

1 JAG NO.: 2015-0655A

2 DEPOSITION OF: GUY M. GRACE, JR. - August 12, 2015

3  
4 IN RE THE ARBITRATION OF:  
5 MICHAEL and DESIREE DAVIS,  
6 Claimants,  
7 and  
8 LITTLETON PUBLIC SCHOOL DISTRICT,  
9 Respondent.

10

11  
12 PURSUANT TO NOTICE, the deposition of  
13 GUY M. GRACE, JR. was taken on behalf of the Claimants  
14 at 950 17th Street, Suite 2400, Denver, Colorado  
15 80202, on August 12, 2015 at 9:36 a.m., before Ellie  
16 K. Liebenow, Registered Professional Reporter and  
17 Notary Public within Colorado.

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2

A P P E A R A N C E S

For the Claimants:  
 MICHAEL J. ROCHE, ESQ.  
 Lathrop & Gage, LLP  
 950 17th Street  
 Suite 2400  
 Denver, Colorado 80202

For the Respondent:  
 STEVE EVERALL, ESQ.  
 Semple, Farrington & Everall, P.C.  
 1120 Lincoln Street  
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 Denver, Colorado 80203

Also Present:  
 Michael Davis  
 Desiree Davis  
 William Woodward  
 Carol Lembke  
 Sarah Goodrum  
 Michael Jones

3

I N D E X

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4

1 WHEREUPON, the following proceedings  
 2 were taken pursuant to the Colorado Rules of Civil  
 3 Procedure.  
 4 \* \* \* \* \*  
 5 GUY M. GRACE, JR.,  
 6 having been first duly sworn to state the whole truth,  
 7 testified as follows:  
 8 EXAMINATION  
 9 BY MR. ROCHE:  
 10 Q. Good morning, Mr. Grace. You and I have  
 11 met before; but for the record, I'm Michael Roche.  
 12 And as you know, I'm representing Claire Davis's  
 13 parents, Michael and Desiree, who are with me today  
 14 along with some other folks, in connection with the  
 15 arbitration that the Davises and LPS have agreed to to  
 16 find out information related to and surrounding  
 17 Claire's murder.  
 18 I wanted to walk through a couple of  
 19 important things at the outset. The first thing is  
 20 what the purpose of this arbitration is and what the  
 21 purpose is not. The purpose is to learn from the  
 22 tragedy that occurred what can be done different, what  
 23 can be done better, where are the areas that need to  
 24 be improved to make schools throughout Colorado safe.  
 25 Do you understand that?

5

1 A. Yes.

2 **Q. Okay. And when I mention what the**

3 **purpose is not, it is not to point fingers or assign**

4 **blame. This is not a lawsuit. Nobody is asking for**

5 **damages or money or anything like that. It really is**

6 **designed to gather information which will result in a**

7 **study that's being done by the folks at the end of the**

8 **table here who work with CU and UNC, respectively; and**

9 **that will go to a legislative committee that was**

10 **created earlier this summer to study school safety,**

11 **okay? So all of my questions are going to be driven**

12 **by those goals and those purposes.**

13 **There's also -- just so you know,**

14 **there's what's called a sequestration order in effect;**

15 **and I suspect Mr. Everall has told you about that.**

16 **But the nuts and bolts are don't talk about your**

17 **testimony with any of the other folks who may be**

18 **witnesses in the case. Do you understand that?**

19 A. Yes.

20 **Q. And then the last thing is just some of**

21 **the sort of mechanical rules of the road for a**

22 **deposition. First, Ellie is going to be taking down**

23 **everything I say, everything you say, everything Steve**

24 **says, or anybody else in the room; okay?**

25 A. Okay.

6

1 **Q. Which means we can only have one person**

2 **talking at a time.**

3 A. Okay.

4 **Q. And that can become difficult because,**

5 **in conversation, you'll know where my question is**

6 **going and you'll want to jump in and answer; and when**

7 **I think you're done, I may speak over you. I'll try**

8 **not to. Do the best you can, and Ellie will slap us**

9 **on the wrist when we do it wrong.**

10 A. Okay.

11 **Q. Next thing is, this is not an endurance**

12 **test. If you want to take a break to talk to Steve,**

13 **talk to Mr. Jones, use the restroom, get a cup of**

14 **coffee, whatever, just tell me. We'll take a break.**

15 **We're going to generally take breaks every hour to an**

16 **hour and a half anyway; but if you need one for any**

17 **reason prior to that, just say the word. Okay?**

18 A. Okay.

19 **Q. My one request is if I've asked you a**

20 **question, will you answer the question before we take**

21 **the break; and then we'll take it before I ask my next**

22 **one, okay?**

23 A. Okay.

24 **Q. And you're doing really well on my next**

25 **instruction which I give to all witnesses, which is we**

7

1 **need verbal responses, not head shakes or uh-huh or**

2 **anything like that; okay?**

3 A. Sure.

4 **Q. And then, finally, the most important**

5 **instruction, there will come a time -- and it's**

6 **happened in every deposition I've ever taken,**

7 **including in every deposition in this case -- where I**

8 **ask a question that doesn't make any sense.**

9 A. Okay.

10 **Q. If you don't understand my question,**

11 **that's my fault, not yours.**

12 A. Okay.

13 **Q. So will you tell me that so I can try to**

14 **fix it?**

15 A. I will.

16 **Q. Thank you. For the record, what is your**

17 **full name and your job title?**

18 A. My full name is Guy Michael Grace, Jr.

19 My job title is director of security and emergency

20 planning for Littleton Public Schools.

21 **Q. And how long have you been the director**

22 **of security and emergency planning for Littleton**

23 **Public Schools?**

24 A. Well, I've been with the school district

25 for 26 years. I have been the head of security since

8

1 1999.

2 **Q. What did you do for the school district**

3 **prior to 1999?**

4 A. I was -- I was a district security

5 officer, a facilitator, and worked my way up through

6 the ranks.

7 **Q. And you've been in the director of**

8 **security and emergency planning since 1999?**

9 A. That's correct.

10 **Q. And what are your job duties as the**

11 **director of security and emergency planning?**

12 A. Well, my main job duties are, if we look

13 at it as a responder to the schools, I respond -- I do

14 a lot of response to de-escalate situations and things

15 in the schools. I oversee the access control, the

16 cameras, the -- I also oversee the emergency planning,

17 such as the Incident Command System, the planning for

18 emergency planning drills, and the other systems that

19 are related to that in a brief synopsis there.

20 **Q. Okay. So I heard, in broad strokes,**

21 **three major areas of responsibility. One is**

22 **de-escalating issues that arise at the schools,**

23 **correct?**

24 A. Mainly I -- since we have school

25 resource officers at our high schools and our middle

<p style="text-align: right;">9</p> <p>1 schools, I primarily -- I'm working in that role a lot  2 with the elementary schools and working a lot with  3 adults and others that -- you know, just issues that  4 may arise inside those schools.  5 <b>Q. Okay. And just to get the broad</b>  6 <b>categories, one is de-escalating incidents that happen</b>  7 <b>at schools.</b>  8 A. Yes.  9 <b>Q. Another broad category is the sort of</b>  10 <b>physical security access, locks, cameras, things like</b>  11 <b>that?</b>  12 A. Not locks. I oversee --  13 <b>Q. Oh, okay.</b>  14 A. -- just door strikes and things. The  15 locks are assigned to the maintenance department.  16 <b>Q. Okay. Security cameras are your</b>  17 <b>bailiwick?</b>  18 A. That's mine.  19 <b>Q. And then the third issue was the</b>  20 <b>emergency response --</b>  21 A. Emergency plans.  22 <b>Q. Okay.</b>  23 A. Emergency plans. That would be things  24 like shelter, evacuation, and just all-hazards  25 approach to schools that might -- the types of</p>	<p style="text-align: right;">11</p> <p>1 <b>as between your department, the school resource</b>  2 <b>officers, and the individual school administrations.</b>  3 A. Well, I will try to.  4 <b>Q. I know it's a broad question.</b>  5 A. That's a very broad question. So if I  6 could describe it on how I would first -- how I would  7 describe it for myself.  8 <b>Q. Yes.</b>  9 A. Basically, I am a -- I would be somebody  10 that is a coordinator, a facilitator; and I try to  11 work between the divisions, between law enforcement,  12 the school district and other individuals, outside  13 agencies and things, to try to come up with solutions  14 to problems that we may be addressing or may be having  15 or, basically, a collaborative response to different  16 types of issues.  17 So in the response of security, if we  18 look at the physical security, my responsibility -- or  19 the security department's would be, as I stated,  20 emergency planning, training, training our staff on  21 the ICS, Incident Command System; the NIMS compliancy  22 with Senate Bill 181 from 2008; the Red Cross  23 training, which is a very big proponent of that,  24 making sure all of our employees are Red Cross  25 trained, understanding how to respond to medical</p>
<p style="text-align: right;">10</p> <p>1 emergencies they may deal with. So it would be  2 natural emergencies such as tornado, lightning,  3 thunderstorms, all the way up to, unfortunately, a  4 lockdown and those types of situations. But it's an  5 all-hazards approach.  6 <b>Q. Okay. And let me ask, do you have any</b>  7 <b>education or formal training in school security or</b>  8 <b>emergency planning?</b>  9 A. I have -- I have taken many courses over  10 the years. I've taken many certifications, access  11 control certifications. At the time when I entered  12 school safety, I entered the -- after the military and  13 after college, that's when I entered school safety;  14 and at the time, there was not a lot of education that  15 you could find in school safety. So it's a field that  16 I decided to be -- get involved in and decided to stay  17 in; so I have enjoyed it, most of it. And that's how  18 it started. So I have kept up-to-date, and I have  19 tried to be all the time up-to-date as possible.  20 <b>Q. Okay. Help me understand -- and the</b>  21 <b>locks are a perfect example of where I think I may be</b>  22 <b>confused. I did not realize that locks were part of</b>  23 <b>building maintenance. I'm trying to understand. So</b>  24 <b>as best you can, let me know where the divisions of</b>  25 <b>responsibilities exist with respect to security issues</b></p>	<p style="text-align: right;">12</p> <p>1 emergencies that may arise; also, CPI, Crisis  2 Prevention Institute, training that we go out and we  3 have kids that are out of control or situations we try  4 to de-escalate. It's not physical restraints, but  5 trying to make sure that our staff and my staff -- and  6 giving that training to every -- you know, providing  7 that training aspect to others in the districts and  8 making it available at all times.  9 So on the emergency planning piece,  10 doing -- coordinating ICS tabletop drills, which is  11 something we do several times a year, helping the  12 schools with planning the lockdown drills that we  13 might do. Also, another important thing is in  14 planning the tornado drills, ensuring that our schools  15 understand interoperability, which is very important  16 for us as well. What I mean by that, radio  17 interoperability is a very important aspect for the  18 school district because it allows all of our schools  19 to communicate during emergencies. And so those are  20 the things I would oversee in that area. But physical  21 security is the cameras, the card readers, like we  22 have all these employees wear the I.D. cards.  23 <b>Q. Okay. Right.</b>  24 A. Making sure that that's running. Right  25 now, we have about 580 cameras. At the time before</p>

13

1 Arapahoe -- the Arapahoe incident, we had about 480  
 2 cameras; so we've added quite a few over to Arapahoe  
 3 High School and then, obviously, in this bond  
 4 construction that we're doing, so I oversee that.  
 5 Now, the locks that I'm involved with  
 6 are the strikes on the doors for the access control  
 7 system; so when I go -- when an employee comes up,  
 8 they swipe their card on that card reader. The strike  
 9 opens the door. That's what I'm responsible for, my  
 10 area is responsible for, the strike, the electronic  
 11 parts of that door, which is in there. And some ADA.  
 12 Like if -- you know, obviously, we have a lot of kids  
 13 that might be handicapped or have physical challenges;  
 14 and our goal is to make our access control system  
 15 allow them to get in and out of the building with ease  
 16 and things. So that would be in the physical security  
 17 side, the cameras, the doors, and motion detectors. I  
 18 don't want to throw that out of there. Like our asset  
 19 protection, when we have a burglary in the school, we  
 20 have door contacts, motion detectors and other things.  
 21 That would be something I'm responsible for too. So  
 22 it's roughly about 5,000 devices that are out there,  
 23 but it's mostly electronic devices.  
 24 **Q. Okay. So what about coordination with**  
 25 **respect to disciplinary or behavioral problems at a**

14

1 **given school? Does that fall into --**  
 2 A. Before Arapahoe High School, no, not --  
 3 seldomly. It would not -- not a -- an issue that  
 4 would be going on at the school, so to say, if I  
 5 would -- if there was something that was deemed to be  
 6 a dangerous situation, I would hear about it; but on  
 7 the general discipline issues, no, I was not in that  
 8 type of a loop before Arapahoe. I am now. One of the  
 9 changes that has happened over the Arapahoe is I am  
 10 now involved in that, and I look through -- I assist a  
 11 team of -- what we call a three-people team. I assist  
 12 the mental health team in addition to the school  
 13 resource officers at the school, and we look through  
 14 every one of the discipline reports from threat  
 15 assessments all the way down to just regular  
 16 discipline reports, you know, Jimmy threw a spitball  
 17 in class. So that's something that's been a major  
 18 change for me in the last two years.  
 19 **Q. Okay. I appreciate that, and we're**  
 20 **certainly going to get into the changes to your**  
 21 **responsibilities as we go. When you talked about**  
 22 **de-escalating at schools, describe that part of your**  
 23 **job. What do you do?**  
 24 A. Well, when I look at -- I look at it as  
 25 when I work at schools -- like, for example,

15

1 elementary schools, we have a very diverse population  
 2 of adults; and sometimes adults can come into schools,  
 3 and often schools are used as battlegrounds by people  
 4 for custody issues and things like that. And what I  
 5 find is often I'm called upon to de-escalate  
 6 situations that may have happened between parents that  
 7 is going on in the schools. So I work with the  
 8 school, the administrator at the school, and I work  
 9 with necessary law enforcement. But my goal is to  
 10 keep a peaceful, safe learning environment in those  
 11 elementary schools when I'm dealing with that. And  
 12 sometimes I deal with that in middle schools as well,  
 13 but -- when I do that de-escalation.  
 14 But another thing I could do is when we  
 15 have a student who has a mental health issue, we have  
 16 kids that might trash a classroom, throw things, do  
 17 things. One of the things that I do is I go there and  
 18 de-escalate those situations quite a bit. What it is  
 19 is get the kid under control in a way that is  
 20 nonviolent and is a way that is very -- how do I  
 21 say -- not overdone but in a way that's very safe for  
 22 everybody involved including that student and myself  
 23 and everybody else in that room.  
 24 **Q. Okay.**  
 25 A. And that happens almost on a daily basis

16

1 for myself.  
 2 **Q. And that's done primarily at the**  
 3 **elementary and middle school level?**  
 4 A. Yeah, pretty much. Most of it is at the  
 5 elementary level and seldom at the middle school  
 6 level. And I might come upon other things, too,  
 7 that -- out and about schools and things that I work  
 8 with. You know, I might work with the Options  
 9 program, which is a school we have around there. I  
 10 work with that school quite a bit, the Redirection  
 11 kids and things. High schools, I -- you know, in  
 12 Heritage, Littleton, and Arapahoe, you know, I'll run  
 13 into kids, you know, different reasons. Most of the  
 14 time it's good stuff, and I'll work with it. But that  
 15 would be my major responsibilities in that area.  
 16 **Q. Okay. And you made an important**  
 17 **distinction as you were talking, obviously, about**  
 18 **the -- your job as it existed prior to the shooting on**  
 19 **December 13th and the changes that have been made**  
 20 **subsequent to that. Am I correct in concluding that**  
 21 **those changes were made because of the shooting?**  
 22 A. Somewhat yes and somewhat no. There was  
 23 also -- one of the things I would say that -- we are  
 24 constantly evolving. And when I look at some of the  
 25 things in my aspects, some of the technology I'm

17

1 involved with with -- that I oversee, I have -- there  
 2 was plans for evolution prior to December 13th, 2013.  
 3 **Q. Fair distinction. But your newfound**  
 4 **involvement in behavioral and disciplinary issues**  
 5 **involving individual students, that was a consequence**  
 6 **or a response to the shooting at Arapahoe?**  
 7 A. Well, when it came to the looking at the  
 8 discipline reports, I've been very involved in  
 9 Safe2Tell and other interventions over the last --  
 10 over my career and doing interventions after hours and  
 11 making sure there's a response from our school  
 12 district after hours.  
 13 **Q. Okay.**  
 14 A. So -- and that would be -- there was  
 15 a -- we've always had involvement, but the discipline  
 16 is something that I've really gotten involved in.  
 17 **Q. Okay. And with respect to -- obviously,**  
 18 **the catalyst for this arbitration is the shooting that**  
 19 **Karl Pierson committed that took Claire Davis's life.**  
 20 **You're familiar with the fact that prior to that, Karl**  
 21 **had threatened to kill Tracy Murphy and was the**  
 22 **subject of a threat assessment performed at Arapahoe**  
 23 **High School?**  
 24 A. I was not aware of that until after the  
 25 shooting.

18

1 **Q. And that was my question. So you had**  
 2 **never met Karl Pierson?**  
 3 A. I have never met Karl Pierson.  
 4 **Q. Never spoke to his parents prior to the**  
 5 **shooting?**  
 6 A. Never spoke to his parents.  
 7 **Q. Never saw the threat assessment that was**  
 8 **performed on him?**  
 9 A. Never saw the threat assessment.  
 10 **Q. Weren't even aware that that threat**  
 11 **assessment had been done?**  
 12 A. No, I was not aware of that.  
 13 **Q. Let's talk now a little bit about sort**  
 14 **of the chain of command, if you will. Who do you**  
 15 **report to?**  
 16 A. I report to the assistant superintendent  
 17 of business services and operations.  
 18 **Q. And who is -- which assistant is that?**  
 19 A. Diane Doney.  
 20 **Q. Okay. And how many people report to**  
 21 **you?**  
 22 A. I have about 12 people who report to me,  
 23 and they are district security officers. They work at  
 24 the educational service center.  
 25 **Q. Okay. So they're all over on Crocker**

19

1 **Street?**  
 2 A. Over on Crocker Street, yes, sir.  
 3 **Q. Okay. And what about the -- I've heard**  
 4 **them referred as a campus supervisors or campus**  
 5 **security officers?**  
 6 A. That would be a correct term. The  
 7 official job title would be campus supervisors.  
 8 **Q. And do they report up through your chain**  
 9 **of command?**  
 10 A. They do not report to my -- into my area  
 11 at all.  
 12 **Q. Okay. Do they report strictly within**  
 13 **the building?**  
 14 A. They report to -- they typically report  
 15 to an assistant principal who is assigned security  
 16 duties at the school.  
 17 **Q. And at Arapahoe at the time of the**  
 18 **shooting, that was Darrell Meredith?**  
 19 A. I believe, yes, sir.  
 20 **Q. And what was your sort of interaction or**  
 21 **working relationship with the assistant principals at**  
 22 **the high schools when it came to security?**  
 23 A. Well, my -- the majority of the work --  
 24 or the communication I would be working with is  
 25 coordinating the lockdown drills or ICS drills.

20

1 Another would be the maintenance of the electronic  
 2 card system, card cameras -- or camera systems and  
 3 other devices as well that were in the -- through  
 4 the -- that if something broke, getting it fixed if a  
 5 card reader wasn't working. If personnel needed new  
 6 cards, if people needed new pamphlets or training  
 7 materials, those would be the things that I would --  
 8 my team would provide. Things that were -- at the  
 9 time, just before the shooting, was we were starting  
 10 to do CPI training for the district and the Red Cross  
 11 training; so those would be things like I'd be  
 12 coordinating to those people too to see if they had  
 13 security personnel that want to -- needed to attend  
 14 our courses and that we could provide to them and the  
 15 training we could provide for them.  
 16 **Q. Okay. With the policies and procedures**  
 17 **that were in place at LPS prior to the shooting,**  
 18 **should you have been informed of the threat that Karl**  
 19 **Pierson made against Tracy Murphy?**  
 20 A. At the time, the way I understood the  
 21 threat assessments, it was on mediums and highs; and  
 22 that would have -- that would have been forwarded to  
 23 me if it was a medium or high. But I understand that  
 24 that was a low, so it was not forwarded to me.  
 25 **Q. Okay. And that helps me understand the**

21

1 policy prior to the shooting was --  
 2 A. That's correct.  
 3 **Q. -- you, the security department, would**  
 4 **be told of medium and high-risk --**  
 5 A. That's correct.  
 6 **Q. -- threats, but not the lows?**  
 7 A. That's correct.  
 8 **Q. Okay. So I take it the answer to my**  
 9 **question then is given that it was a low, there was no**  
 10 **policy for you to be told about it?**  
 11 A. There was no policy, no.  
 12 **Q. And when you are told -- and, again, I'm**  
 13 **looking at the preshooting time period right now.**  
 14 **When a medium or high-level threat is shared with your**  
 15 **department, what are you supposed to do with it?**  
 16 A. What I do with it is I talk --  
 17 MR. EVERALL: Wait a second. Is this  
 18 before the shooting?  
 19 MR. ROCHE: Yes.  
 20 A. Yes. Yeah. Okay. Before the shooting,  
 21 okay. So what I -- you know, what I would do if I got  
 22 that notification is I would reach out to the school  
 23 administrator. I would ask some questions that are  
 24 relevant to the situation. The other -- I'd work with  
 25 the SRO. I would communicate with the SRO. If there

22

1 was -- let's say it was at an elementary school where  
 2 we did not have an SRO. I would reach out to the  
 3 command staff at the police department; and I would  
 4 talk to them about the situation, let them know.  
 5 There would be -- also, there might be a coordination,  
 6 depending on our discussions and things like that,  
 7 that I might send a -- I might ask for the police  
 8 department to coordinate a welfare check on that  
 9 individual if there was a threat, and that welfare  
 10 check would go on; and we would just follow up on it  
 11 depending on what type of threat we were dealing with.  
 12 **Q. And when you're talking about a welfare**  
 13 **check, you're talking about sending --**  
 14 A. A safety and security -- a safety check.  
 15 **Q. -- some law enforcement personnel to**  
 16 **that student's home?**  
 17 A. That's correct.  
 18 **Q. And that's something that you've done**  
 19 **many times in the past?**  
 20 A. I've done -- I have done it many times  
 21 through Safe2Tell on only a few violent tips, but  
 22 many, many suicidal situations or information that I  
 23 have received or follow-ups. I've done it many times.  
 24 Either one is a very terrible situation. You know,  
 25 they're all stressful.

23

1 **Q. Absolutely.**  
 2 A. But the suicide is the most common.  
 3 Threats, very seldom. But they are -- you know, when  
 4 I had them, I have taken them very seriously, just as  
 5 seriously as I take a suicide threat.  
 6 **Q. So when -- I take it -- well, let me**  
 7 **just ask it openly. Was it in this preshooting time**  
 8 **period your standard practice if you were made aware**  
 9 **of a credible suicide threat or violent threat to**  
 10 **arrange a welfare check of the student's home?**  
 11 A. It would be depending on -- let's say  
 12 that there was a violent threat -- or it was handled  
 13 at the school with the administration, maybe the  
 14 mental health people that are there, and the law  
 15 enforcement is there at the school. Then there might  
 16 not be that necessity for a welfare check. But  
 17 sometimes there would be necessities for weapons, you  
 18 know, what we call a safety check, to go to the house  
 19 and make sure that everything is safe and -- with that  
 20 individual there. And that would be something I would  
 21 coordinate -- would help coordinate to take place if  
 22 it was deemed necessary, and that deemed necessarily  
 23 is from a group of people.  
 24 **Q. Okay. And what group of people is**  
 25 **involved in making --**

24

1 A. Typically it would be --  
 2 **Q. Let me finish the question.**  
 3 A. I'm sorry.  
 4 **Q. That's okay. It happens.**  
 5 A. I'm sorry.  
 6 **Q. What group of people -- and I guess I'll**  
 7 **ask the question for both the pre and post shooting**  
 8 **time period. What group of people makes the decision**  
 9 **whether or not to ask law enforcement to perform a**  
 10 **welfare or safety check?**  
 11 A. Well, let me just say before the  
 12 shooting, if it -- typically, if I was involved, the  
 13 law enforcement was involved, okay. So as I've  
 14 stated, I would reach out. I would say to the law  
 15 enforcement officer this is what we're dealing with at  
 16 the time. It would be the SRO or maybe the commander  
 17 or somebody that's a supervisor if it was like an  
 18 elementary school that did not have an SRO. So that  
 19 was there. That piece was there. And then I would  
 20 work with the principal or the assistant principal  
 21 that was there that was working on the situation, and  
 22 that could also include a counselor or a psychologist,  
 23 another individual at the school as well. And then I  
 24 would also communicate directly to our student  
 25 support -- our -- like our head -- I would call them

25

1 like the head psychologist or the head mental health  
 2 person. And that was somebody that was always on --  
 3 is always on my phone list and e-mail list at all  
 4 times for the things I deal with.

