

MARJORY STONEMAN DOUGLAS HIGH SCHOOL  
PUBLIC SAFETY COMMISSION

VOLUME II of III  
(Pages 103 through 298)

PUBLIC SAFETY COMMISSION  
MEETING

DATE: December 12, 2018  
TIME: 8:30 a.m. - 6:15 p.m.  
LOCATION: Donald L. Tucker Civic Center  
Tallahassee, Florida

Reported by:

JESSICA RENCHEN, Court Reporter  
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1500 Mahan Drive, Suite 140  
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## P R E S E N T

CHAIR, BOB GUALTIERI; JASON JONES, GENERAL COUNSEL;  
CHRIS NELSON; BRUCE BARTLETT; RICK SWEARINGEN;  
MAX SCHACHTER; LARRY ASHLEY; MELISSA LARKIN-SKINNER;  
JUSTIN SENIOR; TIMOTHY NIERMANN; MIKE CARROL;  
JAMES HARPRING; GRADY JUDD; DOUGLAS DODD; LAUREN BOOK;  
RYAN PETTY; MARSHA POWERS; VICE CHAIR, KEVIN LYSTAD;  
CHRISTINA LINTON; REBECCA KAPUSTA

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## P R O C E E D I N G S

(Proceedings continued from Volume I.)

SHERIFF GUALTIERI: I think we're ready to go ahead and resume. If you would, we're going to go over to page 6 in the spiral booklet, and that corresponds to Section 4.2, which has to do with the Broward County Public Schools and Stoneman Douglas active assailant response policies and training, which is covered on pages 39 and 40 in the proposed draft report.

The first -- and I think this will start bringing full circle, Mr. Schachter, some of the things you pointed out. No. 1 here is "The lack of a formal code red or similar active assailant response policy in the Broward County Public Schools led to school personnel not knowing or clearly understanding the criteria for calling a code red, who could call it, when it could be called. The lack of that policy on February 14th, because there was no policy, little training, and no drills left students and staff vulnerable to being shot, and some were shot because they were not notified to lock down, and that this was most evident on the third floor of Building 12."

So there was no policy, no written policy.

1       Some people had some ideas. Most people had no  
2       idea. And the fact that people weren't notified  
3       of how to respond left them in a vulnerable place,  
4       and the people on the third floor who were not  
5       treating this as an active assailant response that  
6       were in no man's land in that hallway were shot  
7       and some were killed because of where they were  
8       when they shouldn't have been there, and they  
9       weren't there because nobody told them -- remember  
10      the first code red was not called by -- was not  
11      called until it was called by Elliot Bonner. And  
12      that was well over three minutes into it, and at  
13      the time that Elliot Bonner called that first code  
14      red is that Cruz was at least half, if not  
15      three-quarters of the way down the third floor  
16      hallway, and probably after it was called, the  
17      only two people at that point were the two at the  
18      end of the hallway, but most of it was already  
19      over before it was even called.

20               So anybody have anything on this one?

21               SHERIFF ASHLEY: I think that succinctly  
22      describes the entirety of the school district's  
23      response.

24               SHERIFF GUALTIERI: Everybody good with that  
25      one?

1           MR. BARTLETT: Even if Medina had called code  
2           red when he saw him go in with a gun case, which  
3           he said he knew it was a gun case, kind of wasn't  
4           real clear I didn't think in there, but if he had  
5           done it right then, that would have stopped the  
6           whole thing going.

7           SHERIFF GUALTIERI: Well, and, unfortunately,  
8           you know, it should have, but it wouldn't have,  
9           and here's why is that -- and he should have and  
10          there should have been an effective policy, he  
11          should have known that he could have done it and  
12          he should have done it, you know. Remember what  
13          he said is he said that he thought that you either  
14          had to see a gun or hear gunshots. So I guess a  
15          big Cabela's gun case with magazine pouches on the  
16          side is not enough, but, anyway, is then later on  
17          when Cruz enters the building, after he watches  
18          him enter the building, Medina says he hears  
19          gunshots. Medina still doesn't call a code red at  
20          that point.

21          The problem with it is, Commissioner, is even  
22          if Medina had called a code red, very, very few  
23          people have portable radios, and then even if one  
24          of the APs had heard it on the radio and went to  
25          the PA system and called it is that the speakers

1        didn't exist in most places other than in  
2        classrooms, so all the kids that were in the  
3        hallways, et cetera, wouldn't have known about it.

4            Now, if -- the way that it should be set up  
5        is that Medina saw the -- saw Cruz, saw the bag,  
6        calls the code red, somebody immediately  
7        broadcasts it where everybody on the campus knows,  
8        and if you remember is you had three students, you  
9        had Luke Hoyer, Ashley Baez, Martin Duque, who  
10       walked into the building just as Cruz was walking  
11       into the building. Well, if somebody -- when  
12       he's -- Medina see them and he calls a code red  
13       and everybody hears, those three students wouldn't  
14       have walked into the building. They would have  
15       gone in a different direction. But you have to  
16       have communication systems that can be heard, and  
17       if they're not heard, they're useless, and there  
18       could have been a serious mitigation of this if  
19       it -- people had been notified and had an  
20       opportunity to react. The problem is they weren't  
21       notified and they had no opportunity to react.  
22       So -- and this did result -- unfortunately did  
23       result in people being in a position where they  
24       were shot or killed because they weren't notified  
25       and didn't have an opportunity to respond. And

1           then, of course, once you have an opportunity to  
2           respond, you have to know how to respond, but  
3           that's a who other topic.

