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SANDY HOOK ADVISORY COMMISSION

MARCH 8, 2013

9:30 AM

Legislative Office Building

Hartford, CT

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SCOTT JACKSON, Committee Chair

ADDRIENNE BENTMAN

RON CHIVINSKI

ROBERT DUCIBELLA

TERRY EDELSTEIN

KATHLEEN FLAHERTY

ALICE FORRESTER

EZRA GRIFFITH

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AGENDA

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- I. Call to Order
- II. School Emergency Planning
  - Presentation by Gregg Champlin, New Hampshire School Emergency Planning & Natural Hazards Program Specialist
- III. Emergency Management Infrastructure in Connecticut (Division of Emergency Management and Homeland Security)
- IV. Other Business
- V. Discussion
- VI. Adjournment

1 (The proceedings commenced at 9:30 a.m.)

2 CHAIRMAN JACKSON: Thanks for coming in and  
3 coming in safely everyone.

4 Why don't we call to order this meeting of the  
5 Sandy Hook Advisory Commission for March 8<sup>th</sup>, 2013. We have  
6 a session on school emergency planning with some of our  
7 friends from the great state of New Hampshire as well as a  
8 discussion on emergency management infrastructure prepared  
9 by Connecticut's Department of Emergency Management and  
10 Homeland Security. We'll start with school emergency  
11 planning and ask Gregg Champlin from New Hampshire to join  
12 us.

13 Thank you for coming in on a day with some  
14 inclement weather, Mr. Champlin.

15 MR. CHAMPLIN: (Inaudible.)

16 CHAIRMAN JACKSON: There is a button to turn the  
17 microphone on.

18 MR. CHAMPLIN: Okay. How's that?

19 CHAIRMAN JACKSON: All right. So we'd ask you to  
20 just give a brief introduction of yourself and a  
21 presentation of what you've been able to accomplish in New  
22 Hampshire, and then we'll open it up to questions and  
23 answers from the panel.

24 (Audio skip.)

25 MR. CHAMPLIN: -- to be here with you all.

1 You'll hear a y'all every now and then. I'm from southern  
2 New England. But I want to say it's nice for the  
3 interstate sharing of information, especially with  
4 Connecticut. My father -- I grew up in Ashaway, Rhode  
5 Island right on the Connecticut boarder, and even in '50s,  
6 '60s, we had mutual aid across with Connecticut and because  
7 we could respond quicker to North Stonington than they  
8 could, and in fact, my father was the president of the New  
9 London County Fire Chief's Association. So it's nice to  
10 see that mutual aid and that help, and I'm more than happy  
11 to help y'all where I can with this.

12           So first of all, I gave you handouts. There's  
13 two in front of you. One is the RSA, the law from New  
14 Hampshire, and the other is just an overview of some of the  
15 response actions and so forth. So if you don't mind, we'll  
16 go through those. I'll start with the -- we're going to go  
17 to the law first, but how did we get to where we are?

18           I started with the earthquake program back in  
19 1989 following the Loma Prieta earthquake in California.  
20 One of the goals for the National Earthquake Program was to  
21 get earthquake preparedness into schools. In working with  
22 schools, I noticed that schools had no emergency plans  
23 whatsoever, and in fact I'll bring it right down to the  
24 basics. They weren't doing evacuations that were required  
25 properly.

1           What do I mean by that? We are New Hampshire,  
2 and there were no thoughts given to if they actually had a  
3 fire in subzero weather, what would they do with the  
4 munchkins? Again, the little ones, five minutes out in  
5 subzero, you're dealing with a hyperthermia situation. So  
6 we pushed ahead and through working with the Federal  
7 Emergency Management Agency, the Emergency Management  
8 Institute developing planning, training sessions. Of  
9 course, I bring a lot of that back to New Hampshire  
10 customized for the state, and again, that basically is what  
11 started the program and where we are today.

12           So getting into the law, the law in New Hampshire  
13 -- when we put this together, we wanted it to be as simple  
14 as possible. I've seen laws that I have -- I can't figure  
15 out what exactly they're expecting schools to do. So I  
16 gave you this copy. You can read it at your discretion,  
17 but if we can turn to this at this point, there's a  
18 bulleted section on the law that I think is easier to  
19 follow than trying to read through that.

20           The requirements for K through 12 public and  
21 nonpublic schools, and we felt that it was very, very  
22 important to include public and nonpublic. We want schools  
23 coming off the same sheet of music though one is of course  
24 -- the difference with private and public, fire, police,  
25 emergency management, they want to -- there's no difference

1 there. They want to respond and have the same plans in  
2 place. So both are required to have site-specific  
3 emergency plans. The plans are to be based on and conform  
4 to the Incident Command System and the National Incident  
5 Management System. Two of the required fire evacuation  
6 drills are to be used to practice other response actions.  
7 Now, I'm very, very, I'll say it honestly, proud of the  
8 state, with a small state without the support of state law  
9 enforcement, but in this case, the direct support from the  
10 state fire marshal. He was insistent, you know, people are  
11 not doing fire evacuation in February or January when it's  
12 freezing cold. So this opens the door for them to take  
13 just a bit off the plate of the schools and allows them to  
14 do a lockdown or other drill.

15           They must cover multiple hazards. If you wish to  
16 see those, you can look at the law itself. It must be  
17 coordinated with local emergency officials and local  
18 emergency operation plans. Now, again, I think it's common  
19 sense that these plans must be coordinated with the  
20 personnel that are going to respond to an event. With some  
21 of us small towns, what I'm very, again, proud of is if  
22 they border a larger community, and some of our towns do  
23 not have police departments, the neighboring police  
24 department are walking through the schools and so forth  
25 because they know that they will be the first responders on

1 scene.

2           As far as coordinating with the local emergency  
3 operations plan, I'll put that very simply. If a school or  
4 a school facility is being used for an alternate use such  
5 as a shelter or a place of distribution or any other non-  
6 educational function, that school will have more in the  
7 local emergency operation plan than a school that is not.  
8 Does that make sense? What does the town expect from the  
9 school, and vice versa, what does the school expect from  
10 the town? You know, do we expect the custodian to be there  
11 full time? Do we expect the food services to be cooking  
12 for the shelter, et cetera, et cetera, et cetera. So that  
13 is an example of that coordination we're looking for. Keep  
14 it simple. Keep it to the point. No one is going to read  
15 anything that is huge and thick.

16           It must be reviewed and updated at least  
17 annually, and it puts the agency that I work for  
18 responsible for assisting the schools.

19           Childcare programs. I know we're talking about  
20 schools, but it's an area that I don't think, personally,  
21 enough attention has been put on it. My personal attitude  
22 and the way that the rest of us think in New Hampshire  
23 involved in this is that, in a sense, we don't want to wait  
24 for a national tragic event to happen in a childcare  
25 program. These little munchkins are probably the most

1 vulnerable of all, and their caregivers, I've got to tip my  
2 hat to them. Those, for the most part, ladies or a few  
3 guys, but not many I've run into, have an awful lot on  
4 their hands. There's a big difference for evacuating a  
5 middle school and evacuating a two and three-year-old. So  
6 again, they have an awful lot on their hands and should not  
7 be ignored.

8           All I'm going to say about the childcare rule is  
9 that in this case when we wrote it, rather than following  
10 strictly what we did for K through 12 law, is we went  
11 directly to the Incident Command System in that they have  
12 to have guidelines for the critical task, somebody in  
13 command, a method of taking care of the kiddos that are  
14 okay, being able to treat the children if they're injured  
15 with a medical team, and with any emergency you're going to  
16 have reunification. And we wrote out, again, they're  
17 required to do six of the response actions, and I can get  
18 into the response actions as we move along.

19           In essence, that's the key as far as I'm  
20 concerned, with any emergency response plan. ICS is the  
21 management structure. The daily structure of schools do  
22 not work in an emergency. It's too cumbersome, and being  
23 able to respond by using one or more of the response  
24 actions to a given situation should -- as long as the  
25 response actions are practiced, should get a school, or for

1 that matter any facility through the situation the best  
2 they can.

3 Are there any questions at this time? And then  
4 I'm going to go through the response actions. Okay.

5 The next page, compliance. Again, these courses  
6 that are listed, IS700, 100, 200 are your basic Incident  
7 Command courses. They are online. They are free, and just  
8 for instance, working with childcare licensing, they all  
9 take 100, the introduction to Incident Command, and  
10 childcare licensing gives the staff member who -- staff  
11 members that give the certificate three hours staff  
12 development time. So the carrot and the stick. You know,  
13 you've got to do it, but again I'm very proud of the way we  
14 work together closely with emergency management, Department  
15 of Education, fire marshals, and in this case, the  
16 Department of Health Childcare licensing.

17 We are almost to the point that we work as one  
18 agency on this. We coordinate it very, very tightly, and  
19 again, these people have an awful lot on their plate, and  
20 we try to make it as painless, if you will, as possible.

21 I recommend that all school staff take basic  
22 Incident Command. Now, we have schools -- one district in  
23 particular where the superintendent has actually put it in  
24 the teachers' contract that you will take the basic  
25 Incident Command course. Again, that's on the local level.

1 I'd like to see things like that. We don't mandate it, but  
2 again, I point that out to all my other superintendents.  
3 Sometimes it's better to look at a situation where a person  
4 is being proactive, and that tends to bring other people  
5 along.

6           Getting into the response actions, drop, cover,  
7 hold. Well, when I was a kid growing up in north of  
8 Westerly, we had the nuke sub base on one side, the  
9 destroyer fleet on the other. So we were doing drop,  
10 cover, hold in our classrooms. Look for the flash and  
11 drop. They didn't tell us that if you saw the flash, it  
12 was too late, but anyway.

13           The purpose of that is again, it's the  
14 earthquake, if you will, but also in New Hampshire whenever  
15 we've had a severe wind event, a tornado, there's never  
16 been a warning. Whenever there's been a tornado warning,  
17 there's never been a tornado. I'm not picking on the  
18 National Weather Service. I work closely with these men  
19 and women, but it's the nature of the beast, and I think  
20 you know it also particularly in the western parts of the  
21 state.

22           So when it's practice, and actually it could be  
23 used for teachers see somebody walking by out the window  
24 with a weapon. The first thing they do is get the kids  
25 down, notify everyone else of the situation, but that

1 initial motion, get the kids down out of sight.

2           Again, if it were a tornadic event, and they had  
3 no warning, the teacher looks out the window, sees the wind  
4 coming, drop, face away from windows, get the kids down.  
5 Is it the best? No. You know, basement and so forth, but  
6 at least it's a tool we have to minimize losses.

7           As far as educational time, that is a drill that  
8 teachers can do at their convenience in their classrooms,  
9 and I don't -- we found that it doesn't take up that much  
10 academic time. Whenever you approach this, any educators  
11 in here, you know, very sensitive to academic time, and  
12 that's a big battle. How do you become proficient without  
13 severely impacting the academic process.

14           Secure campus. Secure campus, you'll hear this  
15 across the country called several things. I don't -- we  
16 don't like codes. We've gotten rid of any codes in  
17 schools. They're confusing, extremely confusing, and  
18 you'll things like lock down red, lock down yellow, lock  
19 down green, lock down 1, 2, 3. Again, in a critical  
20 situation or a critical incident, all people are going to  
21 hear is lockdown.

22           So secure campus is basically, we've had a -- we  
23 have a -- well, I'll give you an actual event. Keene, New  
24 Hampshire, we had a domestic incident. It turned into the  
25 fellow running armed and near some of the schools. Police

1 notified the schools and childcare programs to go into  
2 secure campus. They brought anybody in from the outside.  
3 They activated their Incident Command. This is the middle  
4 school in Keene I'm going to focus on, activated their  
5 Incident Command System, activated their school security  
6 team. These are not law enforcement. These are school  
7 personnel, and what they're doing is monitoring the doors,  
8 just making sure a kid doesn't open the door or something  
9 of that sort. But normal classroom, normal education  
10 processes going on. They're not hiding. It's not a direct  
11 threat to the school.

12           So why did we come up with this? And why do I  
13 say that? Because we witnessed one of our schools go into  
14 a lockdown, the kids hiding on the floor in a darkened  
15 classroom with a police chase doing on half a mile away or  
16 more from the school for three and a half, four hours,  
17 absolutely no need for that. If it's that much as happened  
18 in Keene as backup law enforcement came in, they stationed  
19 an officer at each of the schools and child care programs  
20 just as a precaution, but the schools were able to continue  
21 their activities.

22           I will mention one other thing. Keene Police  
23 Captain Brian Costa at the debrief we did of that event  
24 said, you know, and I hadn't thought of this, with the term  
25 secure campus, it may help to lower the anxiety of the

1 community because people -- whenever anything happens at a  
2 school, the immediate sense is to say lockdown. Well, it's  
3 gotten out enough that lockdown is not a good thing, and by  
4 saying the school is secure, if we can get that through, it  
5 may help a bit to lower the anxiety.

6           And I should mention, with the events we've had,  
7 we've never had a problem with parents. We keep them  
8 informed before, during and after an event. So that's  
9 secure campus, nuts and bolts of it.

10           Shelter in place procedure is for nothing but  
11 hazardous chemical events, and that's where you're shutting  
12 down your ventilation. If you need to use duct tape and  
13 plastic, go for it. I'm not going to get into the details  
14 because every facility is different, and it's going to have  
15 to be looked at and see where the best place is. If you  
16 don't think it happened since I've been doing this, five  
17 schools in New Hampshire have had to shelter in place for  
18 actual external hazmat events. And that's in New  
19 Hampshire, never mind some of the major transportation  
20 areas and railway and so forth that you have in  
21 Connecticut.

22           Lockdown, again, lockdown is lockdown.  
23 Basically, I teach time distance shielding. There's a lot  
24 of stuff going on out there about fighting, about teaching  
25 the kids to fight. Again, you can make your own judgment.

1 Basically, we've come down on the side that that's not a  
2 decision that we want children to make.

3           Time, distance and shielding. Time is we're  
4 buying as much time as possible for law enforcement to get  
5 there. That's another reason why it's critically important  
6 for schools to coordinate this with the emergency response  
7 officials. The difference in response time, for instance  
8 in Hartford, it's probably going to be a lot different than  
9 response time in Ledyard. So, again, it has to be  
10 coordinated in that sense.

11           The distance and shielding. Shielding is, again,  
12 getting into rooms, getting into closets, locking down,  
13 minimizing exposure as much as possible, and the distance  
14 is simply put, and you can see a note there. Staff may  
15 have to evacuate if they think it's the best. You don't  
16 want to micromanage, this is our approach, to these people.  
17 They're going to be on the scene. No two violent events,  
18 or for that matter any events, are exactly the same. You  
19 can't script this. Somebody that has nothing, you know,  
20 will take a shooting event, an intruder. Is it somebody  
21 that has something to do with the school? Is it some drunk  
22 -- somebody on drugs that just pulled off the highway? Is  
23 it a staff member who was fired or is going to be fired?  
24 Is it a student? And we can't forget about that. I know  
25 where we're focused now, but again, we have to look at

1 Columbine and all of these together.

2           So what I'm getting at is a teacher may have to  
3 make the decision on their own. I cannot get to a secure  
4 area. I've got these kids in the corridor. I am going out  
5 that exit. Okay? So I'm not going to beat this to death,  
6 but if they're outside, they're not going to come back  
7 inside the building. So you better have an area pre-  
8 designated where these people go. We do not want them  
9 hesitating and going yes, I'm not going in, but where am I  
10 going? All right?

11           One other thing about lockdown I'll just mention.  
12 I believe we were in -- we were the first in the country,  
13 but in New Hampshire you ignore the fire alarm during a  
14 lock down. That didn't come from us geniuses with fire and  
15 police. It was 1997. We had a full-scale exercise in a  
16 middle school, and the teacher to get them after a  
17 lockdown, law enforcement pulled the fire alarm. The  
18 feedback, which is critical from all the staff, this is a  
19 school of 1,500, about a quarter of them said, I was not  
20 going to evacuate. I thought the intruder pulled the fire  
21 alarm. Again, a small state working together. I showed  
22 that to the state fire marshal, and in about a week it came  
23 down, as much as firefighters hate it, the intruder is the  
24 priority, but in their procedures they have to have, you  
25 know, keep your guard up. Do you smell smoke and so forth.

1 But I think that's critical to the lockdown situation, and  
2 I think it's a wonderful example of the way New Hampshire,  
3 at least, worked together on the state level.

4           Evacuation I'm not going to beat to death. I  
5 think we all know how to evacuate. We've been doing it  
6 since we were in kindergarten. Again, probably the one  
7 point that you might want to concentrate on is the room-by-  
8 room evacuation. This could be a hazmat, hazardous  
9 material incident in a science lab. You may not want to  
10 pull the fire alarm because that would bring people through  
11 the hazard area. So it may be a room-to-room evacuation  
12 away, a verbal, away from that hot zone.

13           Reverse evacuation is probably the one response  
14 action that's been used the most since its introduction.  
15 It's simply a method to bring the munchkins in quickly.  
16 It's been used for everything from rabid animals, bear,  
17 moose, you name it, a stranger on the playground, thunder  
18 and hearing shots fired.

19           It is practiced at the end of recess or at the  
20 end of physical education training outside. So again,  
21 we're not impacting academic time, and schools can become  
22 proficient in this in a very short time.

23           Scan is the last one. To be honest with you, we  
24 got tired in many cases of seeing bomb threats in schools.  
25 They evacuate. Law enforcement shows up and says, could

1 the teachers go in and check their areas? Now, the  
2 response from some teachers were, you can get your mother  
3 to go back in there. You just brought me outside. This  
4 way before or as you're doing that, they are scanning their  
5 rooms. Scan high, scan medium, scan low. Now, when they  
6 go out, they can report to the command post, in room 125,  
7 there is a backpack that I don't know where it came from or  
8 a doll or a box or a, you know, I can guarantee you one  
9 thing. A bomb doesn't look like red tubes, wires and an  
10 alarm clock. So it can look like just about anything else.

11           So that works well. Again, training for that can  
12 be a staff development. In fact, I will tell you right  
13 now, I recommend for our schools that they spend five  
14 minutes of every staff meeting, no more, no less, on  
15 something out of the emergency response plan to keep it  
16 fresh. The hardest thing with this stuff is to keep it  
17 fresh, and again, I'm very sensitive to academic time, but  
18 I think it's not too much to ask for five minutes. We're  
19 going to discuss secure campus today. Boom, boom, boom,  
20 done. Or just, we haven't got a subject. Anybody have a  
21 question on anything with the emergency response plan?

22           So basically if you have the Incident Command  
23 System, our approach is you have the Incident Command  
24 System in place for the management system during an  
25 emergency and have the seven response actions in place and

1 practiced that a school or childcare program should be able  
2 to respond to any situation in a fairly organized manner,  
3 in a safe manner, and coordinate, which is just as  
4 important, with emergency responders. Okay?

5 CHAIRMAN JACKSON: Thank you, very much, Mr.  
6 Champlin. I realized at the beginning of the meeting, I  
7 neglected to have the panel introduce themselves to you.  
8 You deserve to know who you're talking to.

9 MR. CHAMPLIN: Well, I can see all your names.

10 CHAIRMAN JACKSON: So why don't we start with  
11 Chief O'Connor.

12 COMMISSIONER O'CONNOR: I'm Barbara O'Connor.  
13 I'm the chief at the University of Connecticut.

14 COMMISSIONER GRIFFITH: I'm Ezra Griffith from  
15 the Department of Psychiatry at Yale.

16 COMMISSIONER CHIVINSKI: Ron Chivinski, teacher,  
17 Newtown Middle School.

18 COMMISSIONER SULLIVAN: Bernie Sullivan, former  
19 Chief of Police in Hartford and former Commissioner of  
20 Public Safety for the State of Connecticut.

21 CHAIRMAN JACKSON: Scott Jackson, mayor, Town of  
22 Hamden.

23 COMMISSIONER EDELSTEIN: I'm Terry Edelstein,  
24 Governor Malloy's nonprofit liaison.

25 COMMISSIONER LYDDY: Good morning. My name is

1 Christopher Lyddy. I'm the former state representative for  
2 the community of Newtown and a clinical social worker here  
3 in the state.

4 COMMISSIONER SANDFORD: Good morning, Gregg.  
5 Wayne Sandford, University of New Haven professor and  
6 retired ex-commissioner of Homeland Security -- or deputy  
7 commissioner of Homeland Security, State of Connecticut.

8 COMMISSIONER FLAHERTY: Kathy Flaherty, staff  
9 attorney Statewide Legal Services and mental health  
10 advocate.

11 COMMISSIONER DUCIBELLA: I'm Bob Ducibella. I'm  
12 a structural engineer and an architect practicing as a  
13 security consultant for safe spaces.

14 COMMISSIONER MCCARTHY: Denis McCarthy, fire  
15 chief, emergency management director in Norwalk.

16 COMMISSIONER FORRESTER: Hi I'm --

17 CHAIRMAN JACKSON: Thank you. Oh --

18 COMMISSION FORRESTER: -- Alice Forrester from  
19 Clifford Beers Clinic. I'm the director there.

20 CHAIRMAN JACKSON: Thank you. Questions for Mr.  
21 Champlin.

22 COMMISSIONER LYDDY: Thank you and good morning  
23 again. I just have two quick questions. In your  
24 presentation, there was no mention of any type of  
25 technology that the state is using in the emergency

1 response. Can you comment on if the state has thought  
2 about the use of technology in these responses, and if so,  
3 in what ways?

4 (Audio skip.)

5 MR. CHAMPLIN: -- blackboards, some of these  
6 programs they used for counting students. Again, they're  
7 all over the place, the larger districts. I mean, I just  
8 did a security assessment of a one-room school house in New  
9 Hampshire. So now, if you could be a little more  
10 definitive there I guess?

11 COMMISSIONER LYDDY: Sure. Have the schools  
12 employed any type of technology in the communication in  
13 that emergency response? If there were such an emergency,  
14 are they using technology, whether it be social media or  
15 other types of --

16 MR. CHAMPLIN: Oh, okay.

17 COMMISSIONER LYDDY: -- tools to communicate --

18 MR. CHAMPLIN: Okay.

19 COMMISSIONER LYDDY: -- during incidents?

20 MR. CHAMPLIN: Okay, okay, okay. Technology  
21 starting I guess with security and it's too bad it took  
22 this situation in Newtown, but again, we -- it helps us  
23 move forward, but panic buttons directly to the police  
24 department, some of those in response, alert now. Now, I  
25 don't know how versed you all are with the Incident Command

1 System, but one of the hardest things, and I'll loop this  
2 together with the answer. One of the critical parts during  
3 any incident is public information, and that gets into  
4 Twitter, social media and so forth.

5           We just had a situation, a tragic situation a  
6 year ago with a middle school student tried to commit  
7 suicide in front of all of his classmates in the cafeteria.  
8 The superintendent formed an area command. In other words,  
9 she did not go to the school. She stayed in the office to  
10 coordinate actions-wide. What was good about it is that  
11 she listened and got public information, personnel to  
12 support. What I see in a lot of academia is the fact that  
13 only the principal, only the superintendent, and they miss  
14 the point that they need support people.

15           A part of that was social media, having personnel  
16 observing social media, putting out -- keeping up, looking  
17 for rumors, putting out factual information with their  
18 Twitter account, their Facebook account as well as using  
19 reverse calling systems. As tragic as that was, they had  
20 zero problems with parents self-responding to the school  
21 because we tell parents that you could endanger your own  
22 child's safety by blocking roads and so forth.

23           So yeah, but it's not on the state level, and  
24 this is where I was trying to -- you know, we really urge  
25 the school district superintendents and so forth to

1 incorporate what you mentioned with Twitter into the public  
2 information segment. Even at that reverse calling message,  
3 you have to remember once it's out there it's in the public  
4 domain. So therefore it should be part of public  
5 information and coordinated within that, and it works very,  
6 very well, and that's why it's important I think for  
7 Incident Command. The daily organization just doesn't  
8 work.

9 COMMISSIONER LYDDY: Great, thank you. And my  
10 second question is do you track or does the state or local  
11 governments track the completion rate of that online  
12 training?

13 MR. CHAMPLIN: You know, I've asked FEMA because  
14 it goes through the FEMA training center, and it's really  
15 difficult, and I think some of us here in emergency  
16 management know that. It's really, you know, it's the same  
17 with fire (inaudible) in. It's really hard to track that.  
18 I will say I'm rather pleased with when I go to a school or  
19 a childcare program, it draws a -- it gets a smile on my  
20 face when I see them all sitting there with the certificate  
21 because I tell them, you know, I really want you to take  
22 this because I don't want to explain it to them. I want to  
23 explain to them how you apply it.

24 So not a direct answer, but I am pleased with the  
25 number that take it.

1 MR. LYDDY: Great, thank you so much.

2 COMMISSIONER DUCIBELLA: Gregg, I love the  
3 document.

4 MR. CHAMPLIN: Which one? Ah.

5 COMMISSIONER DUCIBELLA: I have a question, and  
6 there is a law that you've passed out, and that is an  
7 overarching paragraph about what expectations are, and  
8 you've come today and provided us with some really clear  
9 insight in the form of what I call the major chapters of  
10 what the expectational response might be, you know, in  
11 these various sections. Is this a subset of a much larger  
12 document, or is this what you carry around in that noodle  
13 of yours and you pass on to people who are information-  
14 hungry? This is the big picture, the law. This is sort of  
15 the subset of what you have put together as information.  
16 Is there something larger than this?

17 MR. CHAMPLIN: Yes, this is my attempt at my  
18 marketing, you know, handing this out to schools and  
19 anyway, it's, you know, the opening. It gives enough  
20 information to them.

21 COMMISSIONER DUCIBELLA: Yup.

22 MR. CHAMPLIN: The bigger document, if you will,  
23 and there's several ways of approaching this, and I think  
24 -- and correct me if I'm wrong, if I'm going off in the  
25 wrong direction, but I think what you're talking about is

1 job aids. What are they actually using when the emergency  
2 hits.

3 COMMISSIONER DUCIBELLA: Yeah, I think what my  
4 interest on behalf of the commission and then therefore for  
5 the state is you've enacted a law in order to create a  
6 legislative mandate. Then in order to help interpret what  
7 that might mean, you've put together a series of -- I use  
8 this word carefully -- sales points so that people say, oh,  
9 here's some really granular examples of what you might do  
10 to comply with the law. But I think at some point while  
11 this is extraordinarily easy to understand and makes good  
12 sense, knowing every school is different, there are  
13 probably some other documents that have been created that  
14 are, as you say, the more daily use advisories. Could you  
15 talk a little bit about that for us?

16 MR. CHAMPLIN: Sure.

17 COMMISSIONER DUCIBELLA: Thank you.

18 MR. CHAMPLIN: The basic plan -- let's start  
19 there. And even in our program, that was a missing  
20 component and again, you know, understanding incident --  
21 emergency management, the basic plan, school plan I use is  
22 only 23 pages, and that's the scope, the purpose, again, I  
23 know some of you don't have emergency management  
24 background, but the scope, the purpose, the communications  
25 is including, the Incident Command. Basically, it's this.

1 It's 23 pages of the foundation. This is what we're  
2 planning for. This is how we're going to approach it.  
3 This is what we expect generally speaking from each person  
4 in the school, and that's by title. The principal or his  
5 or her designee will be the Incident Commander. It's not  
6 stating who. It's not stating -- it's just laying that  
7 out, and that has to be customized. You know, if I've got  
8 a one-room schoolhouse, that's going to be a pretty short  
9 document.

10           From there, you build on -- it's also policy. So  
11 for instance, in the exercise training segment, each school  
12 will do X amount of lockdowns a year, you know, will follow  
13 the life-safety code, do fire drills. Each staff member  
14 will take the Incident Command. So anyway, laying out the  
15 policy.

16           After that, we get into functional annexes,  
17 annexes and appendices. Those are, to keep it short, the  
18 working documents. This is the big book on the shelf, but  
19 those -- I'm trying to put this as simple as possible. The  
20 basic plan is not used in an emergency. The annexes are.  
21 That's where your Incident Command guidelines, your flip  
22 charts, your job aids, whatever you're using are stored,  
23 and anytime anything is updated, I advise have it on a  
24 disc, put the updated disc in the back so it's always  
25 updated.