5 **Q. Okay. And what about in the post**  
 6 **shooting period? Who makes the collective decision**  
 7 **whether or not to request --**

8 A. Well, if it comes in on a Safe2Tell, I  
 9 make the decision right away at 2 o'clock, 3 o'clock  
 10 in the morning. I call the police. And whatever  
 11 information I get, I ask for a welfare check to be  
 12 done; and that welfare check takes place at that time.  
 13 If it's during the daytime, if there's a threat  
 14 discovered, then that's something that will be worked  
 15 out through the school and it goes up to -- at the  
 16 school and it works up to myself, Nate Thompson, who  
 17 is the director of social and emotional wellness or --  
 18 I'm not sure of his title. I apologize.

19 **Q. Yeah. No, I know.**

20 A. It's a heck of a title. But he -- what  
 21 we do is we work very closely together. And so in  
 22 the -- we are working -- so the school is working that  
 23 out. I'm working that out, but I'm also communicating  
 24 with other necessary, so to say -- maybe the commander  
 25 of the SROs or supervisor of the school resource

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1 officers, the SRO; and we're just making sure that all  
 2 of our bases are covered. We're making sure that we  
 3 have a proper response; and we're making sure that --  
 4 you know, that that kid's mental health needs are  
 5 served and also the school is safe. That's our most  
 6 important goal and ongoing. So what post -- now what  
 7 has happened is we have -- I'm part of that -- there's  
 8 a trio, two -- three of us.

9 **Q. Okay. Who are the three people?**

10 A. It would be Bryan Jesse. He's a  
 11 coordinator. Again, his title, I apologize,  
 12 everybody.

13 **Q. Okay.**

14 A. He's like -- he's the coordinator over  
 15 the psychologists, and then Nate Thompson is the  
 16 director. And every Tuesday morning we meet for  
 17 several hours. We go over our threat assessments and  
 18 all of the discipline reports, all of the things that  
 19 come in from the schools; and we're analyzing those  
 20 things. And then when we analyze those things, then  
 21 we reach out to the schools; and if it becomes a  
 22 high-level threat or a medium-level threat, we also  
 23 have -- we could be calling in those kids that -- the  
 24 student relevant and meeting with -- also meeting with  
 25 the principal, the assistant principal, school

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1 psychologist, the counselor, the school resource  
 2 officer, and the parents of that individual in the  
 3 district office and going through the threat  
 4 assessment and the other things that are concerned.

5 Now, we have done threat assessments  
 6 for, you know, physical threats; but we have also done  
 7 recently a threat assessment on an individual for  
 8 suicide. And that was because he had multiple outside  
 9 the district, and I had done three interventions with  
 10 Safe2Tell with him over the last six months. So we  
 11 called him in. We just are following up and trying to  
 12 reach out. So it's a lot of effort and it's a lot of  
 13 work; but it's worth it, I believe.

14 **Q. Okay. What can you tell me about who**  
 15 **made the decision and how the decision was made after**  
 16 **the shooting to include the security department in the**  
 17 **threat assessment and disciplinary process?**

18 A. Well, I would say that we were included  
 19 but it was revised. What I believe is, it's a  
 20 transition from old leadership to new leadership; and  
 21 the new leadership had a plan before December, in my  
 22 opinion -- this is just an opinion -- before 2013 to  
 23 include us more. So I was more -- more involved in --  
 24 was being gradually included in more of the aspects in  
 25 that area.

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1 **Q. Okay. So go ahead.**

2 A. Okay. So if we look at that, the  
 3 decision was -- I believe when Arapahoe happened, it  
 4 accelerated the process, the shooting did.

5 **Q. When you refer to "old leadership," who**  
 6 **are you referring to?**

7 A. Well, I wouldn't say -- it's all general  
 8 old leadership in the district.

9 **Q. I'm asking for names.**

10 A. Well, I would say the old mental health  
 11 people. It's a transition that has happened over  
 12 various individuals in the district. I can't  
 13 specifically say a process that is constantly  
 14 evolving.

15 **Q. Okay. Well, you referred to old**  
 16 **leadership and new leadership. I'm asking --**

17 A. What I mean is --

18 **Q. -- who the people are.**

19 A. I'd like to clarify that with you.

20 **Q. Sure.**

21 A. Old practices. Old practices.

22 **Q. Okay.**

23 A. Old guidelines.

24 **Q. Who was the head of the school**  
 25 **psychology -- school psychologists at LPS prior to the**



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1 **shooting?**  
 2 A. Well, it would be Melissa Cooper; and  
 3 she's still there.  
 4 **Q. And she's still there?**  
 5 A. Yes, she is.  
 6 **Q. So there hasn't been a change in the**  
 7 **leadership of the school counseling or psychologists?**  
 8 A. Well, Nate Thompson has stepped up into  
 9 a different role --  
 10 **Q. Okay.**  
 11 A. -- to the system as well. I would --  
 12 that's what I -- that's what I'm describing. And Nate  
 13 Thompson is the one that has pulled us in more so.  
 14 **Q. Okay.**  
 15 A. Okay.  
 16 **Q. Prior to December of 2013, did the**  
 17 **security department that you led -- or lead have any**  
 18 **responsibility for training school administrators or**  
 19 **faculty members on how to perform threat assessments?**  
 20 A. The only -- the involvement -- I would  
 21 attend those threat assessment training sessions, some  
 22 of them; and the ones that Nate would produce and what  
 23 I would talk about would be -- in that training would  
 24 be about the help that LPS security could provide by  
 25 coordinating with law enforcement and facilitating

30

1 those welfare checks and other -- and putting up  
 2 safety plans and other concerns as well. That would  
 3 be what my area of expertise would have been, yeah.  
 4 **Q. Okay. But Nate Thompson and his group**  
 5 **were primarily responsible at LPS for training --**  
 6 **A. On threat assessments, correct.**  
 7 **Q. -- on threat assessments?**  
 8 A. As I stated before, my primary  
 9 responsibility was the ICS, Incident Command System.  
 10 **Q. Okay. Now you also have mentioned a**  
 11 **couple of times something called the Crisis Prevention**  
 12 **Institute training. Tell me, what is that. That's**  
 13 **another term I've heard before in this process.**  
 14 A. Well, CPI is very important. It's like  
 15 a -- CPI is a very important standard for us to have,  
 16 and it mostly deals with -- dealing with  
 17 de-escalation, not threat assessments but  
 18 de-escalation of situations, verbal, and the proper  
 19 use of physical restraint. And it's very important  
 20 for us in schools to have that because it emphasizes  
 21 the de-escalation and trying to -- in my opinion, we  
 22 emphasize de-escalation and trying to do away with  
 23 violent activity that might be going on in the  
 24 schools. Like, for example, an out-of-control kid in  
 25 the school, it's not about handcuffing and putting

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1 restraints on him. It's getting them to comply and  
 2 nonphysical -- the least amount of force to get a  
 3 peaceful resolution to it. So that's what CPI is.  
 4 It's a standard that a lot of schools use for their  
 5 training, and it helps them to -- the standard if, you  
 6 know, you don't exceed the CPI, it's -- the training  
 7 and the certifications are very important. It's like  
 8 what law enforcement do in their restraints. It's  
 9 what school employees would take for what they have to  
 10 do, their certification when they have to deal with  
 11 disruptive students.  
 12 **Q. Okay. But it's not directed at --**  
 13 A. No, it's not directed at threat  
 14 assessments.  
 15 **Q. Okay. I appreciate that. Has your**  
 16 **department taken on a more active role in the**  
 17 **development of threat assessments or the training on**  
 18 **threat assessments since the shooting?**  
 19 A. I would say it is the -- being involved  
 20 is not the training, but being involved -- attending  
 21 the training, but being involved in helping and  
 22 providing services and other -- the things as I  
 23 mentioned before, the things that we can do, the  
 24 coordination, the working with the law enforcement,  
 25 getting a response going. And that's a 24/7/365

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1 response, not -- not just because school is in  
 2 session. You know, let's just -- hey, the doors shut  
 3 at 5 o'clock. It's -- no, it's -- because emergencies  
 4 arise all the time, 24/7/365. And that's what we're  
 5 there for, to help coordinate and communicate and get  
 6 these things rolling right away.  
 7 **Q. All right. Will you take a look at**  
 8 **Exhibit 4. It's in this first notebook. Have you**  
 9 **seen Exhibit 4 before?**  
 10 A. I have attended -- I have attended the  
 11 threat assessment presentation that Nate Thompson had  
 12 put up; and this would be it, I believe.  
 13 **Q. Okay. And I think that answers my first**  
 14 **question, which is: Did you have any involvement in**  
 15 **the preparation of this slide deck?**  
 16 A. No, but there -- I believe there is a  
 17 spot where I talk somewhere in here. I just talk  
 18 about the role of what security can do to help when  
 19 you are dealing with these situations.  
 20 **Q. Okay.**  
 21 A. And that's where I -- that was my part  
 22 of it. I don't know what page that is.  
 23 **Q. I'm not finding it right now.**  
 24 A. I think it's toward the end, if I  
 25 recall.

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1           **Q. Yeah. Let me --**  
 2           A. Okay. Safe2Tell was something I did  
 3 talk about.  
 4           **Q. Okay, right. And I think that's where**  
 5 **it is. But I want to -- unfortunately, these**  
 6 **aren't --**  
 7           A. Okay. Yes. That would be the page  
 8 where this was kind of -- this was my page. That was  
 9 it.  
 10           **Q. All right. Let me just see which page.**  
 11 **You're on the Safe2Tell page, right?**  
 12           A. Yes. Yes, sir.  
 13           **Q. I'm a little bit earlier in the book**  
 14 **than that, which is the page that is "What does**  
 15 **effective threat assessment look like?" It's about**  
 16 **eight or ten pages in.**  
 17           MR. EVERALL: It may be a faint Bates  
 18 stamp.  
 19           A. Okay. And there was a --  
 20           **Q. (BY MR. ROCHE) Oh, yeah, there is.**  
 21 **It's the picture with Inspector Clouseau in the lower**  
 22 **right corner, 483.**  
 23           A. Page 3?  
 24           **Q. Page 483. If you look -- there you go.**  
 25 **See, there's that very hard-to-read number.**

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1           A. Oh, 483. Okay. There we go.  
 2           **Q. This is the page, "What does effective**  
 3 **threat assessment look like?" Do you see that?**  
 4           A. Yes, I do.  
 5           **Q. And you said you attended this training?**  
 6           A. Yes.  
 7           **Q. Okay. First thing listed is, School**  
 8 **Community is Aware of Early Warning Signs and**  
 9 **Reporting Procedures. Do you see that?**  
 10           A. Yes, I do.  
 11           **Q. Can you tell me, did your department**  
 12 **have any involvement in making sure that the school**  
 13 **community was aware of early warning signs and**  
 14 **reporting procedures?**  
 15           A. What -- as I stated in my past  
 16 statement, the early warning would be if I received  
 17 that information. So I would say that if I was to be  
 18 the warner, it would be something as somebody called  
 19 in that information from Safe2Tell or a parent or a  
 20 student called in that information to LPS security.  
 21 So I would be the one making people aware of those --  
 22 of the alert at that time. That would be my  
 23 involvement. If it was in the school, I was part --  
 24 and I was called upon, I would have been part of the  
 25 team to come up with a plan to address this situation.

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1           **Q. Okay. And I guess my question is a**  
 2 **little bit more focused than that.**  
 3           A. Sure.  
 4           **Q. Can you tell me who within LPS had**  
 5 **primary responsibility for making sure that the school**  
 6 **community was aware of early warning signs and**  
 7 **reporting procedures?**  
 8           A. Well, I'm not -- to be honest, I'm not  
 9 understanding the question. Would it be if -- that's  
 10 such a broad question to me. Early warning signs,  
 11 would that be of a specific individual in a school?  
 12 Is that what your question would be?  
 13           **Q. Well, no. You're familiar with -- I'll**  
 14 **find it for you. There have been a number of studies**  
 15 **done that talk about early warning signs for school**  
 16 **violence and things like that.**  
 17           A. Right, like gun -- looking at guns and  
 18 things and looking on the Internet.  
 19           **Q. And there's --**  
 20           A. Words, using words, things, yes.  
 21           **Q. Correct.**  
 22           A. Yes.  
 23           **Q. And there's lists of early warning**  
 24 **signs, correct?**  
 25           A. Correct.

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1           **Q. My question is: Who within LPS was**  
 2 **responsible for making sure that the school community**  
 3 **was aware of those early warning signs and reporting**  
 4 **procedures?**  
 5           A. Okay. That's clarified for me.  
 6           **Q. Okay. Good.**  
 7           A. That would be -- that would be the  
 8 training that was provided by our mental health teams.  
 9           **Q. So that would have been Nate Thompson --**  
 10           A. That's correct.  
 11           **Q. -- and his group was responsible for**  
 12 **this?**  
 13           A. That's correct.  
 14           **Q. Okay.**  
 15           A. Now, to be correct, too, as well, not on  
 16 threat assessments, but we would put out information,  
 17 flyers to our school communities as well as, you know,  
 18 helpful tips, not regarding threat but things that  
 19 could be in that line, too, from LPS security, just  
 20 general information, tips, and -- and other things  
 21 that -- you know, tips for our employees, not -- you  
 22 know, all employees have a security responsibility.  
 23           **Q. And I understand that. So I appreciate**  
 24 **that clarification. Who within LPS was responsible**  
 25 **for establishing threat assessment teams in each**

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1 school?  
 2 A. Prior or after?  
 3 **Q. Prior to and after. We'll break it into**  
 4 **two questions.**  
 5 A. I believe that would be on -- our mental  
 6 health team would be Nate Thompson and Melissa Cooper.  
 7 **Q. And that was district-wide or**  
 8 **individually by each school?**  
 9 A. Well, individually they would be -- they  
 10 would set -- they would set the guidelines, the  
 11 recommended person titles by titles, I believe; but  
 12 that -- who would be involved on that would be set up  
 13 by the school. Now, as we say, in a -- a threat  
 14 assessment team at the school is -- what I understand,  
 15 it is done by the school just like the incident  
 16 command team that we have that responds to the  
 17 all-hazards drills is set by the school. I don't set  
 18 them, but I give titles and things to them; so I  
 19 believe that would be the same way that Nate -- Nate  
 20 and his team set it up as well.  
 21 **Q. Okay. And then I take it those**  
 22 **established threat assessment teams would be**  
 23 **responsible for the next items on this list, timely**  
 24 **response to imminent and emerging threats; correct?**  
 25 A. That's correct.

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1 **Q. Same for the systematic process to --**  
 2 **well, actually, strike that.**  
 3 **Did LPS have a systematic process to**  
 4 **assess levels of concerns in the threat assessment**  
 5 **process prior to December of 2013?**  
 6 A. In my opinion, they did.  
 7 **Q. What was that systematic process to**  
 8 **assess the level of concern?**  
 9 A. Well, the systematic -- if I look at the  
 10 systematic process would be the -- when a student --  
 11 or there is a concern that has been detected and/or  
 12 there's an action from that person showing signs of  
 13 violence or imminent threat, I always believe that we  
 14 are -- our team at the school, the principal and  
 15 assistant principals, mental health individuals would  
 16 set up and address those concerns and work -- work  
 17 with the school resource officers, if it was needed to  
 18 be; and they were all working together and working on  
 19 that.  
 20 Now, the things that I have put forward,  
 21 as I stated, that came into our security office, they  
 22 always -- I always followed up because I was involved  
 23 and I always made sure that they were -- that we were  
 24 responding to them. And I always -- I was always  
 25 satisfied that they -- that the students' concerns

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1 were being addressed when I was involved.  
 2 **Q. Okay.**  
 3 A. And that's my observation.  
 4 **Q. Well, let me ask it a different way. I**  
 5 **understand there was a uniform template that was used**  
 6 **within LPS for all threat assessments prior to 2013;**  
 7 **right?**  
 8 A. That's correct.  
 9 **Q. And that form has changed somewhat since**  
 10 **the shooting?**  
 11 A. Somewhat, yes, it has.  
 12 **Q. But not significantly?**  
 13 A. No.  
 14 **Q. Prior to December of 2013, there was no**  
 15 **established group of people who looked at all of the**  
 16 **threat assessments to make sure they were being done**  
 17 **consistently and uniformly; correct?**  
 18 A. I don't -- I cannot answer that. In my  
 19 observation, the mediums and highs were being looked  
 20 at by the district admin and not the lows. That's how  
 21 I understand it.  
 22 **Q. Okay. But at least with respect to the**  
 23 **threat assessments that resulted in a low-risk**  
 24 **finding, those were not being reviewed for**  
 25 **consistency, accuracy, or anything else on a district**

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1 **level?**  
 2 A. I cannot -- I cannot say. I do not  
 3 know. The mediums and highs, as I stated, I would see  
 4 them and I would look at them and I would follow up on  
 5 them.  
 6 **Q. Who else would look at the medium and**  
 7 **high-level threat assessments besides you --**  
 8 A. Well, up --  
 9 **Q. -- at the district?**  
 10 A. Oh, there was -- there were several  
 11 people. It would have been the -- it would have been  
 12 the -- Nate Thompson's position, Melissa Cooper's, the  
 13 assistant superintendent of learning services prior to  
 14 2010. Those were -- have been the individuals that  
 15 would have looked at those, at those threat  
 16 assessments. Now, again, if -- as stated, if it comes  
 17 to the security office, it was always looked at, what  
 18 we can do about it.  
 19 **Q. Okay. And as far as you understand, the**  
 20 **threat assessment that was done on Karl Pierson was**  
 21 **never transmitted to anyone at the district?**  
 22 A. I don't believe it was.  
 23 **Q. Because it was a low-risk threat**  
 24 **assessment?**  
 25 A. I don't believe it was.

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1 **Q. If you had seen Karl Pierson's threat**  
 2 **assessment, setting aside the ultimate finding, would**  
 3 **you have requested a welfare or safety check?**  
 4 A. If it would have come to the -- when it  
 5 came to the security office, yes, we would have. We  
 6 would have coordinated with -- if it would have come  
 7 in after hours, okay, then my decision would have been  
 8 a welfare check at his house, ask him what's going on.  
 9 **Q. Okay. The next item on this page that**  
 10 **we're looking at in Exhibit 4 talks about developing a**  
 11 **safe and caring culture. Do you see that? It's one**  
 12 **of the bullet points right at the bottom.**  
 13 A. Okay. Yes, I see that.  
 14 **Q. Okay. Do you know, has Arapahoe**  
 15 **High School ever done a culture survey?**  
 16 A. Again, the culture survey -- I would  
 17 look at -- I have seen things before the shooting such  
 18 as lesbian, gay, if you're talking that -- there  
 19 was -- I've seen some outreaches in there, in that  
 20 area. I've seen some outreaches in diversity and some  
 21 culture -- cultural and gender things. I've seen  
 22 that. If you're talking about culture, those are the  
 23 types of things I've seen, inclusiveness. I've seen  
 24 some things present -- not -- what I've seen is these  
 25 things come up on our Web site or training

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1 opportunities or awareness or looking at the student's  
 2 paper or other correspondence.  
 3 **Q. Right. And I'm asking a little bit**  
 4 **different question.**  
 5 A. Sure.  
 6 **Q. I appreciate what you're saying. But**  
 7 **what I'm asking about is, are you aware, has Littleton**  
 8 **Public Schools or Arapahoe High School done a survey,**  
 9 **that is, send a form out to students, parents, faculty**  
 10 **members?**  
 11 A. I am not aware of a -- of a survey, no.  
 12 **Q. Okay. Let me jump ahead to the**  
 13 **Safe2Tell slide that you were looking at.**  
 14 A. Sure.  
 15 **Q. Which is page 491.**  
 16 A. Okay.  
 17 **Q. You said that this was the portion of**  
 18 **this training presentation that you actually**  
 19 **delivered?**  
 20 A. Yes.  
 21 **Q. Okay. And I take it Safe2Tell falls in**  
 22 **your area of responsibility?**  
 23 A. It is.  
 24 **Q. Can you tell me, what training does LPS**  
 25 **provide to its faculty and staff on Safe2Tell?**

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1 A. Well, one of the -- one of the things  
 2 that I do is when -- my Incident Command System  
 3 training, I go out to the schools and I talk about  
 4 Safe2Tell with the schools; and I also talk about how  
 5 valuable a tool it is. And to me, I've seen it save  
 6 many lives; and so I'm a heck of a proponent of it,  
 7 all right? I know there's some people who say there's  
 8 a small chance that somebody is going to use it to get  
 9 another person in trouble or use it maliciously, but  
 10 I've actually seen the system where -- where we've  
 11 made -- or activated our crisis team after hours and  
 12 we have had kids that were literally hanging on ropes.  
 13 And the police went over there and knocked on the  
 14 door. They -- they saved that kid's life right there  
 15 and then. That's happened several times since we've  
 16 been using that system.  
 17 **Q. So --**  
 18 A. But -- go ahead. Go ahead.  
 19 **Q. No, no. Well, you said you go out to**  
 20 **the schools to talk about Safe2Tell. So I'm very**  
 21 **interested in -- because I'm a big proponent of**  
 22 **Safe2Tell as well.**  
 23 A. Okay.  
 24 **Q. I'm very interested to know what kind of**  
 25 **training LPS provides to the faculty and staff about**

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1 **Safe2Tell.**  
 2 A. Okay. So -- and this is something  
 3 that -- beforehand that we would talk about Safe2Tell  
 4 with our threat assessment teams that were in hand  
 5 there. We would also have -- our school resource  
 6 officers would also be filling in our staff as well  
 7 about the Safe2Tell program, and they would also  
 8 see -- I don't want to call it propoganda, but it kind  
 9 of is. But we would put a lot of flyers out at the  
 10 schools. We would put the Safe2Tell on the -- you  
 11 know, the display screens inside the schools. Or  
 12 like, for example, in Arapahoe, they would have a  
 13 display screen in the cafeteria showing Safe2Tell, the  
 14 numbers to call, and then in the counseling offices.  
 15 Another thing that it would do, when I would go out  
 16 and talk to kids like in the elementary and middle  
 17 schools, I would talk about Safe2Tell even to -- to  
 18 the kids to promote the program to say it's not  
 19 ratting out your friends, but it's something to --  
 20 that you can use when you're not feeling safe at  
 21 school.  
 22 **Q. Do you have -- do you have a set**  
 23 **schedule that you use to provide training to -- I'm**  
 24 **going to break it into two parts that you're talking**  
 25 **about. First, training for faculty members, how often**

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1 **is that done at the different schools in LPS on**  
 2 **Safe2Tell?**  
 3 A. Well, I try to do this where I go to the  
 4 teachers and it's passed on from the staff at the  
 5 school to the students or it's passed on from the  
 6 school resource officers to the students.  
 7 **Q. Okay.**  
 8 A. So what I do is I -- and I do. I ask to  
 9 come in -- like today before this proceeding, I was  
 10 scheduled to go to the charter schools today and talk  
 11 about ICS but also Safe2Tell and lockdown drills and  
 12 other -- you know, other things that the teachers  
 13 should be aware of. So that's how I do it. I go out  
 14 there, get the awareness up there, and try -- and then  
 15 do this on a consistent basis. I also include these  
 16 things, too, like in our tabletop drills and things.  
 17 I'll have -- when we do our drills, our all-hazards  
 18 drill, I might have a scenario where a Safe2Tell  
 19 report comes in. What does the staff do with it? I  
 20 think it's very important because it also gets the  
 21 awareness of all those people, all those people that  
 22 are in that ICS team at the school to be aware of what  
 23 that program or the importance of it is. But when I  
 24 look at kids and things, you know, I have not talked  
 25 to all the kids; but I know our school resource

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1 officers are doing that.  
 2 **Q. Well, and that's the next question that**  
 3 **I wanted to ask is: It sounds, from what you've just**  
 4 **said, like you make an effort to talk to faculty at**  
 5 **the different schools about Safe2Tell?**  
 6 A. And kids when I'm invited to speak to  
 7 the kids.  
 8 **Q. And that's my next question. Does LPS**  
 9 **have a policy in place to train students on Safe2Tell?**  
 10 A. I am not aware of that policy.  
 11 **Q. Okay.**  
 12 A. But I believe it is a practice that we  
 13 have been doing. I have been told from Safe2Tell in  
 14 the past, even before the shooting, that we had more  
 15 Safe2Tell reports than other school districts.  
 16 **Q. Okay. So what training does LPS provide**  
 17 **to its students on Safe2Tell?**  
 18 A. Well, we do -- so our administrators at  
 19 the schools will go to the -- will have -- will gather  
 20 the groups of kids up by classes; and they'll have a  
 21 presentation on Safe2Tell. And what they do is they  
 22 pull those Safe2Tell materials off the Safe2Tell Web  
 23 site, the training materials. They show the movies to  
 24 the kids at the school, and then they have a  
 25 discussion about it; and I've been called in to speak

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1 about the importance of the Safe2Tell using those  
 2 video -- training videos.  
 3 Now, as far as the school resource  
 4 officers, they -- they talk about the Safe2Tell at  
 5 their schools and use the same materials they're  
 6 provided by the Safe2Tell Web sites as well. I  
 7 believe there's a couple YouTube videos out there; and  
 8 I believe we used one at the end of the last school  
 9 year for several schools that were doing it, and it  
 10 was very positive. And I could tell you, when we ran  
 11 that video, we had -- that week, there was quite a --  
 12 there was several more Safe2Tell reports that came in  
 13 than usual.  
 14 **Q. Now, you talked about sometimes you're**  
 15 **invited to the schools to talk about Safe2Tell; right?**  
 16 A. Um-hum.  
 17 **Q. I take it that's just sort of at the**  
 18 **discretion of the school administrators at that**  
 19 **particular school?**  
 20 A. It's at their discretion, yes, it is.  
 21 **Q. Can you tell me, how often have you been**  
 22 **brought to Arapahoe High School to present to the**  
 23 **students on Safe2Tell?**  
 24 A. I have never been brought to the school  
 25 to present there.