4           Sheriff Ashley.

5           SHERIFF ASHLEY:  Sheriff, didn't Medina say  
6           that he didn't approach him because he thought he  
7           might be armed with a handgun?

8           SHERIFF GUALTIERI:  Right.

9           SHERIFF ASHLEY:  And so the only person other  
10          than Peterson in my mind that deserves a heap of  
11          disdain is Medina because he never even attempted  
12          to --

13          SHERIFF GUALTIERI:  Well, and you'll see when  
14          we get into the section in here and we say that.  
15          In fact, one of the things they say in here and is  
16          a proposed finding, you all make a determination  
17          on it, is that there are very serious veracity  
18          issues with Medina.  He's not telling the truth.

19          Sheriff Judd.

20          SHERIFF JUDD:  And certainly I'm not trying  
21          to defend Medina in any way, shape, or form, but  
22          what was his duties?  I mean, what was he supposed  
23          to be doing?

24          SHERIFF GUALTIERI:  Well, we say that in here  
25          too and it's in the reports, in the "Facts"

1 section, one of the things we say that is  
2 something that should be, quote, noted is that the  
3 campus monitors didn't have a policy that governed  
4 their conduct. They weren't trained, there was no  
5 formal training. So to that end as well, that all  
6 contributes and goes back to the district is \*the  
7 only thing they had -- and if you remember this,  
8 we talked about it -- the only thing that they  
9 had, the only thing they could provide to us was  
10 a, quote, job description. How many people are  
11 guided in their jobs today by the human resources  
12 job description that is used to post the job? I  
13 mean, come on. But there's no policies and it  
14 varied from campus to campus, and that there was  
15 no training. And the short version of it -- the  
16 sum of it is that the campus monitors did whatever  
17 the APs told them to do, and whatever that was  
18 varied from person to person and place to place.  
19 So that is a point that, you know, Medina didn't  
20 do what he should have done, but was he equipped  
21 and trained properly, and the answer to that is  
22 no.

23 SHERIFF JUDD: And we're looking at this  
24 morally and ethically, but the realty of it is,  
25 you know, once again, you've got a system failure,



1           and that's what you'll hear me refer to all  
2           through this book, it's a system failure.

3           MR. SENIOR: I really want to agree  
4           wholeheartedly with what Sheriff Judd is saying.  
5           I'm a little concerned when I see some of the  
6           findings later on, and I understand that there's a  
7           lot of emotion and a lot of frustration with  
8           Medina in particular and that he's all over the  
9           place, just a blabbermouth it seems like, just  
10          talks and talks and talks and can't really control  
11          himself. And there's other noise I've heard about  
12          around him as well as to whether he's a good guy  
13          or not, and I don't want to get into that. These  
14          are very low paid, I would assume, rank and file  
15          employees that had no clear job duties, that had  
16          no clear training, that are unarmed civilians, and  
17          I'm a little concerned about saying you failed,  
18          you did something inappropriate, you did this,  
19          when, in fact -- I mean, if I had an employee that  
20          had to deal with a crisis in a pinch that happened  
21          in a matter of minutes and I had no job duties for  
22          them that were clear, I had never trained them on  
23          how to deal with the issue, there were no policies  
24          on how to deal with the issue, I don't know how  
25          I'd point the finger and say "You acted

1           inappropriately and you failed" when they said  
2           "Listen, I -- I did what I thought was best and  
3           had to make a snap judgment and that's what I  
4           did." I think we should just focus on what they  
5           did and didn't do as opposed to making value  
6           judgments about some of these rank and file people  
7           because these are system failures we're talking  
8           about, not necessarily personal failures. If they  
9           had been properly trained, if they had clear job  
10          responsibilities, they may have acted differently,  
11          and we can't discount that possibility.

12                 SHERIFF GUALTIERI: Valid points. Point  
13          well-taken. He had an hour and 15 minutes' worth  
14          of training on codes.

15                 Sheriff Ashley.

16                 SHERIFF ASHLEY: And I agree. Where I would  
17          disagree is that he notified the hall monitor, "my  
18          boy, I had to take care of him," but he never  
19          mentioned that the guy had a gun bag, that he was  
20          the crazy kid that they were talking about. All  
21          those things known to him that he never conveyed,  
22          and what he did was notify a hall monitor "You've  
23          got a kid -- a trespasser or a breach," and then  
24          went the other way, and I think that that's  
25          certainly to be condemned.

