or decrease depending on additional research into these cases. ***While it may be difficult for educators/assessors to "critique" their own school, it is necessary to have some level of understanding of the particular dynamics in their school because their school can ultimately become the scene of the crime.***

School dynamics are patterns of behavior, thinking, beliefs, customs, traditions, roles and values that exist in a school's culture. Some of these patterns can be obvious, and others subtle. Identifying those behaviors which are formally or informally valued and rewarded in a school helps explain why some students get more approval and attention from school authorities and have more prestige among their fellow students. It can also explain the "role" a particular student is given by the school's culture, and how the student may see himself or herself fitting in, or failing to fit in, with the school's value system.

Students and staff may have very different perceptions of the culture, customs, and values in their school. Assessors need to be aware of how a school's dynamics are seen by students. A big discrepancy between students' perceptions and the administration's can itself be a significant piece of information for the assessor.

Social Dynamics

Social dynamics are patterns of behavior, thinking, beliefs, customs, traditions, and roles that exist in the larger community where students live. These patterns also have an impact on students' behavior, their feelings about themselves, their outlook on life, attitudes, perceived options, and lifestyle practices. An adolescent's beliefs and opinions, his choices of friends, activities, entertainment, and reading material, and his attitudes toward such things as drugs,

alcohol, and weapons will all reflect in some fashion the social dynamics of the community where he lives and goes to school.

Within the larger community, an adolescent's peer group plays an especially crucial role in influencing attitudes and behavior. Information about a student's choice of friends and relations with his peers can provide valuable clues to his attitudes, sense of identity, and possible decisions about acting or not acting on a threat.

CHAPTER IV

FINDINGS

This chapter lists certain types of behavior, personality traits, and circumstances in the family, school, and community environment that should be regarded as warning signs if all or most of them -- in all four categories -- seem to fit a student who has made a threat.

It should be strongly emphasized that this list is not intended as a checklist to predict future violent behavior by a student who has not acted violently or threatened violence. Rather, the list should be considered only after a student has made some type of threat and an assessment has been developed using the four-pronged model. If the assessment shows evidence of these characteristics, behaviors and consistent problems in all four areas or prongs, it can indicate that the student may be fantasizing about acting on the threat, has the motivation to carry out the violent act, or has actually taken steps to carry out a threat.

The following cautions should also be emphasized:

1. *No one or two traits or characteristics should be considered in isolation or given more weight than the others.* Any of these traits, or several, can be seen in students who are not contemplating a school shooting or other act of violence. The key to identifying a potentially dangerous threatener under this four-pronged assessment model is that there is evidence of problems on a majority of the items in each of the four areas. **However, there is no "magical" number of traits or constellation of traits which will determine what students may present a problem . Hopefully, subsequent empirical research in this area will determine which are the significant traits and how they should be weighted. However, a practical and common sense application of this model indicates that the more problems which are identified in each of the four prongs, the greater the level of concern for the assessor.**

2. *Behavior is an expression of personality, but one bad day may not reflect a student's real personality or usual behavior pattern.* Accurately evaluating someone's behavior requires establishing a baseline -- how he or she typically behaves most of the time. Those responsible for assessing a student should seek information from people who have known the student over a period of time and have been able to observe him in varying situations and with a variety of people.

3. *Many of the behaviors and traits listed below are seen in depressed adolescents with narcissistic personality characteristics and other possible mental health problems. Despite the overlap between this list and diagnostic symptoms, evaluation under the four-pronged threat assessment model cannot be a substitute for a clinical diagnosis of mental illness.* Signs of serious mental illness and/or substance abuse disorders can significantly elevate the risk for

violence and should be evaluated by a mental health professional.

The following list of behaviors and traits, grouped in the four areas of the assessment model, was developed from three sources: NCAVC's extensive experience in assessing threats for over two decades, including current cases of threats made in schools; ideas presented at the 1999 Leesburg symposium; and NCAVC's intensive review of eighteen school shooting cases.

Subject to the cautionary points mentioned above, the list identifies particular behaviors, personality traits and family, school and social dynamics that may be associated with violence.

Prong One: Personality Traits and Behavior

● *Leakage*

"Leakage" occurs when a student intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can take the form of subtle threats, boasts, innuendos, predictions, or ultimatums. They may be spoken or conveyed in stories, diary entries, essays, poems, letters, songs, drawings, doodles, tattoos, or videos.

Another form of leakage involves efforts to get unwitting friends or classmates to help with preparations for a violent act, at times through deception (for example, the student asks a friend to obtain ammunition for him because he is going hunting).

Leakage can be a cry for help, a sign of inner conflict, or boasts that may look empty but actually express a serious threat. Leakage is considered to be one of the most important clues that may precede an adolescent's violent act.

An example of leakage could be a student who shows a recurring preoccupation with themes of violence, hopelessness, despair, hatred, isolation, loneliness, nihilism, or an "end-of-the-world" philosophy. Those themes may be expressed in conversation or in jokes or in seemingly offhand comments to friends, teachers, other school employees, parents, or siblings. Statements may be subtle, or immediately minimized by comments such as, "I was just joking," or "I didn't really mean that."

Another example of leakage could be recurrent themes of destruction or violence appearing in a student's writing or artwork. The themes may involve hatred, prejudice, death, dismemberment, mutilation of self or others, bleeding, use of excessively destructive weapons, homicide, or suicide. Many adolescents are fascinated with violence and the macabre, and writings and drawings on these themes can be a reflection of a harmless but rich and

creative fantasy life. Some adolescents, however, seem so obsessed with these themes that they emerge no matter what the subject matter, the conversation, the assignment, or the joke. In an actual case, a student was taking a home economics class and was assigned to bake something. He baked a cake in the shape of a gun. His school writings and other work also contained recurrent themes of violence.

● ***Low Tolerance for Frustration***

The student is easily bruised, insulted, angered, and hurt by real or perceived injustices done to him by others and has great difficulty tolerating frustration.

● ***Poor Coping Skills***

The student consistently shows little if any ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation. His or her response is typically inappropriate, exaggerated, immature, or disproportionate.

● ***Lack of Resiliency***

The student lacks resiliency and is unable to bounce back even when some time has elapsed since a frustrating or disappointing experience, a setback, or putdown.

● ***Failed Love Relationship***

The student may feel rejected or humiliated after the end of a love relationship, and cannot accept or come to terms with the rejection.

● ***"Injustice Collector"***

The student nurses resentment over real or perceived injustices. No matter how much time has passed, the "injustice collector" will not forget or forgive those wrongs or the people he or she believes are responsible. The student may keep a hit list with the names of people he feels have wronged him.

● ***Signs of Depression***

The student shows features of depression such as lethargy, physical fatigue, a morose or dark outlook on life, a sense of malaise, and loss of interest in activities that he once enjoyed.

Adolescents may show different signs than those normally associated with depression. Some depressed adolescents may display unpredictable and uncontrolled outbursts of anger, a generalized and excessive hatred toward everyone else, and feelings of hopelessness about the future. Other behaviors might include psychomotor agitation, restlessness, inattention, sleep and

eating disorders, and a markedly diminished interest in almost all activities that previously occupied and interested him. The student may have difficulty articulating these extreme feelings.

● ***Narcissism***

The student is self-centered, lacks insight into others' needs and/or feelings, and blames others for failures and disappointments. The narcissistic student may embrace the role of a victim to elicit sympathy and to feel temporarily superior to others. He or she displays signs of paranoia, and assumes an attitude of self-importance or grandiosity that masks feelings of unworthiness (Malmquist, 1996). A narcissistic student may be either very thin-skinned or very thick-skinned in responding to criticism.

● ***Alienation***

The student consistently behaves as though he feels different or estranged from others. This sense of separateness is more than just being a loner. It can involve feelings of isolation, sadness, loneliness, not belonging, and not fitting in.

● ***Dehumanizes Others***

The student consistently fails to see others as fellow humans. He characteristically views other people as "nonpersons" or objects to be thwarted. This attitude may appear in the student's writings and artwork, in interactions with others, or in comments during conversation.

● ***Lack of Empathy***

The student shows an inability to understand the feelings of others, and appears unconcerned about anyone else's feelings. When others show emotion, the student may ridicule them as weak or stupid.

● ***Exaggerated Sense of Entitlement***

The student constantly expects special treatment and consideration, and reacts negatively if he doesn't get the treatment he feels entitled to.

● ***Attitude of Superiority***

The student has a sense of being superior and presents himself as smarter, more creative, more talented, more experienced, and more worldly than others.

● ***Exaggerated or Pathological Need for Attention***

The student shows an exaggerated, even pathological, need for attention, whether positive or negative, no matter what the circumstances.

● ***Externalizes Blame***

The student consistently refuses to take responsibility for his or her own actions and typically faults other people, events or situations for any failings or shortcomings. In placing blame, the student frequently seems impervious to rational argument and common sense.

● ***Masks Low Self-esteem***

Though he may display an arrogant, self-glorifying attitude, the student's conduct often appears to veil an underlying low self-esteem. He avoids high visibility or involvement in school activities, and other students may consider him a nonentity.

● ***Anger Management Problems***

Rather than expressing anger in appropriate ways and in appropriate circumstances, the student consistently tends to burst out in temper tantrums or melodramatic displays, or to brood in sulky, seething silence. The anger may be noticeably out of proportion to the cause, or may be redirected toward people who had nothing to do with the original incident.

His anger may come in unpredictable and uncontrollable outbursts, and may be accompanied by expressions of unfounded prejudice, dislike, or even hatred toward individuals or groups.

● ***Intolerance***

The student often expresses racial or religious prejudice or intolerant attitudes toward minorities, or displays slogans or symbols of intolerance in such things as tattoos, jewelry, clothing, bumper stickers, or book covers.

● ***Inappropriate Humor***

The student's humor is consistently inappropriate. Jokes or humorous comments tend to be macabre, insulting, belittling, or mean.

● ***Seeks to Manipulate Others***

The student consistently attempts to con and manipulate others and win their trust so they will rationalize any signs of aberrant or threatening behavior.

● ***Lack of Trust***

The student is untrusting and chronically suspicious of others' motives and intentions. This lack of trust may approach a clinically paranoid state. He may express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict, and that if

something bothers him, he has to settle it in his own way.

● ***Closed Social Group***

The student appears introverted, with acquaintances rather than friends, or associates only with a single small group that seems to exclude everyone else. Students who threaten or carry out violent acts are not necessarily loners in the classic sense, and the composition and qualities of peer groups can be important pieces of information in assessing the danger that a threat will be acted on.

● ***Change of Behavior***

The student's behavior changes dramatically. His academic performance may decline, or he may show a reckless disregard for school rules, schedules, dress codes, and other regulations.

● ***Rigid and Opinionated***

The student appears rigid, judgmental and cynical, and voices strong opinions on subjects about which he or she has little knowledge. He disregards facts, logic, and reasoning that might challenge these opinions.

● ***Unusual Interest in Sensational Violence***

The student demonstrates an unusual interest in school shootings and other heavily publicized acts of violence. He may declare his admiration for those who committed the acts, or may criticize them for "incompetence" or failing to kill enough people. He may explicitly express a desire to carry out a similar act in his own school, possibly as an act of "justice."

● ***Fascination with Violence-Filled Entertainment***

The student demonstrates an unusual fascination with movies, TV shows, computer games, music videos or printed material that focus intensively on themes of violence, hatred, control, power, death, and destruction. He may incessantly watch one movie or read and reread one book with violent content, perhaps involving school violence. Themes of hatred, violence, weapons, and mass destruction recur in virtually all his activities, hobbies, and pastimes.

The student spends inordinate amounts of time playing video games with violent themes, and seems more interested in the violent images than in the game itself.

On the Internet, the student regularly searches for web sites involving violence, weapons, and other disturbing subjects. There is evidence the student has downloaded and kept material from these sites.

● ***Negative Role Models***

The student may be drawn to negative, inappropriate role models such as Hitler, Satan, or others associated with violence and destruction.

● ***Behavior Appears Relevant to Carrying Out a Threat***

The student appears to be increasingly occupied in activities that could be related to carrying out a threat -- for example, spending unusual amounts of time practicing with firearms or on various violent websites. The time spent in these activities has noticeably begun to exclude normal everyday pursuits such as homework, attending classes, going to work, and spending time with friends.

Prong Two: Family Dynamics

● ***Turbulent Parent-Child Relationship***

The student's relationship with his parents is particularly difficult or turbulent. This difficulty or turbulence can be uniquely evident following a variety of factors, including recent or multiple moves, loss of a parent, addition of a step parent, etc. He expresses contempt for his parents and dismisses or rejects their role in his life. There is evidence of violence occurring within the student's home.

● ***Acceptance of Pathological Behavior***

Parents do not react to behavior that most parents would find very disturbing or abnormal. They appear unable to recognize or acknowledge problems in their children and respond quite defensively to any real or perceived criticism of their child. If contacted by school officials or staff about the child's troubling behavior, the parents appear unconcerned, minimize the problem, or reject the reports altogether even if the child's misconduct is obvious and significant.

● ***Access to Weapons***

The family keeps guns or other weapons or explosive materials in the home, accessible to the student. More important, weapons are treated carelessly, without normal safety precautions; for example, guns are not locked away and are left loaded. Parents or a significant role model may handle weapons casually or recklessly and in doing so may convey to children that a weapon can be a useful and normal means of intimidating someone else or settling a dispute.

● ***Lack of Intimacy***

The family appears to lack intimacy and closeness. The family has moved frequently and/or recently.

● ***Student "Rules the Roost"***

The parents set few or no limits on the child's conduct, and regularly give in to his demands. The student insists on an inordinate degree of privacy, and parents have little information about his activities, school life, friends, or other relationships.

The parents seem intimidated by their child. They may fear he will attack them physically if they confront or frustrate him, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis. Traditional family roles are reversed: for example, the child acts as if he were the authority figure, while parents act as if they were the children.

● ***No Limits or Monitoring of TV and Internet***

Parents do not supervise, limit or monitor the student's television watching or his use of the Internet. The student may have a TV in his own room or is otherwise free without any limits to spend as much time as he likes watching violent or otherwise inappropriate shows. The student spends a great deal of time watching television rather than in activities with family or friends.

Similarly, parents do not monitor computer use or Internet access. The student may know much more about computers than the parents do, and the computer may be considered off limits to the parents while the student is secretive about his computer use, which may involve violent games or Internet research on violence, weapons, or other disturbing subjects.

Prong Three: School Dynamics *

****If an act of violence occurs at a school, the school becomes the scene of the crime. As in any violent crime, it is necessary to understand what it is about the school which might have influenced the student's decision to offend there rather than someplace else. While it may be difficult for educators/assessors to "critique" or evaluate their own school, one must have some degree of awareness of these unique dynamics - prior to a threat - in order to assess a student's role in the school culture and to develop a better understanding - <u>from the student's perspective</u> - of why he would target his own school.***

● ***Student's Attachment to School***

Student appears to be "detached" from school, including other students, teachers, and school activities.

● ***Tolerance for Disrespectful Behavior***

The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities seem

oblivious to it, seldom or never intervening or doing so only selectively. Students frequently act in the roles of bully, victim, or bystander (sometimes, the same student plays different roles in different circumstances). The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.

● ***Inequitable Discipline***

The use of discipline is inequitably applied - or has the perception of being inequitably applied by students and/or staff.

● ***Inflexible Culture***

The school's culture -- official and unofficial patterns of behavior, values, and relationships among students, teachers, staff, and administrators -- is static, unyielding, and insensitive to changes in society and the changing needs of newer students and staff.

● ***Pecking Order Among Students***

Certain groups of students are officially or unofficially given more prestige and respect than others. Both school officials and the student body treat those in the high-prestige groups as though they are more important or more valuable to the school than other students.

● ***Code of Silence***

A "code of silence" prevails among students. Few feel they can safely tell teachers or administrators if they are concerned about another student's behavior or attitudes. Little trust exists between students and staff.

● ***Unsupervised Computer Access***

Access to computers and the Internet is unsupervised and unmonitored. Students are able to use the school's computers to play violent computer games or to explore inappropriate web sites such as those that promote violent hate groups or give instructions for bomb-making.

Schools should maintain documentation of all prior incidents or problems involving students so it can be considered in future threat assessments.

Prong Four: Social Dynamics

● ***Media, Entertainment, Technology***

The student has easy and unmonitored access to movies, television shows, computer

games, and Internet sites with themes and images of extreme violence.

● ***Peer Groups***

The student is intensely and exclusively involved with a group who share a fascination with violence or extremist beliefs. The group excludes others who do not share its interests or ideas. As a result, the student spends little or no time with anyone who thinks differently and is shielded from the "reality check" that might come from hearing other views or perceptions.

● ***Drugs and Alcohol***

Knowledge of a student's use of drugs and alcohol and his attitude toward these substances can be important. Any changes in his behavior involving these substances can also be important.

● ***Outside Interests***

A student's interests outside of school are important to note, as they can mitigate the school's concern when evaluating a threat or increase the level of concern.

● ***The Copycat Effect***

School shootings and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere. Copycat behavior is very common, in fact. Anecdotal evidence strongly indicates that threats increase in schools nationwide after a shooting has occurred anywhere in the United States. Students, teachers, school administrators and law enforcement officials should be more vigilant in noting disturbing student behavior in the days and weeks or even several months following a heavily publicized incident elsewhere in the country.

CHAPTER V

THE INTERVENTION PROCESS

A school cannot ignore any threat of violence. Plausible or not, every threat must be taken seriously, investigated, and responded to. A clear, vigorous response is essential for three reasons: first and most important, to make sure that students, teachers, and staff *are* safe (that is, that a threat will not be carried out); second, to assure that they will *feel* safe; and third, to assure that the person making the threat will be supervised and given the treatment that is appropriate and necessary to avoid future danger to others or himself.

It is not the purpose of this paper to recommend any specific forms of intervention for a particular student or type of threat. School disciplinary policies and appropriate treatment approaches should be determined by school administrators and counseling staff, mental health professionals, and other specialists. Rather, the following discussion focuses on two specific issues: (1) the need for schools to adopt a well thought-out system for responding to threats, and (2) guidelines for the role of law enforcement agencies in the threat-response process.

Threat Management In Schools

A clear, consistent, rational, and well-structured system for dealing with threats is vitally important in a school. If students or staff feel that threats are not addressed quickly and sensibly, or if school administrators appear overwhelmed and uncertain at every threat, confidence in the school's ability to maintain a safe environment will be seriously undermined. This in turn can seriously disrupt the school's educational program.

An effective threat management system will include a standardized method for evaluating threats, and consistent policies for responding to them. A standardized approach will help schools construct a data base, with information on the types and frequency of threats, which may help evaluate the effectiveness of school policies. Consistency in threat response can deter future threats if students perceive that any threat will be reported, investigated, and dealt with firmly.

Here are some guidelines for establishing and implementing a threat management system:

Inform students and parents of school policies: A school should publicize its threat response and intervention program at the beginning of every school year (or to new students when they transfer into the school). The school should clearly explain what is expected of students -- for example, students who know about a threat are expected to inform school authorities. The school should also make clear to parents that if their child makes a threat of any kind, they will be contacted and will be expected to provide information to help evaluate the

threat.

Designate a threat assessment coordinator: One person in a school -- or perhaps several in a large school -- should be assigned to oversee and coordinate the school's response to all threats. The designated coordinator may be the principal, another administrator, a school psychologist, resource officer, or any other staff member. The school should find appropriate threat assessment training programs for whoever is designated.

When any threat is made, whoever receives it or first becomes aware of it should refer it immediately to the designated coordinator, and school policy should explicitly give the coordinator the necessary authority to make or assist in making quick decisions on how to respond -- including implementing the school's emergency response plan, if the threat warrants.

The coordinator's specific responsibilities will be determined in each school, in accord with the professional judgment of the principal and administrative staff. They could include: arranging for an initial assessment when a threat is received to determine the level of threat; conducting or overseeing an evaluation after the threatener is identified, using the Four-Pronged Assessment Model; developing and refining the threat management system; monitoring intervention in previous cases; establishing liaison with other school staff and outside experts; and maintaining consistency and continuity in the school's threat response procedures.

Consider forming a Multidisciplinary Team: As well as appointing a threat assessment coordinator, schools may decide to establish a multi disciplinary team as another component of the threat assessment system. Schools could draw team members from school staff and other professionals, including trained mental health professionals. The team would constitute an experienced, knowledgeable group that could review threats, consult with outside experts, and provide recommendations and advice to the coordinator and to the school administration. ***It is strongly recommended that a law enforcement representative should either be included as a member of the team or regularly consulted as a resource person.*** Making threats can be a criminal offense, depending on the threat and the laws of each state. Although most school threats may not lead to prosecution, school officials need informed, professional advice on when a criminal violation has occurred and what actions may be required by state or local laws.

It is especially important that a school not deal with threats by simply kicking the problem out the door. Expelling or suspending a student for making a threat must not be a substitute for careful threat assessment and a considered, consistent policy of intervention. Disciplinary action alone, unaccompanied by any effort to evaluate the threat or the student's intent, may actually exacerbate the danger-- for example, if a student feels unfairly or arbitrarily treated and becomes even angrier and more bent on carrying out a violent act.

The Role of Law Enforcement

In the vast majority of cases, the decision on whether to involve law enforcement will hinge on the seriousness of the threat: low, medium, or high, under the criteria outlined earlier in this paper.

Low Level: A threat that has been evaluated as low level poses little threat to public safety and in most cases would not necessitate law enforcement investigation for a possible criminal offense. (However, law enforcement agencies may be asked for information in connection with a threat of any level.)

Appropriate intervention in a low level case would involve, at a minimum, interviews with the student and his or her parents. If the threat was aimed at a specific person, that person should also be asked about his or her relationship with the threatener and the circumstances that led up to the threat. The response -- disciplinary action and any decision to refer a student for counseling or other form of intervention -- should be determined according to school policies and the judgment of the responsible school administrators.

Medium Level: When a threat is rated as medium level, the response should in most cases include contacting law enforcement agencies, as well as other sources, to obtain additional information (and possibly reclassify the threat into the high or low category).

A medium-level threat will sometimes, though not necessarily, warrant investigation as a possible criminal offense.

High Level: Almost always, if a threat is evaluated as high level, the school should immediately inform the appropriate law enforcement agency. A response plan, which should have been designed ahead of time and rehearsed by both school and law enforcement personnel, should be implemented, and law enforcement should be informed and involved in whatever subsequent actions are taken in response to threat.

A high-level threat is highly likely to result in criminal prosecution.

Examples of Threats

Example #1: **Low-Level Threat:** *Student John Jones sends another student an e-mail message saying: "You are a dead man."*

Step One -- Referral

The parents and student who received the message bring the message to the attention of the school's Threat Assessment Coordinator the following morning.

Step Two -- Threat Assessment - Based on the following reasons the e-mail threat is assessed as a low level of threat

(1) Threat is vague and indirect: "You are a dead man."

(2) Threat lacks detail. There is no specific information on how the threat is to be carried out, on the motive or intent, or on the time and place where the threat is to be acted on.

(3) The means to carry out the threat is unknown.

Step Three -- Four-Pronged Assessment

(1) Since the threatener's identity is known, background information can be obtained from faculty members who knew the student and his family before the threat was made. They picture him as somewhat immature and prone to losing his temper, but report no seriously troubling traits or changes in behavior.

(2) Interviews with the student and his parents establish that he has no access to weapons. No other information emerges to indicate that the student has made any actual preparations or seriously intends to carry out the threat.

(3) The target of the threat is interviewed. His responses also suggest the threat is unlikely to be acted on: "We've had arguments before; he gets mad and says stupid things but he gets over it."

Step Four -- Evaluation and Response

Based on the evaluation of the threat and the four-pronged assessment of the student, the ***OVERALL*** assessment is that this is a low level threat. A law enforcement contact or resource person is advised of the incident, but administrative action will be determined by school authorities in accordance with school policy.

Example #2: Medium-Level Threat: Tom Murphy, a ninth-grader, makes a videotape for one of his classes. The tape shows student actors shooting at other students on the school grounds, using long-barreled guns that appear real. On the videotape, the actor-students are heard yelling at other students, laughing, and making off-color remarks, while aiming their weapons at others. Murphy's teacher receives the tape and becomes concerned.

Step One -- Referral

The teacher brings the tape to the Threat Assessment Coordinator, who in turn calls a meeting of the available members of the school's Multidisciplinary Team.

Step Two -- Threat Assessment - Based on the following, the videotape is determined to be a medium level of threat until more information can be obtained.

(1) The threat is specific. Murphy and fellow students who are posing as shooters, are pointing weapons at other students pretending to be victims. *However*, it is unknown if Murphy and his friends actually intended to carry out the threat, and if the weapons displayed in the videotape are real. Some of the comments heard on the tape are explicitly threatening but all of the students are laughing and it is therefore unclear whether they are speaking seriously or joking.

(2) The guns used in the videotape may or may not be real.

(3) The "script" used in the videotape suggests that the threateners have given some thought to how the threat will be carried out regarding place and time.

(4) It is unclear if the videotape, with all of its detail, is a serious prelude to real threat, or a joke.

Step Three -- Four-Pronged Assessment

(1) The Threat Assessment Coordinator and members of the Multidisciplinary Team gather additional background on each of the students who appear in the videotape. Information is sought from faculty members who knew the students and their families prior to the incident.

(2) Students and parents are interviewed and it is determined that the guns used in the videotape were toys, and the students have no access to real weapons. No other information is provided that would elevate the level of the threat.

Step Four -- Evaluation and Response

Based on evaluation of the videotape and the assessment of the ninth-grader who organized the filming, this is reclassified as a low level threat. Law enforcement officers conducted the investigation, but administrative action is left to the discretion of the school.

Example #3: High-Level Threat: A high school principal receives an anonymous phone call at 7:30 a.m. The caller says: "There is a pipe bomb scheduled to go off in the gym at noon today. I placed the bomb in the locker of one of the seniors. Don't worry, it's not my locker. I just placed it there because I can see it from where I will be sitting -- and will know if someone goes to check on it."

Step One -- Immediate Law Enforcement Involvement and Emergency Response

The principal calls a designated contact in the local police department as provided in the school's emergency response plan. The emergency plan is put into effect.

Step Two -- Threat Assessment - Based on the following, this anonymous threat was determined to be a high level of threat.

(1) The threat is direct and specific. The caller identifies a specific weapon he will use as well as a location for the assault, and the time the threat will be carried out.

(2) The content of the threat suggests the caller has taken concrete steps to carry out the threat, i.e., he has placed the locker under surveillance in order to determine if someone checks on it.

(3) The identity of the threatener is unknown. His means, knowledge, and resources to construct a pipe bomb are unknown.

Step Three -- Because the threatener is unidentified, the Four-Pronged Assessment cannot be conducted.

Step Four -- Evaluation and Response

Because of its specific detail and plausible nature, this is determined to be a high level threat posing a serious danger to students and staff and requiring immediate intervention by law enforcement. If the threatener is subsequently identified, he is likely to be charged with a criminal offense and prosecuted.

CHAPTER VI

RECOMMENDATIONS AND CONCLUSIONS

As has been noted, the threat assessment and intervention model presented in this paper was a focus of discussion at the l999 NCAVC Symposium in Leesburg, Virginia. Noting that additional research can further develop and refine the concepts and methods embraced in this model, the symposium made the following recommendation:

There is a compelling need to field test, evaluate and further develop these threat assessment recommendations and to develop appropriate interventions designed to respond to the mental health needs of the students involved. This is a pressing public health need which could be addressed through multidisciplinary collaboration by educators, mental health professionals and law enforcement.

The symposium also recommended that additional research should include studies on the following topics:

- The presence of psychopathic and narcissistic personality traits in offenders convicted of charges arising from a school shooting.
- The significance and relevance of verbal and written "leakage" for threat assessment and predicting future violence.
- Determining which specific school dynamics appear to be significant risk factors in schools.
- The influence and relevance of suicide and suicide ideation in adolescents who have become involved in school shootings.
- Identifying significant commonalities between the school shooter's personality, background, and family circumstances, and those of other violent adolescents.
- Identifying significant commonalities and differences between the adolescent school shooter and adult offenders involved in workplace violence.
- A review of relevant state and federal laws and confidentiality requirements that prevent or impede sharing information that can help educators, law enforcement and social service agencies evaluate a student to assess intent, means, and motivation and the risk of his carrying out a threatened violent act.

The symposium made these additional recommendations:

Investigating school violence: To further develop a basis for assessment, after a school shooting or other act of school violence, investigations should be designed to obtain more information in the four areas of the student's life: (1) personality, (2) family dynamics, (3) school dynamics, and (4) social dynamics.

Training: To make effective use of the assessment and intervention procedures outlined in this monograph, school administrators and staff members should receive additional training in the fundamentals of the threat assessment, adolescent development and violence, and other mental health issues relevant to the area of adolescent development Specialized training is needed for those assigned to conduct or supervise the assessment process.

Training is also needed to educate and sensitize students about "leakage" and its significance in dealing with the threat of violence. Students are often in the best position to see and hear signs or cues of potential violence, and training should stress that ignoring those cues or remaining silent can be dangerous for themselves as well as others. Training should also confront the common teenage "code of silence" and students' reluctance to be branded as a "snitch" or to violate a friend's confidence.

Other suggestions relating to training include:

- Establish "Internal Teams" in schools to find ways to encourage students to come forward in a confidential manner with information about threatening behavior.

- Encourage "Student Assistance Programs" in which concerned teachers would come together and discuss students who are having academic problems, behavioral problems, or problems at home.

- Establish "Peer Assistance Groups" that will encourage students to come forward with information about possible threatening behavior in other students, and provide support to overcome self-doubts or guilty feelings about breaking the "code of silence."

- Develop programs to help parents recognize when their child may be in emotional trouble or socially isolated or rejected, and help parents become more knowledgeable about where to get help and more willing to seek it.

Questions of how threat assessment training should be set up or how it should be funded are beyond the scope of this monograph. Representatives of national educational organizations and experts identified on page 45 of this monograph that participated in the Leesburg Symposium indicated interest in exploring these issues in concert with local, state and federal law enforcement.

CONCLUSIONS

Violence -- whether in a school, home, workplace, or on the street -- is a complex issue with complex causes and consequences. Imagining that there are easy answers and instant solutions is counterproductive: there is no easy way to attack the causes and no simple formula that can predict who will commit a violent act. It is also true, however, that violent behavior develops progressively, that making a threat represents a stage in an evolutionary process, and that there are observable signs along the way that most of us can see if we know what to look for.

Overall, the level of violence in American schools is falling, not rising. But the shock and fear generated by the recent succession of school shootings and other violent acts in schools -- and by violence in society at large -- have led to intense public concern about the danger of school violence. In this atmosphere, it is critically important for schools to respond to all threats swiftly, responsibly, fairly, and sensitively, and with an understanding that all threats are not equal.

It is not enough to react only to the threatening message, whether spoken, written, or symbolic. It is also vital to assess whether the person who made the threat has the intent, means, and motivation to carry it out. The procedure presented in this monograph can help schools assess a threat and the threatener, evaluate the risk, and respond appropriately and effectively.

We know that students will continue to make threats in schools, and that most will never carry them out. The use of this assessment/intervention model will help school authorities identify and deal with the high-risk threats that are the major concern, and respond to less serious threats in a measured way. The same distinction needs to be recognized in the larger world outside the school as well, for the same reasons. Threats in schools are not just the schools' problem; therefore, neither is the solution.

APPENDIX A

The threat assessment model recommended in this monograph was developed in part from NCAVC's analysis of eighteen school-shooting cases around the country. Analysts also drew on material from other cases in which NCAVC prepared threat assessments in response to a threatened act of school violence. NCAVC's findings were used to formulate questions and topics for discussion at the July 1999 Leesburg symposium on school shooting.

The methodology for collecting and considering data from the eighteen cases is summarized below. Following that is a brief explanation of how the material was presented and considered at the symposium.

Methodology

Identification of cases: Eighteen schools throughout the country were included in this study. Actual shootings occurred at fourteen of the schools. In the other four, the student or students involved planned a shooting and made significant preparations, but were detected and preempted by law enforcement, and arrests were made before a shooting took place.

Five of the schools were middle schools and thirteen were high schools. All but one were public schools. The cases involved single and multiple offenders. Criminal and/or civil litigation was pending in all but one of the cases.

In addition to these eighteen cases, current NCAVC cases were also included in this study. These were cases in which a threat assessment was being prepared by the NCAVC.

Acquisition of case materials: School and law enforcement officials involved in each of the incidents were contacted and told about the NCAVC study and the scheduled symposium.

NCAVC requested information on each case specifically relevant to the area of threat assessment. The material included:

- A summary of the incident, as described in investigation reports.
- Tapes or transcripts of interviews with the offender(s).
- Witness statements.
- Interviews with persons who knew the students and families and provided information about offenders' background.
- Crime scene photographs and videos.

- Counseling and psychiatric reports and evaluations.

- Examples of the shooter's writings, drawings, doodles, essays, letters, poems, songs, videotapes, and audiotapes.

- School records and any class work that would provide insight into the shooter and his relationships with teachers and other students.

- Pre-sentence psychiatric reports and psychiatric evaluations by either defense or prosecution experts.

- Other pertinent case materials.

In addition to reviewing case materials, NCAVC agents interviewed law enforcement and school personnel who were familiar with each case to obtain additional insight about the shooters, their families and background, the social climate and atmosphere of the school, and any other factors or stressors which may have affected the student before or at the time of the shooting.

Case review: Case materials were reviewed by NCAVC agents with extensive experience in the area of threat assessment. After examining the available information about the shooter, his behavior before and after the shooting, how victims were selected, and events at the scene, the analysts sought to identify and describe critical aspects, including:

- The shooter's behavior patterns in relating to family members, peers, teachers, and persons in authority.

- Disciplinary problems noted or reported by school staff or parents.

- Reported incidents of aggressive behavior and/or anger management problems.

- Type, style and content of the student's writing and artwork, including journals, poems, essays, drawings, doodles, and videotapes.

- Student's preferences in literature, artwork and Internet sites.

- Student's circle of friends, including girlfriends, and his apparent role in that group.

- Changes in the student's behavior that were noted by others prior to the incident.

- Statements by the student directly or indirectly telling others ahead of time about a planned shooting.
- Extent of planning and preparations before the crime.
- Student's behavior on the day of the shooting.
- Types of weapons brought to the scene.
- Type and extent of the interaction between the shooter and victims before and during the shooting.
- Student's behavior after the shooting.
- Results of prosecution.

Use of Case Reviews at the Symposium

Data from these case reviews was used at the Leesburg symposium in three ways: (1) as focus for the expert panels to stimulate further questions and answers; (2) as material for discussion in the breakout groups; and (3) to augment findings of the breakout groups.

The ***expert panel*** portion of the symposium program consisted of four three-hour sessions. Panelists were specialists in the fields of adolescent development, adolescent violence, mental health, school dynamics and school violence. At each session, panelists presented current research findings and offered ideas on how recent research in their areas of expertise may bear on issues of school violence, school shootings and threat assessment.

In addition to the expert panels, two-hour School Incident Panels were held on four specific school shootings. At each of these sessions, teachers, administrators, and investigators involved in the particular case presented information on the incident, the shooter and his background, the dynamics of the school, and the course and outcome of criminal prosecution.

Breakout groups were convened on the fourth day of the symposium. Each group had approximately fifteen people, including educators, mental health professionals, researchers, and representatives of state, local and federal law enforcement agencies. The breakout groups were assigned the task of identifying behavioral traits and characteristics shown by students then, when considered in their totality, could be indicative of threatening behavior. In addition, the groups were asked to discuss different forms of intervention appropriate to threats with varying levels of seriousness and immediacy.

A member of the NCAVC with training in threat assessment, risk assessment, and

personality assessment was assigned to each breakout group as a facilitator, whose role was to lead and focus discussions. The breakout sessions were not tape recorded, in order to protect confidential information, but each group appointed a recorder to keep a written record of the ideas discussed.

Conclusions from the breakout discussions were presented on the final day of the symposium.

APPENDIX B

Suggested Readings

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APPENDIX C

Proposals

The following proposals, offered by persons attending the 1999 Leesburg Symposium, list possible actions that can be taken in a school to strengthen its threat response program. These are not recommendations of the FBI.

- Produce public service announcements for the community encouraging students to come forward with information about "leakage" or other disturbing behavior, and presenting those who do so in a positive light.

- Establish an Emergency Response Plan in coordination with law enforcement agencies, mental health and emergency medical services, and other schools in the district. This plan should include a system for notifying police and other emergency response agencies. All staff should be familiar with the notification procedure.

- Consider preparing a Memorandum of Understanding between schools, law enforcement agencies and other agencies outlining responsibilities and actions to be taken in the event of some type of incident.

- Establish an internal distress code system within the school for teachers and other staff.

- Prepare a Crisis Negotiation Plan and an Investigative Response Plan, in concert with appropriate agencies. (These plans may be included in a memorandum of understanding.)

- Establish a program aimed at students and parents that will seek to encourage the reporting of threats, problem behavior and "leakage." Such a program should include distributing a list of contacts, phone numbers, and if applicable, the hours when each contact person will be available.

- Start a "lunch buddy program" in which concerned adults come to the school on a regular basis to interact with students.

- Seek financial support from the corporate sector in the community that will help maintain mental health services in the schools, summer programs, and "adopt-a-school" programs.

- Provide training to help parents track their child's use of the internet, and raise awareness of the disturbing effect extensive viewing of violent videos can have on some children.

- Foster good relations with law enforcement and community mental health agencies through mutual training classes, and presentations for staff.

- Establish school resource officer positions in schools.

- Establish or strengthen parent volunteer programs in the schools.

- Provide training for students on relevant subjects such as interpersonal communication, conflict resolution, anger management, coping with depression, family tensions, and identifying and reporting threatening behavior.

- Make use of student peer groups in the intervention program.

- Seek volunteer mentors from the community as one means of helping students who have been identified as requiring intervention.

APPENDIX D

Acknowledgments

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The FBI wishes to thank all of the men and women who participated in the July l999 Leesburg, Virginia Symposium. Their experiences, insights and contributions were invaluable and contributed significantly to the development of this monograph. Due to confidentiality issues, we are not able to list each of these participants individually.

From:	Lisa A. Phelps
To:	Safety
Subject:	Federal Commission on School Safety
Date:	Thursday, March 29, 2018 11:28:44 AM

I serve as a current School Board member in Spotsylvania County, Virginia and would like to attend the next Federal Commision on School Safety meeting.
Your prompt response would be very much appreciated.

--
V/R

Lisa Phelps
540-693-5964

Email: Phelps4schools (b)(6)

Kirsten Livak
LCSW 29893
530-448-6798
indigowaterscouseling(b)(6)

Betsy DeVos, U.S. Secretary of Education
Jeff Sessions, U.S. Attorney General
Alex Azar, U.S. Secretary of Health and Human Services
Kirstjen Nielsen, U.S. Secretary of Homeland Security

March 26, 2018

Members of the Federal Commission on School Safety;

In light of the recent tragedies that have involved an active school shooter on school campuses, it is imperative to develop a systemic response to secure our society and protect innocent children and staff members from the horrors of active shooters on campuses across the United States of America. I am encouraged to see the announcement of the development of Federal Commission on School Safety, which met for the first time on March 23, 2018. Under the moral imperative to protect the safety and security of our nation, this could not have come at a better time in history. As the innocence of our youth continues to be torn away from our young people, the power of "active shooters" who are driven by hate, mental illness, and access to firearms continues to surge. The time to act is now, characterized by swift urgency, unrelenting tenacity, and a deep sense of understanding of policy development and implementation using evidence based models, while integrating new research and scientific evidence into practice.

As a ten year school board member of the Tahoe Truckee Unified School District and a Licensed Clinical Social Worker in the State of California, I would like to volunteer to become a member of the Federal Commission on School Safety. My experience, training, and background provide a unique hybrid of knowledge and skills that can make a significant contribution to the process of pinpointing solutions to complex, multi-layered problems. As a school board member, I believe deeply in the value of public education and the role it plays in providing an opportunity for all children to access the education they critically need to achieve a life of success, happiness, and vitality in society. As a Spanish speaking Licensed Clinical Social Worker, I have a deep understanding of mental illness, depression, reactive attachment disorders, autism, and schizophrenia. I have a hybrid blend of training that gives me a deep understanding of child development, cultural competency, and poverty. I thank you in advance for your consideration to become a member of this absolutely critical Federal Commission on School Safety.

Sincerely,

Kirsten Livak
President, Clinical Director
Indigo Waters Counseling Services, LCSW, Inc.

530-448-6798

Sincerely,

Kirsten Livak, LCSW
President, Clinical Director
Indigo Waters Counseling Services, LCSW, Inc.

From:	Matthew Cohen
To:	Safety
Subject:	Federal Commission
Date:	Thursday, March 15, 2018 10:35:17 AM

Dear Madam or Sir,

I would like to participate on the Federal Commission (on School Gun Violence) now in formation.

I'm an entrepreneur who has founded and secured funding for number of education technology ventures. For the past ten years, I have run a consulting company focused democratizing access to a great education for all children.

Please let me know how you prefer I proceed.

Thank you,
Matt Cohen

From:	Tracy Shiah
To:	Safety
Subject:	Federal School Safety Commission Comment
Date:	Tuesday, April 03, 2018 3:28:52 PM

In my grade school days in Taipei Taiwan:

(1) All school gates were guarded. Side gates were watched by selected seniors students and the gates were open only 7:30-8 am (school started at 8 am.) and about 4:30-5:00 pm. (school dismissed about 4:30 pm). There was an small office next to the main gate open about all day long on weekdays/schooldays and the gate was guarded by full-time security staff. Visitors typically enter the school only via main gate. Each visitor had to demonstrate valid reason(s) and valid ID(s) to the security guard. The security guard(s) had authority to fully enforce the visiting rules.

(2) Students only need to bring books, school supplies, lunch boxes and small money to spend. A school is a place to learn, there is no need to bring any weapon and dangerous items to school - and students were taught to honor such basic rules since they were little in lower grades. There were school security guidance and rules to students and any violating student would be investigated and be responsible for consequence. Through young education, people of all ages shared the common sense that safety was much more important than total personal freedom, that is, if we want better safety and security, we have to comprise certain degree of freedom.

Safety and security is as important to places outside campus. Taiwan had strict gun control. America is different, but there is no reason that a grown-up should own multiple-guns with non-stop shooting capability. We impose high taxes on cigarette. How about imposing some governmental measures (education, regulations and taxes) to discourage people to own guns more than they need for self-defense.

From:	Maria Chambers
To:	Safety
Subject:	Federal School Safety Commission
Date:	Tuesday, March 27, 2018 7:16:28 PM

To whom it may concern,

It is great the federal government is throwing money at a federal school safety commission. What I would like to know is of DeVos, Sessions and the others on the commission, which of these people actually has been to a public school to see what daily activities take place.

DeVos has admitted she has not attended a public school that is having difficulties meeting standards. So I assume she can't say she has been to any school that is not performing at the highest levels.

I tend to see Sessions not leaving the comfort of his office in Washington.

The commission should have public school officials, not board members, nor congressmen/congresswomen, nor Senators as their private school upbringing affect their abilities to actually have common sense thought on the subject. Re: Rick Santorum CPR statement.

Thanks,

David M. Chambers
Medina, Ohio 44256

From:	Roy Hood
To:	Safety
Cc:	Nicole.Brady@thedenverchannel.com
Subject:	FW: "Stop the Talk and Walk my Walk"! (Regarding School Shootings)
Date:	Wednesday, March 28, 2018 4:23:44 PM

From: Roy Hood [mailto (b)(6)
Sent: Monday, February 19, 2018 2:57 PM
To: (b)(6)
Subject: "Stop the Talk and Walk my Walk"! (Regarding School Shootings)

Dear KMGH,

You asked for this in this morning's news.

I am a retired Deputy Sheriff having served for nineteen years in detentions, patrol, and court services with Arapahoe County Sheriff's Office. After Columbine's tragedy, I worked hard to push for and pursue a "Juvenile Assessment Center" in Arapahoe County with success! I worked "Eagle Crest High School" before any SRO's were later implemented and had learned of a plot of an "Eagle Crest" student in possession of a twelve gauge pump shotgun intending to shoot fellow students of color at his school. I arrested him and retrieved the shotgun he had hidden in a field with ample ammunition for his future racial cause.

Further investigation by me alone found that he had traded a handgun for the pump shotgun from a student in Aurora public schools whom I later met with and turned over to Aurora PD for their disposition. Both were juveniles.

The point I wish to make is that guns will never go away! More gun laws are just a feel good to a situation that requires severe change in our society. The only way to stop the bloodshed against these soft targets requires us to change our approach, therefore I give you the following.

1) Repeal the current federal law, "The Gun Free School Act of 1995" preventing individuals such as I and other persons of legal firearms carry status, especially former law enforcement persons such as I, to provide volunteer unpaid security while inside or visiting our schools. I at times pickup my 6th grade grandson at his school and by current law have to be unarmed!
2) Allow school personnel, who have the desire to train with and carry a "pocket gun" on school grounds with lawful permit status! Note the numerous teachers who attended past seminars wanting to arm themselves to stop this current trend of outright murder against students and others present on school grounds. I believe that most parents would be for this change to protect our children. In other words, fight gunfire with gunfire and stop the talk that has had no effect since "Columbine"!
3) Push against the current school board's current position of distrust in their school personnel they have background checked prior to hiring. If they are ok to teach our children, why not trust them, if they desire to carry lawfully on school grounds covertly! Stop the current soft target status with change letting students know that any attack will be stopped sooner by those at the ready and armed with small pocket guns, thus saving lives!
4) No one needs to know who carry's, just that someone does and may be at the right place at the right time to save our children! Yes? Let's change this ridiculous approach of talk of more gun restrictions. "Fight Fire with Fire" ! Poll our law enforcement personnel on this most needed kind of change, bringing more needed safety to our schools and you will find that most will agree with lawful carry on school grounds.

From: Safety
To: [redacted]
Subject: FW: Incident 28022-113652
Date: Tuesday, April 03, 2018 1:27:27 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

Incident Summary:

Incident #: 28022-113652

Hello Madam Secretary,

How are you doing? My name is Shaun Westaway, and I am the chief of security for a small college in Michigan.
First, I want to congratulate you on the great job that you are doing.
In response to all of the recent school shootings, I know that you are being unfairly pressured to develop a
plan to end all of these problems. So I want to offer a few solutions that are affordable and fairly easy to implement.

Unfortunately
a common solution is to arm school teachers. I think that is an
extremely dangerous option. Just
giving a teacher a weapon does not make them a sharpshooter. Also, in
the middle of an emergency, it will be very difficult for a teacher to
shoot an offender- while she Is trying to gather the scared children to
put them in a safe area.

With the additional weapons in a school there are several other issues that arise- such as how to keep the weapon
out of the hands of children, or accidental discharge of the weapon, and who has the keys or code to gun safes.

Another
issue is the use of School Resource Officers. I agree with this
concept, but I know that it is very costly,
and if a thousand schools have officers, that means there are a
thousand officers who are not on the street protecting the communities. I

Question: know that this is a great position for retired law enforcement officers; I want to suggest another option. There are several military organizations, such as the American Legion, or Veterans of Foreign Wars- where veterans are sitting around looking for different ways to serve their communities. If you approach the veteran organizations, you may find several people who would volunteer to help in the schools.
Some
of the easy to implement school policies are to start using one door in and out- and lock all other doors
to keep people from entering the buildings. Once school starts lock the doors, so that parents and visitors have to be let in by a buzzer or having someone physically opens the door. Inside the school, they should lock any area that is not being used.

A few of physical improvements could be additional video cameras, and locks on all of the doors.

In order to prevent anyone from looking into the classrooms, a window tint could be used on the first floor
outside windows, and on some of the main area where there are several windows.
Also there is a product similar to window tint—window safety film, which makes the window stronger and herder
to break. Again this does not need to be applied to every window, just on some key areas.

I know that we could add a thousand suggestions to the list, so I will end here. Thank you for your time.

Have a safe and blessed day.
Sincerely,
Shaun Westaway

Date Created: 3/14/2018 12:04 AM EDT

Customer: Shaun Westaway (shaunwestaway(

(b)(6)

STATE:

From:	Press
To:	Safety
Subject:	FW: Recommendations Posted for Keeping Students Safe in Physical Education During Critical Incidents
Date:	Thursday, April 05, 2018 12:43:12 PM
Attachments:	image001.jpg

From: Paula Kun [mailto:PKun@shapeamerica.org]
Sent: Thursday, April 05, 2018 12:38 PM
To: Press
Cc: Paula Kun
Subject: Recommendations Posted for Keeping Students Safe in Physical Education During Critical Incidents

Hi

I would appreciate you sharing this blog with the appropriate staff at the U.S. Department of Education. Please let me know if you have any questions. Thanks Paula Kun

With critical incidents in the news far too often, SHAPE America member and former HPE Supervisor for Miami-Dade County Schools Dr. Jayne Greenberg has recommendations for schools to take to keep students safe during physical education class. Please share this important safety link with your colleagues.

Paula Keyes Kun
Senior Advisor to the CEO
SHAPE America
Society of Health and Physical Educators
1900 Association Drive
Reston, VA 20191
703.476.3461 | 703.476.8316 (Fax)
1.800.213.7193 x 1461
pkun@shapeamerica.org
www.shapeamerica.org

Help support and fund state and national HPE programs through Jump Rope For Heart and Hoops For Heart.
5805-B shape_2018Nashville_banner_1170X140_proof1_v1

Say "*Count Me In!*" to 50 Million Strong by 2029 and help put all children on the path to health and physical literacy.
Support SHAPE America when you shop at smile.amazon.com.

Stay social on Facebook | Twitter | Instagram | Pinterest | LinkedIn

From:	Bailey, Nathan
To:	Safety
Subject:	FW: Request re safety commission
Date:	Tuesday, March 27, 2018 5:24:21 PM
Attachments:	LFA School Safety Letter.pdf

From: "Stratman, Karen" <Karen.Stratman@ed.gov>
Date: Tuesday, March 27, 2018 at 5:21 PM
To: Bailey Nathan <nathan.bailey@ed.gov>
Subject: FW: Request re safety commission

Making sure you see this.

From: Richard Long [mailto:longr@learningfirst.org]
Sent: Tuesday, March 27, 2018 5:13 PM
To: DeVos, Betsy
Cc: Stratman, Karen
Subject: Request re safety commission

Madame Secretary – attached please find a letter from the Learning First Alliance on the school safety commission.

Thank you for your kind attention.

Rich Long
Richard Long, Ed.D.
Executive Director
Learning First Alliance
1250 N. Pitt Street
Alexandria, VA 22314
703-738-9081

From: Safety
To: (b)(6)
Subject: FW: Response request to information request
Date: Tuesday, April 03, 2018 1:06:53 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Joseph Musca (b)(6)
Sent: Monday, April 02, 2018 2:42 PM
To: Ernst, Allen
Subject: Response request to information request

Allen, Thank you for taking my call today. Please find below the email I sent to the Secretary from your home page on March 15, 2018. I would like to be a part of the safety solutions for our children's schools, so I am offering my experience. Please let me know your department's response.
Sincerely,
Joe Musca

The following Customer(s) have been CC'ed:

Incident Information:

Incident #:	28022-113683
Date Created:	3/15/2018 10:12 AM EDT
Question:	Dear Secretary DeVos: I'm writing to you for guidance as I want to get involved in making our schools safer. After the Sandy Hook school shooting, I thought that our nation would wake up to the issue, but as you're aware, many more shootings continued. The most recent Parkland HS shooting in FL caused me to seek an avenue where I may get involved. By way of background, I spent 28 years in the US Marine Corps, accumulating a number of years in security analysis and security protection. Of significant note, I was responsible for the security of all US Embassies and Consulates in Europe, US/Host Nation bases in South America, as well as base security at a number of locations in the Middle East. If you need to verify this information, Chief of Staff John Kelly and Secretary of Defense Jim Mattis know me and my

background.
I would like to put my experiences into action by conducting site surveys of schools, then make recommended security upgrades. What I don't know is how to offer my experience to schools, so I was hoping that you could offer me some points of contacts.
Let's protect our most precious assets together; our nation's treasures....our children.
Sincerely yours,
Joseph I. Musca
Colonel, US Marine Corps (Retired)
Cell (b)(6)

From:	Ernst, Allen
To:	Safety
Subject:	FW: Response request to information request
Date:	Monday, April 02, 2018 6:02:07 PM

From: Joseph Musca [r(b)(6)
Sent: Monday, April 02, 2018 2:42 PM
To: Ernst, Allen
Subject: Response request to information request

Allen, Thank you for taking my call today. Please find below the email I sent to the Secretary from your home page on March 15, 2018. I would like to be a part of the safety solutions for our children's schools, so I am offering my experience. Please let me know your department's response.
Sincerely,
Joe Musca

The following Customer(s) have been CC'ed:

Incident Information:

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From:	Safety
To:	Merges, Tamara
Subject:	FW: ROTC PROGRAM REFORMS - Post Secondary Schools/College Campuses - Note from Ms. Bernadette Lozano
Date:	Friday, April 06, 2018 12:59:52 PM

Hi Tamara,

The below email was received in the Safety mailbox is regarding title 9. It is not related to School Safety Commission. I spoke with Edgar Mayes and he gave me your name.

Is it possible, to get a copy of the outgoing response when it's completed. Please send it to safety@ed.gov.

Thanks
Kelly

From: LOZANO BERNIE [redacted]
Sent: Sunday, March 25, 2018 4:42 PM
To: Safety
Cc: DeVos, Betsy
Subject: ROTC PROGRAM REFORMS - Post Secondary Schools/College Campuses - Note from Ms. Bernadette Lozano

Dear School Safety Commission,
Once your work begins, I would like an opportunity to be invited to speak to your panel about ROTC PROGRAM Reforms.
My college-aged daughter was a Victim of a Sexual Assault/Harassment incident, that despite U.S. Congressional action, a TITLE IX investigation and the filing of a police report at a local Pennsylvania police jurisdiction, the female predator in my daughter's case was still able to maintain a low-profile status in a U.S. Army ROTC Program for a third year and also, an opportunity to graduate with an Associates Degree and subsequently transfer to a 4-year college.
I could not obtain the services of a lawyer because no one wanted to help us. So I stuck in there and U.S. Senator Mark Warner's office prevented the 'early commissioning' of the Predator Cadet. However, it is not known to date, if the Predator in this case has still been barred from becoming a U.S. Military Officer. I hope NOT.
I am retired from the U.S. Government, and never thought, that I would spend my POST retirement years trying to work on this issue.
I have contacted U.S. Senator's Mark Warner and Senator Kaine' offices; made contact with the DOD's SAPRO office in Mark Center/Alexandria, VA and elements of the U.S. Department of Education; the DOD's reply to me is that this is a Dept. of Education issue. In recent days, an employee from the U.S. Dept. of Education Civil Rights Office communicated and agreed with me that this should be a shared issue between the Dept. of Education and the DOD.
I began this journey on my own since 2015-2016 and now we are in 2018.
My proposal to your commission is for ROTC Programs across the board - all candidate's should be subjected to a pre-background checks (to include, character witness interviews, etc.); especially for those persons who are receiving full-ride scholarships to a ***U.S. military academy and/or U.S. college ROTC Program***; to include those colleges that receive funding for the ***Early Commissioning ROTC Program.***
I am respectfully asking for your Commission to be open to post Secondary school issues such as these. Congress has yet to pass the Campus Accountability and Safety Act into law - your Commission can accelerate this legislation and put it on the House and Senator floors for debate, etc.
My telephone number is (571)-236-7664 and look forward to be hopefully, being contacted, by your Commission to speak.

Thank you for your time and attention concerning this matter.
Best regards,
Ms. Bernadette Lozano
(Concerned parent and Advocate for safer COLLEGE CAMPUSES)

From:	Simmons, Lee (Dougie)
To:	Safety
Subject:	FW: School Safety
Date:	Tuesday, March 13, 2018 12:27:25 PM
Attachments:	image003.png

From: Botel, Jason
Sent: Tuesday, March 13, 2018 12:25 PM
To: Simmons, Lee (Dougie); Venable, Joshua
Cc: Ramirez, Lisa
Subject: Fwd: School Safety
FYI

Begin forwarded message:

> **From:** "Erquiaga, Dale" <ErquiagaD@cisnet.org>
> **Date:** March 12, 2018 at 2:23:58 PM EDT
> **To:** "Jason.botel@ed.gov" <Jason.botel@ed.gov>
> **Subject: School Safety**
>
> Jason,
> I'm sure you have about a thousand emails today inquiring about the President's school safety commission announced yesterday and which Secretary DeVos will chair. Please accept this as email 1,001.
> I'm interested in either serving on this body or having Communities In Schools provide testimony at future hearings. I believe that school climate is something we address with Integrated Student Supports, and that school climate rolls up to the larger issue of safety. I think the conversation needs to include all levels of trauma and all types of violence. I've written about this recently, if you have any time to peruse this:
> https://www.communitiesinschools.org/blog/2018/03/safe-place-learn-and-grow/
> I appreciate any consideration you and the Secretary may give to my interest. Thanks!
> Respectfully,
>
> #AllinforKids | In Schools to Help All Students Succeed
>
> Dale Erquiaga | President & CEO
> Communities In Schools National Office
> 2345 Crystal Drive, Suite 700, Arlington, VA 22202
> PH 703.518.2561 | ErquiagaD@cisnet.org

From:	Richard LeAndro
To:	Safety
Subject:	Fwd: Delivery Status Notification - Failure
Date:	Tuesday, March 13, 2018 3:32:41 PM
Attachments:	icon.png PSSI Brochure - Feb. 2018.pdf

---------- Forwarded message ----------
From: **Mail Delivery Subsystem** <(b)(6)
Date: Tue, Mar 13, 2018 at 3:31 PM
Subject: Delivery Status Notification (Failure)
To: (b)(6)

Error Icon

Address not found

Your message wasn't delivered to **safety@eb.gov** because the domain eb.gov couldn't be found. Check for typos or unnecessary spaces and try again.

The response was:

```
DNS Error: 918157 DNS type 'mx' lookup of eb.gov responded with code NXDOMAIN
Domain name not found: eb.gov
```

Final-Recipient: rfc822; safety@eb.gov
Action: failed
Status: 4.0.0
Diagnostic-Code: smtp; DNS Error: 918157 DNS type 'mx' lookup of eb.gov responded with code NXDOMAIN
Domain name not found: eb.gov
Last-Attempt-Date: Tue, 13 Mar 2018 12:31:22 -0700 (PDT)

---------- Forwarded message ----------
From: Richard LeAndro <(b)(6)>
To: safety@eb.gov
Cc:
Bcc:
Date: Tue, 13 Mar 2018 15:31:21 -0400
Subject: School Safety

Dear Secretary DeVos,

This may prove to be a valuable scanner for school use, since there will be no harmful exposure to students. As a member of Team Trump I took the liberty of forwarding this brochure to Sec. Wilbur Ross and the President. I have been promised a video in the next day or two. If interested will also forward to you. The cost to equip schools would be really marginal. There is a prototype for demonstration in San Diego, and I have suggested to the company they may want to set up a unit in DC so others like yourself could observe the results.

Sincerely,

Richard "Lee" LeAndro [redacted] (b)(6)

From:	shelvinrice
To:	Safety
Subject:	Fwd: Guaranteed answer to School Violence
Date:	Monday, March 12, 2018 11:10:09 AM

-------- Original message --------
From: shelvinrice
Date: 3/12/18 7:56 AM (GMT-07:00)
To: Betsy.DeVos@ed.gov
Subject: Guaranteed answer to School Violence

Hi Mrs. Devos, my name Shelvin Rice located in Phoenix Arizona. I've had the pleasure to work in the Mental Health field for over 25 years. With that tenure has come a profound amount of experience in Mental Health populations, child/adults diagnosis, their actions and behavior tendencies.

My reason for contacting you is because I have a systematic approach and programmatic structure that will lessen the probability of school shooting and massacres.

My program not only will foil/ thwart school shootings but, will also bridge the gap between Mental health, local, state and federal government and hold each and every entity accountable.

Most importantly, my program will keep guns out of the hands of teachers and bring back traditional community participation and offer a reporting tool for our most central prizes which are our children. Also, this tool will alert the National Rifle Association of people that shouldn't ever have a gun right to carry or own a firearm.

Additional, our program and service will decrease federal funding and usage by 100's of millions of dollars.

I would love to meet with you and discuss our plan and program as soon as possible. You can reach me at (b)(6) Take care!

From: Michael Coughlin
To: Safety
Subject: Fwd: National School Protection Services For Americas Children
Date: Wednesday, March 14, 2018 12:48:51 AM

From: (b)(6)
To: southcentral_texas@cruz.senate.gov
Cc: [redacted]
Sent: 3/13/2018 2:29:42 PM Eastern Standard Time
Subject: National School Protection Services For Americas Children

Michael Coughlin
(b)(6)

Today's Public Schools Systems Are Liberal Monopoly's that require only one thing.Money from the public.

Today's American citizens/the public require a sound education and protections for our children while in their care.

How do we require a education/protection for the public children ?

American First Child Protection Services :

Requires each state and public school systems to abide to this law to receive any/all federal funds through the Department of Education and enforce's accountability of each state and public school system in order to receives funds and makes each school system accountable to the American public.

Each public school system will receive a federal team(2-3 people) from law enforcement , ex military ,security protection company to evaluate and harden school and provide a option of voluntary conceal carry enforcement program to protect the staff and children....

In order to receive any federal funds the principal,school superintendent,and governor of each state shall sign off a accountability form that they received such inspection and incline or decline the conceal carry enforcement program in the school they are accountable to.

Any law enforcement,ex military,veterans or school staff can be accountable to protect our children and participate in a yearly program to certify the concealed carry officer to keep up to date in tactics and strategy to protect our children from further threats.

This will force the states and schools to be accountable to the general public and protect our children while providing a education.....If protection is good enough for government buildings, politicians,airports,stadiums,banks,movie theaters,casinos,Hollywood elites,nightclubs, military
bases and law enforcement , then it should be fine for our children.....

From:	Stratman, Karen
To:	Safety
Subject:	Fwd: Partnering with NSBA and Local School Board Leadership on School Safety
Date:	Thursday, March 29, 2018 4:17:13 PM
Attachments:	NSBA School Safety and Local Leadership_USED Commission.pdf ATT00001.htm
Importance:	High

Making sure these recommendations from the Nat'l School Boards Assn get to this inbox as well.

Begin forwarded message:

From: Kelly Pollitt <KPollitt@nsba.org>
Date: March 14, 2018 at 8:10:44 PM EDT
To: "betsy.devos@ed.gov" <betsy.devos@ed.gov>
Cc: "jason.botel@ed.gov" <jason.botel@ed.gov>, "david.esquith@ed.gov" <david.esquith@ed.gov>, "Stratman, Karen" <Karen.Stratman@ed.gov>
Subject: Partnering with NSBA and Local School Board Leadership on School Safety

On behalf of the National School Boards Association (NSBA), please find the attached letter regarding the new Federal School Safety Commission and our interest in working with you to advance solutions to keep our nation's schools safe. We look forward to working with you on this important effort.

Kelly D. Pollitt
Chief Advocacy Officer
National School Boards Association
O: (703) 838-6720
M: (b)(6)
@KellyPollitt

From:	Ronald Stephens
To:	Safety
Subject:	Fwd: School Safety
Date:	Monday, March 12, 2018 6:12:36 PM

The Honorable Secretary of Education

The purpose of my email is to let you know of my willingness and interest to work with you and U.S. Department of Education in connection with the recently announced Commission on School Safety. The National School Safety Center was established by President Ronald Reagan in 1984 as a joint program of the U.S. Departments of Education and Justice to deal with problems of school crime and violence. NSSC now operate as an independent, non-profit organization. We have been instrumental in school crime prevention, in developing the curriculum and training for the 10,000 federally funded School Resource Officers as they work with their educational partners, school principals. NSSC has conducted more than two thousand school safety assessments nationwide, including programs in bully prevention, gang prevention and more. Recently I have been asked by the defense attorneys representing the Benton, KY and Parkland, FL shootings to work with them in the litigation defense of the schools. As a former school teacher, school board member, military veteran and parent, I would be honored to work with you on the Commission as appropriate advisory opportunities appear. After 9/11 NSSC was asked to develop a training program for the public schools on the theme of "Terrorism Prevention and Homeland Security." We developed several work products in this regard. After the shootings at Virginia Tech and Northern Illinois University, the U.S. Department of Justice and Education asked if we would develop a similar training program for Colleges and Universities. Our experience encompasses both K-12 and higher education.

In addition to the above work activities, I have personally responded to many of the school shootings at the invitation governors and attorneys general including the crises at Columbine, Paducah, KY; Pearl, MS; Bethel, AK; Red Lake, MN; New Orleans, LA; Moses Lake, WA, New York City and many others. I can bring these experiences to the valuable work you are doing. Thank you for your commitment to safe schools and let me know if I can be of assistance in any way. I currently serve as the "School Safety Chair" at Pepperdine University's Graduate School of Education and Psychology. Please let me know if I can assist you in any way.

Cordially,

Ronald Stephens
805 373 9977

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Ronald D. Stephens
Executive Director
National School Safety Center
805-373-9977
www.schoolsafety.us

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Ronald D. Stephens
Executive Director
National School Safety Center
805-373-9977
www.schoolsafety.us

From:	Edgar Johnson
To:	Safety
Subject:	Gun Control very different look
Date:	Monday, March 12, 2018 12:24:08 PM
Attachments:	How to Stop Mass Shootings.docx

Ma,am

I have attached few ideas that are from a completely different prospective that I wish you and the staff concerned should consider. It might make you the savior.

V.R

Edgar C. Johnson

From:	Theresa Fernanders
To:	Safety
Subject:	Gun Control
Date:	Tuesday, March 27, 2018 5:46:10 PM

Gun control must be embraced by a government that represents ALL people, not just certain people. All people deserve a freedom to NOT be gunned down by the use of weapons that are considered war weapons. Putting more weapons in the people hands of teachers and school officials is not the answer. Any decent human being k ows this. PLEASE for the sake of basic human life take action that matters. Money does not mean more that human life at NO expense. Please act now.

From: Donna
To: Safety
Subject: Gun Violence in Schools
Date: Tuesday, March 27, 2018 6:31:28 PM

Hello
I understand there is a closed door meeting to discuss gun violence in schools that doesn't include any students, teachers or parents. If you really want to make a difference then why allow anyone to purchase a A15 or any type of rifle. The right to bear arms doesn't mean you have to have a weapon of that caliber. Raising the age limit to purchase these weapons will not eliminate the problem. I feel a hand gun is all citizens should be allowed to own.
Thank you,

Ms. Diggs

Sent from my iPhone

From:	Vivian Stern
To:	Safety
Subject:	Gun violence in schools
Date:	Wednesday, March 28, 2018 5:47:47 PM

To Whom It May Concern,

A commission to study gun violence is another way to avoid doing what will cost you all your NRA $. And the idea of putting Betsy Devos in the lead of any commission is simply proof that no result is expected to be realized.

I can't wait till you are all jail!

Vivian Stern
(b)(6)
Vivian.Stern@1199Funds.org

From: Nancy Samuel
To: Safety
Subject: Gun violence
Date: Wednesday, March 28, 2018 3:54:59 PM

Hello Mrs De Vos,

It is important to look at gun control as a big problem and cause of violence in schools. It is equally important to look at root cause of violence.

The Florida shooting was a child who was expelled and was called weird by his peers. Instead of addressing any mental health issues and a truthful iep/services, he was bullied and cast out. The family is blamed and it's the individual's fault.

As a mother of a special needs child who has received no services for 6 years, I am here to declare the system is BROKEN!!! My child was abused by the school because I filed a complaint. Teachers and administrators fabricate reports and attorneys rip parents off only to befriend the district and ask for minimum amount of services possible. CDE TURNS A blind eye. OCR helps the schools and tells them what to do to pretend they are I. Compliance.

Please help!!!

Thank you
Nancy Agaiby
(b)(6)

From: fmazuca@tampabay.rr.com
To: Safety
Subject: Guns in schools
Date: Sunday, April 01, 2018 7:27:13 AM
Attachments: image003.jpg

April 1, 2018

(b)(6)

Department of Education

Dear Commission on School Safety,

In a manner similar to the Las Vegas shootings that happened last year, a similar mass murder occurred in 1996 in Port Arthur, Australia and that nation acted swiftly to enact gun control, banning automatic, semi-automatic and pump-action shotguns, all in the time frame of just fourteen days. Australia has not had a mass shooting since that was enacted.

By contrast, the N.R.A. and its purchased politicians and the minority of the population in our country site the Second Amendment, which, conveniently is left out when discussed is "A well-organized militia." It does not mention that any person with a wallet full of cash can enter a gun show (we have had two within a few miles of our home in the last month and almost immediately after the carnage in Las Vegas a gun show was held in Las Vegas) and walk out with ma trunk-full of machines of death that can fie scores of bullets within the time that a musket could fire one or two rounds when the 2nd Amendment was written.

The solution is not arming administrators, teachers and staff of schools to prevent mass murder but to eliminate the method these murders occur.

1. Eliminate the gun show loophole.
2. Fund buyback for automatic, semi-automatic and ump-action shotguns.
3. Background checks and waiting period of a sufficient time to screen any potential gun owner.
4. Safety classes mandatory and testing to show the individual is capable of owning a gun.
5. Finally, none of the above is a violation of the rights of individuals any more than the 4st amendment protecting a person from entering a crowded room and yelling fire.

One more mention, my wife, as an educator, needs colored ink for printers at school (not our home printer), supplies and tools to do her job, not guns to engage in shoot-outs with demented lunatics that have should not be allowed to own or have access to weapons of mass destruction.

Thank you,

This email has been checked for viruses by AVG antivirus software.
www.avg.com

Proposal to Assist in the Minimization of Casualties at Mass Shooting Incidents

Helping Little Heroes Nonprofit Organization

Mission Statement

To develop a national and standardized minimum baseline of a few simple emergency response techniques which are easy to; teach, understand, reinforce and retain, that can be used by civilians if caught in an emergency situation that will increase their chances of survival.

Explaining the Problem

Soft targets, places in which large groups of civilians gather, where there are minimal security precautions and fortifications present, and the intent of the facility or gathering is non-controversial therefore expectations of an attack are normally low (e.g., schools, shopping malls, work places, concerts, etc.), are being attacked with increased frequency, because with each new attack on soft targets and the corresponding, and often times high casualty count, it becomes increasingly clear to the next potential would-be-attacker that soft targets are where they can inflict the maximum amount damage.

Hardening of Facilities and Strategic Event Planning

While new facilities can be designed and constructed with the intention of hardening against potential attacks at lower costs than large scale/high cost renovations and modifications of existing structures, the virtually infinite number of possible soft target facilities currently in existence, and the variety of gatherings and locations makes the hardening of all soft targets impossible.