1           So any guidelines for the school Incident  
2 Commander, the working copy is laminated in the Incident  
3 Commander's kit. We're actually -- and I let schools do  
4 what they want. I'm not going to micromanage them to such  
5 a point because what works in one doesn't quite work. You  
6 have to stay true to this. We're getting sort of away from  
7 those flip charts with all the stuff in it. We've  
8 developed a wall chart that has the response action so they  
9 can put it on the wall. It's always in sight. As people  
10 go by, they glance at it. They can read it. So it's more  
11 in their face because what I've found through the years,  
12 nobody uses the flip charts. They look great, but in an  
13 emergency they better know what the heck to do, not open a  
14 flip chart. They're good for a substitute, but as proven  
15 in my school when they went into a lockdown with a  
16 substitute in the kindergarten class, she never got to it.  
17 The five-year-old said shut the door, lock the door, pull  
18 the shades and two of them grabbed her hands and said,  
19 we'll show you where to hide. So that shows the -- you  
20 know, they've got a drill because it empowers everybody  
21 from the munchkins up to through the thing.

22           So does that make sense? That's how --

23           COMMISSIONER DUCIBELLA: Yeah, you've answered my  
24 question, which is you put this 23-page straw man together  
25 which then each school then looks at and has a much better

1 understanding of what's expected in the law.

2 MR. CHAMPLIN: Yeah, and --

3 COMMISSIONER DUCIBELLA: And it's a higher  
4 fidelity document than the sort of primer that you gave us?

5 MR. CHAMPLIN: But even that's simple.

6 COMMISSIONER DUCIBELLA: Yeah.

7 MR. CHAMPLIN: And I just want to mention what I  
8 do with that document. As -- it's in Word format, and I've  
9 got a lot of this going on right now. Give it to fire  
10 chief, police chief, everybody in the district. Have them  
11 mark it up. Then we go in and I will facilitate if  
12 necessary. We'll put it up on the screen, get somebody  
13 that types and say, okay, the scope of the plan. Are you  
14 satisfied with that? Do you want to make changes? So they  
15 are taking that -- and I don't like to call it a template.  
16 I don't believe in templates. Templates fill in the blank.  
17 There's no planning involved. What I like about this is  
18 they're customizing it, throwing out, adding what they  
19 want. It becomes their plan.

20 COMMISSIONER DUCIBELLA: Thank you. Basically  
21 what they're in, they're in a position of doing is  
22 modifying as opposed to creating, and the modifications are  
23 site-specific. So the straw man provides a much easier  
24 transition to go from nothing to something.

25 MR. CHAMPLIN: Exactly.

1           COMMISSIONER DUCIBELLA: And it provides some  
2 unification and uniformity throughout. Is that document  
3 something that you could make available to the commission?

4           MR. CHAMPLIN: Everything that I have is in the  
5 public domain.

6           COMMISSIONER DUCIBELLA: Thank you very much for  
7 your time.

8           MR. CHAMPLIN: So I'll send it along.

9           COMMISSIONER DUCIBELLA: I appreciate that.

10          CHAIRMAN JACKSON: Thank you. I think having  
11 access to the 23-page document might help inform us as we  
12 move forward.

13          Other questions for Mr. Champlin?

14          COMMISSIONER SANFORD: I think, Gregg, the point  
15 I want to make is that you seem to be a focal point for  
16 educators in the State of New Hampshire. If I'm a new  
17 superintendent of schools, and I know that I need to do  
18 something in my school for emergency planning, how do I get  
19 connected up to you? And it sounds like you actually  
20 provide personal services with that school district to go  
21 out and actually help them do this. So how would I find  
22 you if I was a new superintendent in New Hampshire, and can  
23 you kind of go over some of the things that you do when a  
24 new superintendent calls you up and says, I think I need  
25 help, but I don't know what it is.

1           MR. CHAMPLIN: I'll go visit them. I like face-  
2 to-face, you know. We'll have conversation. We'll go  
3 through the law and rule, and as I think probably all y'all  
4 know is that, you know, you get superintendents coming from  
5 out of state and so forth, not familiar. And I'll  
6 literally sit down with them.

7           Now, an important part of this is, A, it -- and  
8 Wayne, I'm going to just deviate a little bit. I think it  
9 amazes me how many states don't have a person doing what I  
10 do as sort of that point of contact. You know, I find many  
11 times this stuff is there in states, but it's sort of  
12 scattered all over the place, and so getting back to the,  
13 you know, I -- yeah. I'm the point of contact. It's not  
14 all me. I couldn't do it without everybody else in the  
15 agency, but working so closely with the Department of  
16 Education, you know. I've got to go back to that. I  
17 couldn't do what I do if it wasn't for the fire marshal, if  
18 it wasn't for the commissioner of education, if it wasn't  
19 for the commissioner -- or the head of the state police,  
20 the head of the bomb squad, the head of the SWAT team.

21           You know, there are no experts in this. I do not  
22 like the term expert. You know, an expert is if I'm  
23 talking to you and I know one more thing about the subject  
24 we're talking about than you, I guess I'm the expert.  
25 Because it takes everybody to develop the plan. It takes

1 everybody to put together a program, and the only people  
2 that are experts are those people in that school, in that  
3 community, and all we can be is guides on the side and  
4 facilitate and try to help them where we can.

5           So to answer your question, I know about these  
6 because of the Department of Education and that  
7 connectivity we have there. We couldn't get by without it,  
8 Wayne. Does that answer your question?

9           COMMISSIONER SANDFORD: You know, I feel for the  
10 commissioners. You know, Gregg has raised some good points  
11 that, you know, trying to get educators to take courses,  
12 and I think that scares everyone, you know, oh, my God, now  
13 I've got to be out of a classroom for another, you know,  
14 classroom for a couple of hours to complete a class. But  
15 Gregg's point is very valid. It's that in some school  
16 systems they say to the professional people that are in the  
17 school, you need to complete these courses. For those in  
18 the emergency response business, we know that they're not  
19 that difficult to do. They are online. They are free, and  
20 a 100 level course, ICS 100, probably takes three hours to  
21 finish. And I'm thinking somebody that doesn't know  
22 anything about ICS will probably take three hours.

23           MR. CHAMPLIN: Right.

24           COMMISSIONER SANDFORD: If you have any  
25 experience at all, you can probably do it in an hour and a

1 half. So we're not talking about a large commitment here.  
2 And at the end of the class, you actually print a button  
3 when you pass the exam, and it gives you a certificate you  
4 can print out, and now you can turn this certificate in --  
5 as Gregg said when he goes someplace, they hold it up and  
6 they say, look, I've got it.

7           So it's -- we're not -- I think the point is,  
8 this is not an inordinate amount of time we would be  
9 expecting or asking for people to do. We're looking at a  
10 three-hour online program. You don't have to do all three  
11 hours at once. You could start it and stop it, go back in  
12 and finish, and at the end, you get a certificate that says  
13 I now at least have a basic understanding of the Incident  
14 Command System. So now when law enforcement arrives or  
15 fire arrive, the emergency responders, they understand  
16 where they fit in the system, and it does make things go a  
17 little bit better, and I think that's important to know  
18 that, A, it's free. There's no cost for the training other  
19 than maybe the time that a teacher, a superintendent or  
20 principal needs to take the course, and at the end of it  
21 they get a certificate.

22           I just want to make sure that everyone -- I know  
23 that Denis knows this. I know this. I'm sure the chief  
24 knows this, and I'm sure Bernie, you know this as well, but  
25 for other people, this is a foreign subject, and it is

1 relatively easy to do, and there's more than one course you  
2 could take but ICS 100 is probably the basic that we ask  
3 for. So I just wanted to make that more for our  
4 information than --

5 MR. CHAMPLIN: I take it a step further, Wayne.  
6 Anybody here who hasn't taken it probably should take it to  
7 get a better feel for, you know, what we're talking about.  
8 Just a suggestion.

9 I will take it one step further though. You  
10 know, then you come in once they take that course, and you  
11 boil it down. Because you can only get so much out of an  
12 online course, but then what we do is boil it down to the  
13 working parts, and I'll tell you ladies and gentlemen, it  
14 warms my heart when you see a childcare program  
15 instituting, you know, here's my command post, and this is  
16 my medical team, and this is the reunification team, and  
17 doing a reunification drill with all these little munchkins  
18 and making sure that the parents -- this is on a daily --  
19 just a drill, just using it. So --

20 COMMISSIONER CHIVINSKI: And it sounds like even  
21 though it might be a small point, that even substitute  
22 teachers or before you go into the classroom to be a  
23 substitute should take that type of training, the ICS 100,  
24 correct?

25 MR. CHAMPLIN: You know, I just think it helps.

1 Even if you're at the bottom of the totem pole in the  
2 command structure, at least you know what the command  
3 structure is because it does differ slightly to the day-to-  
4 day. So I recommend it for everybody, yeah, yeah.

5 COMMISSIONER CHIVINSKI: Okay. Gregg, just one  
6 quick question, when this law, the RSA18964 was established  
7 in New Hampshire, and there had to be coordination between  
8 the local emergency officials and the schools, et cetera,  
9 that 23-page basic document, did they all sit down in a  
10 room and start looking at these things collectively  
11 together on what needed to be improved in any existing  
12 emergency plans at the schools? Is that the level of  
13 detail we're talking here?

14 MR. CHAMPLIN: Though I feel that we're ahead of  
15 many states, we still have long way to go. You know,  
16 emergency management directors and so forth in New  
17 Hampshire are volunteers. They're not paid for the most  
18 part. So what I'm getting at is I feel that I can put most  
19 of my schools up against any school, but in the same sense  
20 there's still a lot of work to do.

21 And yes, the ones that work, they sit down. They  
22 work together, and I'll be very frank with you, to work  
23 with emergency planning -- any emergency planning, but  
24 specifically school, is keeping it simple. I have seen  
25 plans, and it just seems like college plans in particular.

1 They love to write stuff but nobody ever reads it. You  
2 know? And it's -- you know, I tell them if your plan's  
3 this thick, the best thing to do with an intruder is throw  
4 it at him because nobody's read it. And so yes, getting  
5 together, and that's the work. That's the work to it.  
6 Sitting down together and saying, all right. This is what  
7 we need for intruders. So yeah, there's a lot of that  
8 going on.

9 I want to mention one thing though about the law.  
10 I think one of you mentioned mandate. I try not to use the  
11 word mandate in New Hampshire. One of the questions when  
12 we were going through and one of the committees asked it  
13 does not have a fiscal note attached to it, and said,  
14 shouldn't there be a fiscal note? Because the goal of the  
15 law was not to mandate plans. I have never been to a  
16 school anywhere that doesn't have, quote/unquote, a plan.  
17 Now whether it's a workable plan, that's something  
18 altogether different, but they've all had plans. The  
19 purpose of the law was to get all the schools in New  
20 Hampshire on the same page. Does that make sense to  
21 everybody? I mean, they all have them, but they're all  
22 over the place, and this -- the purpose is to try to drive  
23 them all to be in the same place. Okay?

24 COMMISSIONER O'CONNOR: Thank you. I found your  
25 presentation very informative, and I was just testifying

1 yesterday on the same issue at college and university  
2 levels, and I'm wondering if you have a specific state law  
3 -- you mentioned them, colleges and universities. What  
4 have you done in that area?

5 MR. CHAMPLIN: We don't have a law, and as a  
6 matter of fact, have you ever pushed legislation through?  
7 I was asked that because unfortunately one thing that  
8 helped us get ours through is it was slightly after  
9 Virginia Tech. So I think it makes things easier to push  
10 through when -- and I was asked that. You know, do we want  
11 to stop here or include colleges and universities, but  
12 knowing how -- what happens when you get a law that close  
13 to stop then, maybe I'd take a chance at losing it all. So  
14 we did not include colleges and universities.

15 With that said, a lot that applies to -- well,  
16 let me back up. Any emergency planning has commonalities  
17 as it should, Incident Command. Some of the basics should  
18 be all the same. Working with a lot of the non-public  
19 schools you're facing some of the same issues, multi-  
20 building campuses, you know, I'm talking about the K  
21 through 12 non-public schools, have some of the same issues  
22 as far as multi-building. The difference is the age of the  
23 students. They have a local parentus duty of care to the  
24 younger kids whereas college really doesn't have that.

25 Some of the -- what I've done primarily with them

1 has been they're all interested in it, and what we've done  
2 in the past is more of training. So Incident Command  
3 training. If they want that, we do it. We try to support  
4 them where we can. Keene State College stands out.  
5 Plymouth State College stands out. University of New  
6 Hampshire has a full-size police force, and the police  
7 chief is excellent. So he's been driving that himself.

8           It's some of the smaller colleges that are sort  
9 of a concern of mine, and they have been calling me lately.  
10 So hopefully we'll get some of them on board. But they do  
11 have some quirks, if you will, as far as the multi -- you  
12 know, how do you coordinate that?

13           Personally, my view is if one building goes into  
14 lockdown because of an intruder, I think I'm going to fall  
15 back on the response actions. The other could go into  
16 secure campus, in other words, locking all their doors so  
17 you could coordinate those response actions. Does that  
18 help? Does that sort of -- it's difficult. Colleges,  
19 depending on size --

20           COMMISSIONER O'CONNOR: Yeah.

21           MR. CHAMPLIN: -- can be very, very difficult.

22           COMMISSIONER O'CONNOR: Yeah. Well, and there's  
23 a federal law that mandates colleges and universities to do  
24 --

25           MR. CHAMPLIN: Right.

1           COMMISSIONER O'CONNOR: -- this test drill, and  
2 Connecticut has a -- and was very progressive in 2007 in  
3 passing that law. But I was just wondering if you have  
4 something similar that we might look at to review ours and  
5 modify.

6           MR. CHAMPLIN: No, no. Take law and just add.

7           COMMISSIONER O'CONNOR: Yeah, okay.

8           COMMISSIONER DUCIBELLA: I have the same  
9 information hunger that Wayne has. You're obviously kind  
10 of a quarterback for the emergency management planning  
11 focused on schools and childcare programs. The incident  
12 management system works for a wide range of events --

13          MR. CHAMPLIN: Absolutely.

14          COMMISSIONER DUCIBELLA: -- for all different --  
15 you could have it for a nuclear power plant. You could  
16 have it for a military base. You could have it for a  
17 college campus, but you have really focused, if I'm not  
18 incorrect on this school piece, and the question that Wayne  
19 asked, I'm not quite clear about the answer for. Are you a  
20 government -- are you part of the government system? Are  
21 you a consultant to the government? If I --

22          MR. CHAMPLIN: No, no. I'm an employee of the  
23 State of New Hampshire.

24          COMMISSIONER DUCIBELLA: So you have an official  
25 -- what is your official title?

1 MR. CHAMPLIN: School emergency planning  
2 specialist and natural hazards specialist. So a small  
3 state I handle everything from hurricanes, earthquakes to  
4 school emergency planning.

5 COMMISSIONER DUCIBELLA: I think the answer is  
6 obvious, but it's helpful since we're on public record. If  
7 you weren't doing this in your position, and I assume  
8 you're the only person doing this, no one else would be  
9 filling this in except on an ad hoc basis; is that right?

10 MR. CHAMPLIN: Yes, that's correct.

11 COMMISSIONER DUCIBELLA: And I'm assuming that  
12 the program has advanced significantly and has at least a  
13 commonality and understanding in process even though as you  
14 say we have this 23 page document, which is the straw man?

15 MR. CHAMPLIN: Yeah, and again, some of the stuff  
16 -- nobody's ever there. Like I said, no experts.

17 COMMISSIONER DUCIBELLA: Right.

18 MR. CHAMPLIN: And so we're really pushing ahead  
19 now with some other supporting documents, and it's always  
20 fluid. It's always changing, but yeah, yeah.

21 COMMISSIONER DUCIBELLA: How long has this  
22 position existed, Gregg?

23 MR. CHAMPLIN: How long have I been doing this?

24 COMMISSIONER DUCIBELLA: Yeah.

25 MR. CHAMPLIN: About eighteen years.

1           COMMISSIONER DUCIBELLA: And has this position  
2 existed in the New Hampshire --

3           MR. CHAMPLIN: Well, it's a natural hazards  
4 program specialist.

5           COMMISSIONER DUCIBELLA: Yeah.

6           MR. CHAMPLIN: And it just sort of morphed into  
7 the schools when I noticed that they didn't have plans, to  
8 be very frank with you.

9           COMMISSIONER DUCIBELLA: Thanks very much.

10          COMMISSIONER FORRESTER: I just have a quick  
11 question. Is there an appendix to this on the recovery  
12 plan? Is there a recovery plan attached to what you're  
13 talking about?

14          MR. CHAMPLIN: Probably the most important --  
15 now, right now, the quick answer is yeah, sort of. And I  
16 know that's rather vague. Right now, I'm concentrating on  
17 response, you know, and I know recovery is a huge issue,  
18 but if you can't respond it just makes recovery that much  
19 more difficult. There is a piece in the FEMA document on  
20 continuity of operations for schools. I think, again, I  
21 believe in keeping it simple. And that's what you're  
22 talking about? Like continuity of operations and for  
23 everybody else being able to continue your educational  
24 process, for instance, if the school burns down. I like to  
25 keep it simple. You know, they push and say, where's your

1 alternate space to do -- to carry on school if you can't  
2 use the building? I think they also should get square  
3 footage, number of bathrooms because a building may not be  
4 available, you know.

5           And another piece that again, I'll applaud New  
6 Hampshire, post-9/11 funding went into behavioral health,  
7 psychological response, and the fellow that put it together  
8 did an excellent job. We have about 800 volunteers,  
9 psychologists, psychiatrists, counselors from private  
10 practice, National Guard, clergy that have all taken the  
11 same post-vention training, and it's New Hampshire Disaster  
12 Behavioral Health Response Team, and they're available for,  
13 well, anyone, but schools obviously because of -- it  
14 doesn't have to be, as you know, a school incident. It  
15 could be a death of children in a fire in the community.  
16 They've responded to more, and to me that's a big  
17 component. Doing that post-vention in an organized  
18 fashion, and what I'm proud of New Hampshire is we have the  
19 depth. If it was a big response and if the counselors have  
20 to be counseled, we've got it together coming off the same  
21 page.

22           So they have developed a mental health response,  
23 psychological response component, which again would be part  
24 of one of the annexes to the overall plan. Okay? Did I  
25 answer that well enough for you? Okay.

1           COMMISSIONER McCARTHY: Gregg, a couple of  
2 questions.

3           MR. CHAMPLIN: Sure, Chief.

4           COMMISSIONER McCARTHY: First, how many school  
5 districts in the state of New Hampshire? And second, and I  
6 agree with the focus on training and exercise as the  
7 primary activity, but how have districts dealt with  
8 infrastructure and hardening of the infrastructure and  
9 making structural changes within their facilities? Now  
10 that they're focused on school safety, has that translated  
11 to some construction elements that they've dealt with?

12           MR. CHAMPLIN: Sure. I'll answer the last part.  
13 I can't remember what the first part was. Oh, number of  
14 school districts. We have 234 towns and each town is  
15 considered a school district. Now, they can be divided  
16 into supervisory unions, and that's where the  
17 superintendent's in charge, and they can range from nine  
18 towns under that to one town with one small school. I  
19 always say if you can do emergency planning in New  
20 Hampshire, you can do it anywhere in the world, you know.  
21 They're all over the place. Okay.

22           All right. I should have answered the last  
23 question first. What was that again? I'm sorry.

24           COMMISSIONER McCARTHY: Hardening --

25           MR. CHAMPLIN: Oh, hardening. You know, I've

1 been at this so long. I had the -- and I'll start this  
2 way, Chief. I had the honor of having the folks from  
3 Jonesborough, Arkansas as students in a FEMA course  
4 slightly after that event, and just to remind you all  
5 that's where the kids pulled the fire alarm and then shot  
6 everybody as they started coming out the doors, and nobody  
7 wanted to do fire drills anymore. So what I'm saying is  
8 you have to watch out for knee-jerk reactions. You know,  
9 we also get hyper-focused.

10           Obviously after the tragic event in Newtown  
11 everybody's concentrated on hardening the structures,  
12 everything from ballistic glass to major renovations. I am  
13 glad that a lot of our schools already have that and have  
14 incorporated them over the years. This has driven some of  
15 the schools -- the one-room school house that I was at the  
16 other day actually put a buzz-in system, which absolutely  
17 amazed me. They finally did that, you know, a town of 300  
18 put up 4,200 bucks to build a whole, you know, which I  
19 found amazing. I couldn't believe that they actually would  
20 ever do that. So yeah, they're making those points.

21           But I want to tell you, and again, we have an  
22 engineer. One of the things that I think is critically  
23 important, and I'm going to talk about new construction or  
24 major renovations, is I believe architects, engineers,  
25 should have CPTED training or something of that sort. It's

1 Crime Prevention Through Environmental Design, and it sort  
2 of incorporates -- and I'm not an architect, you know, an  
3 engineer. So I mean, you probably know more. But I know  
4 that the National Association of School Resource Officers  
5 has a course in it, and it's just basically when you're  
6 doing major renovations, when you're doing new  
7 construction, you're building a lot of these factors into  
8 the building. And it's more than just a secured door.  
9 It's bathrooms so you can stand outside and listen so you  
10 can hear the kids talking and some of that. I think that's  
11 critically important.

12           So I will be honest with you, I think everything  
13 that happened there, you know, take a look at your  
14 security, but again, people no matter how -- where do you  
15 stop? I guess that's what I'm saying. Do you stop at the  
16 alligators in the moat and the drawbridges, you know,  
17 especially when you've got the human element in there. You  
18 know, I have quite a reputation in some of my schools of  
19 yelling or reprimanding parents for letting me in after  
20 they've been buzzed in. You know, I ask them with this  
21 face, you know, look at them and say, do you know who I am?  
22 You know, that's there for the -- I have a finger. I can  
23 push that button too.

24           So no matter what you put in I think it also is  
25 climate, culture is probably just as important, education,

1 nothing's 100 percent. Am I going off too much or --

2 MR. McCARTHY: No, no.

3 MR. CHAMPLIN: -- focusing, yeah. You have to  
4 put the basics in place, but again, arrival, dismissal? My  
5 God. You've got no control on the kids or little. So  
6 those areas have to be looked at too.

7 I hate to say it, every state fire marshal in New  
8 Hampshire -- so I'm going to say it to you since you asked  
9 the question -- has said, Gregg, your biggest problem in  
10 state government is you try to use common sense, and I just  
11 think sometimes you have to use common sense. What is  
12 financially feasible and going to work within -- work for  
13 us, you know, but really try to keep it common sense.

14 MR. McCARTHY: Thank you.

15 MR. CHAMPLIN: You're welcome.

16 CHAIRMAN JACKSON: I think I'll save the final  
17 question for myself. You've given us a lot of great and  
18 accessible recommendations here. We heard in a previous  
19 panel that the federal response documents were a massive  
20 tomb and were unable to respond to a natural disaster, I  
21 think it was Katrina, and after that they were dramatically  
22 reduced to allow for a little bit more nimble activity.

23 Looking at what we're trying to do and approach  
24 this in an all-hazards way, I don't know if you've had a  
25 chance to review any of the sort of State of Connecticut

1 foundation documents, but if you have, do you have any  
2 recommendations for changes to the legislation?

3 MR. CHAMPLIN: Can I be honest? I couldn't  
4 figure it out. You know, you have a document requiring  
5 schools, camps. It's been a while since I've looked at it.  
6 Schools, camps, I think childcare centers also and  
7 preparing for terrorism. I mean can we really prepare the  
8 schools for parachuting Al Qaeda ninja terrorists? You  
9 know, I mean I really wonder how realistic that is.

10 I want to prepare them for the noncustodial  
11 parent, for the person with the restraining order,  
12 hopefully on the federal level and state level and local  
13 level law enforcement, we're getting communication down  
14 that there may be a terrorist and therefore, close the  
15 schools. I find it very, you know, this is two paragraphs.  
16 You know, we tried to make it as direct and as easy as  
17 possible, you know. The law that I read, and there may be  
18 another one, there were so many who, of, therefore, ladi-  
19 dadi-dadi and terror -- I just couldn't figure out what you  
20 were really expecting people to do to be very frank with  
21 you.

22 CHAIRMAN JACKSON: And that's very interesting.  
23 You've provided seven response actions, and a combination  
24 of those actions may be the right response to parachuting  
25 Al Qaeda ninja terrorists, but by focusing on what are the

1 universe of potential responses it gets away from trying to  
2 get into the brains of the next person who's going to try  
3 to make an assault. So I think it's a --

4 MR. CHAMPLIN: Yeah, and just, you know, if I can  
5 leave you with one thing, and it's the hardest -- it's hard  
6 when you're putting the stuff together, and it's the most  
7 difficult thing when you're doing the on-the-ground  
8 planning is try to keep it simple. If it's so complicated  
9 -- I basically do it this way. If I don't understand it,  
10 then they're not going to understand it. And just try to  
11 keep it simple, as simple as possible. And that's the  
12 work. You're going to find out. That is the work behind  
13 it.

14 CHAIRMAN JACKSON: Well, thank you very much.  
15 That was a very informative session, and we really  
16 appreciate you coming down from New Hampshire to join us  
17 today.

18 MR. CHAMPLIN: Absolutely no problem. I just  
19 hope I helped in some small way.

20 And Wayne, I'll send that document to you.

21 CHAIRMAN JACKSON: Thank you very much.

22 MR. CHAMPLIN: You're welcome.

23 CHAIRMAN JACKSON: We'll take a brief five minute  
24 break before the next panel. We'll reconvene at five of  
25 11:00.

1 (Recess.)

2 CHAIRMAN JACKSON: All right. Why don't we  
3 reconvene.

4 We are fortunate enough to have with us our  
5 Emergency Management and Homeland Security experts here  
6 from the State of Connecticut.

7 I'll ask you to introduce yourselves and your  
8 teams, please.

9 MR. SHEA: Will do. Thank you, and good morning,  
10 ladies and gentleman.

11 I'm William Shea, the Deputy Commissioner of the  
12 Department of Emergency Services and Public Protection,  
13 better known as DESPP, which has jurisdiction over the  
14 division of Emergency Management and Homeland Security or  
15 known as DEMHS. With me today is William Hackett. He is  
16 the state emergency management director at DEMHS as well as  
17 Thomas Vannini (phonetic), who is our Region 5 coordinator  
18 for DEMHS.

19 We are here today to provide the Sandy Hook  
20 Advisory Commission with information regarding the role of  
21 DEMHS and the function of the State Emergency Operations  
22 Center in response to the shooting at Sandy Hook Elementary  
23 School in Newtown. We will also describe some of the  
24 statewide emergency planning initiatives that are relevant  
25 to this incident.

1           The State of Connecticut operates under the  
2 National Incident Management System, better known as NIMS,  
3 as proscribed by the National Response Framework  
4 established by the president and further delineated by the  
5 Federal Emergency Management Agency or FEMA. It is clear  
6 that the implementation of NIMS in Connecticut along with  
7 the creation of a state response framework has made all-  
8 hazard response a more flexible and coordinated activity.

9           On December 14<sup>th</sup>, the governor's office directed  
10 DEMHS to take the lead in convening the governor's unified  
11 command and to partially activate the state Emergency  
12 Operation Center, EOC, and the Governor William A. O'Neill  
13 Armory here in Hartford. The location of the unified  
14 command away from the scene is important. The Incident  
15 Commander at the site leads the response, and the unified  
16 command at the state EOC provides offsite multi-agency  
17 coordination of regional, state and federal resources and  
18 personnel.

19           NIMS also provides a flexible unified command  
20 concept. When the state EOC is activated, our usual  
21 partners in response to a natural disaster include the  
22 National Guard and the Department of Transportation.  
23 During the partial activation in response to the Sandy Hook  
24 incident, these agencies were not present in the EOC.  
25 Utilizing NIMS and tailoring the needs and requirements for

1 the response, the lead agencies included the Department of  
2 Mental Health and Addiction Services, the Department of  
3 Health and the Department of Education along with the Red  
4 Cross and United Way 211.