1                   SHERIFF GUALTIERI: This is going to get  
2                   fleshed out more when we get into it. There's a  
3                   whole section in here, those of you that haven't  
4                   had a chance to read it, on all their statements  
5                   and all of that. We're going to get into that  
6                   with David Taylor who you're referring to and to  
7                   Medina and to everybody else, there's a whole  
8                   section on that, so -- but if there's something in  
9                   there that you think at that time that we are  
10                  stating too strongly or that we're overstating,  
11                  that would be a place -- I think we've been  
12                  sensitive to that. I still say -- and it does say  
13                  in there and we can have that discussion if y'all  
14                  disagree, I do think there are veracity concerns  
15                  with Medina, but we don't want to tag people with  
16                  things that they shouldn't unfairly be tagged  
17                  with.

18                 MR. SENIOR: And I'm not saying that we  
19                  shouldn't say what he did and did not do. He  
20                  heard gunshots, he did not call a code red. But  
21                  to say he inappropriately did X, Y, and Z or  
22                  failed to do X, Y, and Z is tough in a system --  
23                  in a system that has no policies, no clear job  
24                  duties, no training.

25                 MR. SCHACHTER: Commissioner, you know, if

1           you see somebody with a gun bag coming into  
2           school, any decent human being is going to try to  
3           stop him. To give him any pass at all is  
4           unwarranted a million percent. He's the reason 17  
5           people are dead. He did nothing to stop the  
6           slaughter of all these innocent people. He could  
7           have stopped it. He's the one. He's the one of  
8           anybody.

9           MR. SENIOR: We should specifically detail  
10          what he did not do.

11          SHERIFF GUALTIERI: Yeah, and we can do that  
12          but let's -- I understand, but that's a very  
13          strong statement that Medina is the cause of 17  
14          people being dead, you know. Nikolas Cruz is the  
15          cause of 17 people being dead. Medina didn't do  
16          some things that could have mitigated it  
17          certainly, but Medina is not the cause. So --

18          SHERIFF JUDD: Let me say one other thing.  
19          Our No. 1 finding needs to be that Nikolas Cruz is  
20          responsible for this, period. I mean, that's our  
21          No. 1 finding. Absent his outrageous homicidal  
22          behavior, murderous conduct that day, I mean -- so  
23          finding No. 1, and then we need to get into the  
24          system failures and the personal failures, but the  
25          No. 1 finding is Nikolas Cruz is clearly and

1           unequivocally the reason that 17 children and  
2           teachers are dead today.

3           SHERIFF GUALTIERI: Figure out a place to  
4           incorporate that.

5           No. 2, "Broward County Schools now trains on  
6           active assailant response, it conducts regular  
7           drills, but the district does not have a formal  
8           written and disseminated code red policy." That's  
9           just a fact.

10          MS. LARKIN-SKINNER: Mr. Chair, I think  
11          Senator Book said that one of the school board  
12          members talked about the children not being  
13          involved in those drills, and I think that might  
14          be something we want to note because I don't -- I  
15          think that's a shell of a drill. That's not a  
16          real drill. If you don't involve everyone that  
17          could be involved in an actual scenario, it's not  
18          really a quality drill. So I think we need to get  
19          some clarity to that. The law says -- and this  
20          gets back to -- unfortunately, it gets back to  
21          what is being -- there are some disagreement on  
22          it, but there's also manipulated ambiguity. The  
23          law says that active assailant drills need to be  
24          conducted at every school at least as often as the  
25          other required drills. Well, the lowest common

1 denominator is the law requires that fire drills  
2 be conducted on a monthly basis. So some schools  
3 are not doing that and that they are doing them  
4 quarterly, twice a year, once a year; again,  
5 there's noncompliance, and that they are --  
6 because there are some others that are not as  
7 frequent as fire drills so that they are  
8 conveniently manipulating it, and there is some --  
9 and this needs to have discussion.

10 There are a number of people out there that  
11 sincerely in their hearts -- their heart's in the  
12 right place on this -- have concern about monthly  
13 drills and whether monthly drills are too much,  
14 whether monthly drills are effective, whether it  
15 needs to be an actual drill with everybody  
16 participating monthly or whether you could go back  
17 and forth between classroom training and drills  
18 and all that. This is an area about drilling, but  
19 the fact that there are some places -- and as  
20 Senator Book points out, there are some schools --  
21 that are not doing them at all is flat-out wrong.  
22 But not everybody -- there are some that are doing  
23 them monthly, there are some that are doing it  
24 bimonthly, some are doing it quarterly, some not  
25 doing it at all. So it's all over the place.

1           So I was under the impression that in  
2           Broward, that they were doing them, but she's  
3           raised that. So I don't know. There might be  
4           some schools who are not. So perhaps we should  
5           change that. So now trains on active assailant  
6           drills and conducts some drills, I think we need  
7           to take the word "regular" out because it's been  
8           called into question and I don't know that we can  
9           substantiate that and that we have time to flesh  
10          that out.