There are precautions, modifications and improvements that facility operators and event coordinators can make to increase the safety of civilians and protection against a potential attack to be sure, but it is impossible to plan for and predict every possible contingency. Additionally, while planning for a potential attack on a gathering, and the hardening of a location can limit the damage of an attack, and potentially detour the location from being selected as a target, in the event of an attack such preparations do not provide the civilians caught in the emergency with a baseline of knowledge and experience from which to make their decisions and maximize their chances of survival.

Law Enforcement

Law enforcement works to stop potential attackers before they are able to execute their plan of attack, however, law enforcement is only able to work with the information they are provided, or able to gather on their own, within the constraints of the 4th amendment, and even with unlimited resources law enforcement would not be able to prevent every attack. A potential

attacker who does not outwardly manifest their intentions will not draw attention from law enforcement.

Regulatory Reform

As new attacks, and attack scenarios develop, common sense reform and regulations are helpful, but regulating the method of attack, will not stop someone who is determined, and willing to suffer harm, in order to harm others. Whether it be by firearm, improvised explosive device, heavy truck, knife, airplane, fertilizer, fire, or any other means, if someone is determined to cause harm to others they will.

No amount of hardening of target locations, strategic event planning, law enforcement prevention and interdiction, or new laws and regulations will prevent civilians from being attacked at soft targets so long as such determined and deranged people exist. It is a harsh reality that we as a society must face. The question becomes how do we minimize the loss of life and injury to those unfortunate civilians who find themselves caught in an attack/emergency scenario?

The Best Option…Putting Tools in Citizens' Toolboxes

No solution is perfect, and nothing can prevent these types of attacks on civilian soft targets. The best option, and the most effective way to minimize the loss of life to civilians caught in an attack/emergency scenario is to harden every soft target by providing the citizens themselves with a standardized and minimum baseline of knowledge, experience and emergency response techniques they can call upon when they are caught in a survival situation. When first responders and military personnel find themselves in survival situations and are asked afterwards how they responded, time and time again the answer is they fell back on their training.

By teaching civilians how to identify when their own fight or flight reflexes are triggered and occurring within their own body during an emergency situation, and how to control and overcome those reflexes through both knowledge and simple exercises we can help to increase the ability of those civilians caught in an emergency situation to critically think, reason and problem solve which will dramatically increase their chances of survival.

Once the ability to critically think, reason and problem solve is restored those civilians will be better equipped to decide what their best path forward is and how to act upon their decision. Additionally, by being able to recognize and identify the impact the body's natural fight or flight reflexes has on oneself, a civilian is better able to recognize those symptoms occurring in others, and thus is better equipped to both help themselves as well as others.

These are a few simple techniques, which are easy to teach, easy to learn, and when the reasoning behind the techniques is explained and reinforced the techniques themselves are very logical and thus easily retained. When the techniques are nationally standardized the result will be to increase the effectiveness of responding officers in identifying threats, lower the panic level of those civilians caught in the emergency, thus aiding in the civilians' ability to critically think, and thereby increasing their chances of survival.

Easy to Teach, Learn and Retain

The emergency response techniques we are trying to disseminate are easy to teach. There are both active duty and retired first responders and military personnel in every community across the country who are already armed with a general knowledge of the message we are trying to deliver and could assist in doing so. Because the specific emergency response techniques the Helping Little Heroes Program are trying to disseminate are designed around simplicity and logic, and already contained within a first responders broader general knowledge, the learning curve in teaching the teachers is greatly reduced and the emergency response techniques can be disseminated to a large portion of the population relatively quickly.

In survival situations the ability to think critically is diminished. Therefore, the emergency response techniques provided need to be simple, and when explained, linked to common sense and logic, and thus more easily retained. Likewise, if the techniques are easy to reinforce, and are in fact reinforced, then it becomes easier for civilians caught in an emergency situation, to break from the panic state, or "seeing red" as first responders call it and revert to what they have learned.

Standardization

First responders and the military often utilize standardized training methods by providing uniform training and commands such that when units which have never worked together before come together, such as national guard troops coming together with active duty troops, or crowd control police units from two different municipalities, they can perform together seamlessly and immediately.

Police departments already have a standardized response to school incidents, rush the scene in an effort to prevent further loss of life, bypass the injured and stop the threat. If county sheriffs, FBI, and city police all respond to a school incident, they are all on the same page. By providing very minimal standardized emergency response techniques to students and faculty, and by reinforcing those techniques, students and faculty are included, albeit in a small way, to the standardized training in response to school incidents professional first responders receive. Making students and faculty part of the team will aid first responders in identifying the threat and in their overall response because they are better able to predict and anticipate the students and faculty's behavior as they navigate the scene, additionally it will help students and faculty make sense of some of the chaos going on around them, thereby lowering, however slightly, the panic level and anxiety of the students and faculty, thereby aiding in their critical decision making and ultimately increasing their chances of survival.

Infrastructure Already in Place

The infrastructure to implement the Helping Little Heroes Program across the country is already in place. There are active duty and retired first responders and military in every community across the nation. Their children are in every school across the country. There are active duty police officers assigned to schools from coast to coast, and community police officers

in every neighborhood that are also available to attend workplace seminars and community center gatherings. To first responders and military personnel the generalized knowledge of the emergency response techniques we are trying to teach is already known. We just need to simplify and structure their knowledge into a clear message. The infrastructure of police departments with community policing officers having generalized knowledge of the information we are trying to disseminate is already in place, as are schools and educators and community centers and volunteers. Our plan is to utilize active duty and retired first responders and military personnel already living in communities nationwide and armed with the generalized knowledge we wish to teach to help disseminate our emergency response techniques to the communities in which they reside. With a framework, guidance and structure, and collaboration between first responders, teachers, parents and students the Helping Little Heroes Program could roll out nationally relatively quickly and begin giving civilians caught in an emergency situation the tools they need to help themselves until the professional first responders arrive.

School Incidents

With regard to school incidents in particular, while this is a sensitive subject to discuss with our children, it is a discussion we need to have because children are already discussing it amongst themselves. We do them a disservice by trying to shield our youth from the reality of the situation. By putting just a few simple tools in our children's toolboxes we are equipping them for the rest of their lives.

Organizational Plan

1. Solicit for legal services to form a nonprofit organization and provide legal counsel.
2. Coordinate with DHS, FBI and the Department of Education about the emergency response techniques, and make sure they align with, and are incorporated into the professional first responders' response protocol to school incidents and also that the emergency response techniques are designed for children and young adults.
3. Solicit for a web service provider to purchase a domain name and establish an organizational email address, as well as create a website.
4. Solicit social media providers, and advertisers/marketing companies to promote Little Heroes and help generate funds.
5. Solicit for a graphic designer to help with the design of a simple, and easy to understand presentation of the emergency response techniques, the design of a logo, and stickers that students can put on their folders and school supplies depicting the emergency response techniques.
6. Coordinate with police unions, police departments, teacher unions and schools to both obtain volunteers and to coordinate the dissemination of the emergency response techniques to students, workers and any other such organization or community member who wishes to learn them.
7. Event coordination of gatherings where volunteers and community members can get together and learn more about Helping Little Heroes and the mission.

8. Solicit a software developer to develop a mobile app game where community members can play and learn about different emergency response techniques, move up ranks (e.g., cadet to captain) and earn rewards.
9. Solicit funds to supply an emergency pressure bandage in every room, in every school in the country. The bandage should come in the same distinctive packaging with adhesive strips and should be placed in the same spot in every room, for example right next to the door. These bandages are small, designed to be easy to apply, and they are cheap. In the event of another school tragedy, when the threat is stopped, civilians can go room to room, and get the supplies they need to aid the injured until professional medical professionals arrive.
10. If successful, lease an office, phone line and staff.

About Myself

I am a former Chicago Police officer and worked in that capacity for approximately nine years. I was assigned to a tactical team in one of the city's most troubled neighborhoods for the majority of my time on the force, during which I experienced many dangerous situations. It is my belief that if not for my training and experience in how to handle my own body's reaction to the extreme stress of, and the fight or flight reflexes triggered by emergency situations I would likely not be here today. I resigned from the department after finishing law school to pursue a career as a patent attorney in the Washington D.C. area.

After the latest school shooting which occurred in Parkland, Florida on February, 14th 2018 in which to date 17 people have lost their lives I can no longer in good conscience sit by without doing everything I can to try and help, so I started Helping Little Heroes. From the bottom of my heart, it is my hope that this senseless and tragic violence will come to an end, but until it does if the techniques taught by Helping Little Heroes help even one person caught in an emergency situation in any way, then it will have been worth it.

Sincerely

(b)(6)

Anthony Gemignani

(b)(6)

(b)(6)

Helping Little Heroes

Because in an emergency we are all first responders.

(EXAMPLE PRESENTATION)

In an EMERGENCY: How do you increase your chances of making it through the situation safely?

- Your best means of protecting yourself during an emergency is to use your brain which controls your ability for critical thinking, reasoning and problem solving.

- Sounds simple, right? Just use your brain. But in an emergency it gets a bit more complicated. Why?
  - Well as you probably figured out you do all of those things already, and most of the time you aren't even consciously thinking about it.
  - But when you are afraid, or under a great deal of stress (like during an emergency) your body's own natural fight or flight reflexes interfere with your ability to think, reason and problem solve.

How do we fight against our own fight or flight reflexes? Here are 3 emergency response techniques that will help.

- 1st and most important. Restore your ability to Think. Identify when your body is in fight or flight mode and use controlled breathing to counteract it.

- 2nd Once you have restored your ability to critically think, decide which of the three options DISTANTCE, COVER and RESIST is most appropriate given the emergency. Decide which and Act.

- 3rd Tips on how best to help yourself and others.

Think about what happens in an emergency.

- You probably get scared right? Well what happens to you physically when you get scared? How do you feel when someone jumps out and startles you, or there is a loud noise behind you?

- Your body's natural fight or flight reflexes are triggered. Adrenaline is dumped into your blood stream and your heart starts beating faster. Blood starts pumping to your major muscle groups and less blood goes to your extremities so functions like fine muscle movement, hearing and the ability for critical thinking are all greatly diminished.

In order to fight against fight or flight reflexes you need to first recognize when your body is having that response.

- When you are scared, slow down and ask yourself some questions? Is it hard for me to hear, think and process what is going on around me, is my heart beating faster than normal? The goal is to recognize what is happening within yourself and work through it.
- Simple exercises help. While we don't want to recreate a dangerous situation, we can recreate some of the symptoms those situations cause to help us learn how to work through them. For example, have a group all wear ear protection to simulate reduced hearing. Play music in the background to simulate a bit of chaos and have them try and complete team building exercises.
- Explain to the group that the exercise is supposed to be frustrating and a bit stressful. Explain the point of the exercise is not to complete the task but to recognize how stress and frustration impacts them physically, and to calm down and work through it.
- Practice snapping out of a panic or stress state and the better and faster you become at doing it.

Once you recognize you are in a stress state how do you snap out of it?

- **Consciously take control of your breathing.** Two long slow deep breaths in and out. Slows your heart rate down and your sense of panic. Practice it. Next time a friend jumps out, or you are scared try it. Don't give up until you are able to calm yourself down. The next time you do it you will be able to calm down faster.

- Once you have reestablished your ability to critically think, reason and problem solve it is time to **DECIDE** what your best option is in the face of the emergency and to **ACT** on that decision.

What are your best options when faced with an emergency?

- **Distance** - Distancing yourself from the danger is your best option and most dramatically increases your chances of survival.

- **Cover** – If distancing yourself from danger is not an option, take cover. Remember first responders are racing towards you. Buy yourself time.

  **** If you are behind a barrier, stay on your feet. Crouch down if possible, don't sit or lay down. That way if you have to move quickly you can.***

  **** Do not stand in doorways or in big groups.***

- **Resist** - When possible resist. If there is a threat outside the classroom and distance is not an option, can you push objects in front of the door?

  **** Keep your hands up at about chest level until the emergency situation is over.***
  If you have to grab or push something away from you, you can do so much faster with your hands up.

ACT!!

- Whatever you decide to do, make the decision and act. Don't second guess yourself and freeze. Act. If you decide to distance yourself from the danger, turn a corner and there is nowhere left to go, reevaluate, maybe it is time to seek cover. But decide and act. Don't freeze.

Help yourself first.

- Airline motto – Put your oxygen mask on **first** then help others.
- If you are injured and bleeding try to control and slow down your breathing. It lowers your heart rate and you bleed less.
- If possible apply pressure to the wound to slow bleeding or apply an emergency pressure bandage if available.

Then help others.

- Remember other people, including first responders, have their own fight or flight reflexes they are dealing with also. If you are trying to communicate with someone else during an emergency, remember they may not be able to hear you or think through what you are saying to them. So talk slowly, say their name if you know it and repeat yourself, over and over until they respond.

- For example, “Tim, you are injured, you need to slow down your breathing.” Repeat it over and over again until Tim is able to work through what you are telling him.

Lastly on the way out, help the professional first responders coming in.

- Remember they don’t know what you know and may have very little information.
- Just because you told something to one first responder does not mean they all know what you said, so repeat it to everyone you see.
- Keep your hands up above your head when you are moving out of the dangerous area and first responders are moving in. They may not know who you are or who the threat is.
- As you are moving out, call out a simple fact if you know one to help identify the threat to first responders as they pass by you, and repeat it. Remember they have their own fight or flight reflexes going on too. Ex. “Red Shirt, Boy, Tall.” There may be other people calling things out. A word or two is easier for people responding to pick up, and don’t shout everyone needs to be able to hear.

From:	Bill Haas
To:	Safety
Subject:	HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED
Date:	Saturday, March 17, 2018 5:59:56 PM
Attachments:	Bill Haas-Congress 2018 Commercial 6 Homicide Hotline.mp3 image001.gif

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Per my conversation with nice gentleman on the phone who said he'd look for my email; sorry for the delay Fw: RELEASE: HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED

1. So by way of introduction (more info in the email below perhaps to the media, and the accompanying commercial I've been running since the week I filed for Congress (MO 2nd, Democratic Primary), I'm a 4 term St. Louis School Board member, and frequent (different than perennial) candidate for other office, mayor of St. Louis, state rep, other congressional races (won this primary 10 years ago outspent $350,000 to my $15,000 in a competitive 5 person race), and a good showing LtGov Primary 2012, even ran Republican primary 2010 without changing any of my issues, when my friend State Auditor Tom Schweich killed himself in 2015, and then his associate who was going to lose his job with the Democratic appointed to succeed Tom (bad practice), I asked myself what can we do to slow these senseless killings, and my interest soon generalized to homicides, especially mass ones, schools and such, as well.
2. That I had suffered from major depression more or less from 1964-1984 (including some suicidal ideation, and without meds but with regular exercise, sleep and not much alcohol, I'm better. Betterish. Never quite leaves in my experience, but docs say it morphs into dysthymia, low-grade depression that exacerbates under situation stress) isnt required to be sensitive to the pain others may be in, but I can tell you, I dont think it hurts any.
3. So as you may see below and on attached commercial, my idea in a nutshell became:
a. Public Service Announcements 24x7 for the rest of our life (hear a sample on my commercial) asking people to come in from the cold and ask for help before they hurt themselves or others.
Suicide and homicide often same pain, flip sides of same coin, where anger directed, thinking it will end the pain, permanent solution to temporary problem (except like terminal illness).
b. Let's hard-wire to make it socially unacceptable to hurt yourself or others before you let us try to help you (we may the skip the "you can always kill someone next week if youre still determined"; they'll probably think of that themselves). We wont get them all but over time we'll get a lot; we have to try it would be wrong not to.
c. Calling will be the hardest thing they've ever done, as all they want is for the pain to end, and they know they're setting themselves up for my tsuris, Yiddish for heartache and sorrow, what children give their parents. So when they call, we need to be ready for the different kinds of situations - domestic, youth, gangs and street, about to be homeless, even terrorists, and our ads need to mention all these things - let's go after them all, why not? why just youth, tho that's a good place to start, but we cant differentiate much nor should. We had a postpartum depression woman kill her husband and infant recently, a mother kill her son, former state rep take his life, a brother kill his brother OMG!, what pain they must have been in it!
d. We need dedicated emergency humber, 111 and 311 available, 211 is hotline for United Way reachout.
3. all media, tv and radio will be stepping over themselves to give us the time free or reduced rates, tv shows like Madame Secretary ran their own this week.
SO THAT'S THE IDEA, I HOPE YOU LIKE IT; I THINK IT WILL WORK, WE'LL SEE; WE DID IT FOR SEATBELTS AND TEXTING; THIS IMPORTANT TOO.
AS YOU KNOW 60% GUN DEATHS SUICIDES.
BECAUSE IT INVOLVES MENTAL HEALTH NOT GUN CONTROL, IT SHOULD CUT ACROSS POLITICAL BOUNDARIES.
i THINK WE NEED A FEW GUN THINGS LIKE UNIVERSAL BACKGROUND CHECKS AND BANNING HIGH CAPACITY MAGAZINES, BUT i THINK THIS MIGHT BE EVEN BETTER (DONT TELL MY FELLOW DEMOCRATS).
I HOPE YOU LIKE IT; I'D BE GLAD TO HELP FORMULATE IT; WE ALL SHARE THE SAME DREAM FOR AMERICA.
AND IT'S AMAZING WHAT YOU CAN DO WHEN YOU DONT CARE WHO GETS THE CREDIT.
THO I WOULDNT MIND SOME, I'M RUNNING FOR OFFICE AFTERALL. :) BUT I'LL LET THE CHIPS

FALL WHERE THEY MAY.
When I reached out to the state legislature for a bill on this recently (democrats more worthless than republicans), I called Molly at Ann Wagner's (Rep incumbent in my district) office to ask if she wanted to help me lobby Missouri's legislature, but never heard back. Reached out to the City Council (St. Louis) and St. Louis County Council and will be back there.
Youre imprimatur would mean a lot to those we trying to reach.
Let me know if I can help.
Bill Haas votehaas.com @votehaas.
land 314-5331181 cel (b)(6)
thanks for listening; request receipt if convenient; standing and cheering, I wont stop you.
Bill Haas, Yale, Harvard Law, but just trying to be like Rocky, not just another bum from the neighborhood.
Namaste

--- On Sat, 3/17/18, Bill (b)(6) wrote:

> From: Bill (b)(6)
> Subject: Fw: RELEASE: HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA
> ASSISTANCE REQUESTED
> To: [redacted]
> Date: Saturday, March 17, 2018, 4:08 PM
>
>
> --- On Tue, 2/20/18, Bill Haas (b)(6)
> wrote:
>
> > From: Bill Haas (b)(6)
> > Subject: RELEASE: HOMICIDE HOTLINE
> AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED
> > To: "ksdk" <news@ksdk.com>,
> "Kmov Assignment" <desk@kmov.com>,
> "Ktvi Channel2" <ktvinews@tvstl.com>,
> "Chris Ave" <cave@post-dispatch.com>
> > Cc: "Gilbert Bailon" <gbailon@post-dispatch.com>,
> "Tony Messenger" <tmessenger@post-dispatch.com>, "Bill McClellan"
> <bmcclellan@post-dispatch.com>, "Tod Robberson"
> <trobberson@post-dispatch.com>, "KMOX News" <kmoxnews@kmox.com>,
> "sneuman@stlpublicradio.org"
> <sneuman@stlpublicradio.org>,
> "Kevin Mcdermott" <kmcdermott@post-dispatch.com>
> > Date: Tuesday, February 20, 2018,
> 5:55 PM
> > 1. As
> > you may know, for several
> campaigns I've had the idea to
> > stop violence by public service
> announcements asking people
> > to come in from the cold and ask
> for help before they hurt
> > themselves or someone else.2.
> > I'm running commercials for my
> congressional campaign on
> > KTRS and KMOX starting next Monday
> advocating for this idea.
> > The audio commercial is attached
> to this email.
> > 3.
> > Over the weekend I reached out to

> three state senators,
> > Jamilah Nasheed, minority whip
> Jack Hummel, and Jill Schupp
> > (with whom I talked about this
> idea several months ago) to
> > ask if there was still time to
> introduce legislation
> > supporting and funding this
> initiative, psa's and the
> > support network to back up calls
> when they come in. It wont
> > be easy. Anonymity will be
> important for starts, and many
> > different kinds of calls will be
> > received.4. I
> > was told that bills can be
> introduced up to March 1st but
> > there's not much time, but they
> liked the idea and they
> > will look into it. Among other
> things Republicans might be
> > eager to support initiatives on
> this issue that dont have to
> > do with gun control.5.
> > I'm hopeful but not optimistic
> that such a bill will be
> > introduced. It's always easier to
> do
> > nothing.6.
> > But a media story about the idea,
> my commercials and
> > especially reaching out to state
> senators and their efforts
> > to implement this idea, might give
> it the attention it needs
> > to be introduced if not
> necessarily
> > passed.I
> > hope you'll consider this if it
> seems a newsworthy
> > idea.
> > It
> > could make the difference between
> it happening and it not.
> > Other states may pick it
> up.Waiting
> > for me to get to congress will
> take a year and not
> > happen.Obviously,
> > coverage might be good for me, but
> more importantly to the
> > people who are dying weekly for no
> good reason, and that are
> > avoidable.thanks,
> > Bill Haas (b)(6)
> > land (b)(6)
> > cell, no vm

> > "As long as I was here,
> > I thought I should try to swim
> fast." Michael Phelps at
> > the 2004 Olympic Trials.Just when
> it thought its life
> > was over, the caterpillar turned
> into a
> > butterfly. "Don't back
> > down from a fight that you know is
> for something worth
> > fighting for, even if you may not
> win it." Muhammad
> > Ali
> > I know where I want to go but will
> go where
> > God takes me."It is not the
> > critic who counts; not the man who
> points out how the strong
> > man stumbles, or where the doer of
> deeds could have done
> > them better. The credit belongs to
> the man who is actually
> > in
> > the arena, whose face is
> marred by dust and sweat and
> > blood; who
> > strives valiantly; who errs, who
> comes short again and
> > again, because
> > there is no effort without error
> and shortcoming; but who
> > does actually
> > strive to do the deeds; who knows
> great enthusiasms, the
> > great
> > devotions; who spends himself in a
> worthy cause; who at the
> > best knows
> > in the end the triumph of high
> achievement, and who at the
> > worst, if he
> > fails, at least fails while daring
> greatly, so that his
> > place shall
> > never be with those cold and timid
> souls who neither know
> > victory nor
> > defeat."
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From:	Maria F
To:	Safety
Subject:	How to Increase School Safety
Date:	Wednesday, March 28, 2018 1:59:14 PM

Parents and caregivers need to pay more attention to what children are doing when they are not at school. Having access to technology like violent video and or web games, violent TV programs, having their own cell phones to be used for gossiping and bullying others, being alone for extended periods of time, being with the wrong kind of people who mistreat them or ignore them all together, and believing that the school is the solely responsible for the students well being have facilitate the right environment for children to be vulnerable and easily influenced to act violently.

All of us need to remember that we ARE A COMMUNITY and violence and aggression should be addressed by all members of the community: parents, caregivers, teachers, video and web games designers, politicians, police officers, judges,.... every body. To do this , we all need to PUT A CHILDREN FIRST. Our children are not an accessory in our lives... they are our main ASSETS in life.

As a mom, I think the following would be helpful to decreased and control violence in schools

1. Create after school programs that not only promote academic progress but also personal achievement. Even though there are some school offering them, THEY DO NOT REACH THE RIGHT AUDIENCE OR THEY ARE NOT FOR EVERY BODY.
2. Organize conferences/ meetings with parents and people who can remind parents of their VITAL, CRUCIAL, AND NECESSARY role in their children's lives. Reminding parents that children NEED our constant guidance, support and TIME
3. Offer time and gatherings where parents can meet other parents and talk about strategies to help each other
4. Organize in cooperation with public libraries and/or other schools activities that promote children and parents participation as teams. Parents need to spend more time with their children and less time with their smart phones.
5. Remind parents that VIOLENT TV PROGRAMS, VIDEO GAMES AND VIOLENT BEHAVIOR AT HOME certainly influenced how a child reacts. If we do not help our children when they are little, later society is going to be the judges of our children.
6. As parents and caregivers WE NEED TO PAY MORE ATTENTION TO OUR CHILDREN, WE NEED TO BE LEGITIMATE INTERESTED IN THEIR LIVES, WE NEED TO STOP AND LISTEN, LOVE AND HELP OUR CHILDREN.

From: Shorner-Johnson, Amy
To: Safety
Subject: How to keep students safe at schools
Date: Friday, April 13, 2018 3:05:48 PM

To whom it may concern,

We have research that shows weaponizing schools only tends to bring more violence in schools, which is similar to any other area around the world as well. More weapons means less safety. I believe very strongly that our investment in schools, providing health care professionals (counselors, other support), investing in teachers not only so they stay (less turnover), practices that increase meditation, music, positive reinforcement and equal opportunity are the only way to have safe schools. We need to give students alternatives to violence, and research why violence exists. (This has already be documented, and there's is research that meditative practices can change the brain and response, even in some of the most hopeless situations. (See the neuro-science work at Emory University).

Please deomonstrate nonviolent responses as the key to safety.

Sincerely,
Amy Shorner-Johnson

From:	Michelle Behnfeldt
To:	Safety
Subject:	How to make our schools safer for ALL students.
Date:	Thursday, April 05, 2018 4:18:22 PM

Ms. DeVos and Mr. Sessions,

I am a white teacher in a Title 1 school (low-income, 97% free lunch, universal free breakfast) whose students are mostly African-American and Latino(a). I have 20+ years of experience and have some suggestions for both of you on how you can help to actually make our schools work for all children, and not just those that look like me.

End the routine policing of schools. Police should enter schools only to address threats to physical safety.

Commit to the objective of providing equal educational opportunities and positive school climate for all students in all schools, and to taking a positive and supportive approach to students who are struggling, whether in academics or in behavioral development.

End the practice of arrests and referral to law enforcement for common adolescent behaviors, including but not limited to misdemeanor offenses such as disturbing schools and disorderly conduct. Adopt school codes of conduct that eschew zero tolerance for more appropriate, child-driven responses to challenging behavior.

Hold police to the same standards in schools as applied elsewhere in our communities.When police enter schools, they should abide by the highest ethical standards and, when in doubt, should err on the side of providing greater protection for children's rights.

Invest in supportive resources. Hire personnel such as mental health counselors and community intervention workers to establish a holistic response to student behavioral needs. Train teachers, school administrators, and other officials who interact with students in de- escalation, mediation, and crisis intervention. Adopt restorative justice and mediation approaches.

Enact policies that create specific protocols for when and how police should interact with students in schools. Schools must have an internal crisis plan with de- escalation techniques and protocols to follow before calling police. When police are called or seek access to a student, the school should (i) notify a parent or guardian to provide them an opportunity to be present and (ii) always read a student their rights.

Police should reform policies and training for responding to youth, including, but not limited to when responding at schools. Designate at least some officers to receive

special training and leadership on juvenile response. Training topics should include adolescent development, implicit bias, communication, de-escalation, and use of force, including handcuffs and other forms of restraints.

Collect, review, and provide the public with quality data on police activity in schools. Police activity in schools should be reviewed on a quarterly basis with attention to racial disparities, the treatment of children with disabilities, and other metrics.
These are just a starting point. If you would like more information and/or suggestions, please feel free to contact me at the enclosed email address. The school that I teach in is about a 45 minute drive (with no traffic) from your offices in Washington DC. My colleagues and I would enjoy helping you see what some of the proposed policies would do to our students.
Sincerely,
Mrs. Michelle Behnfeldt
8th Grade Science Teacher
20+ year Education Vetran
(b)(6)

From:	anthony gemignani
To:	Safety
Subject:	Idea to improve school safety
Date:	Friday, March 16, 2018 10:31:13 AM
Attachments:	Helping Little Heroes Proposal.pdf

To whom it may concern,

My name is Anthony Gemignani and I am a former Chicago police officer and a lawyer in the D.C. area. Throughout my career I was involved in several vey dangerous situations and I believe that my training and experience in recognizing my body's own natural reaction to crisis situations, and how to deal with that reaction in a way that improves critical thinking in crisis situations is part of the reason I am alive today. After the Parkland school shooting I drafted the attached business plan and example presentation that I believe if implemented will save lives in the event of another mass shooting incident. I hope it helps. Please contact me if you have any questions, or if I can provide any assistance.

Sincerely,
Anthony Gemignani
(b)(6)

From:	U.S. Department of Education
To:	Safety
Subject:	Incident 28022-113578
Date:	Wednesday, March 14, 2018 9:26:33 AM

This ticket has been forwarded to your office.

The email below contains our last communication to the customer and their incident for your review.

Last comment to customer:

Thank you for contacting the United States Department of Education. We appreciate your concern and will share your comments and suggestions with safety@ed.gov as well as the Office of the Secretary and/or senior staff.

Once again, thank you for contacting the United States Department of Education. If we can provide further assistance, please do not hesitate to write us again or call, toll-free, 1-800-USA-LEARN Monday-Friday between 9:00 am and 5: 00 pm EST.

Sincerely,

Information Resource Specialist

Information Resource Center
Office of Communications and Outreach
United States Department of Education
400 Maryland Ave, SW
Washington, DC 20202-0498
(800) USA-LEARN

The following Customers have been CC'ed:
The following CSR(s) have been CC'ed: safety@ed.gov

Incident Summary:

Incident #:	28022-113578
Question:	I would like to volunteer and join the commission to establish safe schools in our country. I am a resident of Parkland, Florida, a CPA with my own practice for almost 40 years. Please let me know what you need from me. I can be reached via email or phone 954-722-9250 ext 326.
Date Created:	3/12/2018 08:27 AM EDT
Customer:	ARIE TAYKAN (b)(6)
STATE:	FLORIDA

From:	U.S. Department of Education
To:	Safety
Subject:	Incident 28022-113652
Date:	Wednesday, March 14, 2018 9:14:37 AM

This ticket has been forwarded to your office.

The email below contains our last communication to the customer and their incident for your review.

Last comment to customer:

Thank you for contacting the United States Department of Education. We appreciate your concern and will share your comments and suggestions with safety@ed.gov as well as the Office of the Secretary and/or senior staff.

Once again, thank you for contacting the United States Department of Education. If we can provide further assistance, please do not hesitate to write us again or call, toll-free, 1-800-USA-LEARN Monday-Friday between 9:00 am and 5: 00 pm EST.

Sincerely,

Information Resource Specialist

Information Resource Center
Office of Communications and Outreach
United States Department of Education
400 Maryland Ave, SW
Washington, DC 20202-0498
(800) USA-LEARN

The following Customers have been CC'ed: press@ed.gov
The following CSR(s) have been CC'ed: safety@ed.gov

Incident Summary:

Incident #: 28022-113652

Hello Madam Secretary,

How are you doing? My name is Shaun Westaway, and I am the chief of security for a small college in Michigan.
First, I want to congratulate you on the great job that you are doing.
In response to all of the recent school shootings, I know that you are being unfairly pressured to develop a
plan to end all of these problems. So I want to offer a few solutions that are affordable and fairly easy to implement.

Unfortunately
a common solution is to arm school teachers. I think that is an
extremely dangerous option. Just
giving a teacher a weapon does not make them a sharpshooter. Also, in
the middle of an emergency, it will be very difficult for a teacher to

Question: shoot an offender- while she Is trying to gather the scared children to put them in a safe area.

With the additional weapons in a school there are several other issues that arise- such as how to keep the weapon
out of the hands of children, or accidental discharge of the weapon, and who has the keys or code to gun safes.

Another
issue is the use of School Resource Officers. I agree with this
concept, but I know that it is very costly,
and if a thousand schools have officers, that means there are a
thousand officers who are not on the street protecting the communities. I
know that this is a great position for retired law enforcement
officers; I want to suggest another option. There are several
military organizations, such as the American Legion, or Veterans of
Foreign Wars- where veterans are sitting around looking for different
ways to serve their communities. If you approach the veteran
organizations, you may find several people who would volunteer
to help in the schools.
Some
of the easy to implement school policies are to start using one door in
and out- and lock all other doors
to keep people from entering the buildings. Once school starts lock the
doors, so that parents and visitors have to be let in by a buzzer or
having someone physically opens the door. Inside the school, they
should lock any area that is not being used.

A few of physical improvements could be additional video cameras, and locks on all of the doors.

In order to prevent anyone from looking into the classrooms, a window tint could be used on the first floor
outside windows, and on some of the main area where there are several windows.
Also there is a product similar to window tint—window safety film, which makes the window stronger and herder
to break. Again this does not need to be applied to every window, just on some key areas.

I know that we could add a thousand suggestions to the list, so I will end here. Thank you for your time.

Have a safe and blessed day.
Sincerely,
Shaun Westaway

Date Created: 3/14/2018 12:04 AM EDT

Customer: Shaun Westaway (b)(6)

STATE:

From: Dezirae Fernandez
To: Safety
Subject: Increasing School Safety
Date: Friday, March 30, 2018 11:31:24 PM

Hello,
Thank you for taking the time to read this message.
Although I understand the sudden attention given to gun control policies, I could only say I agree with the idea that the loop-holes in the background check and testing systems should be closed up. As anyone who is purchasing a gun for legitimate, non-harmful protective or recreational purposes should NOT have any troubles securing a proper background and mental health screening. If our law enforcement officers are carrying guns to protect our citizens...I should have the right to obtain a firearm for my personal protection. After all, are we not protecting ourselves from the same people? I will not have my only form of protective rights taken away from me when there are individuals out there who want to harm me or my family.
A lot of attention has been turned away from the mental health of this student. It is very clear that this child suffered from a chemical imbalance – whether properly diagnosed by a doctor or not. From recent news reports about the background of this student, Nikolas Cruz, it seems as if he was suspended and kicked out of multiple educational institutions. Although it may not be a direct solution or an action that could have prevented the tragedy at Marjory Stoneman Douglas High, I could not help but wonder if psychiatric help given to this student could have helped to mediate the terror in this student's mind.
As I work on my bachelors in psychology here at Florida Atlantic University in Boca Raton, I am learning and personally researching a lot of consequences of mental health on the voluntary and involuntary actions of an individual, especially of young adults. I believe the Standard American Diet has a lot to do with the chemical distribution in an individual's brain. The SAD diet is complete with artificial foods, flavors, preservatives and chemicals that are being ingested by children as young as 10 months old – and possibly even younger through special situations or through mother's milk. These artificial additives are approved, backed, and even funded by the FDA without legitimate long-term testing, and most are considered "generally safe" until other research is done to prove otherwise. **Artificial chemicals and preservatives have been proved to alter brain functions.** I could discuss this issue all day, as the diet of our country has, and always will be an interest of mine, and I will continue to fight and protect my family from a country who promotes a standard diet based on monetary guidelines rather than health factors. Although I am very passionate about this matter, it will always be a losing battle for me. I will not succeed at fighting the food industry single-handedly. Therefore, that is NOT the reason I am writing this letter.
I would like to bring up the following idea for discussion:
Students who show consistent suspensions or expulsions on their school record clearly show signs of distress, either mentally or physically. As a current college student, and former high school student, I know and understand that a majority of a child's time is spent in school. Educational professionals unfortunately spend more time with our children than parents do. With the technological advances in today's world, children do not even interact with their families anymore. How is a parent supposed to know if their child is suffering from mental cloudiness, when family dinners consist of fast foods and conversations are carried over text message? I do NOT expect teachers in educational institutions to be psychiatric professionals, nor do I promote the idea of that. But, I do believe that recurrent disobedience could be an underlying sign of some serious, or not-so-serious issues. And

most of these issues can help us mark a red flag on necessary students. I believe that single or multiple **mandatory** counseling sessions with a qualified on-site pediatric psychologist should be administered to the above mentioned students following disciplinary actions (single or recurring suspensions, expulsions, or constant disobedient nature) to help give them guidance that they may not be receiving, or capable of receiving elsewhere. This action could help to determine if the troubled student is in danger of him/herself or others. I understand that not every student who is suspended or expelled is in need of psychiatric guidance, but a counseling session may be able to help guide the student to handle structured education or perceive it differently than they currently are. It may also provide a level of care and understanding that the child did not know they needed. Individuals, young or old, will find ways around gun laws. Underlying issues should be a focus in this system, and as I understand that every violent crime committed in this country stems from separate issues and will not always be a simple open/shut case…I can't help but wonder what a mandatory counseling session following expulsion from Marjory Stoneman Douglas High School, would have done to help mediate or prevent the recent tragedy from occurring. Even if it would not have prevented behavior from this student, what about the next one?

With love and sincerity,

Dezirae Fernandez

MSD C/O 2012

From: Jenni Norlin-Weaver
To: Safety
Subject: Input
Date: Friday, March 16, 2018 10:12:13 AM

Please count me among the MAJORITY of Americans seeking a ***comprehensive approach*** to gun-related safety in our schools. I have been an educator for over 40 years and an administrator in public and non-public settings, am a parent and a professor working to prepare the next generation of educational leaders.

My hope is that the commission includes practicing administrators, who should not be portrayed as cry-baby obstructionists but welcomed as practical and knowledgeable practitioners. THEY understand and feel deeply their obligation to keep students safe. Every. Day.

Comprehensive reform will likely require a staged approach for full implementation, however all Americans will want to see that plan in full. It should include -

- Some immediate safety-related measures, including the banning of anything - like a bumpstock- that can alter the nature of a weapon to make it more effective, and the age-related restrictions on rifles.
- Young hunters should not need to own weapons; but may hunt under the supervision of a licensed family member, just like they do when they earn the right to drive (graded licensing is used for driving, seems logical here too).
- In general, weapons and accessories that were created for use in a military situation do not belong on the market for purchase and use by civilians.
- A uniform conceal/carry effort will only be acceptable if it meets the current 'highest' standard; no state or community should feel they have given up their right to safety as they have determined that need to be.
- Enforcement of all existing background check laws, national shared databases and closing the 'private' or 'gun show' purchase loopholes. Anyone found to have acted as a straw-purchaser for someone unable to do so, should face a penalty of substance, and increased if that weapon is used illegally. A waiting period of several days to a week is reasonable. Anyone with a history of abuse of any kind should lose access to their weapons.
- 'School safety' officers aren't much help, frankly. I don't believe a consistent revenue stream exists that can fund them and school districts should absolutely not bear this burden. Please - under no circumstances - do NOT make recommendations that schools/districts bear the burden of additional costs or further dilute the uses for existing federal funds. We are working hard to educate students on funds that don't come close to covering the cost of special needs, professional learning, school lunch and more.
- The 'have/have-not' model doesn't work here. Expecting to retrofit many thousands of schools with 'safety doors' and the like is ridiculous when we can't keep our HVAC systems up to date, much less the technology required to fully prepare students. (maybe this should spawn a school-infrastructure study) If a National Guard model is deemed necessary, then they must be provided training on building relationships with students.
- Don't allow some umbrella use of 'mental health' to be used to just hire a few more staff - again, funding stream issues - but create integrated systems that allow for identification, treatment (i know that it might mean also engaging with insurance companies, law enforcement, clergy, educators and more) and support. School counselors can assist with some of this - but we don't actually have any uniformity in

this are of staffing. Many schools can't afford to staff a counselor and offer arts or media, so principals take on scheduling and look to classroom staff for other support. It's not working.

- Please study this issue; actually research why it is that other 'developed' countries don't face this issue. Learn what the countries we are compared to academically do to keep their learners safe. As part of that research - and before well-intentioned lawmakers looking for a quick-fix decide to weaponize places of learning - learn what the experiences have been in schools where that has happened. Work WITH educators - through their unions - to jointly make, not impose, decisions.

I don't ac*tually believe* the 2nd amendment was ever intended to extend the 'right' to hunt anything - kids or animals - to the use of military-grade weapons, nor that it's necessary to do so. This too bears research. If you're really brave, look at the genesis of the NRA's positions, funding and subsequent impact on this entire mess. While some will argue it's 'impossible' to move away from practices that have allowed this to occur, nothing changes unless we begin. Now, here, today.

Thanks for your efforts. This may be the most important work of your life.

Jenni Norlin-Weaver, EdD
Minneapolis, MN

Updated 4/2/2018 12:13 PM

From: Jaspreet Randhawa [mailto:jaspreet@resourceverified.com]
Sent: Monday, February 26, 2018 10:33 PM
To: DeVos, Betsy
Subject: Proactively protecting our Schools

Dear Madam Secretary,

Please allow this email to serve as an introduction. My name is Jaspreet Randhawa, and I am the Founder & CEO of ResourceVerified.

I watched President Trump's Listening Session on Tuesday last week, where you and Vice President Pence were also in attendance. It was sad to hear about everyone's loss and pain, and it prompted me to contact me. I hope this email will reach you or to someone in your organization.

I am writing to you today, because I have created a technology platform for verifying people's credentials and it has a Social Media Insights component that can be a very useful tool to deploy for the schools and to be proactively alerted of any suspicious activity that warrants attention. The recent heart breaking incident in Florida and other incidents have clearly demonstrated that the dark intent of the accused was very evident from their social media activity. We can use an individual's photograph, look at every social media feed with any activity, run analytics on the report and flag anything suspicious and present a report to the relevant authorities.

Background checks typically give a historical perspective and demonstrate pattern which can be very useful, however, that coupled with monitoring social media activity can be a good indicator of what might happen in the future.

I will be happy to personally meet you or anyone on your team if this is something of interest and walk you through the details. I look forward to hearing from you. Many thanks.

Regards,
Jaspreet

Jaspreet Randhawa | **ResourceVerified** | Founder & CEO |
| 537 Steamboat Road, 2nd Floor, Greenwich, CT 06830 |
| T: +1 844 R-VERIFY (783-7439) | DIRECT: +1 646 267 7135 |
www.resourceverified.com

resourceverified
GREENWICH BOSTON LONDON

Updated 4/2/2018 12:13 PM

From: jarata@emergencyeplan.com [mailto:jarata@emergencyeplan.com]
Sent: Monday, March 12, 2018 3:32 PM
To: Boyse, Natalie; Newman.Jessica@ed.gov
Subject: RE: Request for meeting RE: "Smart" school safety system- Emergency ePlan

Hi Natalie

I have not heard back from scheduling folks, any thoughts?

Best
John Arata
jarata@emergencyeplan.com

This email and any files transmitted with it are confidential, proprietary and intended solely for the individual or entity to whom they are addressed. If you have received this email in error please delete it immediately.

-------- Original Message --------
Subject: RE: Request for meeting RE: "Smart" school safety system-
Emergency ePlan
From: <jarata@emergencyeplan.com>
Date: Fri, March 09, 2018 2:57 pm
To: "Boyse, Natalie" <Natalie.Boyse@ed.gov>, "Newman.Jessica@ed.gov"
<Newman.Jessica@ed.gov>

Thanks Natalie,
Much appreciated!

John Arata
jarata@emergencyeplan.com

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-------- Original Message --------
Subject: RE: Request for meeting RE: "Smart" school safety system-
Emergency ePlan
From: "Boyse, Natalie" <Natalie.Boyse@ed.gov>

Updated 4/2/2018 12:13 PM

Date: Fri, March 09, 2018 2:22 pm
To: "jarata@emergencyeplan.com" <jarata@emergencyeplan.com>, "Newman.Jessica@ed.gov" <Newman.Jessica@ed.gov>

Hi John –

You can also reach out to safety@ed.gov. Thanks for the follow-up! Have a good weekend.

Best,
Natalie

Natalie Boyse
Office of the Secretary
United States Department of Education
400 Maryland Avenue, SW I Washington, DC 20202

From: jarata@emergencyeplan.com [mailto:jarata@emergencyeplan.com]
Sent: Friday, March 09, 2018 1:03 PM
To: Newman.Jessica@ed.gov; Boyse, Natalie
Subject: Request for meeting RE: "Smart" school safety system- Emergency ePlan

Hi Jessica
Natalie from Secratary DeVos's office recommended I request you schedule a meeting to brief the Secratary on
our "Smart" School Safety System. Please let me know.

John Arata
jarata@emergencyeplan.com
Direct Line 415 716-2374

EMERGENCY ePLAN
Better, Safer, Stronger Together

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-------- Original Message --------
Subject: RE: "Smart" school safety system- Emergency ePlan
From: "Boyse, Natalie" <Natalie.Boyse@ed.gov>
Date: Thu, March 08, 2018 12:44 pm
To: "jarata@emergencyeplan.com" <jarata@emergencyeplan.com>
Cc: "gshoff@emergencyeplan.com" <gshoff@emergencyeplan.com>
Hi John –

Thanks for the follow-up. I have forwarded your meeting request along to our scheduling team. Feel free to reach out if you don't get a response from them.

Best,
Natalie

Natalie Boyse

Updated 4/2/2018 12:13 PM

Office of the Secretary
United States Department of Education
400 Maryland Avenue, SW I Washington, DC 20202
O: (202) 453-6447

From: jarata@emergencyeplan.com [mailto:jarata@emergencyeplan.com]
Sent: Thursday, March 08, 2018 2:10 PM
To: Boyse, Natalie
Cc: gshoff@emergencyeplan.com
Subject: "Smart" school safety system- Emergency ePlan

Hi Natalie,

My name is John Arata, I appreciate you taking the time to let me share some information about our system.
A little over four years ago my daughter shared an insight with me that she and all her friends biggest fear was being a victim in an on campus school shooter crisis. I felt a duty as a father, coach, school board member, former President of a San Francisco homeowners association to make all kids safe at school. I began researching the problem, studying real on campus crisis's, interviewing 911 operators and responders. I went to school on the problem you might say. Four years later we have a solution. Today we are a local tech company that focuses on "Smart" school safety systems. I am requesting a meeting to discuss expanding our system to the benefit of more school communities, Regrettably, I must say nothing that happened in the most recent Florida school shooting surprised me. Concerned citizens were ignored, victims were deprived of receiving critical initial medical care, families could not get information, causing them to panic and interrupt emergency responders on scene. During the carnage what was most disturbing was knowing what a 30 year veteran EMT trainer had told me several years ago that "kids are not dying from being shot, they are dying because we can't get to them quick enough!" The outcome in Florida was predictable and with our system potentially avoidable. We can help but we need your help.

Please make sure to review the attached video that explains some of the features of our program. I know Secretary De Vos is determined to change the path that has led us to this point and I know you would recognize this as a very proactive step in the right direction. Local Emergency departments have been briefed and approved of our system such as San Rafael Police Department, San Francisco Fire & Police Department. Our system was some 4 years in development and currently is used by a local San Francisco private school system. Our system is turnkey, features multiple applications, customizable and proactive.

Please contact me to learn more. Our presentation would address the actual challenges of an on campus shooter and the real life solutions our patent pending system provides. Just like the veteran EMT trainer told me I am asking you, "we need your help to get to the kids faster." I would appreciate an opportunity to meet and demonstrate how "Smart" our school safety system is!

John Arata
Co-Founder
jarata@emergencyeplan.com
Direct Line 415 716-2374

Updated 4/2/2018 12:13 PM

John Arata
jarata@emergencyeplan.com
Better, Safer, Stronger, Together

From:	Kirsten Livak
To:	Safety
Subject:	Letter of Interest_Federal Commission on School Safety
Date:	Sunday, March 25, 2018 10:22:58 PM
Attachments:	Federal Commission on School Safety.pdf

To Whom it May Concern,

Attached, please find my Letter of Interest to become a volunteer for the Federal Commission on School Safety. Letters of Recommendation, Resume, and Curriculum Vitae can be provided upon request.

Warmest Regards,
Kirsten Livak

Kirsten Livak, Licensed Clinical Social Worker
President, Clinical Director
Indigo Waters Counseling Services, LCSW, Inc.
530-448-6798
Bi-Lingual

Three Convenient Locations;
Downtown Truckee - 10448 Donner Pass Road, Truckee, CA. 96161
Gateway Center - 10038 Meadow Way, Truckee, CA. 96160
Kings Beach/Brockway - 205 Stateline Road (The Sanctuary), Brockway, CA

March 27, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Madam Secretary:

Improving school safety requires a comprehensive strategy. The Learning First Alliance, representing a community of more than 10 million parents, educators and local policymakers, is hopeful that the Federal Commission on School Safety will develop one.

Children and teenagers are exposed to violence in a myriad of ways, including domestic violence, neighborhood or gang violence and violence at school. These students usually experience—and bring to school—feelings of shock, trauma and uncertainty that can have a profound impact on learning. The issue goes beyond mass shootings.

Comprehensive, "wrap-around" services—including mental health services—are needed to build a safe learning environment. Schools should be trauma-informed environments, and teachers, principals and other school leaders need access to the training and resources required to create such environments.

LFA has identified the principles of successful schools—six elements that are always present in successful schools, implemented in their individual community's context. These elements build the foundation for safe schools and healthy students and include a focus on the total child; commitment to equity and access; family and community engagement; distributed leadership; strong, supported teaching force and staff; and, relationship-oriented school climate.

To bring these ideas to scale will require state and federal governments to partner with local schools to learn more about the many different contexts in which schools operate. It will require changes in individual schools, including changes to the physical environment, increasing mental health and wellness in and outside of schools, improving school climate, elevating student voice and more.

Longstanding research makes clear that children learn best in a place of safety. The responsibility for this foundational tenet lays at the feet of the parents, teachers, principals and other individuals responsible for their growth, but it is also the responsibility of the community. The violence that is engulfing the lives of too many of our children has many causes, and our society must be prepared to make changes to address them. Our children should not grow up in fear and we as adults should not fear looking at all aspects of the challenge and acting.

We request the opportunity for LFA members to provide testimony to the Federal Commission on School Safety.

Sincerely,

(b)(6)

JoAnn Bartoletti
Executive Director, National Association of Secondary School Principals
Chair, Learning First Alliance

AASA, The School Superintendents Association

American Association of Colleges for Teacher Education

American Federation of Teachers

American School Counselor Association

Consortium for School Networking

Learning Forward

National Association of Elementary School Principals

National Association of Secondary School Principals

National Education Association

National PTA

National School Boards Association

National School Public Relations Association

Learning First Alliance
1250 N. Pitt Street
Alexandria, VA 22314
703-738-9081
www.learningfirst.org

From: PAUL VALESKY
To: Safety
Date: Tuesday, March 27, 2018 5:06:35 PM

Fire DEVOS

From:	Personal
To:	Safety
Subject:	Making schools safer
Date:	Friday, March 30, 2018 4:12:24 PM

I am a public school teacher in WI and I ask that teachers and other school personnel NOT be armed. More guns is not the answer (our local law enforcement doesn't want school faculty to be armed either- it creates more difficulty for them).

Schools need more funding to hire more school counselors and decrease class size so that we can reach those students who need help before they act on their frustrations and/or mental health issues. Universal background checks and a 48-hour waiting period are also necessary. No more military-grade assault rifles either.
Thank you!
Judith Brey
(b)(6)

Sent from my iPhone

Updated 4/2/2018 12:13 PM

From: michael Chen [mailto:michael.chen@givenera.com]
Sent: Tuesday, March 13, 2018 12:30 PM
To: DeVos, Betsy
Subject: Hi Betsy

Dear Secretary Devos,

May I ask you a question? I have seen soldiers use guns to protect our country, but I have also seen people use guns to kill innocent children. So, is it a problem of the gun itself or a problem of the people who are using it?

We have been talking about the causes, including the abuse of guns or an imperfect legal system, but rarely do we talk about the people who pull the trigger and kill others. What action should we do to change these teenager's minds and hearts? Have we ever taken action to guide and shape them? Most schools only care about a student's GPA, and most parents have to work really hard to make a living. **Who is taking the responsibility of educating and shaping our future generations on a psychological level right now? Who is guiding them to do good rather than bad in this country?**

Rome was not built in a day. From my personal interpretation, **these gun-related tragedies are a result of our country lacking the proper care for teenager's ethical values over a long period of time. It is a systematic problem in our society that we don't have an effective system to regulate and shape teenager's hearts in guiding them to become better citizens.**

If we don't try to solve this problem related to people's mentality, governmental bans on gun usage will not prevent the future criminal to find additional devices to kill others, including bombs and knives.

Today, I want to share with you a method that we have been developing for nearly three years and have tested at a university for one year. This systematic approach can be used to prevent future school shooting tragedies from a psychological perspective. Ultimately, we aim to solve the problem of human selfishness and hatred towards others by making people around the world eager to help each other and treat one another like family.

We want to work with the government and provide all the services to all schools for free. After finish viewing the document, if you think that our way will help to

make our nation a better place, may I have the honor to make an appointment with you, or a representative, to discuss in person on how we can work together to implement the method to the entire society in detail?

. Please check the documents and videos. Thank you.

--

Michael Chen | founder of Givenera

Phone: 502-294-2506
Life Mission:
Make helping others a lifestyle, all over the world !
About me:
"I am an idealist, but I believe the ideal future is created by the down-to-earth and rigorous operation."

From:	Michael Hootstein
To:	Safety
Subject:	Michael Hootstein – husband of school shooting survivor Kathlyn Stein
Date:	Thursday, March 15, 2018 1:50:45 PM
Attachments:	Original Story From the Heart, Nov 12, 1999.pdf FBI Shooting Study.pdf

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Hi "Safety" Office Folks,
I just spoke with Allen and he provided this email address for me to contact you. My wife (a Physician Assistant who provides healthcare to combat vets with PTSD at the VA) and I are custodial grandparents to two wonderful boys, an Amherst High School Junior (next years captain of the Amherst Hurricanes hockey team) and a 5-year-old pre-school student.
For almost 20 years now, we have spoke out about how my wife Kathy Stein's shooting and attempted murder (on March 17, 1998 in Asheville, NC) could have been easily prevented by the Asheville Police if federal or state law had required a public school bus monitor and separately, a mental health provider, to report directly to law enforcement about their individual knowledge of specific plans by two dangerously armed handicapped schoolchildren to commit armed robbery and murder, and "kill cops", with a 25 cal. handgun one of the children illegally purchased from a "crack-head dude" for $20 and kept hidden under his mattress at home. For your review, I've provided our "Story from the Heart":
"When I first looked upon my beloved and unconscious wife with tubes protruding from her mouth and arms, and held her cold, shaking hand in the Mission Memorial Emergency room, less than an hour after Kathy was shot, I thought my heart would break. Our terrified 9-year-old daughter sat with a hospital chaplain in an adjacent waiting room praying for a comforting word from me, her father. I believe in that moment I experienced true suffering. For three long sleepless days and nights, all I had of Kathy was her glasses, her purse and the book she had been reading. I was brought to my knees and forced to surrender. I prayed and made a sacred vow to do whatever God asked of me."
Not only could Kathy's 1998 shooting been prevented by a little more Public Duty Diligence in reporting the conspiracy to commit armed robbery and murder, the diligent provision of life-saving mental health/educational services and protective interventions for the 13-year-old shooter and 15-year-old illegal gun purchaser could have prevented these two children from ever becoming violent offenders in the first place!
Similarly, the senseless shooting of Congresswoman Gabriel Giffords, and those in Aurora, Colorado and at Sandy Hooke Elementary School, Connecticut could have been likely prevented had Jaron Loughner's, James Holmes' and Adam Lanza's mental health providers, teachers and/or other knowledgeable individuals been required by law to report directly to law enforcement about each witness's personal knowledge of the imminent threats of violent harm posed by the above shooters. And, the recent school shooting and murder of 17 luckless Florida schoolchildren and teachers could have been easily been prevented had the school administration not been negligently complicit!
"If we are truly sincere about reducing school violence, we too must find the courage to break free of chains that limit our vision and our capacity to achieve our goals. We know that crime and violence is directly related to how children

grow into adults and how boys grow into men. We must do a better job of protecting each other's children, and each other, from the violence, shame, humiliation, and hurts that we know can drive otherwise sensitive caring people to emotionally separate from unspeakable pain and become themselves the pain that first damaged them."

In my and my wife's opinion, the most important school shooting preventing guidance document we should all be paying attention to is the attached FBI/Justice Department Study released after Columbine.

In addition to being a juvenile crime and violence prevention activist, I am also a hydrogeologist who has a passion for protecting drinking water and human health. Currently, I have a civil rights complaint moving forward against the Amherst regional school committee for violations of my and my grandson's (a child with an IEP) due process liberty rights resulting from state testing that proves Amherst School drinking water is much more lead-contaminated than Flint drinking water, and this causes us great harm.

I further argue the "school to prison pipeline" and school shootings are partially fueled by the lead-poisoning of our children in school. Numerous studies have correlated lead poisoning with learning disabilities, drug abuse, drop out rates, incarceration and violent crime. Any school violence prevention program should compel us to limit the exposure of our children to lead contaminated school drinking water. Lead is a very very dangerous neurotoxin. I believe both my wife's shooter and the recent Florida shooter suffer from injury caused by the dangerous neurotoxin lead.

In conclusion, please let me and my wife know if we can help the US Department of Education help make our schools a safer place. As extreme as it may sound, when I look at the statistics concerning school performance, crime and incarceration rates of male African-American juveniles, I see a distinctly insidious form of institutionalized negligence, devaluation and disenfranchisement. Right here in Massachusetts ethnic exclusion and the associated institutionalized devaluation and neglect of low-performing schoolchildren with IEPs is becoming cataclysmic.

Likewise, violent outbursts by disenfranchised white male juveniles (like we saw in Littleton, Colorado and see again in Florida) are distinctly familiar results of the same insidious dynamics. If you create a division in the society of those who are included and those who are excluded, the excluded will eventually seize the opportunity for retaliation against the included and feel justified in doing so. No justice, No Peace! It is a law of nature, and I fear we are reaping the violence we Americans have sown. Thanks for your consideration.

Respectfully submitted,

Michael Hootstein

(b)(6)

From: Anil Desai [mailto:Anil.Desai@ucf.edu]
Sent: Saturday, March 17, 2018 3:04 PM
To: DeVos, Betsy
Subject: a very derogatory, demeaning, slanderous, disdainful and vilifying newspaper article about you in a Indian newspaper

March 17,2018

To:
Honorable Ms. Betsy DeVos
Secretary of Education

Subject: a very derogatory, demeaning, slanderous, disdainful and vilifying newspaper article about you in a Indian newspaper (article attached. Your photo is in the article even if you cannot read the article)

Dear Madam Secretary,

For my introduction I submit, attached article I wrote for Orlando Sentinel, "Put America First", Vote for Trump " .

I was enraged to read a very derogatory and fabricated article about you in Loksatta, a Marathi language newspaper in India. Heading of this article is " Deceitful (educational) Policies of DeVos".

The article starts with very crude and harsh criticism of Mr. Vinod Tavde (pictured in the article). Mr. Tavde is Secretary of Education, in Government of Maharashtra, India. After calling Mr. Tavde all kinds of names, the article compares Mr. Tavde to you, then accuses you of devising US education policies to financially benefit you and your friends.

Author of the article has insulted you. This malicious, derogatory, demeaning, slanderous, disdainful and vilifying article should be and must be dealt with.

I will like to come to Washington and meet you in person for discussion on this matter. This would also give me opportunity to present to you my simple but very effective idea to prevent school shootings.

Thanks

Mr. Anil G Desai
(b)(6)

Email Id adesai@ucf.edu

From: Thomas James
To: Safety
Subject: MSD School Shooting Task Force
Date: Monday, April 16, 2018 12:11:54 PM

Hi:
I was referred to you by Secretary DeVos office. As a resident of Broward County FL and parent of a son who attends a Broward County High School, I am very concerned about unsafe school safety policies implemented by the Broward School District and Broward Sheriff's Office which have resulted in unsafe and dangerous school environments.
Please provide information on WHEN the Task Force will be meeting, WHO the members are, WILL they be coming to Broward County to solicit public input. etc.
Thank you.
Thomas James
(b)(6)

From: NULL, THERESA (BOE)
To: Safety
Subject: My Thoughts on School Violence
Date: Wednesday, March 28, 2018 9:42:47 AM

Dear Secretary DeVos and the School Safety Committee,
Whenever there is a school shooting, we are inundated with suggestions for arming teachers, removing guns, adding metal detectors and the like. I'm sure your committee is experiencing the same. I hope you spend a moment on my thoughts as well.
First, I'll share with you some of the measures we take in our local school district that has made our school buildings more secure. Second, I'll share the attempts we are making to help reduce violence and make our students and staff feel safer in the classroom environment. Third, I'll share my thoughts and questions to provoke your committee's conversation.

Building Security:

1. Our school district security team works with the local Colorado Springs Police Department in securing the schools, training and are in close communication at all times. Many of our security personnel were sworn officers and have maintained relationships within the CSPD. Our Superintendent meets with the Police Chief at least once a month to discuss school safety issues. I believe this relationship continually improves our school building safety.
2. We also work with our local El Paso County Sheriff. Deputies conduct a security probe of our school buildings in plain clothes. If they can get into our schools, they report to the principal how they were able to get in. The immediate feedback to the principal allows the principal to address the issue at the time and seek District resources if necessary. Although the Superintendent & Board of Education gets a report from the Sheriff's Department, the idea is any discrepancies are to be fixed at the lowest level, not a "gotcha moment."
3. Recently our citizens approved a tax increase with one of the main components being increased security technology and adding School Resource Officers (SRO) to the Middle Schools. Previously our SROs were stationed at our High Schools and would move to a Middle School when called. While we get many emails from citizens about armed, uniformed police officers scaring our students, I have watched our SROs and their Commander, Sergeant Cintron, develop relationships with students who typically don't have strong familial relationships.
   In talking with the SROs, I learned that they have steered some of these students from a life of crime; they have learned information about crimes committed and local gangs; and yet, are still able to react as a law enforcement officer when our building are threatened, a crime is committed adjacent to our buildings or within our buildings. As you can see, within our community relationships are key to keeping our schools safe.

Reducing Violence / Creating Safe Learning Environments:

1. Violence within the classroom has increased in our District. While not on the scale of a mass shooting, a child who throws chairs, hits, throws vomit, reacts violently to "triggers," or sexual predation against other children all increase the fear within that classroom and within the building. Staff and other students are still traumatized and learning decreases.
   We have had a number of programs that are taught in classrooms – social emotional learning, understanding the cycle of violence, domestic violence, anti-smoking, anti-drug & alcohol abuse, safe sex and the like. In education vocabulary – Tier 1.
   We are working on developing Tier 2 & 3 responses. Yes, we have mental health

professionals for Special Education needs and for quick reaction to a death or other trauma. However, we learned that there is a gap in services for those not in Special Education.
We are wrestling with a Needs Assessment, the number and type of Mental Health professionals needed, the organization / structure of the team(s) and how they'll be deployed. Right now a High School Guidance Counselor is facilitating that committee. I've been looking at how local Health & Mental Health groups like Aspen Pointe, Peak Vista, and Rocky Mountain PACE organize their services as they seem to be effective and cost efficient.

2. I have approached El Paso County Commissioners and the Police Chief about getting together a summit or regular meetings on how we can work together about mental health / drug rehab/ family therapy…. needs of our students and their families. Because of the school shooting in Parkland, Florida, a quickly formed public meeting was held to let the public know some of the safety protocols in place. I hope we can capitalize on that meeting and expand into real conversations about behavior and mental health, our students who need more parenting, and reducing the effects of trauma to return an emotionally and physically safe classroom environment.

<u>My thoughts to Provoke Conversation:</u>

School Districts cannot be the end all to solve these types of problems. Homelessness has increased in our city. Drug Abuse and the effects upon children has increased. Many of our students have parents who are deployed overseas by the military. There is a constant battle of gangs attempting to infiltrate and take over parts of our city. Those gangs prey upon children. For us, here in Colorado, there is higher than normal levels of suicide, attempts, and fatal accidents of people between 15 and 25 years old.

These are larger community issues. We can't take any more programs in the school day nor ask our teachers to take on even more professional "hats." Are we to take on adult drug rehab of the parent or guardian of our students? Are we to provide housing? Is a school district expected to take on a gang?

I've read our Colorado State's supports of the Every Student Succeeds Act (ESSA). The School District is to provide a foster care liaison, homeless, military and more. It is not working. It has become a "check the box" type program. Why? Because we don't have money to hire individual liaisons, there is no job description or parameters of what they're to do or how they're to do it, and the only person to "liaison" with is at the State level. It has fallen into the unfunded mandate / we'll do the best we can area / additional duty category.

I see the goals and intentions of ESSA. I would like to think that caring for these needy groups of children would help reduce the violence in classrooms, increase their graduation rates and prepare them for success in their adult lives. Could the courts or human services work with these groups of students and their needs & liaison with the school? Could the courts or human services work closer with the public school system – as partners instead of just issuing rules and orders, but working out real plans for complex human issues?

Could the Department of Human Services (DHS) who runs the foster care system, share responsibility of foster care liaison? Homeless liaison? DHS would know who is their shelters, receiving foods stamps, or parents who may be unemployed? What is DHS, police or the courts responsibility in getting parents and children mental health care?

In reference to mass school shootings, it appears to me that many of these students had been bullied, had access to guns, and that others knew the shooter had these intentions. Laws will not stop the violent rage born out of such pain. We need a culture change that

respects individuals as full human beings, has immediate response of care, that doesn't ostracize, and makes conversations about potential suicide or murder emotionally and physically safe to access.

I wonder how many children or adults would talk to a teacher, counselor or other "mandatory reporter" about suicidal or homicidal thoughts or plans, knowing that they could be charged, arrested, and incarcerated?

Recently I saw a tv news story about a 13 year old boy being suspended because he drew pictures of guns. Really?! The Florida shooting is on everybody's mind and this kid is doodling pictures of what is on his mind. Makes sense to me. I bet the students in that school don't feel safe to talk about their thought and feelings around guns and violence now. Where was the common sense? Why wasn't the opportunity to talk about violence with the whole class or school taken?

Perhaps the rules, policies and procedures wouldn't allow a teaching moment to take place. And, how much of those rules, policies and procedures were dictated through State or Federal legislation, insurance concerns, fear of future litigation?

Thank you for your time and consideration of my thoughts. I hope your committee provides regular updates on how we can reduce violence in our schools and eliminate mass shootings. Please email me at theresa.null@d11.org

Sincerely,

Theresa Null

a School Board Director in Colorado Springs, CO (I'm speaking for myself, not the whole board)

Address:

(b)(6)

From:	Janice W
To:	Safety
Subject:	my views
Date:	Wednesday, March 28, 2018 9:03:25 PM

Please consider my view as a former teacher of students with special needs. I am so glad I am retired and don't face the possibility of an active shooter in a school. I do NOT think teachers should be carrying guns around students. It would have been too easy for a student to disarm me. My only personal experience of a teacher with a handgun was when a coworker forgot her pistol was in her purse and left her purse in the public restroom. Luckily, the student who found the purse turned it into the school office. This incident could have ended tragically if not for chance.

I believe citizens, whether legislators, government employees, law enforcement, or the general public need to accept the views and attempt to alleviate the suffering of the victims and survivors of school shootings. Until we have spent hours in a closet with a teacher and classmates fearing for our lives, we have no idea of the trauma.

It would benefit commission members who have never participated in an active shooter drill to do so before submitting any suggestions for school safety.

Janice Weakland

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Subject:	my views
Date:	Wednesday, March 28, 2018 9:03:25 PM

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Janice Weakland

NASP
NATIONAL ASSOCIATION OF
School Psychologists

4340 East West Highway, Suite 402, Bethesda, MD 20814
PHONE: 301-657-0270
FAX: 301-657-0275

March 13, 2018

Dear Secretary DeVos:

On behalf of the National Association of School Psychologists (NASP), I commend you and the Trump Administration for recognizing the importance of advancing evidence-based policies and practices that will improve school safety and prevent school violence. NASP represents 25,000 school psychologists who work with students, parents, teachers, administrators, and communities to create safe and supportive school environments that promote student learning, well-being, and safety.

NASP believes that comprehensive school safety efforts balance physical and psychological safety. Reasonable physical security such as locked doors, lighted hallways, and visitor check-in systems must be combined with efforts that promote student mental and behavioral health; a positive school climate; trust among staff, students, and families; and an environment where students feel empowered to report any safety concerns. Increasing access to school-employed mental health professionals, such as school psychologists, is critical to this effort. School-employed mental health professionals work with administrators to develop comprehensive school crisis prevention and response plans, provide direct services to students and families (such as threat assessment and counseling), and connect those with the most significant needs with resources in the community.

NASP and our members have a long history as leaders in efforts to keep our schools safe and help schools respond and recover when a crisis occurs. In addition to research and best practice, we have helped lead the development of authoritative school safety resources, such as:

- Early Warning, Timely Response: A Guide to Safe Schools
- Safe, Supportive, and Successful Schools: Step by Step
- A Framework for Safe and Successful Schools
- PREPaRE School Crisis Prevention and Intervention Curriculum
- Best Practice Considerations for Schools for Active Shooter or Other Armed Assailant Drills
- Public Resources for Families and Educators

Our members are regularly consulted to work with schools and districts to create comprehensive safe school policy and practice and are often the first professionals called upon to respond to school crises such as the deaths of students or staff, incidents of suicide or violence, and natural disasters, as well as high profile tragedies. This school year alone, we have responded to Hurricanes Harvey, Irma, and Maria; the California wildfires; the Las Vegas shooting; the Southerland Church shooting; and the Marshall County High School and Marjorie Stoneman Douglas High School shootings. Our responses include public guidance resources, phone consultation with school district leaders and mental health staff, and direct response services on the ground.

We believe the federal school safety commission would benefit by adding a school psychologist as a member. The right expert can offer real-world experience and expertise about policy and practice that truly improve school safety and prevent school violence and would provide valuable perspective and input to the work of the commission. We are happy to provide you with specific names and experience of our school safety experts as you move forward with the development of the commission. Please contact Kelly Vaillancourt Strobach

(kvaillancourt@naspweb.org) with questions or for more information. We look forward to working with you to develop and advance evidence-based policy and practice to improve school safety and prevent school violence.

Sincerely,

(b)(6)

Susan Gorin, CAE
Executive Director.

From:	Kelly Vaillancourt Strobach
To:	Safety
Subject:	NASP Letter School Safety Commission
Date:	Wednesday, March 14, 2018 2:32:39 PM
Attachments:	NASP Letter School Safety Commission 3.13.18.pdf

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Please see the attached letter from the National Association of School Psychologists. We look forward to working with you to improve school safety and prevent school violence.

Please reach out with questions!
Kelly

Kelly Vaillancourt Strobach, PhD, NCSP
Director, Government Relations

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

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Phone: 301-657-0270, ext. 231 • Direct: 301-347-1652 • Fax: 301-657-0275
E-mail: kvaillancourt@naspweb.org • Web: http://www.nasponline.org

Helping Children Thrive • In School • At Home • In Life

From:	Jason Marmon
To:	Safety
Subject:	National Interscholastic Athletic Administrators Association (NIAAA) letter regarding the School Safety Commission
Date:	Friday, April 13, 2018 2:41:58 PM
Attachments:	School Safety Commission out of school time activities NIAAA letter.pdf

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Please find attached a letter to Secretary DeVos, as chair of the School Safety Commission, from the National Interscholastic Athletic Administrators Association (NIAAA) and our offer of assistance and request that the Commissions work look at school activities taking part outside of regular school hours, such a interscholastic sports.

Thank you,

Jason Marmon, Esq.