5 The unified command met at the EOC by conference  
6 call twice daily over the week immediately following the  
7 shooting at Sandy Hook and regularly thereafter as needed  
8 addressing a variety of issues and challenges as they  
9 arose. These included maintaining databases of offers for  
10 assistance and coordinating with our EOC partners  
11 regarding, among other things, crisis counseling to the  
12 community, first responders, educators and the public at  
13 large, establishment of a phone bank in Newtown, donations  
14 management, and public information and messaging.

15 DEMHS also coordinated daily briefings for the  
16 congressional delegation and their staff. In addition, the  
17 DEMHS Connecticut Intelligence Center or CTIC developed  
18 background information on the incident as well as risk  
19 assessments and situational awareness of potential threats  
20 to funerals and vigils.

21 State Emergency Management Director Hackett will  
22 now summarize some of the operational coordination that was  
23 performed by DEMHS and the state EOC.

24 Director Hackett?

25 MR. HACKETT: Thank you, Deputy Commissioner.

1           Good morning everyone. In accordance with the  
2 state response framework, the DEMHS Region 5 coordinator,  
3 Tom Vannini, sitting to my right, was on scene within  
4 minutes of the event. He worked closely in the days that  
5 followed with the Sandy Hook fire chief, who also served as  
6 the Incident Commander and is also the Newtown emergency  
7 management director.

8           The Region 5 coordinator also worked with other  
9 Newtown officials including the first selectwoman, the  
10 public health director, the superintendent of schools and  
11 others to provide operational logistics and planning  
12 assistance as requested.

13           Through the course of the incident, the DEMHS  
14 Region 1 and Region 2 coordinators provided reinforcement  
15 and mutual assistance to the Region 5 coordinator for  
16 response and relief. The state urban search and rescue  
17 team was deployed to assist with staging aerial logistics  
18 and other equipment as needed. Mobile communication  
19 vehicles and other communications assets were deployed to  
20 provide independent voice and wireless communications, on-  
21 scene Interpol communications and an isolated workspace.

22           We approved the activation of the DEMHS Region 3  
23 incident management team planning section from the greater  
24 Hartford area to assist on-scene Incident Command. We also  
25 approved the activation of the state's behavior health

1 crisis response teams coordinated by the Department of  
2 Mental Health and Addiction Services as well as various  
3 volunteer community emergency response teams, which  
4 provided scene management and administrative support.

5 DEMHS coordinated mutual aid assistance from  
6 various state agencies, the fire services and regional  
7 assets for resources such as radios, light towers, variable  
8 messaging signs, and even bales of hay for a family's  
9 horses.

10 I will now turn the testimony back to Deputy  
11 Commissioner Shea for some of the DEMHS planning  
12 initiatives relative to this event.

13 MR. SHEA: Thank you, Director Hackett.

14 Our DEMHS stator mission is to provide and  
15 maintain an integrated and coordinated program of Emergency  
16 Management and Homeland Security for the State of  
17 Connecticut. This means bringing all partners to the  
18 table. In support of this mission, in 2005, DEMHS  
19 rejuvenated a child emergency preparedness initiative that  
20 was originally created by the Office of Policy and  
21 Management after September 11<sup>th</sup>, 2001. DEMHS continues to  
22 engage in this Child Emergency Preparedness Committee,  
23 which includes educators, administrators and a number of  
24 state agencies.

25 In 2012, as in other years, the group supported

1 training to the public safety community, school community  
2 and daycare providers. The emergency planning for schools  
3 curriculum, which was presented by Gregg Champlin of New  
4 Hampshire, whom you heard from earlier this morning,  
5 included among other things NIMS training for school  
6 personnel and information on the development and testing of  
7 an emergency response plan.

8           This year two DEMHS trainers completed school  
9 emergency preparedness training at the Emergency Management  
10 Institute in Emmetsburg, Maryland and will be able to  
11 present training in this area. Since Sandy Hook the Child  
12 Emergency Preparedness Committee is working to revise and  
13 modify and disseminate a standardized emergency response  
14 plan template.

15           The Child Emergency Preparedness Committee also  
16 participated in the 2012 Governor's Emergency Planning and  
17 Preparedness Initiative or EPPI. Committee members  
18 participated in the Mass Care Working Group to ensure that  
19 children and their unique needs were incorporated into the  
20 Mass Care standards and guidance documents for  
21 municipalities. In addition, on the Committee's  
22 recommendation, DEMHS purchased 250 play yards with crib  
23 sheets to provide safe sleeping accommodations for infants  
24 up to 12 months of age in an emergency shelter environment.  
25 Committee members also participated in the EPPI statewide

1 hurricane exercise.

2           In 2009, DEMHS successfully proposed legislation  
3 that resulted in the requirement that each local or  
4 regional school board must substitute a crisis response  
5 drill for a fire drill every three months and develop the  
6 format of such crisis response drill in consultation with  
7 the appropriate law enforcement agency.

8           Finally, Connecticut General Statutes 10-55(a)(C)  
9 require that each higher education institution and private  
10 occupational school have an emergency response plan that is  
11 annually submitted to DESPP and local first responders.  
12 DEMHS is working with the Office of Higher Education to  
13 increase awareness of this requirement and to provide some  
14 basic guidance to the schools.

15           We appreciate this opportunity to present  
16 testimony before you today. Pending your questions, that  
17 concludes our testimony.

18           CHAIRMAN JACKSON: Thank you very much. First,  
19 thank you for your quick response to the tragedy at Sandy  
20 Hook Elementary.

21           Questions? Terry.

22           COMMISSIONER EDELSTEIN: Can you take a little  
23 time to describe exactly now the state's Behavioral Health  
24 Crisis Response Team is organized, and what its roles and  
25 functions are?

1 MR. HACKETT: They're made of experts in  
2 behaviorable emergencies. They're activated through our  
3 emergency operations center and coordinated through there.  
4 They go to the scene and provide support to families and  
5 first responders and other persons involved with an  
6 incident and stay with that family and first responders and  
7 continue that care.

8 COMMISSIONER EDELSTEIN: And this is coordinated  
9 through Department of Mental Health and Addiction Services  
10 in Connecticut or maybe just describe some of the  
11 participants in the effort.

12 MR. HACKETT: Sure, they have counselors and  
13 subject matter experts in the field of the elderly or young  
14 people in school and also critical incident stress  
15 debriefing for first responders.

16 COMMISSIONER McCARTHY: Thank you for your  
17 testimony and thank you for joining us today. Can you  
18 describe what outreach the two DEMHS trainers will provide  
19 to the local school districts as they start to really get  
20 into some more in-depth emergency response training and  
21 planning for their districts?

22 MR. VANNINI: Like Gregg explained earlier, the  
23 program that he runs, this is the program that the state is  
24 going to be pushing out to the school districts. So  
25 they're going to go in, and my understanding is they will

1 help them with the NIMS, the ICS and in their school plans  
2 to help them formulate or give them an idea of how it all  
3 meshes together.

4           CHAIRMAN DUCIBELLA: Thank you very much for  
5 coming today. This is a difficult question to ask, but you  
6 know, as practicing design professionals, whenever we think  
7 we do something perfectly, we always find out when we're  
8 done something is -- there's an opportunity to do it  
9 better.

10           You gentleman and your resources responded  
11 extraordinarily on that day. What did you learn about --  
12 after that response, what did you learn that we might do  
13 better or more of so that we as commission members can take  
14 advantage of those insights?

15           MR. SHEA: Well, let me try to answer that first  
16 and then I'll ask the two gentlemen to my right and left  
17 for any additional comments.

18           Any time there is a disaster, any time there is  
19 an incident that you have to respond to, you always learn  
20 something. There isn't -- I mean, we can go over the last  
21 year and talk about, you know, the hurricanes, the  
22 snowstorms. Every time you go through that, there's  
23 something that you learn. I will say that the  
24 coordination, the inter-agency coordination, the teamwork  
25 that we saw at one of the most tragic events not only for

1 our state, but for our nation, we saw state agencies and  
2 resources from all over imaginable come together and work  
3 in collaboration to resolve and respond to any requirement  
4 that's out there.

5           So if there was one big takeaway that we got from  
6 this, it's that we can all work together in order to  
7 achieve and answer any challenge or any issue that's  
8 brought up to us. Director?

9           MR. HACKETT: I would like to add that we  
10 exercised, under the governor's orders last year prior to  
11 the hurricane, and it worked out very well because we  
12 exercised unified command in our 169 towns and two tribal  
13 nations, and the most important thing for us to support an  
14 incident at the local level is to have a solid unified  
15 command basis at the local level, and they had that at  
16 Newtown, and more and more people are coming to this  
17 concept and working that concept. When you have your local  
18 emergency operations center open, the fire chief is in  
19 there. The police chief is in there. The superintendent  
20 of schools, the health department, the town planner,  
21 everybody working together at the local level, helps us  
22 coordinate the response from the state, and we learned we  
23 need to focus on that a lot more.

24           COMMISSIONER DUCIBELLA: I appreciate that  
25 observation, and of course, Commissioner, I know you know

1 this wasn't a question that was meant to be a trick  
2 question. It was really one -- what did you find that  
3 worked. What did you find that didn't work, and what I  
4 heard was you found some exceptional things that worked  
5 well, but they might not work well elsewhere because maybe  
6 there isn't that ground work that's been done. And how do  
7 you think we advance that ground work, Commissioner  
8 Hackett, that you just mentioned which is, hey, we found  
9 something that was a sterling example of how things can  
10 work well together, but we're not going to assume that that  
11 same sterling foundation exists everywhere. What would you  
12 recommend so that what you found at Sandy Hook we could  
13 expect to find at other schools so that God forbid we have  
14 another event, we take what we've learned and applied it  
15 there. How can we help -- how can we do that?

16 MR. HACKETT: I would maintain the planning as an  
17 all-hazards approach. As the Commissioner said earlier,  
18 our EOC was set up differently than a hurricane,  
19 differently than a tornado or any other kind of event, and  
20 we're on the way to establishing that unified command in  
21 every single town. It has worked out very well, and I  
22 think towns could strengthen that and build upon that for a  
23 successful incidence.

24 COMMISSIONER DUCIBELLA: Is there something that  
25 we can do to facilitate that? People always want to do the

1 right thing. I mean, I work with law enforcement and intel  
2 folks all the time, and there's nothing more bonding than  
3 having an event and having all those folks come together.  
4 It's a fabulous experience. Planning for that in advance  
5 is more difficult because you don't have the lightening rod  
6 that creates that sort of energy and that sort of synergy.  
7 Is there something you think the commission can recommend  
8 that would if not stimulate, motivate the individual  
9 districts or schools to be more participatory? Maybe not.  
10 I don't know. I'm searching.

11 MR. HACKETT: The earlier speaker made a  
12 statement about superintendents of schools and teachers and  
13 substitute teachers and even janitors or people working in  
14 the school to take ICS 100. ICS 100 and the Incident  
15 Command System classes are very important, and I would like  
16 to see town leaders also take that training. That would  
17 strengthen the unified command in each town, a mayor or a  
18 first select person, a public works person, the fire chief,  
19 of course, the police chief, the EMS person, and make that  
20 state-wide that the ICS 100 course is taken by our  
21 leadership.

22 COMMISSIONER DUCIBELLA: Perfect, thank you.

23 COMMISSIONER SULLIVAN: I'm just curious. The  
24 person from New Hampshire mentioned that his behavioral  
25 response team is volunteers. Is Connecticut volunteers or

1 do we pay them?

2 MR. HACKETT: It's a mixture. There are subject  
3 matter experts that are volunteers that come out to help,  
4 and some are paid by the state and have other positions and  
5 paid positions that they respond to.

6 COMMISSIONER FORRESTER: Thank you. Can you tell  
7 me what the role of the FBI was in your response or if  
8 there is one?

9 MR. SHEA: Well, the FBI was involved with the  
10 Incident Command down in Newtown. I think that the best  
11 thing I know that Tom was on site. He can probably just  
12 briefly describe their role. Tom, if you would?

13 MR. VANNINI: Their role down there was to kind  
14 of help us coordinate the law enforcement response and to  
15 look at the initial incident, which is still under  
16 investigation, and try to determine if it was, you know, a  
17 -- I don't want to say -- try to determine if it was just  
18 one person or more. So they were there as a federal role  
19 to help establish and to help law enforcement in our role  
20 here in Connecticut.

21 COMMISSIONER FORRESTER: Do you decide on the  
22 role of the Red Cross, like at the level that they come in?  
23 Do you call that or is that on a local level? I'm not --  
24 I'm just wondering who's making that unified. Who makes  
25 that decision?

1           MR. SHEA: We work very close with the Red Cross,  
2 both them and United Way. They're both very, very great  
3 partners for the State of Connecticut, and they respond  
4 based on requirements and need. So they have different  
5 levels that they can bring in, and they've always been very  
6 helpful across the board and very tailorable to the needs  
7 at the time of an incident.

8           COMMISSIONER CHIVINSKI: Good morning. A couple  
9 of things. The presenter before, his title seemed to be --  
10 he seemed to be in charge of, as a facilitator, of all  
11 school emergency response plans for the State of New  
12 Hampshire. Correct me if I'm wrong. We do not have one of  
13 those positions?

14           MR. SHEA: That is correct. We do not have a  
15 specific assigned position.

16           COMMISSIONER CHIVINSKI: Okay. My first question  
17 is, would we benefit as a state from having someone 100  
18 percent committed to that position?

19           A second question I have is, you stated in your  
20 presentation that the child emergency preparedness  
21 committee is working to revise, modify and disseminate a  
22 standard emergency response plan template, something that  
23 Gregg also referred to. How close is that work to being  
24 completed?

25           And my last question is, on the last page of the

1 presentation, it states that Connecticut statutes deem that  
2 certain types of learning institutions have to submit their  
3 emergency response plans, but I do not notice public  
4 schools there and a lot of other types of schools. Is that  
5 the case, number one, and number two, can and should that  
6 be expanded?

7 MR. SHEA: Okay. Let me, if I may, just answer  
8 them in the order you asked them. The first one was to  
9 have somebody 100 percent committed to a specific job.  
10 Everybody within our agency is multi-hatted. It's just the  
11 nature of the business. We have folks that will, for  
12 example, that will handle our grants for us, but when we  
13 activate the emergency operations center, they pick up a  
14 different role. We'll have folks that will do hazardous  
15 mitigation planning, but when we're in an activation role,  
16 they have an additional role, if you will.

17 We work within the manning that we have that's  
18 available for us. If we had additional manning that we  
19 could dedicate someone primarily to tracking and working  
20 with school safety, that would be great, but we don't have  
21 that asset at this time. We do have a lot of our team from  
22 DEMHS that are involved with it, with emergency planning in  
23 all hazards and all phases to include the Child Emergency  
24 Preparedness Committee as well as the training piece. So  
25 there are folks that do have pieces and parts across the

1 board.

2 To answer your second question about the Child  
3 Emergency Preparedness Committee, Tom Vannini to my right  
4 is our lead on that committee, and I'll have him answer  
5 your second question.

6 MR. VANNINI: And if I'm correct, the second  
7 question was how far along are we on the coming up with  
8 that template to pass out? We are in the -- right now in  
9 the collection phase, getting best practices from  
10 communities and towns and looking at other state's plans.  
11 We will be meeting shortly in the next couple of weeks to  
12 go over what we've collected, and this subcommittee will  
13 then take and look at what we feel is generic enough and  
14 works for most communities and bring it to our main body of  
15 the Child Preparedness and ask them to endorse us to push  
16 it out as a best practice as a guide for folks to use when  
17 they write their plans. So that should happen probably  
18 within the next month or two we should be looking at that  
19 to get something to look at.

20 MR. SHEA: And to answer your last question about  
21 the response plans from the higher institutions or higher  
22 education institutions and private occupational schools, we  
23 do not require, based on the law, it is not required for  
24 public schools grade 12 and below to submit those to DEMHS  
25 at this time.

1           COMMISSIONER CHIVINSKI: Follow up. Would you  
2 recommend adding to that statute, adding other schools?

3           MR. SHEA: It could be added with a requirement  
4 to do that. With that, there becomes a review process that  
5 goes with it. As the gentleman from New Hampshire  
6 mentioned some of these plans that we get from the  
7 colleges, some of them are four, five inches thick. Some  
8 of them are a half inch thick, and are very, very specific.  
9 So with that comes the ability to be able to review them,  
10 and to store them, and to be able to access them. So  
11 there's some second and third order effects with that.

12           To have them isn't a bad thing but again, how  
13 much do we have to dedicate reviewing each and every one of  
14 those plans?

15           COMMISSIONER DUCIBELLA: I have probably a simple  
16 question to ask, but a difficult one to answer. We heard  
17 some testimony from some mental health professionals and to  
18 some extent individuals with incident management experience  
19 when they had circumstances in Los Angeles, which has a  
20 giant school system, and one of the problems they had was  
21 managing the thousands of parents who showed up to find out  
22 what happened to my child. Was my child involved in this  
23 event or not?

24           In the current management strategy, the NIMS  
25 system, and if I'm a parent and I'm watching this on CTN,

1 who has the responsibility for managing what parent,  
2 parental responses occurring in a situation like Sandy  
3 Hook? Parents see something on television. They hear  
4 something on the radio. Their cell phone rings. They come  
5 to the facility. Who has that responsibility to manage the  
6 parental response aspect of an event like this in the  
7 current template?

8 MR. SHEA: When an event occurs, and you stand  
9 up, the Incident Command under NIMS, that Incident  
10 Commander is in charge. He's responsible for everything  
11 that occurs in that area, and he's got the ball. He or  
12 she.

13 COMMISSIONER DUCIBELLA: So was it your  
14 experience in the Sandy Hook event that that particular  
15 individual had adequate resources and was able to manage  
16 that extraordinarily well or if we have an event like this  
17 again where obviously parents have an interest in their  
18 kids, something about the current standard strategy for  
19 incident management, is there something additional that  
20 should be done?

21 I can appreciate, you know, I live in a very  
22 small town. We have a volunteer fire chief. Had that  
23 happened there, and had he or the school superintendent  
24 been involved in that, I ignorantly would expect that it  
25 would be extraordinarily difficult to inform all 2,000 or

1 3,000 parents in our town what was going on and how that  
2 should happen based on a previously-applied template of  
3 response.

4 I'm not criticizing the system. I'm really  
5 asking when you have an incident that involves such  
6 incredible community outreach because 90 percent of the  
7 people in town have kids in school, is there something  
8 about the current strategy for incident response that would  
9 be better or more sensitive toward that particular parental  
10 involvement? That's my question.

11 MR. SHEA: Well, let me answer first, and then  
12 again I'll defer to the gentlemen on my left and right.  
13 You had brought up earlier about what is a lesson that we  
14 learned, and I think this might be a good point is that as  
15 schools develop their plans, as towns and cities and  
16 municipalities develop their local emergency operations  
17 plan based on what they saw happen at Sandy Hook, part of  
18 that plan is if there's -- an incident happens, how are you  
19 going to handle a massive influx of parents that come to a  
20 school. Now, an elementary school might be small, but you  
21 get into a large high school that has 2,000 students, you  
22 need to start thinking about crowd control, entry and  
23 exitway from what's going on in a parking lot, basically  
24 your entry and exit, if you will. Those kind of things  
25 need to be taken into consideration.

1           So like I said earlier, you had asked that  
2 question of a lesson learned, that is something going  
3 forward that schools systems, principals, superintendents,  
4 emergency management directors and municipalities should  
5 consider putting into their plans.

6           Director, anything to add?

7           MR. HACKETT: I agree with the Deputy  
8 Commissioner. The only thing I would add when there is a  
9 large incident just like 9/11 in New York City, there are a  
10 lot of people that self-dispatch and come to the scene.  
11 It's the same thing. A lot of press comes to the scene.  
12 It's the same thing, but not at the level of a parent  
13 coming for their child. In that plan, that local emergency  
14 plan, or that local response plan, or the response plan for  
15 the facility, a staging area or an area to work with people  
16 and reunify should be part of that plan.

17           COMMISSIONER DUCIBELLA: Thank you.

18           COMMISSIONER McCARTHY: Commissioner, we mandate  
19 that school systems conduct fire drills or other drills  
20 nine times a year, and that's a pretty straight-forward  
21 process of the alarm goes off; you evacuate to a pre-  
22 determined location. Most of the variables have been  
23 worked out in advance. Shouldn't we require school systems  
24 to give at least the same amount of effort to the  
25 management of those larger incidents that we're referring

1 to that are in some of these plans, the adoption of a  
2 template where some school systems, some communities, fill  
3 in the blank. There is no process to really internalize  
4 the plan in operation and make it operational. Should we  
5 mandate a certain degree of training and planning at least  
6 to the same level that we do for fire drills?

7 MR. SHEA: I think there's no doubt that if you  
8 have a plan if you don't exercise it, it's just a piece of  
9 paper, and whether it's hanging on the wall or a teacher  
10 has it in their desk, it doesn't do any good. You have to  
11 take that plan out, and you have to walk through each  
12 piece, whether it's a tabletop-type exercise or an actual  
13 exercise, and each person who has a role in it needs to  
14 understand what their role is.

15 I don't think that right now that it is -- it is  
16 not mandated to do that part of it, but I think there's  
17 definitely benefit for being able to have gone through each  
18 part of that, and each person knows their role. So for  
19 example, if -- and I know you were -- I was looking at a  
20 plan you had earlier. If something happens, and you have  
21 not been through that plan, you don't know where your role  
22 is, you don't know what page contains your actions. The  
23 document isn't really worth anything.

24 So there's no doubt that there is benefit and  
25 value for having done either a tabletop exercise, a rock

1 drill that we call in the military and walking through each  
2 piece and part of it and being able to do after-action with  
3 it. What went well? What didn't go well? What do we need  
4 to improve as a team regardless of what level that team is?

5           COMMISSIONER FLAHERTY: You had mentioned that  
6 the statute that requires the higher education facilities  
7 and the private occupational schools to submit the plans  
8 doesn't apply to K through 12, but you also said that  
9 there's a review process involved when the plans get  
10 submitted to your department. Once you review the plans,  
11 what happens? If there's any deficiency found in the plan,  
12 do the schools have to change the plans in any way, and can  
13 you comment on that?

14           MR. HACKETT: Our regional coordinators work very  
15 closely with town officials. We have established five  
16 regions in the state, population-based, and we have five  
17 regional coordinators. Tom Vannini is the Region 5  
18 coordinator, which is basically from Waterbury up towards  
19 Litchfield, and they work very closely with those plans.  
20 Those plans come into their offices, and they're required  
21 to do a local emergency operation plan for all hazards, and  
22 if there's information that's missing or things that have  
23 to be updated, it's checked at the regional office, and  
24 it's rechecked at our headquarters, and then they're  
25 distributed back to the regional office and the state

1 emergency operations center so we can access those plans if  
2 there is an emergency, and also the town would hold onto  
3 that plan.

4 COMMISSIONER SANDFORD: But I think we missed a  
5 point though. The plans that come from the colleges  
6 currently and universities in the State of Connecticut,  
7 there's no requirement or no authorization for DEMHS to  
8 review those plans currently; is that accurate?

9 MR. HACKETT: That is accurate.

10 COMMISSIONER SANDFORD: So the plans that you  
11 review are the local community plan, but like the City of  
12 West Haven will turn in a plan that gets reviewed by the  
13 area coordinator in that region, but the University of New  
14 Haven's plan will come to DEMHS and because the statute  
15 does not allow a review of that plan, there is no review of  
16 that plan? I think, Commissioner, you said some  
17 universities are this thick, and some of them are this  
18 thick, and there's really nothing that you can do about  
19 that. So some recommendation authorizing a review of those  
20 plans might be worthwhile to include.

21 MR. HACKETT: That would be a very good idea.

22 COMMISSIONER SANDFORD: Yeah. Can I ask -- just  
23 a couple of questions. Don't get mad at me. The two  
24 trainers that you sent to school, are they federally-funded  
25 or state-funded?

1 MR. SHEA: They're a combination of both.

2 COMMISSIONER SANDFORD: So if the federal funds  
3 were cut, it's possible that we could lose the resources to  
4 assist schools in the future if Homeland Security funds are  
5 reduced or EMPG funds were reduced, it's possible that we  
6 could lose that resource to be able to help local schools?

7 MR. SHEA: With any state agency -- with any  
8 agency that relies on federal funding and basically what  
9 we're going through in sequestration --

10 COMMISSIONER SANDFORD: Right.

11 MR. SHEA: -- there's always the jeopardy going  
12 forward in the future of having that money dry up.

13 COMMISSIONER SANDFORD: Okay. And then my  
14 thought is that we have trainers that are trained, but  
15 Gregg really -- from New Hampshire -- really spoke about  
16 not only doing training with the schools, but helping them,  
17 sitting down with them one-on-one and working with them  
18 within a unified command structure to develop a plan, to  
19 exercise that plan and to normalize it within their  
20 organization.

21 Are all of those functions that are -- are they  
22 allowable to be done by a trainer or do you need a planner  
23 to be involved in the process as well?

24 MR. SHEA: When we get involved in some of these  
25 processes, it include folks from our critical

1 infrastructure unit. It involves planners. It involves a  
2 regional coordinator. It involves or should involve the  
3 local emergency management director, and I'm assuming if  
4 you get into a school, it should involve principal,  
5 superintendent, the leadership of that is appropriate.

6           COMMISSIONER LYDDY: Good afternoon or morning.  
7 I first want to just say a quick thank you. Having served  
8 in Newtown as a state representative during this, it's  
9 great to see the coordination that the state did provide  
10 not only during that day but also in the days after, which  
11 were just as scary for many people in the community.

12           With that said, I do understand that there was  
13 several communications from the outside into your  
14 department and into the EOC from people across the state  
15 and across the country for services that they would like to  
16 provide. Once you've collected that information, how did  
17 you disseminate that and how did you vet it?

18           MR. SHEA: Well, the information that we received  
19 for any donations, we ended up working with United Way, and  
20 they worked with the municipality in Newtown.

21           COMMISSIONER LYDDY: In regards to the behavioral  
22 health and the counselors that called, how was that vetted,  
23 and how did you collect that information?

24           MR. SHEA: Well, any information that we received  
25 we pushed to the behavior health experts for DEMHS. That's

1 their lane.

2 MR. LYDDY: And what role outside of the Red  
3 Cross did the private provider community or what  
4 relationship does the department have with the private  
5 provider community throughout, you know, this emergency or  
6 any other emergency?

7 MR. SHEA: Are you talking specifically about  
8 mental health or just in general?

9 COMMISSIONER LYDDY: Mental health or in general.

10 MR. SHEA: Okay. First of all, we work -- we  
11 have to work very closely with our NGOs or nongovernment  
12 organizations. Obviously, some of them are more prevalent  
13 than others. An example, the Red Cross, which is tied into  
14 our all-hazards response, and any time that we activate the  
15 EOC, Red Cross is there.

16 We also work very closely with United Way, and  
17 they run the 211, that information line for us in the State  
18 of Connecticut, and we work really, really close with them.  
19 If we need to get information out we -- and also keeping  
20 them informed as to what's going on because they'll get the  
21 questions from our constituents in the state, our citizens  
22 will call, what about this? What about that? And they  
23 really have that lead for helping getting that information  
24 and pointing the people into the right direction. So those  
25 are two right up front that work very closely with that.

1           And the third one that we work with is InfraGard,  
2 and that involves with some of the private sector  
3 businesses in order to get information out through them.

4           So anything that we do, we work very, very  
5 closely with the nongovernmental sector.

6           COMMISSIONER LYDDY: Great, and one last question  
7 on the child emergency preparedness. Is that more of a  
8 policy committee? And what role was there -- what was  
9 their role during the emergency, and will they have any  
10 role in assessing the department's response, not only  
11 collecting information and doing a template, but really  
12 taking a step back and looking at the response of the  
13 department.

14           MR. SHEA: Okay. To answer that in a couple of  
15 phases, if you will. During the incident response, there  
16 was not necessarily an immediate role other than as a  
17 committee because we were functioning in direct response to  
18 the incident. So at that point the thing that helped is  
19 knowing who all the points of contact within each of the  
20 various agencies were. So having those pre-established  
21 relationships really impacted our ability to be able to  
22 respond.