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1 **Q. What about at Heritage High School?**  
 2 A. I did some -- a discussion with one of  
 3 the -- one of the PTO groups, multiple of the PTO  
 4 groups about Safe2Tell. I've met over there, and I've  
 5 met with the staff about -- several of the staff  
 6 members about that as well, but not the students, no.  
 7 Typically, the SROs are the ones that are responsible  
 8 for that aspect of the training. If you don't have  
 9 that SRO at your school, then I would be that person  
 10 that you could contact to coordinate with the SRO to  
 11 provide training; or if they cannot, I can also do the  
 12 presentation for the Safe2Tell, the awareness factor.  
 13 **Q. Do you know whether the SRO at Arapahoe**  
 14 **High School has ever been invited to do a presentation**  
 15 **to the student body at Arapahoe High School --**  
 16 A. I do not.  
 17 **Q. -- on Safe2Tell?**  
 18 A. I do not know.  
 19 **Q. And I take it, again, there's no formal**  
 20 **policy or schedule in place to train the students at**  
 21 **Arapahoe High School on the Safe2Tell program; is that**  
 22 **right?**  
 23 A. There is nothing from the district, no.  
 24 **Q. Do you know whether or not there was**  
 25 **ever a Safe2Tell call made about Karl Pierson?**

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1 A. If there was a Safe2Tell call about Karl  
 2 Pierson -- there was never one made. But if there  
 3 was, I would have heard about it and I would have  
 4 responded immediately to it.

5 **Q. Okay. And help me understand just the  
 6 mechanics of that. If a call comes in about a kid --  
 7 and it's, obviously, anonymous -- that they say, I'm  
 8 calling because I'm concerned about Karl Pierson, how  
 9 does that call make its way to you?**

10 A. Well, Safe2Tell, I have my whole network  
 11 at my house set up, including my computers and my  
 12 phone, to wake me up immediately. And I also have --  
 13 and what it is is -- it really does work. I get about  
 14 five calls, six calls a week, typically, in the school  
 15 year; and they come in at 2 o'clock, 3 o'clock,  
 16 4 o'clock in the morning. And what they do is --  
 17 regardless of what time they come in, what I do is I  
 18 get that alert. I look at it. I read the Safe2Tell  
 19 report, and what I look at -- okay. If it's a threat  
 20 or somebody is an immediate threat, hurting themselves  
 21 or others, I contact law enforcement and I get a  
 22 welfare check going on right away. And that response  
 23 is immediate. As soon as that comes out of the  
 24 Safe2Tell office, it's within five minutes, at the  
 25 most.

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1 **Q. Okay.**

2 A. And that's because I have to go on IC.  
 3 A lot of times when I get these Safe2Tell reports, I  
 4 have to decipher the names of the individuals that are  
 5 involved because kids always say -- you know,  
 6 hyphenate the names and things like that. So what I  
 7 got to do is kind of decipher those things.

8 **Q. Okay. So there is a -- there is  
 9 something in the Safe2Tell program that says Karl  
 10 Pierson is an Arapahoe student, we need -- we,  
 11 Safe2Tell, need to forward this report to Guy Grace,  
 12 director of security at LPS; is that right?**

13 A. Yes. And it goes to -- also, an e-mail  
 14 also goes out, a communication e-mail to our schools;  
 15 but a lot -- again, people are sleeping at 2 o'clock  
 16 in the morning.

17 **Q. Sure.**

18 A. And that's the responsibility. There's  
 19 also one that goes to our security office. But I make  
 20 a point that that is -- it's not -- I get up, take  
 21 care of it. It's not nothing.

22 **Q. So who at Arapahoe High School in the  
 23 2013 time period would have been copied on the  
 24 Safe2Tell reports besides you?**

25 A. It would have been Darrell Meredith,

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1 Natalie Pramenko, and the SRO at the time or -- the  
 2 SRO, yeah.

3 **Q. Okay. Now, how often would you have  
 4 contact with, for instance, Natalie Pramenko about a  
 5 Safe2Tell report?**

6 A. I would have contact immediately with  
 7 Natalie Pramenko about a Safe2Tell report prior and --  
 8 or before and after the incident.

9 **Q. Okay.**

10 A. It was immediately. See, when I do that  
 11 response at night, my first goal is to get law  
 12 enforcement involved, out to the place to investigate  
 13 and do what they need to do; and then my next calls  
 14 are to the other administrators that are out there in  
 15 the district and to say, hey, this is the situation.  
 16 We've got a welfare check going on right now. So what  
 17 they're doing is they're -- you know, there's not much  
 18 they can do other than maybe provide -- sometimes,  
 19 depending on the situation, they may call the other  
 20 parents or the families or the family that's afflicted  
 21 with the situation; but, generally, what they're doing  
 22 is preparing for the response in the morning when  
 23 everybody arrives.

24 **Q. Okay. Now, I'm going to go off on a  
 25 little bit of a tangent. Now that you and your**

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1 **department are more involved in the threat assessment  
 2 process, what can you tell me about the principal's  
 3 involvement in that process as well?**

4 A. The principal's involvement in general  
 5 or --

6 **Q. Well, with respect to threat assessments  
 7 that are done now.**

8 A. Okay. The principal -- every one of the  
 9 district threat assessments that we have done where  
 10 we've called the person of interest into the school --  
 11 or from the school that has come down for the district  
 12 threat assessment, the principals have all been in  
 13 those meetings; and if a threat assessment was done  
 14 from one of my -- the calls working with Safe2Tell or  
 15 a call in from another person, that -- we would also  
 16 have that involvement immediately from the principal  
 17 as well from -- minutes after that notification came  
 18 in, just like it was before.

19 **Q. Okay.**

20 A. But the -- I have seen the principals of  
 21 every -- at every threat assessment or during every  
 22 process of the threat assessment being involved. In  
 23 some cases, there might be where the principal was not  
 24 at the one point because of other things that were  
 25 going on, other emergencies or situations that were

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1 arising; but they were always involved in the end  
 2 threat assessment.  
 3 **Q. Okay. So --**  
 4 A. So that's afterwards, yes.  
 5 **Q. But you don't personally attend all the**  
 6 **threat assessments that are done --**  
 7 A. No.  
 8 **Q. -- do you?**  
 9 A. But there are -- sometimes there could  
 10 be a school that is short of staff and things or  
 11 it's -- you know, let's say a threat -- something  
 12 comes in at 3 o'clock at one of -- a school. I won't  
 13 name a school. But it's important. So they might  
 14 call and say, hey, can you come in and sit in on our  
 15 threat assessment. You know so and so. And come on  
 16 down and I will help out. I do and I'll be part of  
 17 that threat assessment.  
 18 **Q. So how many threat assessments have you**  
 19 **attended personally at Arapahoe High School?**  
 20 A. I have attended four in the last year.  
 21 **Q. Okay. And of those four, how many did**  
 22 **Natalie Pramenko attend?**  
 23 A. All of them.  
 24 **Q. Does she now attend all threat**  
 25 **assessments that are conducted at Arapahoe**

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1 **High School?**  
 2 A. She attends the ones that are -- I can  
 3 say for the district level, yes, she does, the  
 4 district ones that come to our area, the review ones  
 5 where we're reviewing the -- she has been at all of  
 6 those.  
 7 **Q. Okay. And when you say the district**  
 8 **level threat assessments, are you drawing a**  
 9 **distinction between some other type of --**  
 10 A. No. The school does --  
 11 **Q. -- threat assessment?**  
 12 A. The school does a threat assessment.  
 13 We're doing another. We're looking over that threat  
 14 assessment again at the district level.  
 15 **Q. So she participates in the review of the**  
 16 **underlying threat assessment?**  
 17 A. Yes, with the -- with the person that's  
 18 involved, the subject, the parents.  
 19 **Q. The student who --**  
 20 A. Yes, their parents and others. She has  
 21 been at all of those, yes.  
 22 **Q. Okay. Do you know, does Natalie**  
 23 **Pramenko attend the underlying threat assessments that**  
 24 **are then reviewed at the district level?**  
 25 A. Yes, she does. That's what I

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1 understand.  
 2 **Q. And that's a change that happened**  
 3 **subsequent to the shooting in December of 2013?**  
 4 A. That's correct.  
 5 **Q. Okay. Let's take a look at -- Strike**  
 6 **that.**  
 7 **Those district-level reviews of threat**  
 8 **assessments that are being done now, are those done on**  
 9 **low-level threat assessments as well as the medium and**  
 10 **high?**  
 11 A. Well, let's say we go through those low  
 12 levels and we find some information -- this could  
 13 happen. It hasn't happened -- we find some  
 14 information that, in our review, looks like it should  
 15 be escalated. It could potentially go that way.  
 16 **Q. Okay. But are -- my question was**  
 17 **actually simpler than that.**  
 18 A. Sure.  
 19 **Q. Are low-level threat assessments**  
 20 **reviewed at the district level now?**  
 21 A. Yes, they are.  
 22 **Q. Okay.**  
 23 A. By those three -- three of us, yes.  
 24 **Q. And that's Bryan Jesse --**  
 25 A. Nate Thompson and myself.

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1 **Q. -- Nate Thompson, and you?**  
 2 A. Yes.  
 3 **Q. And then also the principal at the**  
 4 **affected school?**  
 5 A. That's correct.  
 6 **Q. So there's actually four people involved**  
 7 **in that?**  
 8 A. Yes. Well, they're not -- the principal  
 9 is not -- it's done at the school, and then comes to  
 10 us as well, yes.  
 11 **Q. Okay. Has the criteria or definition or**  
 12 **threshold or whatever you want to call it for**  
 13 **characterizing something a low-level risk changed**  
 14 **since the shooting?**  
 15 A. I believe it's mostly been the same,  
 16 however, there -- the awareness of the issues -- of  
 17 the warning signs has been -- there's an increased  
 18 sensitivity by our staff as well. There's -- I'm not  
 19 saying it wasn't serious. It's what I call the new  
 20 normal. The new normal is our awareness is heightened  
 21 because of what we experienced.  
 22 THE DEPONENT: And I'm sorry for your  
 23 loss. I really am.  
 24 **Q. (BY MR. ROCHE) That, actually,**  
 25 **dovetails into the very next line of questioning I**

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1 wanted to touch on.

2 A. Sure.

3 **Q. Which is on the next page of Exhibit 4.**

4 A. Okay.

5 **Q. So go ahead and flip to the next page,**

6 **which is the warning signs training. Do you see that?**

7 A. Yes, I do.

8 **Q. And, again, this is from a presentation**

9 **that dates back to 2011, as you'll recall?**

10 A. Right.

11 **Q. And this part of the presentation**

12 **emphasizes that there should be annual training for**

13 **all staff on how to recognize warning signs, threats,**

14 **suicide, et cetera, and what to do. Do you see that?**

15 A. I see it.

16 **Q. It goes on to explain that that training**

17 **should be done by the building mental health providers**

18 **and administrators, correct?**

19 A. That's correct.

20 **Q. Do you know, did LPS have a policy in**

21 **effect in 2011, 2012, 2013 to make sure that all staff**

22 **had annual training on how to recognize warning signs**

23 **and what to do about them when they saw them?**

24 A. Like a written policy?

25 **Q. Yeah.**

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1 A. No. I do not -- I am not aware of a

2 written policy.

3 **Q. Do you know, did LPS or Arapahoe**

4 **High School actually conduct annual training for all**

5 **staff on how to recognize warning signs for threats,**

6 **suicides, et cetera, and what to do?**

7 A. I -- what I have seen at the trainings,

8 who have attended the trainings would have been mental

9 health staff and school administrators would have been

10 at -- those individuals at that training.

11 **Q. So not all staff?**

12 A. Not all staff. I think -- I think the

13 wording of that is misleading there if I was to look

14 at it.

15 **Q. Okay. Well, one of the reasons that I'm**

16 **asking you about that is I've heard in other**

17 **depositions that that training was mandatory prior to**

18 **the shooting but really mandatory after the shooting?**

19 A. It was mandatory for -- the way I

20 understood it -- okay, again, this is individuals that

21 were mental health people, the security -- not

22 security, but the school administrators at the

23 buildings, and other staff that were involved in

24 the -- could be perceived at risk; and those people

25 attend the courses.

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1 **Q. Okay.**

2 A. And that's how I perceived it. Not all

3 staff though.

4 **Q. Okay. And it goes on to say that this**

5 **annual training needs the administrators to be present**

6 **and supportive, correct?**

7 A. That's correct.

8 **Q. And I'm asking you about that because if**

9 **you jump ahead to Exhibit 9, that identifies the**

10 **people who attended the training session that is**

11 **reflected in the slide deck that we're looking at. Do**

12 **you see that?**

13 A. I see it.

14 **Q. And there's a number of folks who**

15 **attended that training in 2011, a couple of folks who**

16 **attended in 2012, and one person who attended it in**

17 **February of 2013; right?**

18 A. Okay. I was reading --

19 **Q. Oh, I'm sorry. Go to the next page.**

20 **That's got the list of people who attended.**

21 A. Okay.

22 **Q. Sorry. I'm getting ahead of you.**

23 A. Okay.

24 **Q. All right. There's the list of folks**

25 **who attended the training reflected in the slide deck**

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1 **that we're looking at. Do you see that?**

2 A. I see it.

3 **Q. And there's a grand total of seven**

4 **people who attended the training in the three years**

5 **prior to the shooting. Do you see that?**

6 A. I see that.

7 **Q. And despite the fact that it says we**

8 **need administrators to be present and supportive,**

9 **Natalie Pramenko never attended that training prior to**

10 **the shooting, did she, according to this?**

11 A. I believe -- now, I was there for at

12 least one of these trainings.

13 **Q. Okay.**

14 A. So, no, I did not see her there, okay.

15 But I can't recall -- I just -- not that training, but

16 there were other trainings because I have staff go to

17 them, my staff go to them.

18 **Q. Okay. And Kevin Kolasa is not listed as**

19 **an administrator who attended this danger assessment**

20 **training at any time prior to -- or in the three years**

21 **prior to the shooting; isn't that right?**

22 A. I could not answer that.

23 **Q. The fact that neither the principal nor**

24 **the assistant principal, who actually did Karl**

25 **Pierson's threat assessment -- Strike that.**



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1           **The fact that neither Kevin Kolasa nor**  
 2 **Natalie Pramenko is shown as having received training**  
 3 **on threat assessment in the three years prior to the**  
 4 **shooting, does that give any concern?**  
 5           A. I would -- I would say, for me, I think  
 6 it's important that there's an awareness of that; so,  
 7 yes, I have a concern.  
 8           **Q. Okay. And particularly so since when we**  
 9 **go back and look at the training itself, it emphasizes**  
 10 **that the training should be annual and that, for it to**  
 11 **be effective, the administrators need to be both**  
 12 **present and supportive; correct?**  
 13           A. Yes.  
 14           **Q. And at least according --**  
 15           A. That's what I'm reading, yes.  
 16           **Q. According to the list of folks who**  
 17 **actually attended that training, the principal and at**  
 18 **least one of the administrative -- or assistant**  
 19 **principals never took the training; right?**  
 20           A. Well, according to this. I am not -- I  
 21 was not tracking their training. This is a mental  
 22 health services training.  
 23           **Q. Okay. You'll see on February 24th,**  
 24 **2014 --**  
 25           A. Is that the next page?

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1           **Q. Yeah. A couple months after the**  
 2 **shooting.**  
 3           A. Okay.  
 4           **Q. A whole bunch of people attended this**  
 5 **training. Do you see that?**  
 6           A. I see that.  
 7           **Q. One of them is Kevin Kolasa.**  
 8           A. I see that.  
 9           **Q. And one of them is Natalie Pramenko. Do**  
 10 **you see that?**  
 11           A. I see that.  
 12           **Q. Did you know, did you attend that**  
 13 **February presentation?**  
 14           A. I did. I was there at that to give my  
 15 part of that slide.  
 16           **Q. So you were one of the presenters?**  
 17           A. Well, as I stated, that slide piece is  
 18 the only thing I talked about that came up and the ICS  
 19 when it's mentioned in -- the Incident Command System  
 20 is the only part that I presented on that slide.  
 21           **Q. Okay. Understood. And the rest of it**  
 22 **was presented by Nate Thompson?**  
 23           A. Nate Thompson, yes. There were others,  
 24 too, as well that attended that training too, not just  
 25 Arapahoe.

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1           **Q. Oh, this was broader. This is just a**  
 2 **list from Arapahoe, as I understand it.**  
 3           A. Yeah.  
 4           **Q. Okay. And where was this training done?**  
 5 **Was it at the ESC?**  
 6           A. I believe this was at the Ames facility,  
 7 if I recall.  
 8           **Q. Okay. I'm going back to the first page**  
 9 **of Exhibit 9. I think back one more even to the very**  
 10 **first page.**  
 11           A. Sure.  
 12           **Q. Which is -- as you can see, this is --**  
 13 **I'll represent to you this is a document that was**  
 14 **prepared by Mr. Everall, the lawyer for --**  
 15           MR. EVERALL: Wait a minute.  
 16           **Q. (BY MR. ROCHE) -- LPS.**  
 17           MR. EVERALL: I didn't prepare it.  
 18           MR. ROCHE: Oh, you didn't? Okay. I'm  
 19 sorry. I thought that was a document prepared by you.  
 20           MR. EVERALL: No, that was prepared  
 21 by --  
 22           **Q. (BY MR. ROCHE) I guess I won't**  
 23 **represent that to you.**  
 24           MR. EVERALL: That was prepared by the  
 25 LPS folks.

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1           **Q. (BY MR. ROCHE) Okay. I'll represent to**  
 2 **you that this was a document prepared by the LPS folks**  
 3 **that was produced to me by Mr. Everall as part of the**  
 4 **written discovery process in this arbitration. And**  
 5 **one of the things that it says is that in 2012, the**  
 6 **LPS security department joins the danger assessment**  
 7 **training to help integrate general safety and**  
 8 **emergency concepts. Do you see that down at the**  
 9 **bottom of the first page?**  
 10           A. Yes.  
 11           **Q. What does that mean?**  
 12           A. Okay. So it's not the -- it's the small  
 13 part of that, what I talked about, the Safe2Tell, the  
 14 coordination with law enforcement, the ability to do a  
 15 welfare check after hours, those types of things, but  
 16 also the concept of the Incident Command System or  
 17 NIMS, the all-hazards approach to this as well, so  
 18 giving them an overview of that because the ICS teams  
 19 are integral to our response to potential for danger  
 20 and things. Because if you have a situation, your ICS  
 21 team should also be prepared for response as well.  
 22 Just a thought.  
 23           **Q. Okay.**  
 24           A. And that's all I would cover. I would  
 25 talk about that and in that area. But, again, it

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1 would go back -- then I would have our trainings on  
 2 ICS and things like that, and we'd talk about the  
 3 all-hazards and a little bit about threat assessments,  
 4 but the all-hazards approach because we have many  
 5 types of emergencies we have to be prepared to respond  
 6 to.

7 **Q. Understood. But I guess my confusion**  
 8 **lies in the fact that, as we walked through the 2011**  
 9 **presentation on threat assessment, you were already**  
 10 **doing what you just described with the Safe2Tell --**  
 11 A. Yes, I was.  
 12 **Q. -- and the Incident Command.**  
 13 A. The 2011 slides show that.  
 14 **Q. Right.**  
 15 A. Yes.  
 16 **Q. So what happened in 2012?**  
 17 A. I believe they just -- a courtesy, that  
 18 I was not on their list before. I believe that that  
 19 was just a courtesy, I would surmise, that this was a  
 20 courtesy that they acknowledged that we were  
 21 contributing. We were not acknowledged before that  
 22 way.  
 23 **Q. So what happened is that you guys got**  
 24 **some more formal -- you, the security department, got**  
 25 **some more formal recognition of your role in the**

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1 **danger and threat assessment training program?**  
 2 A. Right, because a lot of these things  
 3 come from after hours and -- or, you know, contacts  
 4 and calls into security and things.  
 5 **Q. Okay. And one of the questions that**  
 6 **I've been curious about is, there's been a lot of**  
 7 **references in the documents to danger assessment**  
 8 **training; but when I look at the slide deck itself, it**  
 9 **just says threat assessment. Do you have any**  
 10 **understanding of why sometimes it's referred to as**  
 11 **danger assessment and sometimes it's referred to as**  
 12 **threat assessment?**  
 13 A. I believe it's just a crossover of  
 14 verbiage, and you'll often find that crossover of  
 15 verbiage when you have somebody that's writing these  
 16 documents for you; and I find that all the time with  
 17 my ICS drills -- or ICS training material, that I have  
 18 to go in and correct it and make sure that the proper  
 19 term is there. So I would say that it's common for  
 20 people to twist the words a little bit. But, again, I  
 21 can't answer that. That's what I would surmise by  
 22 reading that.  
 23 MR. ROCHE: Okay. We've been going  
 24 about an hour and a half. Why don't we take a  
 25 five-minute break.

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1 (Recess taken, 10:54 a.m. to 11:09 a.m.)  
 2 **Q. (BY MR. ROCHE) Couple of cleanup**  
 3 **questions, I guess. I take it you've seen the threat**  
 4 **assessment that was performed on Karl Pierson since**  
 5 **the shooting?**  
 6 A. I've seen -- I've seen it, and I have  
 7 looked at it; but I will be honest that I also -- for  
 8 me it's been difficult, so ...  
 9 **Q. I'm sure.**  
 10 A. And I have done it, but -- I've looked  
 11 at it; but I, you know -- go ahead.  
 12 **Q. Well, I guess, I mean, the core question**  
 13 **I have is, having seen it, would it -- if you had**  
 14 **gotten that threat assessment back in September of**  
 15 **2013, you've testified you would have asked for a**  
 16 **welfare check or somebody to go to his home; right?**  
 17 A. That's correct.  
 18 **Q. I take it that's -- I'll ask it more**  
 19 **openly. Would you have characterized Karl Pierson as**  
 20 **a low-level threat based on what you read in that**  
 21 **threat assessment? Not with the benefit of what we**  
 22 **all know he did; but based on what you saw in that**  
 23 **threat assessment, would you have characterized him as**  
 24 **a low-level threat?**  
 25 A. If I was to do the formalized threat

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1 assessment, I can't say that because I would have to  
 2 talk to that individual and hear what that person had  
 3 to say. However, as I stated before, if that would  
 4 have come to me that way and, say, I had interviewed  
 5 him, I would have -- that's what I would have done.  
 6 Okay. But I really think that would be the immediate  
 7 response, okay, from my end if it came in that way  
 8 after hours from a kid or somebody called it as a  
 9 concern. But if I was involved in that threat  
 10 assessment process, I cannot say that because I really  
 11 do have to listen to that person. I have to -- and I  
 12 have to analyze everybody's point of view. And I  
 13 think that point of view could be a little -- no  
 14 disrespect to anybody -- is a bit tainted right now,  
 15 and so I can't give an accurate assessment.  
 16 **Q. Okay. Let me ask a more**  
 17 **process-oriented question. When a threat assessment**  
 18 **comes in or a Safe2Tell call comes in and you take the**  
 19 **steps that you've described, whether it's in the**  
 20 **middle of the night or during the day, to refer it out**  
 21 **to law enforcement for a welfare check or a safety**  
 22 **check or whatever else or back to the school for when**  
 23 **that kid comes in the next morning, is there also a**  
 24 **step that your department takes to make sure that**  
 25 **mental health is brought into the loop on what's**

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1 **happening with --**  
 2 A. Sure.  
 3 **Q. -- the student who is the subject of**  
 4 **either the threat assessment or the Safe2Tell call?**  
 5 A. It's immediate. It always has been that  
 6 way that I reach out to the leader of the -- the  
 7 school psychologist on the district and the school  
 8 principal over there at the school. But it would  
 9 be -- for example, Nate Thompson now would be that  
 10 person that I would reach out to, Melissa Cooper and  
 11 Bryan Jesse. They are all communicated with. As I  
 12 stated to you, if it's after hours, the first response  
 13 is -- my first call is law enforcement for the safety  
 14 check. If it's the -- if it is the -- and then I get  
 15 to those people; but that's within probably 10,  
 16 15 minutes, and I'm waiting for the call back from the  
 17 sheriff or the Littleton Police Department or, often,  
 18 a lot of our kids come from out of district, other  
 19 jurisdictions as well. It's all jurisdictions.  
 20 **Q. Sure.**  
 21 A. So there always is somebody involved  
 22 from mental health.  
 23 **Q. Okay. Will you take a look at**  
 24 **Exhibit 5.**  
 25 A. Okay.