Government affairs

National Interscholastic Athletic Administrators Assoc. (NIAAA)

M (b)(6)

JMarmon@ActivePolicySolutions.com

National School Boards Association

www.nsba.org
Phone: 703.838.NSBA Fax: 703.683.7590
1680 Duke Street Alexandria, Virginia 22314-3493

March 14, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW, Room 6W231
Washington, DC 20202

Dear Secretary DeVos:

On behalf of the National School Boards Association (NSBA) working with and through our state associations and the 90,000 school board members who govern our country's 14,000 local school districts, we are writing to congratulate you for taking a leading role in the Administration's new school safety commission. As you move forward to establish the commission's membership and refine areas of focus, we encourage you to include local school board leaders and the local governance perspective as foundational to any inquiry and discussion surrounding the safety of our nation's schools.

We agree with your assertion that the commission must look at all issues surrounding school safety and "get much broader than just talking about guns and a gun issue". NSBA and local school boards across the country have been working to address comprehensive school safety, and applying evidence-based solutions to ensure that every student has a safe and nurturing environment that will help them reach their greatest learning potential. Local school board leaders can share best practice and the impact of the commission's proposed areas of focus, such as improving access to mental health treatment, including how to raise awareness about mental illness and the effectiveness of treatment and increasing recruitment and training of mental health professionals. In addition, local leaders can share more about the need for school resource officers (SROs) and resources for greater coordination between law enforcement agencies and school districts. Further, the local school board perspective can inform the commission on how to identify wrap-around services to meet the needs of students and their families as a part of a continuum of support.

NSBA and local school boards look forward to working with you on this important effort and providing solutions on how to best protect our nation's most valuable resource, our students. Our communities deserve the most effective resources to prevent another heartbreaking tragedy.

Sincerely,

(b)(6)

Thomas J. Gentzel
Executive Director and Chief Executive Officer

A Story from the Heart

Restorative Justice Forum, November 12, 1999

By Kathlyn Stein & Michael Hootstein

(b)(6)

(b)(6)

A Story from the Heart

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(b)(6)

(b)(6)

A Story from the Heart
Restorative Justice Forum, November 12, 1999
By Kathlyn Stein & Michael Hootstein
(413) 259-2142

(b)(6)

A Story from the Heart
Restorative Justice Forum, November 12, 1999
By Kathlyn Stein & Michael Hootstein

(b)(6)

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES

8161 NORMANDALE BOULEVARD MINNEAPOLIS, MINNESOTA 55437-1044
TEL 952.838.9000 TTY 952.838.0190 FAX 952.838.0199 TOLL-FREE 800.537.2237
E-MAIL PACER@PACER.ORG WEB WWW.PACER.ORG

April 11, 2018

The Honorable Betsy DeVos
The Honorable Jeff Sessions
The Honorable Alex Azar
The Honorable Kirstjen Nielsen
Commission on School Safety
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC

Dear Secretaries DeVos, Azar and Nielsen and Attorney General Sessions:

Thank you for the opportunity to provide input on the deliberations of the Commission on School Safety. As PACER's National Bullying Prevention Center, we are specifically writing to ensure the Commission is aware of the importance and value of both preventing bullying and providing attentive support to all children, especially those who have experienced child traumatic stress.

PACER's National Bullying Prevention Center was founded in 2006, when we started National Bullying Prevention Month to spread the message of unity, kindness, and acceptance. The Center actively works to ensure that bullying is no longer considered an accepted childhood rite of passage. The Center provides innovative resources for students, parents and educators and recognizes bullying as a serious issue that impacts education, physical and emotional health, and the safety and well-being of students.

Another PACER Center project is the Children's Mental Health and Emotional or Behavioral Disorders Project, or the Inspiring Opportunities project. The project seeks to help families of children with mental health, emotional and behavioral disorders needs, including children who are suffering from child traumatic stress due to school violence. Specifically, the project helps children and their families navigate multiple systems to access necessary supports and services and promotes increased understanding of mental health, emotion and behavioral disorder needs in the broader community.

As the Commission begins its work, we urge you to seek as much input as possible through public meetings and events. The Commission should not limit its means to receive input by simply receiving comments via an email address – rather the Commission should also permit opportunities for public witnesses to present their thoughts on school safety. These public events should also enable non-invited members of the public a chance to air their views on school safety matters.

Importance of Bullying Prevention

Bullying has a huge impact and cost to society in lost educational achievement and in the ability of children to grow up, attend postsecondary education and obtain and secure employment. We urge the Committee to consider and understand the important role that bullying prevention can play in making our schools and communities safer. Bullying touches so many of our children and impacts their safety, health and well-being:

- More than one out of every five students report being bullied.
- Thirty-three percent of students who reporting being bullied at school indicate they were bullied at least once a month during the school year.

- The percentage of individuals who have experienced cyberbullying at some point in their lifetimes has nearly doubled since 2007.
- Students who experience bullying are at increased risk for poor school adjustment, sleep difficulties, anxiety and depression.
- Race-related bullying is significantly associated with negative emotional and physical health effects.
- Students who experience bullying are twice as likely than their non-bullied peers to experience headaches and stomachaches.

Bullying prevention can address these startling statistics by (depending on the cause of the bullying) engaging parents, the school and the child. Our work has shown us the importance of introducing, supporting and sustaining a safe and supportive school environment for all children. When a school, its students and their families understand the importance of such an environment, bullying incidents decline and school safety is enhanced. When kindness and understanding pervades, students are significantly less likely to feel bullied or to bully their peers.

Importance of Intervening in Child Traumatic Stress

As the Commission knows well, many children experience stressful events in their lives that can be traumatic. School violence or the death or serious injury of a loved one are just some of the causes of child traumatic stress (CTS), which can occur when stress becomes toxic and children do not have the support or tools they need to cope. CTS has physical indicators, including a faster heartbeat and continually activated adrenalin or cortisone levels, and can seriously affect the minds and behavior and educational achievement of children who suffer from it. If left untreated, CTS can have a life-long impact on a person's relationships and emotional, physical and mental health.

Children need nurturing, reliable and consistent care-taking from a parent or caregiver to recover from trauma. Our work has shown us the importance of introducing, supporting and sustaining a safe and nurturing environment for all children. It is crucial that schools or child care centers and a child's family know the symptoms of CTS and understand the importance of spotting it. Equally as important, however, is ensuring that schools and child care centers understand that there are Federal and State resources to leverage so that children can receive the crucial help they need from trained mental health professionals using evidence-based trauma treatment.

The PACER Center has several online and other resources that may be helpful to the Commission as it seeks to make recommendations to improve school safety and intervene in child traumatic stress. This information can be found on our website at: http://www.pacer.org/bullying/ and http://www.pacer.org/cmh/. We hope this information, and the importance of its message of a supportive school environment, is helpful as the Commission identifies recommendations to improve school safety. Please do not hesitate to reach out to the Center should you need any additional information.

Sincerely,

(b)(6)

Paula F. Goldberg
Executive Director
PACER Center

From:	Janet Gill
To:	Safety
Subject:	Parkland
Date:	Tuesday, March 13, 2018 3:01:08 PM

Reports say that the school board had an agreement with law enforcement to not arrest kids for crimes in order the keep ratings and funding up.

Are you investigating these reports?

Thank you,
Janet Gill
(b)(6)

Get Outlook for Android

From: Julie Picciano
To: Safety
Subject: Pepper spray training
Date: Sunday, March 25, 2018 7:21:43 PM

As a high school teacher pepper spray training would be helpful
Sent from my iPhone

--

*Disclaimer: *Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

From:	Amity P
To:	Safety
Subject:	Policy Recommendations
Date:	Thursday, April 05, 2018 1:06:32 PM

Hello,

As an educator of 17 years I have listed some policy recommendations for the committee below.

1. **End the routine policing of schools.** Police should enter schools only to address threats to physical safety.
2. **Commit to the objective of providing equal educational opportunities and positive school climate for *all*students in *all*schools,** and to taking a positive and supportive approach to students who are struggling, whether in academics or in behavioral development.
3. **End the practice of arrests and referral to law enforcement for common adolescent behaviors,** including but not limited to misdemeanor offenses such as disturbing schools and disorderly conduct. Adopt school codes of conduct that eschew zero tolerance for more appropriate, child-driven responses to challenging behavior.
4. **Hold police to the same standards in schools as applied elsewhere in our communities.**When police enter schools, they should abide by the highest ethical standards and, when in doubt, should err on the side of providing greater protection for children's rights.
5. **Invest in supportive resources.** Hire personnel such as mental health counselors and community intervention workers to establish a holistic response to student behavioral needs. Train teachers, school administrators, and other officials who interact with students in de- escalation, mediation, and crisis intervention. Adopt restorative justice and mediation approaches.
6. **Enact policies that create specific protocols for when and how police should interact with students in schools.** Schools must have an internal crisis plan with de- escalation techniques and protocols to follow before calling police. When police are called or seek access to a student, the school should (i) notify a parent or guardian to provide them an opportunity to be present and (ii) always read a student their rights.
7. **Police should reform policies and training for responding to youth, including, but not limited to when responding at schools.** Designate at least some officers to receive special training and leadership on juvenile response. Training topics should include adolescent development, implicit bias, communication, de-escalation, and use of force, including handcuffs and other forms of restraints.
8. **Collect, review, and provide the public with quality data on police activity in schools.** Police activity in schools should be reviewed on a quarterly basis with attention to racial disparities, the treatment of children with disabilities, and other metrics.

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Click here to schedule a meeting with me.
Amity Pope
Ideate, Achieve, Intellect, Self-Confidence, Significant, Commanding, Focusing*

I am of the opinion that my life belongs to the whole community and as long as I live it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no "brief candle" to me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations."
- George Bernhard Shaw

"In this conversation we discover another possibility: living in a way, now, moment to moment, that makes a difference to life. We discover that as human beings we can live in a possibility instead of in what we have inherited, that instead of just being a human being because we were born that way, we can declare the possibility of being for human beings. This is the work of transformation: bringing forth a breakthrough in the possibility of being human."
-Werner Erhard

*Strengths Development (Free Strengths Test)
http://freestrengthstest.workuno.com/strengths-development.html

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From:	Rosalyn Wilkerson
To:	Safety
Subject:	Protection In Schools
Date:	Tuesday, March 27, 2018 6:00:06 PM

To whom ever it concerns , we need to really think about who we are considering arming in schools.?What happens when a student finds out a teacher is carrying an attacks them?

What happens if you get a discruntle employee that is allowed to carry and they go on a shooting spree not only involving staff but students?

What happens if a teacher gets so upset with a student and they shoot them. While I am all for being able to carry with a permit and having tighter gun laws and back ground checks.

When are we going to start holding parents accountable for the actions of their child or children involved in the shootings and how their child or children or gaining access of the weapon(s).

Instead of attacking the NRA and businesses that sell guns. The actual problem needs to be attracted / addressed to find out how are these young individuals are getting or gaining access to the weapons. If strange or mental health behaviors are noticed don't put it off as nothing, seek help or medical attention.

Maybe we need metal detectors or wands , along with a police office or a SRO starioned at each school not just at the Middle and High School levels. Treat the schools security as if we were traveling through the airport or entering a court house.

I have worked for the schools system for 18 yrs as a school nurse and health educator someone needs to take the time and listen to us those who work in this enviroments and seek suggestions instead of individuals who have never stepped foot in a school environment make decisions .

Sincerely ,
Nurse Roz

--

Roz Wilkerson-Nurse/Computer Tech. Teacher
Kingston Elementary School
2000 Kingston Hwy.
Kingston, TN 37763
Phone: 865-376-5252
Email: rmwilkerson@roaneschools.com

School Social Work Association of America

Position Paper

A Public Health Approach to School Safety & Violence Prevention

Just as cancer, motor vehicle accidents, and substance misuse are public health issues, so is gun violence in American schools. Multiple-victim school shootings are both tragic and preventable. According to the American Public Health Association, gun violence has become an epidemic: causing over 30,000 deaths per year and 60,000 injuries with an average of nearly two dozen children killed every day (Cox & Rich, 2018). These deaths and injuries are especially grievous when they happen to our children within the supposed safety of their schools.

FBI (2017) data show that schools have become the second most common location for active shooting incidents from 2000 to 2016 with 22% occurring in education facilities. Indeed, some of the worst mass casualty shootings have occurred in our nation's schools, including Columbine (1999) with 13 fatalities, Red Lake, MN (2005) with 10 fatalities, Virginia Tech (2007) with 32 fatalities, Newtown, CT (2012) with 27 fatalities, and Parkland, FL (2018) with 17 fatalities.

A United Nations survey of 14 developed nations found that all require gun licensing and all but one have gun storage laws, while the U.S. has neither. American children, ages 5 to 14, are 13x more likely to be murdered with a gun than children in other developed countries and 85% of all children murdered in the 14 developed countries are American children (Newbergh, 2013). According to research, guns have become the 3rd most common cause of death for children in America (Fowler, et al., 2017).
While SSWAA acknowledges the 2nd Amendment right of individual citizens to keep and bear arms (District of Columbia v. Heller, 554 U.S. 570, 2008 & McDonald v. Chicago, 561 U.S. 742, 2010), it also asserts that there are some commonsense ways to improve school safety and the right of our youngest citizens to possess the most basic of all human rights – the right to life. Accordingly, SSWAA:

1. Joins the American Academy of Pediatrics, the American Academy of Child & Adolescent Psychiatry, and the National Child Abuse Coalition (2015) in their recommendation that Congress resume funding for the Centers for Disease Control and Prevention (CDC) to conduct research on the prevention of gun violence, especially in our nation's schools.
2. Supports gun policies that require criminal background checks for all firearms purchases, including those sold at gun shows and on the Internet. Currently unlicensed private firearms sellers are exempt from conducting criminal background checks on buyers at gun shows or over the Internet, giving felons, the mentally ill and others prohibited from owning firearms access to weapons.
3. Encourages expanded access to mental health services. Funding for mental health services has been declining, and funding for the Substance Abuse and Mental Health Services Administration continues to be threatened by budget cuts including cuts due to sequestration. We must ensure that state, local and community-based behavioral health systems have the resources they need to provide much-needed care.

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4. Supports resources for school-based violence prevention programs. In accordance with the Every Student Succeeds Act, we support the creation of positive behavior interventions and supports and early intervention strategies. These should include school-wide programs that address bullying, violence, anger management, and other social and emotional issues that impede academic achievement. We also support school-based mental health services, especially school social workers, to ensure that children and youth can access appropriate treatment and services (Cowan, Vaillancourt, Rossen, & Pollitt, 2013).
5. Supports appropriate security measures such as appointment of a safety ombudsman, securing entrances to the school and remote monitoring systems, installing a centralized security system linked to a local emergency response team and a centralized communication system within the school building, issuing identification badges to staff and students, guiding visitors through a sign-in process, and requiring parking permits for all cars parked on school property (Advancement Project, 2013).
6. Supports crisis planning in schools with thorough preparation for an emergency; a detailed communications strategy; school and neighborhood site maps; drills and trainings; a response plan to evacuate, reverse evacuate, lockdown, or shelter in place; and a plan for helping students and staff to recover from psychological trauma.
7. Supports more research into gun safety technology (Newbergh, 2013). Smart guns or personalized guns are firearms that includes safety feature(s) that only allow it to fire when activated by an authorized user. Such features may include the use of RFID chips, fingerprint recognition, magnetic rings, or mechanical locks. Using wide area control technology, weapons could be remotely disabled using wireless protocols so that safe zones can be created around schools.
8. Opposes placing more police, security guards, or resource officers in schools because (1) they have not been proven to make schools safer, (2) the resources could be used to support programs and safety alternatives that do work, and (3) they further exacerbate the criminalization of children, particularly for students of color and students with disabilities who are disproportionately disciplined and arrested in school (Advancement Project, 2013). SSWAA does recognize that a well-trained school resource officer can play a vital role as part of a comprehensive school safety plan.
9. Opposes concealed carry options for school educators. As specialized instructional support personnel, SSWAA joins both the American Federation of Teachers and the National Education Association in stating that educators do not want to be feared as armed guards, but do want to focus on our instructional roles in supporting sustainable school safety (Mroka & Busser, 2012).
10. If Congress refuses to reinstate the ban on semiautomatic assault weapons, SSWAA supports a requirement that the owners of such weapons be required to carry liability insurance in case the weapon is used against innocent civilians in order to compensate victims (or their families) for medical and funeral expenses incurred.

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Approved by the Board of Directors, 2-21-2018.

School Social Work Association of America

Position Paper

A Public Health Approach to School Safety & Violence Prevention

Just as cancer, motor vehicle accidents, and substance misuse are public health issues, so is gun violence in American schools. Multiple-victim school shootings are both tragic and preventable. According to the American Public Health Association, gun violence has become an epidemic: causing over 30,000 deaths per year and 60,000 injuries with an average of nearly two dozen children killed every day (Cox & Rich, 2018). These deaths and injuries are especially grievous when they happen to our children within the supposed safety of their schools.

FBI (2017) data show that schools have become the second most common location for active shooting incidents from 2000 to 2016 with 22% occurring in education facilities. Indeed, some of the worst mass casualty shootings have occurred in our nation's schools, including Columbine (1999) with 13 fatalities, Red Lake, MN (2005) with 10 fatalities, Virginia Tech (2007) with 32 fatalities, Newtown, CT (2012) with 27 fatalities, and Parkland, FL (2018) with 17 fatalities.

A United Nations survey of 14 developed nations found that all require gun licensing and all but one have gun storage laws, while the U.S. has neither. American children, ages 5 to 14, are 13x more likely to be murdered with a gun than children in other developed countries and 85% of all children murdered in the 14 developed countries are American children (Newbergh, 2013). According to research, guns have become the 3rd most common cause of death for children in America (Fowler, et al., 2017).
While SSWAA acknowledges the 2nd Amendment right of individual citizens to keep and bear arms (District of Columbia v. Heller, 554 U.S. 570, 2008 & McDonald v. Chicago, 561 U.S. 742, 2010), it also asserts that there are some commonsense ways to improve school safety and the right of our youngest citizens to possess the most basic of all human rights – the right to life. Accordingly, SSWAA:

1. Joins the American Academy of Pediatrics, the American Academy of Child & Adolescent Psychiatry, and the National Child Abuse Coalition (2015) in their recommendation that Congress resume funding for the Centers for Disease Control and Prevention (CDC) to conduct research on the prevention of gun violence, especially in our nation's schools.
2. Supports gun policies that require criminal background checks for all firearms purchases, including those sold at gun shows and on the Internet. Currently unlicensed private firearms sellers are exempt from conducting criminal background checks on buyers at gun shows or over the Internet, giving felons, the mentally ill and others prohibited from owning firearms access to weapons.
3. Encourages expanded access to mental health services. Funding for mental health services has been declining, and funding for the Substance Abuse and Mental Health Services Administration continues to be threatened by budget cuts including cuts due to sequestration. We must ensure that state, local and community-based behavioral health systems have the resources they need to provide much-needed care.

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4. Supports resources for school-based violence prevention programs. In accordance with the Every Student Succeeds Act, we support the creation of positive behavior interventions and supports and early intervention strategies. These should include school-wide programs that address bullying, violence, anger management, and other social and emotional issues that impede academic achievement. We also support school-based mental health services, especially school social workers, to ensure that children and youth can access appropriate treatment and services (Cowan, Vaillancourt, Rossen, & Pollitt, 2013).
5. Supports appropriate security measures such as appointment of a safety ombudsman, securing entrances to the school and remote monitoring systems, installing a centralized security system linked to a local emergency response team and a centralized communication system within the school building, issuing identification badges to staff and students, guiding visitors through a sign-in process, and requiring parking permits for all cars parked on school property (Advancement Project, 2013).
6. Supports crisis planning in schools with thorough preparation for an emergency; a detailed communications strategy; school and neighborhood site maps; drills and trainings; a response plan to evacuate, reverse evacuate, lockdown, or shelter in place; and a plan for helping students and staff to recover from psychological trauma.
7. Supports more research into gun safety technology (Newbergh, 2013). Smart guns or personalized guns are firearms that includes safety feature(s) that only allow it to fire when activated by an authorized user. Such features may include the use of RFID chips, fingerprint recognition, magnetic rings, or mechanical locks. Using wide area control technology, weapons could be remotely disabled using wireless protocols so that safe zones can be created around schools.
8. Opposes placing more police, security guards, or resource officers in schools because (1) they have not been proven to make schools safer, (2) the resources could be used to support programs and safety alternatives that do work, and (3) they further exacerbate the criminalization of children, particularly for students of color and students with disabilities who are disproportionately disciplined and arrested in school (Advancement Project, 2013). SSWAA does recognize that a well-trained school resource officer can play a vital role as part of a comprehensive school safety plan.
9. Opposes concealed carry options for school educators. As specialized instructional support personnel, SSWAA joins both the American Federation of Teachers and the National Education Association in stating that educators do not want to be feared as armed guards, but do want to focus on our instructional roles in supporting sustainable school safety (Mroka & Busser, 2012).
10. If Congress refuses to reinstate the ban on semiautomatic assault weapons, SSWAA supports a requirement that the owners of such weapons be required to carry liability insurance in case the weapon is used against innocent civilians in order to compensate victims (or their families) for medical and funeral expenses incurred.

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Approved by the Board of Directors, 2-21-2018.

From:	Safety
To:	"Roy Hood"
Subject:	RE: "Stop the Talk and Walk my Walk"! (Regarding School Shootings)
Date:	Friday, March 30, 2018 3:32:21 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Roy Hood [mailto:(b)(6)
Sent: Wednesday, March 28, 2018 4:23 PM
To: Safety
Cc: Nicole.Brady@thedenverchannel.com
Subject: FW: "Stop the Talk and Walk my Walk"! (Regarding School Shootings)

From: Roy Hood [mailto:royboy3248@gmail.com]
Sent: Monday, February 19, 2018 2:57 PM
To: '360@kmgh.com'
Subject: "Stop the Talk and Walk my Walk"! (Regarding School Shootings)

Dear KMGH,
You asked for this in this morning's news.
I am a retired Deputy Sheriff having served for nineteen years in detentions, patrol, and court services with Arapahoe County Sheriff's Office. After Columbine's tragedy, I worked hard to push for and pursue a "Juvenile Assessment Center" in Arapahoe County with success! I worked "Eagle Crest High School" before any SRO's were later implemented and had learned of a plot of an "Eagle Crest" student in possession of a twelve gauge pump shotgun intending to shoot fellow students of color at his school. I arrested him and retrieved the shotgun he had hidden in a field with ample ammunition for his future racial cause.
Further investigation by me alone found that he had traded a handgun for the pump shotgun from a student in Aurora public schools whom I later met with and turned over to Aurora PD for their disposition. Both were juveniles.
The point I wish to make is that guns will never go away! More gun laws are just a feel good to a situation that requires severe change in our society. The only way to stop the bloodshed against

these soft targets requires us to change our approach, therefore I give you the following.

1) Repeal the current federal law, "The Gun Free School Act of 1995" preventing individuals such as I and other persons of legal firearms carry status, especially former law enforcement persons such as I, to provide volunteer unpaid security while inside or visiting our schools. I at times pickup my 6th grade grandson at his school and by current law have to be unarmed!
2) Allow school personnel, who have the desire to train with and carry a "pocket gun" on school grounds with lawful permit status! Note the numerous teachers who attended past seminars wanting to arm themselves to stop this current trend of outright murder against students and others present on school grounds. I believe that most parents would be for this change to protect our children. In other words, fight gunfire with gunfire and stop the talk that has had no effect since "Columbine"!
3) Push against the current school board's current position of distrust in their school personnel they have background checked prior to hiring. If they are ok to teach our children, why not trust them, if they desire to carry lawfully on school grounds covertly! Stop the current soft target status with change letting students know that any attack will be stopped sooner by those at the ready and armed with small pocket guns, thus saving lives!
4) No one needs to know who carry's, just that someone does and may be at the right place at the right time to save our children! Yes? Let's change this ridiculous approach of talk of more gun restrictions. "Fight Fire with Fire" ! Poll our law enforcement personnel on this most needed kind of change, bringing more needed safety to our schools and you will find that most will agree with lawful carry on school grounds.

From:	Safety
To:	"DAN BAKER"
Subject:	RE: A Cost Neutral School Safety Suggestion
Date:	Friday, March 30, 2018 3:18:02 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: DAN BAKER (b)(6)
Sent: Friday, March 30, 2018 12:12 PM
To: Safety
Subject: A Cost Neutral School Safety Suggestion

To whom it may concern:

COST NEUTRAL PROTECTION FOR SCHOOLS

Relocation of Routine Law Enforcement Functions

I attended a discussion on school safety recently where the emphasis was on hardening the schools (making them less of a soft target) by having more law enforcement involvement, modifying the infrastructure with metal detectors and bullet proof glass, etc..... There was a resounding acknowledgement that this would be very expensive and would turn our schools into a prison like atmosphere.

There is an alternative that I offered and it was well received, for further hardening of the schools by providing an added robust layer of protection with little or no cost. Since it has been well received, I decided to take the time to share it with you, in hopes that it may help nationwide. The idea is that the schools would make an

area in the school building available to armed area law enforcement (Federal, State, County, Local, Environmental Police, etc…) for performance of their routine work/meetings etc… that would not necessarily have to be performed at the main office/station. This idea is not to be confused with the resource officers currently at schools, this idea could replace them (if coordinated well enough) or could be in addition to them.

Again, there is a lot of routine law enforcement office work (by armed officers, detectives etc…) that does not necessarily need to be done at the central/main station and could be done at a remote office/annex/precinct/substation with in the school. Instead of law enforcement doing their routine work at their current location, merely shift some of them to the school grounds to do it.

Some could report to the school grounds full time if it is a good fit for their type of office work and others could use the remote facility randomly. In some ways the more random the better, thereby any would be assailant could not telegraph how many armed officers would be on campus at any given time.

More routine armed law enforcement involvement on campus (with marked police vehicles parked randomly outside), as described above, would be a constant deterrent and a significant additional layer of protection for the schools, at no cost. If done correctly, nationwide, this would effectively erase our schools as soft targets with regard to this evolving mass murder problem within this nation.

It was brought up that making the space available could be a challenge. If space within any school is not currently available, it seems that the onetime cost of a small addition, portable building or whatever would be perpetually cost neutral once established. I know there are a lot of creative people that could get this idea done for little or no cost if they really wanted to, in order to deter this evolving problem.

Any feedback, positive or negative is greatly appreciated.

Thank you.

Best Regards,

Dan Baker

(b)(6)

Concerned Citizen

From:	Safety
To:	"Jonathan Farley"
Subject:	RE: an African-American who was on the cover of the NAACP magazine urges Secretary DeVos to repeal the Obama-era guidance on school discipline
Date:	Friday, April 06, 2018 1:25:37 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Jonathan Farley [mailto:lattice.theory@gmail.com]
Sent: Thursday, April 5, 2018 5:02 PM
To: Safety
Cc: Candice Jackson
Subject: an African-American who was on the cover of the NAACP magazine urges Secretary DeVos to repeal the Obama-era guidance on school discipline

Without Mass Expulsions of Disruptive Pupils, American Inner-City Public Schools Will Fail

Secretary DeVos Should Reject the Obama Guidance

by Jonathan David Farley, D.Phil. (University of Oxford), A.B. *summa cum laude* (Harvard University)

A rod and a reprimand impart wisdom, but a child left undisciplined disgraces its mother. (Proverbs 29:15)

In 2012, armed with enthusiasm and a copy of a math book written by my friend, *New York Times* best-selling author and *Wonder Years* actress Danica McKellar, I started teaching geometry at an urban high school in Rochester, New York. A week later I stopped.

Both of my grandfathers were school headmasters in Guyana and Jamaica, respectively, and both of my parents were university professors, with my mother being a former schoolteacher in Jamaica, a school board member in my hometown of Brockport, New York, and a former member of the Board of Regents of New York State, the body that governs

K-12 education in the state. Teaching is in my DNA.

I first taught at a Saturday school in an Afro-Caribbean community just outside of Oxford, England, when I was a doctoral student in mathematics at the University of Oxford. As a post-doctoral fellow at the Mathematical Sciences Research Institute in Berkeley, California, I volunteered at Berkeley High School.

Back then I was "Afro-centric": Marcus Garvey's "Up, You Mighty Race!" rang incessantly in my head. I even once sat down with the former Chief of Staff of the Black Panther Party in his home. I also spoke at a halfway house in neighboring Oakland, California, telling the kids about the Second Punic War fought between Rome and the African empire of Carthage. One boy came up to me afterwards, saying that he liked mathematics, so I sent his grandmother a bunch of recreational mathematics journals (yes, they exist), for which she thanked me.

My father, who earned his Ph.D. at the London School of Economics, always talked of Guyana's potential, and my mother, an historian, taught me about Great Zimbabwe and Abyssinia, about the ancient libraries in Timbuktu and hieroglyphics in the Sudan. I knew the "achievement gap" was a chasm we could bridge, because "we" built the pyramids. The kids just needed role models. "Race" was not the issue so much as culture and poverty.

At the end of my stint as a Visiting Associate Professor of Applied Mathematics at the Massachusetts Institute of Technology (MIT), I sat down with the leadership of the Algebra Project. Bob Moses, an icon of the Student Non-violent Coordinating Committee in the 1960's, had created the Algebra Project because he thought that, without algebra, black children would not be able to get computer-related jobs. He viewed it as the new civil rights struggle.

Years later, I accepted a position at the Rochester STEM High School, in the city where I was born.

(b)(6)

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(b)(6)

My students shouted whenever they liked, sang whenever they liked, attempted to leave the room whenever they liked, took items off my desk whenever they liked, said that they ought to be teaching me, and cursed at me. While there may be some way to control such students by standing on desks and reciting poetry, for the good of all the children, schools should expel the disruptive ones.

Trying to graduate 97% of the students *a la* the National Academy Foundation will lead to a 40% graduation rate, thanks to the 5% of explosive students who encourage others to also be disruptive: Students who showed interest and some aptitude for advanced mathematics in the selective and wholesome environment of an optional summer program that I taught were surly and disinterested in the educational morass of the regular school year. But if we expelled the 5%, the other disruptive students would settle down and teachers could instruct the students who do want to learn.

Today when you tour black America, you see adult boys with half their underwear showing, and aggressive teenagers swearing at toddlers in tow. These blacks do not speak Amharic or Ge'ez; they struggle even with their native English, the language Frederick Douglass mastered with all the disadvantages of a slave.

Anyone who strolls through Brooklyn or Harlem, and then takes the subway to lower Manhattan, knows there is *something wrong*; to deny it is willful blindness that serves no useful purpose, and may even do harm.

While 72% of African-American children are illegitimate and 53% of African-American men drop out of high school, with 30% of African-American men destined to become convicts, the good news is that the problem *is not racial*: Contrast these statistics with the example of immigrants from Africa and the Caribbean, already the most highly educated segment of the U.S. population. I was delighted to see that, of the seventeen or so students I was teaching in an elective summer program in Harlem, four of them, on their own time, were playing around with quadratic equations: a Hispanic, a Nigerian and two Haitians. My brother, a certified teacher who played basketball with both Arne Duncan as an undergraduate at Harvard and with Obama as a student at Harvard Law School, quipped that the children of Haiti would *swim* to America if they knew they could get into a free public school.

So there is a solution. Jettison the deadweight.

An Analysis of the NAACP Opposition Letter's Statistical Analyses

I have been featured on the cover of the NAACP magazine. I am a Life Member of the NAACP and I have sat next to former NAACP president Ben Jealous at family Thanksgiving dinners. It is irrelevant if "[n]early 40 years of research has almost universally found Black students, Black males in particular, to be overrepresented in the use of exclusionary discipline, out-of-school suspension, and expulsion," as Skiba and Williams write (cited by the NAACP's opposition letter), because America in 1974 is not America in 2018. Plus, the study by Noltemeyer and Mcloughlin, while it claims to control for poverty, does not control for, say, single-motherhood.

The simple fact is that the typical Somalian student came from much poorer circumstances than African-American students, and Somalian students are not being disciplined more than white students, so it is not a matter of race.

I won the University of Oxford's highest awards for mathematics graduate students, the Senior Mathematical Prize and Johnson University Prize, but I recognize along with Mark Twain that there are three types of lies: "lies, da*ned lies, and statistics." I cannot understand the multivariate analyses that the opposition letter claims prove that school discipline is meted out in a racist fashion, but I am sceptical that these studies have done so. If a student threatens to punch a girl in the throat or to throw grenades at a teacher's house, how is that encoded mathematically? You would need hundreds of examples of two students, one white and one black, making identical violent threats, which seems unlikely.

Also, the schools we need to save are urban schools that invariably are 99% minority. There might not even be enough white students to be able to say definitively that the white students are just as badly behaved as the black students, but aren't getting punished as severely.

The Solution

1. Expel misbehaving kids within the first two minutes of class.
2. Hire teachers for gifted students; get rid of most special education teachers. Kids become what you expect.
3. Bring back shop classes, home economics, gardening. These classes make kids excited about coming to school, and give kids marketable skills. And of course, a student learning mechanics may well decide he likes engineering.
4. Bring back physical education and music classes. Put them at the start of the day, to dissipate whatever tensions there were at home. If some kids want to be rap artists, fund music training in rap, but make them take accounting classes and form corporations.

5. Every contract with the school system should include 10% internships and jobs for kids and local community members. Parceling out school system contracts and hiring locally create prosperity and hope. Farmwork is a great summer job. Contact local agricultural producers, who are probably hankering to find teenagers to hire.

6. Bus local college students and graduate students to school cafeterias to eat Chick-Fil-A, for free. This is the cheapest way to introduce all students to the idea of college. Let local colleges use available classrooms in high schools and middle schools. That way, schoolchildren will see college students. Have those same college students tutor schoolchildren afterwards.

7. Work with family court judges so the typical custody order awards children to fathers at least 50% of the time. The typical family court custody order-two weekends a month and two weeks in the summer-makes fathers disappear. In English common law, fathers were awarded custody of children, which we now see prevents chaos. The *Journal of Applied Economics* reports that "the most critical factor affecting the prospect that a male youth will encounter the criminal justice system is the presence of his father in the home." (Volume V, No. 2, p. 228)

8. Assign at least two adults to every classroom. One handles teaching, the other discipline. Load up classrooms with grandmothers, grandfathers, and veterans.

9. Hire foreign teachers with Ph.D.'s in math and physics to teach all subjects, including kindergarten. Waive any formal requirements. China and India produce tens of thousands of Ph.D.'s and engineers per year. Those engineers make only $5,000 U.S. per year. Many would love an American salary.

Advertise in college math departments in the U.S. and Canada. One option is to work with local colleges to give them joint appointments where they teach at a high school, but can do research at a local college.

10. As a reward for the well-behaved kids, and as an incentive to the rest, send out personal invitations to local embassies and consulates to present themselves to the elite students.

11. For well-behaved kids, have the science teachers take groups of them to the host of free lectures by world-class scientists occurring in any city. Someone will immediately say, "What about the liability?" Just have the parents sign waivers. The real danger is these kids not aspiring to become great scientists themselves.

12. Many foreign parents want their children to have a year of schooling in the U.S. It is very easy for a principal to arrange, and is actually cost-neutral to the school system. Once a school is made safe and polite-which any diligent principal can do within two weeks-having these foreign students around would be a wonderful experience for the school.

13. Ramp up high-school and middle-school ROTC training.

14. Expand connections with local churches and expand Bible study. In some neighborhoods, the church is the last functioning social entity. The Supreme Court recently has eliminated most of the artificial boundary between church and state. See *Trinity Lutheran Church of Columbia, Inc.* v. *Comer*, 137 S. Ct. 2012.

15. Some black schools used to have training in manners for boys and girls, akin to etiquette training received in a finishing school. This would be a productive thing to revive, because

the media present them with loud, rude young people.
16. For well-behaved students, set up remote video tutoring directly with a university in India or China. This is really cheap, given the hundreds of thousands of English-speaking engineers China and India produce each year.
17. Put students on suspension on a work crew gardening, painting and doing repairs.
18. Make sure bathrooms are clean at all times. In the depressed schools, toilets are clogged with waste and paper after the first period of the day. This degrades everyone in the building.

Conclusion

What do the inner-city schools produce today with their inability to discriminate between right and wrong, discipline and laxity, modesty and vulgarity, decadence and virtue, studiousness and sloth? What giants did the Harlem Renaissance produce amidst the horrors of racial oppression in the 1930's, 1940's and 1950's with discipline, hard work, and more discipline, compared to the last 30 years?

What do the children become in the riotous Obama schools (by which I mean inner-city public schools, not the schools he actually sent his children to)?

We want to create welcoming environments for students who want to learn–and behave properly. We want all others to get out, right away. Each can choose to return, penitent, when ready to behave.

Is it not racist to say, "Let black schools run wild, they have different learning styles"? Didn't President Bush warn against the "soft bigotry of low expectations"?

The doctrine of at-will employment says that workers can be fired for good reasons, bad reasons, or no reason. In Obama's riotous schools, millions of black children learn how to act rudely, wildly, irredeemably. When they seek employment, with their Obama habits ingrained, they will learn about the at-will doctrine.

A generation of unemployable children will learn about poverty, homelessness, and despair–due to the Obama Guidance.

Reject the Obama Guidance. Follow a real American hero, Booker T. Washington. He explains his philosophy of work, discipline, and more work in his autobiography, *Up from Slavery*. This "educational guidance document" inspires all who read it. Go straight to his school admissions examination, and you will see.

Dear Colleague, take heart: "We shall overcome" the Obama-era guidance.

Dr. Jonathan David Farley *is an associate professor of mathematics at the historically black college Morgan State University (for identification purposes only) and is the author of the* Baltimore Sun *essay, "Lift Ev'ry DeVos and Sing."*

Dr. Jonathan Farley on the cover of the NAACP magazine, **The Crisis**

From: Safety
To: "Max McGee"
Subject: RE: Any update Fwd: Request to serve on USDE School Safety Commission
Date: Friday, March 30, 2018 3:03:46 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Max McGee [mailto:maxmcgee@ecragroup.com]
Sent: Tuesday, March 20, 2018 12:57 PM
To: Safety
Subject: Any update Fwd: Request to serve on USDE School Safety Commission

Good Afternoon,

I read about the incident in Maryland today and am writing to see if there is any timeline for when the Commission members will be selected and begin work.

Please consider me for membership on the Commission (see previous email). I will also volunteer time to chair or co-chair if needed.

Respectully,

Glenn "Max" McGee

(b)(6)

---------- Forwarded message ----------
From: **Max McGee** <maxmcgee@ecragroup.com>
Date: Wed, Mar 14, 2018 at 11:37 AM
Subject: Request to serve on USDE School Safety Commission
To: safety@ed.gov

Good Morning,

Thank you so very much for returning my call so promptly yesterday. As I mentioned, I am respectfully requesting to serve as an active member of the Secretary's School Safety Commission and have both the depth of background and flexibility of scheduling to be an important contributor.

In my 45 years of experience in education, I have held almost every role from substitute teacher to State Superintendent of Illinois. I have taught in both private (Detroit Country Day) and public schools, was president of a public boarding school (Illinois Mathematics and Science Academy), and the founding head of the Princeton International School of Mathematics and Science. I have also served as a superintendent in four public school districts.

In leadership positions, I have worked collaboratively with parents, students, unions, and school boards to develop and implement successful policies on bullying and harassment, and student health and wellness. Having launched Safe and Welcoming School initiatives and both written and spoken on suicide prevention, I hope to bring some proven practices and especially innovative ideas to the table.

These ideas also come with the expertise and support from my wife of 28 years (Jan Fitzsimmons) who has worked for more than 30 years in the tough North Lawndale neighborhood of Chicago and the high poverty minority areas of East Aurora, Illinois. In both these areas, safety is of paramount concern and importance and over the course of her two decade plus career has implemented programs that have made them safe places and "college bound" schools for kids.

With experience in state government, I understand both the opportunities and challenges that the Commission will face and stand ready to support or even lead the important work of Secretary Devos' initiative. In Illinois we were able to work with both chambers and both parties to develop some significant public policy, pass important legislation, and obtain funding to improve the quality of education for our 2.1 million students. It was hard work and took long hours to build consensus, and I imagine the Commission will face similar challenges, but we will get the job done!

Please let me know if you need additional information from me. I am ready to get started.

Sincerely,

Glenn W. "Max" McGee, Midwest President
The ECRA Group
(b)(6)

From:	Safety
To:	"Sandy Coulter"
Subject:	RE: Ban the AR-15 and all military style assault weapons of mass destruction NOW!!!
Date:	Friday, March 30, 2018 3:12:33 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Sandy Coulter (b)(6)
Sent: Monday, March 26, 2018 1:31 PM
To: Safety
Subject: Ban the AR-15 and all military style assault weapons of mass destruction NOW!!!

Ban the AR-15 and all military style assault weapons of mass destruction NOW!!!

From:	Safety
To:	"Capodilupo, Paul A."
Subject:	RE: Best Idea for School Safety
Date:	Thursday, April 05, 2018 4:06:17 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Capodilupo, Paul A. [mailto:Paul.A.Capodilupo@osfhealthcare.org]
Sent: Thursday, April 05, 2018 3:05 PM
To: Safety
Subject: Best Idea for School Safety

Dear Secretary DeVos,

I am writing to share my experiences and the **solution I implemented** to improve the safety climate within our local school district. Please do not dismiss the idea because of its simplicity**.**
In short, I am proposing a "NO-CUT" mandate for any extracurricular activity in our schools for all grades from K-9 and an associated rule that mandates every child must participate in at least one of these activities (with reasonable exceptions). If you have time, the long version of my story is below.

(b)(6)

(b)(6)

In conclusion, I feel the greatest threat to our children often comes from within the walls of the school itself. There is so much opportunity for our school leaders to make children feel INCLUDED rather than EXCLUDED. I'm sure there are many solutions but **a great place to start would be a LAW that mandates all junior high students receive full participation in any extracurricular activity that they choose to participate in. This simple change would help eliminate the pernicious culture of adult bullying within our school walls and encourage more kids to participate in extracurricular activities, boosting self-esteem.**

Thank you for listening to my ideas. I can be reached at my cell phone: (b)(6) (b)(6) or my work info below. I would also be willing to serve in any capacity needed to help make our schools great again.

Paul Capodilupo
Manager of Cardiopulmonary Services
OSF HealthCare St. Francis Hospital & Medical Group
3401 Ludington Street | Escanaba, MI | 49829
W: (906) 786-5707 ext 5304 | F: (906) 789-4483
www.osfstfrancis.org

"Serving with the Greatest Care and Love"

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The information in this message is confidential and may be legally privileged. Access to this message by anyone other than the addressee is not authorized. If you are not the intended recipient, or an agent of the intended recipient, any disclosure, copying, or distribution of the message or any action or omission taken by you in reliance on it, is prohibited and may be unlawful. If you have received this message in error, please contact the sender immediately and permanently delete the original e-mail, attachment(s), and any copies.
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From: Safety
To: "Laurie Ballard"
Subject: RE: Betsy DeVoe leading Commission on Gun Violence
Date: Friday, March 30, 2018 3:09:48 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Laurie Ballard [mailto:(b)(6)]
Sent: Wednesday, March 28, 2018 2:05 PM
To: Safety
Subject: Betsy DeVoe leading Commission on Gun Violence

As a citizen of our great country, I urge you to reconsider Betsy DeVoe leading a national issue on gun violence. She has zero credibility, zero experience and the American people not only feel misled by her lack of knowledge, insight, innovation and reform, but are appalled that she would even be considered for such leadership.

It is your responsibility to ensure that an experienced, knowledgeable, competent, and well informed representative is leading our nation on protecting our children and making recommendations for appropriate gun reform that protects our rights at citizens but addresses the violence that has ridden the United States. We expect that you will make a change immediately in your decision.

With concern and disappointment,
Laurie Ballard

From: Safety
To: "Defender 3600"
Subject: RE: Check this out: newly patented lock-down device - Defender3600
Date: Wednesday, April 04, 2018 10:24:41 AM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Defender 3600 [mailto: (b)(6)
Sent: Tuesday, April 03, 2018 5:01 PM
To: Safety
Subject: Check this out: newly patented lock-down device - Defender3600

To those concerned about student safety in the classroom,

How cool would it be if this device was installed in classrooms or office buildings for activation during an active shooter situation!

Recently patented and invented by Richard Munsch of Loomis, CA, the Defender 3600 is easy for teachers to activate, making the classroom a safe room. It even stands up to ballistics testing!

Contact us if you'd like details. Flier is attached, and link to video:
https://youtu.be/nOt3nvNq3Rk

becky

Becky Lunders
Defender 3600 Marketing
(b)(6)
defender3600.com

From:	Safety
To:	"Bob Otter"
Subject:	RE: citizenAID
Date:	Friday, March 30, 2018 3:07:03 PM
Attachments:	image001.jpg

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Bob Otter [mailto:botter@citizenaid.us]
Sent: Friday, March 16, 2018 5:03 PM
To: Botel, Jason; Ramirez, Lisa
Cc: Safety; Adrienne Schweer
Subject: citizenAID

Dear Jason and Lisa,

Thank You so much for your time yesterday, it was a pleasure to meet you both. Adrienne and I were honored to share with you how we are creating Citizen Responders who can act prior to EMS' arrival and lower the rate of preventable death in schools.

As promised, here is the contact information for the school district in Ohio that has fully implemented the citizenAID System and the Health Care Coalition in Wisconsin that is using our online training for 3000 teachers in greater Green Bay.

Superintendent Doug Ute - Newark City Schools - 740-670-7005
dute@laca.org

Dave Taylor - Trauma Coordinator, NEWRTAC - 920-373-1083
newrtac (b)(6)

Implementing the citizenAID System in schools is a 3 pronged approach

1) The Free App on every phone

2) Our online courses taught by the leading minds in Public Safety and Emergency Medicine. For every course purchased, we give a course for free. Our goal as an

organization is to train 1,000,000 teachers for free. In the past two weeks we have donated 2,000 licenses to teachers.

3) Our Public Treatment Kits. These give the public the tools they need to intervene medically and come with step by step numbered instructions designed for the person with zero medical training.

Your offer to pass along our information to the Technical Assistance Office is gladly accepted and I would add to that by saying I would be happy to meet with them in a meeting similar to ours.We will also do a deep dive into Donors Choose, that was a fantastic suggestion.

Please keep me posted on the Opiod Task Force. It would make sense to build our program around your guidelines to make sure our messaging is on point.

Again, we are so appreciative of your time and interest in citizenAID. Anything we can offer as you build out the School Safety Commission, please let me know.

Warm Regards,

Bob

You can find out more about our program on our website HERE

Robert M. Otter
Co-Founder/CEO
Image removed by sender.

www.citizenaid.us

From:	Safety
To:	"Jan Spurkland"
Subject:	RE: Comments regarding School Safety
Date:	Friday, March 30, 2018 3:14:51 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Jan Spurkland [mailto:JSpurkland@KPBSD.k12.ak.us]
Sent: Monday, March 19, 2018 7:40 PM
To: Safety
Subject: Comments regarding School Safety

To whom it may concern:

I would like to comment on the idea's listed below in regards to Hardening Our Schools. I believe that it is a colossal mistake to allow educators to carry weapons in a school environment. As a life-long Alaskan, I have spent many years hunting big game, and own multiple firearms. This experience with firearms has cemented my belief that guns have NO PLACE at school, no matter how well trained the operator is. Unfortunately, accidents do happen, and guns at school will ensure that well-intentioned educators become unwilling accomplices to gun violence at school.

I also am uncomfortable with the idea that "The Administration will support the transition of military veterans and retired law enforcement into new careers in education." *Educators should be evaluated and hired upon their ability to educate, not their willingness to carry a firearm.*

Thank you for taking the time to include my comments.
Jan Spurkland
Math and Science Teacher
6-12 grade
Kachemak-Selo School
Kachemak-Selo, Alaska

HARDENING OUR SCHOOLS: President Donald J. Trump is making sure our schools are safe and secure, just like our airports, stadiums, and government buildings.

- President Trump's Administration will assist States to train specially qualified school personnel on a voluntary basis.
  - Department of Justice (DOJ) assistance programs will be leveraged to enable schools to partner with State and local law enforcement to provide firearms training for school personnel.
  - The Administration will support the transition of military veterans and retired law enforcement into new careers in education.

- The Administration will encourage States' Attorneys General to audit school district compliance with State emergency preparedness activities.

- Federal agencies, including the Department of Homeland Security, will partner with States and localities to support a public awareness campaign modeled on "See Something, Say Something" to encourage awareness and reporting of suspicious activity.

From:	Safety
To:	"Mitchell"
Subject:	RE: Commission on School Violence
Date:	Friday, March 30, 2018 3:04:02 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Mitchell [mailto: (b)(6)
Sent: Tuesday, March 20, 2018 10:38 AM
To: Safety
Subject: Commission on School Violence

I served with Sen. Johnny Isakson in the Georgia General Assembly. His office suggested I contact you as I understand President Trump along with Education Sec. Betsy DeVos are forming a commission to find solutions to school violence.

I would like to be considered to be on this Commission. Over 20 years ago, as a Georgia State representative I advocated hardening schools, very similar to what President Trump is advocating. If my proposals had been enacted years ago, countless lives would have been saved.

Attached is an Op-Ed I wrote that was published in the Atlanta Journal/Constitution in early June 1998 in the aftermath of the Oregon school shooting that left four dead and 23 injured.

Thank you in advance for your consideration.

Mitchell Kaye
former State Representative
cell: (b)(6)

From:	Safety
To:	"Rolling T"
Subject:	RE: Comprehensive Firearm Regulation
Date:	Monday, April 09, 2018 2:35:24 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead (https://www.ed.gov/news/press-releases/secretary-devos-forms-school-safety-commission) a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Rolling T (b)(6)
Sent: Saturday, April 07, 2018 10:22 AM
To: Safety
Subject: Comprehensive Firearm Regulation

Dear Members of the DoE,

I believe putting more firearms in education facilities is a very bad idea. What is needed is comprehensive firearm regulations that allow for responsible gun ownership but limits the number of guns at large. I know of no one that would ban gun clubs for target, trap or skeet, varmint control, or other similar uses. But getting more firearms circulation is not a viable solution and will do nothing to increase of students or anyone. else for that matter.

Thanks for your time

L. James Tromater
(b)(6)

From: Safety
To: "Kevin Guillen"
Subject: RE: Comprehensive school safety plan
Date: Friday, March 30, 2018 3:09:08 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Kevin Guillen (b)(6)
Sent: Tuesday, March 27, 2018 6:06 PM
To: Safety
Subject: Comprehensive school safety plan

Comprehensive school safety plan

As a cyber security practitioner for the Government, I know protecting a network is about defense in depth and breadth. School safety/security is no different. This is a high level plan which provides enhanced security using several measures (layers) of defense.

1. Create effective man traps at one or two entry points. Man them with staff to vet people attempting entry after the onrush of students.
2. During the onrush of students in the morning, require passage through devices much like the TSA at airports.
3. Allow egress only through all doors during normal school hours, ingress through chokepoints.
4. Use trained volunteers to augment resource officers during school hours
5. Implement shelter in place during emergencies, such that classrooms are locked using electronic locks and are released only after the event is cleared.

Changes to normal behavior

1. Provide training specific to various dangerous events so people function as a unit.
2. Perform drills at random to evaluate training

Side note: I know a number of retired veterans that are well trained and would be willing to provide services as an augmentation force.

Most sincerely,
Kevin Guillen

Sent from my iPad

From: Safety
To: "Laurel555"
Subject: RE: Concerning school safety
Date: Friday, March 30, 2018 3:09:37 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Laurel555 [mailto: (b)(6)
Sent: Wednesday, March 28, 2018 9:43 AM
To: Safety
Subject: Concerning school safety

To Whom It May Concern,

It has been common knowledge for far to long thay human services is one of the most underappreciated, under compensated career fields.

Mental health and family communication is the issue not adding or removing guns from am equation. I would rather support a ban on cell phones in schools and for children before a certain age. The overuse and societal "imporatance" of cell phones is adding to the breakdown of communication and ability of parents to guide their children toward healthy happy young adulthood.

What I see through media of American society is a joke; weak morals and values run rampent. I support legal gun ownership and funding for mental health, and community/family building initiatives for our school age youths.

Concerned citizen,

Laurel Picard-lenski

Sent from my Verizon, Samsung Galaxy smartphone

From:	Safety
To:	"Richard LeAndro"
Subject:	RE: Delivery Status Notification - Failure
Date:	Friday, March 30, 2018 3:15:55 PM
Attachments:	image001.png

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Richard LeAndro (b)(6)
Sent: Tuesday, March 13, 2018 3:32 PM
To: Safety
Subject: Fwd: Delivery Status Notification - Failure

---------- Forwarded message ----------
From: **Mail Delivery Subsystem** (b)(6)
Date: Tue, Mar 13, 2018 at 3:31 PM
Subject: Delivery Status Notification (Failure)
To: (b)(6)

Error Icon

Address not found

Your message wasn't delivered to **safety@eb.gov** because the domain eb.gov couldn't be found. Check for typos or unnecessary spaces and try again.

The response was:

```
DNS Error: 918157 DNS type 'mx' lookup of eb.gov responded with code
NXDOMAIN Domain name not found: eb.gov
```

Final-Recipient: rfc822; safety@eb.gov
Action: failed
Status: 4.0.0
Diagnostic-Code: smtp; DNS Error: 918157 DNS type 'mx' lookup of eb.gov responded with code NXDOMAIN
Domain name not found: eb.gov
Last-Attempt-Date: Tue, 13 Mar 2018 12:31:22 -0700 (PDT)

---------- Forwarded message ----------
From: Richard LeAndro <(b)(6)
To: safety@eb.gov
Cc:
Bcc:
Date: Tue, 13 Mar 2018 15:31:21 -0400
Subject: School Safety
Dear Secretary DeVos,

This may prove to be a valuable scanner for school use, since there will be no harmful exposure to students. As a member of Team Trump I took the liberty of forwarding this brochure to Sec. Wilbur Ross and the President. I have been promised a video in the next day or two. If interested will also forward to you. The cost to equip schools would be really marginal. There is a prototype for demonstration in San Diego, and I have suggested to the company they may want to set up a unit in DC so others like yourself could observe the results.
Sincerely,
Richard "Lee" LeAndro (b)(6)

From:	Lonni Skrentner
To:	Safety
Subject:	Re: Do NOT arm teachers
Date:	Friday, March 30, 2018 3:17:55 PM

Thank me by answering the questions in my first message, please!

On Fri, Mar 30, 2018 at 1:15 PM, Safety <Safety@ed.gov> wrote:

> Dear Sir or Madam:
>
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
>
> Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.
>
> The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.
>
> Thank you for sharing your ideas and for your help in protecting our nation's students.
>
> **From:** Lonni Skrentner [mailto:(b)(6)
> **Sent:** Friday, March 16, 2018 1:10 PM
> **To:** Safety
> **Subject:** Do NOT arm teachers
>
> Anyone who thinks the idea of arming teachers is good is not thinking clearly. Answer these questions...
>
> 1. Where would said gun be kept? (Needs to be accessible but protected...)
>
> 2. Where would the ammunition be kept? (If gun is not loaded at all times, how could a teacher possibly react fast enough?)
>
> 3. Stats show police only hit their targets 18% of the time. Armed teachers would probably be less effective?
>
> 4. What happens when an armed teacher confronts a shooter who is a student they have had in class?
>
> 5. What kind of therapy are you going to provide for any teacher who shoots a student other than the shooter? Who is liable for that innocent life lost?
>
> 6. How is the teacher not going to be shot first since a handgun needs closer range than an AR 15?

7. Who is shepherding the armed teachers students while they are confronting a shooter?

Lonni Skrentner

Edina, MN

Retired HS teacher - 39 years!

Former school board member

From:	Safety
To:	BRETT CARLSON
Subject:	RE: ED Review - School Safety
Date:	Friday, March 30, 2018 3:30:40 PM
Attachments:	image001.jpg

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: BRETT CARLSON [mailto:bcarlson@isd138.org]
Sent: Friday, March 30, 2018 3:11 PM
To: Honeysett, Adam
Subject: ED Review - School Safety

Good afternoon, Mr. Honeysett!

I was reading the latested Ed Review from Secretary DeVos regarding school safety; our hottest topic in education right now.

I am writing to you to let you know that I would welcome the opportunity to participate in further in-person discussions around school safety. In addition to my role as community education director, I also oversee the district's Crisis Management Team and am dedicated to conversations around keeping students, staff, and communities as safe as possible.

As Secretary DeVos assembles groups in the near future, please know I am happy to serve.

Thank you for your time.

Happy Easter!!

Brett Carlson

Community Education Director
North Branch Area Public Schools
North Branch, MN
--

Brett Carlson
Community Education Director
North Branch Area Public Schools
(651) 674-1022 Office
(b)(6) Cellular

Follow Community Education on Twitter: **@nbcommunityed**
Like Community Education on Facebook: **NBACE Facebook**

Image removed by sender.

My purpose is to be a servant leader who provides exemplary experiences for all students, parents, and community members while being a positive ambassador for the school district.

NOTE: If the information in this e-mail (including any attachments) relates to a School District employee or student, it may be private data under state and/or federal privacy laws. This individual private data should not be reviewed, distributed, or copied by any person other than the intended recipient(s), unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately return it to the sender and delete it from your system. Thank you for your compliance.

Any opinions expressed in the email message you have received are those of the individual and not necessarily of the North Branch School District. Emails sent to and from the North Branch School District email system will be archived in accordance with applicable laws, the School District's retention policies and any related archival procedures.

From:	Honeysett, Adam
To:	BRETT CARLSON
Cc:	Safety
Subject:	RE: ED Review - School Safety
Date:	Friday, March 30, 2018 3:18:41 PM
Attachments:	image001.jpg

Thank you for your kind note, Mr. Carlson. We will be announcing additional information about the Federal Commission on School Safety soon, including ways for the public to get involved. In the meantime, I am sharing your note with the safety@ed.gov mailbox.

Best,

Adam

From: BRETT CARLSON [mailto:bcarlson@isd138.org]
Sent: Friday, March 30, 2018 3:11 PM
To: Honeysett, Adam
Subject: ED Review - School Safety

Good afternoon, Mr. Honeysett!

I was reading the latested Ed Review from Secretary DeVos regarding school safety; our hottest topic in education right now.

I am writing to you to let you know that I would welcome the opportunity to participate in further in-person discussions around school safety. In addition to my role as community education director, I also oversee the district's Crisis Management Team and am dedicated to conversations around keeping students, staff, and communities as safe as possible.

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Happy Easter!!

Brett Carlson
Community Education Director
North Branch Area Public Schools
North Branch, MN

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Brett Carlson
Community Education Director
North Branch Area Public Schools
(651) 674-1022 Office
[redacted] Cellular

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From:	Safety
To:	"Drew Ziemba"
Subject:	RE: Education Safety Suggestion
Date:	Friday, March 30, 2018 3:16:04 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Drew Ziemba [mailto (b)(6)
Sent: Tuesday, March 13, 2018 3:01 PM
To: Safety
Subject: Education Safety Suggestion

Hello.

I would like to see Martial Arts introduced into all grades of the Education System. There is little reason to enforce 4 years of Gym in Highschool for individuals to 'feel a part of a team' when they could be using that time to develop personal skills for self confidence, self-respect, and respect for others. Martial Arts do not discriminate by gender or religion and if available, would not discriminate class. For the harder students, there are great reasons to conduct tournaments as would any other sport. Everyone wants to believe their child will be the best and this is a way to get out of the 'everyone deserves a trophy' mentality and enters the "Appreciation for the Arts".

Get at me.

From: Safety
To: "Jeffrey Horrocks"
Subject: RE: Educational Material
Date: Friday, March 30, 2018 3:08:25 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Jeffrey Horrocks (b)(6)
Sent: Friday, March 23, 2018 5:40 PM
To: Safety
Subject: Educational Material

It's a beginning.....To the end of the shooting of America's Youth.

From:	Safety
To:	"Lisa A. Phelps"
Subject:	RE: Federal Commission on School Safety
Date:	Friday, March 30, 2018 3:31:47 PM

Dear Sir or Madam:

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From: Lisa A. Phelps [(b)(6)
Sent: Thursday, March 29, 2018 11:29 AM
To: Safety
Subject: Federal Commission on School Safety

I serve as a current School Board member in Spotsylvania County, Virginia and would like to attend the next Federal Commision on School Safety meeting.
Your prompt response would be very much appreciated.

--
V/R

Lisa Phelps
(b)(6)

From:	Safety
To:	"Matthew Cohen"
Subject:	RE: Federal Commission
Date:	Friday, March 30, 2018 3:04:22 PM

Dear Sir or Madam:

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From: Matthew Cohen [mailto:matthew@cohenstrategygroup.com]
Sent: Thursday, March 15, 2018 10:35 AM
To: Safety
Subject: Federal Commission

Dear Madam or Sir,

I would like to participate on the Federal Commission (on School Gun Violence) now in formation.

I'm an entrepreneur who has founded and secured funding for number of education technology ventures. For the past ten years, I have run a consulting company focused democratizing access to a great education for all children.

Please let me know how you prefer I proceed.

Thank you,
Matt Cohen

From:	Safety
To:	"Tracy Shiah"
Subject:	RE: Federal School Safety Commission Comment
Date:	Tuesday, April 03, 2018 3:33:39 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Tracy Shiah [mailto:tracy.shiah@lacity.org]
Sent: Tuesday, April 03, 2018 3:29 PM
To: Safety
Subject: Federal School Safety Commission Comment

In my grade school days in Taipei Taiwan:

(1) All school gates were guarded. Side gates were watched by selected seniors students and the gates were open only 7:30-8 am (school started at 8 am.) and about 4:30-5:00 pm. (school dismissed about 4:30 pm). There was an small office next to the main gate open about all day long on weekdays/schooldays and the gate was guarded by full-time security staff. Visitors typically enter the school only via main gate. Each visitor had to demonstrate valid reason(s) and valid ID(s) to the security guard. The security guard(s) had authority to fully enforce the visiting rules.

(2) Students only need to bring books, school supplies, lunch boxes and small money to spend. A school is a place to learn, there is no need to bring any weapon and dangerous items to school - and students were taught to honor such basic rules since they were little in lower grades. There were school security guidance and rules to students and any violating student would be investigated and be responsible for consequence. Through young education, people of all ages shared the common sense that safety was much more important than total personal freedom, that is, if we want better safety and security, we have to comprise certain degree of freedom.

Safety and security is as important to places outside campus. Taiwan had strict gun control. America is different, but there is no reason that a grown-up should own multiple-guns with non-stop shooting capability. We impose high taxes on cigarette. How about imposing some governmental measures (education, regulations and taxes) to discourage people to own guns more than they need for self-defense.

From: Safety
To: "Maria Chambers"
Subject: RE: Federal School Safety Commission
Date: Friday, March 30, 2018 3:09:23 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Maria Chambers (b)(6)
Sent: Tuesday, March 27, 2018 7:16 PM
To: Safety
Subject: Federal School Safety Commission

To whom it may concern,

It is great the federal government is throwing money at a federal school safety commission. What I would like to know is of DeVos, Sessions and the others on the commission, which of these people actually has been to a public school to see what daily activities take place.

DeVos has admitted she has not attended a public school that is having difficulties meeting standards. So I assume she can't say she has been to any school that is not performing at the highest levels.

I tend to see Sessions not leaving the comfort of his office in Washington.

The commission should have public school officials, not board members, nor congressmen/congresswomen, nor Senators as their private school upbringing affect their abilities to actually have common sense thought on the subject. Re: Rick Santorum CPR statement.

Thanks,

David M. Chambers
(b)(6)

From: Safety
To: "shelvinrice"
Subject: RE: Guaranteed answer to School Violence
Date: Friday, March 30, 2018 3:10:04 PM

Dear Sir or Madam:

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-------- Original message --------
From: shelvinrice (b)(6)
Date: 3/12/18 7:56 AM (GMT-07:00)
To: Betsy.DeVos@ed.gov
Subject: Guaranteed answer to School Violence

Hi Mrs. Devos, my name Shelvin Rice located in Phoenix Arizona. I've had the pleasure to work in the Mental Health field for over 25 years. With that tenure has come a profound amount of experience in Mental Health populations, child/adults diagnosis, their actions and behavior tendencies.

My reason for contacting you is because I have a systematic approach and programmatic structure that will lessen the probability of school shooting and massacres.

My program not only will foil/ thwart school shootings but, will also bridge the gap between Mental health, local, state and federal government and hold each and every entity accountable.

Most importantly, my program will keep guns out of the hands of teachers and bring back traditional community participation and offer a reporting tool for our most central prizes which are our children. Also, this tool will alert the National Rifle Association of people that shouldn't ever have a gun right to carry or own a firearm.

Additional, our program and service will decrease federal funding and usage by 100's of millions of dollars.

I would love to meet with you and discuss our plan and program as soon as possible. You can reach me at (b)(6) Take care!

From:	Safety
To:	"Edgar Johnson"
Subject:	RE: Gun Control very different look
Date:	Friday, March 30, 2018 3:16:20 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Edgar Johnson (b)(6)
Sent: Monday, March 12, 2018 12:24 PM
To: Safety
Subject: Gun Control very different look

Ma,am

I have attached few ideas that are from a completely different prospective that I wish you and the staff concerned should consider. It might make you the savior.

V.R

Edgar C. Johnson

From:	Safety
To:	"Theresa Fernanders"
Subject:	RE: Gun Control
Date:	Friday, March 30, 2018 3:08:43 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Theresa Fernanders (b)(6)
Sent: Tuesday, March 27, 2018 5:46 PM
To: Safety
Subject: Gun Control

Gun control must be embraced by a government that represents ALL people, not just certain people. All people deserve a freedom to NOT be gunned down by the use of weapons that are considered war weapons. Putting more weapons in the people hands of teachers and school officials is not the answer. Any decent human being k ows this. PLEASE for the sake of basic human life take action that matters. Money does not mean more that human life at NO expense. Please act now.

From:	Safety
To:	"Donna"
Subject:	RE: Gun Violence in Schools
Date:	Friday, March 30, 2018 3:09:13 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Donna (b)(6)
Sent: Tuesday, March 27, 2018 6:31 PM
To: Safety
Subject: Gun Violence in Schools

Hello
I understand there is a closed door meeting to discuss gun violence in schools that doesn't include any students, teachers or parents. If you really want to make a difference then why allow anyone to purchase a A15 or any type of rifle. The right to bear arms doesn't mean you have to have a weapon of that caliber. Raising the age limit to purchase these weapons will not eliminate the problem. I feel a hand gun is all citizens should be allowed to own.
Thank you,

Ms. Diggs

Sent from my iPhone

From:	Nancy Samuel
To:	Safety
Subject:	Re: Gun violence
Date:	Friday, March 30, 2018 7:11:23 PM

Please read my email and address the corruption I. Special education. OCT AND CDE just cover up for violations

On Fri, Mar 30, 2018, 12:32 PM Safety <Safety@ed.gov> wrote:

> Dear Sir or Madam:
>
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
>
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>
> The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.
>
> Thank you for sharing your ideas and for your help in protecting our nation's students.
>
> **From:** Nancy Samuel [mailto (b)(6)
> **Sent:** Wednesday, March 28, 2018 3:54 PM
> **To:** Safety
> **Subject:** Gun violence
>
> Hello Mrs De Vos,
>
> It is important to look at gun control as a big problem and cause of violence in schools. It is equally important to look at root cause of violence.
>
> The Florida shooting was a child who was expelled and was called weird by his peers. Instead of addressing any mental health issues and a truthful iep/services, he was bullied and cast out. The family is blamed and it's the individual's fault.
>
> As a mother of a special needs child who has received no services for 6 years, I am here to declare the system is BROKEN!!! My child was abused by the school because I filed a complaint. Teachers and administrators fabricate reports and attorneys rip parents off only to befriend the district and ask for minimum amount of services possible. CDE TURNS A blind eye. OCR helps the schools and tells them what to do to pretend they are I. Compliance.
>
> Please help!!!
>
> Thank you
>
> Nancy Agaiby
> (b)(6)

From:	Safety
To:	"fmazuca@tampabay.rr.com"
Subject:	RE: Guns in schools
Date:	Monday, April 02, 2018 10:18:33 AM
Attachments:	~WRD000.jpg image001.jpg

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: fmazuca@tampabay.rr.com [mailto:fmazuca@tampabay.rr.com]
Sent: Sunday, April 01, 2018 7:27 AM
To: Safety
Subject: Guns in schools

April 1, 2018

(b)(6)

Department of Education

Dear Commission on School Safety,

In a manner similar to the Las Vegas shootings that happened last year, a similar mass murder occurred in 1996 in Port Arthur, Australia and that nation acted swiftly to enact gun control, banning automatic, semi-automatic and pump-action shotguns, all in the time frame of just fourteen days. Australia has not had a mass shooting since that was enacted.

By contrast, the N.R.A. and its purchased politicians and the minority of the population in our country site the Second Amendment, which, conveniently is left out when discussed is "A well-organized militia." It does not mention that any person with a wallet full of cash can enter a gun show (we have had two within a few miles of our home in the last month and almost immediately after the carnage in Las Vegas a gun show was held in Las Vegas) and walk out with ma trunk-full of machines of death that can fie scores of bullets within the time that a musket could fire one or two rounds when the 2nd Amendment was written.

The solution is not arming administrators, teachers and staff of schools to prevent mass murder but to eliminate the method these murders occur.

1. Eliminate the gun show loophole.
2. Fund buyback for automatic, semi-automatic and ump-action shotguns.
3. Background checks and waiting period of a sufficient time to screen any potential gun owner.
4. Safety classes mandatory and testing to show the individual is capable of owning a gun.
5. Finally, none of the above is a violation of the rights of individuals any more than the 4st amendment protecting a person from entering a crowded room and yelling fire.

One more mention, my wife, as an educator, needs colored ink for printers at school (not our home printer), supplies and tools to do her job, not guns to engage in shoot-outs with demented lunatics that have should not be allowed to own or have access to weapons of mass destruction.