23           With a little bit more specifics on that, I'm  
24 going to turn this over to Tom Vannini for a minute because  
25 Tom -- as I said earlier, Tom is our lead from the DEMHS

1 agency in the Child Preparedness Safety Committee.

2 MR. VANNINI: The Child Preparedness Committee is  
3 more of a policy guidance task force really to look at best  
4 practices across the country, across the state in  
5 communities and use that as a collection point for all that  
6 information and disseminate it to the folks out in the  
7 field to let them choose and decide which works for them.  
8 As Mr. Champlin said earlier today, each community is  
9 different. Each school system is different so that they  
10 have their own little quirks for their own little  
11 individual communities. We're more of a policy guidance  
12 committee.

13 COMMISSIONER LYDDY: Great, and will that  
14 committee have any role in looking at specifically the  
15 practices that were used in Sandy Hook? If they're  
16 disseminating it, will there be a feedback loop there about  
17 how that was implemented and the best practices that were  
18 used?

19 MR. SHEA: Absolutely. I mean, that committee  
20 reports to DEMHS and our DEMHS advisory council so that  
21 we're always keeping a focus with what they have, and  
22 there's no doubt that any information that's out there --  
23 and we have that responsibility to ensure that anything  
24 that happened from Sandy Hook that can be shared with the  
25 other 169 towns within Connecticut, we have that

1 responsibility. And that goes back to the comment that was  
2 made by Mr. Ducibella earlier is that you always have to  
3 take those lessons learned and pass them on.

4 COMMISSIONER LYDDY: And is that a report that  
5 could be forwarded to this commission?

6 MR. SHEA: In the future we can send our  
7 committee minutes to you if desired.

8 COMMISSIONER LYDDY: Okay. All right, great.  
9 Thank you.

10 COMMISSIONER DUCIBELLA: I address this to all of  
11 you because I don't know who's best to respond. We're  
12 moving toward an environment with your help, and I think  
13 with some commission recommendations, to have these  
14 emergency response plans implemented in each school, and as  
15 you have so aptly stated along with many other folks who  
16 have provided testimony, the plan efficacy is in large part  
17 dependent upon either a number of tabletop exercises or  
18 actual real world simulations.

19 Who is currently responsible for ensuring that  
20 that happens? So if a school or a school district has an  
21 ERP, who has the ultimate responsibility of making sure  
22 that the fidelity of that is in fact more viable than not  
23 because tabletops or live simulations take place? Is that  
24 something that comes under the purview of the five  
25 different regional participants from DEMHS or is that left

1 up to the individual community? Could you give us some  
2 insight into how we can make sure we go about invoking an  
3 environment where the testimony that we've heard, which so  
4 clearly identifies that these exercises are important so  
5 paper turns into real world experience, that those happen,  
6 those happen on a schedule that's appropriate, and they  
7 happen with oversight to ensure that they are performed  
8 well.

9 MR. SHEA: The simple answer is that that's a  
10 local community responsibility, bottom line.

11 COMMISSIONER DUCIBELLA: That's it? Local  
12 community responsibility? Thanks very much.

13 MR. VANNINI: Could I just add the Child  
14 Preparedness Committee also by statute has to forward a  
15 yearly report to the legislative body. We have just  
16 completed that. We can make that available to you if you  
17 would like that.

18 COMMISSIONER DUCIBELLA: Okay, thanks.

19 COMMISSIONER SULLIVAN: Basically, you have two  
20 people that have been trained in this school of emergency  
21 response thing that obviously are partially federally-  
22 funded so there's always a concern you could lose the  
23 money. Who are they going to train? Are you going to use  
24 them to train people like local organized police and fire  
25 departments, the train the trainer concept, so that in the

1 event you lose these folks, there are people out there in  
2 the State of Connecticut located in diverse geographical  
3 areas that can pick up some of this training at a local  
4 level?

5 MR. SHEA: I'm going to ask Tom Vannini respond  
6 to just mention that.

7 MR. VANNINI: Can you repeat that, please?

8 COMMISSIONER SULLIVAN: Yeah, using the concept  
9 of train the trainer, you have two people that are training  
10 on school preparedness. You mentioned they're partially  
11 federally-funded so there's a possibility you lose the  
12 funding. Who are you going to have them train? Have you  
13 considered having them go out to organize police and fire  
14 department and using the train the trainer concept training  
15 people in those organizations so that should you lose your  
16 funding, the program doesn't have to fall apart? There  
17 will be people located geographically in different parts of  
18 the state that will have that same training and could train  
19 others?

20 MR. VANNINI: I think that's a great idea, and I  
21 think the original concept was to have our trainers go out  
22 to assist schools systems in there for preparation of  
23 dealing with ICS and school plans, but I think it enables  
24 us if we were able to do train the trainer to get more  
25 folks out there, and in case, again, we lose federal

1 funding, we have folks that have already been trained. So  
2 that's something that I would bring back to our committee  
3 and make that as a recommendation to do forward and see if  
4 the body would pass that with their approval.

5 MR. SHEA: Just to continue on with that. We'll  
6 also look at if that type of training is something that  
7 could be brought in additional folks to be able to go  
8 through it. You know, there's obviously costs with it to  
9 go down to Emmetsburg, Maryland, but it's definitely  
10 something that we can look at.

11 MR. VANNINI: I want to just add also that we are  
12 pushing out into the field training for children in  
13 emergencies. There's been ongoing training across the  
14 state in the last four to five months, especially after the  
15 storms, how we should deal with children during emergencies  
16 psychologically, sheltering, taking care of their needs.  
17 So that training is being offered to communities. In  
18 normal training events we'll get forty to fifty people to  
19 attend these. So those classes are ongoing, and that's  
20 something that we look to continue and to probably enhance  
21 further.

22 CHAIRMAN JACKSON: If we could go back to that  
23 morning for a moment. As information developed, it quickly  
24 went from a school incident to a law enforcement incident  
25 to a state emergency requiring the onsite and remote

1 presence of your agency. Can you tell me how you were  
2 notified, and the analysis you used to determine that you  
3 were also going to call not only the Region 5 team, but the  
4 Region 3 team as well?

5 MR. SHEA: We heard about the shooting incident  
6 shortly after it occurred, and at that point one of the  
7 things that Director Hackett and I discussed was getting --  
8 do we need to get someone into the area of operations as  
9 necessary, and at that point, he contacted Tom Vannini.  
10 Tom Vannini forward deployed, if you will, into Newtown.

11 For the remainder of the day, we continued to  
12 monitor the situation as it was occurring. Direct contact  
13 to Tom with feedback as the incident was unfolding. We  
14 were obviously in contact with the governor's office.  
15 State police had the primary response in responding to the  
16 incident. As the day went on, we had some conversations  
17 with Mark Ojakian, the governor's chief of staff, and after  
18 a consultation around 2:00 in the afternoon, a decision was  
19 made to stand up the emergency operations center, and a  
20 partial activation with select agencies that were able to  
21 best respond to the incident.

22 Through the course of the incident we did over  
23 the week following send additional people and assets into  
24 Newtown to include mobile communications vehicles that were  
25 -- that gave us an additional resource to have in there and

1 available not only for us, but for other state agencies to  
2 use. Being that Tom was down there 20-plus hours a day, we  
3 pulled in two of our, excuse me, additional regional  
4 coordinators to provide him back up and relief so that we  
5 maintained continuity in the response throughout the week,  
6 and then we obviously continued to monitor the situation  
7 from the emergency operations center to be able to  
8 coordinate state resources as needed to be able to respond.

9 CHAIRMAN JACKSON: Thank you, but going back to  
10 that initial moment you say, wow, this is something big,  
11 and we are going to need to be there, was a request made  
12 through the Incident Commander or did you just look at the  
13 scope of it and say, no, this is going to be something that  
14 we're going to need to involve ourselves in.

15 MR. SHEA: Initially, as we heard it, there was a  
16 shooting. We didn't know if that was -- what that  
17 constituted at that point, and then after a brief  
18 discussion with Director Hackett and myself, let's get --  
19 because he -- because as the regional coordinator, he is  
20 imminently familiar with the town, emergency management  
21 director, the chief executive officer of that, in this case  
22 Newtown. So that became our eyes and ears on the ground.  
23 So that if we needed to respond, we had somebody not to  
24 insert himself into what's going on but to be able to be a  
25 resource that was available. So it was early in the fight,

1 if you will, we got him in there.

2           Throughout the day, we continued to monitor it,  
3 and then make decisions based on the requirements that were  
4 needed. Director?

5           MR. HACKETT: We have a very robust system set up  
6 for notification. Our regional coordinators are the ears  
7 to the towns that they serve. At the same time, we're  
8 getting the information at headquarters, Tom is getting  
9 notified by the local officials. That's the way that a  
10 normal incident works for an all-hazards incident. Every  
11 incident happens locally. It starts locally and ends  
12 locally. When local first responders need help, they go  
13 for mutual aid, ask for mutual aid into their towns. If  
14 they need state assistance, they contact the regional  
15 coordinator. The regional coordinator pushes that  
16 information up to the state, and we're there to assist, and  
17 the information gets back to the local first responders.  
18 That same role happened during that morning, and the system  
19 worked as it normally does on a regular basis.

20           COMMISSIONER McCARTHY: This question is for Tom.  
21 Many times it's difficult from one agency to push a  
22 priority into another and make that a priority, and I think  
23 that we are particularly concerned about the level of  
24 preparedness in each school district and their engagement.  
25 What is the involvement of the State Department of

1 Education in your initiatives for child readiness or school  
2 planning because I think that they are a key element in  
3 this and making it a priority in school systems? Can you  
4 speak to that, please?

5 MR. VANNINI: The state education system sits at  
6 the table with us. They help us kind of define the  
7 guidelines. They're a very willing partner to assist us in  
8 any way they see feasible to them. If there's training  
9 issues, guidance on schools, how schools operate, they're  
10 there to help us with that. So they're a very willing  
11 partner to us, and their effort to help us is greatly  
12 appreciated.

13 I mean at the Newtown event they were there, and  
14 they supplied information that was needed by us on how to  
15 deal with some situations so they were a great team player  
16 with us, yes.

17 COMMISSIONER McCARTHY: I'm more concerned about  
18 what happens after and going forward, and we talked about  
19 having resources to facilitate planning in each school  
20 district. Do you have a sense that the state Department of  
21 Education has those resources to assist in the facilitation  
22 of the development and exercise of school emergency plans?

23 MR. VANNINI: I think we saw right after Newtown  
24 when they put together their symposium on school security  
25 how quickly they came to the table with their resources. I

1 think they have the capability to assist us with whatever  
2 that we ask them to help us with. So I think they're,  
3 again, I think they're a great partner with us, and they're  
4 willing to work with us to enhance the safety of our  
5 schools.

6 COMMISSIONER FORRESTER: I'm sorry if this  
7 question doesn't come out correctly, but I just want to  
8 repeat what I heard. So local is local, and command stays  
9 on a local level. If asked, mutual -- other towns can come  
10 in and help, and that the role of the state sort of is a  
11 monitor or available for resources in terms of direction  
12 and the Incident Command; is that correct?

13 MR. SHEA: The command at the incident remained  
14 with the local folks. As additional resources were needed,  
15 one of the things that specifically as a regional  
16 coordinator that Tom Vannini helped do was to be able to  
17 help coordinate mutual aid. So for example, at one point  
18 Newtown was looking for public messaging boards, you know,  
19 the generator-type boards that are on the side of the  
20 highway that have a message on them, he was able to  
21 coordinate that from additional assets. When some of the  
22 funerals were going on, the fire fighters in the town and  
23 the police had been expended doing so much, other tasks  
24 that mutual fire fighters and police from other towns were  
25 brought in to provide backup coverage. So that mutual aid

1 piece is a big part of it, and I know Tom did have some  
2 involvement with that.

3           And then as resources were asked or requested  
4 from the state, we were able to coordinate that from the  
5 emergency operation center as part of the unified command.

6           COMMISSIONER FORRESTER: Thank you. And we heard  
7 from the Chiefs Association that I forget how many police  
8 they usually deploy is ten or four a day, and that at some  
9 point they needed 128, and I appreciate that.

10           I guess, you know, I'm coming from the mental  
11 health perspective, and I know that Connecticut -- so the  
12 police chiefs have certain standardized trainings that  
13 occur, fire departments, things like that. I just wonder  
14 on a local level, is there really a capacity to harness all  
15 of the energy that it needs to take to be able to move in,  
16 you know, from the immediate response into a recovery  
17 model, and do you find yourselves taking a more -- larger  
18 advisory position at that point, and could you do that?

19           MR. SHEA: Let me try to answer your question.  
20 I'll do my best to try that. The first thing is that with  
21 regards to Newtown, there were a lot of assets that have  
22 been made available from the state, federal, local  
23 communities, surrounding communities to be able to provide  
24 it, and specifically, in the mental health area. It's not  
25 our area of expertise. I'll be right up front with you.

1           With that said, on the federal side, they  
2 recently published a recovery response framework at the  
3 federal side. We are now taking that framework from the  
4 fed side and are in the process of developing a state  
5 recovery framework along the lines of the federal side,  
6 all-hazards again, as we mentioned earlier, not specific  
7 for mental health, but able to address those going forward.

8           COMMISSIONER FORRESTER: So I understand that,  
9 that isn't in place yet but that's what you're working on  
10 designing, and I imagine there will be a child division.  
11 We were told that the office -- I think it's the Office of  
12 Safe and Drug-free Schools was closed on the federal level,  
13 and that might have been an office that could have come in  
14 and helped from a federal level in terms of school response  
15 and trauma?

16           MR. SHEA: I'm not specifically familiar with  
17 that.

18           COMMISSIONER FORRESTER: Yeah, it was like three  
19 years ago, I guess it was closed.

20           MR. SHEA: Okay.

21           COMMISSIONER FORRESTER: Okay.

22           COMMISSIONER CHIVINSKI: Going back to Gregg  
23 Champlin's presentation to us and the laws enacted in the  
24 State of New Hampshire back in July of 2007, you know, it  
25 states right here on his one-page document, the director of

1 Homeland Security and Emergency Management Department of  
2 Safety shall assist school districts in conducting training  
3 for and providing support to school districts in the  
4 development, implementation and review of an emergency  
5 response plan as may be needed.

6           We talked about the possibility of your  
7 department reviewing and possibly approving all types of  
8 schools' plans and the extra burden that would be. If this  
9 group recommended and it was acted upon that your  
10 organization had to assist the local districts, public,  
11 private, et cetera, in something like this, do you  
12 currently have enough resources allocated to meet that  
13 need?

14           MR. SHEA: Well, to answer it in two parts, the  
15 first piece is that we do and have worked with the towns,  
16 the schools, local police, and this past year, we did  
17 conduct two iterations of emergency planning for schools.  
18 We conducted one in Norwalk and the other one in Hartford.  
19 So that is a partnership and piece that continues.

20           The second piece with that is we're a very small  
21 agency. We do not have an infinite amount of resources.  
22 In order to take that task on not only to review the plans  
23 from 169 separate towns, but I don't know the exact number  
24 of schools that are in the State of Connecticut, but when  
25 you add up the public, and if there's a requirement to do

1 parochial and private schools, that's a significant amount  
2 of heavy lifting. There's no doubt that we would need  
3 additional resources to do that.

4 COMMISSIONER CHIVINSKI: Just to circle the  
5 wagons one more time. Again, we're going to be looking at,  
6 you know, recommendations and preliminary recommendations  
7 as a commission. Would you all support assigning a full-  
8 time emergency planner to school facility emergency  
9 planning?

10 MR. SHEA: If we have the resources to do it. I  
11 mean it would make sense to have someone who is primarily  
12 dedicated to that.

13 COMMISSIONER CHIVINSKI: Like Gregg in New  
14 Hampshire?

15 MR. SHEA: I do not know if that is his sole job  
16 to be honest with you. I think he is multi-hatted like a  
17 lot of -- or almost our entire agency is multi-hatted. So  
18 I have a feeling that he is also multi-hatted also.

19 COMMISSIONER CHIVINSKI: Thank you.

20 CHAIRMAN DUCIBELLA: That's correct. I had a  
21 little brief chat with him afterwards. He happened to  
22 bring that particular expertise, which of course, we're  
23 focused on, but he said that he's very much focused on it  
24 when it's necessary and as he can afford it, but that is  
25 part of an overall management responsibility. Just a

1 little bit of clarification.

2 CHAIRMAN JACKSON: One of the recommendations of  
3 the Two Storm Panel was a mandatory session including all  
4 communities in the State of Connecticut, which we undertook  
5 this last July, I believe. I don't know if it can be  
6 quantified, but I have a high degree of confidence that the  
7 state's response to Super Storm Sandy was enhanced by that  
8 session. Would you support a mandatory training around a  
9 school-based incident?

10 MR. SHEA: We continue to do -- and continue with  
11 the governor's EPPI. There's no doubt that what we went  
12 through last year prepared our state for Super Storm Sandy,  
13 and I know that under the governor's initiative with that  
14 emergency planning preparedness initiative, the impacts  
15 were felt out in the local community, and one of the things  
16 that Governor Malloy did mention that when he was out  
17 visiting the towns and cities after Super Storm Sandy that  
18 he had CEOs and EMDs coming up to him and saying thanks for  
19 making us do that because that gave us the ability to be  
20 able to respond to that storm.

21 With that said, we are continuing on with various  
22 EPPIs if you will. This year, we're focusing on a specific  
23 region within Connecticut, one of our five regions and then  
24 the remainder of the state picks up a supporting role, if  
25 you will. So the direct impact will be in this one

1 specific region, and then everybody else is going to have a  
2 different or a supporting role. Some of it's very simple.  
3 It could be your unified command, test your communications.  
4 You've had total power communications tests, you know,  
5 radio tests, those kinds of things.

6           Going forward in the future, we're looking for  
7 different venues to do. One of them we're looking at is  
8 cyber security and obviously, you know, a school-type  
9 response could always be incorporated into something like  
10 that.

11           CHAIRMAN JACKSON: Thank you very much for your  
12 time and for your presentation. We appreciate it.

13           MR. SHEA: Thank you, ladies and gentlemen, for  
14 the opportunity.

15           CHAIRMAN JACKSON: It's noon now. Why don't we  
16 break for lunch and reconvene at 1:15 at which point we  
17 will talk about -- we'll have general discussion and  
18 additional discussion over scheduling. Thank you.

19           (Recess.)

20           CHAIRMAN JACKSON: Why don't we reconvene. We  
21 have, I think, our full complement back at the table. You  
22 have on your desk something that I put together, which is a  
23 simplified listing of specific recommendations, action  
24 items. Not the whys. Not the whats. Not the whos. Just  
25 action items that have come before the panel thus far.

1           I want to take a little bit of time to go through  
2 them and start to get a sense from the members what they  
3 think makes sense, what directions make sense and also, I  
4 mean there are some things here that are contradictory. So  
5 this is no means a comprehensive or a first list of what we  
6 are going to send off. Just to really get some sense from  
7 folks as to what they're thinking so far. We've really  
8 been in information-gathering mode, and we're going to have  
9 to start to go on two tracks in terms of information  
10 gathering as well as synthesizing of information and  
11 preparation of recommendations. So that's what this  
12 afternoon's session is for.

13           So the document you have before you is titled  
14 SHAC Draft Items for Consideration. It incorporates some  
15 60 recommendations, some of which were sent by members of  
16 the public, some of which were identified in testimony,  
17 some of which came from members of the commission, and I do  
18 thank those folks who put some thought into it and came up  
19 with larger documents that you fed me over the last week.

20           We'll start with guns and ammunition, and my goal  
21 here is to make sure that the flavor of these things is  
22 appropriate for the panel and that you understand what the  
23 action item is and then determine whether or not it's  
24 something that we think merits further discussion either by  
25 us or further legislative action.

1           Item number one is a mandatory background check  
2 on the sale or transfer of any weapon including long guns  
3 and private sales. Is there any comment on this one?

4           Wayne?

5           COMMISSIONER SANDFORD: I did do a little bit of  
6 research because I had the -- I think this is something  
7 that we need to look at, and it's the private sales that I  
8 think that are hard to regulate because right now, I mean I  
9 could sell a gun to you Commissioner, if I had one, but I  
10 don't. So in talking to some -- and doing a little bit of  
11 research, there are some people that have a federal  
12 firearms license that serve as -- that can serve as an  
13 agent. They're basically, I guess, businesses. So if I  
14 wanted to sell a gun to somebody else, in order to track  
15 all that I could actually go through a gun company, I  
16 guess, or a dealer, I guess, is the word I'm using, and  
17 then that dealer would make sure that you had a license  
18 before this gun that I wanted to sell you got transferred  
19 to you. Eventually, if we looked at something like that  
20 and required all gun sales to go through a federal  
21 firearms, I don't know -- Chief, am I saying that right?

22           COMMISSIONER SULLIVAN: A federal firearms  
23 licensed dealer.

24           COMMISSIONER SANDFORD: Licensed dealer. That way  
25 there eventually all firearms in the state, I guess the

1 legal ones, would then be identified, and eventually it  
2 would force everyone to have a license on that gun  
3 regardless of it was a private sale or a sale to a  
4 business. So that was one additional thought that I had in  
5 talking to a few people after we talked about this about  
6 making sure that all background checks are done for all  
7 sales. One way to make sure that happens is maybe to look  
8 at that FFL requirement or as an agent in between the two  
9 people selling the gun. I don't know if I'm clear on that  
10 or not. Again, I don't really own a gun. So I apologize  
11 if I don't have the right information.

12           CHAIRMAN JACKSON: Well, one of the things that  
13 we'll have to do is we'll have to, (a) check to make sure  
14 that our recommendations are not covered somewhere else  
15 under statute or regulation, and vet the mechanism for  
16 making it happen. So you've identified a mechanism, but I  
17 think that there are probably others as well. So it's  
18 certainly something to take note of, and we will endeavor  
19 should it be a recommendation to flesh -- at that point  
20 flesh it out with a little bit more detail.

21           Any other comments?

22           COMMISSIONER CHIVINSKI: Where it says transfer  
23 of any weapons, you know, for instance, let's just assume  
24 somebody has a family member out of state and they want to  
25 gift them a weapon or there's been a -- there's an

1 inheritance issue, you know, for instance, I have a weapon  
2 at home. I've had it since I'm a kid. I come from  
3 Pennsylvania, you know, say there was another one of those  
4 situations to develop. How would that fall under that  
5 standard?

6           COMMISSIONER SULLIVAN: It would be the same  
7 thing. The purpose is to make sure that any transfer of  
8 weapons is registered whether you give it to a family  
9 member as a gift or you sell it to a third party to make  
10 sure there is a registration and a background check so that  
11 that person who is receiving the weapon is known to be  
12 suitable and is properly documented. So it doesn't make  
13 any difference if it's a gift or a sale.

14           CHAIRMAN JACKSON: Next question?

15           COMMISSIONER LYDDY: Thank you. Where it says  
16 mandatory background checks, I would kind of caution us to  
17 -- or urge us rather, to identify what exactly that  
18 background check is. Is that a criminal background check?  
19 Is it a mental health background check? And really  
20 operationalize that. To say and leave in the hands of  
21 somebody else to determine what background check is could  
22 be dangerous. So if we recommend that background checks  
23 are going to be mandatory then I would be more comfortable  
24 making that recommendation if we say what that background  
25 check actually means.

1           COMMISSIONER SULLIVAN: Yeah, I mean, the purpose  
2 would be standardized background check that the Department  
3 of Public Safety uses right now.

4           CHAIRMAN JACKSON: And then to add onto that,  
5 there are also recommendations regarding the look-back  
6 period for certain types of behavioral issues. So it  
7 filters in in a couple of different ways, but if this is  
8 something that the commission wants to move forward on, we  
9 would then take the next step of fleshing out specifics as  
10 to what that means.

11                   Is there any dissent that this should be  
12 something that the panel should take on?

13           COMMISSIONER FORRESTER: I just want to point out  
14 or ask that we wait on the mental health discussion until  
15 we've sort of explored that more in terms of  
16 recommendations or adding on. I don't know. Thank you.

17           CHAIRMAN JACKSON: Absolutely, and what you'll  
18 see here -- and I should be clear. We got some additional  
19 documents today, which are -- there's an article on  
20 classroom locks which is included in the document. We got  
21 some items from the General Assembly, which I've labeled  
22 one and two. One begins with universal background checks.  
23 It relates to guns and ammunition. Two is the one that  
24 identifies itself as being from the Democratic Legislators  
25 additional gun and ammunition material. Additional

1 information from the Connecticut Police Chiefs Association  
2 -- Thank you Chief Reed (phonetic) -- fleshing out some  
3 things in their proposal, and I've taken some handwritten  
4 notes on these items, but I did not do so for another item  
5 we have regarding mental health issues because we have not  
6 yet examined that in any significant way. So I left that  
7 one off to the side.

8           COMMISSIONER DUCIBELLA: Anything that has to do  
9 with guns and ammo, I think one of the things we want to be  
10 careful we do is we don't enact legislation that in some  
11 way, shape or form disadvantages the law enforcement  
12 community. Sometimes when these legislative actions get  
13 put in place, they become uniform across the board, and I  
14 think there's some things we need to keep our law  
15 enforcement agents equipped with. So I think we just want  
16 to be careful that they continue to have the benefit of  
17 whatever firepower they need, but other people who do not,  
18 don't have that opportunity, and we don't legislate against  
19 it.

20           CHAIRMAN JACKSON: Chief?

21           COMMISSIONER O'CONNOR: Just sort of following up  
22 on that since Bob's brought it up. Eighteen, I know we're  
23 jumping ahead here. We can talk more when we get there,  
24 but talking to a lot of my law enforcement colleagues, many  
25 cities and towns, UConn as well, allows purchases of

1 rifles, individual rifles because departments can't afford  
2 to issue every officer a rifle, and officers like to cite  
3 them specifically to them, so they go out and buy their  
4 own, and you know, they meet certain conditions. And with  
5 the legislation that's sort of preceding now, there's a  
6 concern about, well, if I spend money on a rifle, will I be  
7 able to own it in retirement. So I think that is sort of  
8 following up to Bob's point as well.

9 CHAIRMAN JACKSON: Thank you. That's certainly a  
10 circumstance I was not aware of.

11 Under the broad category of background checks and  
12 the sale or transfer of any weapon, is there any dissent  
13 that we might want to move forward with fleshing that out a  
14 little bit more?

15 Okay. I will keep that one.

16 Number two, mandatory registration including a  
17 certificate of registration for any weapon to be issued  
18 subsequent to the completion of a background check. This  
19 is essentially the registration of weapons. Any dissent?

20 Item 3, limit the purchase of firearms to one per  
21 month.

22 Wayne?

23 COMMISSIONER SANDFORD: I think the statement is  
24 too broad. I think about dealers that may be someone, you  
25 know, has a collection that they want to get rid of, and so

1 I go to a dealership, and I say, gee, I've got 20 or 30  
2 guns that I've collected over the years. I want to get rid  
3 of them, and then we say that if we can only purchase one  
4 per month, that may affect a dealer in that way. So I'm a  
5 little bit nervous that while I think the concept is good,  
6 I think it needs to -- as we talked about earlier, it may  
7 need to be fleshed out a little bit more to ensure that the  
8 people that need to deal with more than one purchase of a  
9 gun a month are able to do that.

10 Does that make sense what I'm trying to say  
11 because, you know, like if I had a -- I'm even thinking  
12 personally, if I had, let's say, collected guns over the  
13 years and now I want to give them or sell them to a friend,  
14 and typically they may say, gee, I really like that gun,  
15 that gun and that gun, I would -- you know, they might want  
16 to purchase all three at once as a collector. So I don't  
17 know how that would impact that as well. So I just -- when  
18 I saw this, I understand the concept, but I think it needs  
19 a little bit more work because I do think this can happen  
20 in a harmless way, not in a malicious way, to need to  
21 purchase more than a gun a month.

22 CHAIRMAN JACKSON: Other thoughts?

23 I actually agree with Wayne. I believe that the  
24 thought is that this could be an effort to reduce the  
25 amount of trafficking of handguns in particular and the

1 potential for loss. I'm not sure if it is the most  
2 efficient way to do that.