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1 **Q. Exhibit 5 is a July 2013 -- well, strike**  
 2 **that. Let me go back.**  
 3 **Who is the person in mental health for**  
 4 **the district that you bring those issues to as they**  
 5 **come up in the first 10 or 15 minutes?**  
 6 A. Nate Thompson, Melissa Cooper, and Bryan  
 7 Jesse.  
 8 **Q. And then, I take it, they -- one of**  
 9 **those three people takes it -- takes that information**  
 10 **and gives it to the psychologists who are assigned to**  
 11 **a particular school?**  
 12 A. They do.  
 13 **Q. Okay.**  
 14 A. And keep in mind, often, too, the  
 15 psychologists are also on that Safe2Tell report; but  
 16 we're talking about -- if we're talking that. But,  
 17 again, a lot of those people are going to be sleeping  
 18 when these things come.  
 19 **Q. Sure.**  
 20 A. But, yes, he would take that  
 21 information. But some of them do respond immediately,  
 22 but many of the psychologists are already on those  
 23 Safe2Tell reports as well.  
 24 **Q. Okay.**  
 25 A. But there's always communication going

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1 back to those individuals.  
 2 **Q. Okay. And do those mental -- do some**  
 3 **representatives of that mental health team now**  
 4 **participate in the district-level reviews of the**  
 5 **threat assessments that are performed by the schools?**  
 6 A. That would be Nate Thompson and Bryan  
 7 Jesse. And then when we bring them back in, there  
 8 would be the psychologists from the schools as well  
 9 when we escalated it to a district level.  
 10 **Q. Okay. Well, and that's my question. My**  
 11 **understanding is Bryan Jesse is not a psychologist, is**  
 12 **he?**  
 13 A. I am -- I believe he's a -- he has a --  
 14 social work is his master's. I'm not sure of his  
 15 background. But I know Nate Thompson is.  
 16 **Q. He's a psychologist?**  
 17 A. Yes.  
 18 **Q. Okay. And they participate -- one of**  
 19 **them participates in the district-wide or the**  
 20 **district-level threat assessment review process?**  
 21 A. They do.  
 22 **Q. And that's a new development since the**  
 23 **shooting, correct?**  
 24 A. That's correct.  
 25 **Q. Prior to the shooting, it was not**

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1 **regular practice for Nate Thompson or Bryan Jesse or**  
 2 **some district-level mental health professional to**  
 3 **participate in threat assessments; correct?**  
 4 A. Are we talking in a -- have a  
 5 district-level threat assessment?  
 6 **Q. Yes.**  
 7 A. I would say we never really had that  
 8 many threat assessments coming to us, so I would  
 9 believe -- I can't answer that because all I can say  
 10 is that the process was being reviewed if it was a  
 11 medium or a high by them.  
 12 **Q. Right.**  
 13 A. That's all I can answer it as.  
 14 **Q. And you've actually touched on something**  
 15 **that we may as well jump to. In the several years**  
 16 **prior to the shooting, there was a relatively low**  
 17 **number of threat assessments performed on a**  
 18 **district-wide basis each year; correct?**  
 19 A. Correct.  
 20 **Q. Plus or minus ten threat assessments a**  
 21 **year, right?**  
 22 A. I believe that's the statistics that  
 23 have been put forth, close to that.  
 24 **Q. And subsequent to the shooting at**  
 25 **Arapahoe High School, there have been many multiples**

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1 of that number, threat assessments, performed every  
 2 year; right?  
 3 A. Yes, there has.  
 4 Q. So, for instance, in the 2014-2015 time  
 5 frame, it was 60 or 70 threat assessments that were  
 6 done?  
 7 A. Yes.  
 8 Q. What is -- if you have an explanation  
 9 for that increase in the number of threat assessments  
 10 being performed, what is it?  
 11 A. Surmising, I would say that it's the  
 12 awareness and it's a very -- the incident is a very  
 13 traumatic incident for the entire community; and I  
 14 think it has heightened the awareness across the  
 15 community in a way that things are not as -- when kids  
 16 hear something -- they're not as dismissive when they  
 17 hear something nowadays, so they're passing on that  
 18 information to adults. So I believe that that's one  
 19 of the factors. Parents are more sensitive. And  
 20 I'm -- I don't -- it's sad that we had that incident,  
 21 but I can say that Arapahoe -- that awareness has  
 22 saved some lives since this has happened. And if  
 23 there's anything good that can come from a horrible  
 24 situation like this is it has increased awareness and  
 25 it has increased the alert factor; so I would say

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1 that's what it mainly is.  
 2 Q. Okay. It's not that there's more  
 3 threats. It's just that people are being more  
 4 attentive to them?  
 5 A. I believe so. I believe there's  
 6 always -- there's always these things in society going  
 7 on, and I believe -- I would say that in some -- a  
 8 district school that maybe had not experienced this  
 9 type of tragedy, it would swing past -- it would swing  
 10 past. This is the great unknown for us. You know,  
 11 you think you're doing everything right before, which  
 12 you are; but it's now created a new normal for us, and  
 13 that's created a new normal not just for the school  
 14 district but for the entire community as well.  
 15 Q. Okay. I'm going to circle back to the  
 16 period prior to the shooting and ask you while you've  
 17 got Exhibit 5 in front of you. And you'll see  
 18 Exhibit 5 is a document titled "Essentials of School  
 19 Threat Assessment: Preventing Targeted School  
 20 Violence." Do you see that?  
 21 A. I see that.  
 22 Q. This is a publication that was issued by  
 23 the Colorado School Safety Resource Center, which is a  
 24 division of the Department of Public Safety; right?  
 25 A. Right.

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1 Q. And it's intended as guidance to  
 2 Colorado schools. It was prepared with collaboration  
 3 from the Threat Assessment Work Group of the Colorado  
 4 School Safety Resource Center, right?  
 5 A. I see that.  
 6 Q. Do you know, did anybody from Littleton  
 7 Public Schools participate in the School Safety  
 8 Resource Center for the State of Colorado?  
 9 A. In this aspect or other aspects?  
 10 Q. Well, in this aspect.  
 11 A. I am not aware and I cannot answer that  
 12 question; but in other aspects, yes.  
 13 Q. Okay. And the reason I ask the question  
 14 is you can see in Exhibit 5, there is sort of a thank  
 15 you page as typically is done for these types of  
 16 documents; right?  
 17 A. I see that.  
 18 Q. And it lists and thanks the agencies  
 19 that participated in creating this document, and  
 20 there's a bunch of school districts listed and some  
 21 other folks listed including Safe2Tell?  
 22 A. I see that.  
 23 Q. And Littleton Public Schools,  
 24 apparently, did not participate in the creation of  
 25 this document relating to the essentials of school

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1 threat assessment; right?  
 2 A. I see that. I see that in the  
 3 acknowledgments that they're not there.  
 4 Q. Do you know why Littleton Public Schools  
 5 did not participate in this study of the essentials of  
 6 school threat assessments in the summer of 2013?  
 7 A. I cannot answer that.  
 8 Q. Would that be a Nate Thompson question?  
 9 A. That would be a Nate Thompson question.  
 10 Q. Okay.  
 11 A. I do know in other aspects that we  
 12 have -- we might not be able to participate in all  
 13 things; but in my area, we participate in many things  
 14 that are nationwide and statewide.  
 15 Q. Do you know -- or is it a Nate Thompson  
 16 question to ask -- whether the mental health  
 17 professionals, administrators, faculty, or staff at  
 18 Littleton Public Schools were trained on the findings  
 19 that are laid out in Exhibit 5?  
 20 A. I cannot answer if that was incorporated  
 21 into their training material, no.  
 22 Q. Okay. Do you know now whether or not  
 23 LPS mental health professionals, administrators,  
 24 faculty, or staff are trained on the findings laid out  
 25 in Exhibit 5?

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1 A. I -- well, let me go back a little bit.  
 2 When I see John Nicoletti before the shooting, I know  
 3 for a fact -- or not fact, but I know that Nate's  
 4 group and -- they had utilized a lot of Nicoletti's  
 5 training or materials in their trainings prior to the  
 6 shooting, so when I look at Nicoletti before. But  
 7 afterwards, I believe so, yes. Afterwards, I believe  
 8 so. They have used some -- I'm not aware if he used  
 9 this document, so I can't say he used this document;  
 10 but I can say that he has -- they have incorporated  
 11 more trainings of Nicoletti and other threat  
 12 assessment people, if I look at that individual.

13 **Q. Let me ask if you would look at**  
 14 **Exhibit 6.**

15 A. Okay.

16 **Q. And Exhibit 6 is, again, a document that**  
 17 **was produced to me by Littleton Public Schools as part**  
 18 **of this arbitration; and you'll see that it's titled**  
 19 **"Threat Assessment Inquiry: A Summary of the**  
 20 **Secret Service Eleven Key Questions." Do you see**  
 21 **that?**

22 A. I do see that.

23 **Q. And up in the top left corner, there's a**  
 24 **reference, again, to the Colorado School Safety**  
 25 **Resource Center and it has a date of March 19, 2010.**

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1 **Do you see that?**

2 A. I see that.

3 **Q. Is this a document that you've seen**  
 4 **before?**

5 A. Yes, I have seen this document before.

6 **Q. Okay. And where and in what context**  
 7 **have you seen this document before?**

8 A. Well, I've -- I've read through the  
 9 document; but I've also seen, if I recall correctly,  
 10 that this material was applied. I've seen it passed  
 11 on through our mental health professionals and things,  
 12 and I believe it was incorporated somewhat into that  
 13 2011 slide or presentation.

14 **Q. Okay.**

15 A. And the reason I bring that up is the  
 16 Secret Service summaries over the years have often  
 17 been used by our mental health teams over the years  
 18 for their threat assessment practices, from what I  
 19 understand.

20 **Q. Okay. Do you know whether or not**  
 21 **faculty and staff besides mental health in the LPS**  
 22 **system receive any training on these eleven key**  
 23 **questions?**

24 A. As I've stated before, the personnel  
 25 that I'm aware of that received this type of training

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1 from mental health services would be the  
 2 administrators, the counselors, and other personnel  
 3 who are designated that would have to be aware of this  
 4 type of material.

5 **Q. Okay. So that's the folks who got the**  
 6 **training that's laid out in the slide deck that we**  
 7 **were talking about earlier today?**

8 A. Yes. It's a little more broad than  
 9 that, as I mentioned to you, than the list that you  
 10 had of the attendees.

11 **Q. Right. Those were just the Arapahoe**  
 12 **attendees?**

13 A. Yeah. There was other, you know, people  
 14 as well that -- security people and others, yeah.

15 **Q. Okay. When LPS or Arapahoe High School**  
 16 **performs a threat assessment, do you know, does the**  
 17 **district do any follow-up with respect to those**  
 18 **students who are the subject of the threat assessments**  
 19 **to determine are the kids suspended, expelled, do they**  
 20 **graduate on time, do they end up in jail, do they**  
 21 **carry out their threat?**

22 A. Do we follow up with the -- the  
 23 target -- the persons that are targeted in things? Is  
 24 that what you're asking me?

25 **Q. Well, what I'm --**

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1 A. Or rephrase the question.

2 **Q. Yeah. And, again, that's a very broad**  
 3 **question; so I'll try to break it down.**

4 A. Okay.

5 **Q. Prior to the shooting, Arapahoe**  
 6 **performed threat assessments on students -- or LPS**  
 7 **performed threat assessments on students, ten or so a**  
 8 **year; right?**

9 A. District-wide, yes.

10 **Q. District-wide.**

11 A. Yes.

12 **Q. And my question is: Did LPS track those**  
 13 **students down the road to see whether or not they had**  
 14 **some significant problems, suspension, expulsion,**  
 15 **arrest, imprisonment, suicide?**

16 A. I cannot answer that question. I cannot  
 17 answer that question. If I personally was involved, I  
 18 did follow up and, you know, to this day, you know,  
 19 sometimes. You know, it's just a personal thing. But  
 20 I believe -- I believe so, but I cannot confirm that's  
 21 something ...

22 **Q. And that would be something that would**  
 23 **be important to do to determine whether or not these**  
 24 **threat assessments are effective in making sure that**  
 25 **those kids and the subjects of the threats are kept**

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1 **safe, secure, and successful; right?**  
 2 A. We would always have -- yeah, safety  
 3 plans were always followed up on that I'm aware of of  
 4 the ones I was involved in, the safety plans. And we  
 5 were always investigating, looking into the awareness  
 6 and always following up on -- you know, there have  
 7 been cases that were threats of violence; and we did  
 8 work hard on them for months at a time and making sure  
 9 everybody was safe and following up and investigation  
 10 pieces and things and sharing information  
 11 collaboratively with law enforcement.  
 12 **Q. Okay.**  
 13 A. So, yes, if I was to answer that  
 14 question, yes, that way, yes.  
 15 **Q. So who is responsible for tracking what**  
 16 **happens with the students who are the subject of a**  
 17 **threat assessment at LPS?**  
 18 A. Well, that would be Nate Thompson at  
 19 this time.  
 20 **Q. Okay. And do you know, does the**  
 21 **district maintain any records or statistics about what**  
 22 **happens in the future with the kids who have been the**  
 23 **subject of a threat assessment?**  
 24 A. We -- that is being done at this time.  
 25 **Q. Was it being done prior to December of**

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1 **2013?**  
 2 A. I cannot answer that question.  
 3 **Q. Okay. It is being done at this time**  
 4 **though, correct?**  
 5 A. Yes, it is. I think it's being refined  
 6 too.  
 7 **Q. Okay. And who is keeping those records**  
 8 **or statistics?**  
 9 A. Our mental health team, Nate as  
 10 leadership.  
 11 **Q. And do you have any understanding of**  
 12 **what those records show about graduation rates,**  
 13 **suspension rate, expulsion rate, arrest rate --**  
 14 A. No.  
 15 **Q. -- any of that?**  
 16 A. I cannot give you any statistics. What  
 17 I look at is are the kids safe -- when I'm involved,  
 18 are the kids as they are now and are the other kids  
 19 safe as they are now, and making sure that we have a  
 20 plan continually from year to year until they graduate  
 21 and maybe even -- there's even -- we had a kid that  
 22 graduated that we provided -- or helped him receive  
 23 some services outward or directions and things like  
 24 that as well.  
 25 **Q. Mental health services?**

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1 A. That's correct. But that could be --  
 2 certainly Nate could answer that more eloquently than  
 3 I could.  
 4 **Q. Okay. Is there something else you**  
 5 **wanted to add?**  
 6 A. Well, when I was -- when I was thinking  
 7 about the training back in 2010 or 2011, I do believe  
 8 that Kolasa was at that -- one of those trainings; and  
 9 I can't pinpoint which one, but I do remember Darrell  
 10 Meredith was there as well with him as I recall. So I  
 11 just wanted to throw that point out. It was back in  
 12 our last hour and a half.  
 13 **Q. So when I look at Exhibit 9, which is --**  
 14 A. And that's what I recall.  
 15 **Q. -- the list of attendees at the danger**  
 16 **assessment training --**  
 17 A. Yes.  
 18 **Q. -- prior to 2013, correct?**  
 19 A. Yes.  
 20 **Q. I'll wait until you get there.**  
 21 A. Okay.  
 22 **Q. And I'm on page 2. Do you see that?**  
 23 A. Yes.  
 24 **Q. Page 2 describes a February 28th, 2011**  
 25 **training program and does not list Kevin Kolasa; does**

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1 **it?**  
 2 A. No, but I believe at one of these  
 3 trainings he was at that -- one of these trainings.  
 4 **Q. Okay. But he's not listed in the**  
 5 **document --**  
 6 A. No.  
 7 **Q. -- that the LPS folks prepared and gave**  
 8 **to -- let me ask this: Does LPS provide the attendees**  
 9 **to these training programs with a certificate or keep**  
 10 **an attendance sheet?**  
 11 A. They keep an attendance sheet. I've  
 12 seen an attendance sheet because I recall signing  
 13 them.  
 14 **Q. Okay.**  
 15 A. But as far as a certificate, not on this  
 16 one; but I believe that that's something that has been  
 17 changed or is in the process of being changed.  
 18 **Q. Have you seen an attendance sheet for**  
 19 **any of these 2011, 2012, or 2013 training sheets?**  
 20 A. Again, I -- they're passed around. I do  
 21 not -- I see it, but I don't track that. I am there  
 22 for support.  
 23 **Q. I take it that attendance sheet would be**  
 24 **the best place to look to determine whether or not**  
 25 **Kevin Kolasa attended a danger assessment training**

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1 **program prior to --**  
 2 A. This past round unless he came in late  
 3 or afterwards. And, again, we're talking four years.  
 4 **Q. Sure.**  
 5 A. But I do recall one of the events where  
 6 there was multiple administrators, and there typically  
 7 is not multiple administrators. You usually get one  
 8 or two, but I remember a group coming at that time.  
 9 **Q. Okay. And that certainly looks like**  
 10 **what happened in February of 2014. You had a big**  
 11 **group of administrators at that training, right?**  
 12 A. We did.  
 13 **Q. Bryan Jesse, Darrell Meredith, Kevin**  
 14 **Kolasa, Natalie Pramenko, Steve Sisler.**  
 15 A. Um-hum.  
 16 **Q. Is that the training session you think**  
 17 **you're referring to?**  
 18 A. No, because I remember this training  
 19 session, I was only there for a little bit because I  
 20 had a disruptive student at one of our elementary  
 21 schools and I had to take care of that situation.  
 22 **Q. Okay. Now, after the shooting,**  
 23 **Littleton Public Schools performed an administrative**  
 24 **review of the threat assessment protocols; correct?**  
 25 A. I believe so, yes.

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1 **Q. And that's Exhibit 17, which, I think,**  
 2 **is still in -- or is it in the next book? Here you**  
 3 **go. It's in this book. Do you have that in front of**  
 4 **you?**  
 5 A. Yes, I do.  
 6 **Q. And my understanding is that you**  
 7 **participated in that review?**  
 8 A. That's correct.  
 9 **Q. Was this an all-day meeting?**  
 10 A. It was a multiple-day meeting, as I  
 11 recall.  
 12 **Q. Okay.**  
 13 A. The -- so, yes, multiple. I think it  
 14 was like two -- over two, three days.  
 15 **Q. Okay. And whose idea was it to conduct**  
 16 **an administrative review of the LPS threat assessment**  
 17 **protocols?**  
 18 A. If I recall, it was the superintendent  
 19 staff.  
 20 **Q. So that's Scott Murphy and his --**  
 21 A. His executive team, yes.  
 22 **Q. Okay. Who ran the meeting?**  
 23 A. Nate Thompson ran the meeting, and  
 24 pretty much it was Nate Thompson.  
 25 **Q. Okay. Did you present as part of this**

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1 **meeting?**  
 2 A. No, I contributed.  
 3 **Q. Okay.**  
 4 A. Just like every -- every one of the  
 5 other participants there.  
 6 **Q. And on the first page, you can see**  
 7 **there's a list of objectives; correct?**  
 8 A. Yes.  
 9 **Q. And one was to examine the current LPS**  
 10 **threat assessment data, procedures, and training**  
 11 **process; right?**  
 12 A. Yes.  
 13 **Q. And as I look at Exhibit 17, there's**  
 14 **certainly a lot of information about the threat**  
 15 **assessment data in here. It has assessments by month,**  
 16 **assessments by year, assessments by gender,**  
 17 **assessments by risk level; right?**  
 18 A. Yes.  
 19 **Q. What I don't see is much information**  
 20 **about the training process or procedures.**  
 21 A. Okay.  
 22 **Q. So tell me what you can about what was**  
 23 **examined with respect to the current LPS threat**  
 24 **assessments training process.**  
 25 A. Well, it was making sure that

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1 individuals at the schools were committed to taking  
 2 that training, that law enforcement also participated  
 3 in that training as well. The SROs are encouraged to  
 4 come to this training as well so they understand the  
 5 process and understand it more so of what the school  
 6 district is doing and what we need -- and what we need  
 7 and they can also contribute more to this threat  
 8 assessment. The practice, as I recall, as it was  
 9 stated, was that training would be developed and that  
 10 Nate and his team and other individuals would also go  
 11 and furthermore develop this. So this is a work in  
 12 progress at this time.  
 13 **Q. And I understand that.**  
 14 A. Yeah.  
 15 **Q. Was there, as part of this**  
 16 **administrative review, a discussion of the fact that**  
 17 **there were administrators who had never gone through**  
 18 **the threat assessment training program?**  
 19 A. That was what -- that was not stated  
 20 that way. What I heard stated was that we need to get  
 21 more administrators -- all of the administrators into  
 22 this training, all of the administrators, no excuses,  
 23 that it's mandatory.  
 24 **Q. Okay. And that's consistent with what**  
 25 **I've heard in other depositions, that that training**

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1 was sort of mandatory previously but now it was  
 2 actually being enforced as mandatory?  
 3 A. That's correct.  
 4 Q. And is that a fair characterization?  
 5 A. That would be a fair characterization.  
 6 Q. And was it brought up at this  
 7 administrative review meeting, for instance, that  
 8 Natalie Pramenko had never been through threat  
 9 assessment training until after the shooting?  
 10 A. No, that was never stated.  
 11 Q. Okay. Is it fair to say that LPS, as  
 12 part of this administrative review process, decided to  
 13 make the threat assessment training more of a priority  
 14 than it had been in the past?  
 15 A. I believe as a priority -- for somebody  
 16 like in my position or Nate's position, it's always a  
 17 priority. It's this -- you want it to be because this  
 18 is what your love is or your passion, what your work  
 19 is for. And I believe that what you're trying to do  
 20 is to get these people to come to your trainings and  
 21 things; and there's a lot of things going on in the  
 22 schools, so it's not -- I would not say a neglect on  
 23 anybody's part on not making it mandatory. I think  
 24 it's just that now it is urgent. This is the new  
 25 normal. You must go. You must do it.