Thank you,

This email has been checked for viruses by AVG antivirus software.
www.avg.com

From:	Broadwater, Sara
To:	Whitaker, Heather
Cc:	Safety
Subject:	RE: High School doing unique idea
Date:	Monday, March 19, 2018 11:26:16 AM

Awesome! Thanks for flagging this.
I'm looping in the safety email so it is logged in the system of record.
Let me know if you come across anything else interesting on this front.
Sara

From: Whitaker, Heather
Sent: Monday, March 19, 2018 9:02 AM
To: Broadwater, Sara
Subject: RE: High School doing unique idea

Hi Sara,

FYI- I ran across this while doing some research. It is a unique way a high school is giving all students, but especially students with anger, frustration or trauma, tools to cope. Using the mindfulness thought of safe spaces, deescalation and restorative justice. My elementary was a pilot last year for this kind of program and we saw amazing changes. This school is in Nashville, TN so you might check it out if you guys head that way. Pearl-Cohn High School

https://www.youtube.com/watch?v=YxC_Q8zE0SU&sns=em

From: Safety
To: "Bill Haas"
Subject: RE: HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED
Date: Friday, March 30, 2018 3:07:15 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Bill Haas (b)(6)
Sent: Saturday, March 17, 2018 5:59 PM
To: Safety
Subject: HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED

Per my conversation with nice gentleman on the phone who said he'd look for my email; sorry for the delay Fw: RELEASE: HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED

(b)(6)

(b)(6)

--- On Sat, 3/17/18, Bill (b)(6) wrote:

> From: Bill (b)(6)
> Subject: Fw: RELEASE: HOMICIDE HOTLINE AND STATE LEGISLATION: MEDIA
> ASSISTANCE REQUESTED
> To: (b)(6)
> Date: Saturday, March 17, 2018, 4:08 PM
>
>
> --- On Tue, 2/20/18, Bill Haas (b)(6)
> wrote:
>
> > From: Bill Haas (b)(6)
> > Subject: RELEASE: HOMICIDE HOTLINE
> AND STATE LEGISLATION: MEDIA ASSISTANCE REQUESTED
> > To: "ksdk" <news@ksdk.com>,
> "Kmov Assignment" <desk@kmov.com>,
> "Ktvi Channel2" <ktvinews@tvstl.com>,
> "Chris Ave" <cave@post-dispatch.com>
> > Cc: "Gilbert Bailon" <gbailon@post-dispatch.com>,
> "Tony Messenger" <tmessenger@post-dispatch.com>, "Bill McClellan"
> <bmcclellan@post-dispatch.com>, "Tod Robberson"
> <trobberson@post-dispatch.com>, "KMOX News" <kmoxnews@kmox.com>,
> "sneuman@stlpublicradio.org"

> <sneuman@stlpublicradio.org>,
> "Kevin Mcdermott" <kmcdermott@post-dispatch.com>
> > Date: Tuesday, February 20, 2018,
> 5:55 PM
> > 1. As
> > you may know, for several
> campaigns I've had the idea to
> > stop violence by public service
> announcements asking people
> > to come in from the cold and ask
> for help before they hurt
> > themselves or someone else.2.
> > I'm running commercials for my
> congressional campaign on
> > KTRS and KMOX starting next Monday
> advocating for this idea.
> > The audio commercial is attached
> to this email.
> > 3.
> > Over the weekend I reached out to
> three state senators,
> > Jamilah Nasheed, minority whip
> Jack Hummel, and Jill Schupp
> > (with whom I talked about this
> idea several months ago) to
> > ask if there was still time to
> introduce legislation
> > supporting and funding this
> initiative, psa's and the
> > support network to back up calls
> when they come in. It wont
> > be easy. Anonymity will be
> important for starts, and many
> > different kinds of calls will be
> > received.4. I
> > was told that bills can be
> introduced up to March 1st but
> > there's not much time, but they
> liked the idea and they
> > will look into it. Among other
> things Republicans might be
> > eager to support initiatives on
> this issue that dont have to
> > do with gun control.5.
> > I'm hopeful but not optimistic
> that such a bill will be
> > introduced. It's always easier to
> do
> > nothing.6.
> > But a media story about the idea,
> my commercials and
> > especially reaching out to state
> senators and their efforts
> > to implement this idea, might give
> it the attention it needs
> > to be introduced if not
> necessarily

> > passed.I
> > hope you'll consider this if it
> seems a newsworthy
> > idea.
> > It
> > could make the difference between
> it happening and it not.
> > Other states may pick it
> up.Waiting
> > for me to get to congress will
> take a year and not
> > happen.Obviously,
> > coverage might be good for me, but
> more importantly to the
> > people who are dying weekly for no
> good reason, and that are
> > avoidable.thanks,
> > Bill Haas [redacted]
> > land [redacted]
> > cell, no vm
> > "As long as I was here,
> > I thought I should try to swim
> fast." Michael Phelps at
> > the 2004 Olympic Trials.Just when
> it thought its life
> > was over, the caterpillar turned
> into a
> > butterfly. "Don't back
> > down from a fight that you know is
> for something worth
> > fighting for, even if you may not
> win it." Muhammad
> > Ali
> > I know where I want to go but will
> go where
> > God takes me."It is not the
> > critic who counts; not the man who
> points out how the strong
> > man stumbles, or where the doer of
> deeds could have done
> > them better. The credit belongs to
> the man who is actually
> > in
> > the arena, whose face is
> marred by dust and sweat and
> > blood; who
> > strives valiantly; who errs, who
> comes short again and
> > again, because
> > there is no effort without error
> and shortcoming; but who
> > does actually
> > strive to do the deeds; who knows
> great enthusiasms, the
> > great
> > devotions; who spends himself in a
> worthy cause; who at the

> > best knows
> > in the end the triumph of high
> achievement, and who at the
> > worst, if he
> > fails, at least fails while daring
> greatly, so that his
> > place shall
> > never be with those cold and timid
> souls who neither know
> > victory nor
> > defeat."
> >
> >
> >
> >
> >
> >
> >-

From: Safety
To: "Maria F"
Subject: RE: How to Increase School Safety
Date: Friday, March 30, 2018 3:10:46 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Maria F [mailto: (b)(6)
Sent: Wednesday, March 28, 2018 1:59 PM
To: Safety
Subject: How to Increase School Safety

Parents and caregivers need to pay more attention to what children are doing when they are not at school. Having access to technology like violent video and or web games, violent TV programs, having their own cell phones to be used for gossiping and bullying others, being alone for extended periods of time, being with the wrong kind of people who mistreat them or ignore them all together, and believing that the school is the solely responsible for the students well being have facilitate the right environment for children to be vulnerable and easily influenced to act violently.
All of us need to remember that we ARE A COMMUNITY and violence and aggression should be addressed by all members of the community: parents, caregivers, teachers, video and web games designers, politicians, police officers, judges,.... every body. To do this , we all need to PUT A CHILDREN FIRST. Our children are not an accessory in our lives... they are our main ASSETS in life.
As a mom, I think the following would be helpful to decreased and control violence in schools
1. Create after school programs that not only promote academic progress but also personal achievement. Even though there are some school offering them, THEY DO NOT REACH THE RIGHT AUDIENCE OR THEY ARE NOT FOR EVERY BODY.
2. Organize conferences/ meetings with parents and people who can remind parents of their VITAL, CRUCIAL, AND NECESSARY role in their children's lives. Reminding parents that children NEED our constant guidance, support and TIME
3. Offer time and gatherings where parents can meet other parents and talk about strategies to help each other
4. Organize in cooperation with public libraries and/or other schools activities that promote children and parents participation as teams. Parents need to spend more time with their children and less time with their smart phones.

5. Remind parents that VIOLENT TV PROGRAMS, VIDEO GAMES AND VIOLENT BEHAVIOR AT HOME certainly influenced how a child reacts. If we do not help our children when they are little, later society is going to be the judges of our children.
6. As parents and caregivers WE NEED TO PAY MORE ATTENTION TO OUR CHILDREN, WE NEED TO BE LEGITIMATE INTERESTED IN THEIR LIVES, WE NEED TO STOP AND LISTEN, LOVE AND HELP OUR CHILDREN.

From:	Safety
To:	"anthony gemignani"
Subject:	RE: Idea to improve school safety
Date:	Friday, March 30, 2018 3:15:11 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: anthony gemignani (b)(6)
Sent: Friday, March 16, 2018 10:31 AM
To: Safety
Subject: Idea to improve school safety

To whom it may concern,

My name is Anthony Gemignani and I am a former Chicago police officer and a lawyer in the D.C. area. Throughout my career I was involved in several vey dangerous situations and I believe that my training and experience in recognizing my body's own natural reaction to crisis situations, and how to deal with that reaction in a way that improves critical thinking in crisis situations is part of the reason I am alive today. After the Parkland school shooting I drafted the attached business plan and example presentation that I believe if implemented will save lives in the event of another mass shooting incident. I hope it helps. Please contact me if you have any questions, or if I can provide any assistance.

Sincerely,
Anthony Gemignani
(b)(6)

From:	Safety
To:	"rie@taykancpa.com"
Subject:	RE: Incident 28022-113578 Forwarded Internally
Date:	Friday, March 30, 2018 3:05:12 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

Incident Summary:

Incident #:	28022-113578
Question:	I would like to volunteer and join the commission to establish safe schools in our country. I am a resident of Parkland, Florida, a CPA with my own practice for almost 40 years. Please let me know what you need from me. I can be reached via email or phone 954-722-9250 ext 326.
Date Created:	3/12/2018 08:27 AM EDT
Customer:	ARIE TAYKAN (arie@taykancpa.com)
STATE:	FLORIDA

From: Dezirae Fernandez
To: Safety
Subject: RE: Increasing School Safety
Date: Monday, April 02, 2018 1:41:00 PM

Thank you for your response.

On Apr 2, 2018 10:18 AM, "Safety" <Safety@ed.gov> wrote:

> Dear Sir or Madam:
>
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
>
> Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.
>
> The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.
>
> Thank you for sharing your ideas and for your help in protecting our nation's students.
>
> ---
>
> **From:** Dezirae Fernandez [mailto (b)(6)
> **Sent:** Friday, March 30, 2018 11:31 PM
> **To:** Safety
> **Subject:** Increasing School Safety
>
> Hello,
>
> Thank you for taking the time to read this message.
>
> Although I understand the sudden attention given to gun control policies, I could only say I agree with the idea that the loop-holes in the background check and testing systems should be closed up. As anyone who is purchasing a gun for legitimate, non-harmful protective or recreational purposes should NOT have any troubles securing a proper background and mental health screening. If our law enforcement officers are carrying guns to protect our citizens…I should have the right to obtain a firearm for my personal protection. After all, are we not protecting ourselves from the same people? I will not have my only form of protective rights taken away from me when there are individuals out there who want to harm me or my family.
>
> A lot of attention has been turned away from the mental health of this student. It is very clear that this child suffered from a chemical imbalance – whether properly diagnosed by a doctor or not. From recent news reports about the background of this student, (b)(6) it seems as if he was suspended and kicked out of multiple educational institutions. Although it may not be a direct solution or an action that could have prevented the tragedy at Marjory Stoneman Douglas High, I could not help but wonder if psychiatric help given to this student could have helped to mediate the terror in this student's mind.

As I work on my bachelors in psychology here at Florida Atlantic University in Boca Raton, I am learning and personally researching a lot of consequences of mental health on the voluntary and involuntary actions of an individual, especially of young adults. I believe the Standard American Diet has a lot to do with the chemical distribution in an individual's brain. The SAD diet is complete with artificial foods, flavors, preservatives and chemicals that are being ingested by children as young as 10 months old – and possibly even younger through special situations or through mother's milk. These artificial additives are approved, backed, and even funded by the FDA without legitimate long-term testing, and most are considered "generally safe" until other research is done to prove otherwise. **Artificial chemicals and preservatives have been proved to alter brain functions.** I could discuss this issue all day, as the diet of our country has, and always will be an interest of mine, and I will continue to fight and protect my family from a country who promotes a standard diet based on monetary guidelines rather than health factors. Although I am very passionate about this matter, it will always be a losing battle for me. I will not succeed at fighting the food industry single-handedly. Therefore, that is NOT the reason I am writing this letter.

I would like to bring up the following idea for discussion:

Students who show consistent suspensions or expulsions on their school record clearly show signs of distress, either mentally or physically. As a current college student, and former high school student, I know and understand that a majority of a child's time is spent in school. Educational professionals unfortunately spend more time with our children than parents do. With the technological advances in today's world, children do not even interact with their families anymore. How is a parent supposed to know if their child is suffering from mental cloudiness, when family dinners consist of fast foods and conversations are carried over text message? I do NOT expect teachers in educational institutions to be psychiatric professionals, nor do I promote the idea of that. But, I do believe that recurrent disobedience could be an underlying sign of some serious, or not-so-serious issues. And most of these issues can help us mark a red flag on necessary students. I believe that single or multiple **mandatory** counseling sessions with a qualified on-site pediatric psychologist should be administered to the above mentioned students following disciplinary actions (single or recurring suspensions, expulsions, or constant disobedient nature) to help give them guidance that they may not be receiving, or capable of receiving elsewhere. This action could help to determine if the troubled student is in danger of him/herself or others. I understand that not every student who is suspended or expelled is in need of psychiatric guidance, but a counseling session may be able to help guide the student to handle structured education or perceive it differently than they currently are. It may also provide a level of care and understanding that the child did not know they needed.

Individuals, young or old, will find ways around gun laws. Underlying issues should be a focus in this system, and as I understand that every violent crime committed in this country stems from separate issues and will not always be a simple open/shut case…I can't help but wonder what a mandatory counseling session following expulsion from Marjory Stoneman Douglas High School, would have done to help mediate or prevent the recent tragedy from occurring. Even if it would not have prevented behavior from this student, what about the next one?

With love and sincerity,

Dezirae Fernandez

From:	Safety
To:	"Jenni Norlin-Weaver"
Subject:	RE: Input
Date:	Friday, March 30, 2018 3:15:20 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Jenni Norlin-Weaver (b)(6)
Sent: Friday, March 16, 2018 10:12 AM
To: Safety
Subject: Input

Please count me among the MAJORITY of Americans seeking a ***comprehensive approach*** to gun-related safety in our schools. I have been an educator for over 40 years and an administrator in public and non-public settings, am a parent and a professor working to prepare the next generation of educational leaders.

My hope is that the commission includes practicing administrators, who should not be portrayed as cry-baby obstructionists but welcomed as practical and knowledgeable practitioners. THEY understand and feel deeply their obligation to keep students safe. Every. Day.

Comprehensive reform will likely require a staged approach for full implementation, however all Americans will want to see that plan in full. It should include -

- Some immediate safety-related measures, including the banning of anything - like a bumpstock- that can alter the nature of a weapon to make it more effective, and the age-related restrictions on rifles.
- Young hunters should not need to own weapons; but may hunt under the supervision of a licensed family member, just like they do when they earn the right to drive (graded licensing is used for driving, seems logical here too).
- In general, weapons and accessories that were created for use in a military situation do not belong on the market for purchase and use by civilians.
- A uniform conceal/carry effort will only be acceptable if it meets the current 'highest' standard; no state or community should feel they have given up their right to safety as they have determined that need to be.

- Enforcement of all existing background check laws, national shared databases and closing the 'private' or 'gun show' purchase loopholes. Anyone found to have acted as a straw-purchaser for someone unable to do so, should face a penalty of substance, and increased if that weapon is used illegally. A waiting period of several days to a week is reasonable. Anyone with a history of abuse of any kind should lose access to their weapons.
- 'School safety' officers aren't much help, frankly. I don't believe a consistent revenue stream exists that can fund them and school districts should absolutely not bear this burden. Please - under no circumstances - do NOT make recommendations that schools/districts bear the burden of additional costs or further dilute the uses for existing federal funds. We are working hard to educate students on funds that don't come close to covering the cost of special needs, professional learning, school lunch and more.
- The 'have/have-not' model doesn't work here. Expecting to retrofit many thousands of schools with 'safety doors' and the like is ridiculous when we can't keep our HVAC systems up to date, much less the technology required to fully prepare students. (maybe this should spawn a school-infrastructure study) If a National Guard model is deemed necessary, then they must be provided training on building relationships with students.
- Don't allow some umbrella use of 'mental health' to be used to just hire a few more staff - again, funding stream issues - but create integrated systems that allow for identification, treatment (i know that it might mean also engaging with insurance companies, law enforcement, clergy, educators and more) and support. School counselors can assist with some of this - but we don't actually have any uniformity in this are of staffing. Many schools can't afford to staff a counselor and offer arts or media, so principals take on scheduling and look to classroom staff for other support. It's not working.
- Please study this issue; actually research why it is that other 'developed' countries don't face this issue. Learn what the countries we are compared to academically do to keep their learners safe. As part of that research - and before well-intentioned lawmakers looking for a quick-fix decide to weaponize places of learning - learn what the experiences have been in schools where that has happened. Work WITH educators - through their unions - to jointly make, not impose, decisions.

I don't ac*tually believe* the 2nd amendment was ever intended to extend the 'right' to hunt anything - kids or animals - to the use of military-grade weapons, nor that it's necessary to do so. This too bears research. If you're really brave, look at the genesis of the NRA's positions, funding and subsequent impact on this entire mess. While some will argue it's 'impossible' to move away from practices that have allowed this to occur, nothing changes unless we begin. Now, here, today.

Thanks for your efforts. This may be the most important work of your life.

Jenni Norlin-Weaver, EdD
(b)(6)

From:	Safety
To:	Venable, Joshua
Subject:	RE: Letter from the American Academy of Pediatrics
Date:	Friday, March 30, 2018 3:34:27 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Venable, Joshua
Sent: Thursday, March 29, 2018 8:16 AM
To: Safety
Subject: FW: Letter from the American Academy of Pediatrics

From: "Gadhia, Ami" <agadhia@aap.org>
Date: Wednesday, March 28, 2018 at 1:39 PM
To: "DeVos, Betsy" <Betsy.DeVos@ed.gov>
Cc: "Laris, Zachary" <zlaris@aap.org>, Joshua Venable <Joshua.Venable@ed.gov>
Subject: Letter from the American Academy of Pediatrics

Dear Secretary DeVos:

Please find attached a letter from Dr. Colleen Kraft, President of the American Academy of Pediatrics (AAP), offering the expertise of the AAP to the Federal Commission on School Safety, of which ED is a part. The AAP is eager to help end the scourge of gun violence in our communities, and its members have a broad array of expertise that may be of assistance to the Commission.

Regards,

Ami Gadhia

Ami V. Gadhia
Director, Federal Advocacy and Regulatory Affairs
American Academy of Pediatrics
601 13th Street NW, Suite 400N
Washington, DC 20005
(202) 347-8600
@AmerAcadPeds

From: Safety
To: "Kirsten Livak"
Subject: RE: Letter of Interest_Federal Commission on School Safety
Date: Friday, March 30, 2018 3:03:18 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Kirsten Livak [mailto:(b)(6)
Sent: Sunday, March 25, 2018 10:23 PM
To: Safety
Subject: Letter of Interest_Federal Commission on School Safety

To Whom it May Concern,

Attached, please find my Letter of Interest to become a volunteer for the Federal Commission on School Safety. Letters of Recommendation, Resume, and Curriculum Vitae can be provided upon request.

Warmest Regards,
Kirsten Livak

Kirsten Livak, Licensed Clinical Social Worker
President, Clinical Director
Indigo Waters Counseling Services, LCSW, Inc.
530-448-6798
Bi-Lingual

Three Convenient Locations;
Downtown Truckee - 10448 Donner Pass Road, Truckee, CA. 96161
Gateway Center - 10038 Meadow Way, Truckee, CA. 96160

Kings Beach/Brockway - 205 Stateline Road (The Sanctuary), Brockway, CA

From:	Safety
To:	"Personal"
Subject:	RE: Making schools safer
Date:	Monday, April 02, 2018 10:17:49 AM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead (https://www.ed.gov/news/press-releases/secretary-devos-forms-school-safety-commission) a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Personal (b)(6)
Sent: Friday, March 30, 2018 4:12 PM
To: Safety
Subject: Making schools safer

I am a public school teacher in WI and I ask that teachers and other school personnel NOT be armed. More guns is not the answer (our local law enforcement doesn't want school faculty to be armed either- it creates more difficulty for them).

Schools need more funding to hire more school counselors and decrease class size so that we can reach those students who need help before they act on their frustrations and/or mental health issues. Universal background checks and a 48-hour waiting period are also necessary. No more military-grade assault rifles either.
Thank you!
Judith Brey
(b)(6)

Sent from my iPhone

From: Safety
To: "Michael Hootstein"
Subject: RE: Michael Hootstein - husband of school shooting survivor Kathlyn Stein
Date: Friday, March 30, 2018 3:06:46 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Michael Hootstein [(b)(6)]
Sent: Thursday, March 15, 2018 1:50 PM
To: Safety
Subject: Michael Hootstein - husband of school shooting survivor Kathlyn Stein

Hi "Safety" Office Folks,

(b)(6)

(b)(6)

Similarly, the senseless shooting of Congresswoman Gabriel Giffords, and those in Aurora, Colorado and at Sandy Hooke Elementary School, Connecticut could have been likely prevented had Jaron Loughner's, James Holmes' and Adam Lanza's mental health providers, teachers and/or other knowledgeable individuals been required by law to report directly to law enforcement about each witness's personal knowledge of the imminent threats of violent harm posed by the above shooters. And, the recent school shooting and murder of 17 luckless Florida schoolchildren and teachers could have been easily been prevented had the school administration not been negligently complicit!

"If we are truly sincere about reducing school violence, we too must find the courage to break free of chains that limit our vision and our capacity to achieve our goals. We know that crime and violence is directly related to how children grow into adults and how boys grow into men. We must do a better job of protecting each other's children, and each other, from the violence, shame, humiliation, and hurts that we know can drive otherwise sensitive caring people to emotionally separate from unspeakable pain and become themselves the pain that first damaged them."

(b)(6)

In addition to being a juvenile crime and violence prevention activist, I am also a hydrogeologist who has a passion for protecting drinking water and human health. Currently, I have a civil rights complaint moving forward against the Amherst regional school committee for violations of my and my grandson's (a child with an IEP) due process liberty rights resulting from state testing that proves Amherst School drinking water is much more lead-contaminated than Flint drinking water, and this causes us great harm.

I further argue the "school to prison pipeline" and school shootings are partially fueled by the lead-poisoning of our children in school. Numerous studies have correlated lead poisoning with learning disabilities, drug abuse, drop out rates, incarceration and violent crime. Any school violence prevention program should

compel us to limit the exposure of our children to lead contaminated school drinking water. Lead is a very very dangerous neurotoxin. I believe both my wife's shooter and the recent Florida shooter suffer from injury caused by the dangerous neurotoxin lead.

In conclusion, please let me and my wife know if we can help the US Department of Education help make our schools a safer place. As extreme as it may sound, when I look at the statistics concerning school performance, crime and incarceration rates of male African-American juveniles, I see a distinctly insidious form of institutionalized negligence, devaluation and disenfranchisement. Right here in Massachusetts ethnic exclusion and the associated institutionalized devaluation and neglect of low-performing schoolchildren with IEPs is becoming cataclysmic.

Likewise, violent outbursts by disenfranchised white male juveniles (like we saw in Littleton, Colorado and see again in Florida) are distinctly familiar results of the same insidious dynamics. If you create a division in the society of those who are included and those who are excluded, the excluded will eventually seize the opportunity for retaliation against the included and feel justified in doing so. No justice, No Peace! It is a law of nature, and I fear we are reaping the violence we Americans have sown. Thanks for your consideration.

Respectfully submitted,
Michael Hootstein
(b)(6)

From:	Safety
To:	"hue.nguyen@state.mn.us"
Subject:	RE: Minnesota Safe and Secure Schools Proposals
Date:	Friday, March 30, 2018 3:08:14 PM
Attachments:	image001.png

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Nguyen, Hue (MDE) [mailto:hue.nguyen@state.mn.us]
Sent: Friday, March 23, 2018 4:29 PM
To: Honeysett, Adam
Subject: Minnesota Safe and Secure Schools Proposals

Adam,

Commissioner Cassellius asked me to forward to you the package of proposals Governor Mark Dayton and his commissioners are proposing to improve the safety of Minnesota students. The proposals include both policy and funding changes. In addition to the Minnesota specific proposals the commissioner would like to voice her support for reinstating federal funds that provided grant funding for state school safety centers. Minnesota received a grant for a school safety center at the Minnesota Department of Public Safety.

Please feel free to contact me if you have any questions.
Have a great weekend.
Hue

Safe and Secure Schools Act

- **Intervention and Support for Expelled Students** – Update the Pupil Fair Dismissal Act to clarify the responsibility of school districts to provide additional services and complete a threat assessment before expelling students. It would direct school districts to improve data sharing with each other about expelled students. It also would require school districts to ensure expelled students are progressing with their alternative educations and remain eligible for school-linked mental health grants until they enroll in a new district. These reforms would help ensure students who are exhibiting red flags are identified and receive

the additional attention they require.

- **New Resources for School Building Safety** – Provide Minnesota school districts and charter schools additional revenue to make building improvements, such as secured entrances, bulletproof glass, or other classroom security measures that local school districts choose to enhance school safety. Beyond facility improvements, school districts and charter schools could use the additional funds to hire more school resource officers, counselors, or other student support staff.
- **Providing Students Access to Mental Health Services** – Under Governor Dayton's leadership, Minnesota has invested more than $11 million in school-based mental health programs. Building on this progress, Governor Dayton's Safe and Secure Schools Act would invest an additional $5 million to further strengthen Minnesota's school-based mental health programs. These new resources would help improve access to mental health care for children and youth who are uninsured or underinsured.

Other Legislation Supported by Governor Dayton to Reduce Gun Violence

In addition to his Safe and Secure Schools Act, Governor Dayton supports a number of legislative proposals that would help reduce gun violence and make it harder for criminals to access guns.

- **Criminal Background Checks** – Require criminal background checks any time a firearm is exchanged. This requirement would protect the rights of law-abiding gun owners, while making it more difficult for criminals to access guns.
- **Clarify Bump Fire Stocks Ban** – Clarify that Minnesota law already bars the sale and use of bump fire stocks.
- **Public Health Research** – Allow the Minnesota Department of Health to collect data on gun ownership for purposes of public health research. A better understanding of the factors causing gun violence could help to improve future efforts to protect lives.
- **Age Restrictions on Assault Rifles** – Restrict the purchase of semiautomatic military-style assault weapons, like the ones used in the Newtown and Parkland shootings, to individuals older than 21.
- **Enact Red Flag Law** – Allow family members and law enforcement personnel to ask a judge to temporarily suspend a person's access to firearms, if they have documented evidence that the person poses a serious threat to themselves or others.

Hue Nguyen
Assistant Commissioner
651-582-8241 | Hue.Nguyen@state.mn.us

Minnesota Department of Education
1500 Highway 36 West, Roseville, MN 55113
education.state.mn.us

Minnesota Department of Education

From:	Honeysett, Adam
To:	Nguyen, Hue (MDE)
Cc:	Safety
Subject:	RE: Minnesota Safe and Secure Schools Proposals
Date:	Friday, March 23, 2018 4:30:28 PM
Attachments:	image001.png

Thanks Hue – I am directing your feedback to our School Safety mailbox.

Best,

Adam

From: Nguyen, Hue (MDE) [mailto:hue.nguyen@state.mn.us]
Sent: Friday, March 23, 2018 4:29 PM
To: Honeysett, Adam
Subject: Minnesota Safe and Secure Schools Proposals

Adam,

Commissioner Cassellius asked me to forward to you the package of proposals Governor Mark Dayton and his commissioners are proposing to improve the safety of Minnesota students. The proposals include both policy and funding changes. In addition to the Minnesota specific proposals the commissioner would like to voice her support for reinstating federal funds that provided grant funding for state school safety centers. Minnesota received a grant for a school safety center at the Minnesota Department of Public Safety.

Please feel free to contact me if you have any questions.

Have a great weekend.

Hue

Safe and Secure Schools Act

- **Intervention and Support for Expelled Students** – Update the Pupil Fair Dismissal Act to clarify the responsibility of school districts to provide additional services and complete a threat assessment before expelling students. It would direct school districts to improve data sharing with each other about expelled students. It also would require school districts to ensure expelled students are progressing with their alternative educations and remain eligible for school-linked mental health grants until they enroll in a new district. These reforms would help ensure students who are exhibiting red flags are identified and receive the additional attention they require.
- **New Resources for School Building Safety** – Provide Minnesota school districts and charter schools additional revenue to make building improvements, such as secured entrances, bulletproof glass, or other classroom security measures that local school districts choose to enhance school safety. Beyond facility improvements, school districts and charter schools could use the additional funds to hire more school resource officers, counselors, or other student support staff.
- **Providing Students Access to Mental Health Services** – Under Governor Dayton's leadership, Minnesota has invested more than $11 million in school-based mental health programs. Building on this progress, Governor Dayton's Safe and Secure Schools Act would invest an additional $5 million to further strengthen Minnesota's school-based mental health programs. These new resources would help improve access to mental health care for children and youth who are uninsured or underinsured.

Other Legislation Supported by Governor Dayton to Reduce Gun Violence

In addition to his Safe and Secure Schools Act, Governor Dayton supports a number of legislative proposals that would help reduce gun violence and make it harder for criminals to access guns.

- **Criminal Background Checks** – Require criminal background checks any time a firearm is exchanged. This requirement would protect the rights of law-abiding gun owners, while making it more difficult for criminals to access guns.
- **Clarify Bump Fire Stocks Ban** – Clarify that Minnesota law already bars the sale and use of bump fire stocks.
- **Public Health Research** – Allow the Minnesota Department of Health to collect data on gun ownership for purposes of public health research. A better understanding of the factors causing gun violence could help to improve future efforts to protect lives.
- **Age Restrictions on Assault Rifles** – Restrict the purchase of semiautomatic military-style assault weapons, like the ones used in the Newtown and Parkland shootings, to individuals older than 21.
- **Enact Red Flag Law** – Allow family members and law enforcement personnel to ask a judge to temporarily suspend a person's access to firearms, if they have documented evidence that the person poses a serious threat to themselves or others.

Hue Nguyen
Assistant Commissioner
651-582-8241 | Hue.Nguyen@state.mn.us
Minnesota Department of Education
1500 Highway 36 West, Roseville, MN 55113
education.state.mn.us

Minnesota Department of Education

From:	Whitaker, Heather
To:	Safety
Cc:	Zais, Mitchell
Subject:	Re: MSD School Shooting Task Force
Date:	Monday, April 16, 2018 1:23:32 PM

Hi Kelly,

We do not currently have a firm schedule for the upcoming meetings, but I will check with General Zais and see if we can get a response to this for you.

Thanks
Heather

Heather A. Whitaker
Special Assistant, Office of the Secretary
U.S. Department of Education
Office of Educational Technology
400 Maryland Avenue, S.W. Washington, DC 20202
Phone: 202-453-7029 |heather.whitaker@ed.gov

From: Safety <Safety@ed.gov>
Date: Monday, April 16, 2018 at 12:54 PM
To: heather whitaker <heather.whitaker@ed.gov>
Cc: "Zais, Mitchell" <Mitchell.Zais@ed.gov>
Subject: FW: MSD School Shooting Task Force

Hi Heather,
This was received in the safety mailbox. How should this be handled.
Thanks,
Kelly Patrick
From: Thomas James (b)(6)
Sent: Monday, April 16, 2018 12:12 PM
To: Safety
Subject: MSD School Shooting Task Force
Hi:
I was referred to you by Secretary DeVos office. As a resident of Broward County FL and parent of a son who attends a Broward County High School, I am very concerned about unsafe school safety policies implemented by the Broward School District and Broward Sheriff's Office which have resulted in unsafe and dangerous school environments.
Please provide information on WHEN the Task Force will be meeting, WHO the members are, WILL they be coming to Broward County to solicit public input. etc.
Thank you.
Thomas James
(b)(6)

From:	Safety
To:	"NULL, THERESA (BOE)"
Subject:	RE: My Thoughts on School Violence
Date:	Friday, March 30, 2018 3:11:21 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: NULL, THERESA (BOE) [mailto:THERESA.NULL@d11.org]
Sent: Wednesday, March 28, 2018 9:42 AM
To: Safety
Subject: My Thoughts on School Violence

Dear Secretary DeVos and the School Safety Committee,

Whenever there is a school shooting, we are inundated with suggestions for arming teachers, removing guns, adding metal detectors and the like. I'm sure your committee is experiencing the same. I hope you spend a moment on my thoughts as well.

First, I'll share with you some of the measures we take in our local school district that has made our school buildings more secure. Second, I'll share the attempts we are making to help reduce violence and make our students and staff feel safer in the classroom environment. Third, I'll share my thoughts and questions to provoke your committee's conversation.

Building Security:

1. Our school district security team works with the local Colorado Springs Police Department in securing the schools, training and are in close communication at all times. Many of our security personnel were sworn officers and have maintained relationships within the CSPD. Our Superintendent meets with the Police Chief at least once a month to discuss school safety issues. I believe this relationship continually improves our school building safety.

2. We also work with our local El Paso County Sheriff. Deputies conduct a security probe of our school buildings in plain clothes. If they can get into our schools, they report to the principal how they were able to get in. The immediate feedback to the principal allows the principal to address the issue at the time and seek District resources if necessary. Although the Superintendent & Board of Education gets a report from the Sheriff's Department, the idea is any discrepancies are to be fixed at the lowest level, not a "gotcha moment."

3. Recently our citizens approved a tax increase with one of the main components being increased security technology and adding School Resource Officers (SRO) to the Middle Schools. Previously our SROs were stationed at our High Schools and would move to a Middle School when called. While we get many emails from citizens about armed, uniformed police officers scaring our students, I have watched our SROs and their Commander, Sergeant Cintron, develop relationships with students who typically don't have strong familial relationships.

   In talking with the SROs, I learned that they have steered some of these students from a life of crime; they have learned information about crimes committed and local gangs; and yet, are still able to react as a law enforcement officer when our building are threatened, a crime is committed adjacent to our buildings or within our buildings. As you can see, within our community relationships are key to keeping our schools safe.

<u>Reducing Violence / Creating Safe Learning Environments:</u>

1. Violence within the classroom has increased in our District. While not on the scale of a mass shooting, a child who throws chairs, hits, throws vomit, reacts violently to "triggers," or sexual predation against other children all increase the fear within that classroom and within the building. Staff and other students are still traumatized and learning decreases.

   We have had a number of programs that are taught in classrooms – social emotional learning, understanding the cycle of violence, domestic violence, anti-smoking, anti-drug & alcohol abuse, safe sex and the like. In education vocabulary – Tier 1.

   We are working on developing Tier 2 & 3 responses. Yes, we have mental health professionals for Special Education needs and for quick reaction to a death or other trauma. However, we learned that there is a gap in services for those not in Special Education.

   We are wrestling with a Needs Assessment, the number and type of Mental Health professionals needed, the organization / structure of the team(s) and how they'll be deployed. Right now a High School Guidance Counselor is facilitating that committee. I've been looking at how local Health & Mental Health groups like Aspen Pointe, Peak Vista, and Rocky Mountain PACE organize their services as they seem to be effective and cost efficient.

2. I have approached El Paso County Commissioners and the Police Chief about getting together a summit or regular meetings on how we can work together about mental health / drug rehab/ family therapy…. needs of our students and their families. Because of the school shooting in Parkland, Florida, a quickly formed public meeting was held to let the public know some of the safety protocols in place. I hope we can capitalize on that meeting and expand into real conversations about behavior and mental health, our students who need more parenting, and reducing the effects of trauma to return an emotionally and physically safe classroom environment.

<u>My thoughts to Provoke Conversation:</u>

School Districts cannot be the end all to solve these types of problems. Homelessness has increased in our city. Drug Abuse and the effects upon children has increased. Many of our students have parents who are deployed overseas by the military. There is a constant battle of gangs attempting to infiltrate and take over parts of our city. Those gangs prey upon children. For us, here in Colorado, there is higher than normal levels of suicide, attempts, and fatal accidents of people between 15 and 25 years old.

These are larger community issues. We can't take any more programs in the school day nor

ask our teachers to take on even more professional "hats." Are we to take on adult drug rehab of the parent or guardian of our students? Are we to provide housing? Is a school district expected to take on a gang?

I've read our Colorado State's supports of the Every Student Succeeds Act (ESSA). The School District is to provide a foster care liaison, homeless, military and more. It is not working. It has become a "check the box" type program. Why? Because we don't have money to hire individual liaisons, there is no job description or parameters of what they're to do or how they're to do it, and the only person to "liaison" with is at the State level. It has fallen into the unfunded mandate / we'll do the best we can area / additional duty category.

I see the goals and intentions of ESSA. I would like to think that caring for these needy groups of children would help reduce the violence in classrooms, increase their graduation rates and prepare them for success in their adult lives. Could the courts or human services work with these groups of students and their needs & liaison with the school? Could the courts or human services work closer with the public school system – as partners instead of just issuing rules and orders, but working out real plans for complex human issues?

Could the Department of Human Services (DHS) who runs the foster care system, share responsibility of foster care liaison? Homeless liaison? DHS would know who is their shelters, receiving foods stamps, or parents who may be unemployed? What is DHS, police or the courts responsibility in getting parents and children mental health care?

In reference to mass school shootings, it appears to me that many of these students had been bullied, had access to guns, and that others knew the shooter had these intentions. Laws will not stop the violent rage born out of such pain. We need a culture change that respects individuals as full human beings, has immediate response of care, that doesn't ostracize, and makes conversations about potential suicide or murder emotionally and physically safe to access.

I wonder how many children or adults would talk to a teacher, counselor or other "mandatory reporter" about suicidal or homicidal thoughts or plans, knowing that they could be charged, arrested, and incarcerated?

Recently I saw a tv news story about a 13 year old boy being suspended because he drew pictures of guns. Really?! The Florida shooting is on everybody's mind and this kid is doodling pictures of what is on his mind. Makes sense to me. I bet the students in that school don't feel safe to talk about their thought and feelings around guns and violence now. Where was the common sense? Why wasn't the opportunity to talk about violence with the whole class or school taken?

Perhaps the rules, policies and procedures wouldn't allow a teaching moment to take place. And, how much of those rules, policies and procedures were dictated through State or Federal legislation, insurance concerns, fear of future litigation?

Thank you for your time and consideration of my thoughts. I hope your committee provides regular updates on how we can reduce violence in our schools and eliminate mass shootings. Please email me at theresa.null@d11.org

Sincerely,
Theresa Null

a School Board Director in Colorado Springs, CO (I'm speaking for myself, not the whole board)

Address:

(b)(6)

From:	Safety
To:	"Janice W"
Subject:	RE: my views
Date:	Friday, March 30, 2018 3:31:09 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Janice W [mailto (b)(6)
Sent: Wednesday, March 28, 2018 9:03 PM
To: Safety
Subject: my views

Please consider my view as a former teacher of students with special needs. I am so glad I am retired and don't face the possibility of an active shooter in a school. I do NOT think teachers should be carrying guns around students. It would have been too easy for a student to disarm me. My only personal experience of a teacher with a handgun was when a coworker forgot her pistol was in her purse and left her purse in the public restroom. Luckily, the student who found the purse turned it into the school office. This incident could have ended tragically if not for chance.

I believe citizens, whether legislators, government employees, law enforcement, or the general public need to accept the views and attempt to alleviate the suffering of the victims and survivors of school shootings. Until we have spent hours in a closet with a teacher and classmates fearing for our lives, we have no idea of the trauma.

It would benefit commission members who have never participated in an active shooter drill to do so before submitting any suggestions for school safety.

Janice Weakland

From:	Safety
To:	"Kelly Vaillancourt Strobach"
Subject:	RE: NASP Letter School Safety Commission
Date:	Friday, March 30, 2018 3:04:38 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Kelly Vaillancourt Strobach [mailto:kvaillancourt@naspweb.org]
Sent: Wednesday, March 14, 2018 2:32 PM
To: Safety
Subject: NASP Letter School Safety Commission

Please see the attached letter from the National Association of School Psychologists. We look forward to working with you to improve school safety and prevent school violence.

Please reach out with questions!
Kelly

Kelly Vaillancourt Strobach, PhD, NCSP

Director, Government Relations

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

4340 East West Highway, Suite 402 • Bethesda, MD 20814
Phone: 301-657-0270, ext. 231 • Direct: 301-347-1652 • Fax: 301-657-0275
E-mail: kvaillancourt@naspweb.org • Web: http://www.nasponline.org

Helping Children Thrive • In School • At Home • In Life

From: Safety
To: "Michael Coughlin"
Subject: RE: National School Protection Services For Americas Children
Date: Friday, March 30, 2018 3:15:45 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Michael Coughlin [(b)(6)
Sent: Wednesday, March 14, 2018 12:49 AM
To: Safety
Subject: Fwd: National School Protection Services For Americas Children

---

From: (b)(6)
To: southcentral_texas@cruz.senate.gov
Cc: (b)(6)
Sent: 3/13/2018 2:29:42 PM Eastern Standard Time
Subject: National School Protection Services For Americas Children

Michael Coughlin
(b)(6)

Today's Public Schools Systems Are Liberal Monopoly's that require only one thing.Money from the public.

Today's American citizens/the public require a sound education and protections for our children while in their care.

How do we require a education/protection for the public children ?

American First Child Protection Services :

Requires each state and public school systems to abide to this law to receive any/all federal funds through the Department of Education and enforce's accountability of each state and public

school system in order to receives funds and makes each school system accountable to the American public.

Each public school system will receive a federal team(2-3 people) from law enforcement , ex military ,security protection company to evaluate and harden school and provide a option of voluntary conceal carry enforcement program to protect the staff and children....

In order to receive any federal funds the principal,school superintendent,and governor of each state shall sign off a accountability form that they received such inspection and incline or decline the conceal carry enforcement program in the school they are accountable to.

Any law enforcement,ex military,veterans or school staff can be accountable to protect our children and participate in a yearly program to certify the concealed carry officer to keep up to date in tactics and strategy to protect our children from further threats.

This will force the states and schools to be accountable to the general public and protect our children while providing a education.....If protection is good enough for government buildings, politicians,airports,stadiums,banks,movie theaters,casinos,Hollywood elites,nightclubs, military
bases and law enforcement , then it should be fine for our children.....

From: Safety
To: "Janet Gill"
Subject: RE: Parkland
Date: Friday, March 30, 2018 3:06:25 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Janet Gill (b)(6)
Sent: Tuesday, March 13, 2018 3:01 PM
To: Safety
Subject: Parkland

Reports say that the school board had an agreement with law enforcement to not arrest kids for crimes in order the keep ratings and funding up.

Are you investigating these reports?

Thank you,
Janet Gill
[redacted]

Get Outlook for Android

From:	Safety
To:	Stratman, Karen
Subject:	RE: Partnering with NSBA and Local School Board Leadership on School Safety
Date:	Friday, March 30, 2018 3:33:51 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Stratman, Karen
Sent: Thursday, March 29, 2018 4:17 PM
To: Safety
Subject: Fwd: Partnering with NSBA and Local School Board Leadership on School Safety
Importance: High

Making sure these recommendations from the Nat'l School Boards Assn get to this inbox as well.

Begin forwarded message:

> **From:** Kelly Pollitt <KPollitt@nsba.org>
> **Date:** March 14, 2018 at 8:10:44 PM EDT
> **To:** "betsy.devos@ed.gov" <betsy.devos@ed.gov>
> **Cc:** "jason.botel@ed.gov" <jason.botel@ed.gov>, "david.esquith@ed.gov" <david.esquith@ed.gov>, "Stratman, Karen" <Karen.Stratman@ed.gov>
> **Subject: Partnering with NSBA and Local School Board Leadership on School Safety**
>
> On behalf of the National School Boards Association (NSBA), please find the attached letter regarding the new Federal School Safety Commission and our interest in working with you to advance solutions to keep our nation's schools safe. We look forward to working with you on this important effort.
>
> **Kelly D. Pollitt**
> Chief Advocacy Officer
> National School Boards Association

O: (703) 838-6720
M: (b)(6)
@KellyPollitt

From:	Safety
To:	Stratman, Karen
Subject:	RE: Partnering with NSBA and Local School Board Leadership on School Safety
Date:	Friday, March 30, 2018 3:33:51 PM

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Sent: Thursday, March 29, 2018 4:17 PM
To: Safety
Subject: Fwd: Partnering with NSBA and Local School Board Leadership on School Safety
Importance: High

Making sure these recommendations from the Nat'l School Boards Assn get to this inbox as well.

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> **From:** Kelly Pollitt <KPollitt@nsba.org>
> **Date:** March 14, 2018 at 8:10:44 PM EDT
> **To:** "betsy.devos@ed.gov" <betsy.devos@ed.gov>
> **Cc:** "jason.botel@ed.gov" <jason.botel@ed.gov>, "david.esquith@ed.gov" <david.esquith@ed.gov>, "Stratman, Karen" <Karen.Stratman@ed.gov>
> **Subject: Partnering with NSBA and Local School Board Leadership on School Safety**
>
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>
> **Kelly D. Pollitt**
> Chief Advocacy Officer
> National School Boards Association

O: (703) 838-6720
M: (b)(6)
@KellyPollitt

From:	Safety
To:	"Julie Picciano"
Subject:	RE: Pepper spray training
Date:	Friday, March 30, 2018 3:12:45 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Julie Picciano [mailto:julie.picciano@palmbeachschools.org]
Sent: Sunday, March 25, 2018 7:16 PM
To: Safety
Subject: Pepper spray training

As a high school teacher pepper spray training would be helpful Sent from my iPhone

--

*Disclaimer: *Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

From:	Safety
To:	"Amity P"
Subject:	RE: Policy Recommendations
Date:	Thursday, April 05, 2018 4:05:34 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Amity P [redacted] (b)(6)
Sent: Thursday, April 05, 2018 1:06 PM
To: Safety
Subject: Policy Recommendations

Hello,

As an educator of 17 years I have listed some policy recommendations for the committee below.

1. **End the routine policing of schools.** Police should enter schools only to address threats to physical safety.
2. **Commit to the objective of providing equal educational opportunities and positive school climate for *all*/students in *all*/schools,** and to taking a positive and supportive approach to students who are struggling, whether in academics or in behavioral development.
3. **End the practice of arrests and referral to law enforcement for common adolescent behaviors,** including but not limited to misdemeanor offenses such as disturbing schools and disorderly conduct. Adopt school codes of conduct that eschew zero tolerance for more appropriate, child-driven responses to challenging behavior.
4. **Hold police to the same standards in schools as applied elsewhere in our communities.**When police enter schools, they should abide by the highest ethical standards and, when in doubt, should err on the side of providing greater protection for children's rights.

5. **Invest in supportive resources.** Hire personnel such as mental health counselors and community intervention workers to establish a holistic response to student behavioral needs. Train teachers, school administrators, and other officials who interact with students in de- escalation, mediation, and crisis intervention. Adopt restorative justice and mediation approaches.

6. **Enact policies that create specific protocols for when and how police should interact with students in schools.** Schools must have an internal crisis plan with de- escalation techniques and protocols to follow before calling police. When police are called or seek access to a student, the school should (i) notify a parent or guardian to provide them an opportunity to be present and (ii) always read a student their rights.

7. **Police should reform policies and training for responding to youth, including, but not limited to when responding at schools.** Designate at least some officers to receive special training and leadership on juvenile response. Training topics should include adolescent development, implicit bias, communication, de-escalation, and use of force, including handcuffs and other forms of restraints.

8. **Collect, review, and provide the public with quality data on police activity in schools.** Police activity in schools should be reviewed on a quarterly basis with attention to racial disparities, the treatment of children with disabilities, and other metrics.

--

Click here to schedule a meeting with me.

Amity Pope
Ideate, Achieve, Intellect, Self-Confidence, Significant, Commanding, Focusing*

I am of the opinion that my life belongs to the whole community and as long as I live it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no "brief candle" to me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations."
- George Bernhard Shaw

"In this conversation we discover another possibility: living in a way, now, moment to moment, that makes a difference to life. We discover that as human beings we can live in a possibility instead of in what we have inherited, that instead of just being a human being because we were born that way, we can declare the possibility of being for human beings. This is the work of transformation: bringing forth a breakthrough in the possibility of being human."
-Werner Erhard

*Strengths Development (Free Strengths Test)
http://freestrengthstest.workuno.com/strengths-development.html

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From:	Safety
To:	"Rosalyn Wilkerson"
Subject:	RE: Protection In Schools
Date:	Friday, March 30, 2018 3:08:50 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Rosalyn Wilkerson [mailto:rmwilkerson@roaneschools.com]
Sent: Tuesday, March 27, 2018 6:00 PM
To: Safety
Subject: Protection In Schools

To whom ever it concerns , we need to really think about who we are considering arming in schools.?What happens when a student finds out a teacher is carrying an attacks them?

What happens if you get a discruntle employee that is allowed to carry and they go on a shooting spree not only involving staff but students?

What happens if a teacher gets so upset with a student and they shoot them. While I am all for being able to carry with a permit and having tighter gun laws and back ground checks.

When are we going to start holding parents accountable for the actions of their child or children involved in the shootings and how their child or children or gaining access of the weapon(s).

Instead of attacking the NRA and businesses that sell guns. The actual problem needs to be attracted / addressed to find out how are these young individuals are getting or gaining access to the weapons. If strange or mental health behaviors are noticed don't put it off as nothing, seek help or medical attention.

Maybe we need metal detectors or wands , along with a police office or a SRO starioned at each school not just at the Middle and High School levels. Treat the schools security as if we were traveling through the airport or entering a court house.

I have worked for the schools system for 18 yrs as a school nurse and health educator someone needs to take the time and listen to us those who work in this enviroments and seek

suggestions instead of individuals who have never stepped foot in a school environment make decisions .

Sincerely ,
Nurse Roz

--

Roz Wilkerson-Nurse/Computer Tech. Teacher
Kingston Elementary School
2000 Kingston Hwy.
Kingston, TN 37763
Phone: 865-376-5252
Email: rmwilkerson@roaneschools.com

From:	Safety
To:	"David Adkins"
Subject:	RE: Ready to assist
Date:	Friday, March 30, 2018 3:03:27 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: David Adkins [mailto:dadkins@csg.org]
Sent: Friday, March 23, 2018 2:54 PM
To: Safety
Subject: Ready to assist

Dear Friends:

Please feel free to call on The Council of State Governments to assist in this effort. CSG members include all elected and appointed officials in state government. Our non-partisan, non-profit status has made us a respected convener of state leaders since 1933. Our CSG Justice Center is a trusted resource on school discipline, criminal justice and public safety issues. We frequently partner with federal partners to provide information and technical assistance to the states and to engage state leaders in data collection, analysis and crafting recommendations on public policy priorities.

Federalism places the primary responsibility for education with the states. The Trump Administration has recognized the essential role the states will play in designing and deploying solutions to school safety challenges. If we can help forge productive partnerships, please let us know how we can best engage with you in this work.

Best of luck in this important work and thank you for your continued leadership of our nation and your for your commitment to create safe, nurturing spaces for all students.

If we can be of any assistance, please let me know how we can help.

All the best,

David Adkins,
Executive Director/CEO
The Council of State Governments
1776 Avenue of the States
Lexington, KY 40511
[redacted] mobile
859 244 8000 office
dadkins@csg.org

From: Safety
To: "Andy Mirer"
Subject: RE: recommendation for improving school safety
Date: Friday, March 30, 2018 3:12:58 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Andy Mirer [mailto:(b)(6)
Sent: Saturday, March 24, 2018 4:36 PM
To: Safety
Subject: recommendation for improving school safety

Eliminate all sales of military-type weapons.

Eliminate weapon sales to under 21 year olds, the insane, and to criminals

Impose safety training and liability insurance requirements on all gun sales

- - - - - - - - - - - - - - - -
Andrew Mirer
(b)(6)

From:	Safety
To:	"Springman, Kevin"
Subject:	RE: Recommendations for Safety Panel
Date:	Monday, April 02, 2018 10:19:28 AM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Springman, Kevin [mailto:kspringman@pa.gov]
Sent: Monday, April 02, 2018 10:15 AM
To: Safety
Subject: Recommendations for Safety Panel

I work under the Perkins IV federal grant in Pennsylvania. Before working with the Pennsylvania Department of Education, I worked for Keystone Human Services, which provided family-based, county-funded programs for youth with significant psychological diagnoses when a parent was also diagnosed with a significant psychological problem. In many cases bullying was not adequately addressed by school personnel. Fortunately the eco-structural model of family-based therapy developed at the Philadelphia Child Guidance Clinic includes developing supports in the school and through community groups that help blunt the trauma of the bullying happening in the school context. This model worked well to provide in-home support and wrap around services.

Too often bullied students fall through the cracks in the psychological services provided by the schools, where counselors are trying to help with a multitude of academic as well as psychological problems. Bullied students can unfortunately turn to negative peer groups for support, exacerbating the problem. Bullied student's concerns should be taken more seriously and counseling should be provided in these cases outside of the school context before students become disruptive. Basic security measured such as locking exterior doors as well as hardening classroom doors would also help as would hiring more resource officers.

Kevin

Kevin Springman | Educational Research Associate
Pennsylvania Department of Education | Bureau of Career and Technical Education

333 Market Street | Hbg, PA 17126
Phone: 717.783.6623 | Fax: 717.783.6672
www.education.pa.gov (VIDEO: #PAHasYourBack)

PRIVILEGED AND CONFIDENTIAL COMMUNICATION
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From:	Safety
To:	"Patricia Johnson"
Subject:	RE: Recommendations for School Safety
Date:	Friday, March 30, 2018 3:32:13 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Patricia Johnson [mailto (b)(6)
Sent: Wednesday, March 28, 2018 6:51 PM
To: Safety
Subject: Recommendations for School Safety

Thank you for giving the opportunty for public input on this issue that doesn't involve using our kids as pawns to further our political agenda.

I am a 61-year-old, mother of one, grandmother of three and a voting citizen of the United States, so I have a vested interest in school safety. We live in Colorado and our daughter was in high school (at a different school) when the Columbine tragedy happened. My husband is a lifetime NRA member and we both have our concealed carry permits.

Please consider the following questions when you are discussing what steps to take to protect our children while they are at school:

1. Why isn't the entrance to the school equipped with double-door airlocks and security cameras and LOCKED when school is in session and a buzzer used to unlock the door once the identity of the individual is established and their business at the school verified?

2. How are students able to prop doors open and nobody knows about it? Why isn't EVERY door in the school monitored with a security camera, inside and out, and LOCKED when school is in session?

3. Why is it necessary for high schools to permit "Open Campus" where students can come and go as they please?

These things don't take a rocket scientist or millions of dollars to address and fix, so I can't understand why the school system hasn't already done so. It seems like a no-brainer to me.

This is a very complex issue, BUT one reason these types of crimes are so easily carried out is because an unsecured school is a wide open opportunity. Remove or at least discourage the opportunity by installing some obstacles and see if that doesn't put a huge dent in, maybe even stop, these senseless tragedies.

I also support upping the age to purchase any firearm to 21 years old. In addition, there needs to be some kind of national reporting system for mental health professionals where they can document/flag/report someone who is displaying this type of sociopathic behavior and have their name put on a list. Every application for a firearm background check should have to be scanned through this list. Maybe we need to take a few notes from the Transportation Safety Administration.

We pray that God will bless you all with knowledge, wisdom and discernment as you address this very important task.

Thank you,

Patricia Johnson

From:	Safety
To:	"pkun@shapeamerica.org"
Subject:	RE: Recommendations Posted for Keeping Students Safe in Physical Education During Critical Incidents
Date:	Thursday, April 05, 2018 4:04:57 PM
Attachments:	image001.jpg

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Paula Kun [mailto:PKun@shapeamerica.org]
Sent: Thursday, April 05, 2018 12:38 PM
To: Press
Cc: Paula Kun
Subject: Recommendations Posted for Keeping Students Safe in Physical Education During Critical Incidents

Hi

I would appreciate you sharing this blog with the appropriate staff at the U.S. Department of Education. Please let me know if you have any questions. Thanks Paula Kun

With critical incidents in the news far too often, SHAPE America member and former HPE Supervisor for Miami-Dade County Schools Dr. Jayne Greenberg has recommendations for schools to take to keep students safe during physical education class. Please share this important safety link with your colleagues.

Paula Keyes Kun
Senior Advisor to the CEO

SHAPE America
Society of Health and Physical Educators
1900 Association Drive
Reston, VA 20191
703.476.3461 | 703.476.8316 (Fax)

1.800.213.7193 x 1461
pkun@shapeamerica.org
www.shapeamerica.org

Help support and fund state and national HPE programs through Jump Rope For Heart and Hoops For Heart.

5805-B shape_2018Nashville_banner_1170X140_proof1_v1

Say "*Count Me In!*" to 50 Million Strong by 2029 and help put all children on the path to health and physical literacy.
Support SHAPE America when you shop at smile.amazon.com.

Stay social on Facebook | Twitter | Instagram | Pinterest | LinkedIn

From: Safety
To: "Cornell, Dewey G. (dgc2f)"
Subject: RE: Recommendations to increase school safety
Date: Friday, March 30, 2018 3:11:39 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Cornell, Dewey G. (dgc2f) [mailto:dgc2f@eservices.virginia.edu]
Sent: Tuesday, March 27, 2018 10:34 PM
To: Safety
Subject: Recommendations to increase school safety

Please see my recommendations on school safety in two attached documents:

- Written statement submitted with my testimony at a Congressional forum on schools safety March 20, 2018.

- Transcript of my presentation at a congressional briefing on school safety held March 23 and covered on C-SPAN. Slides attached in separate document. Video available here:

Thank you. I would be happy to provide additional information.

Dewey G. Cornell, Ph.D.
Bunker Professor of Education
Director, Virginia Youth Violence Project
Licensed Forensic Clinical Psychologist
Curry School of Education, University of Virginia
http://youthviolence.edschool.virginia.edu

From:	Safety
To:	"Nikki McKinney"
Subject:	RE: Recommendations
Date:	Tuesday, April 03, 2018 3:14:51 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Nikki McKinney [mailto:nmckinney@all4ed.org]
Sent: Tuesday, April 03, 2018 2:29 PM
To: Safety
Subject: Recommendations

To Whom It May Concern:

Attached for your consideration are recommendations from the Alliance for Excellent Education.

Thank you in advance,

Nikki McKinney
Director
Policy Development & Federal Government Relations
Alliance for Excellent Education
1201 Connecticut Avenue, NW
Suite 901
Washington, DC 20036
Email: nmckinney@all4ed.org
Phone: 202-261-9875
Website: www.all4ed.org

From:	Safety
To:	"longr@learningfirst.org"
Subject:	RE: Request re safety commission
Date:	Friday, March 30, 2018 3:02:57 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Richard Long [mailto:longr@learningfirst.org]
Sent: Tuesday, March 27, 2018 5:13 PM
To: DeVos, Betsy
Cc: Stratman, Karen
Subject: Request re safety commission

Madame Secretary – attached please find a letter from the Learning First Alliance on the school safety commission.

Thank you for your kind attention.

Rich Long

Richard Long, Ed.D.
Executive Director
Learning First Alliance
1250 N. Pitt Street
Alexandria, VA 22314
703-738-9081

From: Safety
To: "Max McGee"
Subject: RE: Request to serve on USDE School Safety Commission
Date: Friday, March 30, 2018 3:04:44 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Max McGee [mailto:maxmcgee@ecragroup.com]
Sent: Wednesday, March 14, 2018 12:38 PM
To: Safety
Subject: Request to serve on USDE School Safety Commission

Good Morning,

Thank you so very much for returning my call so promptly yesterday. As I mentioned, I am respectfully requesting to serve as an active member of the Secretary's School Safety Commission and have both the depth of background and flexibility of scheduling to be an important contributor.

In my 45 years of experience in education, I have held almost every role from substitute teacher to State Superintendent of Illinois. I have taught in both private (Detroit Country Day) and public schools, was president of a public boarding school (Illinois Mathematics and Science Academy), and the founding head of the Princeton International School of Mathematics and Science. I have also served as a superintendent in four public school districts.

In leadership positions, I have worked collaboratively with parents, students, unions, and school boards to develop and implement successful policies on bullying and harassment, and student health and wellness. Having launched Safe and Welcoming School initiatives and both written and spoken on suicide prevention, I hope to bring some proven practices and especially innovative ideas to the table.

These ideas also come with the expertise and support from my wife of 28 years (Jan Fitzsimmons) who has worked for more than 30 years in the tough North Lawndale neighborhood of Chicago and the high poverty minority areas of East Aurora, Illinois. In both these areas, safety is of paramount concern and importance and over the course of her two

decade plus career has implemented programs that have made them safe places and "college bound" schools for kids.

With experience in state government, I understand both the opportunities and challenges that the Commission will face and stand ready to support or even lead the important work of Secretary Devos' initiative. In Illinois we were able to work with both chambers and both parties to develop some significant public policy, pass important legislation, and obtain funding to improve the quality of education for our 2.1 million students. It was hard work and took long hours to build consensus, and I imagine the Commission will face similar challenges, but we will get the job done!

Please let me know if you need additional information from me. I am ready to get started.

Sincerely,

Glenn W. "Max" McGee, Midwest President
The ECRA Group
[redacted] (cell)
www.glennmaxmcgee.com
@glennmaxmcgee

From:	Safety
To:	"Lauren.Maddox@hklaw.com"
Subject:	RE: Resending mtg request
Date:	Friday, April 06, 2018 1:23:01 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Lauren.Maddox@hklaw.com [mailto:Lauren.Maddox@hklaw.com]
Sent: Monday, April 2, 2018 2:05 PM
To: Safety
Cc: Coxen, Carrie; Delahunty, Sarah
Subject: Resending mtg request / thanks!

All, I am resending a request I submitted in late February in hopes there would be an opportunity to secure time on the Secretary's calendar.
Would welcome your thoughts on her availability.
Original email below.
Thank you! Lauren

From: Maddox, Lauren M (WAS - X75444)
Sent: Friday, February 23, 2018 12:41 PM
To: Ebony Lee (ebony.lee@ed.gov) <ebony.lee@ed.gov>; Venable, Joshua <Joshua.Venable@ed.gov>; Jessica Newman (Jessica.Newman@ed.gov) <Jessica.Newman@ed.gov>
Subject: MEETING REQUEST on SCHOOL SAFETY / Thanks!
Importance: High

All, hope this email finds you well. Know this has been a busy time for you as you and the team at DoED review ideas and identify strategies to keep our children safe in school. It's why I'm writing today.

First, I wanted to share the note below to Secy DeVos from Heidi Ganahl, an entrepreneur and elected University of Colorado regent. As Heidi shares, she met the Secy when she toured RK Manufacturing. Here is a link to her website which provides additional details on her work, foundation and passion for

entrepreneurship and education: http://heidi-inc.com/

Second, might the Secy have a few min in the next week or two to briefly meet with Heidi and hear about her school safety pilot which is getting positive reviews across the state?

Third, are there plans underway – by the Secy and/ or the White House -- to organize a summit, gathering or meeting in the coming days to discuss best practices and determine a policy path forward? If so, Heidi would be a great addition to that group; I'd like to place her name in the mix.

In terms of my connection to Heidi, simply, we share a very dear friend in Colorado, Sharon "Sam" Schafer, who connected the two of us. I would move mountains for Sam, hence this note and request.

Thank you so much for your consideration. Look forward to hearing back and hopefully seeing the Secy in the coming days.

Warm regards, Lauren

FROM HEIDI

Sam – thanks for any help you can provide to get this to Secretary DeVos. I watched the listening event yesterday on school safety at the White House and I think this pilot I worked on with a Lt Col here might pique her team's interest. Before you can apply solutions to a school (there are many many good ideas and programs), you have to assess their current environment, facility and staff and determine where the gaps are, this program does just that. Then we can plug in all the wonderful programs and ideas based on what the school needs. Thanks so much! H

Hello Secretary DeVos – we met briefly in Colorado on your visit to RK Manufacturing, as I am a franchise entrepreneur (and chair of the board of Job Creators Network) and on the board of Colorado Succeeds.

I am also a mom of four ranging in age from 5-22, a statewide elected University of Colorado Regent and a member of the Governor's School Safety and Youth in Crisis Committee.

Our directive was to study how to improve school safety and threat assessments and attempt to define a "standard of care" for schools. We had meeting after meeting, with stories of tragedy, trauma and bravery that broke my heart.

Many of us on the Committee had ideas on things we could try – or things that had been tried - in schools across the nation. The Committee didn't get much done, so through my own non-profit, the Fight Back Foundation, we did research, met with experts and attended conferences to learn all we could about how to tackle school violence. I was determined to help find some possible solutions.

I partnered with a retired Lt Colonel here in Colorado that is a well-known expert in security of military bases around the world. We came up with an assessment tool, gap training and a certification program we could try in Colorado schools. I used my experience in franchising with quality assurance programs to apply to finding a "standard of care" we could measure schools against, much like we do with franchise

locations. My Lt Col partner taught me it's not about metal detectors or bullet proof windows, it's about changing culture and creating community in the schools. We tried it out at a Colorado K-12 school and the school staff and teachers found it incredibly effective and empowering.

I'm not an expert in school safety, but I'm a mom of four. I'm a neighbor. I'm now an elected official tasked with caring for 60,000 students a year at the University of Colorado. We just HAVE to do something to address this, last week was a reminder of that.

I had to drop my twin Kindergarteners and my Third Grader at school the morning after. I had a pit in my stomach.

I wanted to request a meeting or call with your team, myself and Lt Col Boyd to hear out our pilot proposal. I've attached the overview, we are ready to engage. I think this could be a "something" to the "DO SOMETHING" anguish people are feeling this week.

In the words of a hero from September 11, 2001, "Let's Roll".

Thank you – I appreciate you hearing me out. Best, Heidi

Heidi Ganahl
(720) 608-3012
heidi@heidiganahl.com
www.heidiganahl.com

Lauren Maddox | **Holland & Knight**
Sr Policy Advisor
Holland & Knight LLP
800 17th Street N.W., Suite 1100 | Washington, DC 20006
Phone 202.469.5444 | Cell 703.395.6185
lauren.maddox@hklaw.com | www.hklaw.com

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From:	Safety
To:	"Robin Hattersley"
Subject:	RE: Resources and best practices for school safety
Date:	Friday, March 30, 2018 3:14:26 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: rhattersley@mygmail.ehpub.com [mailto:rhattersley@mygmail.ehpub.com] **On Behalf Of** Robin Hattersley
Sent: Friday, March 23, 2018 2:05 PM
To: Safety
Subject: Resources and best practices for school safety

Dear Secretary DeVoss -

I would like to offer www.CampusSafetyMagazine.com as a resource for your upcoming school safety commission meetings.

For more than a quarter century, Campus Safety magazine has been the go-to resource for K-12 and higher education public safety, security and emergency management professionals. Campus police chiefs, security directors, emergency managers, administrators and other stakeholders are our target audience, and on a daily basis we provide them with news and best practices on active shooter prevention and response, student mental health, officer training, threat assessment and management, emergency response, security technology and more.

I'm certain you will find the resources on www.CampusSafetyMagazine.com to be very helpful. You may also wish to contact me to hear my thoughts on various topics. I'm considered a subject matter expert in the fields of K-12, higher education and hospital public safety, security and emergency management.

Good luck with your meetings!

Robin Hattersley (Gray)
Executive Editor
Campus Safety Magazine
www.CampusSafetyMagazine.com

RHattersley@EHPub.com
424-738-0211
Follow me on Twitter @CampusSafetyMag
On LinkedIn: CampusSafetyMagazine.com/Linked in and
https://www.linkedin.com/in/robinhattersleygray

From:	Mary
To:	Safety
Subject:	Re: Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:22:31 PM

Thank you very much for responding to me. I am happy to assist in any way to help our students have a safe school environment.
God bless our children and God bless America!
Mary Cunningham

Sent from my iPad

On Apr 6, 2018, at 4:15 PM, Safety <Safety@ed.gov> wrote:

> Dear Sir or Madam:
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
> Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.
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> Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Nell Keif
To:	Safety
Subject:	Re: Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:26:33 PM

Thank you. I am hoping to be part of the commission. I am a longtime teacher with a vast background in school safety.
Thank you,
Nell Keif

Sent from my iPad

On Apr 6, 2018, at 4:21 PM, Safety <Safety@ed.gov> wrote:

> Dear Sir or Madam:
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
> Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.
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> Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"LOZANO BERNIE"; Safety
Cc:	DeVos, Betsy
Subject:	RE: ROTC PROGRAM REFORMS - Post Secondary Schools/College Campuses - Note from Ms. Bernadette Lozano
Date:	Friday, March 30, 2018 3:12:50 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: LOZANO BERNIE [mailto:(b)(6)
Sent: Sunday, March 25, 2018 4:42 PM
To: Safety
Cc: DeVos, Betsy
Subject: ROTC PROGRAM REFORMS - Post Secondary Schools/College Campuses - Note from Ms. Bernadette Lozano

Dear School Safety Commission,
Once your work begins, I would like an opportunity to be invited to speak to your panel about ROTC PROGRAM Reforms.
My college-aged daughter was a Victim of a Sexual Assault/Harassment incident, that despite U.S. Congressional action, a TITLE IX investigation and the filing of a police report at a local Pennsylvania police jurisdiction, the female predator in my daughter's case was still able to maintain a low-profile status in a U.S. Army ROTC Program for a third year and also, an opportunity to graduate with an Associates Degree and subsequently transfer to a 4-year college.
I could not obtain the services of a lawyer because no one wanted to help us. So I stuck in there and U.S. Senator Mark Warner's office prevented the 'early commissioning' of the Predator Cadet. However, it is not known to date, if the Predator in this case has still been barred from becoming a U.S. Military Officer. I hope NOT.
I am retired from the U.S. Government, and never thought, that I would spend my POST retirement years trying to work on this issue.
I have contacted U.S. Senator's Mark Warner and Senator Kaine' offices; made contact with the DOD's SAPRO office in Mark Center/Alexandria, VA and elements of the U.S. Department of Education; the DOD's reply to me is that this is a Dept. of Education issue. In recent days, an employee from the U.S. Dept. of Education Civil Rights Office communicated and agreed with me that this should be a shared issue between the Dept. of Education and the DOD.
I began this journey on my own since 2015-2016 and now we are in 2018.
My proposal to your commission is for ROTC Programs across the board - all candidate's should be subjected to a pre-background checks (to include, character witness interviews, etc.); especially for those persons who are receiving full-ride scholarships to a ***U.S. military academy and/or U.S. college ROTC Program***; to include those colleges that receive funding for the ***Early Commissioning ROTC Program.***

I am respectfully asking for your Commission to be open to post Secondary school issues such as these. Congress has yet to pass the Campus Accountability and Safety Act into law - your Commission can accelerate this legislation and put it on the House and Senator floors for debate, etc.
My telephone number is (571)-236-7664 and look forward to be hopefully, being contacted, by your Commission to speak.
Thank you for your time and attention concerning this matter.
Best regards,
Ms. Bernadette Lozano
(Concerned parent and Advocate for safer COLLEGE CAMPUSES)

From:	Safety
To:	"jus"
Subject:	RE: Safety in our schools
Date:	Friday, March 30, 2018 3:01:49 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: jus [mailto:(b)(6)
Sent: Tuesday, March 27, 2018 5:50 PM
To: Safety
Subject: Safety in our schools

Good Evening Ms. Debros,

I have been a high school secretary for 29 years and have seen a dramatic change in our student body. I feel that our new generation of workers are to lenient about safety. We have people other than parents bringing lunches into our school which I do not agree with. Also we have a raptor sign in system and you have people within the building that will state do they have to sign in, well hell yes this is what our superintendent wants. I invite you to come to our district and see the safety issue of an open commons area without bullet proof glass. There are many other issues that I can go on and on about but I believe in safety and change. I would be willing to sit with you and your committee if you are ever in Ohio and help make our schools safe again. Sincerely, Nancy Gough

From:	Safety
To:	"IDA DELVECCHIO"
Subject:	RE: SAFETY IN PUBLIC SCHOOLS
Date:	Friday, March 30, 2018 3:30:53 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: IDA DELVECCHIO [(b)(6)
Sent: Friday, March 30, 2018 3:23 PM
To: Safety
Subject: SAFETY IN PUBLIC SCHOOLS

HOW ABOUT THESE NOVEL IDEAS: DON'T DISCRIMINATE AGAINST STUDENTS OF COLOR. STOP WITH YOUR BIAS, STEREOTYPES AND PREJUDICES. HOW ABOUT HIRING PEOPLE TO THE DEPT OF ED WHO ACTUALLY WERE TEACHERS AND EDUCATORS. HOW ABOUT NOT THINKING THAT PEOPLE OF COLOR KILL OTHERS IN PUBLIC SCHOOLS AND FACING FACT THAT MASS SCHOOL SHOOTERS ARE WHITE. HOW ABOUT STOPPING THE SCHOOL TO PRISON PIPELINE. HOW ABOUT METERING OUT PUNISHMENT EQUALLY IN PUBLIC SCHOOLS REGARDLESS OF RACE/RELIGION. HOW ABOUT NOT LYING ABOUT THE EXISTENCE OF JIM CROW POLICIES IN JUST ABOUT EVERY INSTITUTION. HOW ABOUT ACTING LIKE YOU ARE PATRIOTS INSTEAD OF WHAT YOU ARE: GREEDY CAPITALIST/BIBLE-THUMPERS WHO WANT TO CONTROL THE COUNTRY SO YOU WILL BE SAFE AND PEACEFUL AND HAVE PLENTY OF WAGE-SLAVES FOR YOURSELVES WHENEVER YOU WANT, WHILE THE REST YOU DON'T WANT IN SOCIETY ROT IN PRISON.