3           Can we have a quick show of hands? Who wants to  
4 move forward with this one, and -- who wants to move  
5 forward with this one? We'll do it that way? And who  
6 would prefer not to or to flesh it out in a different way?  
7 I think the consensus is to limit -- is to take that one  
8 off the table for right now, but potentially come back to  
9 it under a trafficking discussion.

10           A ban on any magazine or ammunition-feeding  
11 device in excess of ten rounds. Sale, use, possession of  
12 such magazines shall be for military and police use only.  
13 There's some of that language, Bob, that you -- the  
14 protective language that you referenced a little bit  
15 earlier. What are our thoughts? Does anyone think that we  
16 should not move forward on this one?

17           COMMISSIONER SANDFORD: I just --  
18           Wayne?

19           COMMISSIONER SANDFORD: For a guy that doesn't  
20 own any guns, I guess I have a lot of comments.

21           COMMISSIONER SULLIVAN: We'll send you to the  
22 range.

23           COMMISSIONER SANDFORD: Yeah, I think I need to  
24 do that. My concern is here when we heard the testimony  
25 last week from the state police, it was very evident to me

1 that you could take a magazine, am I using the right word?  
2 And tape a couple of them together, at least two, not more  
3 than two. It would look kind of funny with three, but two  
4 of them together and you could change them very quickly.  
5 So I saw that, and I'm saying, gee, if I could have ten and  
6 I could tape them together, then I could have twenty, and I  
7 could make that change very quickly.

8           So I'm wondering is there like another option,  
9 and then what do we do for the individuals that as the  
10 officer mentioned, that if they're in a competition, and  
11 they know they need to use thirty shots in a competition,  
12 and we turn around and say, no, that, you know, you can't  
13 have those at all. I'm just wondering -- I'm not -- I  
14 guess I'm just playing the devil's advocate saying, you  
15 know, how does that impact that? That's all.

16           COMMISSIONER FLAHERTY: I would say change the  
17 competition. I mean they started doing the competitions  
18 for thirty because they came up with the thirty round  
19 magazines because I always thought that thing too, to be  
20 perfectly honest, because I don't -- I'm not a gun owner.  
21 My husband is. But no, seriously because I first was like,  
22 I don't get it, but I watched a CPTV documentary where they  
23 had two, and I think it was two Connecticut police  
24 officers. And one had the ten and one, you know, had a  
25 thirty round thing, and one had three ten round things, and

1 he blew through the thirty bullets so fast, and the guy  
2 that had to change things, it took him like ten extra  
3 seconds, and we always say it's time. And that was what  
4 did it for me. So I think limiting the size, it's time.  
5 So --

6           COMMISSIONER SULLIVAN: This is just briefly. We  
7 know that people can bracket two magazines together, but  
8 even that, unless you're a real pro, takes more than a  
9 couple of seconds to do the change, and the whole issue of  
10 limiting the number of rounds that could be fired without a  
11 reload is to allow people the opportunity to escape if they  
12 become under fire. It's a very simple premise, and if it  
13 inconveniences somebody in the field for target shooting  
14 versus one or two more people getting killed or escaping  
15 getting killed while they're switching the magazines, I'd  
16 go for switching the magazines.

17           COMMISSIONER O'CONNOR: Is there a law  
18 enforcement section there though?

19           CHAIRMAN JACKSON: We will do that as a  
20 boilerplate.

21           COMMISSIONER SULLIVAN: Yeah, I think we can do  
22 that blankedly probably for all the stuff we're doing.

23           CHAIRMAN JACKSON: Alice?

24           COMMISSIONER FORRESTER: I think Chief of Police  
25 in Newtown's comment around any barrier that we could put

1 in is every fifteen seconds. So I would support this.

2 CHAIRMAN JACKSON: Chief?

3 COMMISSIONER McCARTHY: I think the way that this  
4 is written makes it illegal to possess higher capacity  
5 magazines, and I think that we will need some advice on how  
6 to deal with those that are already out in the field.

7 CHAIRMAN JACKSON: Does anyone think -- Patricia?

8 COMMISSIONER KEAVNEY-MARUCA: This is just  
9 probably a stupid question, but once you use the magazine,  
10 you can't refill it? You have to buy a new magazine?

11 COMMISSIONER SULLIVAN: No, it's refillable.

12 COMMISSIONER O'CONNOR: You can refill it.

13 COMMISSIONER KEAVNEY-MARUCA: So the ones that  
14 are in the field remain a problem because they can be  
15 reused? Thank you.

16 COMMISSIONER SULLIVAN: In some states what  
17 they're doing is passing a law that gives them a period of  
18 time to sell those magazines that are being outlawed. They  
19 give them like three or six-month grace periods to sell  
20 them to a federally licensed dealer or sell them out of  
21 state where they're allowed.

22 COMMISSIONER O'CONNOR: Mr. Mayor, though, do we  
23 have to ask the lawyers, you know, in terms of implementing  
24 a law, and Bernie, you may have done some research on this,  
25 you know, can you only go forward, or how do you go back?

1 You know, I bought my magazine legally, you know, and now  
2 you're changing the law. You know, what are the  
3 constitutional implications of that and that sort of thing?  
4 You know, I don't know the answer to that, but --

5 CHAIRMAN JACKSON: Aren't you an attorney?

6 COMMISSIONER O'CONNOR: Yeah, but I've never  
7 driven. I always say, I never drove on my license.

8 COMMISSIONER SULLIVAN: The lawyers can tell me  
9 if I'm wrong, but I believe the ex post facto, which only  
10 pertains to criminal law?

11 COMMISSIONER O'CONNOR: Yeah, that's probably  
12 true.

13 COMMISSIONER SULLIVAN: So civilly, you could  
14 pass a law that says what you have is no longer legal?

15 MS. WAGNER: Yeah, yeah.

16 COMMISSIONER O'CONNOR: I just think that one's  
17 going to generate a lot of controversy.

18 COMMISSIONER SULLIVAN: Let's see what Natalie  
19 says.

20 MS. WAGNER: No, I mean, it's not considered a  
21 takings issue because it's for a public safety purpose. So  
22 if you think of somebody who for instance owned a drug that  
23 was considered legal, and then, you know, it was considered  
24 criminal to possess the next day, it's the same sort of  
25 thing. I mean you can criminalize possession of something

1 that the day before was legal to possess. You can't say  
2 that it was illegal to possess it yesterday, right, but you  
3 can say that it's illegal to possess it tomorrow, and that  
4 can go into effect then even though you could own it.

5 COMMISSIONER O'CONNOR: (Inaudible) grace period.

6 MS. WAGNER: Yes.

7 COMMISSIONER O'CONNOR: (Inaudible) you know, it  
8 will be effective on January 1 of 2014?

9 MS. WAGNER: Yes, they can -- I mean, you know,  
10 if it was put into effect, the legislature could decide to  
11 have it go into effect at a time in the future, but they  
12 could also decide that it could go into effect immediately.  
13 Who knows what they'll do, but you could recommend a grace  
14 period if you wanted.

15 COMMISSIONER O'CONNOR: Thank you.

16 MS. WAGNER: Sure.

17 COMMISSIONER SANDFORD: I'm going the other way.  
18 I think if we're going to do this, I would prefer us to  
19 basically ban those clips or the magazines and not say  
20 render them not be able to hold more than -- do you know  
21 what I'm trying to -- does that make sense what I'm trying  
22 to say? Because I think there's some way you can -- they  
23 can fix them so they can't hold anymore, but I would rather  
24 just ban them rather than having them be -- the thirty be  
25 adjusted down to ten. I don't know if I'm explaining that

1 correctly.

2           COMMISSIONER SULLIVAN: There are more than one  
3 ways to feed ammunition. There's a do-gooder feed, and  
4 there's clips and magazines. So we wrote this as any  
5 device so we don't get into things where they change how  
6 something looks but it still works the same way. And if  
7 they can fix a magazine that won't hold more than ten, then  
8 that solves the problem if they could do a permanent fix,  
9 but the law just says you can't have any device.

10           COMMISSIONER McCARTHY: As this issue gets  
11 massaged by others after we make our recommendations, I  
12 would hope that there would be a buy-back initiative that  
13 could be included in the legislation that would make it  
14 easier. We can make a -- the state can pass legislation  
15 making it illegal to possess, but unless we make it easy  
16 for those who have invested, and we heard a lot of folks  
17 talk about investing in firearms and investing in high-  
18 capacity magazines, investing in assault-type weapons.

19           I think to be effective, we're going to have to  
20 create a mechanism that makes it easy for them to sell them  
21 through some process, and I think that we will be more  
22 effective in the long run. So I would hope that as this  
23 gets passed on that some of those initiatives might be  
24 considered as well.

25           COMMISSIONER SULLIVAN: Just for the record, the

1 easiest way to kill legislation is to put a fiscal note  
2 with it, and if you're suggesting the government buy it  
3 back, that's money. The bill could die just because it's  
4 money. Whereas if they give them an exemption that says  
5 they can sell it on their own to recover money to a  
6 licensed dealer or out of state, I think that covers that  
7 without the government getting involved in the buyback. I  
8 think that if you put money on it, it's the biggest way to  
9 kill a bill up here is to say it costs money.

10 CHAIRMAN JACKSON: Wayne, you've made your  
11 feelings known. Does anyone else dissent that we should  
12 move forward on this?

13 COMMISSIONER O'CONNOR: I just have one quick  
14 question.

15 CHAIRMAN JACKSON: Chief?

16 COMMISSIONER O'CONNOR: You know, given that  
17 Connecticut is so small and we're bordered by so many other  
18 states, do we know -- I don't think we asked this question,  
19 but what are the states -- the laws in similar states. I'm  
20 curious in terms of if we're going to be on an island, and  
21 you know how easy it is, you know, we implement a lot that  
22 says you can't have it in Connecticut, and that may be  
23 reasonable by some people's standards. Clearly, lots of  
24 people are going to think it's unreasonable, but if I'm  
25 living in Long Meadow, which borders Enfield, you know, how

1 easy it is for me to have it and purchase it somewhere  
2 else. I don't know the answer to that, but it would be  
3 kind of nice to know that.

4 CHAIRMAN JACKSON: I believe somewhere in the  
5 packages we've gotten information on New York as well as  
6 Massachusetts. I don't know that we've seen Rhode Island  
7 though.

8 COMMISSIONER SANDFORD: It's my understanding  
9 that there's a manufacturer in the State of Connecticut  
10 that produces these clips.

11 COMMISSIONER O'CONNOR: Magazines, Wayne.

12 COMMISSIONER SANDFORD: What?

13 COMMISSIONER O'CONNOR: They're magazines.

14 COMMISSIONER SANDFORD: Magazines. Okay, I  
15 thought magazines -- never mind.

16 A COMMISSIONER: (Inaudible.)

17 COMMISSIONER SANDFORD: Okay. I apologize. But  
18 it's my understanding there's a manufacturer in the State  
19 of Connecticut that produces these that obviously employs  
20 people. Is there a way that if we propose legislation that  
21 it would exempt them as a company from having these and  
22 then selling them to whoever else they sell them to? You  
23 know, is that a reasonable accommodation or is that -- am I  
24 asking too much?

25 CHAIRMAN JACKSON: I think the answer is

1 everything is available, and on that point though there are  
2 always multiple sides to every story. So in terms of the  
3 fleshing out of these actual recommendations, I think it is  
4 going to be extremely valuable to talk to people different  
5 than the people that we've talked to thus far. This --  
6 what we're doing right now is identifying directions. This  
7 sounds logical. This sounds common sense. But in order to  
8 get to a package that actually does make sense in reality,  
9 we have to talk to some more people.

10           So, you know, those -- that manufacturer might be  
11 a perfect entity to comment and say, well, you can do it,  
12 and I understand why you're doing it, but if you could do  
13 this as well, it would certainly from an economic  
14 development standpoint be beneficial to me.

15           Ron?

16           COMMISSIONER CHIVINSKI: After listening to that  
17 testimony last week from the sportsmen, and I heard Kathy  
18 loud and clear, and I agree. It is time. I would not be  
19 opposed for example if at a sportsman club if they had the  
20 clips or the type of weaponry there for someone to go and  
21 engage in that for recreation. That does not sound  
22 unreasonable to me as we work to massage this. It's not  
23 what I personally find recreational, but it sounded like  
24 there's many that might engage in that activity. That's  
25 just something to think about.

1 CHAIRMAN JACKSON: It seems like there is  
2 consensus to move forward on fleshing this one out.

3 Item number 5 is a ban on the sale of armor  
4 piercing and incendiary ammunition. Any comments?

5 COMMISSIONER O'CONNOR: That's a no-brainer.

6 CHAIRMAN JACKSON: Okay. Check.

7 Number 6. Ammunition sales limited to permit  
8 holders and only for registered weapons. This is -- this  
9 would require certain action in previous items, that is the  
10 registration of any weapon. The intent is to make sure  
11 that people are buying ammunition for legal weapons and are  
12 legally allowed to possess and use those weapons.  
13 Discussion on this item? Any dissent? We'll move forward  
14 on that one.

15 Number 7. Prohibit the sale of any firearm  
16 capable of firing more than ten rounds of ammunition  
17 without reloading. Slightly different than item number 4.  
18 Thoughts?

19 COMMISSIONER SULLIVAN: That should have language  
20 included with that because the purpose of that is to come  
21 up with a definition of what an assault weapon is by how it  
22 works not by how it looks. Historically an assault weapon  
23 has been defined by the manner it looks so the  
24 manufacturers change the way it looks. It's still the same  
25 gun firing the same amount rounds in the same amount of

1 time. So I think it behooves us to come up with a  
2 definition of assault weapon as being any weapon that can  
3 fire more than ten rounds whether it's a long gun or a  
4 handgun without reloading. Because if you -- Newtown is  
5 one thing. If you look at the chronic problem in our inner  
6 cities, the weapons of choice are semiautomatic pistols  
7 that carry sixteen, seventeen, eighteen rounds of  
8 ammunition.

9           So I believe we should -- if we include this, it  
10 should be included as a new definition of an assault weapon  
11 by the way it works, not by the way it looks.

12           CHAIRMAN JACKSON: Kathy?

13           COMMISSIONER FLAHERTY: I think that actually  
14 makes a lot of sense because it always was troubling me the  
15 definition of an assault weapon because the -- getting  
16 around the definition kind of like the menu ordering of a  
17 gun when it seemed like functionally, they all did the same  
18 thing whether it was A plus B minus C plus D. Talking with  
19 other folks about it, that never made any sense. So I  
20 think it's a much simpler definition of a gun too. So I  
21 think that's a great idea.

22           COMMISSIONER CHIVINSKI: Just for clarification  
23 purposes, are we saying that, for instance, at last week's  
24 presentation there was a Glock on the counter, and it could  
25 take a ten magazine clip, a fifteen magazine clip, thirty

1 and there might even have been a forty in there. Would the  
2 intentionality be to eventually ban a weapon like that?

3           COMMISSIONER SULLIVAN: Yeah, any weapon that can  
4 fire more than ten rounds without reloading. Any weapon.  
5 Because that's the plague of our society. You know,  
6 Newtown is one thing where somebody went in there with a  
7 rifle, but every day in the streets of America kids are  
8 getting blown away, some accidentally because they're  
9 innocent bystanders just because of the fact somebody can  
10 get up there and spray ammunition all over the place, and  
11 all this does is the same thing as with the assault rifle,  
12 as they used to call it, is to eliminate the number of  
13 rounds that could be fired and hopefully give people a  
14 chance not to get caught up in the action. And again, all  
15 of these things would probably have a police and military  
16 exemption because it's intended to take them out of the  
17 hands of the civilian population that should not have a  
18 need for this kind of weapon.

19           CHAIRMAN JACKSON: But if I can restate Ron's  
20 question. You have a series of weapons that are currently  
21 in existence, handguns, and depending on the will of the  
22 manufacturers of magazines, they can provide extended  
23 magazines. So in one fell swoop, are we taking away a lot?

24           COMMISSIONER SULLIVAN: It may be so, but I look  
25 at it more simplified. In one fell swoop, we've eliminated

1 the nonsense about how the dress looks. We're looking at  
2 the nonsense about how you wear it. We've always looked at  
3 assault -- I mean, I went through it as police chief. I  
4 used to laugh. They say, you know, what they just said  
5 that they're going to no longer have the bayonet attachment  
6 on an AR15. So that's good. No more drive-by stabbings in  
7 Hartford this week, but we're still going to have the  
8 shootings.

9           So the issue is how do you lower the amount of  
10 shootings and the level of rounds fired from a weapon, and  
11 if the manufacturers who are geniuses at making weapons  
12 skirt the law can't figure out how to do that by putting  
13 some kind of block in there so that it won't hold other  
14 than a certain magazine, then that's something for them to  
15 figure out, but we need to remove those guns from our  
16 streets.

17           COMMISSIONER O'CONNOR: Yeah, I just think that  
18 as I'm sort of thinking this through, and oddly enough, I'm  
19 not a gun expert. I mean, it's a tool of the trade and,  
20 you know, I can shoot it and know the workings of it, but I  
21 just don't know how they do that, Bernie. I mean, you  
22 know, any gun now, you take, you know, the gun I carry. It  
23 is a single stack, so I, you know, have eight or nine  
24 rounds in it if I reload, but you know we have lots of  
25 police officers who have the double stack, you know, Glocks

1 or Sigs or whatever they may be, and that shoot as you say,  
2 twelve, thirteen, fourteen, fifteen, sixteen rounds out of  
3 it. How do you then say to all these people who own all  
4 these guns that are just like any other gun any law  
5 enforcement officer has now that you had it, it's now  
6 illegal. I just don't know how you do that.

7           COMMISSIONER SULLIVAN: Well, police and military  
8 have these weapons for a reason. The reason you fire a lot  
9 of rounds of ammunition is for what we call suppressive  
10 fire. If we're in a situation -- in the army, you want to  
11 make sure the enemy keeps his head down, you shoot the hell  
12 out of him, and you're in a free fire zone. If you're in a  
13 police department, and you're storming the castle so to  
14 speak, which occasionally happens, you may want to have the  
15 ability to fire a lot of ammunition for the same purpose.

16           To say that a civilian is entitled to have that  
17 same kind of capability, there is no point of us even  
18 talking about the term assault weapon then because it is an  
19 assault. Who has the right to assault? The police or the  
20 military. Those are bona fide assaults.

21           COMMISSIONER O'CONNOR: I get that. That's not  
22 my question though. The question is by that definition --  
23 I guess I'm having trouble -- I'm struggling with that  
24 definition, you know, as I think it through a little bit  
25 more because it's going to make so many guns that people

1 possess lawfully now illegal. It's just such a broad  
2 definition. I think it may go too far.

3 CHAIRMAN JACKSON: If I may, it seems as if taken  
4 to its conclusion only revolvers would be legal.

5 COMMISSIONER O'CONNOR: Yeah, exactly.

6 COMMISSIONER SULLIVAN: No, no. There's all  
7 kinds of semi-automatic pistols that hold less than ten  
8 rounds. I have a six shot one, and it can't hold more than  
9 six because that's the way it's made. I had a -- I don't  
10 have it anymore. I had a Beretta that could only hold  
11 eight because that's the way it was made. Now, there are  
12 other weapons that are made to hold more ammunition.

13 The question in my mind is are we really serious  
14 in our society about dealing with the amount of firepower  
15 that's on our streets, and are we once and for all ready to  
16 truly define what an assault weapon is? And I don't see  
17 how you can define it any other way than a weapon that has  
18 a capacity to fire a whole lot of bullets before they have  
19 to reload.

20 COMMISSIONER DUCIBELLA: I've been silent on the  
21 gun issues because it's an area where I think there are a  
22 lot of other people who should be opining, and I kind of  
23 have another part of the agenda that I'm more involved in,  
24 but I think that Bernie's point, at least from my  
25 perspective, is really well-supported. We're at the point

1 of a culture change, and there are some fundamental issues  
2 that we need to turn over to the gunsmithing and gun  
3 community. I don't know whether you load a different round  
4 and at the end of the ninth round the weapon is set up so  
5 that that round identifies to the gun that you're not going  
6 to fire anything more. There are lot of people who have  
7 older vehicles who can't run on the new unleaded gasolines,  
8 and guess what? There are hundreds of thousands of them  
9 and they cost an awful lot of money, and you can't drive  
10 them anymore.

11 I would ask the commission to consider, although  
12 I completely respect Barbara's position on feasibility, I'd  
13 ask the commission to look into your heart and ask yourself  
14 are we ready to institute a culture change and let the  
15 manufacturing community determine whether they can address  
16 it or not, because at the end of the day it becomes a  
17 financial issue as opposed to a life safety issue, and  
18 we're really here to address a life safety issue.

19 So my personal opinion on behalf of the  
20 commission is yeah, it's a big bite, but I think we've  
21 heard so much testimony that suggests that we heard a  
22 pediatric surgeon say, I got a lot more people with bullet  
23 holes. So if we could ask ourselves whether we can make  
24 the conscientious decision to worry a little bit less about  
25 feasibility and practicality on this one issue, as much as

1 I respect Barbara's insight. I think this is time to lay  
2 down your conscience on the line and say we're going to ask  
3 some people to make some real fundamental changes. And  
4 thank you for listening.

5           COMMISSIONER McCARTHY: I think the issue for me  
6 is one of lethality, and an assault weapon as was displayed  
7 last week, it's very difficult to conceal to do bad things  
8 -- to carry it somewhere to do bad things. If a handgun  
9 provides the same lethality, and I can conceal it and carry  
10 it into a place of assembly, I think that that's a much  
11 more dangerous weapon than an assault rifle because of the  
12 stealth that is capable in bringing that to do bad things.  
13 And I agree that now is the time particularly because of  
14 what's happening in our urban communities. The  
15 availability and the frequency of indiscriminate shooting  
16 that is costing lives, and I think it is the opportunity  
17 for a culture shift, and it's a cliché, but if not us, who?  
18 If not now, when?

19           COMMISSIONER CHIVINSKI: Just to clarify, number  
20 7, that's what we're talking about here, correct? And it's  
21 only talking about prohibiting the sale of a weapon that  
22 could fire more than ten rounds at a time, correct?

23           COMMISSIONER SULLIVAN: There's going to be  
24 opposition.

25           COMMISSIONER CHIVINSKI: Therefore, the way this

1 is written, if there was an owner who possessed a Glock,  
2 possessed one of the guns that was in front of us, they --  
3 if that was recommended and put into law, they would still  
4 be able to own that, correct?

5 COMMISSIONER SULLIVAN: Yeah, I mean, this is an  
6 issue. Clearly, we have to include possession like we do  
7 in everything else. This was just the first cut that you  
8 shouldn't be allowed to sell it or possess it or transfer  
9 it or whatever.

10 CHAIRMAN JACKSON: But, if I'm hearing you, part  
11 of the question is, you know, prohibit the sale. It does  
12 not say sale and possession. Are we talking about sale and  
13 possession?

14 COMMISSIONER CHIVINSKI: That's what I was  
15 seeking clarification on.

16 COMMISSIONER SULLIVAN: That's my intent. Sale  
17 and possession.

18 CHAIRMAN JACKSON: Sale and possession. Unless  
19 there's opposition so that we are discussing apples to  
20 apples, I'll reword number 7 to be prohibit the sale and  
21 possession.

22 Chief?

23 If you think that we should move forward on this  
24 item, please raise your hand. We have --

25 (Inaudible discussion.)

1           What's on the table is the sale and possession of  
2 any firearm capable of firing more than ten rounds of  
3 ammunition without reloading. While it is specifically  
4 getting to the issue of assault weapon function over form,  
5 it also has the effect of addressing handguns that are in  
6 common circulation, and we need to understand that that is  
7 the case.

8           Does that provide the clarification you need?

9           COMMISSIONER SANDFORD: Not owning a gun, I'd  
10 really like to hear what Chief O'Connor has to say.  
11 There's something going on here that I'm missing. So I  
12 need more information. I would feel more comfortable if I  
13 had more information if I had to cast a vote. At this  
14 point, I guess I would be neutral.

15           CHAIRMAN JACKSON: What do you think you're  
16 missing?

17           COMMISSIONER SANDFORD: I don't know. I  
18 understand what Chief Sullivan is saying, but Chief  
19 O'Connor's got some comments. So I really want to hear  
20 what the other -- and no deference to Chief Sullivan, but  
21 I'd really like to hear what Barbara has to say because  
22 maybe I'm missing something or maybe we're missing  
23 something. I don't mean to put you on the spot, Chief.

24           COMMISSIONER O'CONNOR: No, I just, again, I'm  
25 struggling with the definition. Everyone is struggling

1 with the definition of what an assault weapon is, and I  
2 agree with you, Wayne. I also respect Bernie's position as  
3 well as many others. Taking that logic to the extreme  
4 though, you know, if our position were to become, you know,  
5 let's make a statement then, you know, taking that  
6 statement, at least in my mind, to a logical conclusion  
7 would mean banning all guns, and my concern with this  
8 particular definition as written is I think it is going to  
9 be, you know, sort of the unintended consequence is it's  
10 going to be so broad that folks here are making a decision  
11 without truly understanding how many guns are we talking  
12 about that fit that definition.

13           Now, granted, we're assuming there's a law  
14 enforcement exemption, right? We're going to assume that  
15 with all this stuff that there's a law enforcement  
16 exemption, but you know, my concern is the number is so  
17 significant, you know, that we're so narrowing the  
18 definition. And at the end of the day, if that's what the  
19 commission wants to do, you know, I'm just not comfortable  
20 that I fully grasp as someone who knows and understands at  
21 least this much about guns that we're making a decision  
22 fully understanding what that is. That's all I'm saying.  
23 Because I think it bans so many guns.

24           CHAIRMAN JACKSON: And that being said, this is  
25 such a very specific topic of such great importance that

1 what we're talking about now is general direction. The  
2 specifics are something that we're going to have to work  
3 very hard on. Now, there have been definitions of assault  
4 weapon that are different than this. The Connecticut  
5 Conference of Municipality's recommendations that we sent  
6 out last week had the definition essentially it supported  
7 the federal ban that was in place for ten years. It used  
8 that definition. Connecticut's definition is slightly  
9 different.

10           While this was written about assault weapons, our  
11 discussion here has transformed into a discussion of issues  
12 of gun violence, which if you recall to our first meeting  
13 was part of the charge issued to us by the governor. So  
14 the conversation is appropriate, but the specifics are  
15 going to need quite a bit of wrangling, and essentially,  
16 review from a constitutional standpoint and from a  
17 practical standpoint.

18           But it seems that the consensus of the body is to  
19 move forward and have that discussion. So we will leave it  
20 on the table.

21           Item number 8. All firearms in the home shall be  
22 stored in a locked container featuring a tamper-resistant  
23 mechanical lock or other safety device. Dissent? Comment?  
24 All right. We will move forward with that one.

25           COMMISSIONER DUCIBELLA: Chair?

1           CHAIRMAN JACKSON: Yes?

2           COMMISSIONER DUCIBELLA: There are routinely  
3 available biometric devices that really require that the  
4 signator for the weapon be used as the means to access it.  
5 So I don't want to take this off the table, but I think  
6 there's some additional fidelity that could go into the  
7 definition.

8           We had the experience at Sandy Hook where someone  
9 who passed all the requirements, had the right to have the  
10 gun, and someone who did not ended up with it, and I think  
11 there are very clear means today with technology to ensure  
12 that if it's your gun, only you get to it, and I think  
13 adding the biometric signature piece creates that level of  
14 fidelity and access, and I would suggest that as we move  
15 forward with that if others agree to keep it on the table  
16 that we add that additional criteria.

17           COMMISSIONER SULLIVAN: Just one quick thing. I  
18 did a little research on that. The only biometric stuff  
19 that's available right now, I believe, is for handguns. I  
20 haven't seen anything for long guns, but biometrics or a  
21 combination safe would serve the purpose with long guns.

22           COMMISSIONER O'CONNOR: And I don't know what the  
23 cost -- Bob, do you know what the cost of --

24           COMMISSIONER DUCIBELLA: It's not significant. I  
25 mean --

1 COMMISSIONER O'CONNOR: Okay.

2 COMMISSIONER DUCIBELLA: It's less than the cost  
3 of the weapon itself, and it would seem that that should be  
4 at least a metric that makes sense.