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1 Q. Okay.  
 2 A. There's always -- people are always  
 3 serious about these things.  
 4 Q. The next objective for this meeting was  
 5 to review updated research, best practices, and  
 6 examples from other organizations. Do you see that?  
 7 A. Yeah. Let me go back. I kind of bumped  
 8 out.  
 9 Q. Oh, sure. I'm still on the first page.  
 10 A. Okay. That's Exhibit 17?  
 11 Q. Yeah, it's still Exhibit 17.  
 12 A. I apologize.  
 13 Q. That's okay.  
 14 A. I flipped through that.  
 15 Q. I'm just walking through the summary  
 16 page right now.  
 17 A. Okay. So yes, that was correct.  
 18 Q. And as part of the review of the updated  
 19 research, best practices, and examples from other  
 20 organizations, what did you review?  
 21 A. We looked at other threat assessment  
 22 processes from other school districts.  
 23 Q. Right.  
 24 A. As I recall -- again, I can't recall the  
 25 exact school districts; but I believe all the Front

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1 Range school districts were presented. Dr. Nicoletti  
 2 also presented some material as well of practices. So  
 3 we looked at all of those and looked to see where we  
 4 were and how other school districts were doing, what  
 5 their frequencies were; and those questions were  
 6 asked.  
 7 Q. And what was the conclusion of the group  
 8 after reviewing those other school districts' threat  
 9 assessment materials?  
 10 A. Well, if my -- as I recall, it was that  
 11 we are -- we are very similar in our processes as  
 12 other school districts are; but there is also room --  
 13 much room for refinement. And, again, I believe, as I  
 14 stated, this is all being a work in progress. So that  
 15 was -- so the -- do it, get something out for our  
 16 school year that works and helps maintain a safe and  
 17 secure work environment; and that was our goal. But  
 18 this is a process that's continually being refined by  
 19 the school district, processes and things. So  
 20 that's -- it's working. It's being worked on.  
 21 Q. And I understand that. And you'll see  
 22 as part of Exhibit 17, there's a number of other  
 23 school districts' threat assessment documents that are  
 24 included in this exhibit. We've got Adams County.  
 25 Denver is in there. Douglas County is in there.

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1 Would you say a bunch of the -- Jeffco is in there.  
 2 A. Yes.  
 3 Q. Did it strike you as part of this  
 4 administrative review that many of these school  
 5 districts have a more comprehensive threat assessment  
 6 procedure than Littleton did at the time?  
 7 A. I -- it struck me that they were more  
 8 comprehensive in some areas, but we were also more  
 9 comprehensive in other areas. It wasn't standardized.  
 10 Q. And did Dr. Nicoletti, as part of his  
 11 involvement in this, point out any areas where  
 12 Littleton Public Schools' threat assessment procedures  
 13 were not as robust as he felt they should have been?  
 14 A. No, he did not. I don't recall that.  
 15 Q. Okay. And do you recall any particulars  
 16 about the other school districts' threat assessment  
 17 materials that the group felt were more comprehensive  
 18 than LPS and ought to be incorporated into the refined  
 19 or improved LPS threat assessment?  
 20 A. I believe what you see by that -- the  
 21 trio of people and the involvement of that, I believe  
 22 that was inspired by this; and we took it a couple  
 23 steps further.  
 24 Q. Okay.  
 25 A. And I really think that the -- if I was



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1 to look at the intertwining of the communication  
 2 piece, the mandatory options between the communication  
 3 to security department and the school resource  
 4 officers, I think that was a very important  
 5 improvement; and I think that was inspired by the  
 6 review as well.

7 **Q. So including the school resource officer**  
 8 **in the process and the communication about threat**  
 9 **assessments?**

10 A. That's correct.

11 **Q. That was a refinement that was developed**  
 12 **as a part --**

13 A. It was already in place, but it was more  
 14 refined and it was an expectation. It was more  
 15 refined.

16 **Q. Okay. As was the minimum of three**  
 17 **people at the threat assessments themselves?**

18 A. That's correct.

19 **Q. Any other changes that were made to the**  
 20 **Littleton Public Schools' threat assessment process**  
 21 **based on what you learned from looking at the other**  
 22 **districts and what they were doing?**

23 A. Basically more options in there to check  
 24 off. Basically things -- more direction on things  
 25 that you're going to be looking for. And I would look

94

1 at -- the big thing for us is the trio, having that  
 2 district review. And, you know, as I recall, I recall  
 3 Denver Public Schools has a similar operation to what  
 4 we're doing now with a review committee; and I thought  
 5 that was probably one of the most important aspects  
 6 because I don't think things are likely to slip by  
 7 or -- as they could, you know, in the threat  
 8 assessment process or discipline process. So I think  
 9 that's a tremendous improvement; but, obviously,  
 10 there's all kinds of refinements. Threat assessments  
 11 are going to evolve and evolve. I mean, everybody  
 12 here is -- what you're going to do afterwards is going  
 13 to make these things evolve. So right now, we're  
 14 doing our new normal, going forward with the material  
 15 and the training materials and the trainings and  
 16 continue to evolve as time goes on.

17 **Q. Okay. And one of the changes that I**  
 18 **understand has been made is threat assessments did not**  
 19 **used to be uploaded into the Infinite Campus Web site?**

20 A. That's correct.

21 **Q. But they are now?**

22 A. We have a -- we have a discipline tab, a  
 23 discipline tab on our --

24 **Q. In Infinite Campus?**

25 A. In Infinite Campus, yes.

95

1 **Q. And now teachers of a student can see in**  
 2 **that discipline tab on Infinite Campus whether or not**  
 3 **a student has been the subject of a threat assessment?**

4 A. I understand that that is -- I cannot  
 5 answer that correctly. I know it is for me, but I  
 6 can't answer that for the teachers; but I know it was  
 7 a work in process.

8 **Q. Okay.**

9 A. It's a work in process. I know there  
 10 was also other things. Like we have a folder --  
 11 folder and things that -- also for our trio of our  
 12 mental health concerns that we also check as well, the  
 13 more detailed reports and things and paperwork and  
 14 things.

15 **Q. Okay.**

16 A. So that's something that's another  
 17 improvement. We never had that before.

18 **Q. Do you know -- and maybe it's a Nate**  
 19 **Thompson question, but I'll ask you in case it's a you**  
 20 **question -- before December of 2013, was some member**  
 21 **of every threat assessment team tasked with the**  
 22 **responsibility for checking the subject student's**  
 23 **Infinite Campus records to see how they were doing at**  
 24 **school, whether there had been other behavioral**  
 25 **problems, whether they were skipping school?**

96

1 A. I don't believe so, okay. But I can't  
 2 answer that question correctly the correct way, but I  
 3 don't believe so.

4 **Q. Is that now something that is required**  
 5 **to be done?**

6 A. Yes, that is.

7 **Q. And that's because that's an important**  
 8 **pool of information --**

9 A. Yes.

10 **Q. -- that the team needs to make an**  
 11 **informed decision?**

12 A. That's correct.

13 **Q. Okay. Was there any discussion at this**  
 14 **administrative review session about why that wasn't**  
 15 **being done in the first place?**

16 A. No, I don't recall that.

17 **Q. The next item on the list of objectives**  
 18 **in Exhibit 17 is to determine what information and**  
 19 **resources we need to successfully implement changes to**  
 20 **the process. Do you see that?**

21 A. Let me go back to that page.

22 **Q. Sorry. I know I'm bouncing you around.**

23 A. Okay. So which item?

24 **Q. It's the fourth bullet point in the**  
 25 **objectives list.**

97

1 A. Okay.

2 **Q. It says, Determine what information and**

3 **resources we need to successfully implement changes to**

4 **the process.**

5 A. Okay.

6 **Q. And did the group determine what**

7 **information it needed to successfully implement --**

8 A. I believe --

9 **Q. -- changes to the threat assessment**

10 **process?**

11 A. I believe they determined at the time

12 through the discussions and the input of everybody

13 involved of how we could improve that process and

14 everybody contribute to that -- into that, so there

15 was a significant discussion on that. Now,

16 information and resources, that could be paperwork.

17 That could be people. I look at that -- I look at

18 that more in that aspect or those processes.

19 **Q. Okay. And that's what I'm obviously**

20 **asking is: What information and resources did the**

21 **group decide it needed to successfully implement**

22 **changes to the process?**

23 A. Well, the first process was to go out to

24 other districts, obtain other threat assessment

25 trainings, have our law enforcement contribute to this

98

1 on what their concerns are and what they're seeing

2 from our teachers and our other staff members and how

3 they're doing on those processes. There was a lot of

4 things. There was such a broad -- broad sense of

5 things, but I look at the -- what came out of this for

6 me was the collaborating and working and putting up a

7 better process to deal with these situations.

8 **Q. Okay. And was one of the conclusions of**

9 **the group about a resource that was needed to**

10 **successfully implement changes to this process a more**

11 **rigorous training program on the threat assessment**

12 **process itself?**

13 A. Yeah, it would be more rigorous and more

14 of a -- more rigorous and more attendees, more people

15 required to attend that.

16 **Q. Okay. And was part of the discussion**

17 **about the resources needed to implement the changes**

18 **successfully also a formal training program for the**

19 **faculty and staff about early warning signs, as we**

20 **discussed in --**

21 A. That was -- that was the items that were

22 discussed and that was -- that was elaborated on in

23 the training and ongoing -- and ongoing development.

24 **Q. Okay. And I ask about that because if**

25 **you jump ahead to page 4056 --**

99

1 A. 4056, okay.

2 **Q. Yes. That's the page that's got the**

3 **title "Early and Imminent Warning Signs for School**

4 **Violence." Do you see that?**

5 A. I see that.

6 **Q. When I'm talking about training of the**

7 **faculty and staff -- not the administrators and mental**

8 **health professionals -- one of my questions is: Was a**

9 **decision made as part of this administrative review**

10 **process to train all the faculty and staff on these**

11 **early and imminent warning signs?**

12 A. The decision has not -- I understand it

13 has not been directed. However, the training has been

14 opened up to people to attend this training; and we

15 have had, I understand, many people attending these --

16 these trainings that are being offered and things; but

17 I cannot speak for the directive that has come down

18 yet.

19 **Q. Okay. But there is a formal training**

20 **process in place for -- that is open to faculty if**

21 **they want to learn about the early and imminent**

22 **warning signs --**

23 A. Yes.

24 **Q. -- school violence?**

25 A. We had -- I had some of our staff and

100

1 our security department attend some of the trainings.

2 I believe that this is all being incorporated in the

3 various training programs throughout.

4 **Q. How often is the district providing**

5 **training on the early and imminent warning signs for**

6 **school violence?**

7 A. I believe that -- I cannot answer that;

8 but I believe it is being offered as of last year or

9 this year, the last school year.

10 **Q. Is it annual training, semiannual?**

11 A. Well, I understand -- the way I was

12 looking at that training, it was semiannual.

13 **Q. Okay.**

14 A. But it was also in conjunction with

15 other trainings, such as suicide and risk assessment.

16 **Q. Okay.**

17 A. Safe talk and other things. You have to

18 get these -- when you have trainings, you often have

19 to bring people in more so to -- you know, for

20 multiple trainings to cover things.

21 **Q. And who provides the training on the**

22 **early and imminent warning signs for school violence?**

23 A. Mental health. Mental health.

24 **Q. So is that Melissa Cooper and Nate**

25 **Thompson?**

101

1 A. And their teams, yes.

2 **Q. And is that done at ESC, or is it done**

3 **out of the schools --**

4 A. It could be done in any facility.

5 Usually we have Ames facility or -- typically, it's

6 there; but I believe some of these trainings were

7 offered at Whitman Elementary or the -- just because

8 that was the availability of space and things.

9 **Q. Okay. Have you attended the -- any of**

10 **the training programs on early and imminent warning**

11 **signs?**

12 A. I attended the -- I have attended -- as

13 just because, as I stated, this is incorporated in

14 other trainings, these early warnings.

15 **Q. Right.**

16 A. So that's what you're getting, this part

17 of that. But it's an all -- all types of response,

18 the way I'm interpreting it; but I know this is more

19 in depth for the other -- for the counselors and

20 others that are at the schools as well.

21 **Q. Okay. Who would know at LPS what**

22 **administrators, mental health professionals, and other**

23 **faculty have attended a training program that included**

24 **this --**

25 A. Nate Thompson.

102

1 **Q. -- as an element?**

2 A. Nate Thompson.

3 **Q. Does the district keep records on who**

4 **attends these training programs?**

5 A. I do not know what -- in that area what

6 they would attend -- or what records they are keeping

7 on that in their area.

8 **Q. Okay.**

9 A. We do -- we do for our trainings.

10 **Q. Okay. Are you aware of any -- Strike**

11 **that.**

12 **Would you be the person to speak to what**

13 **challenges the district has faced in getting**

14 **administrative personnel to endorse this type of**

15 **training and buy into it?**

16 A. Well, see, we have -- I do not believe

17 we have a problem with endorsing. I believe it's

18 the -- what we would do is -- I don't see a problem

19 with endorsing at this time, endorsing this type of

20 training. I believe it's very serious and it's on

21 their minds.

22 **Q. Okay. The next item on the objectives**

23 **list for this administrative review is to establish**

24 **timelines and next steps moving forward. Do you see**

25 **that?**

103

1 A. I do.

2 **Q. And I'm assuming that the next steps for**

3 **moving forward is what I see at the bottom of the**

4 **page, the list of next steps and recommendations; is**

5 **that right?**

6 A. I see that, yes.

7 **Q. And what I don't see is timelines. Were**

8 **timelines established as part of this administrative**

9 **review?**

10 A. On timelines as far as -- there wasn't

11 like a timeline established, but they were very

12 important and pertinent and they were worked on

13 immediately. So the feedback of the principals and

14 school site teams, I believe that would have been the

15 first K through 12 meeting or one of the soon after

16 that was done. Create a loose/tight expectations

17 guidance document for the schools, that was done.

18 Consider how to better track threat assessments in

19 Infinite Campus without putting too much in the

20 student's record, that is ongoing and that's still

21 being refined as we -- as I sit here and talk; but it

22 was being done at that time. Consider using

23 Nicoletti's four-stage model for district-wide

24 planning --

25 **Q. Right. And we're going to walk through**

104

1 **all of those.**

2 A. Okay. So many.

3 **Q. So let's do that. First, is there -- my**

4 **first question was really very simple, which is: Were**

5 **any timelines established for taking on these things?**

6 A. There wasn't any official timeline, but

7 it was a pertinent -- it was a pertinent timeline to

8 get this done before school -- the start of school

9 year.

10 **Q. Okay.**

11 A. Some processes. And to continue to

12 refine these processes.

13 **Q. Okay. So let's look at the very first**

14 **item on the list of next steps and recommendations,**

15 **and that is to get feedback from principals and school**

16 **site teams. Do you see that?**

17 A. I see that.

18 **Q. Okay. My first question is: What does**

19 **"school site teams" refer to?**

20 A. School site teams would be the

21 administrative teams at the school. So, for example,

22 we're going to Arapahoe, talking to the principal,

23 with -- and the assistant principals that are at that

24 school.

25 **Q. Would it also include the school**

105

1 **counselors and mental health professionals?**  
 2 A. In this area, of course it would include  
 3 that.  
 4 **Q. Okay. How did the district go about**  
 5 **getting that feedback from the principals and school**  
 6 **site teams?**  
 7 A. Well, the first level was to include  
 8 Clay Abl, the director of secondary education; and  
 9 then the other area would be to include Kathleen  
 10 Ambron, the LPS director of elementary education.  
 11 They are the liaisons between the principals at their  
 12 respective levels. And then you have them on the team  
 13 contributing, and then you pull in your -- and then  
 14 you set -- schedule a meeting with the principals and  
 15 others as -- as the time goes on. If you look at the  
 16 date, June 24th, everybody was on summer vacation at  
 17 that time. But as I recall, there was a K through 12  
 18 meeting, a principals' meeting about this matter when  
 19 we all came back.  
 20 **Q. Okay. So that would have been later in**  
 21 **the summer before the school year started?**  
 22 A. Later before the start of the school  
 23 year, yes. Those two individuals were involved in  
 24 facilitating what we were going to pass on to --  
 25 **Q. Okay. So now I'm trying to understand**

106

1 **what you just said. Did Clay Abl and Kathleen Ambron**  
 2 **then go and have individual meetings with each of the**  
 3 **principals and their assistant principals?**  
 4 A. Yes, they would -- they would do that.  
 5 That is something that is commonplace with them when  
 6 they're -- as I understand it, they meet with their  
 7 leadership. They're the supervisors of those people  
 8 and they meet with them as individuals.  
 9 **Q. And did they meet with them specifically**  
 10 **about --**  
 11 A. I do not --  
 12 **Q. -- what needed to be done with respect**  
 13 **to the threat assessment process? I understand they**  
 14 **meet with their principals on any variety of topics.**  
 15 A. I cannot speak for them on that -- on  
 16 that, but I would assume it was done because it was a  
 17 topic immediately when school started.  
 18 **Q. Okay. And was that feedback -- you also**  
 19 **mentioned that -- maybe I misheard you -- that there**  
 20 **was a meeting of all the K through 12 principals and**  
 21 **assistant principals on this subject before the school**  
 22 **year started?**  
 23 A. It would have been probably a little bit  
 24 afterwards, yes; but there was, if I recall.  
 25 **Q. Did you attend that meeting?**

107

1 A. I believe I did. I can't -- if I were  
 2 to look at that date, I believe I was there; but I --  
 3 it's not in my brain right now at this time.  
 4 **Q. And the subject of that meeting was --**  
 5 A. Well, they have --  
 6 **Q. -- what do we need to do with the**  
 7 **threat -- what can we do with respect to the threat**  
 8 **assessment process?**  
 9 A. It would be -- what it is is what -- the  
 10 information and talking about the threat assessment  
 11 process, and then it's gathered; and what came from  
 12 the summer presentations or summer changes was put  
 13 together and presented to them.  
 14 **Q. Okay. And that's what I'm trying to get**  
 15 **at. Who else was there? Was Scott Murphy there?**  
 16 A. I don't recall.  
 17 **Q. Was Clay Abl there?**  
 18 A. Yes.  
 19 **Q. Was Natalie Pramenko there?**  
 20 A. Yes, I believe so.  
 21 **Q. Were the assistant principals from**  
 22 **Arapahoe High School there?**  
 23 A. I can't recall if all of them were  
 24 there.  
 25 **Q. Were some of them?**

108

1 A. I would believe so.  
 2 **Q. Were mental health professionals there,**  
 3 **Esther Song, people like that?**  
 4 A. At that meeting, probably not.  
 5 **Q. Okay. And the purpose of that meeting**  
 6 **was to get feedback from the principals and school**  
 7 **site teams about the threat assessment process?**  
 8 A. As I understand it, yes; and there may  
 9 have been many other meetings too. I can only speak  
 10 for that one.  
 11 **Q. And I'm just asking about that one**  
 12 **meeting right now.**  
 13 A. Yeah.  
 14 **Q. Who ran that meeting?**  
 15 A. Well, that would be the facilitators,  
 16 Clay and Kathleen; and then they would facilitate.  
 17 And then Nate would present and probably Melissa  
 18 Cooper, if I recall.  
 19 **Q. So Nate and Melissa Cooper presented**  
 20 **something to that group of principals and assistant**  
 21 **principals?**  
 22 A. I believe so.  
 23 **Q. Was there a PowerPoint or a Prezi deck**  
 24 **or something like that?**  
 25 A. I don't recall. I don't recall.

109

1 **Q. And what was the feedback that the**  
 2 **principals and school site teams gave to the attendees**  
 3 **of that meeting on this threat assessment process?**  
 4 A. Well, one of the common -- the most  
 5 common was availability for school resource officers  
 6 and who -- who -- which resource officer would they  
 7 contact if, you know, this is coming from the  
 8 elementary level. That was a very common question,  
 9 which we solved and -- and -- the situation. So that  
 10 was on the elementary level. So as far as -- the  
 11 other thing is -- the biggest thing I can recall  
 12 coming out of that meeting was consensus that things  
 13 have increased since December 13th, 2013, our mental  
 14 health concerns have, their concerns for mental  
 15 health, and the call for them, the callouts for help  
 16 were higher.  
 17 **Q. Any other feedback from the principals**  
 18 **and school site teams?**  
 19 A. Not that I -- not that I recall at this  
 20 time.  
 21 **Q. Okay.**  
 22 A. Just -- no, not that I recall.  
 23 **Q. And was that feedback documented**  
 24 **somehow?**  
 25 A. I do not -- I did not document it. I

110

1 just attended that function, but there certainly  
 2 could -- I'm not aware of what documentation would be  
 3 on that.  
 4 **Q. Now, did somebody report back to all the**  
 5 **participants at this administrative review what the**  
 6 **results of that meeting were?**  
 7 A. There was, as far as -- I know with the  
 8 SROs, yes, there was one with the law enforcement that  
 9 we did. We've had ongoing meetings and discussion,  
 10 but I don't recall Dr. -- meeting Dr. John Nicoletti  
 11 again after that, no.  
 12 **Q. Okay. And I've seen a document in**  
 13 **Exhibit 17. It talks about key challenges noted by**  
 14 **LPS staff related to the threat assessment process.**  
 15 **Is that a document you're familiar with?**  
 16 A. Not a document, just some of the -- some  
 17 of the things I elaborated on, key challenges.  
 18 **Q. Yeah. The key challenges noted by LPS**  
 19 **staff at page 4049.**  
 20 A. 4049?  
 21 **Q. Yeah.**  
 22 A. Okay.  
 23 **Q. And do you see that?**  
 24 A. Yes.  
 25 **Q. Have you seen that before?**

111

1 A. Yes.  
 2 **Q. And is this page part of the feedback**  
 3 **that was the result of --**  
 4 A. Yes, thank you for --  
 5 **Q. -- the meeting we were talking about --**  
 6 A. That is -- this is the feedback.  
 7 **Q. Okay. That's what I assumed it was, but**  
 8 **I wanted to make sure.**  
 9 A. I apologize, everybody. I just ...  
 10 **Q. No, it's totally fine.**  
 11 A. Okay. Thank you.  
 12 **Q. So as I understand it, the results of**  
 13 **that meeting were that -- these challenges that we're**  
 14 **talking about; right?**  
 15 A. Yes.  
 16 **Q. The first one is that the staff felt it**  
 17 **was difficult to choose a level of risk and they feel**  
 18 **uncomfortable doing that, right?**  
 19 A. Yes.  
 20 **Q. Okay. What can you tell me about the**  
 21 **discussion about that issue?**  
 22 A. Well, it's many -- it's many -- I mean,  
 23 I could talk all day about what they feel  
 24 uncomfortable about doing. It's just dealing with  
 25 determining what the threat factor is, No. 1, but

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1 also, 2, that -- the high -- the low, high -- or low,  
 2 medium, high. It is a tough thing to work around for  
 3 them because what if you make a mistake. I believe  
 4 people are worried about making mistakes. That's what  
 5 my perception is, that, okay, this kid is a -- you  
 6 know, I make him a medium and he's actually a high; or  
 7 he's a low, what do I miss -- you know, what did I  
 8 miss, that possibility of what did I miss when I was  
 9 doing my threat assessment. I think that was the  
 10 biggest fear. You know, they're very serious about  
 11 that. They're very serious about doing their threat  
 12 assessments, making sure their schools are safe.  
 13 **Q. Okay.**  
 14 A. And think about this -- and I'm adding  
 15 to that. At the time, before we -- as you brought up  
 16 in your statistics, ten threat assessments through 27  
 17 buildings, not a whole lot; but all of a sudden now we  
 18 have many types of threat assessments. So there was  
 19 not -- people were -- it was an influx of all of a  
 20 sudden a lot of things coming their way. And I think  
 21 that's where it was. There was just -- all of a  
 22 sudden there was a lot of them in addition to the risk  
 23 of suicide that's always been there, and -- but there  
 24 was a higher amount of callouts for help in that  
 25 aspect as well; and that's what that was.

113

1 **Q. Sure. So would it be fair to say that a**  
 2 **concern among a number of the principals within the**  
 3 **LPS district was a reluctance to actually select a**  
 4 **risk level when performing a threat assessment?**  
 5 A. No. What was -- I would not say it that  
 6 way. What I would say, it was a -- to do the right  
 7 thing to figure out where that -- where that threat  
 8 would -- properly fell. It wasn't a reluctance. It's  
 9 a heck of a decision when you're dealing with, you  
 10 know, this type of -- I believe that was where the  
 11 fear was, that reluctance was. This is a heck of a  
 12 decision that you're doing when it has to do with a  
 13 threat assessment.  
 14 **Q. And it's got to be taken very seriously?**  
 15 A. Very seriously. They always have taken  
 16 it seriously. All of a sudden they have very  
 17 many threat assessments.  
 18 **Q. Well, with all due respect, Kevin Kolasa**  
 19 **told James Englert that the threat that Karl Pierson**  
 20 **made to Tracy Murphy was no big deal. So,**  
 21 **respectfully, I disagree that people at Arapahoe**  
 22 **High School were taking threat assessments seriously**  
 23 **in the fall of 2013. I don't mean to take that out on**  
 24 **you --**  
 25 A. I understand.