I'M A RETIRED TEACHER. UNFORTUNATELY THERE WERE MANY IN MY PUBLIC SCHOOL WHO FEAR THE BLACK BODY AND MIND. THEY TREATED STUDENT NONCOMPLICANCE DIFFERENTLY DEPENDING ON CLASS AND RACE. I WAS NOT ONE OF THEM. I BELIEVE THE DEPT. OF ED IS.

KEEP PRESIDENT OBAMA'S SAFETY INITIATIVES. STOP RUINING THE

FUTURE LIVES OF YOUNG CITIZENS BECAUSE OF YOUR WRONGHEADED BELIEFS AND GOALS

From:	Safety
To:	"Sally Reinholdt"
Subject:	RE: Safety in schools
Date:	Monday, April 09, 2018 2:34:38 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Sally Reinholdt (b)(6)
Sent: Sunday, April 08, 2018 10:44 AM
To: Safety
Subject: Safety in schools

Safety in schools DOES NOT include arming teachers. It does include legislation to ban assault rifles, increasing the age limit to at least 25 years old for purchasing weapons, banning bumpstocks and ammunition for assault rifles.

Sally Reinholdt

From: Tawana Fortune
To: Safety
Subject: Re: School personnel
Date: Friday, March 30, 2018 3:26:07 PM

Than you for your immediate response! I am hoping as a US Educator to be provided the opportunity to have a meaningful discussion with Ms. DeVos and the US DOE staff on this issue. I have served as a Board Member of Peace Education Centers, member of Violence Prevention Commission and served as a School Psychologist for 28 years. It is imperative to have those who have served in the trenches to have a voice in this matter. Public, private and charter schools have one commonality... students! I look forward to further discussion to provide and garner powerful dialogue to provide safety for all children. The summer months are excellent time periods to have "Think Tanks" for topics such as these! Best, Tawana Fortune, MS, Ed.S,CCP

Sent from my iPhone

> On Mar 30, 2018, at 3:02 PM, Safety <Safety@ed.gov> wrote:
>
> Dear Sir or Madam:
>
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
>
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>
> Thank you for sharing your ideas and for your help in protecting our nation's students.
>
> -----Original Message-----
> From: Tawana Fortune (b)(6)
> Sent: Tuesday, March 27, 2018 5:44 PM
> To: Safety
> Subject: School personnel
>
> Have you chosen anyone from public schools to sit on this committee. As a School Psychologist, I would like to sit on this committee. Mental health should be a domain discussed. I can be contacted via this email address. Tawana B. Fortune, Department Chair for The Department of Psychological Services. Public schools of Virginia
>
> Sent from my iPhone

From: Safety
To: "Tawana Fortune"
Subject: RE: School personnel
Date: Friday, March 30, 2018 3:02:08 PM

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Sent: Tuesday, March 27, 2018 5:44 PM
To: Safety
Subject: School personnel

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Sent from my iPhone

From:	Safety
To:	"Avi Sutton Kravitz"
Subject:	RE: school safety and gun control commission and legislation
Date:	Friday, March 30, 2018 3:15:33 PM

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From: Avi Sutton Kravitz (b)(6)
Sent: Wednesday, March 14, 2018 12:06 PM
To: Safety
Subject: school safety and gun control commission and legislation

Dear Ms. DeVos,

I understand that you and the President are supporting legislation which would provide money to states to train teachers to carry guns in the school (which has its own issues). Why can't this funding go to schools to get more technology in classrooms, purchase other supplies, develop cutting edge curriculum, or increase teacher's salaries? You talk so much about letting individual schools and communities choose but here you are not giving us a choice. You talk about choice but you do not provide the necessary resources for schools to make the choice. If you cannot actually help schools (or bother to visit schools that need help and see what they need) you need to let someone is willing to do so take over your job.

Please provide a detailed response, specific to my comments.

Thank you,

Avi Kravitz

From:	Safety
To:	"Jim Raines"
Subject:	RE: School Safety and Violence Prevention
Date:	Friday, March 30, 2018 3:14:41 PM

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From: Jim Raines [mailto:(b)(6)
Sent: Wednesday, March 21, 2018 4:51 PM
To: Safety
Subject: School Safety and Violence Prevention

The School Social Work Association of America has put together 10 recommendations to improve school safety and violence prevention. Please see attached.

Jim Raines, Ph.D.
President, SSWAA
Marina, CA

From:	Safety
To:	"Bob Abbatecola"
Subject:	RE: School Safety Basics
Date:	Friday, March 30, 2018 3:14:02 PM
Attachments:	~WRD000.jpg

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From: Bob Abbatecola [mailto:babbatecola@scholarchip.com]
Sent: Friday, March 23, 2018 4:02 PM
To: Safety
Subject: School Safety Basics

Many schools still allow almost anybody into the building.

Visitor Management, designed just for K-12 schools, not only verifies the identity of the person wanting access to your school but it also scans a state issued ID or drivers license to check them against a national sex offender database. Alerting the school if there is a match.

This should be a minimum safety requirement for all schools. At ScholarChip, we believe school safety can't wait!

We are no offering a FreeForever version of our K-12 Visitor Manager system to all schools. (No strings attached.)

Here's a link:
https://www.freevisitormanager.com

Director, Creative Services

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From:	Tonya Mead
To:	Safety
Cc:	Reynolds, Cody
Subject:	Re: School Safety Commission Recommendations
Date:	Monday, April 09, 2018 12:42:06 PM
Attachments:	image001.png image002.jpg Outlook-1503580781.png

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Dear Madam or Sir:

I am writing to touch base regarding the status of the Commission. Also I wanted to let you know that I am the embodiment of a multi-pronged approach to school safety. As a former Reserve U.S. Army Military Police Officer for 8 years, concealed carry and owner of a private security firm licensed in two states, I have expertise in school security. As an Educational Psychologist and K-12 Regular Administrator, independent peer reviewer for 33 federal applications for $72 million in funding from the Safe Schools and Drug Free Communities Act/ Carol M. White Program; reviewer for the National Council for the Accreditation of Teacher Education Programs at the post-secondary level; and expert adviser to the National Association of School Psychologists on several School Administrator Fact Sheets, I have extensive expertise on mental health in educational settings.

For these reasons, I think I would make an excellent fit for the Commission. I hope to hear from you soon!

Sincerely,

Tonya Mead

Tonya Mead, PhD, MBA, M.Ed
CFE, CHFI, PI
Shared Knowledge, LLC
Virginia DCJS # 11-15169 and DC PDB # 3458
Phone: (508) 240-4728
Fax: (703) 437-7662
Website: http://ishareknowledge.com
https://www.linkedin.com/in/tonyafoustmead/
Twitter: http://twitter.com/ishareknowledge
Author: http://amazon.com/author/tonyajmead

From: Safety
Sent: Friday, March 30, 2018 3:34 PM
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Subject: RE: School Safety Commission Recommendations

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From: Tonya Mead [mailto:tonya@ishareknowledge.com]
Sent: Thursday, March 29, 2018 4:42 PM
To: Safety
Cc: Reynolds, Cody
Subject: School Safety Commission Recommendations

Dear Madam or Sir:

Today, I had the pleasure of speaking with Cody Reynolds to share with him my five recommendations. As Secretary DeVos is preparing to launch the School Safety Commission, I'd like to offer these recommendations. As a background, between November 2017 and January 2018 I presented my recommendations for preventing school violence, suicides, and active shooter incidents to the Loudoun County Public Schools (LCPS) in Virginia. My recommendations were accepted by LCPS and unanimously approved by the Virginia Parent Teachers Association (PTA) General Assembly on January 18, 2018.

While each state, district, and local school is different, I found while completing comparative research that the recommendations included in the *Safety Net: Return to Learn Resolution* may yield significant reductions in school violence.

1. **Problem**. Over a ten-year period, some states have failed to keep up with emerging national, state, and local trends such as cyber bullying, societal pressures, academic competition, suicide, student self-medication, trauma, bereavement, and mental illness.

   Recommendation. Develop a repository of school, community, and peer-group resources, including template forms, sample transition plans, evidence-based research, and guidelines of best practices to support multi-disciplinary teaming to help school personnel identify approaches best suited for the needs of individual students on a case-by-case basis.

2. **Problem**. Topics covered for continued education credits and course work for initial educator and school personnel licensure have not kept pace with emerging trends affecting youth. Innovative partnerships with treatment providers may be needed. **Recommendation**. Develop and publish resources to help school personnel and credentialing agencies adapt and respond to changing national, state, and local mental, behavioral, and medical trends. Allow treatment providers to collaborate.

3. **Problem**. Schools effectively utilize quantifiable and qualifiable Early Warning Systems (EWS) to track, monitor, and assess the academic progress of students and provide supports for intervention to get students back on track; however, EWS is not widely used to prevent school violence.

   Recommendation. Identify school systems that have developed innovative EWS approaches, such as: Transition planning meetings; accommodated educational programming; installation of positive supports; and primary points of contact for students returning to school from extended absences. These techniques can serve to prevent school violence, including active shooter and suicides. Make these tools available to other school systems for their consideration.

4. **Problem**. Many parents do not know where to go for help when faced with a child exhibiting mental health, suicidal ideation, trauma, and bereavement issues.

   Recommendation. Support the development of clear and concise policies and lines of communication toward the improvement of quality. This is particularly important in times of family crisis. It will serve as a baseline toward improvements in service levels and transition consistencies.

5. **Problem**. There has been a movement in the past ten years to end the regular presence of law enforcement in schools. At the same time, there has also been a movement to increase the school counselor caseload from 250:1 to 350:1. **Recommendation**. While one size does not fit all, a repository of information should be provided and published to make available the advantages and disadvantages of each approach. Stakeholders can then make informed decisions on which approach or hybrid best meets the needs of their students, parents, and educators locally. The repository envisioned will make available educational information and tools to better communicate to major stakeholders (parents, community leaders, health care providers) school violence prevention policies, procedures, and protocols.

Principal Author Background

Tonya J. Mead, PhD, MBA, MA.CFE, CHFI, PI is an Educational Psychologist trained in school

security with more than 15 years experience as a School Psychologist, Counseling Coordinator, and Certified Regular K-12 Administrator in residential treatment facilities for adolescents, local schools, and the district and state levels. She is the president of Shared Knowledge, LLC a human resources services firm specializing in data analytics, fraud, investigations, and operational audits for improved performance and customer experiences. She is the recipient of the 2017 Corporate Vision Most Influential Business Woman in Education Fraud and Cyber Security and the recipient of the 2014 Cafritz Award for Excellence in Government Service and Public Leadership in recognition for her work in designing and managing an investigative program for the public school systems in the District of Columbia. She is the author of Fraud in Education: Beyond the Wrong Answer (available at http://amazon.com/author/tonyajmead). It is a data-driven and analytical review of recommendations for the reduction of waste, fraud and abuse in education and the prevention of exploitation of confidential student information. In her spare time, Ms. Mead founded http://dccodes.org and volunteers to help minority, rural and at risk kids achieve their dreams through infrastructure, technology and vocational learning.

Sincerely,

Tonya Mead, PhD, MBA, M.Ed. CHFI, CFE, PI

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CFE, CHFI, PI
Shared Knowledge, LLC
Virginia DCJS # 11-15169 and DC PDB # 3458
Phone: (508) 240-4728
Fax: (703) 437-7662
Website: http://ishareknowledge.com
https://www.linkedin.com/in/tonyafoustmead/
Twitter: http://twitter.com/ishareknowledge
Author: http://amazon.com/author/tonyajmead

Image removed by sender.

Welcome to DC Codes

dccodes.org

Developing DC Youth for Infrastructure and High Technology Jobs

From:	Safety
To:	"Tonya Mead"
Subject:	RE: School Safety Commission Recommendations
Date:	Friday, March 30, 2018 3:34:12 PM
Attachments:	image001.png image002.jpg

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   Recommendation. While one size does not fit all, a repository of information should be provided and published to make available the advantages and disadvantages of each approach. Stakeholders can then make informed decisions on which approach or hybrid best meets the needs of their students, parents, and educators locally. The repository envisioned will make available educational information and tools to better communicate to major stakeholders (parents, community leaders, health care providers) school violence prevention policies, procedures, and protocols.

Principal Author Background

Tonya J. Mead, PhD, MBA, MA.CFE, CHFI, PI is an Educational Psychologist trained in school security with more than 15 years experience as a School Psychologist, Counseling Coordinator, and Certified Regular K-12 Administrator in residential treatment facilities for adolescents, local schools, and the district and state levels. She is the president of Shared Knowledge, LLC a human resources services firm specializing in data analytics, fraud, investigations, and operational audits for improved performance and customer experiences. She is the recipient of the 2017 Corporate Vision Most Influential Business Woman in Education Fraud and Cyber Security and the recipient of the 2014 Cafritz Award for Excellence in Government Service and Public Leadership in recognition for her work in designing and managing an investigative program for the public school systems in the District of Columbia. She is the author of Fraud in Education: Beyond the Wrong Answer (available at http://amazon.com/author/tonyajmead). It is a data-driven and analytical review of recommendations for the reduction of waste, fraud and abuse in education and the prevention of exploitation of confidential student information. In her spare time, Ms. Mead founded http://dccodes.org and volunteers to help minority, rural and at risk kids achieve their dreams through infrastructure, technology and vocational learning.

Sincerely,

Tonya Mead, PhD, MBA, M.Ed. CHFI, CFE, PI

Tonya Mead, PhD, MBA, M.Ed
CFE, CHFI, PI
Shared Knowledge, LLC
Virginia DCJS # 11-15169 and DC PDB # 3458
Phone: (508) 240-4728
Fax: (703) 437-7662
Website: http://ishareknowledge.com

https://www.linkedin.com/in/tonyafoustmead/
Twitter: http://twitter.com/ishareknowledge
Author: http://amazon.com/author/tonyajmead

Image removed by sender.

Welcome to DC Codes

dccodes.org

Developing DC Youth for Infrastructure and High Technology Jobs

---

From:	Safety
To:	"Dale Jerome"
Subject:	RE: School Safety Commission
Date:	Friday, March 30, 2018 3:17:44 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Dale Jerome [mailto:dalej@frenchaia.com]
Sent: Thursday, March 29, 2018 10:10 AM
To: Safety
Subject: School Safety Commission

How can I get involved in helping with the efforts to make our schools safety. As an architect with over 25 years of school planning expertise, I think I can contribute to the efforts of the School Safety Commission. I have helped school districts across Michigan develop secure entries for their facilities and would like to continue to create safer schools for our children.

Thanks,

Dale C. Jerome, Ed.D., AIA, ALEP
LEED AP
President

FRENCH associates, inc.
236 Mill Street
Rochester, MI 48307

v. (248) 656-1377 ext. 7727
f. (248) 656-7746
e-mail: dalej@frenchaia.com
web: www.frenchaia.com

From:	Safety
To:	"Block, Valerie"
Subject:	RE: School Safety Commission
Date:	Friday, March 30, 2018 3:17:24 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Block, Valerie [mailto:Valerie.Block@kuraray.com]
Sent: Thursday, March 29, 2018 12:09 PM
To: Safety
Subject: School Safety Commission

I just read about the formation of a Commission focused on School Safety in School Planning & Management magazine. Our focus at Kuraray is on the use of glass in both interior and exterior applications in daycare, K-12, and university settings. Glass can be designed for greater security, especially when it offers post-breakage glass retention. When laminated glass is specified, the school can maintain its open, inviting appearance, use daylighting to create a pleasant interior environment, and avoid a scenario that allows easy entry due to the breakage of standard glass systems. We would be happy to participate in the activities of the Commission, especially as it relates to architecture and the selection of more secure building materials.

Please let me know if there is an opportunity to participate.

Sincerely,

Valerie

Valerie L. Block, CDT, LEED® AP
Architectural Marketing Consultant

Kuraray America, Inc.
PVB Division
Email: Valerie.Block@kuraray.com
Mobile: 302.354.7954

To learn more about Kuraray, visit

www.kuraray.us.com

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From:	Safety
To:	"Dalton Jackson"
Subject:	RE: School Safety Concerns & A PLAN TO KEEP STUDENTS AND TEACHERS SAFE
Date:	Friday, March 30, 2018 3:17:54 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Dalton Jackson [(b)(6)
Sent: Thursday, March 29, 2018 9:23 AM
To: Safety
Subject: School Safety Concerns & A PLAN TO KEEP STUDENTS AND TEACHERS SAFE

Hello.

My name is Dalton, and I'm from the state of Georgia. My high school was just recently threatened with the possibility of gun violence, and another high school within the county was threatened as well. Thankfully, neither high school was harmed. Because of the threat, many students did not attend school the next day. To my school's credit, more police personnel was on campus that day. Just two days after the threat was made, the extra police officers were not on campus and they haven't been since. I am concerned and worried! Many schools often leave their doors unlocked (not just the front doors of the school but doors that surround the building). It is extremely easy for anyone to just walk in and open fire. I am proposing a plan that would create security for schools. This plan includes extra campus police officers, detectors that will go off if a firearm of any kind enters the building, and someone whose main job is to make sure anyone wishing to enter the building is not a threat. I also believe a law needs to be passed that requires schools to secure their doors. It should not be this easy to simply walk in a school. Teachers did not sign up to have firearms in their classroom. Many people are calling for teachers to have access to guns, but this is unnecessary. If school security improves MAJORLY, then teachers will not need any firearms in their classrooms. In order for these necessary changes to be made, I am assuming that some federal funding is needed.

A country's students who are afraid to attend school is NOT the greatest country in the world!

CHANGES MUST BE MADE AND THEY MUST BE MADE SOON!

Sincerely,
Dalton from Georgia

From: Safety
To: "Kathleen Agid"
Subject: RE: School Safety Goals and Solutions
Date: Friday, March 30, 2018 3:14:18 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Kathleen Agid [mailto:kagid@higgins3.com]
Sent: Friday, March 23, 2018 3:35 PM
To: Safety
Subject: School Safety Goals and Solutions
Importance: High

(b)(6)

Kathleen Agid | Account Executive
Higgins Corporation.....Secure Identity & Situation Management Solutions
Direct: (203) 554-2914 | Corporate Office: (800) 486-1312 xt. 341 | Fax: (207) 767-5268
Email: kagid@higgins3.com | Visit Us at: www.higgins3.com
http://www.view-my-catalog.com/higginsproducts/

****

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. Please note that any views or opinions presented in this email are solely those of the author and do not necessarily represent those of the company. Finally, the recipient should check this email and any attachments for the presence of viruses. The company accepts no liability for any damage caused by any virus transmitted by this email.
Higgins Corporation www.higgins3.com

****

From:	Safety
To:	"Lee, Daniel"
Subject:	RE: School Safety Idea
Date:	Friday, March 30, 2018 3:31:34 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Lee, Daniel [mailto:daniel.lee@mso.umt.edu]
Sent: Thursday, March 29, 2018 4:29 PM
To: Safety
Subject: School Safety Idea

Dear Sir or Madame,

Back in 2012 I wrote an op ed in the Bangor Daily News entitled, *One Maine superintendent's view: Congress should assign safety officers in public schools.* Basically it takes a neutral stance on gun control and cultural violence but rather seeks an immediate means to secure our nation's schools. (Reference: Lee, D. (2012, December 20), One *Maine superintendent's view: Congress should assign safety officers in public schools.* Bangor Daily News, p. A5.

Simply, much like the formation of the TSA in the aftermath of September 11, 2001; the School Safety Administration (SSA) would be formed as a directorate within Homeland Security. It would provide highly qualified federal school safety officers in every school in the country. The SSA would be funded, in large part, by a federal tax on firearms and ammunition. Just like cigarette taxes, these proceeds would be used to mitigate the ill effects of firearms on our society.

SSA officers would control access to school buildings, handle threats of violence, continually assess physical plant security, and develop response protocols to acts of terror. Each officer would be armed and issued a well-marked vehicle that would be parked prominently in front of schools as

reminder of our nation's resolve to stand ever vigilant against threats to our children. Many veterans of the current conflict have returned home only to seek reemployment. These good men and women have been tested under fire and have the requisite skills to do this job. I envision a security force - not a police force. Officers would be uniformed, adhere to the same grooming and physical training requirements, as active duty military personnel. Each officer would be thoroughly vetted and successfully complete a 12-week training that would include a variety of security and school specific courses. They would interface with local law enforcement and share what they learn with fellow officers across the nation.

There's much more to this proposal but you have the idea. If you any questions feel free to give me a call.

Sincerely,
Daniel Lee

Daniel Lee, Ed.D. | Assistant Professor
University of Montana
Phyllis J. Washington College of Education and Human Sciences
32 Campus Drive MS 6356
Missoula, MT 59812
406.243.5204 | coehs.umt.edu

From:	Safety
To:	"Laura Bennett"
Subject:	RE: School Safety Recommendation
Date:	Friday, March 30, 2018 3:11:51 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Laura Bennett [(b)(6)
Sent: Tuesday, March 27, 2018 7:47 PM
To: Safety
Subject: School Safety Recommendation

Greetings,

I saw the March 23 press release regarding the Federal Commission on School Safety. I currently live in Broward County, FL, the county where Marjory Stoneman Douglas School is located. I would like to highlight the importance of schools (K-12 as well as colleges and universities) having effective, well-trained threat assessment teams. For five years before moving to Florida, I chaired the campus threat assessment team at William Rainey Harper College in Palatine, Illinois, and found our work to be very effective. A majority of the time, the students, employees, and visitors who were referred to our team were found to be low-risk or simply concerns, but we got these individuals resources and assistance and sometimes monitored them. Most of the behaviors of concern that are exhibited are not criminal, and may not be against school or college policy, which requires a different approach. Other times, such as when separating a student or employee, or when our threat assessment showed a high level of risk, more intrusive action was required.

A summary of this can be found in Dewey Cornell's recent testimony: https://theconversation.com/threat-assessments-crucial-to-prevent-school-shootings-93636. Unfortunately, every school shooter is someone's son/daughter, someone's neighbor, and someone's friend. In nearly all cases, there are warning signs that can be identified, assessed, and often managed to prevent violence. One key problem is that those closest to the individual are most likely to observe the warning signs, but also least likely to report.

In terms of what this looks like in practice, here are a few thoughts I can offer:
- It would be ideal to have simple legislation that outlines basic requirements for threat

assessment teams. Unfortunately, I worry this will be a state by state process, following the leads of Virginia and Illinois, until there have been mass shootings in every state prompting such legislation. Illinois has an excellent law as it gives adequate parameters but doesn't over-legislate. It gives (almost) all the appropriate flexibility but also offers the authority that a campus team needs to be able to act or recommend action to its campus. It also requires that the campus have privacy protections for reporting parties and those reported to the team. I have thoughts on what this legislation might look like if that is something you'd be interested in.
- Schools must assign people to the team that are the best fit, and must invest in training and resources (online incident reporting systems, time allocated within job descriptions, some funding for outreach education) etc. The team I chaired was at a community college and with very little money, we were able to get training, resources, and the means to operate effectively. Some of this was offered by the Illinois Anti-Terrorism Task Force, other we got from private consulting companies. ATAP (the Association of Threat Assessment Professionals) is an excellent resource on this.
- Schools must adequately utilize the health and safety emergency exception in FERPA to communicate with law enforcement, parents, and others when needed. It may also be worthwhile to consider whether FERPA should be amended to encourage if not require communication among schools if it becomes known that a student transfers or seeks to transfer after being found responsible under a school's code of conduct for having engaged in violence and/or made threats to other students. This is a hot discussion with regards to sexual violence, but I think it makes more sense to consider a broader approach to all violence.
- Team members as well as the broader community need to receive continual training, especially on the intersections of risk factors and escalation of violence. For example, there are extensive connections between sexual violence (mainly domestic/dating violence and stalking) and mass violence. People often mistakenly connect mental health diagnoses with violent offenders, while my experience is that persons with disabilities are more likely to be victims of crimes.

This approach offers options for many of the "concerning" behaviors that are legally protected, do not violate rules, but constitute warning signs of what *may* be to come. Not every student who posts a threat online constitutes a threat to the school; in fact, most do not. The bottom line is that if schools can adequately tell the difference between those who *make* threats (which are many students today) and those who *truly pose* a threat, that can leave the FBI to handle the more serious ones while schools intervene to help struggling students (and others) succeed and move away from a pathway of violence.

The analogy I often give in trainings I offer is that when I took drivers' education, I wasn't taught how to escape a vehicle that goes over a bridge into icy water. Instead, I was taught how to assess risk and prevent my vehicle from going over the bridge in the first place through defensive driving, alternate routes, etc. Peter Langman, author of "Why Kids Kill: Inside the Minds of School Shooters" wrote that "The best defense is early detection. Shooters have to be stopped before they can get to the school with the weapons. This means a different style of prevention than physical security." While I am sure that there are physical measures that can be taken, I believe this is an approach that has few drawbacks, offers opportunity for early intervention, and the benefits certainly outweigh the costs.

Thank you for reviewing my feedback. If I can provide any other information or resources, please feel free to contact me. You are probably already familiar with the research on this topic, but I can also speak to the practicalities of implementing this on a

college (or other school) campus based on my experiences.

Sincerely,
Laura Bennett

From:	Safety
To:	"Craig Apperson"
Subject:	RE: School Safety Recommendations
Date:	Friday, March 30, 2018 3:11:45 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Craig Apperson [(b)(6)]
Sent: Tuesday, March 27, 2018 9:57 PM
To: Safety
Subject: School Safety Recommendations

To Whom It May Concern:

I understand the U. S. Dept. of Education is interested in input from informed sources on school safety. Please find my contribution to this effort attached. Many of the controversies regarding this issue seem to side-step the practical elements that we know have an impact of safe school environments. I believe if the approach in the attachment were followed, using the Dept. of Education's safety planning manual as a reference tool (*Guide to Developing High Quality Emergency Operations Plans*: https://rems.ed.gov/K12GuideForDevelpHQSchool.aspx), schools would be able to improve their preparedness and ability to respond to individuals who may pose a risk. This assumes that a blend of federal and local funds are available to adequately address these issues. The costs associated with these efforts are likely to be significant, particularly when you combine the personnel costs and the capital construction funds needed to implement these suggestions. The plan for this effort should be over at least a ten year period (such as that identified in HR 4909), and should prioritize the most practical life safety concerns that could be addressed in the near term.

I hope this is useful as you consider the options to enhance safety in the schools.

Craig D. Apperson, Director
Public Safety & Behavioral Health Consultants, PLLC
(b)(6)

From:	Safety
To:	"Marisa Termine"
Subject:	RE: School safety recommendations
Date:	Friday, March 30, 2018 3:11:57 PM

Dear Sir or Madam:

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-----Original Message-----
From: Marisa Termine (b)(6)
Sent: Tuesday, March 27, 2018 5:49 PM
To: Safety
Subject: School safety recommendations

Universal background check
Mental health services for traumatized children Parenting classes Assault weapons ban Increase age to 21 to legally purchase any weapon

Sent from my iPad

From:	Safety
To:	"Debra Steyaert"
Subject:	RE: School safety suggestions
Date:	Friday, March 30, 2018 3:29:42 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos (https://www.ed.gov/news/press-releases/secretary-devos-forms-school-safety-commission) to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Debra Steyaert (b)(6)
Sent: Friday, March 30, 2018 11:39 AM
To: Safety
Subject: School safety suggestions

Dear commission,
As a teacher in a rural school district, who has recently gone through a serious threat concern at our high school, I believe our administration, teachers, and community stakeholders can offer critical insights to the development of safety and security for our students.

First, we must address the unique physical and logistical aspects of every school building. Considerations must be made regarding access that is both convenient and inconvenient for the individuals who enter and leave during the school day.

Second, it is imperative to develop and disburse an adequate safety personnel budget for all school districts to employ and/or engage a visible presence of military/community safety officers.

Third, we need not be afraid to develop safety procedures that some individuals might deem intrusive, such as backpack checks or clear view items. Metal detectors should be considered at main entrances and all other access points in schools monitored by more than one security layer. Cameras alone, verbal reminders for students, and signage are not enough to deter students from allowing people into buildings at other access points.

Fourth, let's train all school staff and students on tactical ways of protecting with realistic means. The structure and equipment used in schools are not enough to provide the physical barriers necessary to protect from violent weapons. One example might be showing students how to use their own school books to make a body shield.

Fifth, we must make it known to all who enter schools that they are not going to easily enter a school or educational institutions without watchful eyes upon them. Our nation protects it's banks, who hold miniscule amounts of cash, with more security than our schools, who hold more human capital than can be measured. It's time to recognize that all individuals in schools and higher learning institutions deserve to have protection that preserves our most precious resource, humans.

Thank you for your consideration. If I can be of service in this project, or anyone in our school district, I am certain

that our safety committee would me more than anxious to provide additional insights.

Sincerely,

Debra Steyaert
Special education teacher

Sent from my iPhone

From: Silas Richardson
To: Safety
Subject: Re: School Safety
Date: Friday, March 30, 2018 3:13:48 PM

Dear Ms. DeVos,

This is [redacted] "every student must have access to a safe and nurturing learning environment." DeVos does not see public education like this at all and we all know it.

Ok, then what is the plan to "address and prevent violence locally"? Because you don't have one and in asking what would others like to see done, tells me that DeVos does NOT have a plan!

DeVos is not doing her job, along with the safety of the LGBTQ kids as well she is not doing nothing to help protect them. I am very displeased with DeVos! I look forward to the day she is gone out the position she is in.

Silas

> On Mar 30, 2018, at 2:08 PM, Safety <Safety@ed.gov> wrote:
>
> Dear Sir or Madam:
>
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
>
> Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.
>
> The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.
>
> Thank you for sharing your ideas and for your help in protecting our nation's students.
>
> -----Original Message-----
> From: Silas Richardson [(b)(6)
> Sent: Friday, March 23, 2018 10:29 PM
> To: Safety
> Subject: School Safety
>
> Best DeVos,
>
> With your experience in going to public schools is ZERO! It is your responsibility to come up with this plan. What plan do you have? Like I said its your responsibility to come up with the plan, along with your cronies. I would like a response and not a response from your secretary or cronies.
>
> Silas

From:	Jeff Sadosky
To:	Simmons, Lee (Dougie); Adrienne Schweer
Cc:	Coxen, Carrie; Delahunty, Sarah; Safety
Subject:	Re: School safety/CitizenAID
Date:	Tuesday, March 13, 2018 10:21:18 AM

Thanks Dougie et al. Keep us updated, would love to pop by for a quick visit. And thanks for attempting given the late notice.

Jeffrey C. Sadosky
Forbes Tate Partners
(202) 340-8586

Sent from my iPhone

On Mar 13, 2018, at 9:22 AM, Simmons, Lee (Dougie) <LeeD.Simmons@ed.gov> wrote:

> Thanks so much, Jeff!
> Let us work on this and circle back.
> Secretary DeVos is scheduled back to back on Capitol Hill all day Thursday and most of Friday morning.
> We will see if anyone is available and circle back.
> Thanks!
> Dougie
>
> ---
>
> **From:** Jeff Sadosky [mailto:jsadosky@forbes-tate.com]
> **Sent:** Monday, March 12, 2018 12:01 PM
> **To:** Simmons, Lee (Dougie)
> **Subject:** School safety/CitizenAID
>
> Dougie,
> Hey, hope you're doing well. Thank you again for your help a while back arranging the meeting with Jonathan Grayer and Stan Buchesky. I wanted to touch base re citizenAID and its founder, Bob Otter, as I know school safety is a huge priority, especially following the most recent proposal.
> Below is a summary of citizenAID's work, but of note is that in just one month of bringing the system to the US, school districts in Ohio and Wisconsin have adopted the citizenAID app/courses/kits to help protect their schools and prepare their teachers.
> Last minute, but Bob will be in DC this week – Thursday after 1:30pm and Friday before 10am or after 1230pm.
> Any chance your team focused on this issue might have a few minutes to talk through what citizenAID is up to and see how they might be able to help with your priorities?
> Thanks,
> Jeff
> CitizenAID: https://citizenaid.us/

SUMMARY:

An exciting and timely new project called citizenAID North America, an organization with a mission is to educate, empower, and equip the average citizen to respond in times of emergencies – **turning victims into first responders and, ultimately, saving lives.**

BACKGROUND:

Leveraging the success of the Combat Lifesaver Program, which was originally created to decrease the percentage of preventable deaths on the battlefield by teaching basic trauma care to battlefield soldiers, citizenAID has modified the teachings for non-military citizens, and created a **free mobile application** so that this knowledge is accessible to every American, free of charge.

The program initially launched in the UK in January of this year by UK Army Chief of Medicine, Brigadier Tim Hodgetts, and has been widely recognized and endorsed across the British Government and medical communities. There were over 400K downloads of the free app in the first few months.

ABOUT CITIZENAID:

- Dr Richard Schwartz serves as our US Medical Director, he is an Army Special Forces veteran and nationally known expert in medical trauma care.
- Bob Otter is the founder of the US side, he is a 30+ year EMT, volunteer firefighter, father, and trauma care product expert.
- Adrienne Schweer serves as the US Executive Director, a mom passionate about everyday people preparing themselves for all scenarios.

ABOUT OUR PROGRAM

- A FREE Mobile App
- Online Courses run by SMEs Aimed at Target Audiences – **for every course purchased, a course specifically designed for school safety is given to a teacher for FREE**
- Individual Public Access Kits done in a modular format, completely scalable from personal carry to large venue coverage – **the kits are perfect for school safety and we have an "adopt a classroom" program.**

Jeffrey C. Sadosky
Forbes Tate Partners
777 6th Street NW
8th Floor
Washington, DC 20001
[redacted] cell

From:	Simmons, Lee (Dougie)
To:	Jeff Sadosky
Cc:	Coxen, Carrie; Delahunty, Sarah; Safety
Subject:	RE: School safety/CitizenAID
Date:	Tuesday, March 13, 2018 9:22:39 AM

Thanks so much, Jeff!
Let us work on this and circle back.
Secretary DeVos is scheduled back to back on Capitol Hill all day Thursday and most of Friday morning.
We will see if anyone is available and circle back.
Thanks!
Dougie

From: Jeff Sadosky [mailto:jsadosky@forbes-tate.com]
Sent: Monday, March 12, 2018 12:01 PM
To: Simmons, Lee (Dougie)
Subject: School safety/CitizenAID

Dougie,
Hey, hope you're doing well. Thank you again for your help a while back arranging the meeting with Jonathan Grayer and Stan Buchesky. I wanted to touch base re citizenAID and its founder, Bob Otter, as I know school safety is a huge priority, especially following the most recent proposal.
Below is a summary of citizenAID's work, but of note is that in just one month of bringing the system to the US, school districts in Ohio and Wisconsin have adopted the citizenAID app/courses/kits to help protect their schools and prepare their teachers.
Last minute, but Bob will be in DC this week – Thursday after 1:30pm and Friday before 10am or after 1230pm.
Any chance your team focused on this issue might have a few minutes to talk through what citizenAID is up to and see how they might be able to help with your priorities?
Thanks,
Jeff
CitizenAID: https://citizenaid.us/
SUMMARY:
An exciting and timely new project called citizenAID North America, an organization with a mission is to educate, empower, and equip the average citizen to respond in times of emergencies – **turning victims into first responders and, ultimately, saving lives.**
BACKGROUND:
Leveraging the success of the Combat Lifesaver Program, which was originally created to decrease the percentage of preventable deaths on the battlefield by teaching basic trauma care to battlefield soldiers, citizenAID has modified the teachings for non-military citizens, and created a **free mobile application** so that this knowledge is accessible to every American, free of charge.
The program initially launched in the UK in January of this year by UK Army Chief of Medicine, Brigadier Tim Hodgetts, and has been widely recognized and endorsed across the British Government and medical communities. There were over 400K downloads of the free app in the first few months.

ABOUT CITIZENAID:

- Dr Richard Schwartz serves as our US Medical Director, he is an Army Special Forces veteran and nationally known expert in medical trauma care.
- Bob Otter is the founder of the US side, he is a 30+ year EMT, volunteer firefighter, father, and trauma care product expert.
- Adrienne Schweer serves as the US Executive Director, a mom passionate about everyday people preparing themselves for all scenarios.

ABOUT OUR PROGRAM

- A FREE Mobile App
- Online Courses run by SMEs Aimed at Target Audiences – **for every course purchased, a course specifically designed for school safety is given to a teacher for FREE**
- Individual Public Access Kits done in a modular format, completely scalable from personal carry to large venue coverage – **the kits are perfect for school safety and we have an "adopt a classroom" program.**

Jeffrey C. Sadosky
Forbes Tate Partners
777 6th Street NW
8th Floor
Washington, DC 20001
(b)(6) cell

From:	Safety
To:	"mdahl@youthpositive.net"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:37:58 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"Keller, Chris T."
Subject:	RE: School Safety
Date:	Monday, April 02, 2018 10:19:18 AM
Attachments:	image003.png image004.png

Dear Sir or Madam:

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From: Keller, Chris T. [mailto:Chris.Keller@arconic.com]
Sent: Monday, April 02, 2018 8:20 AM
To: Safety
Subject: School Safety

Hello,

I recently read the article in *School Planning & Management* about Secretary DeVos's new committee for school safety, which lead me to this email address.

First, I am a father with two sons in local Elementary and Middle Schools. My Wife is a Teacher in a nearby district, and my Sister is the Assistance Superintendent in another District. Their education and work place safety is extremely important to me.

I work as the Market Segment Manager – Education, for the Kawneer Company. Our Company manufactures and designs commercial building entrances, windows, curtain walls and other glazing systems. Kawneer Doors can be found on schools in every US State and Canadian Province. We are specified by name in some of the largest School Districts in the U.S. (New York City, Los Angeles, Chicago, Philadelphia, Etc).

I have been contacted by local Districts around the Country, as well as Architects, and Security Companies all asking for product support for their school entrance security issue. Without a National Building Code, like we have for ADA and fire compliance, the engineered solution for entrance security remains an enigma.

Please let me know if I can help with input from our Company resources, or personally involved with a sub-committee. I live in the Philadelphia area and can make in to Washington DC, easily. Thank you.

Chris Keller
Market Segment Manager – Education & Healthcare
Kawneer
(b)(6) (cell)
Kawneer.com | chris.keller@arconic.com

NEW Email: chris.keller@arconic.com

From:	Safety
To:	"mdahl@youthpositive.net"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:37:58 PM

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From:	Safety
To:	"rachael baird"
Subject:	RE: School safety
Date:	Tuesday, April 03, 2018 1:10:30 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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-----Original Message-----
From: rachael baird [(b)(6)
Sent: Tuesday, April 03, 2018 12:58 PM
To: Safety
Subject: School safety

Dear Department of Education member,

My name is Rachael Baird and I am a mother of three boys in Illinois. I am greatly concerned for the safety of our states schools as well as our nations. After seeing continuous school shootings throughout the years it breaks my heart for those families closely involved and strikes me with fear for my own children while they are away in school.
My oldest is in kindergarten this year. I have two more starting in a year.

I want to know that the schools are not only prepared with trainings and drills for active shooters but that they have funding available to make critical improvements that could save our children and teacher's lives. Improvements such as panic buttons and armed resource officers and bullet resistant glass/entrances.
The federal bills proposed can help, but I know Illinois needs much more than that. That amount of money coming from the current federal bills won't cover the countries school needs...some states are not as welll off as others. Floridas bill will make $400 million dollars available for Florida alone. And as of now Illinois is left with only federal funding. I'm sure other states are in the same circumstances. It is unfortunate that our state can't figure out how to get out of debt and provide more effectively for its schools but should one state's children be left vulnerable because of a lack in state government economics? Our children and schools should be safe and our government should do all they can to help them.

Trainings alone won't protect our kids from a shooter entering the building. We need to do more to make the buildings more secure and to more quickly contact police and allow the entire building to know their is danger simultaneously.

Is there anything you can do to start a bill to fund states so that they are able to make security increases in the buildings, as well as hire armed school resource officers?

I know there have been vague bills passed regarding trainings and gun control and mental health. What about funding to actually increase school building security?
It should be law that schools maintain locked exterior doors as well as interior doors while class is in session. It should be law that every school has a armed school resource officer on staff, not just shared in a district but in each building, to immediately be there to protect our kids should a crisis develop.

We need to do more to protect our children. We need to secure our schools.

Thank you for all you do.

Rachael Baird

From:	Silas Richardson
To:	Safety
Subject:	Re: School Safety
Date:	Friday, March 30, 2018 3:13:48 PM

Dear Ms. DeVos,

This is [redacted] "every student must have access to a safe and nurturing learning environment." DeVos does not see public education like this at all and we all know it.

Ok, then what is the plan to "address and prevent violence locally"? Because you don't have one and in asking what would others like to see done, tells me that DeVos does NOT have a plan!

DeVos is not doing her job, along with the safety of the LGBTQ kids as well she is not doing nothing to help protect them. I am very displeased with DeVos! I look forward to the day she is gone out the position she is in.

Silas

> On Mar 30, 2018, at 2:08 PM, Safety <Safety@ed.gov> wrote:
>
> Dear Sir or Madam:
>
> Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.
>
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>
> Thank you for sharing your ideas and for your help in protecting our nation's students.
>
> -----Original Message-----
> From: Silas Richardson [(b)(6)
> Sent: Friday, March 23, 2018 10:29 PM
> To: Safety
> Subject: School Safety
>
> Best DeVos,
>
> With your experience in going to public schools is ZERO! It is your responsibility to come up with this plan. What plan do you have? Like I said its your responsibility to come up with the plan, along with your cronies. I would like a response and not a response from your secretary or cronies.
>
> Silas

From:	Safety
To:	"rachael baird"
Subject:	RE: School safety
Date:	Tuesday, April 03, 2018 1:10:30 PM

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Thank you for all you do.

Rachael Baird

From:	Safety
To:	"rachael baird"
Subject:	RE: School safety
Date:	Tuesday, April 03, 2018 1:10:30 PM

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Sent: Tuesday, April 03, 2018 12:58 PM
To: Safety
Subject: School safety

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(b)(6)

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Thank you for all you do.

Rachael Baird

From:	Safety
To:	"J. Reid Meloy, Ph.D."
Subject:	RE: School safety
Date:	Friday, March 30, 2018 3:31:01 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: J. Reid Meloy, Ph.D. (b)(6)
Sent: Wednesday, March 28, 2018 5:14 PM
To: Safety
Subject: School safety

Make sure u include multidisciplinary Threat Assessment Teams as critical recommendation in all schools. If u r just target hardening u r only doing reactive tactical work. The complement to this is strategic preventive work: TATs. Much science to support this approach too. See the work of Dewey Cornell and also our books and papers at drreidmeloy.com

Thanks
Reid Meloy

Sent from my iPhone

From:	Safety
To:	"Silas Richardson"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:08:33 PM

Dear Sir or Madam:

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-----Original Message-----
From: Silas Richardson [mailto:wyocowboy62@yahoo.com]
Sent: Friday, March 23, 2018 10:29 PM
To: Safety
Subject: School Safety

Best DeVos,

With your experience in going to public schools is ZERO! It is your responsibility to come up with this plan. What plan do you have? Like I said its your responsibility to come up with the plan, along with your cronies. I would like a response and not a response from your secretary or cronies.

Silas

From:	Safety
To:	"tracy palazzotto"
Subject:	RE: School safety
Date:	Friday, March 30, 2018 3:09:30 PM

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From: tracy palazzotto [(b)(6)
Sent: Wednesday, March 28, 2018 6:52 AM
To: Safety
Subject: School safety

I think we really need to start bringing mental health back into our schools. Give these students a way to talk to someone at their school. Make it a presence that is not frowned upon but welcomed.
Our kids are facing more issues then ever and they need to know that their voice can be heard and valued if faced with problems.
Bring trauma informed care to school. Teachers need to learn the signs of trauma and what to do with it.
Guns in the classrooms are not the answer. We don't need our teachers to be armed with them, arm them with knowledge just like our students.

We can do better for our children.

Tracy Palazzotto
Lead Family Contact

From:	Safety
To:	"Bob Leif"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:10:56 PM

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-----Original Message-----
From: Bob Leif (b)(6)
Sent: Wednesday, March 28, 2018 1:24 PM
To: Safety
Subject: School Safety

Suggestions ...get Congress to act:
1. Make all gun registration mandatory before 1-2-2019 2. No guns for those with mental health or criminal backgrounds.
3. No guns for anyone under 21 years old.
4. Mandatory document filed for all gun sales ownership and only with approved background check.
5. Ban all automatic and semi- automatic guns.
6. Pass legislation to hold owners accountable for gun safety security.

Bob Leif

From: Safety
To: "Kim Olson"
Subject: RE: School Safety
Date: Friday, March 30, 2018 3:11:06 PM

Dear Sir or Madam:

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-----Original Message-----
From: Kim Olson [(b)(6)
Sent: Wednesday, March 28, 2018 1:13 PM
To: Safety
Subject: School Safety

I have a recommendation to improve school safety. I believe metal detectors at the entrance of every school is essential. It may be a little inconvenient but worth it.

From:	Safety
To:	"Joseph Heckler"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:11:26 PM

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From: Joseph Heckler [mailto:(b)(6)
Sent: Wednesday, March 28, 2018 9:29 AM
To: Safety
Subject: School Safety

Hello

As a parent of 2 school age children I believe it incumbent upon myself to speak out. The current round of Supposed attempts to secure school through Gun control is no more than a Liberal attempt to push there agenda. Ask yourself would it be better to be shot by a revolver, or a pump shotgun, a semi automatic pistol. or even stabbed or cut by someone wielding a blade. I submit someone could easily inflict as much harm using any of these weapons as someone using a semi automatic rifle.

If Americans truly wanted to secure a school it seems to me the task would not be all that difficult nor expensive. I pass many schools daily and 1 thing I see they have in common is they all take the effort to secure the sports fields, every one of those fields has a fence surrounding them. Why is that ? The answer is to limit liability in case of injury !!! Simply put the public school system is more worried about the almighty dollar and being PC than they are safety, & education.

If you Really want to secure a school, Put a fence around it with an electronic gate, have an armed guard watching every vehicle / person entering, Stop anyone without the proper credentials or suspicious. After school starts LOCK the gate have a camera watching the grounds, anyone on the grounds after the gate is locked call the police.

The 1 thing all these school shooters have in common is they are all COWARDS and would not have attacked defenseless students if they knew they had to face a trained armed guard.

I know my ideas will be summarily ignored because they dont fit the current agenda. But it will prove the fact that we as Americans are more involved with symbolism than we are substance

Respectfully
Joseph Heckler

From:	Safety
To:	"Jeremy Miller"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:14:11 PM

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-----Original Message-----
From: Jeremy Miller [(b)(6)]
Sent: Friday, March 23, 2018 3:59 PM
To: Safety
Subject: School Safety

Recommendation:

As a father, gun owner, and proud citizen of this country it pains me to see school violence unfold across our country. This is a true testament to the leadership that is provided by those who hold the highest political offices. This must move to the top of the agenda, and not be over shadowed by in action due to political differences.

#1 - Powerful, effective leadership does not lead by spewing hate and petty messages, name calling or threats. Exemplify your position by encouraging unity across our nation and on the world stage. Hate is contagious. Action is power!

#2 - No citizen, employee, or student should be able to access the school without first being checked prior to entrance. This sounds extreme but is it? My wife is an attorney and can't go to court without first going through security so that the courthouse is safe, why is that any different for our children? Schools house 100's sometimes 1000's of students, most of which are carrying bags that could potentially have harmful content. Check, scan, search...it's not a violation of their rights.

#3 - Every school should have armed security officers onsite during hours of operation. The number of students should determine the number of security officers required.

#4 - Go green. Stop requiring students to carry book bags and use online resources. Eliminate the vehicle which could carry the weapon. We live in a digital age and their is no need for students to carry books or bulky bags. Force the schools to adopt electronic resources as a standard. I realize this would be challenging as the print material industry would need to evolve to accommodate...oh well.

Just my thoughts and I hope it doesn't come on deaf ears.

Thanks from a concerned father and citizen.

Jeremy Miller

Sent from my iPhone

From:	Safety
To:	"wendelin weaver-carter"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:12:13 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: wendelin weaver-carter [(b)(6)]
Sent: Tuesday, March 27, 2018 6:05 PM
To: Safety
Subject: School Safety

ALL School Districts in the USA need School Resource Officers and metal detectors and locked doors in each School. This will provide a multi folder purposes.
1. Safety
2. Build RAPPORT and aide and reduce crime in communities.
3. Teach and Model the Law Enforcement profession to attract students into it to help the recruitment process.

Please DO NOT PERMIT SCHOOL PERSONELL TO BE ARMED!!!
I AM A RETIRED CITY OF HBG POLICE OFFICER and I SPEAK FROM EXPERIENCE!
I STAND WITH ALL THE YOUNG STUDENTS THAT ARE DEMANDING CHANGE!
ENOUGH is ENOUGH!

LET'S FOCUS ON OUR FUTURE! OUR FUTURE IS OUR "CHILDREN"!

Respectfully,
Wendy Weaver-Carter

Get Outlook for Android

From: Safety
To: "James Shrader"
Subject: RE: School Safety
Date: Friday, March 30, 2018 3:13:06 PM

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From: James Shrader (b)(6)
Sent: Saturday, March 24, 2018 6:37 AM
To: Safety
Subject: School Safety

Ban Assault Rifles, raise gun purchasing age to 21.

Sent from my T-Mobile 4G LTE Device

From:	Safety
To:	"Jim Vernon"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:12:19 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Jim Vernon [mailto:(b)(6)
Sent: Tuesday, March 27, 2018 5:42 PM
To: Safety
Subject: School Safety

Arming responsible school employees, along school resource officers, will fix our problem. One trained person would have helped Mr. Cruz see Jesus.

From:	Safety
To:	"Ronald Stephens"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:16:12 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Ronald Stephens [mailto:ronaldstephens@schoolsafety.us]
Sent: Monday, March 12, 2018 6:12 PM
To: Safety
Subject: Fwd: School Safety

The Honorable Secretary of Education

The purpose of my email is to let you know of my willingness and interest to work with you and U.S. Department of Education in connection with the recently announced Commission on School Safety. The National School Safety Center was established by President Ronald Reagan in 1984 as a joint program of the U.S. Departments of Education and Justice to deal with problems of school crime and violence. NSSC now operate as an independent, non-profit organization. We have been instrumental in school crime prevention, in developing the curriculum and training for the 10,000 federally funded School Resource Officers as they work with their educational partners, school principals. NSSC has conducted more than two thousand school safety assessments nationwide, including programs in bully prevention, gang prevention and more. Recently I have been asked by the defense attorneys representing the Benton, KY and Parkland, FL shootings to work with them in the litigation defense of the schools. As a former school teacher, school board member, military veteran and parent, I would be honored to work with you on the Commission as appropriate advisory opportunities appear. After 9/11 NSSC was asked to develop a training program for the public schools on the theme of "Terrorism Prevention and Homeland Security." We developed several work products in this regard. After the shootings at Virginia Tech and Northern Illinois University, the U.S. Department of Justice and Education asked if we would develop a similar training program for Colleges and Universities. Our experience encompasses both K-12 and higher education.

In addition to the above work activities, I have personally responded to many of the school shootings at the invitation governors and attorneys general including the crises at Columbine, Paducah, KY; Pearl, MS; Bethel, AK; Red Lake, MN; New Orleans, LA; Moses Lake, WA, New York City and many others. I can bring these experiences to the valuable work you are doing. Thank you for your commitment to safe schools and let me know if I can be of assistance in any way. I currently serve as the "School Safety Chair" at Pepperdine University's Graduate School of Education and Psychology. Please let me know if I

can assist you in any way.

Cordially,

Ronald Stephens
805 373 9977

--
Ronald D. Stephens
Executive Director
National School Safety Center
805-373-9977
www.schoolsafety.us

--
Ronald D. Stephens
Executive Director
National School Safety Center
805-373-9977
www.schoolsafety.us

From:	Safety
To:	"Dan Price"
Subject:	RE: school safety
Date:	Friday, March 30, 2018 3:28:22 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Dan Price (b)(6)
Sent: Friday, March 30, 2018 12:55 PM
To: Safety
Subject: school safety

Character Education has been shown to decrease bullying, and school suspensions, improve academic performance, improve school climate, school cohesiveness and classroom management. Character Education helps with students social emotional learning and healthy development. Making Character Education part of every students' day will make a dramatic improvement in American Education.

The Functional Approach to Character Education (The FACE Project) a non profit organization, provides a comprehensive Character Education Curriculum for Teachers and Guidance Counselors free to schools. See TheFACEProject.org

Let me know if I can help.

Daniel L. Price,Psy.D.
Clinical Psychologist
Chair, FACE

From:	Safety
To:	"ErquiagaD@cisnet.org"
Subject:	RE: School Safety
Date:	Friday, March 30, 2018 3:06:01 PM
Attachments:	image001.png

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: "Erquiaga, Dale" <ErquiagaD@cisnet.org>
Date: March 12, 2018 at 2:23:58 PM EDT
To: "Jason.botel@ed.gov" <Jason.botel@ed.gov>
Subject: School Safety

Jason,

I'm sure you have about a thousand emails today inquiring about the President's school safety commission announced yesterday and which Secretary DeVos will chair. Please accept this as email 1,001.

I'm interested in either serving on this body or having Communities In Schools provide testimony at future hearings. I believe that school climate is something we address with Integrated Student Supports, and that school climate rolls up to the larger issue of safety. I think the conversation needs to include all levels of trauma and all types of violence. I've written about this recently, if you have any time to peruse this:

https://www.communitiesinschools.org/blog/2018/03/safe-place-learn-and-grow/

I appreciate any consideration you and the Secretary may give to my interest. Thanks!

Respectfully,

#AllinforKids | In Schools to Help All Students Succeed

Dale Erquiaga | President & CEO
Communities In Schools National Office
2345 Crystal Drive, Suite 700, Arlington, VA 22202
PH 703.518.2561 | ErquiagaD@cisnet.org

From: Safety
To: "Vincent Caballero"
Subject: RE: School Safety
Date: Thursday, April 05, 2018 4:03:19 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Vincent Caballero [(b)(6)
Sent: Thursday, April 05, 2018 9:15 AM
To: Safety
Subject: School Safety

I believe the local education agencies need to do a better job with identifying and then supporting those in need for special education supports and services.
In the instance of Parkland, the youth appears to have pushed out by way of suspension due to his history of behavioral challenges. As per the rules of special education, he should have been referred for additional assessment and given behavioral supports. Obviously, this young man's behavior was impacting his ability to receive an appropriate education and the question remains, how did he slip through the cracks? Placing reactive measures like pistol packing teachers and more school resource offices is not the answer. Proactive measure like educationally related mental health services, residential treatment or outpatient community mental health services are far more appropriate in meeting the needs of youth with emotional disturbances. We need to understand that we are all connected in this web of life and that what effects one individual impacts us all. The resources allocated to get this young man help would be far less costly than the final cost which was the loss of lives and trauma that continues to plague survivors of this tragedy.

Vincent Caballero
Non-attorney-Special Education Advocate
1010 N. Batavia St. Ste. E-416
Orange CA. 91867
Cell [redacted]
Fax: (657) 221-0501
(b)(6)

From:	Safety
To:	"Nick Spina"
Subject:	RE: School Safety--AFSA Letter
Date:	Friday, March 30, 2018 3:04:30 PM
Attachments:	image001.jpg

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Nick Spina [mailto:nspina@afsaadmin.org]
Sent: Thursday, March 15, 2018 9:06 AM
To: Safety
Subject: School Safety--AFSA Letter

Hello,

Please see the attached letter that was mailed to Secretary DeVos and a copy sent to David Esquith on February 27th. To date we have not received a response.

Thank you,

Nick

Nicholas J. Spina
Director, Operations & Government Affairs
American Federation of School Administrators, AFL-CIO
1101 17th Street, N.W., Suite 408
Washington, D.C. 20036
Office: (202) 986-4209, Ext 104
Mobile: (b)(6)
Fax: (202) 986-4211
www.AFSAadmin.org

image001

From:	Safety
To:	"Michael Vaughn"
Subject:	RE: School Shooting Solutions
Date:	Friday, March 30, 2018 3:32:00 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Michael Vaughn [mailto:zorro@adogperson.com]
Sent: Thursday, March 29, 2018 8:27 PM
To: Safety
Subject: School Shooting Solutions

Honorable Betsy Devos:

The issue of school shootings must be resolved by applying critical thinking and mindless hysterics by people and students who want to get rid of guns should be dismissed. Their ideas have never worked and in fact in gun free zones nobody is safe and more crime occurs. I think the following is a more appropriate course to take.
First, all good ideas that can show a potential result that is not harmful to others constitutional rights should be seriously considered. Background checks would be a great idea except for the fact that they are already being done. The issue is not that they aren't being done it is that pertinent information is not entered into the database. We have all seen those with violent histories such as domestic violence etc go unreported and never investigated to the point where a credible database entry backed by facts can be entered into the database. Another glaring failure in background checks is that school age troublemakers who commit violent acts and outbursts are also not documented in the background check database. This needs to be done regardless of whether certain groups are far more represented. The law abiding should not have to be endangered because some kid comes from a depraved culture that glorifies violence and commit acts that are counter productive to a learning environment.
The placing of metal detectors and SROs(school resource officers) is an idea that is definitely likely to have fruitful results. However, it alone is not an effective solution. The SRO is effective at stopping shooting primarily because he/she has a gun and is a deterent. We all know very well it would not take much thought for a shooter to isolate himself and a group of students from the SRO. This helps but it is not a panacea.
What to do about the SRO not being in the right place at the right time. Well you need scores of SROs which is not feasible or you need armed people to be spread out throughout the student population in all areas so someone is there to stop the threat and the large number of armed people would be a deterent. The idea of arming teachers who want to have a firearm is a real solution and effective deterrent. The teachers who want to have a concealed carry permit can go to the same $100 concealed carry training any citizen goes through. Fact, conealed carry citizens are stellar citizens who statistically commit less

crime than all groups including police officers. So this fact begs the question of why do we allow anti gun psychos to claim concealed carry is so dangerous? It isn't dangerous, it is the most effective way a person can protect him/herself and others from deadly violence period. We cannot let this fact be dismissed as armed teachers who choose to carry a firearm are in fact the best of many solutions to the problem. The teacher is their, they are throughout the school, in the parking lots, at the bus dropoffs, essentially all over to protect and deter.

The above are some solutions that in concert can effectively address the problem and logically result in protecting kids and others in schools and at school events. But more is needed. If someone is bent on killing for whatever perverse reason they don't have to go to the hardened school and it's outside security provided by armed stellar citizen teachers with carry permits. The psycho can just move to a softer target. They could shoot up a bus full of kids at a bus stop or find stops that have lots of kid's waiting for a bus and shoot them. Now an effective solution to this issue is to have stellar concealed carry citizen volunteers at the stops where children board the bus and also more than one on each bus. Again, these carry citizens are far more stellar citizens than those that are against them as proven by the criminal records of the two groups. One group, concealed carry has no criminal records, the other has millions of arrests for violence, drugs etc...

The clear application of critical thinking reveals a simple fact. A killer can pop up anywhere anytime and can always be where the police are not. It doesn't take long to shoot dozens of people with any gun whether they use an assault rifle or a semi automatic handgun. The only defense and deterrent is armed police, teachers and citizens taking the roll of sheepdog watching the kids. The other ideas such as alerts, metal detectors, SROs are all usefull but can be circumvented simply by find a softer target area with none of these. Only the community can solve the issue by trusting it's stellar armed citizens who would be nothing more than equivocal to a minuteman/woman voluteering to protect the kids and teachers. Those that ignore this primary and most effective of all the ideas offered is not serious about stopping the shooters, just using kids to promote their anti gun agenda.

Sincerely;

Michael A Vaughn

(b)(6)

From: Safety
To: "Ster E"
Subject: RE: School Shootings and How To Re-mediate.
Date: Friday, March 30, 2018 3:14:58 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Ster E (b)(6)
Sent: Saturday, March 17, 2018 5:51 PM
To: Safety
Subject: School Shootings and How To Re-mediate.

Below is a link to a Google Document Titled "School Shootings and How To Re-mediate".

It is rather detailed and covers a gamut of information such as.

Get The Community to Secure Their Firearms
Arming Teachers Won't Be Effective

Why are mass shooters so effective.

How To Regulate Military Style Firearms and most Pistols.

https://docs.google.com/document/d/13teh8CV38VrRiwDHeoRzRpqqaNbt85deYGv5TOLecms/edit?usp=sharing

I hope you consider this of value.

Sincerely Yours
Elister M. Ellis

From: Safety
To: "PJ Clarke"
Subject: RE: School violence mitigation
Date: Friday, March 30, 2018 3:11:14 PM

Dear Sir or Madam:

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From: PJ Clarke [mailto:(b)(6)
Sent: Wednesday, March 28, 2018 9:46 AM
To: Safety
Subject: School violence mitigation

Dear Ms. Devos,

The specter of another mass casualty event hangs like a sword of Damocles over our nation's schools. While many solutions have been proffered and proposals submitted, it seems that no matter how hard we try, the horror of children running out of a school with their hands in the air are the breaking news stories that have negatively effected our nation's psyche.

You are taking suggestions on how to mitigate the horror of another mass casualty event. Until you and your peers address the effect First Person Shooter games have on the psyche of adolescent behavior, these events will continue to happen. The psychosis that is induced by playing these games of violence in order to regain control of a life that has spun out of control due to the negative effects of bullying, needs to be explored in greater detail.

While the scope of this missive does not give me the lattitude to address this connection in greater detail, please feel free to reach out to me as I can prove the correlation between FPS games and the destruction they cause.

You may contact me at:

PJ Clarke
(b)(6)

I hope you will give me the time to at least explain my hypothesis so as to give you and your administration a deeper understanding of just how dangerous these games really are. Until then,.I remain

Respectfully yours,

PJ Clarke

From:	Safety
To:	"John Byrnes"
Subject:	RE: Scientifically validated method of "preventing" future shootings.
Date:	Monday, April 02, 2018 10:18:48 AM
Attachments:	image001.jpg image002.jpg

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: John Byrnes [mailto:johnbyrnes@aggressionmanagement.com]
Sent: Sunday, April 01, 2018 9:15 AM
To: Safety
Subject: Scientifically validated method of "preventing" future shootings.

Dear Secretary DeVos-

Please understand that the Media's Gun Control initiative will not prevent the next school shooting. Mental health assessments are notoriously inaccurate and are in fact virtually useless in identifying future school shooters. As I will explain, "Hardening the Target/Schools" will also not prevent the next school shooting. We, at the Center for Aggression Management, have a scientifically validated evidence-based solution that includes "reliable" prevention of future school shootings. Plus, our system does not contravene, nor conflict, with HIPAA, FERPA or privacy regulations. I would like the opportunity to present our Critical Aggression Prevention System (CAPS) to the School Safety Commission.

Having more SROs on campus will not prevent the next school shooting:

My community, Florida's Seminole County Public Schools (SCPS), are putting 2 SRO's in every high school and 1 SRO in every other SCPS school. But, will it make a difference?

Here is the problem:

1. From the moment an assailant decides to pull his weapon, to when the first round is discharged is just 2 seconds! No SRO can be on scene in just 2 seconds. The SRO will arrive on scene stepping over those slain during those first horrific seconds. This is unacceptable! As the *Safe School Initiative Study* determined, the only "reliable" way to prevent future school shooters is to identify someone on the path to a violent attack. **CAPS was developed on this premise and was scientifically validated at Eastern Kentucky University seven years ago.**

2. Desmond Barnes, the 14-year-old shooter at Great Mills High School, was a CAPS 9th Stage Cognitive Aggressor. He came to the scene with the intention to die. Having murdered 16-year-old Jaelynn Willey, when the SRO arrived, young Desmond Barnes place his gun to his head and pulled the trigger. These CAPS 9th Stage Cognitive Aggressors do not fear, and do not care that there may be armed officers on scene.

Mental health assessments have been notoriously inaccurate in predicting future school shooters. CAPS does not use mental health assessments, it therefore, does not conflict nor contravene HIPAA Regulations.

1. Nicholas Cruz was assessed as "not at risk of hurting himself or others."

2. Seung-Hui Cho (Virginia Tech Shooter) was mental health assessed 3 times and in each occasion, he was deemed to be "not at risk of hurting himself or others."

3. The sharing of Mental Health Assessments' findings conflict with HIPAA Regulations. CAPS does not.

4. The Report to the President on Issues Raised by the Virginia Tech Tragedy, June 13, 2007, state "Most people who are violent do not have a mental illness, and most people who have mental illness are not violent." In fact, they found that people with mental illness tended to be the victims, not the perpetrators of this violence.

5. Finally, Pima Community College's Jared Lee Loughner, was charged with 19 counts of murder and attempted murder and shot Congresswomen Gabrielle Giffords, near Tucson, Arizona, on January 8, 2011. Loughner clearly had a Thought Disorder and was probably Schizophrenic, one of the scariest of mental illnesses. However, we know that of all Schizophrenics only 0.002% (2/10 of one percent) have murdered another person. How do we get from the 0.002% of Schizophrenics who would murder people, to "this is your next shooter"? You can't!

The Problem: Probabilities Versus Predictabilities

The problem lies in the difference between "Probabilities" and "Predictabilities." As an example, Mental Health Assessments offer probability, not predictability. "Probability" states that "within a certain group of individuals, there is a higher probability of a shooter. It does not tell us who the next shooter is!

With Probabilities, when we reverse this logic, it doesn't hold any value for us. As an example, Nikolas Cruz:

1. Recently lost his mother. How many people who lose their mother to flu illness follow that experience by murdering people? Less than one percent?

2. Was expelled from school. How many people who are expelled from school follow that experience by murdering people? Less than one percent?

3. May have had a mental disorder. Certainly, his legal defense team will try to make a case for insanity, but that doesn't change the fact that mental health "assessments" are not good predictors of future shooters.

The Solution: Using Predictabilities

The US Secret Service and the FBI agree that "Predictability" can reliably identify a future shooter by identifying someone on the path to a violent attack. This process is not "absolute" 100%, but it is "scientifically reliable."

The most thorough study ever conducted on the topic of violence in schools was a collaboration between the US Secret Service, your Dept of Education and the National Institute of Justice. It was call the "Safe School Initiative Study" and it found that the only reliable way to identify a future shooter was to identify someone "on the path to violence." Backing this assessment, in December of 2013, Andre Simmons, the Chief of the FBI's Behavioral Threat Assessment Center/Behavioral Analysis Unit stated that the FBI's ability to prevent violence is predicated on "identifying a person who is on a pathway to violence."

I have spent the past 24 years considering the problems inherent in preventing future school shootings, and I would like to bring our "preventive" solution to the School Safety Commission. How

can I arrange a presentation?

Thank you,

John

John D. Byrnes, D.Hum, Founder and CEO
Center for Aggression Management
Author and Veteran (USS Nautilus 571)
View our Critical Aggression Prevention System (CAPS) 3 minute movie:
http://www.aggressionmanagement.com/3-Minute-CAPS-Movie.html/
Phone: 407-718-5637 (EST)
Email: JohnByrnes@AggressionManagement.com
Linkedin Profile: "John D. Byrnes"
Linkedin Security 1st Connections: 16,800+
Linkedin Endorsements: 16,100+
Blog: http://blog.aggressionmanagement.com/
Web Site: www.AggressionManagement.com
Author: http://www.aggressionmanagement.com/BeforeConflict.html
Registered: CCR and DUNS: 803952373

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Thank you

From:	Safety
To:	"Robert Bernat"
Subject:	RE: See, Hear and Speak Up
Date:	Friday, March 30, 2018 3:12:26 PM
Attachments:	image001.png

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Robert Bernat [mailto:rbernat@bernatlaw.com]
Sent: Monday, March 26, 2018 2:06 PM
To: Safety
Cc: Ted Kanellakes
Subject: See, Hear and Speak Up

Dear Secretary DeVos:

It was recommended that I write to you regarding a program conceived by the School Security and Standards Task Force of the State of Illinois, created under Illinois Public Act 98-0695, as amended by Public Act 99-0065, which is being operationalized by the Chicago Medical Society in conjunction with the American Psychiatric Association, the American Bar Association and the Chicago Crime Commission. I have served on this Illinois Task Force and chaired its Prevention Subcommittee. This program is entitled *See, Hear and Speak Up*, and is designed in a cost-effective manner in order to provide teaching tools in the form of videos that enable adults, teenagers and even pre-teens on an age appropriate basis to recognize evidence of a clear and present danger to schools and school children. Although the mantra of *See Something, Say Something* TM is invaluable, it does not provide instruction as to what that Something may be. *See, Hear and Speak Up*, however, does this by analyzing multiple attacks on schools over many years to discern both parallels among attackers as well as leakage of types of information common across such attackers. *See, Hear and Speak Up* is designed both to allow and encourage observers to "read the tea leaves" and bring such observations to school and/or law enforcement authorities with the expertise to investigate and determine the nature and extent of any potential threat should such a threat exist. Attached herewith is a copy of the original *See, Hear and Speak Up* Memorandum which was included within the 200-page report to the Governor of Illinois and the Illinois General Assembly on January 1, 2016, as well as a Chicago Medical Society Memorandum drafted to explain requisite steps to help operationalize the *See, Hear and Speak Up* Program. Senator Bill Cassidy (R-La) and his staff are well aware

of *See, Hear and Speak Up* as the Senator was in the middle of going over the Memorandum with me in his Capitol Hill office on February 14 precisely when the recent events in Parkland, Florida transpired and began to appear on the multiple television screens throughout his offices. Representatives of the above organizations would be delighted for the opportunity to testify in Washington or elsewhere should the newly created federal School Safety Commission elect to hold hearings, and work with the Commission in order to bring *See, Hear and Speak Up* to fruition.