11          Mr. Petty, go ahead.

12          MR. PETTY: Mr. Chair, as a statement of  
13          finding, I don't know that we can say this. In  
14          this -- the first clause of this -- or, sorry,  
15          the -- yeah, the first clause I think doesn't even  
16          follow -- it's now talking about current state  
17          versus findings on February 14th or before. So it  
18          seems out of place to me to make a comment about  
19          what Broward County is now doing.

20          I think the finding is actually in the second  
21          part: "The district did not and does not have a  
22          formal written and disseminated code red policy."  
23          I think that's actually the finding.

24          SHERIFF GUALTIERI: That's fine. Is  
25          everybody good with that? We'll just take it out

1       because I don't -- since we don't know, I think  
2       that's a good suggestion. So if everybody's fine  
3       with that, we'll just reword this. So it will  
4       read: "The district did not have and still does  
5       not have a formal, written, and disseminated code  
6       red policy." Is everybody good with that?

7               So we don't need to address it. So we'll  
8       just revise that. Heather, you good? Okay. So  
9       we'll just revise that one to reflect that.

10              We go on to No. 3: "Even after the Al Butler  
11       training, teachers and staff were still unsure as  
12       to the correct procedure required to call a code  
13       red and who could call it." I think that's  
14       accurate.

15              "As recently as late fall of 2018 during  
16       interviews of current teachers and other staff,  
17       they are still unclear as to who can call a code  
18       red and under what circumstances." I think those  
19       are accurate.

20              Anybody have anything they want to add to  
21       that or concerns about that one?

22              "There were no code red drills at Stoneman  
23       Douglas in the year preceding the shooting."  
24       That's pretty straightforward, accurate.

25              No. 5: "Teachers stated that Butler's



1 training in '18 was useful because they did not  
2 have any prior code red training." That's what  
3 the teachers said. Some teachers said that and  
4 multiple teachers did say that, and it's true that  
5 they did not have any prior training.

6 All right. Going over to No. 5 on page 7,  
7 Slide 13, we continue that "After the training" --  
8 meaning Butler's training -- "administrators and  
9 campus monitors found that most of the teachers  
10 had locked their classroom doors" -- most, not all  
11 -- "but administrators and monitors did continue  
12 to find doors around the campus unlocked and even  
13 propped open. The teachers were reminded to keep  
14 the doors shut and locked." That's just directly  
15 from investigative results and from the  
16 interviews, and it -- there's enough of that that  
17 corroborates that to be a finding because that is  
18 what was happening.

19 Anybody have any concerns or questions?

20 No. 6: "All teachers who sheltered in place  
21 did so because the first thing they heard was  
22 gunfire. So those on the second floor especially  
23 did it because they heard the gunfire, not because  
24 they were notified of an active shooter on  
25 campus." Again, this is especially true on the

1 second floor. So, again, it goes back to there  
2 was no code red and they didn't hear anything. So  
3 anybody that -- the point of that is that anybody  
4 that reacted appropriately and instituted an  
5 active assailant response, it wasn't because of  
6 any process, procedure, mechanism that was in  
7 place. It was because they heard gunshots and  
8 realized on their own "I need to react to it in  
9 this way."

10 Anybody have anything on that one?

11 "All the teachers who evacuated did so  
12 because the first thing they heard was the fire  
13 alarm and they had not been notified of the code  
14 red." So that really goes to the third floor  
15 especially, that those who evacuated because they  
16 heard the fire alarm.

17 Anything on that one?

18 The last one here under Section 4.2, which,  
19 again, is the response policies and training:  
20 "Not one teacher in 12 said they heard the code  
21 red being called over the PA. The teachers who  
22 reacted to the sound of gunfire or the fire  
23 alarm -- the code red announcement over the PA  
24 wasn't made until Cruz had finished shooting all  
25 his victims who was entering the third-floor

1 teachers' lounge, which was too late anyway." So <sup>121</sup>  
2 not one teacher said that they heard it called  
3 over the PA. Now, Porter says that he called it  
4 over the PA, and he probably did, but nobody heard  
5 him. So that gets to that point most -- one is  
6 that they were either in places they couldn't hear  
7 it -- because, remember, the only place that there  
8 are speakers are in the classrooms, so anybody in  
9 the hallway couldn't hear it anyway -- and as the  
10 fire alarm was going off, the fire alarm was  
11 drowning out the PA. But this is well beyond any  
12 time regardless, any time that it would have had a  
13 meaningful effect or meaningful purpose or would  
14 have allowed anybody to react in a way that could  
15 have mitigated this event because Cruz was done  
16 shooting and killing and he was on his way into  
17 the third floor teachers' lounge, which as we  
18 know, he tried to shoot out those windows, but at  
19 that point he had already shot and/or killed his  
20 last victim. So by the time Porter gets on the PA  
21 system to even notify people of it, for all  
22 practical purposes, it was over. But no teacher  
23 said that they heard it anyway.