5 CHAIRMAN JACKSON: I don't recall if that was  
6 specifically identified in the document that was sent to  
7 me. I would have -- if it were, I would have categorized  
8 it under that other safety devices, but I will certainly  
9 make a specific note about the biometrics.

10 Item number 9.

11 COMMISSIONER KEAVNEY-MARUCA: Scott?

12 CHAIRMAN JACKSON: Yes?

13 COMMISSIONER FLAHERTY: Someplace in my reading,  
14 I read that they wanted -- or that it was recommended that  
15 even if the firearm was unloaded it should be kept locked.  
16 So should we put that in, whether loaded or unloaded? Or  
17 does it matter?

18 COMMISSIONER O'CONNOR: I don't know that you can  
19 (inaudible). I mean, you have (inaudible.)

20 COMMISSIONER SULLIVAN: You've got to include the  
21 (inaudible).

22 COMMISSIONER O'CONNOR: Well, your trigger guard.

23 COMMISSIONER SULLIVAN: Yeah.

24 COMMISSIONER O'CONNOR: Yeah, that's true.

25 COMMISSIONER SULLIVAN: You can put it in a box

1 without the trigger guard.

2 COMMISSIONER O'CONNOR: Right, right, right.

3 COMMISSIONER SULLIVAN: Because the box meets the  
4 level of the law for security.

5 COMMISSIONER O'CONNOR: Right. No, I'm just  
6 thinking how I always unlock mine. (Inaudible.)

7 COMMISISONER SULLIVAN: Yeah, I always do too.

8 COMMISSIONER O'CONNOR: Yeah.

9 COMMISSIONER SULLIVAN: That becomes a question  
10 though -- legitimately, we're dealing with an area that's a  
11 little grey because people have a right to carry guns, and  
12 if they're using it in defense of their homes, if it's in a  
13 locked box that only they can open in times of emergency,  
14 do we want to make them take the extra time to load it, or  
15 should we leave that alone. I could be of two minds on  
16 that, but I think the more important thing is that it has  
17 to be in a secure locked box whether it's loaded or not.

18 COMMISSIONER KEAVNEY-MARUCA: Okay.

19 COMMISSION SULLIVAN: But if you want to add  
20 that, I have no problem with that either.

21 COMMISSIONER KEAVNEY-MARUCA: No, I'm good.

22 CHAIRMAN JACKSON: We'll make a note of that,  
23 Pat.

24 Item number 9. Nonresidents seeking to purchase  
25 a firearm or ammunition in Connecticut must obtain a

1 certificate of eligibility.

2           COMMISSIONER EDELSTEIN: So we probably need some  
3 definition of certificate of eligibility, from which type  
4 of entity, kinds of costs, timing. I support the concept.

5           COMMISSIONER SULLIVAN: I mean, it would be --  
6 like the State Police have a certificate of eligibility for  
7 a different reason, but this would be for somebody out of  
8 state where they would do a back -- you apply for the  
9 certificate of eligibility, they do a background check  
10 before you can buy a gun in Connecticut while you're  
11 traveling through or something. That's all.

12           CHAIRMAN JACKSON: Item 10, the governor's office  
13 through the state congressional delegation shall seek an  
14 end to the federal ban on research into gun violence and  
15 apply appropriate funding to research with appropriate  
16 stakeholders. Dissent? Okay.

17           Item 11. Obligate gun clubs to report  
18 inappropriate behavior with a firearm to DESPP and local  
19 law enforcement.

20           A COMMISSIONER: What does inappropriate mean,  
21 seriously?

22           CHAIRMAN JACKSON: I believe -- I don't remember  
23 who mentioned -- Chief, was it you who mentioned about the  
24 Virginia Tech shooting?

25           COMMISSIONER O'CONNOR: I did, yeah. In Virginia

1 Tech he was placing targets on the ground and walking down  
2 the range and shooting them on the ground. I do agree we  
3 need to elaborate on what that would be if we're going to  
4 pose, you know, a reporting requirement with some  
5 specifics, you know, and I think that would be challenging,  
6 but you know, you think about if someone had taken the step  
7 to report that, Virginia Tech might have been prevented.

8           COMMISSIONER McCARTHY: And I think the gun clubs  
9 have very responsible bylaws that has been presented, and I  
10 think in those bylaws we may find that there is certain  
11 behaviors that they have already identified as  
12 inappropriate that would subject them to some action by the  
13 club themselves, and we can use that as the basis for this  
14 regulation.

15           CHAIRMAN JACKSON: Item 13. Prohibit the  
16 presence of firearms in any household where any individual  
17 has been deemed ineligible to possess firearms.

18           COMMISSIONER FLAHERTY: I don't think we can  
19 constitutionally do that. I think we're going to have a  
20 problem because that's going to interfere with the rights  
21 of the person who's eligible to have it. I mean, I see the  
22 concept, but I don't think we can do it.

23           COMMISSIONER McCARTHY: With the gun locks that  
24 we talked about, and if I own a gun, and it's secured as we  
25 defined in a previous item that would prevent anybody else

1 in my home accessing it, we may solve that problem.

2 A COMMISSIONER: Yeah.

3 A COMMISSIONER: Yeah.

4 COMMISSIONER O'CONNOR: Well, I think we -- just  
5 to elaborate, as I recall, Chief Reed testified, it sort of  
6 rolled into the suitability requirement, and I know that  
7 they're working -- there is some work going on on defining  
8 suitability, but I think his intent, as I recall his  
9 testimony was that should be a factor that they should  
10 consider, they being the local chief, as to whether or not,  
11 you know, a permit should be issued in that home, but not  
12 necessarily -- I didn't take his testimony to be this  
13 broad, but I may be off-base.

14 COMMISSIONER SULLIVAN: I agree. I don't see how  
15 you could apply it because somebody could have an old,  
16 quote, felony conviction from ten years ago that would  
17 prohibit them from owning a weapon. They get married later  
18 in life. They're good people now and all that, why should  
19 you prevent their partner from having a firearm as long as  
20 it's properly secured. So I don't think that would work.

21 CHAIRMAN JACKSON: Who thinks we should move  
22 forward on this item show of hands? Item is removed.

23 Item 14. Require promoters of gun shows to  
24 receive a permit from chief of police or chief elected  
25 official. Any dissent?

1           We have a few items relating to the Board of  
2 Firearms Permit Examiners. One is to eliminate, and two  
3 are to reconstitute in one way or multiple ways including  
4 the inclusion of at least one mental health professional  
5 and also enhancing the proportion of law enforcement on the  
6 panel. What are our thoughts about the Board of Firearm  
7 Permits?

8           COMMISSIONER SULLIVAN: Just briefly. I think  
9 you can combine something. I don't think it should be  
10 eliminated. I think people have a right to due process and  
11 appeal government actions. Adding somebody with a mental  
12 health background on the board, I think is good. I went  
13 back and looked at 18 months of minutes for the board, and  
14 you know, you don't really see a pattern where they're  
15 favoring one side or the other, but decisions were made.  
16 If either side doesn't show up, they default, whether it's  
17 the police or the appellant, but the board never explains  
18 why it overrode a decision by the local authority.

19           So I think that a big step in the right direction  
20 would be to require the board to put in their minutes the  
21 reason for overriding the local decision so at least we  
22 know what their decision-making process is, but I don't  
23 think you should eliminate it, and from what I saw just  
24 looking at a quick eighteen months of minutes, there's  
25 nothing to show me is prejudice toward either side, and I

1 know the police chiefs do have a member of Connecticut  
2 police chiefs on there, Barb, right? There's a one member  
3 --

4 COMMISSIONER O'CONNOR: You know, I don't know  
5 the answer to that.

6 COMMISSIONER SULLIVAN: Yeah, I think one member  
7 -- we can check the law, but I think one member is  
8 appointed by the Connecticut Police Chiefs Association. So  
9 I would be against eliminating it without a lot more  
10 information, but I think it could be changed a little bit  
11 to make them explain what -- when they make a decision,  
12 why. All they say is they voted 5 to 3 to overturn a  
13 decision, but it says nothing else, and it would be  
14 interesting to see what they would have to say.

15 COMMISSIONER KEAVNEY-MARUCA: I thought I heard  
16 them say that they don't always have the time to go to  
17 those meetings, and so if someone from the police office  
18 doesn't show up because of time constraints, they do  
19 default and they grant the permit. So that seems to me  
20 like it needs a little tweaking.

21 COMMISSIONER SULLIVAN: The questionnaire -- the  
22 minutes I read I noticed some departments, the chief  
23 himself wasn't there. He sent a delegate. So it wasn't  
24 the case in every department that the chief himself was too  
25 busy. In one case, I think, a sergeant was listed in one

1 of the minutes. I mean I never went to a hearing when I  
2 was a chief, but I always sent somebody if it was something  
3 I'm concerned about. I mean I don't see how you could take  
4 away due process, and that's part of your job. We have to  
5 go to labor hearings. We have to go to grievance hearings.  
6 It kills us the amount of time that non-police work is put  
7 into our day, but that's part of our administration.

8           COMMISSIONER FLAHERTY: And the bottom line,  
9 because Bernie and I were talking about this beforehand, if  
10 it's your appeal and you don't show up, you're going to  
11 lose, and that's, you know, if they -- and so, you know,  
12 the ones where the police didn't show up because I'm  
13 assuming the person got granted, and then the police  
14 department didn't like it. They appealed. They don't show  
15 up, you lose. I mean, if the person didn't show up, and  
16 they appealed, not getting it. You always lose when it's  
17 your appeal and you don't show up.

18           COMMISSIONER KEAVNEY-MARUCA: The police  
19 department has an opportunity to appeal if this board  
20 overrides them and grants the permit? The police  
21 department can then appeal that?

22           COMMISSIONER SULLIVAN: Not past the board I  
23 don't think unless they decided to go to Court, but that  
24 would be tough.

25           COMMISSIONER KEAVNEY-MARUCA: I'm just thinking

1 of police departments that may be far away from wherever  
2 this board is located and very small. They don't have the  
3 staff to devote to -- they can't afford to send a trooper  
4 or a person who's on duty at that point or pay somebody  
5 who's off-duty to go.

6           COMMISSIONER SULLIVAN: Well, the analogy I would  
7 give you is this. Most police departments have a  
8 collective bargaining agent, a union, and if the union  
9 files a grievance and you deny it, the union can take you  
10 to mediation or an arbitration, and that takes place in  
11 Wethersfield, Connecticut, and they don't care what town  
12 you're in. You have to go or send a representative. So I  
13 don't see where for a specific administrative duty you can  
14 say I'm too busy, but at others you make sure you attend.  
15 It goes with the territory. I don't -- I never liked when  
16 I was a chief to have to attend stupid hearings when I  
17 could be doing something more important, but hey, that's  
18 the job.

19           COMMISSIONER FORRESTER: Chief, in our unions  
20 usually it's 9 to 5, but I think that the complaint on the  
21 police chief was that it could go way into the evening, and  
22 I just wondered if there could be some reasonableness  
23 around that.

24           COMMISSIONER SULLIVAN: You could go to court to  
25 testify on a case that could be held into the evening if

1 the judge allows the testimony to go. You can go to an  
2 arbitration hearing to be held beyond business hours if  
3 that's the way it goes. So I just don't see where this is  
4 that different from any of these other administrative  
5 hearings we have to attend.

6 COMMISSIONER GRIFFITH: Bernie, can I ask you  
7 though, I thought in listening to the testimony that there  
8 was also some pointed commentary about the chiefs  
9 themselves who sometimes very casually dealt with the  
10 applications and so on, and I wonder if you only -- the  
11 recommendation here is only dealing with one part of the  
12 problem.

13 COMMISSIONER SULLIVAN: Well, there are chiefs --  
14 the mayor and I were talking about this before. I won't  
15 name them, but there are chiefs who historically have said,  
16 I will never issue a pistol permit.

17 COMMISSIONER GRIFFITH: Right.

18 COMMISSIONER SULLIVAN: I'm not going to do it.  
19 Let them do it, and if they take that thing, and they  
20 refuse to go to the board, the way they're dealt with is  
21 the board rules against them by default. So that problem  
22 is dealt with by the board if you have a chief that  
23 adamantly refuses to give any permits at all, if that  
24 answers your question.

25 COMMISSIONER GRIFFITH: Well, I'm not sure if it

1 answers my question, although I'm not sure if I want to  
2 push it anymore either. I'm just trying to figure out  
3 whether there's a broader problem and really what's the  
4 function of these permit examiners. I didn't quite grasp  
5 it when it was presented the first time. Is this over --  
6 are we trying to just deal with the issue of appeals or are  
7 we trying to deal also with the issue of how the board  
8 actually -- well, not only the board, but the system  
9 actually functions because the first level of trial is at  
10 the police chief's level.

11           COMMISSIONER SULLIVAN: Yeah, I mean, the only  
12 thing I can think of is I think the chiefs did mention an  
13 issue about suitability or redefining it maybe if I'm  
14 correct.

15           COMMISSIONER GRIFFITH: Yeah.

16           COMMISSIONER SULLIVAN: So there are criteria  
17 used for suitability, and perhaps we can recommend that the  
18 chiefs and the board get together and try to come up with  
19 new criteria for suitability, but that's the only other  
20 thing I can think of.

21           COMMISSIONER LYDDY: So on the topic of the  
22 examiners and including a mental health person on that, I'm  
23 very cautious about pursuing that especially at this time  
24 because it's not clear what the authority of that mental  
25 health person would be, and what the scope of that person's

1 responsibility would be, and since we haven't looked at the  
2 mental health piece to this, I would suggest that we do not  
3 move forward with that particular piece of the  
4 recommendation.

5           COMMISSIONER SULLIVAN: That's fine. I mean, my  
6 only thing with it would be that -- I'm talking about it  
7 now because I didn't write this up, but my only thing with  
8 that would be it would just be another voting member of the  
9 board with a different area of expertise to look at these  
10 issues when they come before the board, not to have a  
11 separate and apart role.

12           COMMISSIONER LYDDY: Sure, and you know, if the  
13 mental health piece is a place where we want to pursue,  
14 maybe that person is better suited on the upfront -- the  
15 initial admit of the permit as opposed to this place, but  
16 --

17           COMMISSIONER SULLIVAN: Yeah, we --

18           COMMISSIONER LYDDY: -- again, I'm not sure what  
19 the association is and what the appropriateness of that is.

20           COMMISSIONER SULLIVAN: Yeah, we may want to  
21 defer that piece until we have real discussions on the  
22 mental health side, but at some point we probably need to  
23 work that in somehow.

24           COMMISSIONER LYDDY: I'd recommend that. Thank  
25 you.

1                   CHAIRMAN JACKSON: Chief?

2                   COMMISSIONER McCARTHY: If I could recommend, I  
3 think that this issue needs to move forward, maybe not in  
4 this format. I think that depending on your perspective,  
5 the system is broke at different levels in different ways  
6 from the police chief who feels that his denial of a permit  
7 is meaningless because it's going to get overturned, to the  
8 police chief who's, as we've heard, the number of permits  
9 that they're being flooded with makes it unmanageable to  
10 some law enforcement that are not approving any, to a very  
11 long process that there's not a window of hearing. As I  
12 understood the testimony, I could show up at 8:00 o'clock,  
13 and my case not come up until very late in the day, and I'm  
14 committing resources from my community to participate in  
15 that hearing.

16                   So I think that there are a number of issues in  
17 the permit process that need to be evaluated more deeply  
18 than I think that we're capable of doing, and I would  
19 recommend that we modify our position to have a thorough  
20 review and overhaul of the permitting process and let  
21 others who can delve into some of these issues more deeply  
22 deal with them.

23                   COMMISSIONER SULLIVAN: Maybe just suggest review  
24 and not overhaul. If you can't overhaul (audio fading out)  
25 review, you may not find a reason to overhaul. I have no

1 problem with that. I mean, it's not my -- I have no dog in  
2 the fight.

3           COMMISSIONER SANDFORD: When I heard all the  
4 testimony and what was said, I heard very clearly that it  
5 came down to relationships. We had one police chief that  
6 said he had a wonderful relationship with the board, did  
7 not have any issues and another chief that said he did have  
8 issues with the board. I hear the agendas are very long.  
9 I think as Denis has said very appropriately that the  
10 meetings are very long, obviously this takes a lot of time,  
11 and I also think that people have a due right of process.  
12 I mean if the police chief of my town doesn't like me or at  
13 least I perceive that he or she doesn't like me, then I  
14 should have some process to, you know, to apply to.

15           One thought I had is that maybe we need more than  
16 one review panel in the State of Connecticut. Maybe we  
17 need to have smaller panels, maybe by congressional  
18 district that will foster the personal relationship between  
19 the police chief and that panel because it would be closer  
20 to him or her, they would work with them more, and maybe it  
21 would end up with a better product still providing due  
22 process. But yet the meetings would be shorter because  
23 they would be broken up into the congressional districts or  
24 whatever regions we have in the state and still meet all  
25 the needs but yet allow us to, you know, to -- the people

1 having due process, and the police chiefs to have their  
2 input into the process as well.

3           So I don't know. There's -- I think -- I like  
4 the idea of having someone review it other -- maybe someone  
5 that knows more about it review it, and maybe they would  
6 come up with a better solution.

7           COMMISSIONER FORRESTER: Just thinking if  
8 everyone needs a permit than the agenda would get that much  
9 longer. So that's not bad advice.

10           CHAIRMAN JACKSON: It seems like there is a lot  
11 of will at this point to move forward with specific  
12 recommendation on the Board of Firearm Permits Examiners.  
13 So we'll not move those on.

14           Item 17, the State of Connecticut shall determine  
15 a maximum amount of ammunition that may be purchased at a  
16 single time. Dissent? Seeing none, we'll keep that one.

17           Firearms permits shall be subject to renewal and  
18 a test of firearms handling capacity and knowledge of  
19 applicable regulations. We'll keep that one.

20           COMMISSIONER O'CONNOR: Just one comment there,  
21 and of course, it's a law enforcement comment, but I think  
22 we would want to have some sort of language that police  
23 officers they maintain a post-qualification, and they would  
24 be exempt from this standard.

25           CHAIRMAN JACKSON: Okay.

1           COMMISSIONER O'CONNOR: We have to train all the  
2 time with our firearms so --

3           CHAIRMAN JACKSON: Wayne?

4           COMMISSIONER SANDFORD: I'd like to see us  
5 somehow, although it doesn't appear that there is one, I'd  
6 like to see some type of training program included in this  
7 process developed by somebody other than the NRA. That was  
8 pretty clear that -- and maybe they are the most  
9 knowledgeable source at this time, but I do think there  
10 needs to be a standard or a training program developed. If  
11 I go to one gun shop and take training, and I fail, I could  
12 go to another gun shop and take training over there and I  
13 could pass and everything's okay. So I think that, you  
14 know, there is not a standard for training when it comes to  
15 this and maybe this is the place where it belongs. But I  
16 do think that we need to look at having a standard that's  
17 applied in the State of Connecticut for training for anyone  
18 to be able to have a license to have a gun.

19           COMMISSIONER McCARTHY: Maybe I missed it in the  
20 testimony, and I agree with Wayne. Was there any  
21 discussion about taxation on weapons and ammunition that  
22 could help support some of these initiatives, specifically  
23 training and recertification? I don't know if I heard that  
24 during the testimony, although it was an idea that was  
25 floated previously.

1           CHAIRMAN JACKSON: I do not recollect hearing  
2 that idea in testimony, and Wayne, the chief of police  
3 documents that was submitted this morning did include  
4 language regarding minimum standards for those trainings.  
5 So it's an interesting notion, Chief, regarding the fees or  
6 the taxation as a funding mechanism.

7           COMMISSIONER McCARTHY: If I could expand just a  
8 bit? If, and I think that we're all trying to be very  
9 respectful of Second Amendment rights, but with that comes  
10 a cost, a cost to the society and the community, and I  
11 think that as I implied in the gun buy-back proposal, I  
12 think that there is an opportunity for the state to take  
13 some leadership and promoting safe gun use or gun ownership  
14 and there needs to be a mechanism to pay for that, and I  
15 would like us to explore that.

16           COMMISSIONER SULLIVAN: And it doesn't  
17 necessarily have to be a tax. It could be a permit fee  
18 with a surcharge on it so that nobody gets excited about  
19 that dirty word "tax."

20           COMMISSIONER EDESTSTEIN: I just had a process  
21 question on the Board of Firearms Permit Examiners. We  
22 took it off the table. I thought we also talked about  
23 reviewing the process, or did we abandon that idea?

24           CHAIRMAN JACKSON: No, we set to the side a  
25 review of the process, or as a Chief McCarthy said, a

1 thorough review of the entire permitting process. So it's  
2 sort of off to the side, but not separating out the board  
3 specifically from that process.

4           Item 19 is require the provision of trigger locks  
5 with the sale of any firearm. Seeing no dissent.

6           We'll move into safe school environment. Bob,  
7 you'll have to correct me if I condensed any of your items  
8 too far down.

9           Item 20. Establish -- and I'm going to add the  
10 words, establish a site-specific, all-hazards threat and  
11 risk assessment security recommendations tool to be able to  
12 be applied to all schools statewide. Such tool shall  
13 include a definitive analysis of having an SRO and address  
14 afterschool access activities as well. This is essentially  
15 the risk assessment module that we discussed with the  
16 architects and with FEMA.

17           Item 21 is require school districts to perform a  
18 TRSAR within one year of its availability and provide a  
19 calendar of implementation review, require review slash  
20 update of this tool every three to five years at minimum.

21           Moving forward. Wayne?

22           COMMISSION SANDFORD: I'm going to steal somebody  
23 else's line. So Bernie, don't get mad at me. We have a  
24 lot of school safety stuff that we're talking about here.  
25 We have yet to hear from a school official. I really think

1 that the -- and I think this is right the things that we're  
2 talking about, at least in my heart, I know that these are  
3 things that should be considered, but I really think we  
4 need to have someone from the Superintendents of Schools  
5 Association or the state Board of Education Association or  
6 the principals associations, and there is a plethora of  
7 associations of within the school system.

8           But I think before we start saying the word  
9 require, mandate or anything like that, we really need to  
10 hear from those officials to find out what this really  
11 means to them. I just think that would be fair to ask them  
12 to come and hear testimony. Maybe we give them this, you  
13 know, what we're thinking of before they arrive, and then  
14 let them speak and tell us what it means for them. I just  
15 think that would be fair.

16           And Bernie -- I know that was Bernie's idea this  
17 morning, and I didn't mean to --

18           COMMISSIONER SULLIVAN: (Inaudible.) My concern  
19 is that I know the school representatives got together and  
20 came up with something. Bob may have even been involved in  
21 it. But I know the Connecticut Association of Public  
22 School Superintendents got together and came up with some  
23 plans, programs, whatever you want to call them, and I just  
24 think it would be nice to hear from them so we can meld  
25 whatever we're thinking about here with their thoughts even

1 if we disagree with them and decide to push something  
2 forward, I just think it would be good to hear from them  
3 before we make recommendations. They may already have some  
4 of these things incorporated in their plans, and they had a  
5 big all day session out at Aqua Turf.

6           CHAIRMAN JACKSON: Absolutely, and the goal here  
7 is to create this list of things that we're thinking about  
8 and talking about so that we can share it with the other  
9 parties, and say, you know, this is what we said. What do  
10 you think about that? As opposed to having them respond to  
11 everything in the known universe. Really just focus into  
12 the things that we see as having or meriting additional  
13 discussion. So be it the sportsmen's clubs, be it the  
14 teachers and superintendents, there's always another side  
15 to the dialogue. We just want to be able to have kind of a  
16 targeted conversation.

17           Bob?

18           COMMISSIONER DUCIBELLA: You know, Wayne, I'm  
19 very respectful of that because having been one of the  
20 people who put that symposium together and having made some  
21 of these same presentations, I think it's unfair in an  
22 audience of 900 to expect some particular school  
23 superintendent to get up and say, I object. So I think it  
24 was extraordinarily well-received, but taking into  
25 consideration the circumstances under which one or two or

1 three of them might have had some very salient comments,  
2 but decided to refrain because of the overburdening size of  
3 the audience, I think you engage in that conversation.

4           That particular point of a risk assessment, it's  
5 so well-agreed to and actually in some places in place, but  
6 I think part of the process that we're engaged in is making  
7 a recommendation and getting empowerment by getting the  
8 people who have to be essentially the consensual users of  
9 what we're talking about. So I think it has intellectual  
10 value, and it has implementation value. I would agree with  
11 you.

12           COMMISSIONER LYDDY: Just also on that point,  
13 once we want to hear from people, it might also be in our  
14 best interest to hear from the unions who can speak on  
15 behalf of their membership, you know, who may be fearful of  
16 coming forward and disagreeing with, you know, their  
17 leaders. So that might be an important point.

18           COMMISSIONER KEAVNEY-MARUCA: Is it implied that  
19 when they do this risk assessment that local law  
20 enforcement will be part of the team that does that with  
21 the school personnel?

22           CHAIRMAN JACKSON: The way that these  
23 recommendations are developed, they kind of cascade, and  
24 the requirement of participation through emergency  
25 responders does come in.

1 Alice?

2 COMMISSIONER FORRESTER: Just a clarification,  
3 some of these assessments are under the Board of Education,  
4 and then I know later on there's some recommended as part  
5 of I don't want to say DEMHS, D-E-M-H-S, the Department of  
6 Emergency Homeland. So is that correct that the first --  
7 the TRSAR would be under the Board of Ed auspices and then  
8 the school planning or the -- I don't know what the other  
9 recommendations are, but under the Homeland?

10 COMMISSIONER SANDFORD: Alice, if I could,  
11 there's two different things. One is I think what Bob is  
12 suggesting here is what we've talked about before is that  
13 every school has to do an assessment of their facility.  
14 Okay. When we get involved a little bit further down, we  
15 start talking about DEMHS. We're talking about their  
16 emergency plans. So one is an assessment of their  
17 facility, and the other document we're going to see further  
18 down is their emergency plan to manage an emergency at  
19 their facility. So there are actually two different  
20 documents that would be included. I don't know if that  
21 helps at all.

22 COMMISSIONER FORRESTER: But the gentleman who  
23 presented this morning was from the DEMHS ground of New  
24 Hampshire.

25 COMMISSIONER SANDFORD: Correct.

1           COMMISSIONER FORRESTER: And he was coming up  
2 with individualized school safety plans for the one-room  
3 school house.

4           COMMISSIONER SANDFORD: He was helping them  
5 develop their plan, correct.

6           COMMISSIONER FORRESTER: All right. I guess I  
7 just want to make sure that there's clarification because  
8 putting it under two different departments then allows  
9 different criteria and policies and procedures and just  
10 being clearer around maybe recommending it all going under  
11 DEMHS or the Board of Ed so that there's just a flow of  
12 information.

13           CHAIRMAN JACKSON: And I think that flow exists.  
14 I think the way that it's -- the way this program is  
15 designed is that the individual school under the auspices  
16 of the Board of Education perform this analysis. It then  
17 creates a response plan. That plan is then transmitted to  
18 the State of Connecticut for review and comment.

19                   And frankly, the creation of some level of  
20 uniformity. From a mutual aide standpoint, my police are  
21 responding to a different town, I'd like them to have an  
22 understanding of how things operate. Instead of trying to  
23 figure out how the book works, they should look for the  
24 data in it. So creating some level of uniformity in it I  
25 think is the goal here. The role of the state in this

1 model is really as a reviewing agent and as a repository  
2 for information.

3           Bob, do you want to correct me if I'm wrong?

4           COMMISSIONER DUCIBELLA: No, not wrong. Alice, I  
5 think the opportunity to provide the assessment is the  
6 basic thrust of the principle. Exactly who is engaged in  
7 that is a subject that I think can be fleshed out like some  
8 of the other conversations. What we heard was -- and we've  
9 heard it multiple times. Provide an assessment of the  
10 facility and find out what the particular weak spots are,  
11 what we call vulnerabilities, are. I think that's a multi-  
12 stakeholder team that's likely to be involved in it. I had  
13 broader definitions that I gave to the Chair, but in an  
14 effort not to have the Dead Sea Scrolls presented to all of  
15 you -- which I tend to write -- he boiled it down in a  
16 little bit more concise fashion. So I think your point is  
17 well-taken. Who are the people who perform it? But there  
18 is an assessment done first.