Very truly yours,

BERNAT & BERNAT
A Professional Corporation

By: (b)(6)

Robert T. Bernat, MD, JD
Board Member
Chicago Medical Society

****
IRS Circular 230 Disclosure: To comply with certain U.S. Treasury regulations, we inform you that, unless expressly stated otherwise, any U.S. federal tax advice contained in this communication, including attachments, was not intended or written to be used, and cannot be used, by any taxpayer for the purpose of avoiding any penalties that may be imposed on such taxpayer by the Internal Revenue Service. In addition, if any such tax advice is used or referred to by other parties in promoting, marketing or recommending any partnership or other entity, investment plan or arrangement, then (i) the advice should be construed as written in connection
with the promotion or marketing by others of the transaction(s) or matter(s) addressed in this communication and (ii) the taxpayer should seek advice based on the taxpayer's particular circumstances from an independent tax advisor.
****

This e-mail is sent by a law firm and may contain information that is privileged or confidential. If you are not the intended recipient, please delete the e-mail and any attachments and notify us immediately.
****

From:	Safety
To:	"Robert Bernat"
Subject:	RE: See, Hear and Speak Up
Date:	Friday, March 30, 2018 3:12:26 PM
Attachments:	image001.png

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From: Robert Bernat [mailto:rbernat@bernatlaw.com]
Sent: Monday, March 26, 2018 2:06 PM
To: Safety
Cc: Ted Kanellakes
Subject: See, Hear and Speak Up

Dear Secretary DeVos:

It was recommended that I write to you regarding a program conceived by the School Security and Standards Task Force of the State of Illinois, created under Illinois Public Act 98-0695, as amended by Public Act 99-0065, which is being operationalized by the Chicago Medical Society in conjunction with the American Psychiatric Association, the American Bar Association and the Chicago Crime Commission. I have served on this Illinois Task Force and chaired its Prevention Subcommittee. This program is entitled *See, Hear and Speak Up*, and is designed in a cost-effective manner in order to provide teaching tools in the form of videos that enable adults, teenagers and even pre-teens on an age appropriate basis to recognize evidence of a clear and present danger to schools and school children. Although the mantra of *See Something, Say Something* TM is invaluable, it does not provide instruction as to what that Something may be. *See, Hear and Speak Up*, however, does this by analyzing multiple attacks on schools over many years to discern both parallels among attackers as well as leakage of types of information common across such attackers. *See, Hear and Speak Up* is designed both to allow and encourage observers to "read the tea leaves" and bring such observations to school and/or law enforcement authorities with the expertise to investigate and determine the nature and extent of any potential threat should such a threat exist. Attached herewith is a copy of the original *See, Hear and Speak Up* Memorandum which was included within the 200-page report to the Governor of Illinois and the Illinois General Assembly on January 1, 2016, as well as a Chicago Medical Society Memorandum drafted to explain requisite steps to help operationalize the *See, Hear and Speak Up* Program. Senator Bill Cassidy (R-La) and his staff are well aware

of *See, Hear and Speak Up* as the Senator was in the middle of going over the Memorandum with me in his Capitol Hill office on February 14 precisely when the recent events in Parkland, Florida transpired and began to appear on the multiple television screens throughout his offices. Representatives of the above organizations would be delighted for the opportunity to testify in Washington or elsewhere should the newly created federal School Safety Commission elect to hold hearings, and work with the Commission in order to bring *See, Hear and Speak Up* to fruition.

Very truly yours,

BERNAT & BERNAT
A Professional Corporation

By: (b)(6)

Robert T. Bernat, MD, JD
Board Member
Chicago Medical Society

****
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****

This e-mail is sent by a law firm and may contain information that is privileged or confidential. If you are not the intended recipient, please delete the e-mail and any attachments and notify us immediately.
****

From:	Safety
To:	"Dan Miles"
Subject:	RE: Student Safety
Date:	Friday, March 30, 2018 3:12:39 PM
Attachments:	image001.jpg image002.png image003.png image004.png image005.png image006.png image007.jpg

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Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Dan Miles [mailto:dmiles@capturet.com]
Sent: Monday, March 26, 2018 12:45 PM
To: Safety
Subject: Student Safety

To Whom it May Concern,

Student Behavior, Visitor Management, Campus Security, Access Control, Automated Attendance. Imagine tracking comprehensively throughout a child's school years all the behavior good or bad and then being able to apply powerful data analytics to help identify children who might need an intervention early on whether that is for repeated violence, being late constantly, threats, bullying etc. ScholarChip provides a comprehensive solution that not only tracks and manages behavior but also secures the campuses with Smart Card Technology. Access to the campus is only given if you have a ID Card that allows you in via a simple tap on a reader. Visitor Management with automatic Sex Offender database check to keep all students safe and to know who is on your campuses and where they are at. Access Control, with a simple click of the mouse lockdown the entire school!

As the parent of a 17 year old Junior I am mystified that I struggle to get California Schools to look at this technology. This should be a no brainer and we should do what we have to in order to secure our schools but it always comes down the MONEY not the SAFETY of our children.

Please whether it's this solution or something else money and guidance needs to be provided to all

schools nationwide. We need to quit spending billions of dollars subsidizing everyone else on the planet and take care our children who are the future of the USA.

www.scholarchip.com

Sincerely,
Dan

Daniel Miles | Account Executive
3575 Alameda Avenue | Oakland, CA 94601
O: 510.500.1464 | F: 510.485.5489
dmiles@capturet.com
www.capturet.com

aptureMaster-email-sig

Did you know that Secure deposits and payments can now be made online at www.capturet.com

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From:	Safety
To:	"Bryant, Curtis J. (TD) (FBI)"
Subject:	RE: Suggestion for consideration by the Commission on School Safety
Date:	Friday, March 30, 2018 3:14:34 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Bryant, Curtis J. (TD) (FBI) [mailto:cjbryant@fbi.gov]
Sent: Thursday, March 22, 2018 11:04 AM
To: Safety
Cc: Bryant, Curtis J. (TD) (FBI)
Subject: Suggestion for consideration by the Commission on School Safety

In response to growing calls for federal preventative action regarding school shootings, the most recent being in Parkland, Florida, and Great Mills, Maryland, I respectfully offer the following suggestion to the Commission on School Safety (CSS):

CSS should consider recommending the amendment of 31 U.S.C., and all federal departmental regulations/policies stemming therefrom (e.g. 41 CFR , DOJ policy 3-13.530, etc.), to permit armed federal agents with official take-home government owned vehicles (GOVs) to use their GOVs to 1) attend school related activities on campuses within their communities, and 2) transport their dependent children to/from school campuses within their communities.

Current federal law/regulations/policies do not authorize such use of GOVs. The unintended consequence of this prohibition is to deter the presence of tens of thousands of armed, professionally trained federal agents with school age children from our nation's campuses at the very moment when our schools are most vulnerable, that being the start and end of the academic day, and at school events, when access control on school campuses is relinquished to the public.

This inadvertent deterrence of federal agents from school campuses occurs because school drop-off, pick-up, and activity hours coincide with professional commuting/working hours, so agents whose field work and 24 hour availability necessitates take-home GOVs are unable to transport their children to/from school campuses, or attend school functions, without first exchanging their GOV for their personally owned vehicle (POV). Consequently, agents seldom visit our nation's school campuses during working hours. If these agents were to exchange their GOVs for their POVs, then they would no longer have access to the lifesaving tools they would need in order to take action in a critical incident (e.g. police radios, body armor, weaponry, medical supplies, etc.).

Before contacting CSS, I circulated this idea among my federal law enforcement colleagues; the following were their comments/questions/concerns which may arise in your deliberation of my suggestion as well, so I included rebuttal for your consideration:

1. "That's unheard of!"

a. Actually, it's not. Personal use of GOVs at the local, county, and state levels of government is more common than most people realize, especially in law enforcement. In fact, many agencies allow personal use far beyond the limited scale I am proposing.

2. "That's too much liability."

a. Any time a GOV is at fault in an accident, the parent agency incurs liability not only for the victim, but also for the passengers inside the GOV. Fortunately, if an agent is transporting his/her own dependent children to/from a school campus at the time of the accident, those passengers are almost certainly covered under that agent's medical insurance policy and are not likely to sue their parent drivers for damages.

b. Agents would arguably be less likely to have accidents with their children in their GOV because they would presumably drive all-the-more cautiously until their children have been safely delivered to school.

c. Since most schools are located close to agents' homes, and their GOVs would have been in use anyway in furtherance of their commute or other duties, the liability from added time on the road is insignificant.

3. How much will it cost?

a. Almost nothing. Again, since most schools are located in the general vicinity of agent's homes, and agents' GOVs would have been in use anyway in furtherance of their commute or other duties, there would be little to no added fuel expense to their parent agencies.

b. When compared to some of the costly knee-jerk proposals being floated in the media, public forums, and Congress regarding how the federal government should address the threat of mass shootings, flooding our nation's school campuses with tens of thousands of professionally trained agents at the precise moment of the day when schools are most vulnerable, for nothing more than the cost of gasoline, is just the kind of common sense, low cost problem solving this country wants from government. I suspect the general public (and our President) would likely be surprised to learn we don't already use our GOVs in this way.

4. "Will agents have an obligation to act in the event of a school attack or other criminal incident, even with their children in the car?

a. Yes, they will have an obligation to take appropriate action just as they would any other time, regardless of who owns the car they are driving. Frankly, I can't imagine an agent feeling anything but gratitude for a law/regulation/policy that allowed them to be present when their children were in peril.

5. "The use of GOVs will be abused."

a. Yes, I suspect that after a honeymoon period of appreciation, some agents will take advantage of the system and push the allowances of the policy, just as they do with current GOV policy. I also suspect these same fears were expressed the first time agents were issued their GOVs, duty weapons, government credit cards, petty cash, laptop computers, cameras, cell phones, surveillance equipment, and every other government issued item at their disposal, all which no doubt have accompanying policies governing their use. These potential abuses are why we have policies, and are why we have internal affairs units (e.g. OPR, OIG, etc.) to investigate policy violations.

6. "Transporting children to/from school will interfere with work."

a. Tardiness or unexcused absences from work are an entirely separate issue. The amended law, and subsequent regulations/policies, should in no way require, direct, or instruct agents to drive their GOVs to/from school campuses, but rather should permit such use if it can be done without interference to the agent's duties.

7. "Tread lightly or we'll lose GOVs and our mission will suffer."

a. Officials will understandably be angered by this suggested change if it is erroneously perceived as a complaint that current GOV regulations prevent agents from protecting their families. It is not a complaint; every agent understands and appreciates the need for GOVs and policies governing their use. It is instead merely a cost effective suggestion for how federal government can improve school safety.

b. Community support for this idea may be so great that GOVs are more likely to be assured than lost.

8. "What about daycare or after school care centers, would those be included?"

a. Because this is not a Trojan horse suggestion designed to surreptitiously garner another entitlement for federal agents, and the problem at this time is publicly perceived only as a school campus issue, statistical justification may be necessary before CSS goes so far as to recommend expanding GOV use to include private childcare facilities. While physical assaults, gun violence, and kidnappings do occur at private childcare facilities,

usually stemming from custodial disputes, these incidents were not the impetus for my suggestion. Again, this recommendation must be accurately portrayed/perceived as a cost effective deterrent/countermeasure against mass shootings at our nation's schools, nothing else.

9. "Would a law/regulation/policy change be fair to all the agents who were punished in the past for doing the same thing?"

a. Those agents were caught violating vehicle use policies that existed at that time. In my opinion, a change to the policy under which they were punished should not require they be retroactively exonerated any more than legalized marijuana in our nation's capital should require decades of drug convictions to be overturned. Just as crime has changed (to the point where we are now discussing countermeasures to prevent the mass murder of defenseless school children), so too should our laws/regulations/policies.

Thank you for considering this suggestion which I have also shared with the FBI Agents Association, the Federal Law Enforcement Officers Association, the office of U.S. Senator Roy Blunt, and the office of U.S. Senator Claire McCaskill. After learning of CSS's formation, it seemed logical to share it with you as well.

Sincerely,
Curtis Bryant

From:	Safety
To:	"Charlotte Garrett"
Subject:	RE: Suggestion for Keeping Schools Safe
Date:	Friday, March 30, 2018 3:12:07 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Charlotte Garrett [mailto: (b)(6)
Sent: Tuesday, March 27, 2018 6:28 PM
To: Safety
Subject: Suggestion for Keeping Schools Safe

I am a retired school nurse after 22 years employment and still work as a substitute. Obviously, I worry about my role and ability to do my job if a school shooting occurs.
I do not believe more guns in school is a solution. I do not believe making schools look like prisons is a solution.
BUT I do think it would be more cost-effective to install monitoring equipment, screening all areas of the school with trained staff to monitor with the ability to link into police stations as needed. Any person admitted to the building should be required to go through the main office and staff monitoring notified of them being in the building. Persons must be buzzed into the bldg and then buzzed in again to classroom areas from the office. As in hospitals when there is an emergency there should be a code PA announcement that does not scare students.
In some of the schools, I have worked there are automatic hall doors that close as needed in an emergency and can only be opened with a key once closed. These could be made bulletproof. They could be placed strategically to essentially trap a shooter in a small area and where school security/police would know exactly where the shooter is located. ALL other doors to classrooms could also be automatically closed and locked when schools go on lockdown. With teachers and students following other suggested classroom procedures for safety.
Parents/Guardians should assume the responsibility of weapons at home and the well being of their student. They should be held accountable if their child is not mentally sound and agree to assume any liability if their child comes to school with a weapon.
Thank you for your attention.
Charlotte Garrett

From:	Safety
To:	"Amanda Fitzgerald"
Subject:	RE: taskforce membership
Date:	Friday, March 30, 2018 3:04:13 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Amanda Fitzgerald [mailto:AFitzgerald@schoolcounselor.org]
Sent: Thursday, March 15, 2018 12:01 PM
To: Safety
Subject: taskforce membership

Hello,
I'd respectfully request to have school counselors be part of the task force. I would be happy to put forth an excellent candidate or two if you'd like an actual practitioner. Or, the association could provide a policy staff. I urge the task force to take a comprehensive look at school safety starting with prevention and intervention for struggling students (hence, my counselor recommendation) and not just focus on metal detectors and hardening schools.

Thank you for your work on this topic.

Amanda Fitzgerald
Director of Public Policy
American School Counselor Association
1101 King Street, Suite 310
Alexandria, VA 22314
703.683.2722
afitzgerald@schoolcounselor.org

From:	Safety
To:	"Jld"; Safety
Subject:	RE: Teachers and guns
Date:	Friday, March 30, 2018 3:08:58 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Jld (b)(6)
Sent: Tuesday, March 27, 2018 6:02 PM
To: Safety
Subject: Teachers and guns

Dear United States Department of Education, I reject having teachers carrying guns in schools. I have 6 grandchildren in public schools. Prevention is key. Stricter guns laws are the answer. Teachers have enough to do, don't make them police as well. Thank you Judith little Manville, RI, 02838

Sent from my iPhone

From: Safety
To: "Mark Leitgeb"
Subject: RE: The New School Safety Bill: How to stop ALL mass shootings once and for all
Date: Monday, April 02, 2018 10:19:09 AM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Mark Leitgeb [(b)(6)]
Sent: Sunday, April 01, 2018 1:46 PM
To: Safety
Subject: Re: The New School Safety Bill: How to stop ALL mass shootings once and for all

Will you plz send me a quick reply back that you got (and read) my message below. Sent last Thrs 3/29 @ 6:19 pm ET.

Thank you in advance for looking into **Patriot One** as **THE** solution to solve our gigantic problem of mass shootings. We won't need to ban guns or take away our 2nd amendment. We need this as the solution to stop weapons from ever entering a building in the first place.

Respectfully,

Mark Leitgeb
Charlotte, Nc
[(b)(6)]

On Mar 29, 2018, at 6:19 PM, Mark Leitgeb <[(b)(6)] wrote:

This is a **MUST READ** suggestion on how to once and for all STOP all mass shootings, **including schools**, gov buildings, casinos, concerts or any other place where shootings may occur.

Bob McEwen and Randy Keefe connected us.

This is a time sensitive matter. Before Florida or other schools spend $ from new mass shooting bills that get a green light, I need to make you aware of a much more advanced

scanner technology. Everything else out there is inferior tech and wont fully solve our problem.

Patriot One Tech, Canada. Is now licensed and ready to ship to the U.S.

Furthermore, this will end the 2nd amendment fight across the isle once and for all. Even if people have weapons, bombs, grenades, knives….these covert scanners catches them all before entering into a building. And its smart tech that knows the dif between a mobile phone or car keys and only detains people with weapons.

ex, the Vegas shooter would have never got past the concierge desk with his first duffle bag of guns and ammo, therefore the shooting never happens.

These scanners are SMALL Micro Wave Radar devices and are built into walls or front entry desks.

They can scan an individual or crowd of people in less than a few seconds.

Thanks in advance for your attention on this **URGENT** matter.

Mark Leitgeb
(b)(6)

From: Mark Leitgeb
To: Safety
Subject: Re: The New School Safety Bill: How to stop ALL mass shootings once and for all
Date: Sunday, April 01, 2018 1:46:38 PM

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> Thanks in advance for your attention on this **URGENT** matter.
>
> Mark Leitgeb

(b)(6)

From: Safety
To: "Mark Leitgeb"
Subject: RE: The New School Safety Bill: How to stop ALL mass shootings once and for all
Date: Friday, March 30, 2018 3:31:53 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Mark Leitgeb [(b)(6)
Sent: Thursday, March 29, 2018 6:20 PM
To: Safety
Subject: The New School Safety Bill: How to stop ALL mass shootings once and for all

This is a **MUST READ** suggestion on how to once and for all STOP all mass shootings, **including schools**, gov buildings, casinos, concerts or any other place where shootings may occur.

Bob McEwen and Randy Keefe connected us.

This is a time sensitive matter. Before Florida or other schools spend $ from new mass shooting bills that get a green light, I need to make you aware of a much more advanced scanner technology. Everything else out there is inferior tech and wont fully solve our problem.

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They can scan an individual or crowd of people in less than a few seconds.

Thanks in advance for your attention on this **URGENT** matter.

Mark Leitgeb
(b)(6)

From: Safety
To: "Alaska PTA"
Subject: RE: U.S. Department of Education Seeks Input for School Safety Commission
Date: Friday, March 30, 2018 3:03:37 PM
Attachments: ~WRD000.jpg

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Alaska PTA [(b)(6)
Sent: Thursday, March 22, 2018 4:17 PM
To: Safety
Subject: U.S. Department of Education Seeks Input for School Safety Commission

We respectfully request that you have National PTA and State PTAs at the table on this School Safety Commission. We represent over 4 million parents, teachers and students across this nation.

--
Thank you for all you do for the children of Alaska.

"Every Child, One Voice"

Thank you,
Candy Jo Bracken

(b)(6)

From:	Safety
To:	"Stephanie Fehr"
Subject:	RE: Who is on this commission
Date:	Friday, March 30, 2018 3:33:32 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead (https://www.ed.gov/news/press-releases/secretary-devos-forms-school-safety-commission) a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

-----Original Message-----
From: Stephanie Fehr (b)(6)
Sent: Thursday, March 29, 2018 10:34 AM
To: Safety
Cc: Fehr Stephanie
Subject: Who is on this commission

Dear sirs,
I would assume that the PTA would be one voice on this commission. Without the parent voice, the issues that surround safety and education for our children would not be complete.
No matter what is decided, we currently have a problem in our country with respect for each other and our diverse voices. Making decisions without collaboration and cooperation with a variety of voices will add to the confusion with the end result of no decision made to protect our schools.
Please refer to policies from pta.org (National PTA) to assist you on this important issue of safety in schools.
Stephanie Fehr, WEPR Associate Director

Sent from my iPad

From: David Adkins
To: Safety
Subject: Ready to assist
Date: Friday, March 23, 2018 2:59:42 PM

Dear Friends:

Please feel free to call on The Council of State Governments to assist in this effort. CSG members include all elected and appointed officials in state government. Our non-partisan, non-profit status has made us a respected convener of state leaders since 1933. Our CSG Justice Center is a trusted resource on school discipline, criminal justice and public safety issues. We frequently partner with federal partners to provide information and technical assistance to the states and to engage state leaders in data collection, analysis and crafting recommendations on public policy priorities.

Federalism places the primary responsibility for education with the states. The Trump Administration has recognized the essential role the states will play in designing and deploying solutions to school safety challenges. If we can help forge productive partnerships, please let us know how we can best engage with you in this work.

Best of luck in this important work and thank you for your continued leadership of our nation and your for your commitment to create safe, nurturing spaces for all
students.

If we can be of any assistance, please let me know how we can help.

All the best,

David Adkins,
Executive Director/CEO
The Council of State Governments
1776 Avenue of the States
Lexington, KY 40511
(b)(6) mobile
859 244 8000 office
dadkins@csg.org

From: Andy Mirer
To: Safety
Subject: recommendation for improving school safety
Date: Saturday, March 24, 2018 4:35:49 PM

Eliminate all sales of military-type weapons.

Eliminate weapon sales to under 21 year olds, the insane, and to criminals

Impose safety training and liability insurance requirements on all gun sales

- - - - - - - - - - - - - - - -
Andrew Mirer
(b)(6)

From:	Ann Prisland
To:	Safety
Subject:	Recommendations for Federal Commission on School Safety
Date:	Friday, April 13, 2018 2:11:05 PM

To: Secretary Betsy DeVos, Attorney General Jeff Sessions, Secretary of Health and Human Services Alex Azar, and Secretary of Homeland Security Kirstjen Nielsen
Re: Recommendations for the Federal Commission on School Safety, April 13, 2018
We live in Champaign County, Illinois. Many of us are or were public school or college educators. Some have children in the public schools. All are committed to helping create the safest possible educational environment for all students, faculty, and school personnel.
We believe our schools and universities do not exist in a vacuum—conditions in surrounding communities and the national culture must also be taken into consideration.
We believe that gun violence in and around the schools should be viewed as a public health crisis and addressed in a comprehensive way. **We believe such a comprehensive approach to school-related gun violence requires addressing school needs, surrounding community needs, and the availability of guns.** All possible resources—human, financial, organizational, governmental—must be involved in both immediate fixes and long-term, incremental efforts to prevent school-related gun violence.

I. Recommendations for the Commission's Research

1. Review evidence-based research and hear from a wide range of experts regarding possible root causes of school-related gun violence, including

- Mental health. "One in 4 children experiences a mental health disorder annually, and half of those who will have a mental health disorder at some point in their life will first be diagnosed at age 14 or younger. Furthermore, about half of all children will experience a traumatic event—such as the death of a parent, violence, or extreme poverty—before they reach adulthood. . . . In addition, as students experience other issues—such as puberty; family matters, like divorce; and bullying—having supportive trained adults to talk to in school is critical for improving their well-being and attention to learning." (See sources cited in https://www.americanprogress.org/issues/education-k-12/reports/2018/03/28/448156/)
- Effects of poverty and economic dislocation on school-related gun violence.
- Causes of youth suicide, specifically in relation to the use of guns.
- Gang culture and its contribution to gun violence in and around schools.
- Availability of guns, both legal and illegal, and the relationship to gun violence in and around schools.
- U.S. culture in relation to gun violence. People in other countries have mental health issues. Other countries experience poverty and economic dislocation. Why does the United States experience so much school-related gun violence? Specifically, why do males, especially young males, turn to using guns and killing other young people at rates well beyond those of other countries?

- Evidence-based sources that address the value of a compressive public health approach for preventing school-related gun violence, including these: http://time.com/5209901/gun-violence-america-reduction/; https://www.rand.org/research/gun-policy/essays/gun-policy-in-america.html; https://www.nytimes.com/interactive/2017/11/06/opinion/how-to-reduce-shootings.html

2. Meet with a wide range of educators, students, parents, community leaders, community-based organizations, and law enforcement personnel to better understand current best practices and recommendations to prevent school-related gun violence in response to questions such as these:

- What are the best practices to address root causes and prevent school-related gun violence?
- What additional resources would best support schools in the areas of mental health, curriculum, and instructor training to better prevent gun violence in and around schools?
- What are school, community, and law enforcement evidence-based best practice initiatives regarding school-related gun violence to date?
- What are the evidence-based results of using school resource officers? (See, for example, this article on things to consider: (https://www.edweek.org/ew/articles/2017/10/11/5-things-to-consider-before-posting-cops.html).

II. Recommendations for the Commission's Report

Based on our stated goal of applying a comprehensive approach to school-related gun violence, we urge you to include these recommendations in your report to the administration, Congress, and the American people:

1. Charge the CDC with prioritizing research on gun violence, and with collecting, maintaining, analyzing, and reporting on comprehensive gun violence and prevention data, specifically data on school-related gun violence.

- Provide adequate funding to the CDC as the lead agency to gather, analyze, and report information related to gun violence and prevention, specifically school-related gun violence, including homicide and suicide.
- Require all local, state, and federal government agencies, civilian and military, to provide data on all gun-related violence, including homicide and suicide.
- Require regular CDC reporting to Congress, the administration, and the public.

2. Charge Congress with creating an ongoing bipartisan effort to receive regular comprehensive reporting from the CDC, conduct appropriate Congressional review, and develop substantive legislation.

3. Provide federal dollars and encourage state and local funding to address needs for additional school initiatives and community resources such as the following:

- School and community mental health and social service agencies and staffing.
- Youth employment opportunities.

- Teacher and school personnel training and resources regarding conflict. resolution, support for student peer-to-peer mentoring, and other practices that support a school culture of respect and a sense of belonging.
- Community, school, and law enforcement collaborations to address gun violence causes and prevention on an ongoing basis.

4. Address the availability and use of guns by enacting gun safety laws and regulations at the federal, state, and local level, including these:

- Enact complete and enforceable universal background checks before all gun purchases, including person-to-person sales.
- Establish federal standards for waiting periods that allow for background checks to be completed before gun purchases are final.
- Raise the age to 21 for all gun purchases.
- Require every buyer, of any age, to obtain a license that includes a registration of all purchases and at least a modest training program.
- Prohibit gun sales to anyone found guilty of a violent crime.
- Ban the sale of military-style assault weapons and high-capacity magazines.
- Tighten enforcement of laws on straw purchases of weapons and enact limits on how many guns can be purchased in a month.
- Adopt "red flag" laws that remove firearms from those who demonstrated a threat to themselves or others, including those with orders of domestic protection, and temporarily prevent them from purchasing new firearms.
- End immunity from civil prosecution for firearms companies, a subsidy to a particular industry, and encourage the development of gun safety features.

We support initiatives and legislation that address the root causes of school-related gun violence. We oppose arming school personnel and militarizing schools beyond common-sense safety precautions such as locked doors and limited building access. The goal should be gun violence prevention so that guns never enter our schools.

We believe a comprehensive approach is the best way to address the current crisis of school-related gun violence. We know the United States has the experience and resources to do so. We urge you to act on our recommendations and treat school-related gun violence as the public health crisis it is.

Thank you,

Ann Prisland, Champaign
Joyce Mast, Champaign
Jo Pauly, Urbana
Allison O'Dwyer, Urbana
Maribel Lucero, Urbana
Hope Michelson, Urbana
Hannah Christensen, Urbana
Laura Poulosky, Urbana
Theresa Michelson, Urbana

Jennifer Bergmark, Urbana
Carolyn O'Rourke, Urbana
Lara Orr, Urbana
Katherine Krusell, Savoy
Martha Mills, Champaign
Susan Becker, Urbana
Kate Denmead, United Kingdom
Traci Quigg Thomas, Champaign
Elise Belknap, Urbana

From: Springman, Kevin
To: Safety
Subject: Recommendations for Safety Panel
Date: Monday, April 02, 2018 10:15:21 AM

I work under the Perkins IV federal grant in Pennsylvania. Before working with the Pennsylvania Department of Education, I worked for Keystone Human Services, which provided family-based, county-funded programs for youth with significant psychological diagnoses when a parent was also diagnosed with a significant psychological problem. In many cases bullying was not adequately addressed by school personnel. Fortunately the eco-structural model of family-based therapy developed at the Philadelphia Child Guidance Clinic includes developing supports in the school and through community groups that help blunt the trauma of the bullying happening in the school context. This model worked well to provide in-home support and wrap around services.
Too often bullied students fall through the cracks in the psychological services provided by the schools, where counselors are trying to help with a multitude of academic as well as psychological problems. Bullied students can unfortunately turn to negative peer groups for support, exacerbating the problem. Bullied student's concerns should be taken more seriously and counseling should be provided in these cases outside of the school context before students become disruptive. Basic security measured such as locking exterior doors as well as hardening classroom doors would also help as would hiring more resource officers.
Kevin

Kevin Springman | Educational Research Associate
Pennsylvania Department of Education | Bureau of Career and Technical Education
333 Market Street | Hbg, PA 17126
Phone: 717.783.6623 | Fax: 717.783.6672
www.education.pa.gov (VIDEO: #PAHasYourBack)

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From:	Patricia Johnson
To:	Safety
Subject:	Recommendations for School Safety
Date:	Wednesday, March 28, 2018 6:50:52 PM

Thank you for giving the opportunty for public input on this issue that doesn't involve using our kids as pawns to further our political agenda.

I am a 61-year-old, mother of one, grandmother of three and a voting citizen of the United States, so I have a vested interest in school safety. We live in Colorado and our daughter was in high school (at a different school) when the Columbine tragedy happened. My husband is a lifetime NRA member and we both have our concealed carry permits.

Please consider the following questions when you are discussing what steps to take to protect our children while they are at school:

1. Why isn't the entrance to the school equipped with double-door airlocks and security cameras and LOCKED when school is in session and a buzzer used to unlock the door once the identity of the individual is established and their business at the school verified?

2. How are students able to prop doors open and nobody knows about it? Why isn't EVERY door in the school monitored with a security camera, inside and out, and LOCKED when school is in session?

3. Why is it necessary for high schools to permit "Open Campus" where students can come and go as they please?

These things don't take a rocket scientist or millions of dollars to address and fix, so I can't understand why the school system hasn't already done so. It seems like a no-brainer to me.

This is a very complex issue, BUT one reason these types of crimes are so easily carried out is because an unsecured school is a wide open opportunity. Remove or at least discourage the opportunity by installing some obstacles and see if that doesn't put a huge dent in, maybe even stop, these senseless tragedies.

I also support upping the age to purchase any firearm to 21 years old. In addition, there needs to be some kind of national reporting system for mental health professionals where they can document/flag/report someone who is displaying this type of sociopathic behavior and have their name put on a list. Every application for a firearm background check should have to be scanned through this list. Maybe we need to take a few notes from the Transportation Safety Administration.

We pray that God will bless you all with knowledge, wisdom and discernment as you address this very important task.

Thank you,

Patricia Johnson

From:	Aileen Ma
To:	Safety
Cc:	Alex Nock
Subject:	Recommendations from PACER Center
Date:	Wednesday, April 11, 2018 5:35:41 PM
Attachments:	PACER Center School Safety Commission Letter April 11 2018.pdf

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To Whom It May Concern:

Thank you for the opportunity to provide input on the deliberations of the Commission on School Safety. Attached, please find recommendations submitted on behalf of the PACER Center. PACER's National Bullying Prevention Center is specifically writing to ensure the Commission is aware of the importance and value of both preventing bullying and providing attentive support to all children, especially those who have experienced child traumatic stress.

Thank you,

Aileen

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Aileen Ma
Senior Associate, Penn Hill Group
777 6th St NW, Suite 500 | Washington, DC, 20001
ama@pennhillgroup.com
direct: 202-770-2219

From:	Cornell, Dewey G. (dgc2f)
To:	Safety
Subject:	Recommendations to increase school safety
Date:	Tuesday, March 27, 2018 10:35:31 PM
Attachments:	Transcript of Cornell presentation at Congressional Briefing March 23 2018.pdf Cornell Statement for Congressional Forum 3-20-18.pdf Congressional Briefing by Cornell 3-23-18 slides.pdf

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Please see my recommendations on school safety in two attached documents:

- Written statement submitted with my testimony at a Congressional forum on schools safety March 20, 2018.
- Transcript of my presentation at a congressional briefing on school safety held March 23 and covered on C-SPAN. Slides attached in separate document. Video available here:

Thank you. I would be happy to provide additional information.

Dewey G. Cornell, Ph.D.
Bunker Professor of Education
Director, Virginia Youth Violence Project
Licensed Forensic Clinical Psychologist
Curry School of Education, University of Virginia
http://youthviolence.edschool.virginia.edu

From:	Nikki McKinney
To:	Safety
Subject:	Recommendations
Date:	Tuesday, April 03, 2018 2:29:19 PM
Attachments:	All4Ed Recommendations_Federal Commission on School Safety_FINAL.pdf

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To Whom It May Concern:

Attached for your consideration are recommendations from the Alliance for Excellent Education.

Thank you in advance,

Nikki McKinney
Director
Policy Development & Federal Government Relations
Alliance for Excellent Education
1201 Connecticut Avenue, NW
Suite 901
Washington, DC 20036
Email: nmckinney@all4ed.org
Phone: 202-261-9875
Website: www.all4ed.org

From:	Max McGee
To:	Safety
Subject:	Request to serve on USDE School Safety Commission
Date:	Wednesday, March 14, 2018 12:38:20 PM

Good Morning,

Thank you so very much for returning my call so promptly yesterday. As I mentioned, I am respectfully requesting to serve as an active member of the Secretary's School Safety Commission and have both the depth of background and flexibility of scheduling to be an important contributor.

In my 45 years of experience in education, I have held almost every role from substitute teacher to State Superintendent of Illinois. I have taught in both private (Detroit Country Day) and public schools, was president of a public boarding school (Illinois Mathematics and Science Academy), and the founding head of the Princeton International School of Mathematics and Science. I have also served as a superintendent in four public school districts.

In leadership positions, I have worked collaboratively with parents, students, unions, and school boards to develop and implement successful policies on bullying and harassment, and student health and wellness. Having launched Safe and Welcoming School initiatives and both written and spoken on suicide prevention, I hope to bring some proven practices and especially innovative ideas to the table.

These ideas also come with the expertise and support from my wife of 28 years (Jan Fitzsimmons) who has worked for more than 30 years in the tough North Lawndale neighborhood of Chicago and the high poverty minority areas of East Aurora, Illinois. In both these areas, safety is of paramount concern and importance and over the course of her two decade plus career has implemented programs that have made them safe places and "college bound" schools for kids.

With experience in state government, I understand both the opportunities and challenges that the Commission will face and stand ready to support or even lead the important work of Secretary Devos' initiative. In Illinois we were able to work with both chambers and both parties to develop some significant public policy, pass important legislation, and obtain funding to improve the quality of education for our 2.1 million students. It was hard work and took long hours to build consensus, and I imagine the Commission will face similar challenges, but we will get the job done!

Please let me know if you need additional information from me. I am ready to get started.

Sincerely,

Glenn W. "Max" McGee, Midwest President
The ECRA Group
(b)(6) (cell)
www.glennmaxmcgee.com
@glennmaxmcgee

From:	Lauren.Maddox@hklaw.com
To:	Safety
Cc:	Coxen, Carrie; Delahunty, Sarah
Subject:	Resending mtg request / thanks!
Date:	Monday, April 02, 2018 2:05:27 PM

All, I am resending a request I submitted in late February in hopes there would be an opportunity to secure time on the Secretary's calendar.
Would welcome your thoughts on her availability.
Original email below.
Thank you! Lauren
From: Maddox, Lauren M (WAS - X75444)
Sent: Friday, February 23, 2018 12:41 PM
To: Ebony Lee (ebony.lee@ed.gov) <ebony.lee@ed.gov>; Venable, Joshua <Joshua.Venable@ed.gov>; Jessica Newman (Jessica.Newman@ed.gov) <Jessica.Newman@ed.gov>
Subject: MEETING REQUEST on SCHOOL SAFETY / Thanks!
Importance: High
All, hope this email finds you well. Know this has been a busy time for you as you and the team at DoED review ideas and identify strategies to keep our children safe in school. It's why I'm writing today.

First, I wanted to share the note below to Secy DeVos from Heidi Ganahl, an entrepreneur and elected University of Colorado regent. As Heidi shares, she met the Secy when she toured RK Manufacturing. Here is a link to her website which provides additional details on her work, foundation and passion for entrepreneurship and education: http://heidi-inc.com/
Second, might the Secy have a few min in the next week or two to briefly meet with Heidi and hear about her school safety pilot which is getting positive reviews across the state?
Third, are there plans underway – by the Secy and/ or the White House -- to organize a summit, gathering or meeting in the coming days to discuss best practices and determine a policy path forward? If so, Heidi would be a great addition to that group; I'd like to place her name in the mix.
In terms of my connection to Heidi, simply, we share a very dear friend in Colorado, Sharon "Sam" Schafer, who connected the two of us. I would move mountains for Sam, hence this note and request.
Thank you so much for your consideration. Look forward to hearing back and hopefully seeing the Secy in the coming days.
Warm regards, Lauren
FROM HEIDI
Sam – thanks for any help you can provide to get this to Secretary DeVos. I watched the listening event yesterday on school safety at the White House and I think this pilot I worked on with a Lt Col here might pique her team's interest. Before you can apply solutions to a school (there are many many good ideas and programs), you have to assess their current environment, facility and staff and determine where the gaps are, this program does just that. Then we can plug in all the wonderful programs and ideas based on what the school needs. Thanks so much! H
Hello Secretary DeVos – we met briefly in Colorado on your visit to RK Manufacturing, as I am a franchise entrepreneur (and chair of the board of Job Creators Network) and on the board of Colorado Succeeds.
I am also a mom of four ranging in age from 5-22, a statewide elected University of Colorado Regent and a member of the Governor's School Safety and Youth in Crisis Committee.
Our directive was to study how to improve school safety and threat assessments and attempt to define a

"standard of care" for schools. We had meeting after meeting, with stories of tragedy, trauma and bravery that broke my heart.

Many of us on the Committee had ideas on things we could try – or things that had been tried - in schools across the nation. The Committee didn't get much done, so through my own non-profit, the Fight Back Foundation, we did research, met with experts and attended conferences to learn all we could about how to tackle school violence. I was determined to help find some possible solutions.

I partnered with a retired Lt Colonel here in Colorado that is a well-known expert in security of military bases around the world. We came up with an assessment tool, gap training and a certification program we could try in Colorado schools. I used my experience in franchising with quality assurance programs to apply to finding a "standard of care" we could measure schools against, much like we do with franchise locations. My Lt Col partner taught me it's not about metal detectors or bullet proof windows, it's about changing culture and creating community in the schools. We tried it out at a Colorado K-12 school and the school staff and teachers found it incredibly effective and empowering.

I'm not an expert in school safety, but I'm a mom of four. I'm a neighbor. I'm now an elected official tasked with caring for 60,000 students a year at the University of Colorado. We just HAVE to do something to address this, last week was a reminder of that.

I had to drop my twin Kindergarteners and my Third Grader at school the morning after. I had a pit in my stomach.

I wanted to request a meeting or call with your team, myself and Lt Col Boyd to hear out our pilot proposal. I've attached the overview, we are ready to engage. I think this could be a "something" to the "DO SOMETHING" anguish people are feeling this week.

In the words of a hero from September 11, 2001, "Let's Roll".

Thank you – I appreciate you hearing me out. Best, Heidi

Heidi Ganahl
(720) 608-3012
heidi@heidiganahl.com
www.heidiganahl.com

Lauren Maddox | **Holland & Knight**
Sr Policy Advisor
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From: (b)(6)
To: Safety
Subject: Resources and best practices for school safety
Date: Friday, March 23, 2018 2:05:11 PM

Dear Secretary DeVoss -

I would like to offer www.CampusSafetyMagazine.com as a resource for your upcoming school safety commission meetings.

For more than a quarter century, Campus Safety magazine has been the go-to resource for K-12 and higher education public safety, security and emergency management professionals. Campus police chiefs, security directors, emergency managers, administrators and other stakeholders are our target audience, and on a daily basis we provide them with news and best practices on active shooter prevention and response, student mental health, officer training, threat assessment and management, emergency response, security technology and more.

I'm certain you will find the resources on www.CampusSafetyMagazine.com to be very helpful. You may also wish to contact me to hear my thoughts on various topics. I'm considered a subject matter expert in the fields of K-12, higher education and hospital public safety, security and emergency management.

Good luck with your meetings!

Robin Hattersley (Gray)
Executive Editor
Campus Safety Magazine
www.CampusSafetyMagazine.com
RHattersley@EHPub.com
424-738-0211
Follow me on Twitter @CampusSafetyMag
On LinkedIn: CampusSafetyMagazine.com/Linked in and
https://www.linkedin.com/in/robinhattersleygray

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:27:55 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:24:54 PM

Dear Sir or Madam:

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From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:25:09 PM

Dear Sir or Madam:

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To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:25:32 PM

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:27:30 PM

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From:	Safety
To:	"contact@northernsoultechnologies.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:26:10 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	"carlsnan@gvsu.edu"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:28:11 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	"GBristol@humantraffickingtraining.expert"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:28:38 PM

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From:	Safety
To:	"jlofton@christiancountysheriff.net"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:24:40 PM

Dear Sir or Madam:

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From:	Safety
To:	"johnbyrnes@aggressionmanagement.com"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:19:46 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	"johnbyrnes@aggressionmanagement.com"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:19:46 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"johnbyrnes@aggressionmanagement.com"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:19:46 PM

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"beatbuy@cs.com"; "afritz@atlanticcredit.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:20:10 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:20:39 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"susan.alexander@washburn.edu"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:20:57 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:21:19 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:21:31 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:21:49 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:22:14 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:22:36 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"ezra.dilbert@palmbeachschools.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:23:57 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:24:13 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:19:29 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:16:47 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:17:11 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:18:27 PM

Dear Sir or Madam:

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Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:17:39 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	(b)(6)
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:17:52 PM

Dear Sir or Madam:

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:18:03 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:18:44 PM

Dear Sir or Madam:

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:15:58 PM

Dear Sir or Madam:

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:19:17 PM

Dear Sir or Madam:

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:19:06 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"bfinders@stchas.edu"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:06:21 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"dcrisler2@ivytech.edu"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:02:14 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	"tnovotney@cvcatholic.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:02:43 PM

Dear Sir or Madam:

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From:	Safety
To:	"jdimino@immaculatahighschool.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:03:06 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	Guillon, Philippe
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:04:02 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	"KPollitt@nsba.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:04:46 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:06:00 PM

Dear Sir or Madam:

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:05:20 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:04:59 PM

Dear Sir or Madam:

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"kvaillancourt@naspweb.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:05:39 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"dcrisler2@ivytech.edu"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:01:59 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From:	Safety
To:	"max@alexschachter.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 4:00:55 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:30:33 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: "Michelle Behnfeldt"
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 1:23:47 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Michelle Behnfeldt [mailto:m.behnfeldt@outlook.com]
Sent: Thursday, April 5, 2018 4:18 PM
To: Safety
Subject: How to make our schools safer for ALL students.

Ms. DeVos and Mr. Sessions,

I am a white teacher in a Title 1 school (low-income, 97% free lunch, universal free breakfast) whose students are mostly African-American and Latino(a). I have 20+ years of experience and have some suggestions for both of you on how you can help to actually make our schools work for all children, and not just those that look like me.

End the routine policing of schools. Police should enter schools only to address threats to physical safety.

Commit to the objective of providing equal educational opportunities and positive school climate for all students in all schools, and to taking a positive and supportive approach to students who are struggling, whether in academics or in behavioral development.

End the practice of arrests and referral to law enforcement for common adolescent behaviors, including but not limited to misdemeanor offenses such as disturbing schools and disorderly conduct. Adopt school codes of conduct that eschew zero tolerance for more appropriate, child-driven responses to challenging behavior.

Hold police to the same standards in schools as applied elsewhere in our communities.When police enter schools, they should abide by the highest ethical standards and, when in doubt, should err on the side of providing greater protection for children's rights.

Invest in supportive resources. Hire personnel such as mental health counselors and community intervention workers to establish a holistic response to student behavioral needs. Train teachers, school administrators, and other officials who interact with students in de- escalation, mediation, and crisis intervention. Adopt restorative justice and mediation approaches.

Enact policies that create specific protocols for when and how police should interact with students in schools. Schools must have an internal crisis plan with de- escalation techniques and protocols to follow before calling police. When police are called or seek access to a student, the school should (i) notify a parent or guardian to provide them an opportunity to be present and (ii) always read a student their rights.

Police should reform policies and training for responding to youth, including, but not limited to when responding at schools. Designate at least some officers to receive special training and leadership on juvenile response. Training topics should include adolescent development, implicit bias, communication, de-escalation, and use of force, including handcuffs and other forms of restraints.

Collect, review, and provide the public with quality data on police activity in schools. Police activity in schools should be reviewed on a quarterly basis with attention to racial disparities, the treatment of children with disabilities, and other metrics.

These are just a starting point. If you would like more information and/or suggestions, please feel free to contact me at the enclosed email address. The school that I teach in is about a 45 minute drive (with no traffic) from your offices in Washington DC. My colleagues and I would enjoy helping you see what some of the proposed policies would do to our students.

Sincerely,

Mrs. Michelle Behnfeldt

8th Grade Science Teacher

20+ year Education Vetran

(b)(6)

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 4:01:41 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Patrick, Kelly
To:	"sbechtel@amicourip.com"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Friday, April 06, 2018 1:15:59 PM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Monday, April 02, 2018 2:25:50 PM

Scott Reas

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: (b)(6)
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Monday, April 02, 2018 2:27:44 PM

William Vucci

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

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Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"afsa@AFSAadmin.org"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Monday, April 02, 2018 2:23:40 PM

Ernest Logan

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From:	Safety
To:	"info@inforcetechnology.com"
Subject:	Response to your communication to Secretary of Education Betsy DeVos
Date:	Monday, April 02, 2018 2:29:13 PM

Brandon Flanagan

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: Safety
To: [redacted]
Subject: Response to your communication to Secretary of Education Betsy DeVos
Date: Friday, April 06, 2018 10:08:05 AM

Dear Sir or Madam:

Thank you for contacting the U.S. Department of Education about protecting America's students and securing our schools.

Secretary DeVos believes every student must have access to a safe and nurturing learning environment. Every school and community has unique circumstances, and accordingly, each community should engage in conversations about how to best address and prevent violence locally.

The president has asked Secretary DeVos to lead a Federal Commission on School Safety. The Commission's work will be informed by the input of stakeholders like you, and as the Commission's work proceeds, staff will follow-up as appropriate with any questions.

Thank you for sharing your ideas and for your help in protecting our nation's students.

From: No Stereo
To: Safety
Subject: Safe Sanitary Sex (health & music program)
Date: Friday, April 06, 2018 10:12:38 AM

(b)(6)

How do we get start the socialization of condom use in health programs in conjunction with prep?

Another virus worse than HIV may arise.

My song is a catchy slogan that rhymes.

Search YouTube: cONdom please by
sT.ereo

For every million hits I will donate 100,000 to the CDC.

I was sexual assaulted and contracted HIV. My desire is to become financially independent as to pay of my burden to the tax system.

I contacted the UN to get this globalized.

This is a yearly program.

From:	jus
To:	Safety
Subject:	Safety in our schools
Date:	Tuesday, March 27, 2018 5:50:28 PM

Good Evening Ms. Debros,

I have been a high school secretary for 29 years and have seen a dramatic change in our student body. I feel that our new generation of workers are to lenient about safety. We have people other than parents bringing lunches into our school which I do not agree with. Also we have a raptor sign in system and you have people within the building that will state do they have to sign in, well hell yes this is what our superintendent wants. I invite you to come to our district and see the safety issue of an open commons area without bullet proof glass. There are many other issues that I can go on and on about but I believe in safety and change. I would be willing to sit with you and your committee if you are ever in Ohio and help make our schools safe again. Sincerely, Nancy Gough

From:	IDA DELVECCHIO
To:	Safety
Subject:	SAFETY IN PUBLIC SCHOOLS
Date:	Friday, March 30, 2018 3:23:16 PM

HOW ABOUT THESE NOVEL IDEAS: DON'T DISCRIMINATE AGAINST STUDENTS OF COLOR. STOP WITH YOUR BIAS, STEREOTYPES AND PREJUDICES. HOW ABOUT HIRING PEOPLE TO THE DEPT OF ED WHO ACTUALLY WERE TEACHERS AND EDUCATORS. HOW ABOUT NOT THINKING THAT PEOPLE OF COLOR KILL OTHERS IN PUBLIC SCHOOLS AND FACING FACT THAT MASS SCHOOL SHOOTERS ARE WHITE. HOW ABOUT STOPPING THE SCHOOL TO PRISON PIPELINE. HOW ABOUT METERING OUT PUNISHMENT EQUALLY IN PUBLIC SCHOOLS REGARDLESS OF RACE/RELIGION. HOW ABOUT NOT LYING ABOUT THE EXISTENCE OF JIM CROW POLICIES IN JUST ABOUT EVERY INSTITUTION. HOW ABOUT ACTING LIKE YOU ARE PATRIOTS INSTEAD OF WHAT YOU ARE: GREEDY CAPITALIST/BIBLE-THUMPERS WHO WANT TO CONTROL THE COUNTRY SO YOU WILL BE SAFE AND PEACEFUL AND HAVE PLENTY OF WAGE-SLAVES FOR YOURSELVES WHENEVER YOU WANT, WHILE THE REST YOU DON'T WANT IN SOCIETY ROT IN PRISON.

I'M A RETIRED TEACHER. UNFORTUNATELY THERE WERE MANY IN MY PUBLIC SCHOOL WHO FEAR THE BLACK BODY AND MIND. THEY TREATED STUDENT NONCOMPLICANCE DIFFERENTLY DEPENDING ON CLASS AND RACE. I WAS NOT ONE OF THEM. I BELIEVE THE DEPT. OF ED IS.

KEEP PRESIDENT OBAMA'S SAFETY INITIATIVES. STOP RUINING THE FUTURE LIVES OF YOUNG CITIZENS BECAUSE OF YOUR WRONGHEADED BELIEFS AND GOALS

From:	Sally Reinholdt
To:	Safety
Subject:	Safety in schools
Date:	Sunday, April 08, 2018 10:44:40 AM

Safety in schools DOES NOT include arming teachers. It does include legislation to ban assault rifles, increasing the age limit to at least 25 years old for purchasing weapons, banning bumpstocks and ammunition for assault rifles.

Sally Reinholdt

From:	Nina Pogossian
To:	Safety
Subject:	Safety is the first priority
Date:	Tuesday, April 10, 2018 10:30:50 PM

Hello,
I have a serious concern regarding safety in classroom, in gym, outdoor in primary grades.
Kindergarten Program open with significant risk :
I am much concerned particularly about safety in Kindergarten program that allows three different age groups (3.5-6) to be in one small room with 35 students ; without sleep/ rest / nap time/ and hot meal. The kids after lunch fall asleep outside, in gym..
Class size in Middle school :
Big class size puts teachers and students at serious risk of safety and decreases the level of teaching quality, brings up the behavioral issues.
It is serious for intermediate students , when classes are amalgamated for non -academic subjects. (in gym, music, design and technology, visual arts, drama)
Touching student- by default teacher is guilty :
We teachers are always in trouble if we had physical contact with students, even if it was a necessary intervention.
It the Principal starts investigation:
It is more likely is becoming a case- misinterpretation, and after investigation that most of the time the investigation ends with serious disciplinary measures. PR 560 allowed to send teacher home, call police and CAS.

Now question:
HOW can we appropriately protect kids at school if we teachers are first under suspicion? To be involve - the investigation goes against the teacher - it is abuse .
To choose not to get involved - it is interpreted as Neglect.

Will the teacher puts herself at significant risk helping students, and getting involve in conflict between students? Afterwards, having a risk to loose a job/licence and eventually reputation as being involved into accident, by having desire to help students?
Or the teacher will choose to be an observer watching kids crash , and then writes a report and calls 911?
The teacher followed the procedure - did not touch students !
I am seriously concern about teacher profession and low- considered position.
I can not accept the fact that we can't touch kids in reasonable manner, particularly little ones who love coming / hugging, as we spend 6 hours daily with them, they become « our kids ». What wrong with that?
School requires reform. Teaching profession requires respect and trust.
Those who write documents should spend some time of the year at school as part of the job(at least a month) to start feeling what we, teachers feel every day standing in front line.
Every year, we get more and more extra work that puts teachers further from teaching (paper work, money collection/ documentation/ etc) we teachers do not feel safe in class .
Let us talk about safety in class for both sides: teachers and students.
Thank you,
Nina

Sent from my iPhone

From:	Coxen, Carrie
To:	Safety
Subject:	Safety Request
Date:	Wednesday, April 11, 2018 2:32:34 PM
Attachments:	Report It.docx

Please see attached

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	CHARLEY VANCE
To:	Safety
Subject:	safety
Date:	Sunday, April 15, 2018 9:27:15 PM

Hello,
I have taught for nearly 30 years.
Making schools safer is a good idea. But, that's not the problem. The problem is the abundance of guns in our society. Louisiana, my home state, just approved legislation for bulletproof backpacks but continued to make it legal for 18-year-olds to purchase semi-automatic rifles. America will continue to suffer mass shootings until we as a society decide to defy the NRA and limit access to guns. This is not an indictment of hunters and weapons used for hunting. Also, the idea of arming teachers is one of the dumbest ideas I have heard to address this problem. I'm a pretty good shot with a pistol but I don't want to pack my pistol to school.
I understand Ms. DeVos has a security detail. If she drops her security detail and starts packing a weapon to protect herself I will rethink my position about packing my pistol to school provided I am paid what her brother would pay for a professional soldier. A leader should not ask followers to do something he or she is not willing to do.
Finally, who is going to pay to remodel the structure of all schools in America to make them safer?
Respectfully,
Charley Vance
(b)(6)

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From:	Avi Sutton Kravitz
To:	Safety
Subject:	school safety and gun control commission and legislation
Date:	Wednesday, March 14, 2018 12:06:20 PM

Dear Ms. DeVos,

I understand that you and the President are supporting legislation which would provide money to states to train teachers to carry guns in the school (which has its own issues). Why can't this funding go to schools to get more technology in classrooms, purchase other supplies, develop cutting edge curriculum, or increase teacher's salaries? You talk so much about letting individual schools and communities choose but here you are not giving us a choice. You talk about choice but you do not provide the necessary resources for schools to make the choice. If you cannot actually help schools (or bother to visit schools that need help and see what they need) you need to let someone is willing to do so take over your job.

Please provide a detailed response, specific to my comments.

Thank you,

Avi Kravitz

From:	Avi Sutton Kravitz
To:	Safety
Subject:	school safety and gun control commission and legislation
Date:	Wednesday, March 14, 2018 12:06:20 PM

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Please provide a detailed response, specific to my comments.

Thank you,

Avi Kravitz

From:	Jim Raines
To:	Safety
Subject:	School Safety and Violence Prevention
Date:	Wednesday, March 21, 2018 4:51:18 PM
Attachments:	Public-Health-Approach-2-School-Safety-Violence-Prevention_SSWAA_3.17.2018.pdf

---

The School Social Work Association of America has put together 10 recommendations to improve school safety and violence prevention. Please see attached.

Jim Raines, Ph.D.
President, SSWAA
Marina, CA

From:	Jim Raines
To:	Safety
Subject:	School Safety and Violence Prevention
Date:	Wednesday, March 21, 2018 4:51:18 PM
Attachments:	Public-Health-Approach-2-School-Safety-Violence-Prevention_SSWAA_3.17.2018.pdf

---

The School Social Work Association of America has put together 10 recommendations to improve school safety and violence prevention. Please see attached.

Jim Raines, Ph.D.
President, SSWAA
Marina, CA

From:	Bob Abbatecola
To:	Safety
Subject:	School Safety Basics
Date:	Friday, March 23, 2018 4:02:51 PM

Many schools still allow almost anybody into the building.

Visitor Management, designed just for K-12 schools, not only verifies the identity of the person wanting access to your school but it also scans a state issued ID or drivers license to check them against a national sex offender database. Alerting the school if there is a match.

This should be a minimum safety requirement for all schools. At ScholarChip, we believe school safety can't wait!

We are no offering a FreeForever version of our K-12 Visitor Manager system to all schools. (No strings attached.)

Here's a link:
https://www.freevisitormanager.com

Director, Creative Services

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13 April 2018

The Honorable Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

In light of your leadership on the recently created Federal Commission on School Safety, we, the National Interscholastic Athletic Administrators Association (NIAAA), would like to offer our assistance and ask that your work takes into account school activities taking place outside of normal school hours, including evening and weekend school athletic practices and competitions.

Concern for the safety of our schools should not end with the last bell of the day. Our schools remain active with those taking part in afterschool activities and the numerous staff that support those activities. Many evenings and over the weekends, our school populations swell with competitors from other schools and their staff and spectators that can number in the thousands.

NIAAA preserves, enhances, and promotes educational-based athletics through the professional development of interscholastic athletic administrators. As a recognized accredited educational institution committed to leadership programs, resources, and service opportunities, the Association supports the athletic administrator's effort in providing quality athletic participation opportunities for students. NIAAA represents and serves over 10,000 individual members and 52 organizational member state or provincial athletic administrator associations.

In this capacity, the NIAAA provides education to its members of event security including its "Athletic Administration: Emergency Management of Interscholastic Athletic Events" leadership training course.

Should we at NIAAA be of further assistance with your work and that of the Commission's, you can contact us through Jason Marmon at jmarmon@activepolicysolutions.com or 202-540-0623.

Sincerely,

Mike Blackburn, CMAA
Executive Director
NIAAA
9100 Keystone Crossing, Suite 650
Indianapolis, IN 46240

From:	Tonya Mead
To:	Safety
Cc:	Reynolds, Cody
Subject:	School Safety Commission Recommendations
Date:	Thursday, March 29, 2018 4:42:01 PM
Attachments:	Outlook-1503580781.png

Dear Madam or Sir:

Today, I had the pleasure of speaking with Cody Reynolds to share with him my five recommendations. As Secretary DeVos is preparing to launch the School Safety Commission, I'd like to offer these recommendations. As a background, between November 2017 and January 2018 I presented my recommendations for preventing school violence, suicides, and active shooter incidents to the Loudoun County Public Schools (LCPS) in Virginia. My recommendations were accepted by LCPS and unanimously approved by the Virginia Parent Teachers Association (PTA) General Assembly on January 18, 2018.

While each state, district, and local school is different, I found while completing comparative research that the recommendations included in the *Safety Net: Return to Learn Resolution* may yield significant reductions in school violence.

1. **Problem**. Over a ten-year period, some states have failed to keep up with emerging national, state, and local trends such as cyber bullying, societal pressures, academic competition, suicide, student self-medication, trauma, bereavement, and mental illness.

   Recommendation. Develop a repository of school, community, and peer-group resources, including template forms, sample transition plans, evidence-based research, and guidelines of best practices to support multi-disciplinary teaming to help school personnel identify approaches best suited for the needs of individual students on a case-by-case basis.

2. **Problem**. Topics covered for continued education credits and course work for initial educator and school personnel licensure have not kept pace with emerging trends affecting youth. Innovative partnerships with treatment providers may be needed. **Recommendation**. Develop and publish resources to help school personnel and credentialing agencies adapt and respond to changing national, state, and local mental, behavioral, and medical trends. Allow treatment providers to collaborate.

3. **Problem**. Schools effectively utilize quantifiable and qualifiable Early Warning Systems (EWS) to track, monitor, and assess the academic progress of students and provide supports for intervention to get students back on track; however, EWS is not widely used to prevent school violence.

   Recommendation. Identify school systems that have developed innovative EWS

approaches, such as: Transition planning meetings; accommodated educational programming; installation of positive supports; and primary points of contact for students returning to school from extended absences. These techniques can serve to prevent school violence, including active shooter and suicides. Make these tools available to other school systems for their consideration.

4. **Problem**. Many parents do not know where to go for help when faced with a child exhibiting mental health, suicidal ideation, trauma, and bereavement issues.

   Recommendation. Support the development of clear and concise policies and lines of communication toward the improvement of quality. This is particularly important in times of family crisis. It will serve as a baseline toward improvements in service levels and transition consistencies.

5. **Problem**. There has been a movement in the past ten years to end the regular presence of law enforcement in schools. At the same time, there has also been a movement to increase the school counselor caseload from 250:1 to 350:1. **Recommendation**. While one size does not fit all, a repository of information should be provided and published to make available the advantages and disadvantages of each approach. Stakeholders can then make informed decisions on which approach or hybrid best meets the needs of their students, parents, and educators locally. The repository envisioned will make available educational information and tools to better communicate to major stakeholders (parents, community leaders, health care providers) school violence prevention policies, procedures, and protocols.

Principal Author Background

Tonya J. Mead, PhD, MBA, MA.CFE, CHFI, PI is an Educational Psychologist trained in school security with more than 15 years experience as a School Psychologist, Counseling Coordinator, and Certified Regular K-12 Administrator in residential treatment facilities for adolescents, local schools, and the district and state levels. She is the president of Shared Knowledge, LLC a human resources services firm specializing in data analytics, fraud, investigations, and operational audits for improved performance and customer experiences. She is the recipient of the 2017 Corporate Vision Most Influential Business Woman in Education Fraud and Cyber Security and the recipient of the 2014 Cafritz Award for Excellence in Government Service and Public Leadership in recognition for her work in designing and managing an investigative program for the public school systems in the District of Columbia. She is the author of Fraud in Education: Beyond the Wrong Answer (available at http://amazon.com/author/tonyajmead). It is a data-driven and analytical review of recommendations for the reduction of waste, fraud and abuse in education and the prevention of exploitation of confidential student information. In her spare time, Ms. Mead founded http://dccodes.org and volunteers to help minority, rural and at risk kids achieve their dreams through infrastructure, technology and vocational

learning.

Sincerely,

Tonya Mead, PhD, MBA, M.Ed. CHFI, CFE, PI

Tonya Mead, PhD, MBA, M.Ed
CFE, CHFI, PI
Shared Knowledge, LLC
Virginia DCJS # 11-15169 and DC PDB # 3458
Phone: (508) 240-4728
Fax: (703) 437-7662
Website: http://ishareknowledge.com
https://www.linkedin.com/in/tonyafoustmead/
Twitter: http://twitter.com/ishareknowledge
Author: http://amazon.com/author/tonyajmead

Welcome to DC Codes

dccodes.org

Developing DC Youth for Infrastructure and High Technology Jobs

From: Block, Valerie
To: Safety
Subject: School Safety Commission
Date: Thursday, March 29, 2018 12:09:28 PM

I just read about the formation of a Commission focused on School Safety in School Planning & Management magazine. Our focus at Kuraray is on the use of glass in both interior and exterior applications in daycare, K-12, and university settings. Glass can be designed for greater security, especially when it offers post-breakage glass retention. When laminated glass is specified, the school can maintain its open, inviting appearance, use daylighting to create a pleasant interior environment, and avoid a scenario that allows easy entry due to the breakage of standard glass systems. We would be happy to participate in the activities of the Commission, especially as it relates to architecture and the selection of more secure building materials.
Please let me know if there is an opportunity to participate.
Sincerely,

Valerie

Valerie L. Block, CDT, LEED® AP
Architectural Marketing Consultant
Kuraray America, Inc.
PVB Division
Email: Valerie.Block@kuraray.com
Mobile: [redacted]
To learn more about Kuraray, visit
www.kuraray.us.com

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From: Dale Jerome
To: Safety
Subject: School Safety Commission
Date: Thursday, March 29, 2018 10:09:50 AM

How can I get involved in helping with the efforts to make our schools safety. As an architect with over 25 years of school planning expertise, I think I can contribute to the efforts of the School Safety Commission. I have helped school districts across Michigan develop secure entries for their facilities and would like to continue to create safer schools for our children.

Thanks,

Dale C. Jerome, Ed.D., AIA, ALEP
LEED AP
President
FRENCH associates, inc.
236 Mill Street
Rochester, MI 48307
v. (248) 656-1377 ext. 7727
f. (248) 656-7746
e-mail: dalej@frenchaia.com
web: www.frenchaia.com

From:	Dalton Jackson
To:	Safety
Subject:	School Safety Concerns & A PLAN TO KEEP STUDENTS AND TEACHERS SAFE
Date:	Thursday, March 29, 2018 9:23:09 AM

Hello.

My name is Dalton, and I'm from the state of Georgia. My high school was just recently threatened with the possibility of gun violence, and another high school within the county was threatened as well. Thankfully, neither high school was harmed. Because of the threat, many students did not attend school the next day. To my school's credit, more police personnel was on campus that day. Just two days after the threat was made, the extra police officers were not on campus and they haven't been since. I am concerned and worried! Many schools often leave their doors unlocked (not just the front doors of the school but doors that surround the building). It is extremely easy for anyone to just walk in and open fire. I am proposing a plan that would create security for schools. This plan includes extra campus police officers, detectors that will go off if a firearm of any kind enters the building, and someone whose main job is to make sure anyone wishing to enter the building is not a threat. I also believe a law needs to be passed that requires schools to secure their doors. It should not be this easy to simply walk in a school. Teachers did not sign up to have firearms in their classroom. Many people are calling for teachers to have access to guns, but this is unnecessary. If school security improves MAJORLY, then teachers will not need any firearms in their classrooms. In order for these necessary changes to be made, I am assuming that some federal funding is needed.

A country's students who are afraid to attend school is NOT the greatest country in the world!

CHANGES MUST BE MADE AND THEY MUST BE MADE SOON!

Sincerely,
Dalton from Georgia

From:	Kathleen Agid
To:	Safety
Subject:	School Safety Goals and Solutions
Date:	Friday, March 23, 2018 3:33:37 PM
Importance:	High

I just saw your announcement and that is fantastic!

Right now as it stands there is no way in almost any school to know at any given moment all that are in the school. There is a product that solves this problem with time stamped rolling kiosks to identify every student, staff members, volunteers, and other community members or contractors and visitors that are in the building at any time. In addition this same kiosk flags a suspended or non (Prior) student trying to gain access and sends out text or email alert messages to those who should know.

It is the ScholarChip solution. In addition there is a module that identify, recommends and modifies behavior (this is best done prior to 10th grade).

I would also highly recommend back pack searches and metal detectors.

I would like to see a gated secure entrance with at least 1 armed officer. There must be redundancy for breaks and assistance (If construction is not conducive I would consider moving schools and all new construction with bullet proof glass.

A panic button that would go directly to the police.

Door access (we also have automated classroom attendance)

Video of course.

These are what I believe are the top priorities, however reach out for more information.

Thank You.

Kathleen

Kathleen Agid **|**Account Executive

Higgins Corporation.....Secure Identity & Situation Management Solutions

Direct: **(203) 554-2914|**Corporate Office: **(800) 486-1312 xt. 341 | Fax: (207) 767-5268**

Email: kagid@higgins3.com **|** Visit Us at: www.higgins3.com

http://www.view-my-catalog.com/higginsproducts/

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Higgins Corporation www.higgins3.com

****

From: Lee, Daniel
To: Safety
Subject: School Safety Idea
Date: Thursday, March 29, 2018 4:29:27 PM

Dear Sir or Madame,

Back in 2012 I wrote an op ed in the Bangor Daily News entitled, *One Maine superintendent's view: Congress should assign safety officers in public schools.* Basically it takes a neutral stance on gun control and cultural violence but rather seeks an immediate means to secure our nation's schools. (Reference: Lee, D. (2012, December 20), One *Maine superintendent's view: Congress should assign safety officers in public schools.* Bangor Daily News, p. A5.
Simply, much like the formation of the TSA in the aftermath of September 11, 2001; the School Safety Administration (SSA) would be formed as a directorate within Homeland Security. It would provide highly qualified federal school safety officers in every school in the country. The SSA would be funded, in large part, by a federal tax on firearms and ammunition. Just like cigarette taxes, these proceeds would be used to mitigate the ill effects of firearms on our society.
SSA officers would control access to school buildings, handle threats of violence, continually assess physical plant security, and develop response protocols to acts of terror. Each officer would be armed and issued a well-marked vehicle that would be parked prominently in front of schools as reminder of our nation's resolve to stand ever vigilant against threats to our children. Many veterans of the current conflict have returned home only to seek reemployment. These good men and women have been tested under fire and have the requisite skills to do this job. I envision a security force - not a police force. Officers would be uniformed, adhere to the same grooming and physical training requirements, as active duty military personnel. Each officer would be thoroughly vetted and successfully complete a 12-week training that would include a variety of security and school specific courses. They would interface with local law enforcement and share what they learn with fellow officers across the nation.
There's much more to this proposal but you have the idea. If you any questions feel free to give me a call.
Sincerely,
Daniel Lee

Daniel Lee, Ed.D. | Assistant Professor
University of Montana
Phyllis J. Washington College of Education and Human Sciences
32 Campus Drive MS 6356
Missoula, MT 59812
406.243.5204 **|** coehs.umt.edu

From:	Laura Bennett
To:	Safety
Subject:	School Safety Recommendation
Date:	Tuesday, March 27, 2018 7:48:22 PM

Greetings,

I saw the March 23 press release regarding the Federal Commission on School Safety. I currently live in Broward County, FL, the county where Marjory Stoneman Douglas School is located. I would like to highlight the importance of schools (K-12 as well as colleges and universities) having effective, well-trained threat assessment teams. For five years before moving to Florida, I chaired the campus threat assessment team at William Rainey Harper College in Palatine, Illinois, and found our work to be very effective. A majority of the time, the students, employees, and visitors who were referred to our team were found to be low-risk or simply concerns, but we got these individuals resources and assistance and sometimes monitored them. Most of the behaviors of concern that are exhibited are not criminal, and may not be against school or college policy, which requires a different approach. Other times, such as when separating a student or employee, or when our threat assessment showed a high level of risk, more intrusive action was required.

A summary of this can be found in Dewey Cornell's recent testimony: https://theconversation.com/threat-assessments-crucial-to-prevent-school-shootings-93636. Unfortunately, every school shooter is someone's son/daughter, someone's neighbor, and someone's friend. In nearly all cases, there are warning signs that can be identified, assessed, and often managed to prevent violence. One key problem is that those closest to the individual are most likely to observe the warning signs, but also least likely to report.