24 Anybody got anything with that one?

25 Secretary Carrol.

1           SECRETARY CARROL: Not on that one, but  
2           overall recommendation for this section, and it  
3           goes back up to 1. I think the -- and it's in the  
4           second half of that. I think the No. 1 finding in  
5           this should be the sentence that -- well, it's not  
6           lack of, but I would say, "Failure to timely call  
7           a code red left students and staff vulnerable to  
8           being shot," and some were shot because they were  
9           not notified to lock down, and this was most  
10          evident on the (inaudible). That to me is the  
11          biggest glaring finding we have and to me should  
12          be a stand-alone finding, No. 1, because then all  
13          the other findings support --

14          SHERIFF GUALTIERI: I think we do have that.  
15          Look at No. 11, look at Slide 11 on page 6. It is  
16          No. 1.

17          SECRETARY CARROL: No, I know, but I'm saying  
18          I would make that a stand-alone because the  
19          verbiage above it kind of mixes in with No. 2 that  
20          talks about they didn't have a policy, and they  
21          still don't have a policy, and the fact that they  
22          didn't have a policy is what created some of the  
23          confusion that day. But to me, what caused  
24          folks -- I just think that the second half of that  
25          should be a stand-alone finding --

1                   SHERIFF GUALTIERI: I'm sorry to interrupt.

2                   You mean break out No. 1?

3                   SECRETARY CARROL: Yes.

4                   SHERIFF GUALTIERI: So that No. 1, up until  
5                   the lack of a formal up and to it could be called,  
6                   and then No. 2 would be the lack of a called code  
7                   red, so break that out, is that what you're  
8                   saying?

9                   SECRETARY CARROL: Yeah, but I -- I would  
10                  like that to be a stand-alone because -- and I  
11                  think it should be, 1, because I think the  
12                  verbiage above that kind of goes together with the  
13                  verbiage in 2 that talks about a lack of -- they  
14                  said they lacked that process, procedure, and  
15                  policy on Day 1, and No. 2 alludes to it again.  
16                  But to me, the finding here is the fact that a  
17                  code red was not timely called led to more folks  
18                  being killed that day than had to be. And to me,  
19                  I would like that as a stand-alone finding and  
20                  ought to be No. 1.

21                  SHERIFF GUALTIERI: Okay. I'm good with  
22                  that. Is anybody -- Senator Book.

23                  SENATOR BOOK: I agree, and further I think  
24                  within context if -- and I know it's an "if" --  
25                  the shooter was able to get those windows open.

1 We know from the security video when they did call  
2 the code red, those kids were running back towards  
3 that building ripe to be shot while they were  
4 running towards code red lockdown. So I think I  
5 agree with Commissioner Carrol, you know, could  
6 have -- the lack of training, lack of calling it  
7 when they should have could have been far, far  
8 worse.

9 SHERIFF GUALTIERI: Sheriff Ashley.

10 SHERIFF ASHLEY: Is there a priority on which  
11 one is most important? Is a code red more  
12 important than a fire alarm or -- I mean, what do  
13 you do when you hear both? And so --

14 MR. SCHACHTER: The code red takes priority.

15 SHERIFF ASHLEY: Does it in policy?

16 SHERIFF GUALTIERI: Well, you got to have a  
17 policy, right?

18 SHERIFF ASHLEY: Exactly.

19 SHERIFF GUALTIERI: So is everybody -- to  
20 move that -- and Heather, you can do this. I  
21 think this will work. Is everybody in agreement  
22 with this? Or let me put it this way: Anybody  
23 not in agreement with it? We'll take the sentence  
24 that begins "The lack of a called code red on  
25 February 14th because there was no policy, little

1 training, and no drills left students and staff  
2 vulnerable to being shot, and some were shot  
3 because they were not notified to lock down. This  
4 was most evident on third floor." That will  
5 become a stand-alone finding as No. 1, and then  
6 what is now No. 1 up until the word "called" will  
7 become No. 2, and then 2 will become 3. Is that  
8 consistent, Secretary Carrol, with what your  
9 suggestion was?

10 SECRETARY CARROL: Uh-huh.

11 SHERIFF GUALTIERI: So we'll go ahead and do  
12 that and we'll make that -- okay.

13 All right. So in 4.2, I think with that, I  
14 think we're finished with 4.2.

15 And we now begin Section 4.3, which is  
16 "School Administration and Security Staff  
17 Response." Now, this gets into -- and this is --  
18 begins on page 41, and this is where it gets into  
19 all of the actions, inactions, statements from  
20 school personnel, Medina, Taylor, and others, and  
21 that goes up until page 71. And then on page 71  
22 is where we begin with findings related to that  
23 section.

24 The first thing that we have is that on Slide  
25 No. 15 is that Elliot Bonner called the first code

1 red. It occurred at 2 minutes -- I'm sorry, at  
2 2:24:54, which is 3 minutes and 16 seconds after  
3 Cruz fired the first shots and while he was about  
4 halfway down the third-floor hallway. That's what  
5 I said earlier.