19           And then to Wayne's point, any assessment comes  
20 up with recommendations. Well, what were the  
21 recommendations? That's a second document, which is a  
22 plan, and that's the emergency response plan. That then  
23 would go to in this case DEMHS who would attempt to provide  
24 some kind of overarching uniformity so that one institution  
25 isn't coming up with a response plan that's all-hazards and

1 someone else is coming up for the active shooter, and  
2 somebody else is worried about something entirely  
3 different.

4           So we have these two basis tasks. One, perform  
5 the assessment, and further down the road you can identify  
6 who's in it, although the implications in what I put  
7 together were public health officials could be involved in  
8 that. School folks are involved in that. Law enforcement  
9 and EMS, fire. Second, come up with an emergency response  
10 plan. That's then created unique to each site, and then  
11 that's then submitted up through DEMHS.

12           But we could get into the details. The basic  
13 point is do we all agree that an individual site-specific  
14 assessment should be performed, and as part of that  
15 assessment, there should be a definitive statement about  
16 whether an SRO -- the issue of whether an SRO is  
17 appropriate or not should be one of the considerations, and  
18 one of the considerations should also clearly be who has  
19 access to the school and who does not. That list could  
20 probably be expanded enormously, but these were some of the  
21 high points in the assessment process that we thought  
22 should be picked out.

23           And then the second issue, if you're doing the  
24 assessment, you have to come up with a response plan as a  
25 means to mitigate what you found was missing as part of the

1 assessment process. Thank you.

2 COMMISSIONER FORRESTER: I'll keep asking as we  
3 go forward. I understand Bob's point, I just think it's  
4 good that it's overseen by one group.

5 CHAIRMAN JACKSON: Okay. I think I see where  
6 you're going with this and that is the role of Mr.  
7 Champlin. You're saying, okay, what's Mr. Champlin's role  
8 in the threat assessment, and that is not here. Or it's  
9 not here yet. It will actually be here a little bit later.  
10 We understand that different schools and different  
11 districts have different capacities, and in some places,  
12 the hands-on support of someone like Mr. Champlin would be  
13 helpful, and in some places it would not be required. So I  
14 think by the creation of a uniform tool whether or not a  
15 school district requires the services of the state in  
16 preparing the threat assessment, the end of the process  
17 still has a level of uniformity. So he wouldn't have  
18 control of it. He would essentially serve in sort of a  
19 consulting capacity to the board as they worked on it.  
20 Okay.

21 Item number 22 is require the development and  
22 implementation of an emergency response plan that includes  
23 input from relevant stakeholders. I don't know if we're  
24 going to disagree on many of these.

25 23. Require schools to exercise and quantify the

1 efficacy of the emergency response plan within specific  
2 time frames. The goal of all of these is to compel action  
3 along timelines and to make sure those timelines are  
4 frequent enough so that the information remains fresh and  
5 relevant.

6           Item 24. Require all higher learning centers to  
7 submit an ERP to DEMHS and require DEMHS approval of those  
8 ERPs. This gets to the point that we heard this morning  
9 where the plans are very different and they are only  
10 submitted. They are not reviewed or commented for specific  
11 -- to highlight certain good areas or highlight areas of  
12 deficiency.

13           Kathy?

14           COMMISSIONER FLAHERTY: And this was a question  
15 that I had raised too, and I don't know if we want to  
16 change this recommendation because there's everything else  
17 with schools. This was higher learning centers because  
18 that's what's in the existing statute. Do we want to  
19 change our recommendation to include K to 12 or just keep  
20 it with the higher learning centers, which I guess are the  
21 colleges, universities and what is it, the private  
22 technical schools?

23           CHAIRMAN JACKSON: I feel like it's in here  
24 somewhere, but I can't pick it up right now.

25           COMMISSIONER FLAHERTY: (Inaudible.)

1           CHAIRMAN JACKSON: Yeah, or I may have  
2 inadvertently left it out.

3           Bob, do you want to comment on whether or not the  
4 intention was --

5           COMMISSIONER DUCIBELLA: (Inaudible.) I  
6 apologize. I think what we heard especially today and in  
7 previous testimony is that if it's a school, it should be  
8 submitted to the process. So I think they use higher  
9 learning as -- it needs modification. It should be  
10 broadened.

11          CHAIRMAN JACKSON: I agree. I'll take the blame  
12 for that. The intention was for all schools, all schools  
13 public and private. All right.

14          COMMISSIONER SANDFORD: So we're talking all  
15 schools public and private K/12 or are we also including  
16 daycare centers?

17          CHAIRMAN JACKSON: Thoughts?

18          COMMISSIONER SANDFORD: I would highly recommend  
19 that if we're going to expand it to schools that we include  
20 daycare centers. You know, those are our children as well,  
21 and the State of Connecticut -- right now the requirements  
22 for a daycare center for emergency preparedness include an  
23 exit sign on the wall, an extinguisher and pretty much --  
24 we did give them kits a number of years ago to help them  
25 have a plan, but that's it. And I don't know about you,

1 but I don't know any one-year-old, two-year-olds that know  
2 how to read an exit sign on a wall or how to get out of a  
3 building.

4           So I think having that plan -- I know it really  
5 expands what we're talking about, but it could happen in a  
6 daycare center just as well as it could happen anyplace  
7 else.

8           COMMISSIONER EDELSTEIN: I think because we  
9 haven't spoken to people from daycare centers, we might  
10 want to review the licensing standards to see if the  
11 licensing itself suffices or if there might be some  
12 recommendation within licensing that might meet the need.

13           A COMMISSIONER: (Inaudible.)

14           COMMISSIONER EDELSTEIN: So that may be one of  
15 our open topics for that specific recommendation.

16           COMMISSIONER McCARTHY: There is a requirement  
17 for planning as part of the licensing for the larger  
18 centers, and I think that we'll find that. I think what  
19 we're -- I think what the goal of this is to have some  
20 uniformity from the very first experience through  
21 institutions of higher learning, and certainly there are  
22 issues in daycare providers that they're dealing with every  
23 day that present threats, noncustodial parent issues and  
24 the like, evacuations, which is far more difficult in that  
25 environment.

1           So this tool and other tools require plans that  
2 are equally applicable, and in many cases are already being  
3 conducted in preschool settings. So I think that this is  
4 very appropriate to expand for all of these settings from  
5 preschool through higher learning.

6           CHAIRMAN JACKSON: One thing that we need to keep  
7 in mind, and we heard it this morning, is that this  
8 direction dramatically increases the workload at the  
9 agency, and in order for it to work in any cohesive  
10 fashion, resources will need to be applied.

11           Alice?

12           COMMISSIONER FORRESTER: I just also want to say  
13 that there's training kits or tool kits for in-home daycare  
14 providers, and it doesn't mean that they have to get  
15 certified or submit their plan, but I think educating the  
16 providers who have home daycares around safety, and you  
17 know, thinking about all-hazards is -- would also be  
18 considered.

19           COMMISSIONER CHIVINSKI: Just going back to that  
20 conversation we had this morning with D-E-H-M-S (sic) they  
21 had how large some of these emergency response plans can  
22 be. I would hope that moving forward, Scott, you had  
23 mentioned uniformity, that assuming all the players  
24 eventually would do a TRSAR and eventually get a template  
25 where the emergency response plans would look, although

1 very different depending on the schools themselves, similar  
2 -- that it would cut down reviewing of plans that might not  
3 -- that might be all over the place.

4           COMMISSIONER SANDFORD: In reality, they really  
5 don't have a template. What they have is a checklist for  
6 reviewing because it's hard to tell someone this is what  
7 your plan has to look like. The way we'd rather do it is  
8 it has to have this component, this component and this  
9 component so when the DEMHS regional coordinator typically  
10 reviews a plan, he has a checklist, and it goes down and  
11 says, you know, these things are all in here. That's okay.  
12 If the plan is ten pages, and it works for the  
13 organization, that's fine. If it's 150 pages if it works  
14 for that organization, it's fine, but they do actually have  
15 a checklist where they say, you know, these are the key  
16 components that we want to have in a plan. And maybe  
17 that's something that could be used rather than quote -- I  
18 think we heard that loud and clear this morning from Gregg,  
19 no template, but we have some ideas of what we want  
20 included in the plan, but we don't tell them how to do it.

21           CHAIRMAN JACKSON: We will amend 24 to require  
22 all schools, daycare centers and higher learning centers to  
23 submit an ERP.

24           Item 25. Require school districts to perform a  
25 TRSAR within one year of its availability. We already did

1 that one, didn't we? Is that a duplicate?

2 A COMMISSIONER: Yeah, it is.

3 CHAIRMAN JACKSON: Okay. Yup. 26. Require the  
4 creation of a broad-base safe school planning committee for  
5 every school and require that the committee meet at least  
6 three times per year. This also included stakeholders from  
7 inside and outside the school, but it's a --

8 COMMISSIONER DUCIBELLA: Chair, may I?

9 CHAIRMAN JACKSON: Bob?

10 COMMISSIONER DUCIBELLA: Alice, it's for you.  
11 I'm going to -- I have a little bit -- again, there was  
12 some redaction here for purposes of clarity, but just  
13 because you asked before, and I want to make sure that I  
14 show or we show some sensitivity. The school safety plan  
15 -- the planning committee represented by -- and this got,  
16 you know, just shrunk down, pupils, families, teachers,  
17 administrators, staff, social and mental health  
18 professionals, local law enforcement, fire and other  
19 emergency personnel, school board members, parents, local  
20 hospitals and the business community.

21 So that safe planning committee was envisioned in  
22 the text that was sent over to the Chair to be a very, very  
23 broad-based group. Obviously, those individual  
24 constituents could vary by community based upon whether  
25 those resources are available or not, but it included the

1 complete gamut, and I know you're waiting to say, I want to  
2 make sure that all those people have representation in that  
3 safe school planning committee. The answer is yes, but for  
4 purposes of redaction, it's been, you know, just boiled  
5 down a little bit. Okay.

6 COMMISSIONER FORRESTER: I appreciate your  
7 consideration. What I really meant was that New Haven, for  
8 example, has thirty-two schools, I think, I'm not sure,  
9 maybe more. And you know, something like that would have  
10 to be unified in regional, you know, to the city I would  
11 assume. I think that they have a safety school committee.

12 What I would prefer is that New Haven's plan look  
13 somewhat similar to the Sherman's plan or New Milford's  
14 plan that there was a uniformity expectation, not an exact  
15 plan to each school, you know, I know it's individualized  
16 for the plan.

17 So I think we're talking -- it's fine. I think  
18 that we just need to make recommendations that it's not  
19 going to be up to every school district to decide if the  
20 plan is six inches thick or, you know, a board on the wall,  
21 that we should have some direction on a state level.

22 COMMISSIONER DUCIBELLA: Thanks.

23 CHAIRMAN JACKSON: Item 27. Require the creation  
24 of a safe school plan that incorporates the TRSAR, ERP,  
25 security policies, building design elements, staff

1 responsibilities during emergencies and other critical  
2 pieces of information. The safe school plan shall be  
3 submitted and reviewed by the office of emergency  
4 management. Updates to the SSP must respond to OEM  
5 comments regarding hazards or oversights.

6           We've kind of gone to OEM. We go to DEMHS, OEM.  
7 We're kind of in a couple of different places here, but I  
8 think the thought is a uniform -- capture your information  
9 and submit it to a singular location.

10           Item 28. Require the submission of up-to-date  
11 floor plans, schematics and site elements to emergency  
12 responders.

13           Item 29. Require establishment of MOUs between  
14 emergency responders, schools and other relevant parties  
15 highlighting information-sharing protocols during  
16 emergencies.

17           Wayne?

18           COMMISSIONER SANDFORD: There actually is a  
19 statewide memorandum of MOU in place that allows New London  
20 to respond to Goshen, Connecticut and be able to work  
21 together, and that was done about 2008 or 2009 by DEMHS.  
22 That was put into, you know, proposed as a bill, and it was  
23 passed by the legislature and signed into law. So I don't  
24 think we need to -- we need to think about -- we need to  
25 maybe change the wording of that a little bit because I

1 think the law is already there so that the requirement is I  
2 think met at least legally. I think what we need to do is  
3 maybe somehow motivate them to talk about it or have  
4 meetings or discuss it and make sure that they have  
5 everything ready.

6           And that's really what the DEMHS regional  
7 coordinator does. I mean they have meetings with all their  
8 towns in their districts between police and fire and the  
9 local emergency management directors and try to get them to  
10 do exercising together. So maybe it comes in that way, but  
11 there is a -- I don't know. We need to think about that a  
12 little bit more because there are some things already in  
13 place that cover that.

14           COMMISSIONER SULLIVAN: Maybe Bob can clarify.  
15 I'm reading this to mean you're talking MOU at the local  
16 level among the local players?

17           COMMISSIONER DUCIBELLA: Correct.

18           COMMISSIONER SULLIVAN: Not at the state level  
19 where --

20           COMMISSIONER DUCIBELLA: Correct.

21           COMMISSIONER SULLIVAN: -- you were talking about  
22 inter-town regional-type assistance. He's talking about  
23 something different that's in the town.

24           COMMISSIONER DUCIBELLA: Within the town,  
25 correct.

1 COMMISSIONER SULLIVAN: Yeah, okay.

2 COMMISSIONER DUCIBELLA: And that wasn't clear in  
3 the way that I wrote it, but the --

4 COMMISSIONER SULLIVAN: No, I got it.

5 COMMISSIONER DUCIBELLA: -- that's my fault for  
6 not being clear.

7 CHAIRMAN JACKSON: Bob, do you want to read what  
8 you've got?

9 COMMISSIONER DUCIBELLA: Go onto the next one.  
10 I'll find it.

11 CHAIRMAN JACKSON: Item 30. Require the  
12 establishment of a remote location for parents and students  
13 in the event of emergency that requires evacuation and a  
14 protocol for a parental notification that the remote  
15 location is in use. This is the reunification we discussed  
16 earlier today essentially demanding that the schools have a  
17 reunification plan.

18 COMMISSIONER McCARTHY: Both items 29 and 30  
19 would be included in a comprehensive emergency response  
20 plan, and I think that they may be redundant. If we have a  
21 local plan that has full participation of all the  
22 appropriate players, they will have covered those two items  
23 in that ERP.

24 CHAIRMAN JACKSON: Do we agree?

25 COMMISSIONER DUCIBELLA: And to further that,

1 because I believe that the chief is correct, I'll go back  
2 and read the more expanded version of what we just  
3 discussed, and I think it falls right under the umbrella of  
4 what Bernie, Wayne and the chief have identified. This was  
5 for -- implement a program, which requires that each school  
6 and each school district have written agreements or  
7 memoranda of understanding with local law enforcement  
8 agencies, local fire and other emergency response  
9 personnel, local hospitals and any county prosecutor  
10 setting forth protocols and procedures to be followed in  
11 the event of natural catastrophes, a terrorist attack,  
12 criminal or other violent incidents occurring in or around  
13 the school.

14           So I think that was -- and I'm sorry it wasn't  
15 clear, Wayne, but that was the intent, and I think that  
16 being a part of a comprehensive emergency response plan is  
17 appropriate. I took some of those larger subjects like  
18 ERPs and broke them up into more individual items so that  
19 people could have a higher fidelity understanding of what a  
20 more mature ERP would be.

21           CHAIRMAN JACKSON: And that reflects essentially  
22 what I did, which was try to take every single item you  
23 shall and separate it out, and then we can reconstitute  
24 some of these things as necessary.

25           School facilities -- number 31. Schools

1 facilities shall evaluate cell phone coverage and plan to  
2 address deficiencies.

3 32. Enhanced wifi --

4 A COMMISSIONER: Oh, that was my question.

5 CHAIRMAN JACKSON: Oh, enhanced wifi should be  
6 deployed in schools and the usage of IP enabled cameras to  
7 support response capacity should be similarly enhanced.  
8 Special attention should be given to perimeter surveillance  
9 and areas of assembly.

10 COMMISSIONER SULLIVAN: Can we just ask  
11 something. If they're going to look at this, they should  
12 also look at the usage because some schools may have a  
13 problem with kids using cell phones, and they may not want  
14 to enhance cell phone coverage for whatever reason. You  
15 know (inaudible). Here it says to see if it works, but I  
16 think we ought to also allow them to look at whether or not  
17 they want to use it if they can make it work better, you  
18 know.

19 CHAIRMAN JACKSON: And in conformance with school  
20 policies on cell phone usage.

21 COMMISSIONER SULLIVAN: Yes, same with the wifi.

22 CHAIRMAN JACKSON: 33. Create a blue ribbon  
23 panel of design and security experts to establish within 12  
24 months the tool box of recommendations for safe design and  
25 retrofit of schools to be included in the states ed-spec,

1 the educational specifications. I think this includes not  
2 only specific design elements, but also a tool box or  
3 various types of other devices that may be deployed in a  
4 school to assist in response.

5           We have received supportive comments from a  
6 number of people and a number of industries who say, you  
7 know what, I have a tool that we might be able to deploy in  
8 a school that will then deflect an intruder or something  
9 along those lines rather than parade a series of potential  
10 vendors identifying who those vendors are and what they may  
11 be able to provide and allowing schools to make that  
12 assessment on their own I think is valuable.

13           Bob?

14           COMMISSIONER DUCIBELLA: There was one other  
15 piece that again for purposes of redactions. The standards  
16 should address retrofit applications to existing schools  
17 and school expansion projects as well as new constructions.  
18 I know a lot of folks who said gee, it's wonderful to think  
19 about a school I'm not going to get for ten years, but what  
20 about my preexisting environment. So the recommendation  
21 would include a requirement for this blue ribbon panel to  
22 look at both existing schools as they are, schools that are  
23 looking at expansion, and new schools to be built so we  
24 have a uniform policy of looking at preexisting physical  
25 plant and new physical plant with the same level of

1 fidelity.

2 CHAIRMAN JACKSON: 34. Require school projects  
3 to directly reference this tool box in expansion,  
4 renovation or new construction projects as Bob just said.

5 35. Require school building committees to seek  
6 input and approval from emergency responders. This is part  
7 of the in order to receive state funding for construction  
8 of renovation project, you need a school building committee  
9 to approve items. This would demand emergency responders  
10 participate in that.

11 Upon implementation of any new security measure,  
12 all relevant staff shall be trained in its operation and  
13 instructed as to their role during any emergency.

14 37. Require that --

15 COMMISSIONER CHIVINSKI: Can you stop one second?

16 CHAIRMAN JACKSON: Oh, yes, Ron.

17 COMMISSIONER CHIVINSKI: Regarding that one, when  
18 it says all relevant staff, I just got to ask it, would  
19 that include substitute teachers, et cetera?

20 CHAIRMAN JACKSON: Yeah, I think, particularly  
21 based on what we heard this morning, I think what we need  
22 to do is we need to identify substitute teachers as a  
23 critical component to the safety of the schools and sort of  
24 highlight that on its own and filter them back in through  
25 it, but I do agree that on any given day you have

1 substitutes in any building, and they're going to play a  
2 role. So we need to make sure that they do have the  
3 appropriate training and the appropriate understanding of  
4 how the school buildings work.

5           Item 37. Require that the school facilities  
6 survey, the ED050, incorporates security criteria.

7           Item 38. Modification of the state construction  
8 grant application to include a new type of project that is  
9 security upgrades.

10           39. Require the safe department of education to  
11 establish a training course for educators specifically  
12 designed to increase awareness of security policies and  
13 programs. I think this is intended to, again, highlight  
14 security and have people understand why policies are in  
15 place, therefore they will be less-likely to violate them  
16 for their own convenience.

17           40. Require safe school planning committees to  
18 confirm through legal counsel that the plan conforms to all  
19 relevant statutes including suspension and expulsion  
20 policies.

21           I have a question about this one. Do we -- is  
22 that a required step to run the plans through legal  
23 counsel? Or should it be a mandated step to run the plans  
24 through legal counsel prior to submission to the State of  
25 Connecticut? Thoughts?

1           COMMISSIONER LYDDY:  If the plan is being  
2 submitted and reviewed, why would that step be necessary to  
3 have it reviewed by a legal -- I mean, it seems redundant  
4 and costly.  So I would --

5           COMMISSIONER SULLIVAN:  It may be reviewed by  
6 legal counsel at the agency you submit it to as part of  
7 their review process.

8           CHAIRMAN JACKSON:  It's just -- there's a lot of  
9 review here --

10          COMMISSIONER LYDDY:  I would suggest it's  
11 unnecessary.

12          CHAIRMAN JACKSON:  -- and so my thought was that  
13 the items regarding legal counsel -- I'm not sure that that  
14 level is something that we need to require at our level  
15 even though your smart committee is going to do that.  It's  
16 going to be part of the review team, but to mandate it  
17 seems like an extra step.

18          All right.  Well, we seem to have some consensus  
19 on those items regarding legal counsel.

20          42.  Require a quality assurance program be  
21 enacted at each school to ensure appropriate matters are  
22 referred to local law enforcement.  This is the distinction  
23 between schools policies and legal action.

24          43.  Require background checks and drug screening  
25 for all staff and volunteers in schools.

1                   COMMISSIONER FLAHERTY: Is that state law  
2 already? I'm asking only because I don't know. Or don't  
3 schools do this as a matter of course, and I'm just -- I  
4 don't know if it's a requirement or not. I just don't  
5 know.

6                   CHAIRMAN JACKSON: And, you know, it's an -- I  
7 don't know. You know, there are regular volunteers and  
8 there are also irregular volunteers. I have volunteered in  
9 classrooms, and I have not gone through any screening. So  
10 it does -- I think it becomes a little bit burdensome.  
11 Thoughts?

12                   Ron?

13                   COMMISSIONER CHIVINSKI: Having taken a, not just  
14 by myself of course, approximately 400 eighth graders to  
15 Washington, D.C. and Gettysburg for multiple days and  
16 nights the last fourteen years, you know, there's been  
17 changes along the way, and I think part of that recently in  
18 the last two years was precipitated by changes in law,  
19 maybe federal law. We now require, as an example, all  
20 parent chaperones to go through a criminal background  
21 check, which has to be submitted to the district by a  
22 certain date. It wasn't there when we started the trip.  
23 It wasn't there seven years ago, but it's now implemented.  
24 I believe that's beyond just a district level decision. So  
25 that's something we could look more closely at, you know,

1 where those laws are.

2 CHAIRMAN JACKSON: We'll leave that one on the  
3 table but run it through an analysis to see what the  
4 current law of the land really is.

5 44. Require that every school create and make  
6 available to students, staff and guardians, a code of  
7 conduct, and I'll tie that to 45, which is a requirement  
8 that anti-bullying and response to bullying be clearly  
9 incorporated in that code of conduct.

10 Kathy?

11 COMMISSIONER FLAHERTY: And I'm pretty sure, and  
12 I mean maybe the teachers folks know this, there is an  
13 anti-bullying law. I was pretty sure, right?

14 CHAIRMAN JACKSON: This creates a requirement. To  
15 your knowledge, is it a requirement?

16 COMMISSIONER KEAVNEY-MARUCA: I know in the state  
17 (inaudible).

18 COMMISSIONER FORRESTER: I think when the law was  
19 passed it was required.

20 CHAIRMAN JACKSON: Okay.

21 COMMISSIONER FORRESTER: You have to have an  
22 anti-bullying.

23 CHAIRMAN JACKSON: Okay. We will check that for  
24 duplication and existing regulation.

25 46. Require the creation of a statewide toll-

1 free number where students may report bullying and threats.

2 COMMISSIONER LYDDY: I think that's a good idea.

3 I would just be cautious of undermining any local  
4 district's work that they're already doing. I mean I don't  
5 see any harm in that, but I don't want to overreach. Many  
6 of the school districts are doing a fantastic job at  
7 creating a process that their kids can count on and look to  
8 regarding bullying. So I just want to make sure that we  
9 don't go too far in the direction of taking away that local  
10 control over those policies and making it a state-run  
11 process.

12 CHAIRMAN JACKSON: Fair enough.

13 COMMISSIONER GRIFFITH: I think I agree with  
14 that. Where do you really intend that the reporting be  
15 done. I mean, I'm not -- is this law enforcement? Is this  
16 going to lead to law enforcement involvement or --

17 CHAIRMAN JACKSON: I think the intention is to  
18 take a situation like Columbine to provide a secure and  
19 reliable channel that if a student feels well, something's  
20 going on here, and I don't know if I trust someone in the  
21 school to talk to, but I just want to make sure that  
22 somebody knows, you know, if you see something, say  
23 something. I think this is the creation of a see something  
24 say something channel for school bullying or that is the  
25 intention.

1           COMMISSIONER GRIFFITH: Well, it only -- I mean,  
2 you would think that the average school would be taking  
3 care of this internally, but maybe I'm missing the point.  
4 I always get queasy when law enforcement is going to get  
5 involved in these things that should be settled after all  
6 among young people without going that far.

7           A COMMISSIONER: (Inaudible.)

8           COMMISSIONER GRIFFITH: I'm sorry?

9           COMMISSIONER CHIVINSKI: I would just caution us  
10 that there's currently on the books significant laws  
11 regarding bullying, which have been, from my understanding,  
12 in the last few years recently reworked, rewritten that  
13 require reporting by anyone that comes in contact with  
14 children. We should probably look and review those  
15 existing protocols.

16           COMMISSIONER SULLIVAN: And I agree it probably  
17 wouldn't be appropriate for the police to man that line  
18 anyway. It's not a law enforcement (inaudible). That line  
19 should go into an educational system and let them decide  
20 what goes to law enforcement and should not go directly to  
21 law enforcement because there may be issues involving kids  
22 that have nothing to do with the police.

23           COMMISSIONER KEAVNEY-MARUCA: I remember back, it  
24 was probably one of the first presentations or maybe the  
25 second where they talked about using the model of Tools for

1 Schools, which was the clean air framework and using that  
2 to develop in the schools a culture of safety. That was  
3 one of my recommendations that we look at that in terms of  
4 creating in the schools a culture of safety. They talked  
5 about, you know, wedging the door open and things like  
6 that. So I'd like to see a recommendation headed in that  
7 direction. You could formalize that you use framework of  
8 Tools for Schools and create a framework for culture of  
9 safety in the schools.

10 COMMISSIONER LYDDY: Just a comment on that. The  
11 Tools for Schools issue is so important, and I just don't  
12 want to lose the Tools for Schools and the ED050 and the  
13 intention of that. That's really important. So making it  
14 really a cultural change and inclusive of all school  
15 safety, an all-hazards kind of approach would be really,  
16 really important, but also the ED050 is a self-report. So  
17 really making sure that school districts are well-versed on  
18 what we're asking them to do and that they feel comfortable  
19 enough, you know, rating themselves a one or a two, and  
20 then having the resources to follow up to bump their own  
21 reported school up to a four or five, right.

22 So that's just a really important --

23 COMMISSIONER KEAVNEY-MARUCA: (Inaudible.)

24 COMMISSIONER LYDDY: Yeah, I think it's great as  
25 long as we don't water it down.

1           CHAIRMAN JACKSON: I might then propose  
2 essentially a consolidation of items 46 and 47, which would  
3 require SDE to develop guidelines for clearer communication  
4 of information regarding threats to be securely transmitted  
5 to school officials and law enforcement. I would combine  
6 those into a singular item utilizing the Tools for Schools  
7 model to create this model program that assists schools in  
8 managing these issues even if they don't currently today  
9 have that capacity. How does that sound?

10           A COMMISSIONER: It makes sense.

11           A COMMISSIONER: I think that's good.

12           CHAIRMAN JACKSON: All right. We'll do that.

13           COMMISSIONER KEAVNEY-MARUCA: Because I think if  
14 we're going to require some reporting, we need to have some  
15 pre-service and in-service training of teachers and related  
16 staff on what it is you should be looking for to report.

17           CHAIRMAN JACKSON: Thank you.

18           Item 48. Require that all classroom doors be  
19 able to be locked by teachers from the inside while  
20 remaining compliant with building code, fire safety code  
21 and other regulations.