114

1 **Q. -- and I don't mean it personally to**  
 2 **you.**  
 3 A. I understand.  
 4 **Q. But, respectfully, that is not what was**  
 5 **happening at that school at that time.**  
 6 A. Understand. Thank you.  
 7 **Q. Let's talk about the next point on this.**  
 8 **And I really don't mean that personally to you.**  
 9 A. I understand, sir.  
 10 **Q. Okay. The next question on this was,**  
 11 **Mental health staff feel like they bear a hard burden**  
 12 **in decisions. Do you see that?**  
 13 A. I see that.  
 14 **Q. Okay. I ask about that because it says**  
 15 **mental health staff feel like they have that burden;**  
 16 **and, unquestionably, they do. But I didn't think**  
 17 **mental health staff was at this meeting. So where**  
 18 **does that concern come from?**  
 19 A. That's feedback that has been discussed  
 20 with -- to the principals, as I understood it.  
 21 **Q. Okay.**  
 22 A. Keep in mind, as I understood it.  
 23 **Q. Understood.**  
 24 A. Okay.  
 25 **Q. And the decision here is, again, a**

115

1 **reference to making a decision about whether or not a**  
 2 **kid poses a low, medium, or high level of risk?**  
 3 A. Yes. And it could be also to the -- of  
 4 what kind of references they -- or resources they  
 5 would be out there seeking and things like that, so --  
 6 **Q. Okay.**  
 7 A. To help these people.  
 8 **Q. What about the concern about how to**  
 9 **explain to parents and what to share or not share with**  
 10 **the parents? What was the discussion about that?**  
 11 A. Okay. Again, this is my perception.  
 12 **Q. Exactly. I understand.**  
 13 A. There could be other perceptions. So  
 14 how to explain to parents and what to share or not to  
 15 share, that could be a very broad description of how  
 16 the parents -- or the teachers -- the staff members  
 17 would struggle of -- could be just struggling about  
 18 what -- you could have information that's private on  
 19 one individual that cannot be shared with somebody  
 20 else that's not directly involved in that situation.  
 21 I think people feel uncomfortable about that when --  
 22 what is proper to share and what is not proper to  
 23 share.  
 24 **Q. So does that tie back to the next bullet**  
 25 **point, which is confusion about notifying teachers and**

116

1 **other staff --**  
 2 A. It can.  
 3 **Q. -- who, when, how?**  
 4 A. It can, yes.  
 5 **Q. Okay. And one of the confusing parts of**  
 6 **that to me of what you're describing is, it wasn't**  
 7 **clear what could be told to the teachers at the school**  
 8 **about threat assessments and the kids who were the**  
 9 **subject of them; right?**  
 10 A. Yes.  
 11 **Q. I'm going to go back to that page. But**  
 12 **when I look at the student handbook, which is**  
 13 **Exhibit 1 --**  
 14 A. Okay. I'll go back to that, sir.  
 15 **Q. It's in the first book.**  
 16 A. Okay.  
 17 **Q. And I'm on page 113.**  
 18 A. 113?  
 19 **Q. Yes. Next one. Let me help you out.**  
 20 A. Okay.  
 21 **Q. Oh, I'm sorry. It's 1113.**  
 22 A. 1113.  
 23 **Q. Here we go. I'll get you there. Here,**  
 24 **this part. And this is the Student Code of Conduct**  
 25 **for the 2013-2014 school year.**

117

1 A. Okay.

2 **Q. The section we're looking at relates to**

3 **disclosure of disciplinary information to school**

4 **personnel. Do you see that?**

5 A. I see that.

6 **Q. And it says that, In the accordance with**

7 **state law, the principal or designee is required to**

8 **communicate disciplinary information concerning any**

9 **student enrolled in the school to any teacher who has**

10 **direct contact with the student in the classroom and**

11 **to any counselor who has direct contact with the**

12 **student. Do you see that?**

13 A. I see that.

14 **Q. So when it comes to threat assessments,**

15 **it seems to me that there shouldn't be any confusion**

16 **about what could be shared with the teachers; right?**

17 A. I see that, by this here.

18 **Q. Because, according to this, state law**

19 **requires the principal or her designee to tell a**

20 **student's teachers, hey, this kid has made a threat or**

21 **been the subject of a threat assessment; right? Isn't**

22 **that how you read this?**

23 A. I read it that way.

24 **Q. And that the whole purpose of this**

25 **requirement is to keep school personnel apprised of**

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1 **situations that could pose a risk to the safety and**

2 **welfare of others, right?**

3 A. I see that.

4 **Q. So my question is: Why is it that the**

5 **teachers are confused or the administrators are**

6 **confused about what they can notify teachers and other**

7 **staff about?**

8 A. I cannot explain that as far as -- I

9 just -- I cannot explain that. I think that what they

10 need to be is educated on their -- on their -- what

11 they can and what they cannot say.

12 **Q. Okay. And I will tell you -- and I'll**

13 **ask if you've heard the same concern or complaint.**

14 **I've heard from more than one teacher in this process**

15 **that they were unhappy with the lack of information**

16 **being shared by the administrators at Arapahoe about**

17 **disciplinary information and threat information. Is**

18 **that a complaint you've also heard?**

19 A. I've never heard that complaint.

20 **Q. Okay. But that would be consistent with**

21 **this confusion that's being reported about what can be**

22 **told to the teachers, right?**

23 A. That could contribute.

24 **Q. Okay. The next challenge noted by the**

25 **LPS staff relates to the lack of options when parents**

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1 **or students don't want mental health care. What do**

2 **you recall about those discussions on that subject?**

3 A. Well, there's always ongoing discussions

4 about that even at that time; and some parents --

5 again, this is my take on that. Some parents don't

6 believe that they have a problem with their children.

7 There's nothing wrong with my son. There's nothing

8 wrong with my daughter. I'm not going to take them in

9 for your recommended health screening -- or your

10 mental health screening. So that's where that

11 challenge comes in. They don't want that healthcare.

12 They don't want to follow up with it. It's the

13 school's problem. It's not my problem.

14 **Q. Okay. And, of course, the school**

15 **does -- there are limited options for the school on**

16 **that subject?**

17 A. There's limited options, but they

18 certainly are offering options and offering help for

19 these parents as well.

20 **Q. Understood.**

21 A. They certainly do that.

22 **Q. The school can't force a kid into**

23 **treatment?**

24 A. That's correct.

25 **Q. They can kick a kid out of school?**

120

1 A. Yes.

2 **Q. You can say you can't come back unless**

3 **you get the treatment, those kinds of things?**

4 A. And that's been -- that's a suggestion.

5 It's a suggestion.

6 **Q. Okay. Where does that suggestion**

7 **stand -- if the school -- Well, strike that.**

8 **What is the suggestion that's being**

9 **discussed?**

10 A. Well, it can be many aspects. It could

11 be -- the way I see it -- again, there's a -- I'm

12 telling you from my little world what I would see --

13 **Q. Sure.**

14 A. -- if a kid is acting out and has --

15 apparently appears to be having extreme -- you know,

16 suicidal, so to say, you can -- you work with law

17 enforcement. Law enforcement can bring that kid down

18 on a 72 -- or put him in the hospital for his 72-hour

19 hold.

20 **Q. Right.**

21 A. But sometimes that doesn't go that way

22 when he gets to the hospital and things. So you have

23 to look at what resources you have that you can use to

24 get that kid help and offer that to those families,

25 but the families aren't going to take that because we

121

1 don't have a problem.

2 **Q. And I understand that. But my question**

3 **was, it sounded from your answer like there was a**

4 **discussion underway right now about creating a system**

5 **where the school says we can't force this kid into**

6 **treatment, but we're not letting him back into school**

7 **unless he shows that he's gotten treatment?**

8 A. I think they're looking at that

9 individually, and it's analyzed by our mental health

10 and outside people such as the police departments and

11 other mental health providers.

12 **Q. And has that program or idea been**

13 **adopted at LPS?**

14 A. There have been -- again, officially, I

15 can't say if it has officially; but I can say we have

16 done that. We have done that. There's a mental

17 health center, I understand, over on Santa Fe in

18 Littleton. That is an option that has been utilized

19 by our staff, by our mental health professionals at

20 the schools and things, referral for the parents.

21 **Q. Now, the next key challenge noted by LPS**

22 **staff is the difficulty in making decisions when staff**

23 **have very different perceptions of a student. Do you**

24 **see that?**

25 A. I see that.

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1 **Q. Do you recall how that challenge was**

2 **addressed by that group that participated in the**

3 **administrative review of the threat assessment**

4 **process?**

5 A. That challenge was -- again, is having

6 the multiple -- the way I see it is having multiple

7 people involved in the threat assessment process or

8 analyzing the situation, that there's a consensus that

9 is come -- that is come to at the end on determining

10 that threat level, a consensus.

11 **Q. And is one of the other things that has**

12 **changed since the shooting in the threat assessment**

13 **process that now the threat assessment team is**

14 **actually talking to multiple people with perceptions**

15 **of the student rather than just one?**

16 A. That's correct.

17 **Q. Okay. The final key challenge noted by**

18 **LPS staff was the logistic challenges of implementing**

19 **a tight safety/supervision plan. What can you tell me**

20 **about those logistical challenges that were discussed?**

21 A. Again, my perception of this is to make

22 a proper plan that ensures or helps ensure the safety

23 and security of those students at the school and the

24 staff members. And that's always a challenge because

25 you know that if you have a plan, it might not be --

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1 in your mind, it's a good plan; but what if that

2 person -- there's just a fear that that person is

3 going to -- that person could break your plan or fool

4 you in that plan.

5 **Q. Okay.**

6 A. Fool you to wreck your plan.

7 THE DEPONENT: But I need to take a

8 break if you guys are okay because I think I'm

9 losing -- because I need some water or --

10 MR. ROCHE: No, that's fine. We've been

11 going for about an hour and a half. Let's take ten.

12 THE DEPONENT: Because I want to be -- I

13 don't want to -- I want to be helpful here, no.

14 MR. ROCHE: Absolutely. No, we can go

15 off the record.

16 (Recess taken, 12:18 p.m. to 12:35 p.m.

17 after which Ms. Goodrum was not present.)

18 **Q. (BY MR. ROCHE) Before we took our**

19 **break, we were talking about the logistic challenges**

20 **of implementing a tight safety and supervision plan,**

21 **and you talked about the difficulty of what if a kid**

22 **fools you or doesn't follow the plan. Were there any**

23 **other logistic challenges discussed in implementing a**

24 **plan?**

25 A. They're also talking -- tight

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1 safety/supervision plan could be, too, when you have a

2 sex offender. As I recall this, we could have sex

3 offender -- juveniles that are sex offenders. So

4 that -- that creates a serious issue as well. So I

5 believe that this was carrying a broader sense than

6 just threat assessments when this was brought up

7 because logistic challenges -- a tight safety plan was

8 going along like if we have a kid that's a sex

9 offender. We have them. They are there, and that's

10 just part of society. And I believe that was one of

11 the things that was being discussed there, that safety

12 plans can be difficult. Or restraining orders. If

13 you have a kid that's restrained and the restraining

14 order is not clear -- has a restraining order and the

15 restraining order is not clear, it allows that kid to

16 go to school; and you have them separated and the

17 potential for them to pass, but you have to be

18 there -- you have to have somebody there when they

19 pass and things like that.

20 **Q. Okay.**

21 A. So those are challenges. It can be very

22 challenging.

23 **Q. Okay.**

24 A. So that's a broader sense.

25 **Q. Any other logistic challenges that you**



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1 **recall being discussed?**  
 2 A. As I stated earlier, it's just -- there  
 3 could be jurisdictional, with the law enforcement,  
 4 challenges because a restraining order could happen in  
 5 one place and one county or in the county or the city.  
 6 That could be something that's discussed, which law  
 7 enforcement agency is responsible. And that's  
 8 something we solved or I helped sort out for the  
 9 school districts, for those staff members as well and  
 10 continue to do so.  
 11 **Q. Okay. And I think that's it for the key**  
 12 **challenges. So let's go back to the list of next**  
 13 **steps in Exhibit 17.**  
 14 A. Okay.  
 15 **Q. And then you may as well -- that's this**  
 16 **book. You may as well open this one up to 7?**  
 17 A. Okay.  
 18 **Q. And the reason I say that is the next**  
 19 **next step in the list of recommendations is to create**  
 20 **a loose/tight expectations guidance document for**  
 21 **schools, right?**  
 22 A. Right.  
 23 **Q. And that is what Exhibit 7 is, correct?**  
 24 A. Okay.  
 25 **Q. Am I correct that Exhibit 7 --**

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1 A. As I understand it, yes, that is it.  
 2 **Q. Okay. Do you know who prepared**  
 3 **Exhibit 7?**  
 4 A. Exhibit 7, as I understand it, came from  
 5 Melissa Cooper and Nate Thompson.  
 6 **Q. Okay. Did you have any input into the**  
 7 **creation of Exhibit 7?**  
 8 A. I had input on electronic devices.  
 9 **Q. Okay. And when you referred to**  
 10 **electronic devices --**  
 11 A. Like searches of electronic devices.  
 12 **Q. Right. And that's the bottom of page 2**  
 13 **of Exhibit 7, right?**  
 14 A. Yes.  
 15 **Q. Should we search a student's personal**  
 16 **items or on-line accounts, right?**  
 17 A. That's correct.  
 18 **Q. And what was -- did you write this**  
 19 **section?**  
 20 A. No, I provided material and other  
 21 examples from other organizations for this to be used,  
 22 for them to take that material and apply it into --  
 23 into something that would be readable and understood  
 24 by our staff.  
 25 **Q. Okay. And that goes back to, among**

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1 **other things, the threat assessment documents that**  
 2 **were gathered as part of this review from other school**  
 3 **districts; right?**  
 4 A. That's correct.  
 5 **Q. Because some of those other school**  
 6 **districts have expressly in their threat assessment**  
 7 **documents, have you looked at their social media, have**  
 8 **you looked at their e-mails, those kinds of things;**  
 9 **right?**  
 10 A. Yes, yes. And we have done this in the  
 11 past. I just -- my recommendation was we needed to  
 12 solidify that. But, also, there was also a Supreme  
 13 Court ruling that came out on this recently too; so  
 14 we're looking at that and how that impacts us as well.  
 15 **Q. Okay. And one of the requirements under**  
 16 **this new guideline document, as I read this, there's a**  
 17 **question and there's a tight or required protocol and**  
 18 **then there's a loose or suggested protocol; right?**  
 19 A. That's correct.  
 20 **Q. And so the middle column is the required**  
 21 **steps, correct?**  
 22 A. That's correct.  
 23 **Q. And in the discussion of searches, it**  
 24 **says, Searches are allowed under the LPS Code of**  
 25 **Conduct when there is reasonable suspicion of risk,**

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1 **but make sure to refer to the policy for specific**  
 2 **details; right?**  
 3 A. That's correct.  
 4 **Q. And so what that means is, among other**  
 5 **things, the school has the right under the code of**  
 6 **conduct to search a student's social media?**  
 7 A. Correct.  
 8 **Q. E-mails?**  
 9 A. Correct.  
 10 **Q. Internet usage?**  
 11 A. Correct.  
 12 **Q. Browser history?**  
 13 A. Correct.  
 14 **Q. And any other forms of electronic**  
 15 **communications that they engage in at school?**  
 16 A. As we interpret that by the student code  
 17 of conduct.  
 18 **Q. Right. And that's Exhibit 1 that we**  
 19 **were just looking at, right?**  
 20 A. Correct.  
 21 **Q. And that was something that wasn't a**  
 22 **formal part of the threat assessment process prior to**  
 23 **the shooting, correct?**  
 24 A. No. It was addressed in -- we -- I  
 25 cannot say that because we had cyber -- cyber

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1 trainings that we've offered in the community as well;  
 2 and when we did those -- like that PowerPoint  
 3 presentation, there has been discussions as well. But  
 4 I don't believe officially it has been put forward,  
 5 but it was brought up. And in the past, we have  
 6 looked at cell phone devices and computers as early as  
 7 2006, as I recall.  
 8 **Q. Right. And it was certainly part of the**  
 9 **student code of conduct during the 2013-2014 school**  
 10 **year --**  
 11 A. That's correct.  
 12 **Q. -- when Karl Pierson's threat assessment**  
 13 **was performed, right?**  
 14 A. That's correct.  
 15 **Q. And, unfortunately, nobody looked at**  
 16 **Karl Pierson's social media or e-mails or on-line**  
 17 **information at that time. Isn't that your**  
 18 **understanding?**  
 19 A. That is my understanding from media  
 20 reports and what I've heard internally, correct.  
 21 **Q. Okay. And Exhibit 7 formalizes as part**  
 22 **of the threat assessment process the fact that the**  
 23 **school has the right to search electronic media --**  
 24 A. That's correct.  
 25 **Q. -- among other things?**

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1 A. That's correct. And I did contribute to  
 2 the law enforcement involvement and other situations  
 3 there too as well.  
 4 **Q. Okay. One -- Well, strike that.**  
 5 **With respect to the tight or required**  
 6 **elements of threat assessments, is there -- can you**  
 7 **walk me through the requirements and tell me which**  
 8 **ones are new or different from what existed prior to**  
 9 **2013?**  
 10 A. I can in how I understand it and it's --  
 11 **Q. Okay. Let's walk through. What is new**  
 12 **and refined?**  
 13 A. We'll have to go page by page here.  
 14 **Q. Sure.**  
 15 A. I believe on the tight, every  
 16 administrator must attend the training within their  
 17 first year in LPS.  
 18 **Q. That's a new requirement?**  
 19 A. That's a new requirement.  
 20 **Q. Okay.**  
 21 A. I believe that that -- a review of the  
 22 warning signs and reporting process should be reviewed  
 23 with all staff in your building. With all staff, I  
 24 think that is new.  
 25 **Q. Okay.**

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1 A. That is taken literally, all staff.  
 2 **Q. Okay. Are those being enforced now,**  
 3 **those requirements?**  
 4 A. Yes, they are. They are being enforced.  
 5 **Q. So every administrator has now taken --**  
 6 A. Or they will be --  
 7 **Q. -- the danger assessment training or**  
 8 **will within a year?**  
 9 A. Yes.  
 10 **Q. Okay. What about in the section "When**  
 11 **must a threat assessment be conducted," either of**  
 12 **those requirements new?**  
 13 A. Those are not new.  
 14 **Q. They're just more formalized now?**  
 15 A. More formalized.  
 16 **Q. What about "When should an ESC**  
 17 **administrator be notified"?**  
 18 A. That is a new -- that is -- they  
 19 tightened that up, I would say, about who -- about  
 20 the -- if you look, there would be on the actual  
 21 threat assessment the mandatory reporting to the  
 22 security, the SRO, and Nate Thompson.  
 23 **Q. Okay.**  
 24 A. That's something that was tightened up,  
 25 so that's -- under "When should an ESC administrator

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1 be" -- we're going there, okay? Tightened up. Just  
 2 more tightened up on the tight with notify LPS  
 3 security when unsure of a student's location or  
 4 concerned about immediate safety.  
 5 **Q. Okay.**  
 6 A. We -- it's about that -- just that  
 7 definition of unsure about where the kid is at the  
 8 time, you know, if you had an immediate safety  
 9 concern, you were supposed to let us know down there  
 10 in the security office and we would work hand in hand  
 11 with the school to come up with a safety plan; and  
 12 that would include, you know, a boost in security  
 13 around the facility or doing what we needed to. Check  
 14 in with an ESC administrator if you're unsure where to  
 15 start the process, that has always been there; but I  
 16 believe that that's has been expanded to make sure  
 17 that somebody is always available to respond  
 18 immediately to questions.  
 19 **Q. Now, would you be among the people who**  
 20 **would qualify as an ESC administrator?**  
 21 A. I would be -- to ask questions about the  
 22 safety and security, of ensuring that, I would be one  
 23 of those people.  
 24 **Q. Okay. On page 2, it talks about who**  
 25 **leads the threat assessment process; right?**

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1 A. Yes.

2 **Q. Is any of that new, or is this just more**

3 **formalized?**

4 A. It's just more formalized.

5 **Q. Okay.**

6 A. I believe it's always -- we've always

7 had the requirement for a school mental health

8 professional; but in some cases in the past, that did

9 not take place because that person was not available.

10 But that has been mandated now. We've also -- who

11 leads, if we look at the loose, if law enforcement

12 initiates their own investigation, we ensured their

13 collaboration in dealing with the situation, that --

14 that has been tightened up as well. I think that

15 should be tightened.

16 **Q. Okay. The section on suspending**

17 **students while conducting the threat assessment**

18 **process, that was always the case? They had the**

19 **right, whether or not they used it?**

20 A. That is -- they had the right; but I

21 believe, what I've seen, it's used all the time now.

22 **Q. Okay. And it wasn't typically used**

23 **before?**

24 A. No, it was used. It was used. It was

25 used. But there was not -- as I stated before, there

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1 was not -- the types of threat assessments we're

2 dealing with are a lot different than the ones we've

3 had over time now; and I think that that, in response,

4 has changed how we do things quite a bit.

5 **Q. Okay. And then "Who should be**

6 **interviewed during the process," this looks, to me,**

7 **like this was a significant change to how threat**

8 **assessment -- threat assessments were performed prior**

9 **to December of 2013; isn't that right?**

10 A. Well, I would go through it like -- the

11 ones I've been involved with before, prior to 2013,

12 the student was always involved, of concern. We

13 always attempted to notify the parents and guardians

14 and we asked them to come down. Sometimes you would

15 not get parents to come down for some of those threat

16 assessments.

17 **Q. Okay.**

18 A. Any staff member involved in -- again, I

19 was never involved in an Arapahoe threat assessment;

20 but I'm talking about general like a high school, yes,

21 I've been involved in some of those before.

22 Afterwards, yes, I've been involved, as we stated

23 earlier. But in the case of the ones I was involved

24 in the high school level, yes, we did talk to the

25 student's parents or guardians. It really surprised

135

1 me how often parents did not show up. It was kind of

2 weird.

3 **Q. Okay.**

4 A. But any staff member involved in the

5 situation, at least one of the teachers, the ones I

6 was involved with, again, were -- there was -- the

7 person involved, the teacher, would often participate.

8 Now, any outside provider, now -- prior to that, I did

9 see on a few occasions providers come in or mental

10 health people that were working with the kid; but now

11 I see that more so now after.

12 **Q. Okay. And one of the differences is**

13 **that this now is characterized as a minimum list of**

14 **people who should be involved, right?**

15 A. That's correct. That's correct. And

16 I've seen these -- that happening, and it's -- I think

17 it's a good thing personally.

18 **Q. Okay.**

19 A. Additional interviews can be conducted

20 with any other teachers, staff, students who might

21 have -- that was going on before. Additional

22 interviews --

23 **Q. Well, let me ask about that.**

24 A. Okay.

25 **Q. Was it a common practice for a threat**

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1 **assessment team to talk to the subject student's**

2 **fellow students or peers about that kid as part of a**

3 **threat assessment?**

4 A. In some -- in the threat assessments

5 I've been involved in, which, again, I will state that

6 at other high schools, yes, I have -- we have

7 interviewed other kids that have been involved in the

8 situations. You know, it could be a myriad of

9 different reasons they were involved; but there were

10 kids that were -- that we did talk to, and we did put

11 in safety plans for them and ensured that they knew

12 what was going on.

13 **Q. Well, right. And I want to distinguish**

14 **between a threat that is, you know, Johnny saying I'm**

15 **going to kill Susie.**

16 A. Right.

17 **Q. Of course you're going to go talk to**

18 **Susie, right?**

19 A. Right.

20 **Q. But does anybody -- prior to**

21 **December '13, in my hypothetical, would the threat**

22 **assessment teams go and talk to Johnny's friends and**

23 **ask what's going on with him? Is there anything we**

24 **need to know?**

25 A. That has happened. That has happened.

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1 **Q. Okay. And that's more formally**  
 2 **described in this new and improved threat assessment**  
 3 **guidelines?**  
 4 A. I think that's part of best practices  
 5 that came out of that, that we -- that should be done.  
 6 That should be done. And I think that others were  
 7 doing that. Others were doing that. Other mental  
 8 health professionals in the district were doing that.  
 9 **Q. And we know that didn't happen or at**  
 10 **least it's not reflected in the threat assessment that**  
 11 **was done for Karl Pierson?**  
 12 A. As I read that, yes.  
 13 **Q. Okay. And then go on to the next part**  
 14 **of the "who should be interviewed" section, and it**  
 15 **talks about interviews with any other outside persons**  
 16 **who may have helpful information, youth ministers,**  
 17 **coaches, et cetera. Again, that's a best practice**  
 18 **that is now more formally part of Arapahoe's threat**  
 19 **assessment process?**  
 20 A. That is correct.  
 21 **Q. Okay. And, again, that is something**  
 22 **that was not done in Karl Pierson's case. There were**  
 23 **no outside --**  
 24 A. We're talking -- again, as I read that,  
 25 no, I did not see that noted on that report.