6 While there are other staff members who  
7 claimed to have called a code red, there is no  
8 evidence to support those claims. You had several  
9 people, Denise Reed, others, that have said they  
10 called a code red, but I can tell you that through  
11 the investigation and everybody we've talked to,  
12 it is consistent across the board enough where I'm  
13 comfortable with it that the first substantiated  
14 code red was that by Elliot Bonner at 2:24:54.  
15 There's just no evidence that anybody else did.  
16 You know, some have said, "Well, the school radio,  
17 if two people are transmitting at once, it could  
18 be drowned out." You know, I don't know, but I  
19 can tell you that there is no evidence to support  
20 a claim that anybody got on the radio and called a  
21 code red prior to Elliot Bonner doing it. And,  
22 you know, again, that was 3 minutes and 16 seconds  
23 into it, and at that point, again, just about  
24 useless because Cruz is already halfway down the  
25 third-floor hallway, getting -- you know, he only



1 had a few victims that he shot at that point.  
2 There wasn't enough time anyway for anybody to  
3 react.

4 So did anybody have anything with No. 1  
5 there? No, okay.

6 No. 2, "Medina was the first school employee  
7 to observe Cruz walk onto the campus and Medina  
8 saw a bag that was obviously a rifle bag."

9 We're continuing on now. It goes down into  
10 the next slide: "Medina admitted on video that he  
11 recognized the bag Cruz was carrying was a rifle  
12 bag and Medina identified Cruz as a threat."

13 This gets into, Secretary Senior, maybe --  
14 and this is where we're paying attention to what  
15 you pointed out. "Medina failed to act  
16 appropriately by not calling a code red, and that  
17 that failure allowed Cruz to enter the building  
18 without the building's occupants being notified to  
19 implement an active assailant response." We'll  
20 just stop there since we -- you know, since that  
21 question was raised. So it says "Medina failed to  
22 act appropriately."

23 MR. SENIOR: Can I just suggest the way that  
24 I edited it would say, "Medina did not call a code  
25 red, and Cruz entered the 1200 building without

1 the building's occupants being notified to  
2 implement an active assailant response."

3 MR. SCHACHTER: I would object to that  
4 because I think that he should have done  
5 something, you know, say "stop," anything, and I  
6 do think that's accurate. He failed to act,  
7 failed to do anything to prevent that murderer  
8 from entering the building. Without acknowledging  
9 that, I think we're not admitting the facts.

10 SHERIFF GUALTIERI: Senator.

11 SENATOR BOOK: I think that perhaps he -- I  
12 agree with Commissioner Schachter, failed to stop  
13 him from entering the building, but he did radio  
14 Taylor, which in his mind -- am I correct in  
15 remembering that correctly? So in his mind, he  
16 was doing something -- I just want to make sure  
17 that like we're accurate in the findings.

18 SHERIFF GUALTIERI: So -- right. So is the  
19 concern, Secretary Senior, that you have with the  
20 two words "act appropriately"? Is that the  
21 concern?

22 MR. SENIOR: I'm a little concerned about the  
23 word "failure" and "act appropriately" in the  
24 absence of a job description, in the absence of a  
25 policy, and in the absence of any training. I

1 think it should just be a -- these are factual  
2 findings about civilians who are unarmed,  
3 untrained, with no clear job description. There's  
4 definitely a system failure here. I think you can  
5 Monday morning quarterback Medina. I'll be frank,  
6 I kind of noticed this more -- I read the Medina  
7 thing and went over it. I noticed it more when I  
8 read the Taylor segment, like, whoa, wait a  
9 minute, you know. And then I looked at the way  
10 Feis was treated in these findings and I thought,  
11 well, that should be the way that all three of  
12 them are treated. We didn't say anybody failed  
13 there. You've got to -- you know, you've got  
14 to -- I think in the absence of all those policies  
15 and trainings, you've got to really focus on what  
16 they did and did not do, and I think even when you  
17 say what Medina did and did not do, you can read  
18 it and you'll definitely Monday morning  
19 quarterback it on your own like, wow, you know.  
20 And I'm not trying to defend him.

21 SHERIFF GUALTIERI: Play the other side, play  
22 devil's advocate to that, and the reason why we  
23 worded this the way we did is because Medina, even  
24 though it was nominal, did attend Butler's  
25 training and did understand that they were

1 authorized to call a code red or active assailant  
2 response, and he acknowledged that, if they saw a  
3 gun or heard gunshots. I think that if in your  
4 mind you know that you're authorized to do it if  
5 you see a gun or hear gunshots, that common sense  
6 should then dictate that if you see a rifle bag  
7 that you then know to be a rifle bag, that it's  
8 incumbent upon you to take that next step. And,  
9 okay, by his own admission, that he knew the  
10 policy was if you heard gunshots, he says he heard  
11 gunshots and still didn't do it.