22           COMMISSIONER O'CONNOR: Are we specifically  
23 talking K through 12 or preschool through 12? I mean, when  
24 you start mandating something like this at a, you know,  
25 large public institution of higher learning, I mean the

1 cost is just going to be astronomical. So I, you know, I  
2 think we just need to narrow that a little bit, and then,  
3 you know, we're talking about things we just want to move  
4 forward. We're not necessarily coming to decision,  
5 correct? Because I do want to be mindful about imposing  
6 unfunded mandates.

7 CHAIRMAN JACKSON: Thoughts? Okay. Well, there  
8 is a cost associated with it, but we will move it forward.

9 COMMISSIONER O'CONNOR: Are we going to clarify  
10 that, Mr. Mayor? Are we going to clarify?

11 CHAIRMAN JACKSON: What are your thoughts?

12 COMMISSIONER DUCIBELLA: Barbara, are you looking  
13 for a K through 12? Is that what you're looking for?  
14 Yeah. Yeah, I can appreciate going back to the UConn  
15 campus and retrofitting would be an interesting funding  
16 campaign.

17 COMMISSIONER O'CONNOR: (Inaudible.)

18 COMMISSIONER DUCIBELLA: Well, I think there's  
19 from what I have heard from educators as we do designs for  
20 schools, there's a notion that as you get beyond the K  
21 through 12 level that you have adults in the classroom as  
22 opposed to people who are unfit for making decisions. So I  
23 am all for changing this for K through 12 based on our  
24 experience.

25 CHAIRMAN JACKSON: I think that's a reasonable

1 point that you are dealing with adults. So why don't we  
2 specify that as K through 12.

3 Item 49. Require that all --

4 Oh, Wayne?

5 COMMISSIONER SANDFORD: I'm probably going to get  
6 in trouble here. In most of the other recommendations that  
7 we're making, they're very broad in scope and this is one  
8 of the few that we're very specifically honing in on a  
9 particular issue. I guess, my thought is, and Bob,  
10 wouldn't this -- if we did a survey of a school, wouldn't  
11 this then be identified in that survey and it would be  
12 something that they would work on locally rather than to  
13 include it as a recommendation? You know, do you  
14 understand where I'm -- in other words, we're not -- I  
15 don't see anywhere in here that we're going to mandate  
16 bulletproof glass, although we had a long presentation on  
17 glazing, and while we -- I think we all agree that this  
18 would be helpful having the locks on the doors, would it  
19 really be up to the school district to determine this was  
20 the highest priority that they need to do and for them to  
21 make that change?

22 CHAIRMAN JACKSON: You are right. It is a  
23 highlighted option, and we should all be very cognizant of  
24 that. Following the tragedy, there was some thought that  
25 door locks would have been a simple element, but it's not

1 without cost. So the question is, should it be mandated,  
2 and it's here because that's what this says.

3 Ron?

4 COMMISSIONER CHIVINSKI: Yesterday at a faculty  
5 meeting held in my school, you know, it was aptly pointed  
6 out by our school administrator that when the teachers  
7 responded back what their security concerns were, by far,  
8 not even close, it was locks on school doors. The article  
9 I sent you via email weeks ago highlighted what could have  
10 been, you know, right after Columbine is the time. The  
11 article I passed out today in front of you all, you know,  
12 from the *USA Today* in '07 right after Virginia Tech, simple  
13 safety solution, classroom locks.

14 No, we can't mandate the hardening of the target  
15 for everything, Wayne, but I do believe we could do it for  
16 something. And as you know, I've been very passionate on  
17 this issue, and I do believe it's a cultural shift in a lot  
18 of ways, and I think it's time that we consider making this  
19 a centerpiece and a fundamental difference from the  
20 Columbine report, which was written beautifully, that's  
21 fine. It led to a lot of great changes, but there wasn't a  
22 single ounce of hardening the target, and perhaps this can  
23 be a centerpiece one day of school building codes that  
24 could be used, call me naïve, but throughout the country to  
25 say you need something.

1           You need a bare minimum. If precious seconds  
2 save precious lives, I can think of no other way to give  
3 somebody a fighting chance, and I'm not just talking for  
4 where I teach. I'm talking about for where my kids go to  
5 school. I'm talking for where everybody's kids go to  
6 school. I'm talking for future kids who aren't even with  
7 us yet. I think we could -- and I heard the questions come  
8 out on this commission over the past few weeks, where's the  
9 defined bare minimum? And I think this is it. And you  
10 know what, it's a recommendation. If it goes forward, I  
11 hope I have everyone's -- I hope everyone would get behind  
12 it.

13           I mean it's not like I just invented it. The  
14 Connecticut State Police Association came in here last  
15 week, bam, it was right on their paper. And I have a  
16 concern, as I expressed last week, I'm not sure -- you  
17 know, we know school wasn't in session a lot today, I'm not  
18 sure every teacher in the State of Connecticut, i.e.  
19 substitutes, has the ability to lock their classroom today  
20 a couple months after the tragedy. I think it's special  
21 enough to now really, really look just at that one thing.  
22 And that's my argument.

23           CHAIRMAN JACKSON: Thank you.

24           Item 49. Also doors. Require that all school  
25 exterior doors be equipped with electrified locking

1 hardware capable of initiating a full perimeter lockdown  
2 from a remote location. Again, another specific item of  
3 cost.

4 Chief?

5 COMMISSIONER McCARTHY: I'm not sure that  
6 electrified door locks or some automatic system is  
7 necessary. We may be building in a degree of complexity  
8 that's not there. As long as they're lockable when they're  
9 closed. Many doors don't -- aren't operable, and I think  
10 that's part of the -- I mean, not openable from the outside  
11 without a key. I think that that's part of the school  
12 security analysis to make sure that they are locked or can  
13 be locked. Part of that analysis is during the school day  
14 how many points of entry are available and are they  
15 supervised.

16 So I think that we get to a level of specificity  
17 in this where they are -- it's a very complex system to be  
18 able to at a push of a button lock all the exterior doors  
19 on some very large campuses. The amount of work that's  
20 necessary both from building construction and from  
21 electrical contractors is probably pretty significant. I  
22 think having them locked and regulating through policy what  
23 doors are open during the school day and which aren't,  
24 which ones are locked and which ones aren't, that's  
25 probably more appropriate than a mechanism like this

1 because this only will come into play during an emergency  
2 when someone determines there is a need to lock all the  
3 doors. What we want to do is prevent inappropriate entry  
4 during the school day and I think that's the larger issue  
5 here.

6           CHAIRMAN JACKSON: I agree. I believe that part  
7 of this program, again, going back to Ron's statement, is  
8 that there should be bare minimums, and the bare minimum is  
9 that the door is always locked. The exterior door is  
10 always locked. In order to get in, you have to go through  
11 a single point of entry that is monitored by staff. So I  
12 actually agree that adding this, based upon my vision of  
13 what a safe school looks like in 2013, it seems  
14 unnecessary.

15           COMMISSIONER DUCIBELLA: Chair? So in response  
16 to the chief's recommendation, I just quickly rewrote this  
17 as follows. Require all school exterior schools be  
18 equipped with locking hardware capable of initiating a full  
19 perimeter lockdown. Is that more along the intent of what  
20 you were looking for?

21           COMMISSIONER McCARTHY: And a full perimeter  
22 lockdown may be in existence for all day during the school  
23 day. I mean, the perimeter is locked, and the only way  
24 into a school is through the main entrance where you get a  
25 visitor's badge, and someone looks at you and decides, yes,

1 I'm going to allow you into the building. I think that  
2 that's the philosophy that we're trying to promote here,  
3 and I think it's part of the school security analysis being  
4 done by law enforcement in the facilities present from the  
5 school system and how they're going to regulate entry, and  
6 I think that that is a -- we may agree with the philosophy,  
7 but the implementation, I think, needs to be at the local  
8 level because there's so many variations in all of our  
9 school buildings and districts.

10 CHAIRMAN JACKSON: So do we want to move forward  
11 and say that every school must be able to initiate a  
12 perimeter lockdown not through any specific means?

13 COMMISSIONER McCARTHY: Yes.

14 CHAIRMAN JACKSON: Okay.

15 50. This one is going to -- I'm going to need a  
16 little bit of explanation on this one. Require a trusted  
17 access program to be enforced at all schools, which allows  
18 through visible display of credentials the identification  
19 of staff, contractors, parents and other authorized to be  
20 on school grounds. The tap should be considered a  
21 reference source to provide a rapid visual access to a  
22 simplified security alert condition status.

23 COMMISSIONER DUCIBELLA: The background behind  
24 that was I think we heard, and again, although -- I've  
25 attempted to capture everything I thought I heard from

1 testimony, written documentation and one of the things that  
2 we heard from the superintendent of schools in Colorado was  
3 they have badges, which they've issued to everyone who is  
4 legitimately onsite in the school (a), and (b) they use  
5 that identity authentication and entry authorization  
6 credential as a convenient means so that should they have  
7 different levels of security alert, I think they referenced  
8 5, it's used to provide that immediate visual access as  
9 well.

10           This was the codification of that superintendent,  
11 the two star I think we referred to him as. This was his  
12 proposition for a trusted access program using credentials  
13 and using the credentials to also provide a rapid visual  
14 means of what to do under condition 1, 2, 3, 4 and 5.

15           COMMISSIONER FORRESTER: I think it's always good  
16 to know -- I thought that the architect presentation --  
17 who's in the building, recognizing and when someone is  
18 unusual in the building to step in. I'm just trying to  
19 struggle with, you know, the real -- what's real. And you  
20 know, when I go and visit my kids, I sign in, and I could  
21 get a visitor pass. That would -- I would write in, but  
22 the idea of, you know, in every school that happening, it  
23 just feels complicated. We have a young clinician in the  
24 new Sandy Hook school, and a parent called into the front  
25 desk to ask for her, and the staff didn't know who she was,

1 which is a communication problem still existing, and I  
2 don't know. It just seems like we have very simple  
3 communication problems to solve let alone, you know,  
4 official badges and things like that.

5 CHAIRMAN JACKSON: Is this any different than the  
6 visitor's badge I get when I go to my son's school?

7 COMMISSIONER SULLIVAN: No.

8 CHAIRMAN JACKSON: Chief?

9 COMMISSIONER McCARTHY: What I heard in the  
10 testimony was at the beginning of the school day, we're  
11 going to supervise the entry of students through multiple  
12 entrances in the school building, and that's appropriate,  
13 and I think that sends a signal to everyone who is  
14 approaching the school. Once that process is done and the  
15 bell rings, we're going to limit access through some  
16 specific locations. We're going to verify everybody else  
17 who comes in through building. I think that that is an  
18 appropriate approach.

19 I'll go back to a recommendation from Wayne  
20 earlier. I think that this is the practical application of  
21 this we need to vet through the superintendents, and if we  
22 are going to have a presentation, I think that their -- how  
23 they would approach some of these because again our schools  
24 systems are very, very different from the one-room  
25 schoolhouse that heard about in New Hampshire to some

1 sprawling campuses, and we want to be practical in this,  
2 but I do think that controlled entry or supervised entry  
3 and then controlled entry is the goal. And I think that  
4 that should be part of our recommendations.

5 I think we should hear from some superintendents  
6 on how that will be practically applied, and in particular  
7 what we talked about previously is the afterschool. What  
8 happens during 3:00 to 5:00 and then the nighttime access  
9 into school facilities although the population load is much  
10 less and may be less of a threat environment than there is  
11 during the school day, but those are concerns as well.

12 COMMISSIONER CHIVINSKI: Just to add, I know we  
13 had previously invited Ken Trump (phonetic) in, and I  
14 believe it was because of weather, he wasn't able to make  
15 it. I did see Ken Trump on the TV during a television  
16 special highlighting school security where I believe the  
17 opening to his appearance was, you know, he'd grade schools  
18 around a -- you know, the average school in America around  
19 a C minus in security, significantly better than where it's  
20 been, but continuously improving, and it really went  
21 through a feature on how he got into a school, and he was  
22 assessing the school in the process with how he was granted  
23 access. It would be great if we could still have him in as  
24 well.

25 CHAIRMAN JACKSON: Do we feel like this should be

1 a specific recommendation or does it belong in sort of just  
2 that general threat the --

3 A COMMISSIONER: I think it should be a specific  
4 recommendation.

5 CHAIRMAN JACKSON: Okay. Is that the consensus?  
6 All right. It is in.

7 51. The State of Connecticut should require  
8 training of appropriate school officials in any legislative  
9 or regulatory changes affecting school security. This is  
10 to keep school staffs updated as to the current state of  
11 law as it pertains to school security.

12 52. DEMHS should assign a full-time emergency  
13 planner to school facility emergency planning. This is  
14 what we saw this morning or what we started discussing this  
15 morning.

16 53. Require that schools have referral channels  
17 available for students with health, behavioral and gang  
18 drug issues.

19 Now, I don't know if schools are throwing up  
20 their hands anywhere saying I can't deal with it, but  
21 identifying it or these as threats to schools I think is  
22 important.

23 54. Seek --

24 Oh, sure.

25 COMMISSIONER LYDDY: Can I just -- You know, I

1 know that we don't like reporting, but the requirement to  
2 have schools have a referral channel is good, but it's been  
3 my experience that once they refer, the follow up or the  
4 access to those services is not always appropriate. And so  
5 it would -- just the referral is not enough in my mind to  
6 know that that child was not connected to an appropriate  
7 service would be more fruitful to informing the process of  
8 identifying gaps in services and making sure kids are  
9 getting connected to what they need.

10           So I'll just throw it out there. I think the  
11 recommendation is fine, but I think we really need to vet  
12 this issue of access to care much more and include the  
13 private provider community in that.

14           COMMISSIONER DUCIBELLA: Chair? Again, Mayor  
15 Jackson has done an admirable job of taking six pages of my  
16 stuff and making it an awful lot more digestible. Let me  
17 just read this because I think, Chris, it addresses your  
18 points.

19           Implement a policy which requires that school  
20 provide or refer pupils to counseling services for  
21 psychological and emotional needs, grief, depression, anger  
22 management, social academic and vocational placement,  
23 prenatal, reproductive and parental counseling and counsel  
24 training regarding anti-drug and anti programs.  
25 Furthermore, that people have access to conflict resolution

1 programs and that pupils may seek help without loss of  
2 confidentiality with the exception of reported  
3 circumstances or conditions which could threaten the safety  
4 of others.

5           So that introduces into that program access to  
6 resolution programs and yet maintains the -- and advocates  
7 for the confidentiality of whatever dialogue it engages as  
8 long as someone doesn't introduce something that law  
9 enforcement really does need to know about because someone  
10 is threatening others. So I think the Chair got the first  
11 sentence, which was that piece, but the follow-up piece is  
12 also a recommendation. I think it just got lost in  
13 redaction.

14           COMMISSIONER EDELSTEIN: I think if we take your  
15 language as we develop our mental health panel  
16 presentations we can take into account some of what you're  
17 recommending and see how we address it rather than  
18 addressing it today specifically or put it on hold for now.

19           CHAIRMAN JACKSON: I -- oh, Alice?

20           COMMISSIONER FORRESTER: I would agree to put it  
21 on hold. I just want to clarify that in private providers  
22 and in community providers, parents are the people who make  
23 the referrals for services. We would not accept a referral  
24 from the school. Within the school perhaps you could make  
25 a school referral to a guidance counselor or a social

1 worker, but then pretty soon after that, you're required to  
2 get a parental consent. So even though a school may refer,  
3 the parent may disagree to not have involved. But I do  
4 think this is worth the further conversation.

5 CHAIRMAN JACKSON: So is the thought to leave  
6 this one out for right now and then reconnect with it as we  
7 do the mental health panels? Okay.

8 54. Seek through Connecticut's Federal  
9 Delegation refunding of the safe and drug-free schools at  
10 U.S. Department of Education.

11 55. Seek through Connecticut's Federal  
12 Delegation refunding of the readiness emergency management  
13 for schools.

14 56. Seek through Connecticut's Federal  
15 Delegation funding for unified command structure training.

16 57. Require training of school administrators in  
17 integrated rapid visual screening techniques.

18 Terry?

19 COMMISSIONER EDELSTEIN: Can you define those? It  
20 looks like a specific product?

21 CHAIRMAN JACKSON: I'm not sure where that one  
22 came from. I'll have to go back through my notes and find  
23 the source of that one.

24 COMMISSIONER DUCIBELLA: I know it's a hot topic,  
25 and I'd like to answer it, but it's not one of mine. So

1 I'm ducking for cover. It's not one that I submitted.

2 CHAIRMAN JACKSON: Why don't we set that one  
3 aside for now and come back to it with a little bit more  
4 data.

5 Require training of appropriate school personnel  
6 in national incident management systems standards and ICS.  
7 We also heard that this morning. And I think that  
8 appropriate school personnel includes substitute teachers.

9 59. The State of Connecticut shall establish an  
10 age-appropriate curriculum for safety security and  
11 incorporate first responders in the implementation of that  
12 curriculum. This is exercising the drills in a way that  
13 doesn't, or to the extent possible, does not detract from  
14 the educational process.

15 Chris?

16 COMMISSIONER LYDDY: I was just going to say or  
17 developmental-appropriate curriculum just to operationalize  
18 that a little bit more for special ed students and whatnot.

19 CHAIRMAN JACKSON: I will amend it to incorporate  
20 that.

21 And item 60. In the category of other. State of  
22 Connecticut should establish best practices information for  
23 management of donated supplies and materials. We heard  
24 about the database created by DEMHS for Sandy Hook, but  
25 should there be a specific --

1 Wayne?

2 COMMISSIONER SANDFORD: The state DEMHS actually  
3 has a contract that they have awarded, and they bring them  
4 in as needed to handle donated goods. So we might do a  
5 little bit of research on that, but I really think that  
6 they've already put out like an RFP. They've selected a  
7 company, and there may already be a contract in place to do  
8 this through the Department of Emergency Management and  
9 Homeland Security.

10 CHAIRMAN JACKSON: Chief?

11 COMMISSIONER McCARTHY: And I agree that there  
12 has to be a state plan, but as I envision best practices  
13 for donations management is as was testified earlier, every  
14 emergency starts and ends local, and unless donations are  
15 managed from before the incident occurs until after it  
16 ends, it gets out of hand pretty quickly, and we've seen it  
17 time and time again. Hurricanes in Florida where people  
18 pack up their trucks with unwanted winter clothes and send  
19 it to Florida. It ends up in a landfill. Someone says I  
20 need socks at 9/11 and truck loads of socks end up in New  
21 York City, and teddy bears in Newtown that far exceeded the  
22 population of Newtown and all of the surrounding  
23 communities. It's an information and donations management  
24 challenge that becomes an emergency unto itself that after  
25 -- weeks after Newtown, there was a request for volunteers

1 to work eight hours a day for the next forty-five days to  
2 deal with donations.

3 Yes, there needs to be state oversight, but there  
4 needs to be best practices that are adopted at the local  
5 level as part of our own emergency plans so that we don't  
6 become overwhelmed by some misstatements of need that then  
7 create another emergency.

8 COMMISSIONER FORRESTER: I want to add also if  
9 there could be a concern or a consideration of  
10 communications, management of communications. I know that  
11 that also if you see the line of letters, you know, in the  
12 school now and emails and just phone calls that were coming  
13 in, and there should be a plan to assist in particular in a  
14 school district, you know, if the superintendent gets  
15 10,000 emails in a day or in a few days, you know, it's  
16 impossible to respond. So I would just add a  
17 communications protocol in there.

18 CHAIRMAN JACKSON: So these would be incorporated  
19 in the local EOP, emergency operations plan? Okay. I'll  
20 amend that language.

21 Okay. So that's what we had before today. If  
22 you go through the information that we received, there are  
23 another 22, I think, specific recommendations to be  
24 discussed at a later date.

25 Chief?

1           COMMISSIONER McCARTHY: I want to go back to  
2 something that Ron said earlier, and I think that it may be  
3 worthy of our consideration over the next couple of weeks.  
4 There's a lot of recommendations. I have some that I think  
5 are more important than others, and I think that we  
6 probably can all agree that there are some that should rise  
7 to the top, school locking hardware, school plans, training  
8 of teachers would be on my short list of everything that  
9 was mentioned today regarding school.

10           Do we want to make some recommendations as a  
11 higher priority to really stand out as a result of this,  
12 not to diminish the others, but I think that we've spent a  
13 lot of time considering these, and I would hate for an  
14 important recommendation like the trusted access, which I  
15 think is high on that list, to get lost in some of the  
16 other maybe beyond the scope of -- or the ability of the  
17 State of Connecticut to deal with, and should we or could  
18 we make some of those a highlight of our work so that it  
19 does get the appropriate attention?

20           CHAIRMAN JACKSON: We can absolutely identify  
21 priorities. What are the priorities thus far? You  
22 mentioned the trusted access program. I know that locks  
23 are of critical importance to Ron. What else do we say if  
24 we get nothing else?

25           COMMISSIONER McCARTHY: And emergency plan and an

1 action guide so everybody in that school knows what their  
2 role is during an emergency, and I don't care who does it,  
3 whether there is a state oversight board to do it or it's  
4 done by the chief of police, the fire chief and the school  
5 superintendent that it gets done. So I think that an  
6 emergency plan for every school setting is important.

7 CHAIRMAN JACKSON: What I will do, and I know it  
8 took a while to go through all of the recommendations, but  
9 what I will do is I will re-aggregate those into a process  
10 and a product so that it becomes really a singular entity I  
11 think. This is what we think it looks like. Now, we may  
12 end up modifying some of the details of it, but we think  
13 this is the right process. We think this is the right  
14 product. And then we'll add in other priority items.

15 Yes?

16 COMMISSIONER McCARTHY: May I suggest that over  
17 the next week that we all take five of the recommendations  
18 in each section. So five under the gun and ammunition  
19 section and five under the school security and make our  
20 recommendation of our top five and then we can see what  
21 kind of overlap there is amongst the board or the  
22 commission.

23 CHAIRMAN JACKSON: I would be happy to receive  
24 that information and interested to see what has risen to  
25 the top among the members around the table.

1 Ron?

2 COMMISSIONER CHIVINSKI: Clarification. Would  
3 that be after you rework these, Scott?

4 CHAIRMAN JACKSON: I don't think it's necessary.  
5 I think that if you take a little bit of time over the  
6 weekend and put together the five that it may instruct how  
7 to re-aggregate some of the safe school items. For  
8 example, if, you know, maybe the program -- the safe  
9 schools program is one piece, but locking doors is its own  
10 item. That's what it falls outside of the program. So it  
11 may end up being developed that way.

12 COMMISSIONER DUCIBELLA: I hate and love the  
13 chief's idea. I hate it because it's the hardest work that  
14 you have to do, but I love it because it focuses your  
15 individual attention and makes you make some executive  
16 decisions. I think it's a great idea.

17 COMMISSIONER CHIVINSKI: I'll do the reflection  
18 on the way home. Hopefully, there's less snow. I can just  
19 give you a gist of where I'm at now with the school safety  
20 stuff. When I really think about it, and I've thought  
21 about this driving back and forth quite a bit, and I tried  
22 to hint at it with Gregg today. Maybe I was more than  
23 hinting. How do you get the stakeholders all together to  
24 really go through these plans to see where the gaps are to  
25 where, you know, what could be improved where there's no

1 territorial boundaries. To see that work is important. To  
2 roll up their sleeves to get on the same page. Maybe I  
3 guess you could summarize and call that number 22. I don't  
4 know. But that's what I keep coming away with as I'm  
5 driving home, going to Cub Scouts. How do you get everyone  
6 working together, collaborating? That's where I am today.

7           CHAIRMAN JACKSON: We can't afford turf issues.  
8 We can't afford to be overly defensive about things that  
9 we've done in the past or said in the past or implemented  
10 in the past. We have a new day, and I think you're  
11 absolutely right, and I think that all of us, and I'm not  
12 talking about the people at this table or the people  
13 involved in that response or the people involved in any  
14 specific response, but it's not -- we have to take this  
15 opportunity to let the past be the past and move ahead with  
16 the knowledge that we've gained in the interim. But  
17 ultimately getting people on the same page is what's  
18 required because a response to a disaster is an all-hands  
19 exercise, and they have to be, they have to be on the same  
20 page. You're absolutely right. The "how" very difficult.  
21 The necessity, very clear.

22                   Anything else on these topics? Kathy?

23           COMMISSIONER FLAHERTY: I'm just wondering, the  
24 testimony that people have been submitting online, do we  
25 have access to that and how can we get it?

1           CHAIRMAN JACKSON: April has stepped out of the  
2 room. I will shoot -- in the next couple of days, I'll  
3 shoot instructions to the members of the commission.  
4 People all over the world are interested in what we're  
5 doing, and there's a lot of stuff in there.

6           I do want to say that some members of the group  
7 have been working hard on putting together some panels  
8 regarding mental and behavioral health. They're very close  
9 to finishing those up. Why don't we keep next Friday open  
10 again for finalization of some items for consideration, and  
11 we'll start to discuss some of the issues around mental  
12 health delivery and strategically how we're going to  
13 approach this very complicated topic.

14           Anything else to come before the panel? Chief.

15           COMMISSIONER SULLIVAN: I'd just like to briefly  
16 say, we have an opportunity that we may not see again in  
17 our lifetime to affect the gun culture in this country, and  
18 if we don't take that opportunity, shame on us.

19           CHARIMAN JACKSON: Alice?

20           COMMISSIONER FORRESTER: I've also been paying  
21 close attention to all of the recommendations that are  
22 coming out from the governor's office and the legislation  
23 and wondering is it our task to echo if we are making those  
24 recommendations that, you know, may be something similar  
25 that legislation has or will someone else be compiling all

1 of that to impress how important it is?

2           CHAIRMAN JACKSON: What you'll have from me  
3 before the next meeting is a supplemental list of items  
4 from the three documents that I referenced earlier that if  
5 it is the will -- I mean, some of it is duplicated and some  
6 of it is not. If it is the will of the panel to act on any  
7 one of these independent suggestions, I think it is an  
8 available opportunity to us.

9           COMMISSIONER McCARTHY: I know that we all know  
10 that people are watching outside this room, and we get  
11 phone calls and emails from them. I think what we heard  
12 from emergency management today demonstrated that there's a  
13 tremendous capacity in the State of Connecticut to respond  
14 to emergency, and the system works very, very well, and I  
15 have to commend them. And I don't want to miss the  
16 opportunity to recognize them again for the work -- and  
17 Wayne was involved in developing that system when he was in  
18 DEMHS, but that system works very well. And I think that  
19 we have -- and at the local level, there's similar effort  
20 right now being paid towards school security, and this is  
21 not a new thing. I think that this -- the incident in  
22 Newtown has focused us on it in a more urgent way, but I  
23 know that at the local level police chiefs are sending  
24 their employees, and before December 14<sup>th</sup> to do school  
25 security assessments, and they are participating. They had

1 already started that process prior to December 14<sup>th</sup>. Chief  
2 elected officials and superintends of school are dealing  
3 with emergency planning on a regular basis, and that effort  
4 is ongoing. And I want to recognize that they're not  
5 waiting for us, but I think that, you know, we can support  
6 some of that work that they're doing and give them some  
7 additional support and make sure that it continues over  
8 time.

9 I just wanted to take a second to recognize the  
10 work that's being done both at the state level and at the  
11 local level because I think there is a lot of work and  
12 support out there for, in particular, the school  
13 initiatives that we're talking about and there's a very  
14 receptive audience and committed audience to that  
15 initiative.

16 CHAIRMAN JACKSON: Thank you. I do want to  
17 highlight on that note that Mr. Vannini was on sight within  
18 minutes. That's exceptional and extraordinary. Now, I've  
19 been mayor for three years now, and have had five federal  
20 disasters. So unfortunately, we're getting far too good at  
21 this, but we have from a municipal level gotten very close  
22 to the State of Connecticut when it comes to Emergency  
23 Management and Homeland Security.

24 Anything else? Friends, thanks for braving the  
25 snow. Thanks for going through the day, and we will see

1 you next Friday.

2 (Hearing adjourned.)

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CERTIFICATE

I hereby certify that the foregoing 193 pages are a complete and accurate transcription to the best of my ability of the electronic sound recording of the meeting of the Sandy Hook Advisory Commission (SHAC) held on March 8, 2013 at 9:30 a.m. at the Legislative Office Building, Hartford, Connecticut.

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Suzanne Benoit, Transcriber

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