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1 **Q. Okay.**  
 2 A. Threat assessment. But I have seen  
 3 others come in to help and support kids in other  
 4 threat assessments prior to Arapahoe.  
 5 **Q. Okay. Next question is "What**  
 6 **information should be gathered," right? That's the**  
 7 **next column here?**  
 8 A. Yes.  
 9 **Q. And, again, this is a more detailed list**  
 10 **of what the threat assessment team should be looking**  
 11 **for than is laid out in the pre-December 2013 threat**  
 12 **assessment form, correct?**  
 13 A. That's correct.  
 14 **Q. And that tells the threat assessment**  
 15 **team to look specifically for normal behaviors,**  
 16 **boundary-probing behaviors, attack planning behaviors,**  
 17 **and attack-related behaviors; correct?**  
 18 A. That's correct.  
 19 **Q. It also instructs the team to review the**  
 20 **student's discipline, attendance, counseling, and IEP**  
 21 **records; right?**  
 22 A. That's correct.  
 23 **Q. That's a requirement now?**  
 24 A. Correct.  
 25 **Q. And it wasn't a requirement prior to --**

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1 A. It was not --  
 2 **Q. -- the shooting?**  
 3 A. I don't recall it being written, but I  
 4 am -- certainly now it is part of the plan that is  
 5 being done quite a bit.  
 6 **Q. Okay. And, again, that's one of those**  
 7 **things that wasn't done in Karl Pierson's case, was**  
 8 **it, as far as you know?**  
 9 A. Not that I know of.  
 10 **Q. And another significant change to the**  
 11 **threat assessment process is the team is now required**  
 12 **to ask a student -- a subject student's current**  
 13 **teachers for feedback on the kid's recent progress,**  
 14 **behaviors, things like that; right?**  
 15 A. Yes.  
 16 **Q. And, again, that's because having a**  
 17 **centralized vortex of information -- and I'm referring**  
 18 **back to page 1 now -- is essential to do an accurate**  
 19 **assessment of whether or not a student poses a threat**  
 20 **to the safety of the school, right?**  
 21 A. Agreed.  
 22 **Q. And that's why that's now being done?**  
 23 A. Well, I think it also is valuable in  
 24 other areas, too, as far as like restorative justice  
 25 and the ongoing servicing of that student because

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1 sometimes -- often these students have other issues as  
 2 well; and I think it's been very valuable and will  
 3 continue to be very valuable.  
 4 **Q. And we've covered the searching changes**  
 5 **that were made -- or the changes made with respect to**  
 6 **the requirements or options to search a student's --**  
 7 A. That was always a part of that; and I  
 8 believe in even an ICS drill I covered searches a  
 9 little bit as well in the past for our schools. So  
 10 I -- what we wanted to do was make sure that this was  
 11 written and it was down so people understood that.  
 12 Now, obviously, there might be some changes that come  
 13 from this, again, because of recent laws or  
 14 interpretations of the law.  
 15 **Q. Okay.**  
 16 A. And, again, that's where gentlemen like  
 17 yourself come into play.  
 18 **Q. Okay. And I'm not asking about what**  
 19 **legal advice you got. That's --**  
 20 A. No, I haven't --  
 21 **Q. -- off limits. So I understand that.**  
 22 A. Okay.  
 23 **Q. I want to jump to page 3 where it talks**  
 24 **about when does a higher-level district review occur.**  
 25 A. Okay.

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1           **Q. Do you see that?**  
 2           A. Page -- when does a -- oh, right here at  
 3 the bottom?  
 4           **Q. Yeah, at the very bottom. Because what**  
 5 **you've been describing to me is since these changes**  
 6 **were implemented, the district reviews all threat**  
 7 **assessments; right?**  
 8           A. That's correct.  
 9           **Q. And when I read this, it says anytime a**  
 10 **school indicates there is a high level of risk, this**  
 11 **higher-level district review occurs; correct?**  
 12           A. That's correct.  
 13           **Q. That and it's --**  
 14           A. Well, so we're still looking at -- we  
 15 are -- I don't think that's quite clear there. We are  
 16 looking at all of the threat assessments when they  
 17 come in to -- we are looking at the low, mediums, and  
 18 highs.  
 19           **Q. And that's why I was confused because**  
 20 **you're looking at all of them, and this says you only**  
 21 **look at the high --**  
 22           A. No, no.  
 23           **Q. -- or the threats involving killing**  
 24 **somebody or firearms.**  
 25           A. I think we were copying other districts

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1 at the time when we were doing it as best practices,  
 2 but we decided that -- I mean, immediately in  
 3 September of last year, we started meeting with --  
 4 together as a team and -- and saying we got to look at  
 5 everything. And we're not just looking at threat  
 6 assessments. We're looking at discipline. Like if a  
 7 kid -- Jimmy pushed Johnny on the school grounds --  
 8 he's a five-year-old -- we are looking at that.  
 9           **Q. Okay.**  
 10           A. And we are going through all of them.  
 11 There's a lot of them. There's about 52 -- anywhere  
 12 from 50 to 60 of those around the district. They're  
 13 not threat assessments, but they're discipline  
 14 reports. Like I said earlier, throwing a spitball.  
 15           **Q. Right.**  
 16           A. That's being done. And I think that's  
 17 important because you -- we can identify behavior --  
 18 or you can see something. I've seen it a couple times  
 19 where somebody acted out on that. We follow up and  
 20 then we go back, and then that kid could be a concern  
 21 later on, but try to intervene beforehand if you can.  
 22           **Q. Right. And, in fact, you're right**  
 23 **because it's important to get not just a snapshot of a**  
 24 **kid but a sort of longitudinal pattern of what that**  
 25 **young person's behavior is?**

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1           A. Before -- I mean, it's not perfect; but  
 2 I think it's something that's been very helpful that  
 3 the district has been doing.  
 4           **Q. Okay. And that's a change?**  
 5           A. That's a big change.  
 6           **Q. Yes.**  
 7           A. Because I think -- I believe in if --  
 8 personally, you know, with kids that have been  
 9 involved in criminal activity or done things, it would  
 10 be nice to get them some help before they get that;  
 11 and I've always wondered, you know, if, you know,  
 12 they're going to break into the school later on or do  
 13 something. You often see that escalating behavior.  
 14 And I think that can help stop that and get them help  
 15 before it happens.  
 16           **Q. Right.**  
 17           A. Possibly. Possibly. Not perfect, but  
 18 possibly.  
 19           **Q. If that had been going on years earlier,**  
 20 **that would have been something that would have been**  
 21 **caught with Karl Pierson because he had a couple of**  
 22 **instances of violence when he was very young in the**  
 23 **LPS system. That wasn't part of the system.**  
 24           A. I could surmise that it possibly could.  
 25 It possibly could. Possibly could.

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1           **Q. But that wasn't being checked at the**  
 2 **time the September of 2013 threat assessment was done**  
 3 **on Karl Pierson?**  
 4           A. I do not -- I cannot speak for what they  
 5 did when they initially did that threat assessment.  
 6           **Q. Okay.**  
 7           A. But I tell you now we would look at that  
 8 information, yes.  
 9           **Q. Okay.**  
 10           A. If we had it.  
 11           **Q. Okay. So let's jump ahead to "Who is**  
 12 **responsible for monitoring a student after they have a**  
 13 **threat assessment." Do you see that?**  
 14           A. I see that.  
 15           **Q. And it's now a requirement that the**  
 16 **school team led by an administrator should establish**  
 17 **and manage the safety and monitoring plan for each**  
 18 **student, right?**  
 19           A. Again, that was a practice that was  
 20 going on before -- prior to the Arapahoe and the  
 21 incidents that I've been involved in; so they would  
 22 have a safety plan. The kid would check in often.  
 23 That was always going on. I believe that what you're  
 24 seeing here is to make sure that others understand  
 25 that. You know, one of the things about school

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1 districts is you constantly have new employees and new  
 2 people coming in, and I think this is also helpful for  
 3 those new people that are coming in. So having this  
 4 writing, having this down and planned, it gives them  
 5 their basis for how they respond. But they were doing  
 6 that before in the threat assessments that we've --  
 7 I've seen or been involved in.

8 **Q. And what would a monitoring plan --**  
 9 **safety and monitoring plan look like for a student who**  
 10 **was the subject of a threat assessment at a**  
 11 **high school, LPS?**

12 A. Well, it could be -- it could be a set  
 13 time that that individual can come to school. That  
 14 could be a set time when that person arrives. When  
 15 that person arrives at the school, he meets with a  
 16 particular administrator. It could vary by what the  
 17 situation is. He might be met at the door by the SRO  
 18 and escorted into the school to his locker. There are  
 19 so many different aspects of how that would go on  
 20 based on the type of threat and the type of things --  
 21 you know, what this person is involved in or what  
 22 they're expressing.

23 **Q. Okay.**

24 A. But there is -- I have seen that, and  
 25 that's why it's an integral part and to have everybody

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1 understanding and -- not everybody. What I mean is  
 2 your safety and security personnel and your  
 3 administrators at school.

4 **Q. Sure. So what was the safety and**  
 5 **monitoring plan for Karl Pierson in the fall of 2013?**

6 A. I -- again, I did not know Karl Pierson.  
 7 I never heard what his plan was, and I can't answer  
 8 that.

9 **Q. Do you have an understanding now after**  
 10 **everything that happened whether or not there was a**  
 11 **safety and monitoring plan implemented for Karl**  
 12 **Pierson in the fall of 2013?**

13 A. By what I can read and see, I do not  
 14 believe there was a safety plan in place for him.

15 **Q. Okay. The next item in the "Who is**  
 16 **responsible for monitoring a student after they have a**  
 17 **threat assessment" says that there is a district-wide**  
 18 **review of all LPS safety indicators conducted weekly**  
 19 **by ESC administrators and LPS security. That's a new**  
 20 **requirement?**

21 A. That is a new requirement we talked  
 22 about that happened after your -- that group, 2014.  
 23 It was June 23rd of 2014.

24 **Q. Okay. And that you review all the**  
 25 **disciplinary records and threat assessments?**

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1 A. Yes.

2 **Q. Okay.**

3 A. Yes.

4 **Q. That's what is referred to as safety**  
 5 **indicators?**

6 A. Yeah, safety indicators and any other  
 7 information. There's other information, too, that  
 8 might not be safety related, so to say, but it's  
 9 important to the team; and we look at everything.  
 10 There's all kinds of things that are out there that  
 11 you can look for.

12 **Q. Okay.**

13 A. I can't go into detail. I'll be talking  
 14 for three hours.

15 **Q. Understood.**

16 A. Yeah.

17 **Q. Now, one of the other changes is this**  
 18 **next category, which is "Who else in the school should**  
 19 **be told about the threat assessment"; right?**

20 A. Correct.

21 **Q. And it says, Any student or staff who**  
 22 **was a potential target should be notified. That was**  
 23 **the case prior to 2013, right? That's not a change?**

24 A. That's not a change.

25 **Q. But the next bullet point is a major**

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1 **change in how threat assessments are done.**

2 A. Okay.

3 **Q. And that says that any staff person who**  
 4 **has a need to act should be notified, correct? For**  
 5 **example, all of the current teachers should know since**  
 6 **they have a part in monitoring the safety plan; right?**

7 A. That's correct.

8 **Q. And prior to 2013, at least at Arapahoe**  
 9 **High School, a student's teachers were not notified**  
 10 **that a student had been the subject of a threat**  
 11 **assessment; is that right?**

12 A. Well, in regards to -- that was a --  
 13 that was -- again, we did not have a lot of threat  
 14 assessments; but there was -- I know of principals who  
 15 chose to notify their staff, so it did take place.  
 16 But I believe that was an administrative decision at  
 17 the school.

18 **Q. Understood. And that's why my question**  
 19 **was specific to Arapahoe.**

20 A. So that's what we say, it's not an  
 21 administrative decision now. You're mandated to do  
 22 that.

23 **Q. Then it goes on to say in the suggested**  
 24 **category or loose category that in some situations it**  
 25 **may be appropriate to notify larger groups such as the**

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1 entire school staff or groups of students and parents,  
 2 right?  
 3 A. That's correct.  
 4 Q. Has that been done with respect to any  
 5 threat assessments that have been performed at LPS  
 6 since this document took effect?  
 7 A. Well, obviously, there could be -- we --  
 8 there has been -- there has been one incident that  
 9 took place earlier at the end of the school year; and  
 10 the person was, you know, caught in a -- with weapons  
 11 and was -- there was a -- the school notified  
 12 everybody in the community about the situation and so  
 13 did law enforcement and it was dealt with and dealt  
 14 with appropriately by everybody involved.  
 15 Q. Okay. The final item in this guidance  
 16 document is "Does a student ever get 'released' from a  
 17 threat assessment?" Do you see that?  
 18 A. Yes.  
 19 Q. And it says as students are successful  
 20 at following the plan, the plan and monitoring should  
 21 be adjusted; right?  
 22 A. That's correct.  
 23 Q. It goes on to say that the student's  
 24 name will stay on a district-level monitoring list  
 25 through the end of their time in LPS, right?

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1 A. That's correct.  
 2 Q. Who maintains this district-level  
 3 monitoring list?  
 4 A. Well, as I stated, it's maintained by  
 5 Nate Thompson; but we have access to it. The  
 6 individuals that are doing the threat assessments, we  
 7 have access to that team -- to that list and other key  
 8 administrators.  
 9 Q. Did that list exist prior to --  
 10 A. No.  
 11 Q. -- December of 2013?  
 12 A. Not as I understand it, it did not  
 13 exist.  
 14 Q. Okay. Back to 17, if we could.  
 15 A. Okay.  
 16 Q. All right. And I'm on that same main  
 17 page.  
 18 A. Sure.  
 19 Q. The next item in the list of next steps  
 20 or recommendations is to consider how to better track  
 21 threat assessments in Infinite Campus without putting  
 22 too much in the student's record. Do you see that?  
 23 A. I see that, yes.  
 24 Q. And we talked about that already.  
 25 A. Right.

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1 Q. Is there anything else related to that  
 2 step that we haven't covered?  
 3 A. No.  
 4 Q. Okay. Next item on the list is that the  
 5 group was going to consider using Dr. Nicoletti's  
 6 four-stage model for district-wide planning. Do you  
 7 see that?  
 8 A. Yes.  
 9 Q. Has the district adopted Dr. Nicoletti's  
 10 four-stage model for district-wide planning?  
 11 A. As I understand it, they have -- we  
 12 have. However, that is being evaluated; and also  
 13 we -- our mental health people are planning on  
 14 attending other trainings and other courses to  
 15 re-evaluate where we are and make sure we're getting  
 16 the best practices.  
 17 Q. Okay. So my first question related to  
 18 the adoption of Dr. Nicoletti's four-stage model for  
 19 district-wide planning is: What was the district  
 20 using before this, what model?  
 21 A. The Secret Service, as I understand it,  
 22 threat assessment practices and FBI threat assessment  
 23 practices.  
 24 Q. Okay.  
 25 A. Best practices out of those identified.

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1 That's how I understand it. And I believe that after  
 2 Columbine, we did have some consultants who were hired  
 3 that -- with Secret Service backgrounds that helped --  
 4 also contributed to the development of our threat  
 5 assessment process.  
 6 Q. Okay.  
 7 A. And then Nicoletti, we did follow his  
 8 practices as well before 2013, as I understand it. As  
 9 I understand it. Not clear all of the factors because  
 10 I, for one, have just started attending Nicoletti's  
 11 presentations and getting an understanding of those.  
 12 The Secret Service and FBI presentations were the ones  
 13 I was attending and things.  
 14 Q. Okay. We'll get to this, but the  
 15 four-tier -- or four-stage Nicoletti model is  
 16 described in the fifth bullet point on the next page;  
 17 right?  
 18 A. Right.  
 19 Q. And we'll walk through that in just a  
 20 minute, but let's finish up with the next steps and  
 21 recommendations. Did you have any involvement in  
 22 getting clarification on the legal issues related to  
 23 student interviewing, student statements, SRO  
 24 involvement?  
 25 A. I had somewhat in that, yes.

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1           **Q. Okay. And certainly with respect to the**  
 2 **SRO involvement and the searches?**  
 3           A. Recommendations.  
 4           **Q. We just talked about that with**  
 5 **Exhibit 7?**  
 6           A. Yes. Collaboration.  
 7           **Q. Okay.**  
 8           A. More collaboration.  
 9           **Q. And then the next item is develop a**  
 10 **district-level threat assessment committee and review**  
 11 **team. And we've talked about that. That's Bryan**  
 12 **Jesse?**  
 13           A. Myself.  
 14           **Q. You?**  
 15           A. And then others when needed, yes.  
 16           **Q. Right. And has the district adopted the**  
 17 **next item on the list of next steps involving SROs in**  
 18 **all threat assessments?**  
 19           A. Yes. And we are -- that is something  
 20 that is also currently being evolved and more defined  
 21 as well.  
 22           **Q. What changes are in the works on SRO**  
 23 **involvement?**  
 24           A. Well, an SRO -- an SRO is not going to  
 25 sign a -- not going to sign a document; and an SRO

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1 should be participating in a medium and high threat  
 2 assessment. They should be always consulted and  
 3 always be participating in that threat assessment.  
 4 That is our -- that's the best practice, that they  
 5 should be in there and they should be contributing to  
 6 that to determine if that individual is a threat to  
 7 the school or the community.  
 8           **Q. Okay. Next item relates to considering**  
 9 **how to involve the Department of Human Services in the**  
 10 **threat assessment process. Do you see that?**  
 11           A. Yes, I do.  
 12           **Q. What is LPS doing to involve the**  
 13 **Department of Human Services in threat assessments**  
 14 **now?**  
 15           A. They've involved them in training and --  
 16 different aspects of the training, including the  
 17 threat assessment process, but also other things such  
 18 as suicide intervention and also things -- even cyber  
 19 safety, I've seen them out there participating. So  
 20 it's just broadening the relationship with them and  
 21 the types of resources. They're a large organization.  
 22 We're a small organization. They can bring resources  
 23 that we don't have into the picture. That's why they  
 24 were sought out.  
 25           **Q. Okay. Are they providing training to**

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1 **the district-level employees or to the employees at**  
 2 **the schools themselves?**  
 3           A. They're being -- it's being offered to  
 4 the district-level employee and to others out in the  
 5 school itself. It's just organized training scenarios  
 6 and things that -- sessions that people can attend,  
 7 staff.  
 8           **Q. Okay. The next item on this list of**  
 9 **next steps and recommendations says, Continue**  
 10 **gathering data and refine how to summarize and**  
 11 **interpret for continuous improvement. Do you see**  
 12 **that?**  
 13           A. I see that.  
 14           **Q. What does that mean?**  
 15           A. What I see it as is a -- that before it  
 16 may be that we were tracking -- that mental health was  
 17 tracking different types of -- a certain type of data  
 18 in regards to -- regarding threats, what kind of  
 19 threats were going on; but they've expanded that to  
 20 include more aspects of the threat but also all the --  
 21 the whole big picture of mental health, what they're  
 22 responding to. Because as I stated before, you might  
 23 have a discipline issue; but then they could start  
 24 escalating into other behaviors. And they're tracking  
 25 all those things. And I think that's something that's

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1 constantly being refined because every time you go --  
 2 you have a presentation, you see new data and it's new  
 3 tracking and things that are going on. So that's a  
 4 work in progress.  
 5           **Q. Okay. And the next item says, Review**  
 6 **the protocol for following up on Safe2Tell reports,**  
 7 **look for ways to improve consistency. Do you see**  
 8 **that?**  
 9           A. I see that.  
 10           **Q. So was there a concern about**  
 11 **inconsistency and how the district was following up on**  
 12 **Safe2Tell reports?**  
 13           A. No. Safe2Tell reports were not an issue  
 14 as the follow-up was. It would probably be the  
 15 follow-up from the Safe2Tell report back to -- at the  
 16 time the office that -- the summary that goes back to  
 17 Safe2Tell. Not the response of the school district,  
 18 but the summary that went back to Safe2Tell because I  
 19 can say for a fact that Safe2Tell reports have always  
 20 been addressed immediately and addressed consistently.  
 21 It's about -- the consistency would be about the  
 22 report that goes back to Safe2Tell for their data.  
 23 And that's been approved -- I worked with Safe2Tell  
 24 this summer and helped them with their new, what do  
 25 you call it, on-line piece and report data and



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1 submitted that. They asked for my input on that.

2 **Q. Okay. And as part of the discussion of**

3 **Safe2Tell at this administrative review, was there any**

4 **decision made to provide more formal training to the**

5 **students of the Littleton Public School District on**

6 **Safe2Tell?**

7 A. That was -- yes. And now Safe2Tell --

8 so it's a work in progress, but one of the -- to our

9 cyber safety committee, our cyber safety

10 presentations, our Red Cross trainings, our ICS

11 trainings, our briefings from the SROs and other

12 individuals. That's where we start. But that is

13 constantly being refined in how we're going to get

14 that out to all the students.

15 **Q. Okay. Well, let me ask it real**

16 **directly. Arapahoe High School starts school next**

17 **week, right? There are going to be 2,000 kids showing**

18 **up at the corner of Dry Creek and University, right?**

19 A. Correct.

20 **Q. Is there going to be any training**

21 **provided to those 2,000 students when they get there**

22 **next week about the Safe2Tell program?**

23 A. There will be an awareness, I'm sure,

24 of -- in that first month at school.

25 **Q. Well, I don't -- what does that mean,**

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1 **there will be an awareness?**

2 A. That is something that will be

3 coordinated from -- between the school and the law

4 enforcement agency. We will reach -- I will reach

5 out, too, as well to say this -- we need to -- we need

6 to come up with this, make that awareness done, and

7 make sure that we have that proper placement, the

8 resources posted through the school of what Safe2Tell

9 is and make sure that our freshmen are aware of it.

10 But our Safe2Tell will be brought up in probably

11 the -- one of the first student meetings; or when they

12 gather in the gym, they'll probably talk about that

13 with the Safe2Tell, about the aspects of Safe2Tell.

14 **Q. Well, and that's exactly what I was**

15 **trying to get at. Is somebody going to stand up in**

16 **the Sitting Eagle gymnasium --**

17 A. I'm not -- I cannot say that about

18 Arapahoe, but I can -- as I stated, I was going to be

19 doing that with some kids today and staff members; but

20 I cannot say that for Arapahoe for sure.

21 **Q. Okay.**

22 A. But I would assume it will, but I will

23 follow up with Arapahoe to make sure.

24 **Q. Because that's what I'm asking about.**

25 **Is there any specific -- as part of this**

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1 **administrative review, was there a decision made that**

2 **the district is going to put a live person in front of**

3 **every student in the district and say this is**

4 **Safe2Tell, here's how it works, here's how you use it,**

5 **and here's why it's important?**

6 A. No, there was not a directive.

7 **Q. Now, you mentioned that there are a lot**

8 **of Safe2Tell calls that you get; right?**

9 A. Yes.

10 **Q. On a weekly basis or an annual basis?**

11 A. Especially when school is in session.

12 **Q. Right, exactly. Do you track how many**

13 **Safe2Tell calls you get by school?**

14 A. Yes, I do.

15 **Q. How many calls prior to December 2013**

16 **came into Safe2Tell that related to Arapahoe students?**

17 A. I cannot answer that accurately at this

18 time; but it was no more, no less than any other

19 high school in my perception.

20 **Q. Okay. Now, will whatever training is**

21 **going on for Safe2Tell at the Littleton Public Schools**

22 **involve walking kids through some kind of a scenario?**

23 **Will they practice how to do it?**

24 A. The ones I have been involved with, yes.

25 Yes. And that is -- I follow that training scenario,

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1 the training agenda that Safe2Tell has including their

2 videos when I do it.

3 **Q. Okay.**

4 A. And I also talk about the -- how it --

5 give examples of how it's worked for us in the schools

6 and how it's worked for kids.

7 **Q. Okay. So you'll talk about some of the**

8 **success stories?**

9 A. I always do.

10 **Q. Good. The next item on the list of next**

11 **steps and recommendations, it says that the group was**

12 **going to continue discussing whether, quote, threat**

13 **assessment, end quote, is the best name for the**

14 **process. Do you see that?**

15 A. That's correct. I see it.

16 **Q. Who brought that up as a concern or a**

17 **recommendation?**

18 A. I believe that came up from -- again, we

19 have many different minds here; so I do not recall who

20 was -- who stated that, but I believe the consensus

21 right now is still "threat assessment" and it

22 remains -- that "threat assessment" remains as it is.