In terms of what this looks like in practice, here are a few thoughts I can offer:
- It would be ideal to have simple legislation that outlines basic requirements for threat assessment teams. Unfortunately, I worry this will be a state by state process, following the leads of Virginia and Illinois, until there have been mass shootings in every state prompting such legislation. Illinois has an excellent law as it gives adequate parameters but doesn't over-legislate. It gives (almost) all the appropriate flexibility but also offers the authority that a campus team needs to be able to act or recommend action to its campus. It also requires that the campus have privacy protections for reporting parties and those reported to the team. I have thoughts on what this legislation might look like if that is something you'd be interested in.
- Schools must assign people to the team that are the best fit, and must invest in training and resources (online incident reporting systems, time allocated within job descriptions, some funding for outreach education) etc. The team I chaired was at a community college and with very little money, we were able to get training, resources, and the means to operate effectively. Some of this was offered by the Illinois Anti-Terrorism Task Force, other we got from private consulting companies. ATAP (the Association of Threat Assessment Professionals) is an excellent resource on this.
- Schools must adequately utilize the health and safety emergency exception in FERPA to communicate with law enforcement, parents, and others when needed. It may also be worthwhile to consider whether FERPA should be amended to encourage if not require communication among schools if it becomes known that a student transfers or seeks to transfer after being found responsible under a school's code of conduct for having engaged in violence and/or made threats to other students. This is a hot discussion with regards to sexual violence,

but I think it makes more sense to consider a broader approach to all violence.
- Team members as well as the broader community need to receive continual training, especially on the intersections of risk factors and escalation of violence. For example, there are extensive connections between sexual violence (mainly domestic/dating violence and stalking) and mass violence. People often mistakenly connect mental health diagnoses with violent offenders, while my experience is that persons with disabilities are more likely to be victims of crimes.

This approach offers options for many of the "concerning" behaviors that are legally protected, do not violate rules, but constitute warning signs of what *may* be to come. Not every student who posts a threat online constitutes a threat to the school; in fact, most do not. The bottom line is that if schools can adequately tell the difference between those who *make* threats (which are many students today) and those who *truly pose* a threat, that can leave the FBI to handle the more serious ones while schools intervene to help struggling students (and others) succeed and move away from a pathway of violence.

The analogy I often give in trainings I offer is that when I took drivers' education, I wasn't taught how to escape a vehicle that goes over a bridge into icy water. Instead, I was taught how to assess risk and prevent my vehicle from going over the bridge in the first place through defensive driving, alternate routes, etc. Peter Langman, author of "Why Kids Kill: Inside the Minds of School Shooters" wrote that "The best defense is early detection. Shooters have to be stopped before they can get to the school with the weapons. This means a different style of prevention than physical security." While I am sure that there are physical measures that can be taken, I believe this is an approach that has few drawbacks, offers opportunity for early intervention, and the benefits certainly outweigh the costs.

Thank you for reviewing my feedback. If I can provide any other information or resources, please feel free to contact me. You are probably already familiar with the research on this topic, but I can also speak to the practicalities of implementing this on a college (or other school) campus based on my experiences.

Sincerely,
Laura Bennett

From:	Craig Apperson
To:	Safety
Subject:	School Safety Recommendations
Date:	Tuesday, March 27, 2018 9:57:26 PM
Attachments:	School Safety_Craig Apperson_27 March 2018.pdf

To Whom It May Concern:

I understand the U. S. Dept. of Education is interested in input from informed sources on school safety. Please find my contribution to this effort attached. Many of the controversies regarding this issue seem to side-step the practical elements that we know have an impact of safe school environments. I believe if the approach in the attachment were followed, using the Dept. of Education's safety planning manual as a reference tool (*Guide to Developing High Quality Emergency Operations Plans*: https://rems.ed.gov/K12GuideForDevelpHQSchool.aspx), schools would be able to improve their preparedness and ability to respond to individuals who may pose a risk. This assumes that a blend of federal and local funds are available to adequately address these issues. The costs associated with these efforts are likely to be significant, particularly when you combine the personnel costs and the capital construction funds needed to implement these suggestions. The plan for this effort should be over at least a ten year period (such as that identified in HR 4909), and should prioritize the most practical life safety concerns that could be addressed in the near term.

I hope this is useful as you consider the options to enhance safety in the schools.

Craig D. Apperson, Director
Public Safety & Behavioral Health Consultants, PLLC
(b)(6)

From: Marisa Termine
To: Safety
Subject: School safety recommendations
Date: Tuesday, March 27, 2018 7:29:47 PM

Universal background check
Mental health services for traumatized children
Parenting classes
Assault weapons ban
Increase age to 21 to legally purchase any weapon

Sent from my iPad

From: Debra Steyaert
To: Safety
Subject: School safety suggestions
Date: Friday, March 30, 2018 11:38:46 AM

Dear commission,
As a teacher in a rural school district, who has recently gone through a serious threat concern at our high school, I believe our administration, teachers, and community stakeholders can offer critical insights to the development of safety and security for our students.

First, we must address the unique physical and logistical aspects of every school building. Considerations must be made regarding access that is both convenient and inconvenient for the individuals who enter and leave during the school day.

Second, it is imperative to develop and disburse an adequate safety personnel budget for all school districts to employ and/or engage a visible presence of military/community safety officers.

Third, we need not be afraid to develop safety procedures that some individuals might deem intrusive, such as backpack checks or clear view items. Metal detectors should be considered at main entrances and all other access points in schools monitored by more than one security layer. Cameras alone, verbal reminders for students, and signage are not enough to deter students from allowing people into buildings at other access points.

Fourth, let's train all school staff and students on tactical ways of protecting with realistic means. The structure and equipment used in schools are not enough to provide the physical barriers necessary to protect from violent weapons. One example might be showing students how to use their own school books to make a body shield.

Fifth, we must make it known to all who enter schools that they are not going to easily enter a school or educational institutions without watchful eyes upon them. Our nation protects it's banks, who hold miniscule amounts of cash, with more security than our schools, who hold more human capital than can be measured. It's time to recognize that all individuals in schools and higher learning institutions deserve to have protection that preserves our most precious resource, humans.

Thank you for your consideration. If I can be of service in this project, or anyone in our school district, I am certain that our safety committee would me more than anxious to provide additional insights.

Sincerely,

Debra Steyaert
Special education teacher

Sent from my iPhone

From: Paul Gammarano
To: ed.gov@public.govdelivery.com; Safety
Subject: School Safety topics - TEACHERS EDITION -- April 13, 2018 // commentary toward positive action needed at schools / campuses
Date: Monday, April 16, 2018 6:28:22 AM

The significant factors which could be immediately improved, safety-wise at schools (both public & private) would be:
1 - the implementation of body cameras for school safety agents, just as their police officer colleagues have now, in most places;
2- surveillance cameras required at every exit & entrance point;
3 - stationed police cars very nearby or out at schools, for emergency situations;
4 - painted "don't block the box" grids on the street entrances / exits to front & rear main doors for pedestrian & student safety with passing motorists.

These uncomplicated deterrents to crimes & many future intentional or accidental human injuries would become cost-effective budgerary allocations over the course of time, and should not need legislation--but it it comes to that point, such enabling legislation should be enacted.

At least the Secretary of Education touched one positive factor here with invites out for preventive improvements on school safety per se.

==========
Prof. P J Gammarano, M.A., JD
A former very-large institutional (campus) Risk Manager / Safety Manager, inter alia.
Kingsborough Community College <---ranked 2nd ("top 4") for USA community colleges
Author of -
"Teaching: Not For Dummies // Substance Abuse Awareness: A Guidebook"
and other book titles
Publisher - http://www.XLIBRIS.com
CUNY - KBCC HPER Department since 1997
[SJU SI campus 1999 - 2005]

Prof P J

==== Not necessarily the viewpoints nor policies of the colleges / universities ! ====

From: U.S. Department of Education
Sent: Sunday, April 15, 2018 10:07 AM
To: Paul Gammarano
Subject: Principal Invents Device to Secure Classrooms -- TEACHERS EDITION -- April 13, 2018

[redacted]

What Teachers Are Talking About This Week

April 13, 2018 | Sign up to receive The Teachers Edition.

Safety Commission Commences Work Immediately

Secretary DeVos is leading the federal charge to address the many safety concerns affecting our nation's schools through The Federal Commission on School Safety, which held their first organizational meeting. The Commission will be **actively conferring with stakeholders and collecting promising practices, school and district challenges, and solutions for future change from the public using the email address safety@ed.gov** and through regional listening sessions in the coming weeks. DeVos announced the Commission and email source at the National PTA Conference and reminded attendees that we must all help one another and work together to figure out how we can best protect our students and communities from further violence.

Extra Care: Supporting Students Impacted by Opioid Crisis

Teachers in **Manatee County School District** are taking part in a new initiative, Handle with Care, which involves notification from law enforcement when a child has been involved in a traumatic experience. The generic notification from law enforcement to the school district protects the privacy of parents and children, but ensures educators are aware of the need to exercise extra care when supporting their students. Drug Free Manatee devised the program after seeing a tripling of students entering foster care due to the opioid crisis within their county (**McKinnon**, *Herald Tribune*).

Principal Invents Device to Secure Classrooms

Skyline Elementary School Principal Jason Pursley took matters into his own hands last year after exploring security options that were too complicated and costly. He designed a device to secure classrooms in the event of an intruder. With a retail cost of $35, he has received multiple orders from school districts throughout **Missouri** (*13 WTHR*).

Not Interested in Being a Martyr

When the teaching profession is referred to as honorable, it is usually followed by a comment about how teachers do their work for the greater good. How does that translate to pay? It doesn't. One teacher lays out exactly how poor teachers are paid by breaking down the mandated and non-mandated, but necessary work teachers do to ensure that students have engaging lessons, a shoulder to cry on, and quality feedback for their school work(**Reneau**, *Upworthy*).

Seeking Student Input on School Safety

Students in **Brownsville Independent School District** are getting the opportunity to provide direct input on what they need to feel safe. Scanned I.D. badges, mass shooter drills and information on what classroom items could be used as shields were some of the suggestions provided. Superintendent **Esperanza Zendejas** recognizes the need to ensure student input is not an afterthought as they seek solutions to address safety concerns within their district (*KRGV.com*).

Who is Talking about Teacher Mental Health?

You may remember, **Mr. Reed;** he's the student teacher that went viral with his educational music video two years ago. Now, Mr. Reed has the experience of leading his own classroom and has learned some hard lessons in the journey - lack of self-care among teachers. He shares about the stigma around mental health for men, particularly black men, and the anxiety attacks that make him feel like he might be dying as he worries about engaging lesson plans, students' needs, and not doing enough for his students. His experience is not uncommon in the teaching profession, but not one that is often talked about in teacher preparation or in professional development (*Medium*).

Prepared and Impacted: School Drills and Student Psyche

Teachers comfort students during drills, and parents and students contend with the emotional toll of being prepared to face unthinkable challenges within their school environments. Many school districts across the country prepare for active shooters by simulating such events with full knowledge of the purpose of the drills. While some acknowledge the necessity of thorough preparation, others question the lasting impact on students of such actions (**Hamblin**, *Atlantic*).

Parent Supports Schools with Security System Donations

James Andrews wanted a more secure environment for his child at school. He turned his concerns into action and provided funding for three, single-point entries at schools in **Washoe County School District**. The systems include multiple security cameras, intercoms, and remote locking doors. **Spanish Springs Elementary Principal Jim Verdi** acknowledges the efforts have resulted in students and staff feeling safer at school (*US News*).

Bus Drivers Join Battle to Fight Opioid Epidemic

School bus drivers in **Snohomish County** recently received training on what to look for when someone might be overdoing on opioid drugs. Provided by an opioid outreach specialist with Snohomish County, the training gave guidance on possible symptoms, and also provided an opportunity to have question answered. District driver trainer, **Jonna Critchett**, recognized how the multi-year relationships established between drivers and students allows them to spot changes that might indicate a problem with a student (**Stevick**, *HeraldNet*).

Retaining Teachers by Simplifying

One former educator has a message for politicians and school leadership about how to retain teachers - streamline and simplify. In what the writer acknowledges is not an exact plan, he offers four items that could be addressed immediately to allow teachers to get back to teaching and not data input, death by meeting, grading, and trying not to get whiplash from the changing priorities in schools and districts. Could these four ideas help support the teaching profession? Maybe, and as this former school leader pleads, it could be worth the try (**Harris**, *TES*).

Counselor's Corner banner

Scheduling and Test Coordination

Counselors are abuzz on social media on the two topics they work on in the early spring—scheduling students for next year, and coordinating spring testing in their buildings. While both of these duties have long been associated with counselors, this pairing is not without its controversy. School counselors argue that their role in scheduling—combined with the task of making schedule changes in the fall—is far more clerical and logistical, taking away from the more counselor-centered tasks of academic and personal advising. While all school counselors have had training in test interpretation, the building of testing schedules and the assigning of faculty and students to specific testing rooms is largely seen as an administrative task that

keeps counselors from supporting students and focusing on student development (**O'Connor**).

Prioritizing School Support Systems and Staff

With safety and mental healthy concerns being in the spotlight in school news, school counselors and other staff members supporting students outside of the classroom cannot help but remind people how underfunded their positions have become in schools. In this NPR article, you can get a snapshot into a school counselor's day while she tries juggle her 500 plus student load. It's no wonder that students may not always get the attention and services they need when counselors have such a heavy load (**Lombardo**).

Resources to Use

- **ParentCamp: Informed Families Thrive--Preventing the Summer Slide.** The U.S. Department of Education will host parents, students, educators, faith-based and community representatives to talk and share experiences, concerns, and solutions in order to make informed decisions on preventing the summer slide. Sessions will focus on such topics as Use of Technology, Library Programs, Resources and Tips for Parents to Prevent Summer Slide, and other topics focused on learning in the summer**.** The event will take place on Monday, April 23, from 8:30 am-1:30 pm at the U.S. Department of Education in D.C., please register to attend this free opportunity.
- **Our Nation's English Learners**. Check out the most recent data story about English Learners from the Office of English Language Acquisition at the Department to learn more about how the population is growing and services under the Every Student Succeeds Act.

What We Heard from Educators This Week

5. "Make teachers of color more visible particularly with awards, grants, and publications." -- Teacher, **Massachusetts**

4. "Our best lever in the recruitment of teachers of color is ensuring we are supporting the teachers we have, growing them as practitioners and involving them in policy development." -- Teacher, **Pennsylvania**

3. "The empowerment and teacher agency piece. Many are not retained because they are micromanaged or always have to look over their shoulder." -- Teacher, **Georgia**

2. "Recruitment and retention is a systemic issue overall." -- Teacher, **Nevada**

1. "White students lose when they don't have teachers who reflect our country's diversity." -- Teacher, **Pennsylvania**

The Teachers Edition contains links to other websites and news articles. These links represent just a few examples of the numerous education reference materials currently available to teachers and the public. The opinions expressed in any articles or web pages do not necessarily reflect the positions or policies of the U.S. Department of Education. The inclusion of resources should not be construed or interpreted as an endorsement by the U.S. Department of Education of any private organization or business listed herein.

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From:	Jeremy Miller
To:	Safety
Subject:	School Safety
Date:	Friday, March 23, 2018 3:58:57 PM

Recommendation:

As a father, gun owner, and proud citizen of this country it pains me to see school violence unfold across our country. This is a true testament to the leadership that is provided by those who hold the highest political offices. This must move to the top of the agenda, and not be over shadowed by in action due to political differences.

#1 - Powerful, effective leadership does not lead by spewing hate and petty messages, name calling or threats. Exemplify your position by encouraging unity across our nation and on the world stage. Hate is contagious. Action is power!

#2 - No citizen, employee, or student should be able to access the school without first being checked prior to entrance. This sounds extreme but is it? My wife is an attorney and can't go to court without first going through security so that the courthouse is safe, why is that any different for our children? Schools house 100's sometimes 1000's of students, most of which are carrying bags that could potentially have harmful content. Check, scan, search...it's not a violation of their rights.

#3 - Every school should have armed security officers onsite during hours of operation. The number of students should determine the number of security officers required.

#4 - Go green. Stop requiring students to carry book bags and use online resources. Eliminate the vehicle which could carry the weapon. We live in a digital age and their is no need for students to carry books or bulky bags. Force the schools to adopt electronic resources as a standard. I realize this would be challenging as the print material industry would need to evolve to accommodate...oh well.

Just my thoughts and I hope it doesn't come on deaf ears.

Thanks from a concerned father and citizen.

Jeremy Miller

Sent from my iPhone

How Schools and Their Community Partners Can Deal with "Red Flag" Students

How is it that we are missing the signals students are sending us when they are on a path towards violence? This is a question that has been asked throughout the country after pondering the failures of the system in Parkland, Florida that resulted in 17 deaths and traumatized the many survivors of that incident. While I can't speak to the specifics of this case, it appears there is a national pattern of disorganization when it comes to identifying and monitoring students who are at risk for violence. Each system seems to focus on individuals only when they are part of their system; i.e., law enforcement monitors those who commit crimes, schools monitor those who are students, etc. When this occurs, it is a form of professional myopia, where every agency "stays in their lane" and only consults with others when incidents rise to a critical level. By that time, emergency response, and the all-to-familiar post-incident response becomes the norm.

Specific recommendations to remedy this situation include, but are not limited to:

- **Development of Threat Assessment/Management Teams**: A number of schools, law enforcement, mental health/substance abuse, and social service agencies have more recently adopted the use of strategies referred to as "threat assessment" or "threat management" teams. Because of the explicit multi-disciplinary/multi-agency approach used on these teams, they can mutually track at-risk individuals and develop intervention plans as the signals for violence escalate. This approach established local teams comprised of all of the noted agencies, and others, and is based on the work of many federal agencies (FBI, the U. S. Secret Service, (cf., https://www.secretservice.gov/protection/ntac/research/ https://leb.fbi.gov/articles/featured-articles/threat-assessment-teams-workplace-and-school-violence-prevention) the U. S. Department of Education, etc.) and professional associations (National Association of School Psychologists, the International Association of Chiefs of Police (http://www.theiacp.org/portals/0/pdfs/schoolviolence2.pdf), Association of Threat Assessment Professionals, etc.). Much has been done to help create a safety net for at risk individuals since these programs were developed. One of the more sophisticated approaches to this effort has been in Salem, Oregon (http://www.statesmanjournal.com/story/news/education/2018/02/15/florida-shooting-brings-focus-salem-keizer-has-top-system-threat-assessment-reflects-after-florida-s/341659002/).

  Unfortunately, a significant amount of time is required by participants in the threat assessment/ management process, particularly in the early stages of development. Eroding funds during the recent recession caused many of these programs to evaporate. Participating agencies are asked to engage in a prevention activity when current funding typically allows only for intervention in high-risk cases, which is often too late to avoid a disaster. Public schools have an opportunity, should Congress pass, and the White House concur, on **HR 4909** (referred to as the ***STOP School Violence Act of 2018***, https://www.govtrack.us/congress/bills/115/hr4909). This legislation would provide limited funding for schools and their partners to develop local programs that fit community needs. As of this writing, the House has passed HR 4909, and it has been referred to the Senate.

- **Develop Safety Plans that Include School Campus Physical Security**: Some schools have been encouraged to fund more electronic security measures and hire more security or law enforcement officers as a response to perceived violence (or the prospect thereof). School security programs that use Crime Prevention Through Environmental Design (CPTED) as a basis for school campus-level security can assess the degree to which personnel, technological methods (e.g., CCTV, etc.), or other methods might be needed in addition to physical plant modifications (http://www.ncef.org/pubs/cpted101.pdf). Physical plant modifications, in some cases, may include installation of classroom door locks that meet both security and fire department standards for safety. Each school campus is unique, and the decision to employ security or law enforcement personnel can best be done after campus needs assessments are completed. Some access points, for example, may need a higher level of security presence than others, depending on the potential threats associated with those entrances/exits. Critical incident

analysis, or a review of the types and locations of incidents on the campus is a useful approach to understanding the scope and location of potential criminal conduct in the planning process (https://www.nij.gov/journals/262/Pages/critical-incidents-in-schools.aspx).

- **Integrate Mental Health/Substance Abuse Services Into Violence Prevention/Intervention Programs**: Schools need to focus on violence prevention rather than over-simplifying these issues as a "mental health problem." Some of the policy discussions on this topic seem to misdirect the public into thinking that if one "solves" the mental health problem, mass shootings will cease. While mental health and substance abuse are major issues in working with at-risk youth, many of the perpetrators of mass shootings would not meet the criteria for major mental disorders, limiting their ability to access formal mental health services. They often fly under the radar screens of those monitoring at-risk individuals when only using mental health criteria. Violent behavior needs to be the focus of these efforts (https://www.samhsa.gov/safe-schools-healthy-students/resources/violence-prevention).

These suggestions provide schools and communities with practical, proven methods to focus on these problems in a reasoned, methodical manner. They will not eliminate school violence, but would go a long way to fostering a safer school and community climate. Funding is critical at both the state and federal level, as most schools and their partners currently triage clients and serve those with those highest perceived need. Without a prevention/early intervention component, the limited services available will continue to frustrate the service providers and families involved.

Yours,

Craig D. Apperson

Craig D. Apperson is the retired Director of the Washington State School Safety Center (Office of Superintendent of Public Instruction), was national director of the Army National Guard's Psychological Health Program, a consultant to the Washington State Criminal Justice Training Center, and a correctional psychologist in the Washington State juvenile justice system.

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-1
Date:	Thursday, March 29, 2018 11:47:02 AM
Attachments:	Molly Dahl.docx

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From: James Shrader
To: Safety
Subject: School Safety
Date: Saturday, March 24, 2018 6:37:08 AM

Ban Assault Rifles, raise gun purchasing age to 21.

Sent from my T-Mobile 4G LTE Device

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-2
Date:	Monday, April 02, 2018 12:19:53 PM
Attachments:	Daniel Navin, Co-Founder and COO, Ballistic Cordon Systems, LLC..pdf

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Daniel Navin, Co-Founder and COO, Ballistic Cordon Systems, LLC.

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Jim Vernon
To:	Safety
Subject:	School Safety
Date:	Tuesday, March 27, 2018 5:42:45 PM

Arming responsible school employees, along school resource officers, will fix our problem. One trained person would have helped Mr. Cruz see Jesus.

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-3
Date:	Monday, April 02, 2018 12:22:47 PM
Attachments:	Ernest Logan, Executive Vice President, American Federation of School Administrators (AFSA).pdf

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Ernest Logan, Executive Vice President, American Federation of School Administrators (AFSA)

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	wendelin weaver-carter
To:	Safety
Subject:	School Safety
Date:	Tuesday, March 27, 2018 6:04:51 PM

ALL School Districts in the USA need School Resource Officers and metal detectors and locked doors in each School. This will provide a multi folder purposes.
1. Safety
2. Build RAPPORT and aide and reduce crime in communities.
3. Teach and Model the Law Enforcement profession to attract students into it to help the recruitment process.

Please DO NOT PERMIT SCHOOL PERSONELL TO BE ARMED!!!
I AM A RETIRED CITY OF HBG POLICE OFFICER and I SPEAK FROM EXPERIENCE!
I STAND WITH ALL THE YOUNG STUDENTS THAT ARE DEMANDING CHANGE!
ENOUGH is ENOUGH!

LET'S FOCUS ON OUR FUTURE! OUR FUTURE IS OUR "CHILDREN"!

Respectfully,
Wendy Weaver-Carter

Get Outlook for Android

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-4
Date:	Monday, April 02, 2018 12:28:12 PM
Attachments:	Brandon Flanagan, CEO, In Force Technology, Inc. (IFT).pdf

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Brandon Flanagan, CEO, In Force Technology, Inc. (IFT)

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From: Silas Richardson
To: Safety
Subject: School Safety
Date: Friday, March 23, 2018 10:29:18 PM

Best DeVos,

With your experience in going to public schools is ZERO! It is your responsibility to come up with this plan. What plan do you have? Like I said its your responsibility to come up with the plan, along with your cronies. I would like a response and not a response from your secretary or cronies.

Silas

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-5
Date:	Monday, April 02, 2018 12:29:58 PM
Attachments:	Edward Sanet, Retiree from Atlanta, GA.pdf

Edward Sanet, Retiree from Atlanta, GA

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From: Kim Olson
To: Safety
Subject: School Safety
Date: Wednesday, March 28, 2018 1:13:08 PM

I have a recommendation to improve school safety. I believe metal detectors at the entrance of every school is essential. It may be a little inconvenient but worth it.

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-6
Date:	Monday, April 02, 2018 12:34:21 PM
Attachments:	Bill Vucci, PresidentCEO, Vucci Strategic Security Solutions (VS3) and Spiro Stavrakas, Director of Business Operations, BICALLIS, LLC.pdf

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Bill Vucci, President/CEO, Vucci Strategic Security Solutions (VS3) and Spiro Stavrakas, Director of Business Operations, BICALLIS, LLC.

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	tracy palazzotto
To:	Safety
Subject:	School safety
Date:	Wednesday, March 28, 2018 6:51:56 AM

I think we really need to start bringing mental health back into our schools. Give these students a way to talk to someone at their school. Make it a presence that is not frowned upon but welcomed.
Our kids are facing more issues then ever and they need to know that their voice can be heard and valued if faced with problems.
Bring trauma informed care to school. Teachers need to learn the signs of trauma and what to do with it.
Guns in the classrooms are not the answer. We don't need our teachers to be armed with them, arm them with knowledge just like our students.

We can do better for our children.

Tracy Palazzotto
Lead Family Contact

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-7
Date:	Monday, April 02, 2018 12:35:20 PM
Attachments:	Scott Reas of VuTeur.pdf

Scott Reas of VuTeur

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	J. Reid Meloy, Ph.D.
To:	Safety
Subject:	School safety
Date:	Wednesday, March 28, 2018 5:14:04 PM

Make sure u include multidisciplinary Threat Assessment Teams as critical recommendation in all schools. If u r just target hardening u r only doing reactive tactical work. The complement to this is strategic preventive work: TATs. Much science to support this approach too. See the work of Dewey Cornell and also our books and papers at drreidmeloy.com

Thanks
Reid Meloy

Sent from my iPhone

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-8
Date:	Monday, April 02, 2018 12:36:33 PM
Attachments:	John Arata, Co-Founder, Emergency ePlan.pdf

John Arata, Co-Founder, Emergency ePlan

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-9
Date:	Monday, April 02, 2018 12:37:35 PM
Attachments:	Shelvin Rice of Phoenix, Arizona.pdf

Shelvin Rice of Phoenix, Arizona

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-10
Date:	Monday, April 02, 2018 12:39:24 PM
Attachments:	Michael Chen, Founder, Givenera.pdf

Michael Chen, Founder, Givenera

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Keller, Chris T.
To:	Safety
Subject:	School Safety
Date:	Monday, April 02, 2018 8:21:07 AM
Attachments:	image001.png image002.png

Hello,

I recently read the article in *School Planning & Management* about Secretary DeVos's new committee for school safety, which lead me to this email address.

First, I am a father with two sons in local Elementary and Middle Schools. My Wife is a Teacher in a nearby district, and my Sister is the Assistance Superintendent in another District. Their education and work place safety is extremely important to me.

I work as the Market Segment Manager – Education, for the Kawneer Company. Our Company manufactures and designs commercial building entrances, windows, curtain walls and other glazing systems. Kawneer Doors can be found on schools in every US State and Canadian Province. We are specified by name in some of the largest School Districts in the U.S. (New York City, Los Angeles, Chicago, Philadelphia, Etc).

I have been contacted by local Districts around the Country, as well as Architects, and Security Companies all asking for product support for their school entrance security issue. Without a National Building Code, like we have for ADA and fire compliance, the engineered solution for entrance security remains an enigma.

Please let me know if I can help with input from our Company resources, or personally involved with a sub-committee. I live in the Philadelphia area and can make in to Washington DC, easily. Thank you.

Chris Keller
Market Segment Manager – Education & Healthcare
Kawneer
[redacted] (cell)
Kawneer.com | chris.keller@arconic.com

NEW Email: chris.keller@arconic.com

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-11
Date:	Monday, April 02, 2018 12:43:25 PM
Attachments:	Mr. Anil Desai of Orlando, Florida.pdf

Mr. Anil Desai of Orlando, Florida

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-12
Date:	Monday, April 02, 2018 12:46:46 PM
Attachments:	Annette Turabi, Concerned Parent from Augusta, Georgia.pdf

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Annette Turabi, Concerned Parent from Augusta, Georgia

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-13
Date:	Monday, April 02, 2018 12:56:56 PM
Attachments:	The Parents Voice USA Mental Health Event.pdf

The Parents Voice USA Mental Health Event

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Coxen, Carrie
To:	Safety
Subject:	School Safety-14
Date:	Monday, April 02, 2018 12:58:14 PM
Attachments:	Jaspreet Randhawa, Founder and CEO, ResourceVerified.pdf

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Jaspreet Randhawa, Founder and CEO, ResourceVerified

See attached.

Carrie Coxen
United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Email: carrie.coxen@ed.gov

From:	Nick Spina
To:	Safety
Subject:	School Safety--AFSA Letter
Date:	Thursday, March 15, 2018 9:06:25 AM
Attachments:	image001.jpg AFSA Letter to Secretary DeVos.pdf

Hello,

Please see the attached letter that was mailed to Secretary DeVos and a copy sent to David Esquith on February 27th. To date we have not received a response.

Thank you,

Nick

Nicholas J. Spina
Director, Operations & Government Affairs
American Federation of School Administrators, AFL-CIO
1101 17th Street, N.W., Suite 408
Washington, D.C. 20036
Office: (202) 986-4209, Ext 104
Mobile: [redacted]
Fax: (202) 986-4211
www.AFSAadmin.org

image001

From:	Michael Vaughn
To:	Safety
Subject:	School Shooting Solutions
Date:	Thursday, March 29, 2018 8:27:31 PM

Honorable Betsy Devos:

The issue of school shootings must be resolved by applying critical thinking and mindless hysterics by people and students who want to get rid of guns should be dismissed. Their ideas have never worked and in fact in gun free zones nobody is safe and more crime occurs. I think the following is a more appropriate course to take.

First, all good ideas that can show a potential result that is not harmful to others constitutional rights should be seriously considered. Background checks would be a great idea except for the fact that they are already being done. The issue is not that they aren't being done it is that pertinent information is not entered into the database. We have all seen those with violent histories such as domestic violence etc go unreported and never investigated to the point where a credible database entry backed by facts can be entered into the database. Another glaring failure in background checks is that school age troublemakers who commit violent acts and outbursts are also not documented in the background check database. This needs to be done regardless of whether certain groups are far more represented. The law abiding should not have to be endangered because some kid comes from a depraved culture that glorifies violence and commit acts that are counter productive to a learning environment.

The placing of metal detectors and SROs(school resource officers) is an idea that is definitely likely to have fruitful results. However, it alone is not an effective solution. The SRO is effective at stopping shooting primarily because he/she has a gun and is a deterent. We all know very well it would not take much thought for a shooter to isolate himself and a group of students from the SRO. This helps but it is not a panacea.

What to do about the SRO not being in the right place at the right time. Well you need scores of SROs which is not feasible or you need armed people to be spread out throughout the student population in all areas so someone is there to stop the threat and the large number of armed people would be a deterent. The idea of arming teachers who want to have a firearm is a real solution and effective deterrent. The teachers who want to have a concealed carry permit can go to the same $100 concealed carry training any citizen goes through. Fact, conealed carry citizens are stellar citizens who statistically commit less crime than all groups including police officers. So this fact begs the question of why do we allow anti gun psychos to claim concealed carry is so dangerous? It isn't dangerous, it is the most effective way a person can protect him/herself and others from deadly violence period. We cannot let this fact be dismissed as armed teachers who choose to carry a firearm are in fact the best of many solutions to the problem. The teacher is their, they are throughout the school, in the parking lots, at the bus dropoffs, essentially all over to protect and deter.

The above are some solutions that in concert can effectively address the problem and logically result in protecting kids and others in schools and at school events. But more is needed. If someone is bent on killing for whatever perverse reason they don't have to go to the hardened school and it's outside security provided by armed stellar citizen teachers with carry permits. The psycho can just move to a softer target. They could shoot up a bus full of kids at a bus stop or find stops that have lots of kid's waiting for a bus and shoot them. Now an effective solution to this issue is to have stellar concealed carry citizen volunteers at the stops where children board the bus and also more than one on each bus. Again, these carry citizens are far more stellar citizens than those that are against them as proven by the criminal records of the two groups. One group, concealed carry has no criminal records, the other has millions of arrests for violence, drugs etc...

The clear application of critical thinking reveals a simple fact. A killer can pop up anywhere anytime and can always be where the police are not. It doesn't take long to shoot dozens of people with any gun whether they use an assault rifle or a semi automatic handgun. The only defense and deterrent is armed police, teachers and citizens taking the roll of sheepdog watching the kids. The other ideas such as alerts, metal detectors, SROs are all usefull but can be circumvented simply by find a softer target area with none of these. Only the community can solve the issue by trusting it's stellar armed citizens who would be nothing more than equivocal to a minuteman/woman voluteering to protect the kids and teachers. Those that ignore this primary and most effective of all the ideas offered is not serious about stopping the

shooters, just using kids to promote their anti gun agenda.

Sincerely;

(b)(6)

From: Ster E
To: Safety
Subject: School Shootings and How To Re-mediate.
Date: Saturday, March 17, 2018 5:51:31 PM

Below is a link to a Google Document Titled "School Shootings and How To Re-mediate".

It is rather detailed and covers a gamut of information such as.

Get The Community to Secure Their Firearms
Arming Teachers Won't Be Effective

Why are mass shooters so effective.

How To Regulate Military Style Firearms and most Pistols.

https://docs.google.com/document/d/13teh8CV38VrRiwDHeoRzRpqqaNbt85deYGv5TOLecms/edit?usp=sharing

I hope you consider this of value.

Sincerely Yours
Elister M. Ellis

From:	PJ Clarke
To:	Safety
Subject:	School violence mitigation
Date:	Wednesday, March 28, 2018 9:45:57 AM

Dear Ms. Devos,

The specter of another mass casualty event hangs like a sword of Damocles over our nation's schools. While many solutions have been proffered and proposals submitted, it seems that no matter how hard we try, the horror of children running out of a school with their hands in the air are the breaking news stories that have negatively effected our nation's psyche.

You are taking suggestions on how to mitigate the horror of another mass casualty event. Until you and your peers address the effect First Person Shooter games have on the psyche of adolescent behavior, these events will continue to happen. The psychosis that is induced by playing these games of violence in order to regain control of a life that has spun out of control due to the negative effects of bullying, needs to be explored in greater detail.

While the scope of this missive does not give me the lattitude to address this connection in greater detail, please feel free to reach out to me as I can prove the correlation between FPS games and the destruction they cause.

You may contact me at:

PJ Clarke
(b)(6)
(b)(6) Cell
(b)(6)

I hope you will give me the time to at least explain my hypothesis so as to give you and your administration a deeper understanding of just how dangerous these games really are. Until then,.I remain

Respectfully yours,

PJ Clarke

From:	John Byrnes
To:	Safety
Subject:	Scientifically validated method of "preventing" future shootings.
Date:	Sunday, April 01, 2018 9:15:08 AM
Attachments:	image005.jpg image006.jpg

Dear Secretary DeVos-

Please understand that the Media's Gun Control initiative will not prevent the next school shooting. Mental health assessments are notoriously inaccurate and are in fact virtually useless in identifying future school shooters. As I will explain, "Hardening the Target/Schools" will also not prevent the next school shooting. We, at the Center for Aggression Management, have a scientifically validated evidence-based solution that includes "reliable" prevention of future school shootings. Plus, our system does not contravene, nor conflict, with HIPAA, FERPA or privacy regulations. I would like the opportunity to present our Critical Aggression Prevention System (CAPS) to the School Safety Commission.

Having more SROs on campus will not prevent the next school shooting:

My community, Florida's Seminole County Public Schools (SCPS), are putting 2 SRO's in every high school and 1 SRO in every other SCPS school. But, will it make a difference?

Here is the problem:

1. From the moment an assailant decides to pull his weapon, to when the first round is discharged is just 2 seconds! No SRO can be on scene in just 2 seconds. The SRO will arrive on scene stepping over those slain during those first horrific seconds. This is unacceptable! As the *Safe School Initiative Study* determined, the only "reliable" way to prevent future school shooters is to identify someone on the path to a violent attack. **CAPS was developed on this premise and was scientifically validated at Eastern Kentucky University seven years ago.**

2. Desmond Barnes, the 14-year-old shooter at Great Mills High School, was a CAPS 9th Stage Cognitive Aggressor. He came to the scene with the intention to die. Having murdered 16-year-old Jaelynn Willey, when the SRO arrived, young Desmond Barnes place his gun to his head and pulled the trigger. These CAPS 9th Stage Cognitive Aggressors do not fear, and do not care that there may be armed officers on scene.

Mental health assessments have been notoriously inaccurate in predicting future school shooters. CAPS does not use mental health assessments, it therefore, does not conflict nor contravene HIPAA Regulations.

1. Nicholas Cruz was assessed as "not at risk of hurting himself or others."

2. Seung-Hui Cho (Virginia Tech Shooter) was mental health assessed 3 times and in each occasion, he was deemed to be "not at risk of hurting himself or others."

3. The sharing of Mental Health Assessments' findings conflict with HIPAA Regulations. CAPS does not.

4. The Report to the President on Issues Raised by the Virginia Tech Tragedy, June 13, 2007, state "Most people who are violent do not have a mental illness, and most people who have mental illness are not violent." In fact, they found that people with mental illness tended to be the victims, not the perpetrators of this violence.

5. Finally, Pima Community College's Jared Lee Loughner, was charged with 19 counts of murder and attempted murder and shot Congresswomen Gabrielle Giffords, near Tucson, Arizona, on January 8, 2011. Loughner clearly had a Thought Disorder and was probably Schizophrenic, one of the scariest of mental illnesses. However, we know that of all Schizophrenics only 0.002% (2/10 of one percent) have murdered another person. How do we get from the 0.002% of Schizophrenics who would murder people, to "this is your next shooter"? You can't!

The Problem: Probabilities Versus Predictabilities

The problem lies in the difference between "Probabilities" and "Predictabilities." As an example, Mental Health Assessments offer probability, not predictability. "Probability" states that "within a certain group of individuals, there is a higher probability of a shooter. It <u>does not</u> tell us who the next shooter is!

With Probabilities, when we reverse this logic, it doesn't hold any value for us. As an example, Nikolas Cruz:

1. Recently lost his mother. How many people who lose their mother to flu illness follow that experience by murdering people? Less than one percent?

2. Was expelled from school. How many people who are expelled from school follow that experience by murdering people? Less than one percent?

3. May have had a mental disorder. Certainly, his legal defense team will try to make a case for insanity, but that doesn't change the fact that mental health "assessments" are not good predictors of future shooters.

The Solution: Using Predictabilities

The US Secret Service and the FBI agree that "Predictability" can reliably identify a future shooter by identifying someone on the path to a violent attack. This process is not "absolute" 100%, but it is "scientifically reliable."

The most thorough study ever conducted on the topic of violence in schools was a collaboration between the US Secret Service, your Dept of Education and the National Institute of Justice. It was

call the "Safe School Initiative Study" and it found that the only reliable way to identify a future shooter was to identify someone "on the path to violence." Backing this assessment, in December of 2013, Andre Simmons, the Chief of the FBI's Behavioral Threat Assessment Center/Behavioral Analysis Unit stated that the FBI's ability to prevent violence is predicated on "identifying a person who is on a pathway to violence."

I have spent the past 24 years considering the problems inherent in preventing future school shootings, and I would like to bring our "preventive" solution to the School Safety Commission. How can I arrange a presentation?

Thank you,

John

John D. Byrnes, D.Hum, Founder and CEO
Center for Aggression Management
Author and Veteran (USS Nautilus 571)
View our Critical Aggression Prevention System (CAPS) 3 minute movie:
http://www.aggressionmanagement.com/3-Minute-CAPS-Movie.html/
Phone: 407-718-5637 (EST)
Email: JohnByrnes@AggressionManagement.com
Linkedin Profile: "John D. Byrnes"
Linkedin Security 1st Connections: 16,800+
Linkedin Endorsements: 16,100+
Blog: http://blog.aggressionmanagement.com/
Web Site: www.AggressionManagement.com
Author: http://www.aggressionmanagement.com/BeforeConflict.html
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Thank you

Updated 4/2/2018 12:13 PM

From: Scott Reas (b)(6)
Sent: Monday, March 12, 2018 7:48 AM
To: DeVos, Betsy
Subject: VuTeur Signature

Good Day Betsy,

First I wanted to thank you so very much for all that you and your husband do.

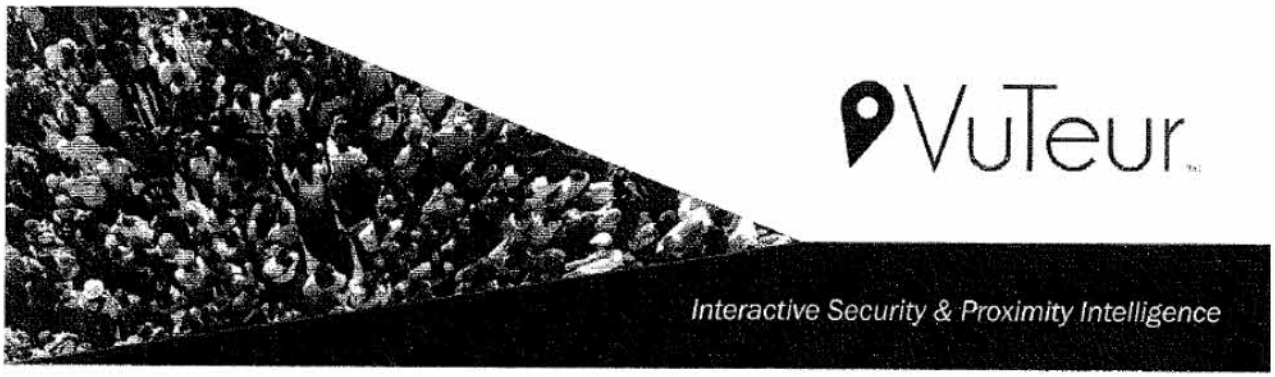
I also wanted to alert you to Our Emerging Technology which is already being utilized to Protect our Schools. We would love to have a few minutes via webex to show you all it can do! Please see the one pager attached and reach out to us at your convenience.

Scott Lee Reas

VuTeur

[redacted]

scott.reas@gmail.com
eFax (586)314-0157



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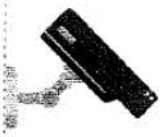

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+ Individuation of Digital Footprints
+ Visitor Management

From:	Robert Bernat
To:	Safety
Cc:	Ted Kanellakes
Subject:	See, Hear and Speak Up
Date:	Monday, March 26, 2018 2:06:24 PM
Attachments:	image001.png MEMORANDUM re See Hear and Speak Policy v6 05 16 16 Final Version.doc CMS MEMORANDUM re See, Hear and Speak Up Video Teaching Tools 03 26 18.doc

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Dear Secretary DeVos:

It was recommended that I write to you regarding a program conceived by the School Security and Standards Task Force of the State of Illinois, created under Illinois Public Act 98-0695, as amended by Public Act 99-0065, which is being operationalized by the Chicago Medical Society in conjunction with the American Psychiatric Association, the American Bar Association and the Chicago Crime Commission. I have served on this Illinois Task Force and chaired its Prevention Subcommittee. This program is entitled *See, Hear and Speak Up*, and is designed in a cost-effective manner in order to provide teaching tools in the form of videos that enable adults, teenagers and even pre-teens on an age appropriate basis to recognize evidence of a clear and present danger to schools and school children. Although the mantra of *See Something, Say Something* ™ is invaluable, it does not provide instruction as to what that Something may be. *See, Hear and Speak Up*, however, does this by analyzing multiple attacks on schools over many years to discern both parallels among attackers as well as leakage of types of information common across such attackers. *See, Hear and Speak Up* is designed both to allow and encourage observers to "read the tea leaves" and bring such observations to school and/or law enforcement authorities with the expertise to investigate and determine the nature and extent of any potential threat should such a threat exist. Attached herewith is a copy of the original *See, Hear and Speak Up* Memorandum which was included within the 200-page report to the Governor of Illinois and the Illinois General Assembly on January 1, 2016, as well as a Chicago Medical Society Memorandum drafted to explain requisite steps to help operationalize the *See, Hear and Speak Up* Program. Senator Bill Cassidy (R-La) and his staff are well aware of *See, Hear and Speak Up* as the Senator was in the middle of going over the Memorandum with me in his Capitol Hill office on February 14 precisely when the recent events in Parkland, Florida transpired and began to appear on the multiple television screens throughout his offices. Representatives of the above organizations would be delighted for the opportunity to testify in Washington or elsewhere should the newly created federal School Safety Commission elect to hold hearings, and work with the Commission in order to bring *See, Hear and Speak Up* to fruition.

Very truly yours,

BERNAT & BERNAT

A Professional Corporation

By: Robert T. Bernat

Robert T. Bernat, MD, JD

Board Member

Chicago Medical Society

****
IRS Circular 230 Disclosure: To comply with certain U.S. Treasury regulations, we inform you that, unless expressly stated otherwise, any U.S. federal tax advice contained in this communication, including attachments, was not intended or written to be used, and cannot be used, by any taxpayer for the purpose of avoiding any penalties that may be imposed on such taxpayer by the Internal Revenue Service. In addition, if any such tax advice is used or referred to by other parties in promoting, marketing or recommending any partnership or other entity, investment plan or arrangement, then (i) the advice should be construed as written in connection
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immediately.
****

From:	Alaska PTA
To:	Safety
Subject:	Seeks Input for School Safety Commission
Date:	Thursday, March 22, 2018 4:17:44 PM

We respectfully request that you have National PTA and State PTAs at the table on this School Safety Commission. We represent over 4 million parents, teachers and students across this nation.

--
Thank you for all you do for the children of Alaska.

"Every Child, One Voice"

Thank you,
Candy Jo Bracken
Alaska PTA President
907-388-1394

Updated 4/2/2018 12:13 PM

From: shelvinrice [(b)(6)
Sent: Monday, March 12, 2018 10:57 AM
To: DeVos, Betsy
Subject: Guaranteed answer to School Violence

Hi Mrs. Devos, my name Shelvin Rice located in [redacted] I've had the pleasure to work in the Mental Health field for over 25 years. With that tenure has come a profound amount of experience in Mental Health populations, child/adults diagnosis, their actions and behavior tendencies.

My reason for contacting you is because I have a systematic approach and programmatic structure that will lessen the probability of school shooting and massacres.

My program not only will foil/ thwart school shootings but, will also bridge the gap between Mental health, local, state and federal government and hold each and every entity accountable.

Most importantly, my program will keep guns out of the hands of teachers and bring back traditional community participation and offer a reporting tool for our most central prizes which are our children. Also, this tool will alert the National Rifle Association of people that shouldn't ever have a gun right to carry or own a firearm.

Additional, our program and service will decrease federal funding and usage by 100's of millions of dollars.

I would love to meet with you and discuss our plan and program as soon as possible. You can reach me at [redacted] Take care!

From:	Larry Schugam
To:	Safety
Subject:	Strategies for School Safety
Date:	Wednesday, April 04, 2018 11:29:06 AM

To Whom it May Concern,

We need more Restorative Practices, social workers, trauma informed instruction, in-school mental health services, mentoring and after school programs and teacher training/coaching to improve school safety. Not zero tolerance and suspensions.

Best,
Larry Schugam

Get Outlook for Android

From:	Dan Miles
To:	Safety
Subject:	Student Safety
Date:	Monday, March 26, 2018 12:44:50 PM
Attachments:	image001.jpg image002.png image003.png image004.png image005.png image006.png image007.jpg

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To Whom it May Concern,

Student Behavior, Visitor Management, Campus Security, Access Control, Automated Attendance. Imagine tracking comprehensively throughout a child's school years all the behavior good or bad and then being able to apply powerful data analytics to help identify children who might need an intervention early on whether that is for repeated violence, being late constantly, threats, bullying etc. ScholarChip provides a comprehensive solution that not only tracks and manages behavior but also secures the campuses with Smart Card Technology. Access to the campus is only given if you have a ID Card that allows you in via a simple tap on a reader. Visitor Management with automatic Sex Offender database check to keep all students safe and to know who is on your campuses and where they are at. Access Control, with a simple click of the mouse lockdown the entire school!

As the parent of a 17 year old Junior I am mystified that I struggle to get California Schools to look at this technology. This should be a no brainer and we should do what we have to in order to secure our schools but it always comes down the MONEY not the SAFETY of our children.

Please whether it's this solution or something else money and guidance needs to be provided to all schools nationwide. We need to quit spending billions of dollars subsidizing everyone else on the planet and take care our children who are the future of the USA.

www.scholarchip.com

Sincerely,

Dan

Daniel Miles | Account Executive
3575 Alameda Avenue | Oakland, CA 94601
O: 510.500.1464 | F: 510.485.5489
dmiles@capturet.com
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From:	No Stereo
To:	Safety
Subject:	Studio Voice A- to be catalogued in every library on Earth.
Date:	Friday, April 06, 2018 10:18:18 AM
Attachments:	cONdom please (1).mp3

My entire album rhymes except one song that uses alliteration.

sT.ereo's safe sanitary sex slogan: cONdom please!

Five Stars

Grammy member

From:	Bryant, Curtis J. (TD) (FBI)
To:	Safety
Cc:	Bryant, Curtis J. (TD) (FBI)
Subject:	Suggestion for consideration by the Commission on School Safety
Date:	Thursday, March 22, 2018 11:04:11 AM

In response to growing calls for federal preventative action regarding school shootings, the most recent being in Parkland, Florida, and Great Mills, Maryland, I respectfully offer the following suggestion to the Commission on School Safety (CSS):

CSS should consider recommending the amendment of 31 U.S.C., and all federal departmental regulations/policies stemming therefrom (e.g. 41 CFR , DOJ policy 3-13.530, etc.), to permit armed federal agents with official take-home government owned vehicles (GOVs) to use their GOVs to 1) attend school related activities on campuses within their communities, and 2) transport their dependent children to/from school campuses within their communities.

Current federal law/regulations/policies do not authorize such use of GOVs. The unintended consequence of this prohibition is to deter the presence of tens of thousands of armed, professionally trained federal agents with school age children from our nation's campuses at the very moment when our schools are most vulnerable, that being the start and end of the academic day, and at school events, when access control on school campuses is relinquished to the public.

This inadvertent deterrence of federal agents from school campuses occurs because school drop-off, pick-up, and activity hours coincide with professional commuting/working hours, so agents whose field work and 24 hour availability necessitates take-home GOVs are unable to transport their children to/from school campuses, or attend school functions, without first exchanging their GOV for their personally owned vehicle (POV). Consequently, agents seldom visit our nation's school campuses during working hours. If these agents were to exchange their GOVs for their POVs, then they would no longer have access to the lifesaving tools they would need in order to take action in a critical incident (e.g. police radios, body armor, weaponry, medical supplies, etc.).

Before contacting CSS, I circulated this idea among my federal law enforcement colleagues; the following were their comments/questions/concerns which may arise in your deliberation of my suggestion as well, so I included rebuttal for your consideration:

1. "That's unheard of!"
a. Actually, it's not. Personal use of GOVs at the local, county, and state levels of government is more common than most people realize, especially in law enforcement. In fact, many agencies allow personal use far beyond the limited scale I am proposing.

2. "That's too much liability."
a. Any time a GOV is at fault in an accident, the parent agency incurs liability not only for the victim, but also for the passengers inside the GOV. Fortunately, if an agent is transporting his/her own dependent children to/from a school campus at the time of the accident, those passengers are almost certainly covered under that agent's medical insurance policy and are not likely to sue their parent drivers for damages.
b. Agents would arguably be less likely to have accidents with their children in their GOV because they would presumably drive all-the-more cautiously until their children have been safely delivered to school.
c. Since most schools are located close to agents' homes, and their GOVs would have been in use anyway in furtherance of their commute or other duties, the liability from added time on the road is insignificant.

3. How much will it cost?
a. Almost nothing. Again, since most schools are located in the general vicinity of agent's homes, and agents' GOVs would have been in use anyway in furtherance of their commute or other duties, there would be little to no added fuel expense to their parent agencies.
b. When compared to some of the costly knee-jerk proposals being floated in the media, public forums, and Congress regarding how the federal government should address the threat of mass shootings, flooding our nation's

school campuses with tens of thousands of professionally trained agents at the precise moment of the day when schools are most vulnerable, for nothing more than the cost of gasoline, is just the kind of common sense, low cost problem solving this country wants from government. I suspect the general public (and our President) would likely be surprised to learn we don't already use our GOVs in this way.

4. "Will agents have an obligation to act in the event of a school attack or other criminal incident, even with their children in the car?
a. Yes, they will have an obligation to take appropriate action just as they would any other time, regardless of who owns the car they are driving. Frankly, I can't imagine an agent feeling anything but gratitude for a law/regulation/policy that allowed them to be present when their children were in peril.

5. "The use of GOVs will be abused."
a. Yes, I suspect that after a honeymoon period of appreciation, some agents will take advantage of the system and push the allowances of the policy, just as they do with current GOV policy. I also suspect these same fears were expressed the first time agents were issued their GOVs, duty weapons, government credit cards, petty cash, laptop computers, cameras, cell phones, surveillance equipment, and every other government issued item at their disposal, all which no doubt have accompanying policies governing their use. These potential abuses are why we have policies, and are why we have internal affairs units (e.g. OPR, OIG, etc.) to investigate policy violations.

6. "Transporting children to/from school will interfere with work."
a. Tardiness or unexcused absences from work are an entirely separate issue. The amended law, and subsequent regulations/policies, should in no way require, direct, or instruct agents to drive their GOVs to/from school campuses, but rather should permit such use if it can be done without interference to the agent's duties.

7. "Tread lightly or we'll lose GOVs and our mission will suffer."
a. Officials will understandably be angered by this suggested change if it is erroneously perceived as a complaint that current GOV regulations prevent agents from protecting their families. It is not a complaint; every agent understands and appreciates the need for GOVs and policies governing their use. It is instead merely a cost effective suggestion for how federal government can improve school safety.
b. Community support for this idea may be so great that GOVs are more likely to be assured than lost.

8. "What about daycare or after school care centers, would those be included?"
a. Because this is not a Trojan horse suggestion designed to surreptitiously garner another entitlement for federal agents, and the problem at this time is publicly perceived only as a school campus issue, statistical justification may be necessary before CSS goes so far as to recommend expanding GOV use to include private childcare facilities. While physical assaults, gun violence, and kidnappings do occur at private childcare facilities, usually stemming from custodial disputes, these incidents were not the impetus for my suggestion. Again, this recommendation must be accurately portrayed/perceived as a cost effective deterrent/countermeasure against mass shootings at our nation's schools, nothing else.

9. "Would a law/regulation/policy change be fair to all the agents who were punished in the past for doing the same thing?"
a. Those agents were caught violating vehicle use policies that existed at that time. In my opinion, a change to the policy under which they were punished should not require they be retroactively exonerated any more than legalized marijuana in our nation's capital should require decades of drug convictions to be overturned. Just as crime has changed (to the point where we are now discussing countermeasures to prevent the mass murder of defenseless school children), so too should our laws/regulations/policies.

Thank you for considering this suggestion which I have also shared with the FBI Agents Association, the Federal Law Enforcement Officers Association, the office of U.S. Senator Roy Blunt, and the office of U.S. Senator Claire McCaskill. After learning of CSS's formation, it seemed logical to share it with you as well.

Sincerely,
Curtis Bryant

From:	Charlotte Garrett
To:	Safety
Subject:	Suggestion for Keeping Schools Safe
Date:	Tuesday, March 27, 2018 6:28:09 PM

I am a retired school nurse after 22 years employment and still work as a substitute. Obviously, I worry about my role and ability to do my job if a school shooting occurs.
I do not believe more guns in school is a solution. I do not believe making schools look like prisons is a solution.
BUT I do think it would be more cost-effective to install monitoring equipment, screening all areas of the school with trained staff to monitor with the ability to link into police stations as needed. Any person admitted to the building should be required to go through the main office and staff monitoring notified of them being in the building. Persons must be buzzed into the bldg and then buzzed in again to classroom areas from the office. As in hospitals when there is an emergency there should be a code PA announcement that does not scare students.
In some of the schools, I have worked there are automatic hall doors that close as needed in an emergency and can only be opened with a key once closed. These could be made bulletproof. They could be placed strategically to essentially trap a shooter in a small area and where school security/police would know exactly where the shooter is located. ALL other doors to classrooms could also be automatically closed and locked when schools go on lockdown. With teachers and students following other suggested classroom procedures for safety.
Parents/Guardians should assume the responsibility of weapons at home and the well being of their student. They should be held accountable if their child is not mentally sound and agree to assume any liability if their child comes to school with a weapon.
Thank you for your attention.
Charlotte Garrett

From: Sharon Martin
To: Safety
Subject: Suggestion
Date: Friday, April 06, 2018 11:26:17 AM

Why not have police stationed at the exits of public schools.

From: Amanda Fitzgerald
To: Safety
Subject: taskforce membership
Date: Thursday, March 15, 2018 12:01:10 PM

Hello,
I'd respectfully request to have school counselors be part of the task force. I would be happy to put forth an excellent candidate or two if you'd like an actual practitioner. Or, the association could provide a policy staff. I urge the task force to take a comprehensive look at school safety starting with prevention and intervention for struggling students (hence, my counselor recommendation) and not just focus on metal detectors and hardening schools.
Thank you for your work on this topic.

Amanda Fitzgerald
Director of Public Policy
American School Counselor Association
1101 King Street, Suite 310
Alexandria, VA 22314
703.683.2722
afitzgerald@schoolcounselor.org

From:	JoLisa Hoover
To:	Safety
Subject:	Teacher on your commission
Date:	Friday, March 30, 2018 10:09:04 AM

As a former Teaching Ambassador Fellow, I found it disingenuous to say teachers couldn't be on the commission because the Department of Education doesn't have teachers who are also federal employees. The School Ambassador Program was literally created in 2008 under Secretary Spellings to solve the issue of bringing teacher voice into ED. Not only do you have current teachers on your federal payroll, but you have over a hundred teachers and principals in the alumni network who understand federal regulations and have gone through security clearance in order to work for you.

It is vital that educators have a voice in this discussion. Until you have cleaned out closets for lockdown drills, counted the steps to that closet and kept scared nine years old quiet as they practice to possibly be shot, you can't know what it is like to be a teacher in public schools today.

Please add the School Ambassador Fellows or their alumni to your commission.

JoLisa Hoover

JoLisa Hoover Fourth Grade Teacher
https://www2.ed.gov/programs/teacherfellowship/2015fellows/hoover.html
| US Dept of Education Teaching Ambassador Fellow '08, '14, '15 |
Teach Plus Fellow
Create your own email signature

From: Jld
To: Safety
Subject: Teachers and guns
Date: Tuesday, March 27, 2018 6:02:01 PM

Dear United States Department of Education, I reject having teachers carrying guns in schools. I have 6 grandchildren in public schools. Prevention is key. Stricter guns laws are the answer. Teachers have enough to do, don't make them police as well. Thank you Judith little Manville, RI, 02838

Sent from my iPhone

From:	Pat Bransford
To:	Safety
Cc:	"Boggs, J. C."
Subject:	The Federal Commission on School Safety - Pat Bransford
Date:	Friday, April 13, 2018 6:54:51 PM
Attachments:	image001.jpg image002.jpg image003.png image004.jpg image005.png DFA 9.1 (002).docx

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Dear Heather,

Thank you for your consideration. I would love the serve on this important commission.

Patricia Bransford
Founder and President
The National Urban Technology Center, Inc.
25 Broadway, 9th Floor
New York, NY 10004-1058
212-528-7350
pbransford@urbantech.org
www.urbantech.org

From:	Mark Leitgeb
To:	Safety
Subject:	The New School Safety Bill: How to stop ALL mass shootings once and for all
Date:	Thursday, March 29, 2018 6:19:50 PM

This is a **MUST READ** suggestion on how to once and for all STOP all mass shootings, **including schools**, gov buildings, casinos, concerts or any other place where shootings may occur.

Bob McEwen and Randy Keefe connected us.

This is a time sensitive matter. Before Florida or other schools spend $ from new mass shooting bills that get a green light, I need to make you aware of a much more advanced scanner technology. Everything else out there is inferior tech and wont fully solve our problem.

Patriot One Tech, Canada. Is now licensed and ready to ship to the U.S.

Furthermore, this will end the 2nd amendment fight across the isle once and for all. Even if people have weapons, bombs, grenades, knives….these covert scanners catches them all before entering into a building. And its smart tech that knows the dif between a mobile phone or car keys and only detains people with weapons.

ex, the Vegas shooter would have never got past the concierge desk with his first duffle bag of guns and ammo, therefore the shooting never happens.

These scanners are SMALL Micro Wave Radar devices and are built into walls or front entry desks.

They can scan an individual or crowd of people in less than a few seconds.

Thanks in advance for your attention on this **URGENT** matter.

Mark Leitgeb
(b)(6)

From: (b)(6)
Sent: Monday, March 12, 2018 6:11 PM
To: DeVos, Betsy
Subject: Re: April 19 Flyer.pdf

Thank you for your response.
My contacting the secretary is two fold.

First, It would be our pleasure if the Secretary could attend or send a representative to this very important event.

2nd. I wanted to introduce
The Parents Voice USA.
We are a volunteer organization working to empower parents. Over the years we've watch the schools push Parents away and take more and more control over our children. The parents Voice talks directly to Parents keeping them informed as to issues relating to their children in schools from element through college.

We've had many events all which have been free to the community. Our last event was recognizing Dr. Smith and his team for the discover of Einstein's black holes. Hoping to develop interest in Parents to encourage their children to be excited about physics, over 350 were in attendance.

Our April 19th event is on mental health. Stress, anxiety, depression & suicide, focusing on, what are the warning signs?We will also discuss the dangers & benefits of social media as they relate to our children.

It would be outstanding if we could introduce the parents Voice through your schools.
We need help in expanding our efforts. We have been asked to develop teams in Texas, Massachusetts, NY, Florida etc.

Madam Secretary, The missing link in education and school safety are the Parents. The schools cannot heed the task alone.

There are many ways to cause mass injury.. the problem does not lye in HOW it's done, but WHY!

We know that Parental involvement is critical and the answer.

We would be honored If you are unable to join us on the 19th.
Otherwise, we would be please to organize an exclusive event at a time amenable to your schedule.

Warm wishes,
MJ Noor
(b)(6)
www.theparentsvoiceusa.com

From:	Deborah Temkin
To:	DeVos, Betsy
Cc:	Secretary@HHS.gov; attorney.general@usdoj.gov; Kirstjen.Nielsen@hq.dhs.gov; Safety; Mayes, Edgar; Ann.Agnew@hhs.gov; Tanya Tucker; Purnell, Jason; jchriqui@uic.edu
Subject:	Together for Healthy and Successful Schools Letter to Federal Commission on School Safety
Date:	Wednesday, April 04, 2018 11:29:31 AM
Attachments:	Together for Healthy and Successful Schools Ltr to Commission on School Safety April 2018.pdf

Dear Secretary DeVos,

We write to applaud your commitment to engaging communities as part of the Federal Commission on School Safety's efforts to keep our nation's students safer, and to offer our *Together for Healthy and Successful Schools* initiative as a resource as you develop your recommendations. Our three nonpartisan, nonprofit organizations are working to help states and communities create safe and supportive learning environments for all students.

Our work is based on research showing that students are most successful and feel safest when schools use comprehensive approaches to address students' needs. By helping schools better support student mental health, physical health, and social and emotional development, we can greatly reduce the risk that students will engage in violent behaviors. Accordingly, our initiative will provide education stakeholders with tools to better understand how to successfully integrate such comprehensive approaches into schools, communities, and policies.

Here are some examples of the work underway:

- An analysis of school health and safety policies—including policies regarding weapons, bullying, and mental health—across all 50 states, Washington, DC, and 480 school districts
- Development—in partnership with two St. Louis, MO, area districts and community partners—of a toolkit to aid school districts in the implementation of a comprehensive approach to school health called Whole School, Whole Community, Whole Child.
- Deep support to a handful of communities that are focusing on implementing whole child health practices and policies in schools to make school environments safer for young people to learn and develop.

According to your 2017 Indicators of School Crime and Safety Report, our nation's schools have become safer over the last two decades. It is imperative, then, that the Commission's work to prevent school shootings and other forms of violence leverage what has worked in school communities. For example, many states, districts, and schools have worked to replace punitive, discriminatory, and ineffective approaches with evidence-based approaches that equip teachers to prevent violence. For this reason, we are concerned that recent proposals—including school security measures such as school resource officers and the rescinding of guidance on the disparate use of school disciplinary practices—will come at the cost of more comprehensive efforts and may actually increase harm to students.

We would welcome the opportunity to inform the Federal Commission on School Safety about our work and about how best to make our schools healthy, successful, and above all, safe.

Sincerely,

Deborah Temkin, Ph.D.
Co-Director, Policy Analysis and Development, Together for Healthy and Successful Schools
Senior Director, Education Research, Child Trends
Jamie Chriqui, Ph.D.
Co-Director, Policy Analysis and Development, Together for Healthy and Successful Schools
Professor, University of Illinois-Chicago
Tanya Tucker

Director, Strategic Action and Alignment, Together for Healthy and Successful Schools
Chief, Strategic Initiatives and Partnerships, America's Promise Alliance
Jason Purnell, Ph.D., M.P.H.
Director, Applied Research and Translation, Together for Healthy and Successful Schools
Director, For the Sake of All
Associate Professor, Washington University in St. Louis
CC:
The Honorable Jefferson Sessions, Attorney General, U.S. Department of Justice
The Honorable Alex Azar, Secretary, U.S. Department of Health and Human Services
The Honorable Kirstjen Nielsen, Secretary, U.S. Department of Homeland Security

April 4, 2018

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos,

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We would welcome the opportunity to inform the Federal Commission on School Safety about our work and about how best to make our schools healthy, successful, and above all, safe.

Sincerely,

/s/

Deborah Temkin, Ph.D.
Co-Director, Policy Analysis and Development, Together for Healthy and Successful Schools
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Chief, Strategic Initiatives and Partnerships, America's Promise Alliance

Jason Purnell, Ph.D., M.P.H.
Director, Applied Research and Translation, Together for Healthy and Successful Schools
Director, For the Sake of All
Associate Professor, Washington University in St. Louis

CC:
The Honorable Jefferson Sessions, Attorney General, U.S. Department of Justice

The Honorable Alex Azar, Secretary, U.S. Department of Health and Human Services

The Honorable Kirstjen Nielsen, Secretary, U.S. Department of Homeland Security

Congressional Briefing

March 23, 2018

Professor Dewey Cornell

University of Virginia

Transcript of Presentation from CSPAN

THANK YOU FOR THE OPPORTUNITY TO BE HERE. I WANT TO TALK ABOUT EVIDENCE-BASED SCHOOL THREAT ASSESSMENT. I WILL TALK ABOUT A MODEL MY COLLEAGUES AND I DEVELOPED ABOUT 18 YEARS AGO. WE HAVE BEEN DOING RESEARCH SINCE THEN AND ITS POTENTIAL VALUE, NOT JUST PREVENTING VIOLENCE IN SCHOOLS BUT PREVENTING VIOLENCE IN GENERAL.

FIRST OF ALL, OUR DECISIONS IN ABOUT SCHOOL SAFETY HAVE TO BE BASED ON A CAREFUL ANALYSIS OF THE FACTS AND NOT JUST BE GIVEN -- DRIVEN BY FEARS AND EMOTIONS, HOWEVER IMPORTANT THEY ARE. AND TO RECOGNIZE THAT SCHOOL VIOLENCE IS A SMALL PART OF A MUCH LARGER PROBLEM OF GUN VIOLENCE. IT WOULD BE A TERRIBLE MISTAKE TO ASSUME THE ONLY PROBLEM WE HAVE IS IN OUR SCHOOLS. I WANT TO SAY WE NEED TO PLACE MUCH MORE EMPHASIS ON PREVENTION THAN ON SECURITY. ONE PREVENTION STRATEGY IS EVIDENCE-BASED SCHOOL THREAT ASSESSMENT.

CERTAINLY, SCHOOL SHOOTINGS HAVE HAD A TRAUMATIC EFFECT ON SURVIVORS, FAMILY MEMBERS AND ALL OF SOCIETY THAT HAD TO WITNESS THIS AND THINK ABOUT THIS AND CONTEMPLATED. ONE OF THE EFFECTS IS TO CONVINCE US SOMEHOW THAT WE NEED TO TURN OUR SCHOOLS AND TO YOUR TRESSES, THAT WE MUST SPEND BILLIONS OF DOLLARS ON SECURITY MEASURES. I WANT TO SUGGEST TO YOU THAT IS MISSING THE TOTAL PICTURE, THE LARGER PICTURE AND WILL LEAD US IN THE WRONG WAY. WE HAVE TWO PROCESSES GOING ON. WE HAVE A PROCESS OF RECOVERY FROM TRAUMA, WHICH IS IMPORTANT AND MUST BE CAREFUL FOR THE INDIVIDUALS, SUCH AS LAUREN. WE ALSO HAVE TO HAVE THE PROCESS OF STEPPING BACK FROM THE TRAUMA AND SAYING WHAT IS THE MOST EFFECTIVE AND EFFICIENT THING WE

CAN DO TO KEEP OUR YOUNG PEOPLE SAFE? AND KEEP THEM SAFE NOT ONLY IN SCHOOL BUT OUT OF SCHOOL.

MANY PEOPLE HAVE SEEN CHARTS LIKE THIS. TO THINK THERE HAVE BEEN OVER 300 SHOOTING SINCE THE SANDY HOOK SHOOTING! I THINK THIS CHART LEAVES OUT SOMETHING IMPORTANT, WHICH IS HOW MANY SHOOTINGS WE HAVE HAD OUTSIDE OF SCHOOL AS WELL. YOU DO A LITTLE DIGGING YOU WILL FIND, LIKE ME, THAT IN THE LAST FIVE YEARS WE HAVE AVERAGE OVER 100,000 SHOOTINGS EVERY YEAR. WE HAD HALF A MILLION SHOOTINGS WERE SOMEONE WAS KILLED OR INJURED OUTSIDE OF OUR SCHOOLS. FOR EVERY SHOOTING IN A SCHOOL WE HAVE 1600 SHOOTINGS OUTSIDE OF SCHOOLS. I'M INTERESTED IN KEEPING OUR YOUNG PEOPLE SAFE AND THE PEOPLE IN OUR COMMUNITIES. WE AVERAGED 22 YOUNG PEOPLE WHO ARE KILLED EVERY YEAR OVER THE PAST 20 YEARS. WE AVERAGE OVER 1000 YOUNG PEOPLE WERE KILLED OUTSIDE OF SCHOOL. EVEN IF WE SPENT THE BILLIONS OF DOLLARS THAT BUSINESS PEOPLE TELL US IT WOULD TAKE TO MAKE OUR SCHOOLS ABSOLUTELY IMPREGNABLE, THAT WOULD STOP ONLY LESS THAN 1/10 OF 1% OF THE SHOOTINGS THAT TAKE PLACE.

LET ME SUGGEST TO YOU THAT IF WE PUT A POLICEMAN IN EVERY SINGLE SCHOOL, WE MAY STOP ONE SHOOTING IN ONE BUILDING. IF WE PUT ANOTHER COUNSELOR IN THAT SCHOOL, WE HAVE THE POTENTIAL TO HELP YOUNG PEOPLE LONG BEFORE THEY GO DOWN THE PATHWAY TO VIOLENCE AND PREVENT SHOOTINGS ALL ACROSS OUR COMMUNITY.