12 MR. SENIOR: Actually, I have an edit, next  
13 sentence I would say, "Medina heard gunshots  
14 inside Building 12, period. After hearing  
15 gunshots, Medina did not call a code red." And I  
16 think if you're going to make a finding, you  
17 should actually add in the finding that he  
18 attended the training and did believe that he was  
19 supposed to call a code red if he had heard  
20 gunshots, and people can draw -- you can just kind  
21 of draw your own conclusion without us really  
22 calling out a low-paid civilian working at a  
23 school, unarmed in a crisis situation, and that's  
24 my only point. And I understand Medina, there's a  
25 lot of emotion around this, and I do not want to

1 change the last sentence about his veracity, you  
2 know, I just --

3 SHERIFF GUALTIERI: Sheriff Ashley and then  
4 Commissioner Swearingen.

5 SHERIFF ASHLEY: Again, I understand, but I  
6 wholeheartedly disagree. He stated in own words  
7 he knew that Cruz was armed. He saw a rifle bag  
8 and he suspected he was armed with a handgun.  
9 That's why he did not approach him. Not once,  
10 though, knowing that the student who's armed on  
11 campus did he tell anybody. He didn't tell the  
12 hall monitor. He didn't call a code red. He  
13 didn't tell anybody that he suspected this kid was  
14 armed. That's why he didn't approach him. So  
15 that's failure to act appropriately in anybody's  
16 vote.

17 SHERIFF GUALTIERI: Commissioner Swearingen.

18 COMMISSIONER SWEARINGEN: Yeah, I want to  
19 disagree with Secretary Senior as well. To use  
20 Medina's name in the same sentence with Coach  
21 Feis, who was also a low-paid employee with no  
22 training, who was entering the building knowing  
23 that shots were being fired and paid with his  
24 life, it's disrespectful to his memory to give  
25 Medina a pass here.

1           SHERIFF GUALTIERI: All right. So to finish  
2           that out, we'll just -- because I stopped it, was  
3           "Further, even after hearing gunshots, Medina  
4           failed to call a code red, and then there are  
5           veracity issues with Medina's post-incident  
6           statements regarding what he knew and what he did  
7           and did not do."

8           So maybe just to get through this -- I know  
9           where Secretary Senior is on it. I guess just --  
10          with this as worded, just by a show of hands, how  
11          many are in agreement with leaving it as it's  
12          worded as proposed? Go ahead.

13          SECRETARY CARROL: Because I do think he  
14          failed to call a code red and I do think -- and he  
15          failed to appropriately warn the person he did  
16          call because even when he called the person, he  
17          never alluded to someone entering the building  
18          armed. He said, "You've got a suspicious  
19          character on your way" or something.

20          When we use those words appropriately, other  
21          than call the code red, what would have been  
22          appropriate? Now, I could tell you what I wish he  
23          would have done, you know, but I don't know if  
24          that's appropriate or not. The one thing I do  
25          know is appropriate is he should have called the

1 code red. So why wouldn't we just say he failed  
2 to call a code red, which is what he was mandated  
3 to do? Anything else we would have hoped that he  
4 had acted differently.

5 SHERIFF GUALTIERI: Sheriff Judd, I think you  
6 had something.

7 SHERIFF JUDD: And I want to defend  
8 Commissioner Senior a minute. We don't need --  
9 and I don't think he's suggesting we take any  
10 culpability away from the horrendous lack of  
11 action by Medina. But they got that day exactly  
12 what they hired and exactly what they trained.  
13 That -- you know, we're sitting here with, you  
14 know, centuries of experience in administration  
15 and management, and just regular common sense  
16 would tell you, you know, you should have been on  
17 that radio squawking to the top of your lungs,  
18 should have been. But they got what they paid for  
19 and trained that day. And his conduct was  
20 reprehensible, and I'll use all the adjectives  
21 that Max used, but as long as we put something in  
22 here to say they got what they paid for that day,  
23 and that was nothing.

24 MR. SENIOR: I think if you just use the  
25 facts, you can clearly see the difference between

1 Aaron Feis and Medina. There's no equivalency  
2 just looking at the facts on their face.

3 SECRETARY CARROL: But I want to go back when  
4 you say the facts. We just talked about they had  
5 no policy, but he says the reason he didn't  
6 approach this person was he thought that they were  
7 armed. If he thought that they were armed, that's  
8 enough right there to call a code red. He  
9 absolutely failed, based on his own statements, to  
10 do what he knew --

11 UNKNOWN SPEAKER: No doubt.

12 SECRETARY CARROL: -- he should have done.  
13 So I have no problem using the word with respect  
14 to him, "he failed." I don't know about the word  
15 "appropriately," but he failed to call a code red.

16 SHERIFF GUALTIERI: That's the splitting of  
17 the baby here, which we -- is we just say that he  
18 failed. We take out "appropriately." "Medina  
19 failed to call a code red, and that failure  
20 allowed" --

21 MR. SENIOR: Yeah. I think if you added  
22 those facts in and said that he had attended a  
23 training and thought that he could call a code red  
24 if he saw a gun, he stated that he thought he had  
25 a gun, he did not call a code red, you've laid out



1 the facts of exactly what he did and you can  
2 see -- and you can -- the facts speak for  
3 themselves. And I think you can bolster the facts  
4 that way, but I think we should avoid -- and I'm  
5 saying it largely because I'm looking at some of  
6 the things around Taylor and I think we should  
7 treat everybody consistently and the facts speak  
8 for themselves.