23 But that could be evaluated as time goes on. But I do

24 not recall the individual that stated that, who that

25 was.

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1 **Q. And can you tell me what other names**  
 2 **were considered for the process besides "threat**  
 3 **assessment"?**  
 4 A. No, there wasn't any other names  
 5 considered that I recall.  
 6 **Q. And you said the name has not been**  
 7 **changed at this point?**  
 8 A. No.  
 9 **Q. And was part of the discussion about**  
 10 **whether or not to change the name a concern about**  
 11 **liability issues?**  
 12 A. No. What I believed it was because of  
 13 is because often the threat assessments also have --  
 14 are also suicide risk assessments.  
 15 **Q. Okay.**  
 16 A. And I believe that's what the process  
 17 is. So it's not about liability. It's about the  
 18 proper naming of the threat you're dealing with.  
 19 **Q. The next item on this list of next steps**  
 20 **is to continue developing training modules for the**  
 21 **core site teams, all staff, and for a district team.**  
 22 **Do you see that?**  
 23 A. Yes.  
 24 **Q. Can you tell me what training modules**  
 25 **have been developed since this administrative review**

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1 **last summer?**  
 2 A. Well, I can't -- I can't tell you the  
 3 exact -- what the -- what the agenda is of it; but the  
 4 training modules, such as threat assessment training,  
 5 assist training, which is for dealing with students  
 6 that are suicidal, risk of suicidal. So that's  
 7 something that's new. It was not new, but it was  
 8 opened up to more people. And as I stated, people  
 9 like my staff are able to attend that and get that as  
 10 certification. So the threat assessment, the assist  
 11 training, and there's other -- you know, we also  
 12 include -- CPI in a way is in there as well; and there  
 13 are some other things coming down the pipe as well.  
 14 **Q. Okay. Now, we've talked about the CPI.**  
 15 **We've talked about the threat assessment. Was there**  
 16 **any new training modules developed for the staff or**  
 17 **administrators to determine how to recognize when a**  
 18 **student is in crisis and needs mental health**  
 19 **intervention?**  
 20 A. I can't answer that.  
 21 **Q. That would be a Nate question?**  
 22 A. That would be a Nate question. But from  
 23 my perception of what I attended, it is more covered  
 24 in those -- in the trainings that I observed.  
 25 **Q. The threat assessment and the assist**

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1 **training?**  
 2 A. Yes.  
 3 **Q. Okay. Is there a new training module,**  
 4 **training presentation on threat assessments since**  
 5 **this?**  
 6 A. It's been added. It's continually  
 7 evolving. So I have not seen the new one for -- for  
 8 this new school year, but I understand it is going to  
 9 evolve. They have created -- they're working on our  
 10 new district Web site that's also helpful for our  
 11 staff members, and that agenda and that training is  
 12 going to be helpful for them to have that on our Web  
 13 site as well.  
 14 **Q. Okay.**  
 15 A. Our staff Web site. And there will be  
 16 some things for students as well.  
 17 **Q. I told you we were going to get to the**  
 18 **Nicoletti four-tier framework.**  
 19 A. Okay.  
 20 **Q. And that's the next page. Are you**  
 21 **there?**  
 22 A. Yes, I'm there.  
 23 **Q. And there's four basic events, right?**  
 24 A. Correct.  
 25 **Q. Pre-event, event threshold,**

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1 **horizon/event, and post event; right?**  
 2 A. That's correct.  
 3 **Q. And from what I see of the agenda for**  
 4 **June 24th, this was the longest portion of the review**  
 5 **that you did; correct?**  
 6 A. That's correct.  
 7 **Q. I take it Dr. Nicoletti led the**  
 8 **discussion through this section?**  
 9 A. He did.  
 10 **Q. Okay. And he explained what these four**  
 11 **threshold frameworks are?**  
 12 A. Yes.  
 13 **Q. In the discussion of those four tiers,**  
 14 **was there any discussion of whether or not Arapahoe**  
 15 **High School's handling of each of these four points**  
 16 **along the threshold was deficient?**  
 17 A. There was no discussion on that. It was  
 18 more of -- the examples he used was outside the  
 19 district.  
 20 **Q. Okay. So this was a discussion of**  
 21 **here's what these frameworks are and how they can be**  
 22 **used?**  
 23 A. Yes.  
 24 **Q. There was no discussion of whether or**  
 25 **not Arapahoe fell short in any of these categories?**

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1 A. There was not, no review of that in this  
 2 training.  
 3 **Q. In your capacity as the head of security  
 4 for Littleton Public Schools, have you ever  
 5 participated in any kind of a discussion or debrief of  
 6 the tragedy of December 13th to discuss whether there  
 7 were any shortcomings or mistakes or deficiencies in  
 8 the district's or the school's handling of what  
 9 happened?**  
 10 A. Are we going to talk during the shooting  
 11 or the -- prior --  
 12 **Q. I'm now talking about the --**  
 13 A. The day of?  
 14 **Q. -- the response to the shooting itself.**  
 15 A. Okay. No, there was not a review or a  
 16 debrief on that. There has been debriefs on the day  
 17 of the shooting.  
 18 **Q. Okay. And my understanding is that the  
 19 district's assessment of the day of the shooting is  
 20 that your team and the teachers at the school  
 21 responded appropriately once Karl entered the school  
 22 and started shooting, right?**  
 23 A. Well, what I look at it as, there's no  
 24 attaboys in a tragedy like that.  
 25 **Q. Agreed.**

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1 A. And I feel for you. This is -- it's a  
 2 terrible day.  
 3 **Q. Yeah.**  
 4 A. There's nothing -- there's nothing --  
 5 nothing about a good -- a good thing. You know, the  
 6 only thing I can say is people responded from the  
 7 staff there to your daughter. Everybody there  
 8 responded bravely to that event. Who was to say -- I  
 9 can't say -- I can't say how -- how one would respond  
 10 in a situation like that. I was a responder as well.  
 11 And it's something that never, ever fathomed about;  
 12 and to this day, it impacts me forever.  
 13 **Q. Understood. And believe me, I get --  
 14 I'm not asking whether or not you or anybody at LPS is  
 15 patting yourself on the back for how you responded  
 16 that day.**  
 17 A. No. But I do have pride for -- proud of  
 18 the school staff out there, how many of them were  
 19 heroes out there, in my opinion.  
 20 **Q. And I get that. And I'm not -- frankly,  
 21 I'm not trying to second-guess that.**  
 22 A. Sure.  
 23 **Q. But what I'm trying to get at is: There  
 24 was a debrief done on the response on December 13th?**  
 25 A. Internally with our district, what went

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1 wrong, what went right, you know. But, again, it's --  
 2 you know, it's all wrong.  
 3 **Q. And I get that.**  
 4 A. It's all wrong.  
 5 **Q. But the big takeaway is, all the  
 6 lockdown training, all the active shooter training  
 7 that teachers and the administrators get was followed  
 8 on that awful day; right?**  
 9 A. In my opinion, yes, it was.  
 10 **Q. Right. And what I'm trying to focus on  
 11 is the fact that the district has not done a similar  
 12 debrief on all of the preventative measures that maybe  
 13 could or should have been done in the weeks and months  
 14 before December 13th, right?**  
 15 A. I understand what you're going -- I  
 16 apologize. I'm --  
 17 **Q. No, it's a hard thing for everybody. I  
 18 get that. But, first, am I correct that there has  
 19 been no similar debrief done of the actions that were  
 20 taken or not taken in the weeks and months prior to  
 21 the --**  
 22 A. There has not been an official debrief  
 23 on that.  
 24 **Q. And do you have an understanding as to  
 25 why that is?**

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1 A. I believe -- I believe that could be  
 2 regarding, you know, where we are here. That's my  
 3 perception.  
 4 **Q. Okay.**  
 5 A. I don't -- I believe that -- one of the  
 6 things, I believe, is you don't want to have it -- to  
 7 be tainted to come in to speak. I'm glad -- I'm glad  
 8 I can say what I need to say here, and so I don't know  
 9 why that has not taken place; but I would assume  
 10 that's why.  
 11 **Q. Okay. And I have heard from some folks  
 12 who have come in as part of this process that the  
 13 district or the school, Arapahoe, have discouraged  
 14 teachers, faculty members, administrators from  
 15 discussing what happened two Decembers ago. Has that  
 16 been your experience?**  
 17 A. I would say, to be honest -- I swore  
 18 here -- that honestly, at first, it was because it  
 19 was -- we were asked to be quiet and -- you know, as  
 20 we're going through that; but it's certainly not the  
 21 factor now. It's certainly not the factor now.  
 22 That's not in place now. And, again, when I talk  
 23 about that day -- I don't think anybody has -- again,  
 24 I felt -- I think they did -- they responded bravely,  
 25 and everyone -- even -- everybody -- I'm going to

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1 exclude anybody. Everybody out there, they went  
 2 through a heck of a situation; but you went through a  
 3 heck of a lot more of a situation. And it's a tough  
 4 one to go back to. You know, you sit there and you  
 5 prepare for many years and you prepare. You go  
 6 through and do all these FEMA drills, all these things  
 7 that we've done. It was nothing like any of those  
 8 drills that I did or anything in the past. Nothing.  
 9 Nothing like it. So not discouraged. No, we're not  
 10 discouraged to talk now. We weren't discouraged  
 11 before. I just believe, too, we had to be sensitive  
 12 to everybody in that community, including the Davises,  
 13 I believe. If I go out spouting my mouth, I could  
 14 hurt these people. If I go out with a video, that  
 15 could hurt you. You know, I don't -- this is not what  
 16 we're about here. It's about learning from this. And  
 17 I hope -- you know, I'm sorry.

18 **Q. It's okay. Because that's exactly why**  
 19 **we're here is to find out what can be learned from**  
 20 **this because there was a very high price paid to learn**  
 21 **these lessons.**

22 A. Yes, there was.

23 **Q. And as you may have heard, that's,**  
 24 **frankly, the last question I ask of every witness.**  
 25 **What are the lessons that need to be learned given the**

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1 **price that everybody paid, chiefly Mike and Desiree?**

2 A. Well, as I said, that new normal. That  
 3 new normal needs to go out to everybody. I hear my  
 4 cohorts in school safety tooting and touting their  
 5 horns that everything is perfect in their place. It's  
 6 not perfect. What we need to do is do the best  
 7 possible, all the best practices that we can do.  
 8 While respecting people's rights to be humans and  
 9 individuals, we need to -- you know, we talk about  
 10 Safe2Tell and things like that; but we need to get our  
 11 kids to be comfortable to talk when something is going  
 12 on. When I read that police report, I see ten kids  
 13 that didn't say something, okay. And I don't think  
 14 it's about Safe2Tell. I think it's about I don't rat  
 15 out my friends. You know, I don't rat out my buddy.  
 16 If I rat out -- we need to get back that as a society.  
 17 We need to improve on that and make people comfortable  
 18 to say something when somebody is acting out or is  
 19 going to do harm to others or we're not going to get  
 20 ahead. We could say -- we could be as -- we could do  
 21 all the safety and security improvements. We could do  
 22 all of those things. But if we are not working  
 23 together as a community, it's not going to go. It's  
 24 not going to go any further. It takes the community  
 25 to keep our kids safe. And it takes -- so we could

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1 tout horns. We can do this and that. We got to be --  
 2 we've got to work collaboratively; and I think that  
 3 that's the most important thing in this time forward,  
 4 that we work together to improve this process and  
 5 things like that. It's the only way we're going to do  
 6 it.

7 **Q. Okay.**

8 A. There's nothing perfect out there.  
 9 There's nothing.

10 **Q. Do you think then -- I take it from that**  
 11 **that more and better training and more and better**  
 12 **communication about safety concerns is an important**  
 13 **lesson to be learned from this?**

14 A. I truly believe that. You know, it's  
 15 a -- I could go in the schools and I say that to our  
 16 staff. I say that when I go out to the Boy Scouts.  
 17 You know, I'm not out there to scare the heck out of  
 18 them when I'm out there with Girl Scouts or Boy  
 19 Scouts; but I want to -- I tell them things about, you  
 20 know, Safe2Tell, being nice to each other, being --  
 21 but if you see something, hear something, you need to  
 22 go forward and talk to somebody about this because you  
 23 don't want to have the repercussions.

24 I can say in my past I have stopped  
 25 school violence from happening, okay? And we didn't

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1 go out and there it wasn't a big thing out there.  
 2 I've suffered injuries and things, okay. I'm not  
 3 lying to anybody here. You know, the point is, it's  
 4 out there and always going to be there; and we've got  
 5 to -- we have to have the best practices that we can  
 6 to respond. But it's not just the school officials.  
 7 It's everybody, the community. The parents out there  
 8 that are in denial. You know, the kids that are not  
 9 going to tell on their friends. They need to do  
 10 something about that because we can only do so much.

11 And if somebody is out there and they're  
 12 deceiving us, deceiving everybody around them with  
 13 their intent to hurt others and they're smart enough  
 14 to carry it out, that's what's really -- that's very  
 15 sad. But what can we do about it? We can put these  
 16 barriers up, which we are doing; but somebody could  
 17 get by us.

18 **Q. So, I mean, based on what you're saying,**  
 19 **it sounds like one of the key things that would**  
 20 **help -- because I agree. It takes a lot of people.**  
 21 **It can't all go on the school officials, and it can't**  
 22 **all go on security teams. It sounds to me like more**  
 23 **and specific training to the students about Safe2Tell**  
 24 **and those types of resources would be invaluable from**  
 25 **your perspective, right?**

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1 A. Exactly. I look at it like when I go  
 2 out and expand it to training a kid on Red Cross first  
 3 aid, CPR. We've already had several kids go out and  
 4 save -- give CPR to their parents or somebody else.  
 5 **Q. Sure.**  
 6 A. So I look at that. If that training was  
 7 part of -- out there, available to the kids. Now, is  
 8 it just in the school that's got to be responsible.  
 9 No, it's also got to be the whole community.  
 10 **Q. So why hasn't LPS adopted a policy of**  
 11 **having some formal training on Safe2Tell for every kid**  
 12 **that enters that district?**  
 13 A. I think it's a -- that's a work in  
 14 progress, and I believe that people are listening to  
 15 that. And if you look at what we've done with our  
 16 cyber safety and other, those things are included in  
 17 that. I think that what we need to come is to the  
 18 finality of that program and other programs that we  
 19 need to promote internally into the district. And  
 20 that's not just here, but that's elsewhere. You know,  
 21 we -- there's -- I'll get kids from other places that  
 22 are -- could be a threat to our kids in our schools.  
 23 So it's everywhere.  
 24 **Q. What other lessons do you think LPS has**  
 25 **or should learn from what happened in December of**

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1 **2013?**  
 2 A. I'll be -- communication. I believe  
 3 that in communication that we -- we should be more  
 4 forthright in the beginning. That's my belief.  
 5 **Q. With respect to -- I guess I want to**  
 6 **clarify what you mean by "communication." After the**  
 7 **incident?**  
 8 A. After the incident.  
 9 **Q. Okay. Well, let's talk about that**  
 10 **because that's certainly something that has been a**  
 11 **controversial issue in the media. LPS did not**  
 12 **communicate a great deal of information about Karl**  
 13 **Pierson or the school's role in the threat assessment**  
 14 **after the shooting occurred; wouldn't you agree?**  
 15 A. I would -- I would agree in some  
 16 aspects, yes, I would.  
 17 **Q. Okay. And why do you think that more**  
 18 **forthrightness in LPS's communication would be useful?**  
 19 A. Well, I believe -- I've always believed  
 20 that if we're -- when we're -- it was a community --  
 21 the whole community is impacted by the tragedy. More  
 22 so your family, again; but the whole community is  
 23 impacted. And I believe that that communication piece  
 24 would -- if it's done in the correct way would help  
 25 the healing instead of -- and help us not to be

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1 divisive. I think that, you know, what is going on  
 2 here is really productive, okay; but I also -- I just  
 3 think, too, that it could have -- with communication,  
 4 it could have started earlier. But that's my personal  
 5 opinion, and maybe -- I hope I'm not -- but that's  
 6 just my personal opinion.  
 7 **Q. And do you have any understanding as to**  
 8 **why LPS was less communicative than you would have**  
 9 **liked after the shooting?**  
 10 A. I believe it's -- I believe it's not  
 11 because there was anything to hide. I believe it was,  
 12 in this day of age, the legality -- legal -- legal  
 13 issues and things like that there is a fear to  
 14 communicate.  
 15 **Q. Are you familiar with an organization**  
 16 **called the Colorado Association of School Security and**  
 17 **Law Enforcement Officials?**  
 18 A. CASSLEO, yes.  
 19 **Q. Is LPS a member of CASSLEO?**  
 20 A. Well, I was -- I am a member of CASSLEO,  
 21 but the -- one of the problems that I have is going --  
 22 I'm always off servicing my district, and I don't make  
 23 most of -- many of their meetings. I do attend their  
 24 meetings. But I am a member of many other  
 25 organizations as well.

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1 **Q. Okay. And do -- you said you are still**  
 2 **a member but you don't attend many of the meetings?**  
 3 A. I can't. As a responder every day to my  
 4 school district, I just -- my priority is to LPS.  
 5 **Q. Does anybody else from LPS --**  
 6 A. I send my facilitator. But my  
 7 facilitator has cancer at this time, so she cannot  
 8 attend. She's dealing with her medical condition.  
 9 **Q. Understood.**  
 10 A. Once she's done, she'll be going back,  
 11 yes.  
 12 **Q. As I understand it, there was a Safe**  
 13 **Schools Summit put on by the Colorado School Safety**  
 14 **Resource Center in the fall of 2014. Are you aware of**  
 15 **that summit occurring?**  
 16 A. Yes, I was.  
 17 **Q. Do you know, did anybody from LPS attend**  
 18 **that summit?**  
 19 A. Yes. Nate Thompson did.  
 20 **Q. He did, okay.**  
 21 A. Yes.  
 22 **Q. Did Nate report back to you or to the**  
 23 **district what he learned from that Safe Schools**  
 24 **Summit?**  
 25 A. He did. He reported back a few of the

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1 items he observed out there.  
 2 **Q. And did he do that in writing or did he**  
 3 **do that --**  
 4 A. He did it verbally, and we had some  
 5 conversations about it as well.  
 6 **Q. What can you tell me about what Nate**  
 7 **told you he learned from the Safe Schools Summit in**  
 8 **the fall of 2014?**  
 9 A. I don't recall at this time. I mean, I  
 10 believe the discussion was about -- a lot of it was  
 11 around reunification of -- about some reunification  
 12 perceptions that went on from the December 13th  
 13 incident. That was what he talked to me about that  
 14 day when he would come back. That's what I recall.  
 15 **Q. So reunification, sort of rebuilding**  
 16 **trust within --**  
 17 A. No, reunification would have been --  
 18 **Q. Help me understand what you mean by**  
 19 **that.**  
 20 A. -- the response that day at Arapahoe,  
 21 about the reunification of the kids at the church  
 22 across the street and the bus -- the bus transport  
 23 that we did and all those other things. Apparently,  
 24 there was a lot of discussion about that at this --  
 25 and has been at that CASSLEO group, sort of those

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1 groups there, and at the time it was.  
 2 MR. ROCHE: Okay. Let's take just a  
 3 couple of minutes.  
 4 (Recess taken, 1:40 p.m. to 1:45 p.m.)  
 5 **Q. (BY MR. ROCHE) I've got one last topic**  
 6 **I wanted to cover with you, and it's a broad one so**  
 7 **I'm going to just open it up. And it's this: What do**  
 8 **you think needs to change in the culture at LPS or**  
 9 **Arapahoe High School to make things safer for the kids**  
 10 **who attend? Has anything changed in the culture at**  
 11 **LPS or Arapahoe High School since the shooting?**  
 12 A. I believe that the seriousness when  
 13 incidents arise at Arapahoe are taken very seriously,  
 14 and I know that the principal has been very -- when  
 15 I've passed on Safe2Tell or other concerns, the phone  
 16 calls or other concerns that the people have been very  
 17 attentive and very forthcoming in providing assistance  
 18 and doing what they need to do and get -- getting out  
 19 there. I think that has improved in the past --  
 20 versus the past because if -- I think that the  
 21 seriousness is higher. It's higher on these types of  
 22 incidents. If I was to look in the culture of  
 23 Littleton Public Schools -- and, again, I have my  
 24 composure -- is on that day, December -- you know, the  
 25 composure is to include students more in training such

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1 as -- not just Safe2Tell, but I think that's very  
 2 important, but also all -- you know, other types of  
 3 emergency response and personal -- and personal  
 4 responsibility roles, if we can do that.  
 5 I mean, we do offer a lot of fine  
 6 programs with like our cyber safety and, you know, our  
 7 first aid things, all these community things we do.  
 8 It would be nice to have -- I've always wondered if we  
 9 could create classes that go around this area. Like  
 10 we talked about, when I first came in, there was  
 11 nothing for -- in there; but now this is a profession  
 12 and things like that. So an awareness for kids or  
 13 students to learn about these things in their schools.  
 14 And, you know, it's like, you know, we all took  
 15 psychology when we were in high school. Maybe there's  
 16 a way to cover this kind of thing in psychology. I  
 17 remember as a psych -- taking psychology in  
 18 high school, the most interesting class that I ever  
 19 took in high school was psychology; and I think that  
 20 there's -- there's so many ways that you can do these  
 21 things. I just -- you know, you just -- again, this  
 22 is above my expertise; but I think that you can put  
 23 these things into -- into the school systems so kids  
 24 can learn.  
 25 MR. ROCHE: Okay. I think that's all

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1 I've got. I really appreciate you coming in.  
 2 THE DEPONENT: Thank you.  
 3 MR. ROCHE: I know it's not easy to talk  
 4 about a lot of this stuff, but it's important; and I  
 5 think it will result in some good changes. So thank  
 6 you.  
 7 THE DEPONENT: Thank you.  
 8 MR. EVERALL: I don't have any  
 9 questions.  
 10 MR. ROCHE: We can go off.  
 11 WHEREUPON, the within proceedings were  
 12 concluded at the approximate hour of 1:48 p.m. on the  
 13 12th day of August, 2015.  
 14 \* \* \* \* \*  
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I, GUY M. GRACE, JR., do hereby certify that I have read the above and foregoing deposition and that the same is a true and accurate transcription of my testimony, except for attached amendments, if any.

Amendments attached ( ) Yes ( ) No

GUY M. GRACE, JR.

The signature above of GUY GRACE was subscribed and sworn to before me in the county of \_\_\_\_\_, state of \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_, 2015.

Notary Public
My Commission expires:

Michael and Desiree Davis 8/12/15 (ekl)

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REPORTER'S CERTIFICATE
STATE OF COLORADO )
) ss.
CITY AND COUNTY OF DENVER )

I, ELLIE K. LIEBENOW, Registered Professional Reporter and Notary Public, State of Colorado, do hereby certify that previous to the commencement of the examination, the said GUY M. GRACE, JR. was duly sworn by me to testify to the truth in relation to the matters in controversy between the parties hereto; that the said deposition was taken in machine shorthand by me at the time and place aforesaid and was thereafter reduced to typewritten form; that the foregoing is a true transcript of the questions asked, testimony given, and proceedings had.

I further certify that I am not employed by, related to, nor of counsel for any of the parties herein, nor otherwise interested in the outcome of this litigation.

IN WITNESS WHEREOF, I have affixed my signature this 25th day of August, 2015.

My commission expires November 18, 2015.

- X Reading and Signing was requested.
Reading and Signing was waived.
Reading and Signing is not required.

REPORTER'S CERTIFICATE

STATE OF COLORADO )  
 ) ss.  
CITY AND COUNTY OF DENVER )

I, ELLIE K. LIEBENOW, Registered Professional Reporter and Notary Public, State of Colorado, do hereby certify that previous to the commencement of the examination, the said GUY M. GRACE, JR. was duly sworn by me to testify to the truth in relation to the matters in controversy between the parties hereto; that the said deposition was taken in machine shorthand by me at the time and place aforesaid and was thereafter reduced to typewritten form; that the foregoing is a true transcript of the questions asked, testimony given, and proceedings had.

I further certify that I am not employed by, related to, nor of counsel for any of the parties herein, nor otherwise interested in the outcome of this litigation.

IN WITNESS WHEREOF, I have affixed my signature this 25<sup>th</sup> day of August, 2015.

My commission expires November 18, 2015.

- Reading and Signing was requested.
- Reading and Signing was waived.
- Reading and Signing is not required.

  
\_\_\_\_\_  
Ellie K. Liebenow  
Registered Professional Reporter



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