THE REAL PROBLEM IS GUN VIOLENCE, NOT SCHOOL VIOLENCE. WHEN WE LOOK AT WHERE GUN VIOLENCE OCCURS, WHERE HOMICIDE OCCURS, SOME COLLEAGUES AND I LOOKED AT STATISTICS. AND WE DOWN AT THE BOTTOM OF THE LIST ARE SCHOOLS. SCHOOLS ARE ONE OF THE SAFEST PLACES IN OUR COMMUNITY. WE WANT TO MAKE OUR SCHOOLS SAFER. LET ME POINT OUT THAT RESTAURANTS HAVE 10 TIMES AS MANY SHOOTINGS AND HOMICIDES AS DO OUR SCHOOLS.

ANYONE WHO RECOMMENDS THAT WE NEED TO ARM OUR TEACHERS LOGICALLY SHOULD BE ADVOCATING THAT WE NEED TO ARM OUR SERVERS TOO. AND PUT METAL PROTECTORS AT THE ENTRANCE OF OUR SCHOOLS. THOSE PLACES ARE 10 TIMES MORE DANGEROUS THAN OUR SCHOOLS. WE HAVE TO DO MORE THAN JUST SECURITY. WE CANNOT TURN EVERY POLL OF SPACE, EVERY OPEN AREA INTO A FORTRESS. AFTER THE SANDY HOOK SHOOTING FOLKS TOLD US THEY SPENT ABOUT $5 BILLION ON SECURITY MEASURES. MAYBE IT NEVER WOULD BE ENOUGH. WE NEED TO RECOGNIZE THAT WHEN THAT $5 BILLION GO TO SECURITY MEASURES, SCHOOL BUDGETS ARE NOT ELASTIC, THAT MONEY HAS TO COME FROM SOMEWHERE. WHAT I HAVE SEEN IN THE SCHOOL SYSTEMS AS THEY HAVE TO CUT BACK ON STUDENT SUPPORT SERVICES. COUNSELING AND MENTAL HEALTH SERVICES BECAUSE THE MONEY IS GOING TO SECURITY MEASURES.

THE OTHER NEGATIVE REACTION WE HAVE TO FEAR SCHOOL VIOLENCE IS AN INCREASE IN THE USE OF ZERO-TOLERANCE DISCIPLINE. THE IDEA THAT WE HAVE TO GET TOUGH TO SEND A STRONG MESSAGE BY KICKING KIDS OUT OF SCHOOL. SINCE THE SCHOOL SHOOTINGS WE HAVE SEEN A RACKING UP OF SUSPENSION POLICIES, OF EXCLUSIONARY DISCIPLINE THAT HAD DOCUMENTED NEGATIVE EFFECTS ON JUVENILE DROPOUT RATES, JUVENILE COURT RATES, AND THE SCHOOL TO PRISON PIPELINE. WE NEED TO BE CAREFUL WE DON'T REACT TO SCHOOL SHOOTINGS BY MAKING THE PROBLEM WORSE BY USING EXCLUSIONARY DISCIPLINE AND INCREASING THE DROP-OFF RATES AND THE RATE OF KIDS TURNING TO CRIME.

SECURITY MEASURES ARE LARGELY PREPARATION FOR A SHOOTING. WE NEED TO THINK PREVENTION HAS A START LONG BEFORE THERE IS A GUNMAN AT YOUR DOOR. LONG BEFORE THERE IS A GUNMAN IN YOUR PARKING LOT. WHO IS THAT PERSON BEFORE HE PICKS UP THE GUN? WHO WAS THAT PERSON WHEN THEY WERE IN HIGH SCHOOL, MIDDLE SCHOOL, AND ELEMENTARY SCHOOL. WHAT COULD WE HAVE DONE DIFFERENTLY?

20 YEARS AGO ACTUALLY LAW , ENFORCEMENT, THE FBI, THE SECRET SERVICE WORKING WITH THE U.S. DEPARTMENT OF EDUCATION RECOMMENDED THE USE OF THREAT ASSESSMENT IN SCHOOLS. THIS WAS A VERY UNFAMILIAR CONCEPT, WE WEREN'T REALLY SURE WHAT IT MEANT. A GROUP OF COLLEAGUES AND I HAVE BEEN TRYING TO ADAPT THREAT ASSESSMENT. IT'S FOR KIDS WHO MAKE THREATS. WE KNOW KIDS MAKE THREATS A LOT. MOSTLY THEY DON'T MEAN THEM. THEY ARE IN A DEVELOPMENTAL PHASE, THEY ARE IMMATURE. WE KNOW SOME THREATS ARE SERIOUS AND WE NEED A PROCESS TO IDENTIFY THEM.

THREAT ASSESSMENT IN SCHOOLS IS A PROBLEM SOLVING PROCESS TO PREVENT VIOLENCE BY YOUNG PEOPLE WHO HAVE MADE A THREAT OR BEEN IDENTIFIED AS DISTRESSED IN SOME WAY. IT BEGINS WHEN PEOPLE CARE ABOUT ONE ANOTHER IN SCHOOL. FAMILY MEMBERS, FRIENDS, TEACHERS RECOGNIZE SOMEONE IS UNHAPPY, ALIENATED, WITHDRAWN, RESENTFUL, OR MAYBE MADE A THREATENING STATEMENT. A THREAT ASSESSMENT TEAM CAN LOOK AT A SITUATION, ASSESS THE SERIOUSNESS OF THE THREAT AND WHAT ACTIONS OUGHT TO BE IMPLEMENTED. IT STARTS WITH IDENTIFYING SOMEONE WHO IS IN NEED OF HELP.

ALL THREATS ARE NOT EQUAL. WE DON'T WANT TO OVERREACT TO STUDENT FRIENDS THAT ARE NOT SERIOUS. -- STUDENT THREATS THAT ARE NOT SERIOUS. WE DEVELOPED THREAT ASSESSMENT GUIDELINES, FIELD TESTED THEM AND DISSEMINATED THEM AND HAD 17 YEARS AND 11 STUDIES EVALUATING THEIR OUTCOMES.

WE KNOW THE SCHOOLS NEED TO AVOID OVERREACTING TO THREATS THAT ARE NOT SERIOUS. PROBABLY THE CHIEF EXAMPLE IS THIS YOUNG BOY WHO ATE HIS POP TART INTO THE SHAPE OF A GUN. UNDER THE ZERO-TOLERANCE POLICY, THEY SUSPENDED HIM FROM SCHOOL. THE ONLY THING DANGEROUS ABOUT THIS YOUNG BOYS BEHAVIOR IS WHAT HE ATE.

WE ALSO HAVE TO AVOID THE OPPOSITE ERROR OF UNDER REACTION IN A TRULY SERIOUS CASE. WE HAVE SEEN MORE SCHOOL SHOOTINGS HAVE BEEN

PREVENTED, HAVE BEEN AVERTED, THAN HAVE TAKEN PLACE. IN THESE CASES SOMEONE CAME FORWARD AND SAID, I AM CONCERNED ABOUT SOMETHING HE SAID OR DID. THERE WERE SCHOOL AUTHORITIES WHO LISTENED AND WHO RESPONDED, WHO TOOK THE THREAT SERIOUSLY. IN THREAT ASSESSMENT WE TRY TO DETERMINE WHY A STUDENT MADE A THREAT TO WE CAN PREVENT IT FROM BEING CARRIED OUT. I MENTIONED WE HAVE DONE A LOT OF STUDIES. I WILL SPEND THE NEXT THREE HOURS GOING THROUGH EACH OF OUR STUDIES [LAUGHTER] I'M SURE I WILL HAVE YOUR RAPT ATTENTION. I WOULD BE HAPPY TO SEND YOU COPIES OF ANY OF THESE. YOU CAN REVIEW ANY OF THESE ON THE VIRGINIA SCHOOL VIOLENCE PROJECT. LET ME GIVE YOU A SUMMARY OF OUR RESEARCH.

ACCORDING TO OUR STUDIES 99% OF THREATS ARE NOT CARRIED OUT. THE 1% INVOLVED NO SHOOTINGS, STABBINGS, OR HOMICIDES, THEY WERE FIGHTS WITH NO SERIOUS INJURY. WE ALSO KNOW THAT SCHOOLS ADMINISTERING THREAT ASSESSMENTS DON'T ADMINISTER HARSH CONSEQUENCES EXCEPT IN VERY EXTREME CASES. ONLY 1% OF CASES RESULT IN A STUDENT BEING EXPELLED OR AN ARREST. IN FACT, THOSE SCHOOLS SHOW A DECLINE IN THE USE OF SUSPENSION. RACIAL DISPARITIES IN THOSE SCHOOLS ARE REDUCED OR ABSENT. OUR MOST CURRENT STUDY FOUND THERE WERE REMOTE -- THERE WERE NO DIFFERENCES IN BETWEEN BLACK, WHITE AND HISPANIC STUDENTS IN WHETHER THEY WERE SUSPENDED OR EXPELLED. THEY ALSO USE COUNSELING MORE OFTEN AND HAVE A POSITIVE SCHOOL CLIMATE. (music) >>SORRY! >> THAT'S GREAT MUSIC. I GUESS THAT MEANS I'M NEARING THE END OF MY TIME, WHEN THEY START PLAYING MUSIC FOR YOU. [LAUGHTER]

LET ME WRAP UP BY SAYING, AFTER THE SANDY HOOK SHOOTING VIRGINIA ACTUALLY MANDATED THREAT ASSESSMENT IN ALL SCHOOLS. WE FOUND THREAT ASSESSMENT NEEDS TO BE ADAPTED BUT IT CAN BE A PROCESS THAT MINIMIZES TARGETING STUDENTS AND PROVIDES HEALTHY STUDENTS.

ALL THIS MUST BE PLACE IN A LARGER PERSPECTIVE THAT IS CONTAINED IN AN EIGHT POINT PLAN THAT MANY OF US HERE DEVISED AFTER THE PARKLAND

SHOOTING. THIS PLAN HAS GUN CONTROL, SCHOOL CLIMATE IMPROVEMENT, THREAT ASSESSMENT AND IMPROVED MENTAL HEALTH SERVICES FOR YOUNG PEOPLE. YOU CAN OBTAIN IT FROM OUR WEBSITE.

IN CONCLUSION, SCHOOL VIOLENCE IS A SMALL PART OF A MUCH LARGER PROBLEM WE NEED TO ADDRESS COMPREHENSIVELY. SCHOOLS ARE MUCH SAFER THAN THE PUBLIC BELIEVES AND SAFER THAN IT FEELS. BUT THE THREAT ASSESSMENT IS ONE OF MANY IMPORTANT TOOLS WE CAN USE IN SCHOOLS TO RESPOND TO STUDENT THREATS AND PREVENT VIOLENCE IN SCHOOLS AND COMMUNITIES. THANK YOU, VERY MUCH. [APPLAUSE] >>

*This transcript was compiled from uncorrected Closed Captioning

From:	Stephanie Fehr
To:	Safety
Cc:	Fehr Stephanie
Subject:	Who is on this commission
Date:	Thursday, March 29, 2018 10:34:36 AM

Dear sirs,
I would assume that the PTA would be one voice on this commission. Without the parent voice, the issues that surround safety and education for our children would not be complete.
No matter what is decided, we currently have a problem in our country with respect for each other and our diverse voices. Making decisions without collaboration and cooperation with a variety of voices will add to the confusion with the end result of no decision made to protect our schools.
Please refer to policies from pta.org (National PTA) to assist you on this important issue of safety in schools.
Stephanie Fehr, WEPR Associate Director

Sent from my iPad

CHICAGO MEDICAL SOCIETY

MEMORANDUM

To: The Honorable Betsy DeVos, Secretary, US Department of Education
From: Robert Bernat, MD, JD, Board Member, Chicago Medical Society
Re: *See, Hear and Speak Up* Video Teaching Tools
Date: March 26, 2018

To be reviewed in conjunction with the *See, Hear and Speak Up* Program, the following is a proposal for the development of teaching videos designed to educate parents, guardians, teachers, school administrators, school children and members of the general public with respect to such Program.

I. General.

The seminal point of each such video is that the security of school children relies upon community involvement, namely that school security truly requires members of a community to understand the potential threats to school children and be able to recognize when an individual or individuals may present a clear and present danger to students. Without such community involvement through an organized and teachable program designed to foster such recognition and bring concerns to the authorities for expert evaluation, authorities are severely hampered in their ability to proactively protect communities from such threats.

Americans appear naturally to be gravitating toward the components of *See, Hear and Speak Up*. Witness the grandmother who contacted authorities on February 13, 2018 in Everett, Washington after reading journal passages written by her grandson, Joshua Alexander O'Connor, which she found disturbing and evidenced the grandson's plan to attack his high school. Local police investigated and determined that the 18-year old had the Means, Motive, Methods and Mentality to execute such attack. The boy was then taken into custody and the attack interdicted. Unfortunately, despite similar warning signs that checked the boxes of Means, Motive, Methods and Mentality, as well as information provided the FBI detailing such signs, an attack on February 21, 2018 by Nikolas Cruz, age 19, on Marjory Stoneman Douglas High School of Parkland, Florida was not averted, resulting in 17 dead and 14 wounded. Americans inherently understand that signs exist prior to many school attacks, but need a more comprehensive, organized structure on a national basis which provides them the tools enabling community members to contribute to the security of school children as additional eyes and ears of the expert threat evaluators of law enforcement.

II. Video Teaching Methodology.

The most efficient, simple, yet comprehensive methodology to teach the tenets of *See, Hear and Speak Up* would be through the use of video teaching tools, each similar, but aimed at different age groups with age appropriate content. The three groups are (A) adults, including parents and guardians, teachers, school administrators and general members of the public; (B) teenagers and (C) pre-teens, commencing at an age deemed appropriate by child psychiatrists of the American Psychiatric Association. Throughout the country very many schools, both public and private, school districts and other state and local based organizations have internet access as well as means of projecting video through Promethean Boards and other similar devices. Members of the federal task force formed status post Sandy Hook, which includes DOE, DHS, FBI, FEMA, HHS and DOJ, have the means to disseminate the videos to the appropriate state and local counterparts through the internet, flash drives, etc. Presentation of the videos would be encouraged to take place on a regular basis since teacher turnover requires annual viewing, which also serves to reinforce the *See, Hear and Speak Up* principals among those who have previously viewed the videos.

(A) Adults. This video is envisioned at the most comprehensive of the three videos as its target audience has the greatest capacity to understand the concepts of *See, Hear and Speak Up* without concomitantly generating a counterproductive fear response. Such video could potentially utilize two presenters, one from the medical/psychiatric side and the other from law enforcement, as representatives of two aspects of *See, Hear and Speak Up*, the recognition of a potential threat and the determination by experts of a clear and present danger. To hold attention as they teach the *See, Hear and Speak Up* 4Ms of Means, Motive, Methods and Mentality, the presenters could intersperse the teaching points with other imbedded video vignettes and still photos as reinforcement of the *See, Hear and Speak Up* principles. Careful inclusion of content is critical and counsel from members of the American Psychiatric Association will prove invaluable. Much like online short courses for fulfilling continuing medical education and continuing legal education requirements, questions posed by the presenters to the audience could be appended. After the allowance of sufficient time for viewers to think about their answers to a given question, the presenters could posit an answer thereby causing the audience to better internalize the lessons of the video.

(B) Teenagers. The video designed for teens should be lighter and have a format engaging for today's teenagers, perhaps utilizing a popular actor or musician who would be willing to donate their time in the cause of enhancing the safety of school children. Guidance will be provided by members of the American Psychiatric Association as to how best to establish the necessary connection with teens, such as which topics and imbedded video or pictures to include or avoid. It may also be prudent to advise state and local authorities to offer parents and guardians an opportunity to opt out for their children, thereby permitting them to determine if *See, Hear and Speak Up* is appropriate for their teen.

(C) Pre-Teens. This video should be the lightest in terms of content specifics and will benefit greatly from recommendations of content by the American Psychiatric Association, in particular the input of distinguished child psychiatrists within such Association. Such video could employ cartoon characters interacting with human actors. The very name of *See, Hear and Speak Up* was premised upon the concept of the three monkeys which saw, heard and spoke no evil. It may well prove effective to turn such cultural icon to the benefit of school security by encouraging pre-teens to not be like the three monkeys who did not see, hear or speak up, but like a second set of monkeys who display the beneficial characteristics of seeing and hearing and thus understanding potential threats, then speaking up to a trusted teacher, principal or police officer consistent with the tenets of *See, Hear and Speak Up*. Again, parents and guardians would be offered the opportunity to elect not to have their children participate should they feel it not appropriate, a procedure which respects their rights as parents and guardians.

III. Next Steps.

It is recommended that the federal government proceed as promptly as possible with the *See, Hear and Speak Up* program in order to enhance the security of school children. The program falls into the intersection of the federal agencies already formed into a task force in the wake of the murders of first graders at Sandy Hook School in Newtown, Connecticut. Such task force has already released the *Guide for Developing High-Quality School Emergency Plans* among other guides for houses of worship and institutions of higher education, and includes DOE, DHS, FBI, FEMA, HHS and DOJ. Upon the government's determination, the Chicago Medical Society, American Psychiatric Association, the American Bar Association and the Chicago Crime Commission will be delighted to work together on a priority basis in order to craft the first draft of scripts for such videos for submission to any federal agencies deemed appropriate by the federal government.

MEMORANDUM

To: Illinois School Security and Standards Task Force
From: Prevention Subcommittee
Re: See, Hear and Speak Up Program and Policy
Date: May 16, 2016

Pursuant to the determination of the Illinois School Security and Standards Task Force (the "Task Force"), the Prevention Subcommittee has drafted the initial components of a policy and program designed to assist school authorities, law enforcement and the general public to be better able to interdict a potential attack on a school. Currently, it appears Illinois and perhaps many other states as well are woefully unprepared in this area which spans the bounds of mental health, constitutional rights, school law, privacy and public acceptance. It is a remarkably difficult and complex area about which experts in their various fields may disagree and for which the Prevention Subcommittee has yet to uncover guidance in peer-reviewed journals or similar publications.[1] Nevertheless, a failure to generate the first draft of a See, Hear and Speak Up program and policy would be a failure and abdication of Task Force duties. The following is the first cut at such a program for which a policy would be developed and should be reviewed for comment and constructive criticism by experts in education, constitutional law, law enforcement and mental health.

We start with the premise that most potential attackers, excluding those who might attack a school for political purposes, provide warning signs in the form of certain behaviors.[2]

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[1] Although there exists no accurate or useful profile of individuals who have engaged in targeted school violence because the demographic, personality, school history and social characteristics of attackers vary substantially, nevertheless knowing that a particular individual exemplifies characteristics and/or behaviors which suggest preparations for an attack is more productive. *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*, the United States Secret Service and the United States Department of Education, Washington, DC, May 2002, p. 33.

[2] The greatest problem with deriving conclusions across the multiple individuals who attack school students is that the sample size is small. According to research undertaken by Andrew Solomon for his seminal article in the New Yorker magazine in conjunction with a series of interviews with Peter Lanza, Adam Lanza's father, nearly half of all mass murderers commit suicide during their crime and many others are killed by police, leaving few left to study. Solomon, Andrew, *The Reckoning*, The New Yorker, March 17, 2014, p. 44. "Indeed Paul Appelbaum, the forensic psychiatrist at Columbia, views such cases as 'suicides with murder as an epiphenomenon, rather than murders that happen to end in suicide.' The opposite view

If teachers, school administrators, social workers, siblings, friends, parents, other relatives and the general public were made aware of such behaviors, warning signs could then be employed to cause a careful review of individuals of interest by those with expertise and may lead to an interdiction of a potential school attack. Warning signs do not relate to an individual's clothing, the video games they might play or their music preferences. Although there may exist a coincidence among such things and many perpetrators, the number of false positives would promptly overwhelm any system constructed to vet information provided to authorities. Witness that [redacted] and [redacted] the perpetrators of the 1999 Columbine High School massacre, who reportedly tended to wear black, considered themselves to be Goths and played violent videogames.[3] Of course many others do the same yet present no risk to school children. Furthermore, despite the successful interdiction of an impending school attack in 2014 in Waseca, Minnesota based upon information to authorities by Ms. Chelsie Shellhas that a teenager, [redacted], was acting weirdly leading to the subsequent discovery of firearms, ammunition and bombs in a storage locker and LaDue's arrest, behavior simply deemed "weird" is a wholly insufficient criteria upon which to base an interdiction program.[4]

There are however it seems specific attack-related behaviors which tend to provide indicators of impending attacks which appear in many, but not all, instances. For example, a key aspect which occurs commonly is leakage to others of attack planning or intent often in the form of recruiting others to join[5], warning friends to stay away from a

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is equally possible: Henry J. Friedman, a psychiatry professor at Harvard, has said that for these killers murderousness is 'a primary rather than a reactive state,' and their 'desire to end life early surrounded by an aurora of apocalyptic destruction' does not signal the 'true depressive despair' typical of suicides. But, for Adam (Lanza) killing others and suicide were both crucial. The link seems clear: the more Adam hated himself, the more he hated everyone else." Id.

[3] *See also*, Cullen, Dave, *Columbine*. New York, New York, Hachette Book Group (1999).

[4] According to authorities in Waseca, Minnesota, [redacted], 17, was going to kill his family, start a diversionary fire, set off bombs at an area elementary school, kill the resource officer there and then shoot students at Waseca Junior and Senior High School. Police were tipped off to the matter two days earlier by [redacted] who called them about someone acting suspiciously at a storage facility. "He shut the door, and I thought it looked funny," she told CNN affiliate WCCO. "Because, normally, we see people come here, and it doesn't take them 10 minutes to open a storage shed, so that's why I called it in." When officers arrived, among other things they saw what looked like bomb-making materials in a locker: a pressure cooker, pyrotechnic chemicals, steel ball bearings and gunpowder. Earlier at area elementary schools police had discovered bomb making materials.

[redacted] (age 13) and [redacted] (age 11) were middle school students on March 24, 1998 when they committed a massacre at Westside Middle School in unincorporated Craighead County, near Jonesboro, Arkansas. [redacted] convinced [redacted] to be his partner in the attack. The two boys shot and killed a total of five people: four students and a teacher. Ten other people, nine students and one teacher, were injured. See, Langman, Peter, *School Shooters*, Rowman & Littlefield, Lanham, Maryland (2015), P. 185. A contrary result occurred when an attack on Plymouth Whitemarsh High School in Montgomery County, Pennsylvania was foiled and the plotter, [redacted] (age 14) arrested after a fellow teenager, [redacted] informed the local police that [redacted] who was home-schooled, had twice attempted to enlist [redacted] in his assault plan. [redacted] had not taken [redacted] seriously until he learned of a rifle which [redacted] mother had illegally purchased for him. [redacted] weapons included a

school on a given day[6], bragging about an upcoming attack or otherwise indicating violent intentions. Unfortunately, warning signs are frequently missed, misinterpreted or simply not taken seriously by those who are in the best position to inform school or law enforcement authorities.[7] Consequently, it is essential to develop the following See, Hear and Speak Up Program to alert and sensitize people on an age appropriate basis who are in such a position in order that they are able to recognize warning signs and then feel comfortable reporting their observations secure in the knowledge that neither they nor the person from whom the warning sign or signs emanated would suffer consequences should their conclusions prove inaccurate. A system with an acceptable degree of rigor and integrity must also be one which is understandable to those who are expected to be able

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9mm rifle (which he named his rifle "Reb" to honor [redacted], one of the Columbine killers), two other firearms, 13 BB guns, eight knives, five swords, two 16-ounce bottles of gunpowder and seven grenades, four of which were live. He also had in his possession handcuffs, bomb-making manuals, and a ski mask. A poem that [redacted] had written about a school shooting was also found. Montgomery County District Attorney Bruce Castor said of [redacted], "I think he saved lives."

[6] The Heath High School shooting occurred at Heath High School in West Paducah, Kentucky on December 1, 1997. Fourteen-year-old [redacted], who opened fire that day on a group of praying students killing three and injuring five more, had several days' prior warned friends to stay away from school on December 1. [redacted] had wrapped a shotgun and a rifle in a blanket and took them to school, passing them off as an art project. He also carried a loaded Ruger MK II .22-caliber pistol in his backpack. According to reports, [redacted] had been bullied by other students and suffered from severe paranoia. His paranoia was manifested in habits such as covering up vents and windows while in bathrooms because he believed he was being watched. Following the shooting, which [redacted] survived, he was diagnosed with [redacted] He has been hospitalized several times since the start of his incarceration due to [redacted], and takes medication for this condition.

[7] The murders which took place at Sandy Hook Elementary School in 2012 were a watershed event for many reasons not the least of which is now that mental health professionals are even more vigilant for any indicators of future violence and likely to err in favor of a conclusion that a patient presents a danger to themselves and/or others. The repercussions of being wrong are very chastening to such healthcare providers. Still making such diagnosis remains extraordinarily difficult. A social worker at [redacted] high school informed a reporter from CNN that he knew [redacted] that he never had any evidence of [redacted] being bullied, and he certainly never saw in [redacted] the risk of possible violence. In his interviews which were excerpted in the New Yorkers article entitled *The Reckoning*, [redacted] said, "If he had been a totally normal adolescent and he was well adjusted and then all of a sudden went into isolation, alarms would go off. But let's keep in mind that you expect [redacted] to be weird. Solomon, Andrew, *The Reckoning*, The New Yorker, March 17, 2014, p. 40. [redacted] characterized [redacted] in his pre-teenage years as "Just a normal little weird kid." Id. at 38. Thus "weird" behavior from [redacted] was the expected normal. "Still, [redacted] and [redacted]) sought professional support repeatedly, and none of the doctors they saw detected troubling violence in [redacted]'s disposition. According to the state's attorney report, 'Those mental health professionals who saw him did not see anything that would have predicted his future behavior … ." Id. But at some point certain warning signs became manifest. For example, by 2009 [redacted] seemed to have developed an obsession with killing. "He started editing Wikipedia entries on various well-known mass murders and seems to have been eerily well informed." Id. at 41. Even in [redacted], which certain officials of the United States Department of Education to this day consider a ghost, the warning signs were there. Despite his extreme reclusive behavior, had those who were near enough to him such as his parents been attuned to the thinking proposed herein and been willing to act, a tragedy may have been averted. It is impossible to know if [redacted] could have been interdicted before his rampage, but it is equally impossible to know that he could not have been stopped by connecting the dots.

to use it and engender sufficient confidence that anyone who expresses concerns to a trusted teacher, school administrator social worker, school resource officer or other law enforcement official will be undertaking not only the socially acceptable but also the socially expected action.[8] They should be made to understand that the operation of such program safeguards not only themselves, but also their friends and loved ones. This is crucial as family members, particularly parents, should be informed that school attackers frequently do not survive such assaults and often perish by their own hand.[9]

It must be recognized that in dealing with the thought processes of human beings it is not possible to predict with certainty which individuals who display some of the warning signs present an imminent or even latent threat to schools and school children. However, it must simultaneously be recognized that certain patterns of behavior and actions do exist across multiple school attackers and consequently a See, Hear and Speak Up program can and should be used as one tool to help interdict attacks. Although the behaviors of past attackers do not serve to predict new impending violence, they are signals which serve to raise the threat level and urge schools and law enforcement authorities to move promptly in investigating the possible threat as well as cause the defensive posture of schools to be elevated pending resolution of such investigation. The greater the number of warning signs, the higher the risk of attack.

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[8] The See, Hear and Speak Up program must be vetted by legal professionals for compliance with state and federal privacy laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

[9] Prominent examples include who murdered 20 first graders and six adults at Sandy Hook Elementary School in Newtown, Connecticut in 2012, who murdered one student at Arapahoe High School in Centennial, Colorado in 2013, and and who murdered 13 people and wounded more than 20 others at Columbine High School in Littleton, Colorado in 1999, before turning their guns on themselves and committing suicide. Parents must be taught that to provide "cover" for their minor or adult children merely enhances the risk of death not only to others but also for their own child. Prime examples of parental obfuscation include the case of , who killed his parents on May 20, 1999 and proceeded the next day to kill two and wound 25 at Thurston High School in Springfield, Oregon. In an attempt to cover up essential information, his parents had lied to the police about his access to firearms and to psychologists about a significant history of mental illness within the family. Another prime example of parental irresponsibility is the case of . It appears that had grown inured to her son increasingly aberrant behavior. According to her former spouse, father was trapped by her son's psychiatric condition into living a moment-to-moment existence while striving merely to provide him a 'good day'. According to Robert King, MD of the Yale University Medical Center Child Study Center where both and took for evaluation at age 14, imposes many strictures, which are increasingly onerous for mother. He disapproves if mother leans on anything in the house because it is 'improper' ... He is also intolerant if mother brushes by his chair and objected to her new high heel boots, because they were 'too loud' … . If mother walks in front of him in the kitchen, he would insist she redo it." Solomon, Andrew, *The Reckoning*, The New Yorker, March 17, 2014, p. 39. All the while she kept guns in easy access of Adam even taking him to the range for target practice and planning on giving him a check for Christmas in order that he could purchase a side arm. was confident that his former wife was not afraid of their son and believes that Nancy's pride prevented her from asking for help. a stated, "She wanted everyone to think everything was O.K." Solomon, Andrew, *The Reckoning*, p. 43. Parents may think they are protecting their children, but in truth are doing the exact opposite. Clearly parents who fail to heed the warning signs and fail report such indicators to authorities, fail their children as well. Such children who attack a school never return to their prior life as they are imprisoned or often, nearly 50% of the time according to Andrew Solomon, take their lives by their own hand.

The See, Hear and Speak Up program should be explained to both children and adults alike on an age appropriate basis, within and without a given school and school district. The proper functioning of such a program will allow necessary police functions to engage, including extensive searches of social media. It will permit the defensive system to function proactively to ward off a potential attack rather than simply function reactively once an attack has commenced. It is the only way communities can take the offensive against school attacks and thereby initiate steps to avoid the loss of life. With such a program teamed with security modifications to school architecture, incorporation of computer hardware and software which enhance security measures, training for school personnel in the operation of new security and safety measures and drills with law enforcement for the unthinkable, schools will have a defense in depth and lives will be saved.

Consequently, the following See, Hear and Speak Up Program is based upon an easily recalled system of the "4 Ms" – Means, Motive, Method and Mentality. The program is admittedly predicated on anecdotal evidence culled from school attacks and relies significantly upon the work of Peter Langman, PhD and the efforts of the National Center for the Analysis of Violent Crime, the Federal Bureau of Investigation, the United States Department of Homeland Security and the United States Department of Education as well as other sources.[10] It is not expected that those being informed of the 4 Ms would recall the details of each example under any given heading, but it may be sufficient that they remember the 4 Ms themselves such that if confronted with a situation, they will treat information which comes their way with the appropriate level of significance and react accordingly.

Means:

- Stockpiling firearms[11]
- Stockpiling magazines[12]

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[10] *See*, Critical Incident Response Group, National Center for the Analysis of Violent Crime, *The School Shooter: A Threat Assessment Perspective*, FBI Academy, Quantico, Virginia; U.S. Department of Homeland Security, Federal Emergency Management Agency and The State of Illinois, *Student Behavioral Threat Assessment*, September 2014; The United States Secret Service and The United States Department of Education, *Threat Assessment in Schools: A Guide to Managing Threatening Situation and to Creating a Safe School Environment*, Washington, DC, May 2002; The United States Secret Service and The United States Department of Education, *Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*, Washington, DC, May 2002; The United States Departments of Education, Health and Human Services, Homeland Security, Justice, The Federal Bureau of Investigation and The Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, Washington, DC, June 2013; Van Dreal, John, Editor, Assessing Student Threats, Rowman and Littlefield, Lanham, MD (2011).

[11] [redacted]s and [redacted]d stand out among attackers for their accumulation of weapons, planning and practice. These youths, ages 18 and 17, respectively, succeeded in assembling a very significant arsenal including an Intratec TEC-DC9, a Hi-Point 995 Carbine, a Savage 67H pump-action shotgun, a Stevens 311D double barreled sawed-off shotgun, 99 explosives and four knives.

[12] Id.

- Stockpiling ammunition[13]
- Converting or attempting to convert semi-automatic weapons to fully automatic weapons and/or shortening the barrel length of long guns[14]
- Development and/or testing of explosive devices[15]
- Ordering and/or purchasing weapons from the same distributor(s) of locale(s) as prior school attackers[16]
- Attempting to cause friends or acquaintances to obtain firearms, explosives, ammunition or their components[17]

Motive:

- Anger/rage at society in general for some perceived transgression(s)[18]
- Anger/rage at a group within a school or school environs for significant (e.g. bullying) or perceived slight(s)[19]

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[13] Id.

[14] "Friends knew that he [redacted] bought guns illegally, sawed off the barrels, and practiced with guns. While examining the impact of a bullet in a piece of wood, Harris commented about imagining what the bullet would do to someone's brain." Langman, *School Shooters: The Warning Signs*, p. 2. Federal law requires long guns to be no less than 16" in barrel length, a requirement designed to inhibit concealment.

[15] Id.

[16] On September 23, 2008, at the Seinäjoki University of Applied Sciences in Western Finland, a 22-year-old student [redacted], shot and fatally injured ten people with a Walther P22 semi-automatic pistol, before shooting himself in the head. He imitated a prior school shooter, [redacted] who killed nine and wounded 13 also in Finland in 2007, by copy Auvinen's clothing and ordering his firearm from the same shop.

[17] "Harris also tried to get friends at school to buy him guns. He told peers he needed multiple propane tanks by April 20; when asked why, he said it was Hitler's birthday. The peer apparently did not ask about the connection between Hitler and the propane tanks." Langman, *School Shooters: The Warning Signs*, p. 5.

[18] Although [redacted] destroyed the hard drive of his computer rendering an FBI investigation into his motivation to be stymied, it is reasonable to speculate that such motivation was at least in part his way of striking back at society for what more shocking act than to harm the most vulnerable and cherished members of that society.

[19] Harris of Columbine appeared to have a grudge against athletes in his high school. He was heard to yell so loudly that it was picked up on a 911 recording, "Get up!" Staff and students hiding in the library exterior rooms later said they also heard the gunmen say, "All jocks stand up! We'll get the guys in white hats!" (Wearing a white baseball cap at Columbine was a tradition among sports team members.) Apparently no one stood up, so Harris said, "Fine, I'll start shooting anyway!" [redacted] wrote a school essay on Romeo and Juliet from the perspective of Tybalt. It states in part, "But you know me, I loathe all of them (fellow students) … Blood will flow until they are all dead … This was the first moment in my life where I had taken the life of another. I loved it, it dispelled all the anger and animosity I was feeling. Langman, *School Shootings*, p.3; Liberman, J., *School Shootings*, Citadel, New York, NY (2008)

- Anger/rage at specific individuals within a school or school environs for significant (e.g. bullying) or perceived slight(s)[20]

Methods:

- Diagraming or the obtaining of diagrams of a school[21]
- Development or the memorializing/writing down of attack plans[22]
- Review of online or hard paper copy literature regarding methods of explosive/bomb construction[23]
- Review of online or hard paper copy literature regarding methods of building assaults with weapons
- Posting, electronically or otherwise, of the results of explosive experiments or weapons practice[24]
- Attempts at convincing one or more others to participate in an attack[25]

Mentality:

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[20] On December 14, 2013, almost one year to the day after the massacre at Sandy Hook Elementary [redacted], armed with a shotgun, a bandolier stocked with ammunition, a machete, and three Molotov cocktails opened fire inside Arapahoe High School, in Centennial, Colorado where he was a senior [redacted] who apparently did not know [redacted], was mortally wounded at point-blank range, and [redacted] then killed himself in the school library. [redacted] had entered his school looking for the debate team's coach apparently seeking revenge against the faculty member because of some "confrontation or disagreement," according to the local Sheriff.

[21] Reportedly, Klebold made a computer simulation of his high school being blown up. Langman, *School Shooters: The Warning Signs*, p. 4. See also, https://www.dhs.gov/see-something-say-something/what-suspicious-activity.

[22] https://www.dhs.gov/see-something-say-something/what-suspicious-activity.

[23] [redacted] gave an oral report as part of a school assignment and chose the topic of bomb making. Apparently he had obtained instructions as to how to construct a bomb on the internet and built several bombs at home which he left for authorities after his rampage at his school.

[24] Finnish school shooter Pekka-Eric Auvinen forecast his intentions by posting online sequences of him shooting a gun as well as clips in praise of Harris and Klebold, Timothy McVeigh and the Unabomber. Langman, *School Shooters: The Warning Signs*, pp. 5-6. Gill posted 51 photos of himself posing with guns in a threatening position while including a message: "Vengeance is coming." Langman, *School Shooters: The Warning Signs*, p. 5.

[25] Andrew Golden managed to convince [redacted] to participate in an attack on the Westside Middle School in Arkansas in 1998 during which five people died and 10 were wounded. In the Parker Middle School dance shooting on April 24, 1998 in Edinboro, Pennsylvania [redacted] 14, killed one and wounded two during an 8th grade dinner dance. He had tried to recruit a friend but was rebuffed. Unfortunately the friend failed to alert any adults about the planned attack.

- Overheard comments condoning or otherwise speaking favorably about school attack(s) or other murderous rampages[26]
- Noticed fascination with prior school shootings and/or anniversaries thereof[27]
- Online or otherwise posting of photographic material or ominous comments in text format indicating approval of prior school attacks or homicidal/suicidal intent[28]
- Expressed admiration for prior school attackers[29]
- Copying habits, clothing, mannerisms, language or other forms of imitation of prior school attackers[30]
- Travel to and/or collection of photographs of prior school attack locations[31]

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[26] Peers of Kip Kinkel overheard him speak about wanting to become the next Unabomber.

[27] "A less direct threat occurs when a student condones or comments favorably on a school shooting, perhaps referring to it as 'cool' or stating that 'someone ought to do that here.' For example, Andrew Wurst made such comments about the Jonesboro shooting by Golden and Johnson. A month later, Wurst carried out his own attack. Kip Kinkel was also fascinated by the Jonesboro shooting and said that somebody should do something like that at his school. Two months after Jonesboro, Kip went on his rampage. Similarly, numerous shooters have been fascinated by previous attacks such as those at Columbine or Virginia Tech. Fascination with school shootings, especially if accompanied by comments like 'somebody should do that at this school,' should be taken as warning signs of a possible attack." Langman, *School Shooters: The Warning Signs*, p. 2.

[28] Eric Harris posted online a log of his bomb making experiments and wrote of his desire to murder people, even naming a particular student he wished to kill. Langman, *School Shooters: The Warning Signs*, p. 6. "Similarly, Pekka-Eric Auvinen wrote what he called 'Natural Selector's Manifesto' which is full of echos, quotes, and references to Eric Harris. Harris wrote about natural selection as a way to eliminate unfit people from the earth, and Auvinen wrote a long rant on the same theme. Harris wrote, 'HATE! I'm so full of it and I love it (Eric Harris Journal, p.8). Auvinen wrote, Hate, I'm so full of it and I love it (Pekka-Eric Auvinen Online, p.4). Id. at 2. Obviously, the similarities are not serendipitous but bespeak of admiration, almost worship, posted online by Auvinen that he had for Harris and for Harris' murderous acts.

[29] Multiple school attackers and potential attackers, such as Wurst, Gill, Kinkel, Auvinen, Saari, Cossey and Castillo, have expressed admiration for their predecessors.

[30] Multiple future attackers have imitated prior attackers. For example, Kimveer Gill, 25, who shot 20 people at Dawson College in Montreal, Quebec in 2006, greatly admired Harris and Klebold of Columbine, expressing on line liking of their nicknames, Reb and V, respectively. He also imitated Harris' well known writing of "Ich bin Gott" (I am God written in German), a phrase that Harris wrote in the school planner and the yearbooks of several of his peers. Langman, *School Shooters: The Warning Signs*, p. 2. Alvaro Castillo purchased a black trench coat similar to that worn by Eric Harris. *See*, note 32, below. School attack plotter Dillon Cossey named his rifle "Reb" in honor of Eric Harris. *See*, note 5, above.

[31]Alvaro Rafael Castillo, an 18 year old former student at Orange High School in Hillsborough, North Carolina was obsessed with the massacre at Columbine. He convinced his mother to take him from his home in North Carolina to Jefferson County, Colorado in June 2006 to visit the site of the Columbine killings. While there he purchased a black trench coat similar to the one worn by Eric Harris during the rampage. On August 30, 2006, Castillo blew past the security shack at the entrance to the student parking lot, stepped out of his van, set off 3 smoke bombs, and then proceeded to open fire towards the school. In 2007 Pekka-Eric Auvinen who killed nine and wounded 13 had a number of online accounts, including a Youtube account he used to upload videos about school shootings and violent incidents, including the Columbine High School massacre.

- Collecting articles and/or other writings regarding prior school attacks[32]
- Collecting and/or studying the writings of prior school attackers[33]
- School assignments reflecting suicidal/homicidal themes particularly if they relate to teenagers or young adults murdering students and/or teachers[34]
- School assignments reflecting a fascination with the assumed intent of prior school attackers or attackers of other venues
- School assignments reflecting a violent storyline which include scenarios or characters resembling actual prior school attacks and/or actual prior school attackers[35]
- School assignments or other writings reflecting sadistic acts[36]

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[32] Adam Lanza developed an expertise with respect to prior mass murderers, even taking to providing edits to Wikipedia pages about such individuals. *See*, note 7, above.

[33] Pekka-Eric Auvinen wrote what he called 'Natural Selector's Manifesto' which contains multiple quotes, and references to the writings of Eric Harris. *See*, note 29, above.

[34] Luke Woodham, perpetrator of the Pearl High School shooting that took place on October 1, 1997 at Pearl High School in Pearl, Mississippi was a 16-year-old who killed two students and injured seven others at his high school. Before the shooting at Pearl High School began, Woodham stabbed and bludgeoned his mother to death in his home. For a certain writing assignment which was to create an essay describing what each student would do if they were the teacher for the day, Woodham wrote, "I would go crazy and kill all the other teachers. Then I would slowly and very painfully torture all the principals to death." Langman, *School Shooters: The Warning Signs*, p. 3. *See also*, note 37, below. Of course, the authors of such writings may be able to hide their true intentions or may have a genuine academic interest in the topic without presenting any true risk. But the writings or other assignments which engender expressions on the topic of school related violence or mass murder may not be innocent but foreshadow an evil intent. Any expressions along these lines in school assignments, whether in written form, film or any other medium, should be taken seriously as warning sign and investigated by professionals.

[35] "In February, 1999, [Dylan] Klebold wrote a short story about a man who kills students. The story was so disturbing that his teacher refused to grade it. She talked with Klebold about it, met with Klebold's parents, and talked to a guidance counselor. Klebold said it was just a piece of fiction, and no further action was taken. Approximately six to ten weeks later, the attack at Columbine occurred." Langman, *School Shooters: The Warning Signs*, p. 4. Consequently, both fiction and non-fiction writings can foreshadow future events but must be carefully analyzed by professionals. "Many students write stories that include violent content, however, so it is important not to overreact to student writings. What makes the stories by Klebold and Carneal different from ordinary stories about war or criminals? First, both stories are about young people killing students. In today's climate, any story in which students are murdered by other students should raise concern. Also, in both stories there is an identification of the author with the killer. In Klebold's story, the killer is described as wearing a black trench coat, being 6'4", and left-handed. Klebold was approximately 6'4", wore a black trench coat, and was left-handed. In [Michael] Carneal's story (*see*, note 37), the killer is named Michael, just like Carneal himself. In addition, the names of students being killed in the story were the names of actual students in his school. Thus, both stories contain evidence that the writers identified with the killers who murdered students, and Carneal actually named real students as victims, giving the story a threatening sense of imminent danger." Id. With the benefit of 20/20 hindsight we are able to see what signals such writings provide as their authors try to work out their drives on paper, which may in essence be a cry for help.

[36] Eric Harris of Columbine wrote of his plan to dominate others in a god-like manner while committing acts of torture. His writing bespeak of violent mental illness and focus upon tearing out portions of his victims' anatomy with his hands and teeth. Langman, *School Shooters*, p. 20.

- School assignments reflecting significantly disorganized thinking/cognitive disorganization which may serve as a precursor of psychosis and a symptom of schizophrenia in the context of other warning signs[37]
- School behavior reflecting social isolation and/or antisocial attitudes in the context of other warning signs
- Personal journal or diary entries reflecting profound anger, depression, suicidal/homicidal mentation and/or profound obsession with weapons or violence[38]
- Expressed admiration for historical mass murderers, such as Hitler or Stalin, or religious evil entities, such as Satan[39]
- Expressed admiration for political criminal organizations, such as the SS, or for organized crime, such as the Mafia, which engage in murder and atrocities[40]
- Suicidal ideation and/or homicidal ideation[41]

In the teaching of the tenets of a See, Hear and Speak Up program it is not expected that school children or adults will retain the details of each of the 4 Ms. Nevertheless, given that there appears to be in process a cultural shift toward an enhanced sensitivity of warning signs. A See, Hear and Speak Up program should be designed on an age

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[37] [redacted] killed three and wounded five in an attack on Heath High School in West Paducah, Kentucky on December 1, 1997. [redacted] suffered from [redacted]s at an early age, becoming a [redacted] by the time of puberty. His family was apparently loving and supportive, although there existed a history of mental illness on the father's side of the family with some members having been institutionalized. According to experts, such as Peter Langman, PhD, Carneal's schizophrenia cannot alone account for [redacted] rampage. He did have very significant envy of others who he perceived as being more popular, higher achieving students whom he targeted in the attack, as well as one girl who had rejected him for a date. He was also envious of his sister who was articulate, attractive, popular and graduated as valedictorian of her class, whereas he was a socially awkward individual. Although of short stature at 5'2", which was a source of distress for [redacted] researchers and fellow students were consistent in relaying that [redacted] was generally the one who picked on and bullied other students, and his reports of significant bullying was likely as a result of his own hypersensitivity to non-excessive teasing by fellow teenagers.

[38] [redacted]s kept such a journal filled with hate filled rantings. *See*, note 29, above.

[39] [redacted] friend knew that he was fascinated by Hitler and even gave the Nazi salute in public." Langman, *School Shooters: The Warning Signs*, p. 5.

[40] The Canadian attacker, Kimveer Gill, wrote online about his great admiration for Nazis.

[41] The East Carter High School shooting occurred on January 18, 1993 in Grayson, Kentucky. The incident occurred when 17 year old [redacted] walked into an English classroom and fatally shot his teacher [redacted] and head custodian [redacted], and held classmates hostage for fifteen minutes before surrendering to police. He had taken a .38-caliber revolver that was owned by his father, and brought the weapon to school by concealing it in a duffel bag-type backpack. '[redacted] had given warning signs of being both suicidal and homicidal. He wrote an essay stating, 'The worst day of my life was the day I was born.' He also wrote a short poem: 'Lying in bed/Wish I was dead./Thought of suicide/Might be homicide.' In another assignment he wondered where he would be in a year. 'Home and college can be ruled out. Why? Because they don't pat you on the back and send you home for what I am planning.' [redacted] was planning a rampage and he provided multiple warning signs of what was coming." Langman, *School Shooters: The Warning Signs*, p. 3.

appropriate basis to further enhance such sensitivity while providing clear, socially acceptable and constitutional means to report such concerns. Such reports must be as a matter of policy promptly forwarded to the requisite authorities to trigger an immediate investigation by law enforcement and heightened school or school district wide threat level with attendant procedures. Furthermore, in teaching such tenets it should be emphasized that collective security depends upon everyone in the community. A failure to follow the program by anyone in the community is a weak link which can permit an otherwise avoidable tragedy. Finally, a See, Hear and Speak Up program, although an inherently flawed construct as it deals with humans and human frailties, is the best we have to help interdict a school attack. Such program will undoubtedly be improved over time. For now, however, we must use what tools we have at our disposal while we continually strive to improve upon them. Although imperfect, we can and should by clear, articulated school policies convert what we have observed by 20/20 hindsight into foresight in order to employ the best tools available to save lives.

The National Urban Technology Center, Inc. (Urban Tech) is a non-profit education corporation founded in 1995 by Pat Bransford, a former IBM executive. As the Founder and President of Urban Tech, she has worked tirelessly to build social and emotional skills, academic competencies, and digital literacy to improve opportunities for students, especially those in disadvantaged communities. Urban Tech's Youth Leadership Academy (YLA) has trained 600,000 youth in 750 youth development centers across the country and raised math and reading scores by over 40%.

Today, Urban Tech is concerned about the national bullying epidemic. Twenty five percent of students are bullied each year and face long-term health and professional setbacks as a result, while students who bully are more likely than their peers to face academic challenges. Every year, 70% of students witness bullying in their schools, and recent studies indicate that bystanders suffer the same negative effects as bullied students. Research shows that although 60% of incidents can be prevented when bystanders intervene, only 20% of incidents are reported and bystanders intervene only 4% of the time.

To address these harmful dynamics, Pat and Urban Tech launched Dignity for All (DFA), a whole-school bullying prevention approach. DFA is rooted in the belief that what happens in a classroom cannot be seen in isolation from what is happening in the cafeteria, on the playground, or in students' homes, neighborhoods, and communities. The bullying cycle is a microcosm of today's society, and must be viewed as a whole in order to shift school culture to kinder, more empathic behavior for safe and supportive learning environments. Building on the proven YLA model, DFA uses story-telling, discussion groups, journaling, role-playing, and games to engage students in reassessing their values and beliefs and reflect on what they can do to eliminate discrimination, bullying and aggressive behavior in schools.

As the first African American child to integrate the Washington, D.C. Catholic School system, Pat is hopeful that DFA will help build more respectful learning environments for all children regardless of race, religion, or creed by helping students develop growth mindsets, reframe negative thoughts, and remain focused on developing emotionally healthy habits in school and at home.

DFA is divided into three Quests. Quest One helps to develop an understanding of the bullying cycle and how to stop it by addressing the internal, external, and interpersonal influences, both within and outside of schools. In Quest Two, students practice mindfulness meditation to foster this understanding and help regulate emotions to protect against the activation of the fear response system – fight, flight, or freeze – which occurs when we feel unsafe and unprotected by others. Quest Three then challenges students to create empathic connections with peers and work collaboratively. All members of the community develop group values that inspire trusting relationships and learn restorative approaches to solving problems. Working together, students, teachers, and parents become leaders in creating and sustaining a safe and supportive climate free from fear, discrimination, and bullying.

Let us help you create a safe and supportive environment for your school. Find out more at www.urbantech.org.

How to End Mass Shootings

Draft Proposal for Firearms Access and Control (FAC)

Introduction

In this proposal, I discuss a plausible solution to the continued challenges with mass shootings. Our nation feels it's under attack from within. It's impossible for me to forget the Columbine shooting a decade ago. We are continually required to cope with the results of an ineffective "Gun Control" policy. If you care to stop future attacks, please continue reading, as this proposal offers several ideas that would point in the right direction toward saving innocent lives.

Hello, I'm a life-long gun owner. I retired after 26 years of naval service. I followed that with 20 years of teaching NJROTC in a high school (School District 3) here, in Colorado Springs. I am an active Certified NRA Instructor and Range Safety Officer. I'm a gunsmith enthusiast. I have studied, practiced, and taught gun safety classes for over a decade. I grew up as a hunter, fisher, and archer. This has allowed me to have a unique perspective of awareness where our gun control policies are compared to what it needs to become. But, the solution is not complicated or even difficult to implement.

Briefly, here is what will not work: Banning a type of gun. Such, would result only in popularizing a different gun, and just as lethal. Lowering a magazine's capacity would result in just carrying more magazines. Those ideas produce only a zero sum outcome. Effective control is as simple as preventing the wrong people from obtaining *any* type of firearm. Controlling *access* to firearms and the ammunition to fire them, from those not qualified, is far more logical.

FAC details are in the following pages.

Thank you for your time,

Edgar Johnson

(b)(6)

Firearms Access Control (FAC) Draft Proposal

The solution begins by enlightening the three organizational leaders required for making policies contained in this proposal. The policies are designed to be conjoined and cooperative. Their contributions in working together would become the most effective and impactful legislation ever in attempting to fix the nation's gun control issues. Below, I propose responsibilities for these three organizational leaders that will aide in implementing the FAC solution effectively.

The Secretary of the Department of Education (DOE) shall develop policy for teachers, and other school officials handling of private information and method of sharing that information with CJCS. Develop administrative labor saving tools as per examples 1 and 2.

The **U.S. Attorney General (AG)** shall write the language as it applies to database entries for those who shall be considered flagged from purchasing firearms. Develop FAC notification forms containing language for lawful parental accountabilities

The National Rifle Association (NRA) shall secure a server for vetting potential owners that is integrated with federal background checks and shall issue and track munitions certifications. The NRA president needs to direct the establishment of courses for munitions certification.

Presently, these three organizational leaders haven't the slightest awareness of how vital their collaboration is for this solution. However, they are required because of their professional areas of expertise. Equally, they each share vital contributions throughout the mechanics of this FAC. Should the NRA president choose not to participate, a Secretary of FAC should be appointed in the interest of moving forward.

Below, I propose the responsibilities of the other members who play a vital role in this FAC proposal.

Public Schools: The analysis of a student's patterns of behavior requires being observed regularly and in their routine environment. I propose that database vetting should begin with where evidence shows its needed, middle school and above. Additionally, schools are where a student is most efficiently observed for these patterns. Many eyes are upon them: parents, teachers, coaches, peers, counselors. This is more than just looking at the "Doesn't play well with others" note on a report card. This is about identifying the obvious which may be an advanced warning of a tendency toward behaviors leading to potential gun violence. *Linking a student's "excessive disciplinary" history as part of a court decisions for data entry on the Federal background database, is not mean or invasive, it's necessary.*

The DOE must establish policies for communicating data of students who have accumulated excessive disciplinary citations in grades six and above. Parental notifications for taking FAC precautions must be justified by a disciplinary official or school counselor. However, Excessive disciplinary citations must be

an integral part of any CJCS involvements in order that the court may have the complete understanding of the accused. The court shall determine if federal background database entries are warranted along with other appropriate court judgments.

> *The Federal background database becomes a more effective tool for vetting those persons not qualified to purchase firearms or munitions starting in public schools. A young aged criminal is no less dangerous than a criminal of age. War history has proven this point. In this case, we would be identifying and preventing potential mass shooting because of employing common sense rather than turning a blind eye to where the problem exist.*

Teachers are, hands down, the best source for detecting behavioral shifts of children in public schools. Multiple teachers taking note of the same behavior on the same day, is very telling. That information when forwarded to the counselor for analysis becomes another tool in escalation prevention.

After observing an abnormal behavior, the teachers shall annotate it a time saving daily "Behavioral profile sheet" (See Example 1) and submit it to the appropriate school official. Several codes could be used along with the profile sheet also in the interest of labor laving (See Example 2).

The notification of custodial parent to adhere to FAC policy and must take effect by the appropriate School official. For the most part, this practice is already in place in most schools with exception of the notification of FAC accountabilities. The notification of FAC is presently not a legal obligation and therefore is the most vital part of the notification policy to prevent the child from harming themselves or others.

When notification is made, it should be accomplished *prior* to the student leaving the premises of the school. However, analysis may result in after school determinations for notification should be handled as soon as practical.

Child custodian: Upon enrollment of a child in public schools above grade 6.The parent /custodian shall be required to sign a FAC awareness form. The form shall explains that they understand their lawful responsibility if notified of FAC precautions, that they shall be held accountable for ***taking appropriate security measures to insure that firearms are inaccessible to the child*** until such time the emotional instability issues have been resolved.

Firearms owners: Persons never having to purchase ammunition possibly would never obtain formal NRA munitions instructions. However should access be gained to cause harm, litigation within the court would come into play within CJCS.

Those needing to continue purchasing munitions simply need to present the card to retailers when purchasing munitions. Abide to all safety, storage and access control as specified by NRA training regulations. Those never having attended the course must enroll in a commonly available NRA munitions Certifications course.

Certifications are intended expiration on annual or multi-year bases. Renewals would afford validity of vetting qualifications.

Criminal Justice Court System (CJCS): Establish policies for requesting school historical disciplinary records for the purpose of judgments involving the school as well as civil and criminal judgments. Character misinterpretation by the court happens due to lack of a historical disciplinary record. The complete picture of behavior may reveal a link to a more serious criminal behavior.

Make determination and Invoke warranted federal background database entries of those individuals who may pose harm to themselves or others.

Remove flags to reinstate an ability to purchase firearms. Only after time and civil behavior warrants. Three adult citizens of the state shall be required by signature, to vouch for character worthiness.

NRA: Establish database for maintain munitions certification tracking. Server must link with Federal background database.

Vet all applicants prior to course enrollment. Maintain munitions certifications data entry.

Establish munitions certifications courses of instructions not to exceed one hour per course.

Develop and distribute blank cards for course completions. Certifications cards shall distinguish specific munitions for courses attended. Large purchasing (cases) of munitions to meet the needs for club supplies, verses certifications for average sportsman's needs i.e., occasional multi-caliber purchases.

Instruct munitions courses by type and to include access control, storage and munitions transfer requirements. Primers, black powder, and smokeless safety are very different, and therefore should require separate courses of instructions.

The financial benefit from instruction is expected to be lucrative, however should also maintain reasonable for the public. The availability for course instruction should be routine.

Retailers: Only need to sight and record the certification card numbers upon sale of munitions. It would be an inconvenience to cause the retailers and purchaser to wait on Background checking, to purchase munitions. Therefore, it is most practical to renew the certifications annually or multi-year.

Profile Reference Codes

Example 1

As seen on the right side of each letter code below, a weighted value assigned to indicate an emotional stress levels. Qualified /Councilors psychologists would be best at determining a value for each parameter and a specific accumulative number of asterisks thought to signal a warning and thereby needed action of notification of child custodian. The intent of parental notification is to ensure awareness and the emotional situation and that they must, at minimum, take adequate weapons access precautions.

A.	Excessively disruptive	**
B.	Disrespectful to teacher	*
C.	Uncooperative in working with others	**
D.	Uncooperative to follow direction of teacher	***
E.	Excessively angry	***
F.	Noticeable change of behavior	**
G.	Abnormal attire statement (colors or gang related)	*
H.	Hygiene complaint for others	**
I.	Making threats	*
J.	Disrespectful language toward classmates	**
K.	Failing, will not do try to do work	**

BEHAVIOR PROFILE SHEET

Example 2

Teacher name	Period	Date

Student number	A	B	C	D	E	F	G	H	I	J	K	L

Summary

This FAC proposal addresses facing the issues of firearms control from where it begins, it offers methods of preventing school shootings. Effective firearms access and control simply requires restricting the wrong people from access not only to a firearm, but the ammunition needed to actually fire them as well.

It's imperative to pass on information of a student's behavior shifts, to afford necessary actions. Notification for lawful accountable has become necessary because moral trust has not worked well. No longer would it be said they didn't see a need to take the behavior as a serious issue.
Students having elevated themselves to a court involvement must be judged the total picture of character, which the school disciplinary record provides, if there that type history exists.

The Federal background database system is only as good as the information it contains. Juvenile historical data becomes extremely important when vetting that person to purchase a firearm. The database must contain disciplinary actions just as it would for those occurring after coming of age.

The CJCS flags someone to the database, so only CJCS shall be able to remove that flag as a result of time and good behavior. This would prevent even ammunition from being purchased as the database is develops over time.

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Box 1236
Genoa, NV 89411

March 1, 2018

President Donald Trump
Secretary Betsy DeVos
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Trump and Secretary DeVos,

Re: SCHOOL SHOOTINGS

One radio host asked if "anyone in the private sector has a solution?"

I do.

The false narrative is that it is a gun problem. It's a cultural problem of accepting violence and individual isolation from real society and consequences.

What we're dealing with now is bigger than trying to ban certain types of weapons or thinking that we're going to disarm America. It's going to take a lot more that just a few strokes of the pen to create one more gun law that will fix this problem.

We have failed our **children.** We have turned them loose on violent videos games and movies and destructive social media apps. We have not taught them how to accept and respect differences, how to manage emotions and distinguish them from behavior. We have not taught them how to respect their agency, and we have not held them accountable. We have not taught them how to love. When they have reached out for help, we have not supported them.

Mental wellness and health problems among student populations are exploding at an alarming rate.

Over the years, we have created a problem that cannot be corrected by Monday morning when we send our children off to school, hoping and praying that they are safe.

There is a **SOLUTION.** It is long term: it won't fix things overnight. But it has great potential to eliminate the root cause of our problem.

This solution is based on well-established values and supported by up-to-the-minute research that addresses the root cause by focusing on the manifold problems that plague our educational system. This solution re-introduces into our schools and classrooms personal responsibility, accountability, and sovereignty. It will require a mighty effort from all our citizens: teachers, parents, school administrators and policy makers, and most importantly, our students.

We must empower our teaching professionals to hold their students accountable. We accomplish this by encouraging and cultivating self-mastery and self-sovereignty into both our teachers and students at every level. We must teach our children that violence begets violence and that kindness begets kindness.

The **tool** that will move us toward achieving this mighty goal is the curriculum, *YOUTH Positive, Exploring the Unique Genius of Every 21st Century Student.* As a high school Spanish teacher, I developed a program as a way to bring the core concepts and best practices of positive psychology, positive education, and Social Emotional Learning and Intelligence into my own classroom.

This program is now being used successfully in eight schools in Nevada and California. And it's working. *YOUTH Positive* is changing the climate of the schools where it is being used. It has the potential to create the safe schools and safe communities we hope for.

I would love to have an opportunity to discuss with you both how we can **implement** *YOUTH Positive* at schools in every state around the country.

Thank you for your interest and support. Together we can accomplish great change in our schools.

In gratitude,

Molly

Ps: There is much more that needs to be discussed. If this quick presentation has caught your attention, please read a little more of the effort and success of this researched-based, old fashioned approach to 21st century education.

I have been teaching for over 30 years. For 15 years I was in the high school Spanish classroom, with a couple of years as a Freshman English teacher thrown in for fun. In

Molly Dahl | 775-313-7493 | (b)(6)

2006, I completed my Masters Degree in Educational Leadership from Shenandoah University. I have continually studied learning acquisition and adolescent brain development. Then I got hooked on positive psychology.

After completing a Certificate of Positive Psychology with Dr. Tal Ben-Shahar, I compiled all the lessons I had been studying with him, modified those lessons to adolescent learning levels, and then taught them to my own students. Every lesson in my program comes right from the research of positive psychology. And every lesson in the book has been tried and tested with hundreds of high school students. If one of my sample lessons did not make the cut with my own students, it did not make it in to the *YOUTH Positive* student textbook/workbook.

At the request of scores of teachers, with input from expert elementary and middle school teachers, I then developed a middle school student workbook, an elementary level program (teacher lesson plans and student activity pages), and a teacher's guide coupled with an extensive teacher-training program. I also do student assemblies and parent workshops.

The student workbooks are places where the students write/journal to keep track of their own growth and progress, as well as their changing perceptions and attitudes. These workbooks should go home with students so they can share with their parents and siblings. The teachers will also be able to see their students' work and progress and offer guidance and direction as students move through their own self-exploration and discovery.

This program creates a dynamic learning environment where teachers can get a peek into the inner world of each of their students. A useful educational strategy is for students to write their ideas, problem-solving process, and answers to questions so their teachers can see what's happening in their mind and processing. If teachers can "see" what challenges a student may be facing, that teacher can help his or her students find guidance or support before strong emotions turn to violent and destructive behavior.

The hope is that as children are able to delve into their inner world, they will notice how their attitudes and thoughts affect their behaviors, and therefore their experiences in the world.

The school where we are experiencing the most success is a K-12 school that teaches *YOUTH Positive* to every grade level. In a monthly professional development workshop, I share with the teachers different lessons from the curriculum, approaches to teaching these lessons to their students, and new research practices that help teachers tap into their own inner resources and strengths. The faculty learn and practice emotional self-management, time-management skills, attention building techniques, and self-evaluation strategies that they then share with students. Everyone in the school is impacted by *YOUTH Positive*, and all are co-creating a culture of deep respect, compassion, and positivity.
This is a long-term approach that will require us to work consistently, over time, and

without ceasing. This problem did not start in a day. It cannot be resolved in a day. But everyday, we can take steps to creating safer, more engaging, and more successful schools for our teachers and students.

Molly Dahl | 775-313-7493 | (b)(6)

From: Raymond Sobieski [mailto:rsobieski@reportit.com]
Sent: Monday, April 02, 2018 12:04 PM
To: Catoe, Tracy
Subject: Support of the School Safety Commission

Hi Tracy,

I was provided your contact information by Candice Santomauro. We were recently introduced and she suggested I reach out to the Secretary.

I am one of the Co-Founders of Report It and since 1999, Report It has been providing Anonymous Tips solutions to schools and other organizations all over the country. With the recent introduction of our latest patent-pending mobile technology we have leveraged the power of smartphones to create a nationwide capability for all citizens to report suspicious activity to Federal, State and Local Law Enforcement as well as and School authorities. We power the *ATF Anonymous Tip* program at DOJ and also provide direct mobile access to the FBI Tips and Public Leads website where citizens (including students) can report illegal guns and gun violence concerns.

We are committed to improving school safety and would appreciate the opportunity to introduce our technology to Secretary DeVos and the School Safety Commission.

I have attached a OS meeting request as well as an introductory letter to the Secretary.

Thank you in advance for your assistance,

v/r,

Raymond Sobieski
Co-Founder
Report It, LLC
reportit
seeit, sayit, reportit
717-371-0585
www.reportit.com
rsobieski@reporit.com

April 2, 2018

Secretary Betsy DeVos
U.S. Department of Education
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Secretary DeVos:

I strongly support the creation of the School Safety Commission and feel that efforts to prevent and address crimes in our schools are most effective when they involve strong collaboration between school administration, law enforcement partners and the students, parents, staff and visitors they serve.

I believe the best way to prevent school shootings and other acts of violence may lie within the society of America's young people. A 2004 report by the U.S. Secret Service and U.S. DoED concluded that in 30 of the 37 school attacks that occurred between 1974 and 2000, at least one person had information that the attacker was thinking about or planning the school attack. In many case other students knew exactly what the attacker planned to do; they knew something 'big' or 'bad' was going to happen, and in some cases knew the time and date it was to occur.

The Commission that you lead has been charged with quickly providing meaningful and actionable recommendations to keep students safe at school. A *Nationwide Anonymous Tip Reporting App* for smartphones is one of the most cost effective and wide reaching first steps to move closer to these objectives. Programs like "See Something, Say Something™" underscore the concept that an alert and engaged school community plays a critical role in safety and security.

Anonymous Tip reporting platforms have helped to prevent suicides, stop bullying, and confiscate weapons. Although they rely on individuals reporting the tip, they have proven a very cost-effective service for a school's intent on improving their security.

Approximately 90% of teens between 12 and 18 have a smartphone. In many ways, teens represent the leading edge of mobile connectivity, and the patterns of their technology use often signal future changes in the adult population. All of these students as well as parents, staff and school administrators working together have the potential to create a network of intelligence that can serve to stop incidents before they occur. Providing this resource to teens at schools will help develop adults who will continue to report as they mature.

Since 1999, Report It has been providing Anonymous Tips solutions to schools and organizations all over the country. With the recent introduction of our latest mobile technology we have leveraged the power of smartphones to create a nationwide capability for all citizens to report suspicious activity to Federal, State and Local and School authorities. Not only can students report information to local resources, they can also connect with Federal Law Enforcement from the same App. We power the *ATF Anonymous Tip*

program at DOJ and also provide direct mobile access to the FBI Tips and Public Leads website where citizens can report illegal guns and gun violence.

I would appreciate the opportunity to introduce our technology to you and the School Safety Commission.

Very Respectfully,

Raymond Sobieski

Raymond Sobieski
Co-Founder
Report It, LLC
rsobieski@reportit.com
717-371-0585

OFFICE OF THE SECRETARY – U.S. DEPARTMENT OF EDUCATION
MEETING REQUEST FORM

Today's Date	April 2, 2018	**Requested by**	Raymond Sobieski

Purpose of Meeting (in the space below, please briefly explain the purpose of the meeting with the Secretary)

Introduce the Report It Anonymous Tip App, which is currently deployed by the ATF and other Law Enforcement agencies to report illegal guns and gun violence. Our technology supports the work of the School Safety Commission and can be immediately deployed to any school in the nation at an extremely low cost.

Proposed Agenda (in the space below, please outline the items to be discussed)

Introduce Report It and provide overview and brief demonstration of our technology. Secondly, discuss how law enforcement organizations and schools are currently using Report It to support "See Something, Say Something" programs to improve school safety.

Requested Date and Time (provide as much flexibility as possible)	Up to 1 hour	**Type of Meeting**	☐ Phone Call ☒ In Person
Requested Location (Secretary's office preferred)	Secretary's Office		

Surrogate (willingness to meet with a member of the Secretary's staff in the event the Secretary is unavailable)

☒ Yes (indicate who by function or name): Person(s) that are supporting the School Safety Commission.
☐ No

External Participants (include name, title, and organization of all external participants; explicitly note any federally registered lobbyists)

- Raymond Sobieski, Report It
- Anthony Lavalle, Report It

Requested Department of Education Participants

- Secretary

Please provide justification as to why the Secretary should attend this meeting:

Prevention is the most cost effective method to prevent school violence. Anonymous Tip Platforms like Report It are readily available and require no legislative changes. Almost every student today has a smartphone that can become a valuable tool in increasing school safety. A US Government study found that all suspects in recent school shootings told someone in their social circle that they were going to commit the crime.

Point of Contact (person with whom the Office of the Secretary should follow up regarding this request)

- Name: Raymond Sobieski
- Title/Organization: Report It, Co-Founder
- Phone: 717-371-0585
- Email: rsobieski@reportit.com

INTERNAL USE ONLY:

ED Contact Person:
Briefing Prep:
Recommended ED staff/surrogate:

Anonymous and Confidential Services since 1999

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Crowdsourcing for School Safety & Security

report it® classroom connect is a powerful and simple to use crowdsourcing platform that helps students, staff and visitors ***instantly*** engage with administration and security partners, all from a ***single app.*** Whether it be bullying, social media observations, security or suspicious activity concerns, **report it®** alerts the right people ***anonymously*** and ***confidentially.***

Every day members of your school community observe and participate in uniquely different experiences. If they **See Something** that doesn't look right or want to **Say Something** that can help make a difference, what the best way to communicate without fear of reprisal?

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Key Features & Benefits	report it® LT	report it® STD
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911 Hotlink	✓	✓
Photo & Video Upload	✓	✓
Location Information & GPS Data	✓	✓
Smart Report Routing Receipients	4	10
Email Report Notification	✓	✓
Text Report Notficiation		✓
Geo-Location Searchable		✓
Keyword Searchable		✓
Customizable Questionnaires		✓
Cloud-Based Report Dashboard		✓
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Data Export and Reporting		✓

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