9 SECRETARY KAPUSTA: I have to agree with  
10 Secretary Senior that the onus was on the  
11 administration to properly train, properly have a  
12 policy, make sure it was enforced, make sure it  
13 was known. While I agree Medina was reprehensi-  
14 -- I mean, his conduct was just not acceptable, he  
15 failed, no question about it, he failed to do what  
16 he knew he should have done, but act  
17 appropriately, I agree, is probably --

18 SHERIFF GUALTIERI: So we can go back to it  
19 and look at his statements in there, if you go  
20 back and look at them, you'll see -- go ahead.

21 SENATOR BOOK: So I pulled back up through  
22 the other stuff the comments -- the direct quotes  
23 from Andrew Medina: "Something inside me told me  
24 not to approach him. Report, do what we've been  
25 taught, report it."

1           When you go back and look at the training  
2           that Butler did, that's not -- I mean, report it,  
3           but call a code red. So that is not acting  
4           appropriately, in my opinion, consistent with  
5           training.

6           SHERIFF GUALTIERI: And the part to me is not  
7           acting appropriate -- is -- if he hadn't  
8           acknowledged that he knew that he should, not only  
9           could, but should call a code red if he saw a gun  
10          or heard gunshots, you know, that's my biggest  
11          issue with it is that he knew he could and should  
12          if he saw a gun or heard gunshots, but he saw a  
13          rifle bag that he later on video acknowledged he  
14          knew was a rifle bag. So you're telling me that  
15          because it had a bag around the gun and he knew it  
16          was a rifle bag and enough to do everything  
17          else -- I mean, I hear the rest of it and I agree  
18          with you that ultimately the district did not  
19          provide adequate training and they didn't provide  
20          an adequate job description, these were very  
21          low-level and low-paid people that were probably  
22          asked to do things that they were not equipped,  
23          trained to do. But, you know, the guy said that  
24          he knew he could do it, and it says in there,  
25          Senator, what you're looking at, he also says that

1 he knew that, quote, anybody could call it, and  
2 he's one of the guys that says he knew anybody  
3 could call it, but he could only call it under  
4 those circumstances if he saw a gun or heard  
5 gunshots.

6 SENATOR BOOK: And still even further to  
7 exacerbate the anger that I feel at least, "Just  
8 let him go and report it. Make sure your boy  
9 inside is good." What about all the 800 kids and  
10 teachers? He was not looking out for them. In  
11 his own comments, he's saying "Look out for your  
12 boy," not for those kids, not for those teachers.

13 SHERIFF GUALTIERI: Secretary Carrol.

14 SECRETARY CARROL: Comment because with  
15 respect to the difference between Taylor and  
16 Medina, Medina was sitting comfortably on a golf  
17 cart away from what was happening. Taylor got a  
18 notification that a suspicious person was coming  
19 in. He saw him, you could see him turning the  
20 hall, he says he was going to go up and meet him  
21 at the second floor. Then you see him enter the  
22 staircase, and when the shooting starts, you see  
23 him running. You see him come out on the second  
24 floor and he's sliding across the floor.  
25 Something that he was carrying went sliding on the

1 floor beside him, so he fell down -- those are not  
2 the same -- you cannot compare somebody who's  
3 unarmed running from somebody shooting an  
4 automatic rifle to someone who is outside  
5 observing it with -- it's just not the same.

6 And so I wish Taylor did differently, but the  
7 circumstances under which he found himself were  
8 significantly different than what Medina found  
9 himself in. And there's no question to me that  
10 what knowledge was available to Medina, just his  
11 thought process, what he admitted his thought  
12 process to be, was, yes, I saw this kid, I knew  
13 this kid from before, I can't place him,  
14 eventually did, he was carrying what he  
15 self-described as a rifle bag, and then worse yet,  
16 he's there when he hears the shooting and he  
17 drives away, not once called the code red. I  
18 don't know how you get around not calling that a  
19 failure.

20 SHERIFF GUALTIERI: Okay. Commissioner  
21 Bartlett.

22 MR. BARTLETT: Did Medina ever tell Peterson  
23 when he picked him up shortly after seeing Cruz go  
24 in the building, that he had a gun case and he's  
25 armed and he's inside the place? We don't know

1 the answer to that really. I mean, Medina does  
2 say he said something to Peterson, but was he  
3 descriptive enough to say, "Hey, the guy's got a  
4 gun, he's in there," which would eliminate any of  
5 this other flip-flap from --

6 SHERIFF GUALTIERI: It was either Por- --  
7 somebody did -- somebody told Peterson that. Who  
8 was it that told Peterson? Do you remember?

9 MR. SUESS: Medina gave Peterson a  
10 description of Cruz.

11 SHERIFF GUALTIERI: Right. But did he say he  
12 was armed?

13 MR. SUESS: I don't think it specified. I'll  
14 find out.

15 SHERIFF GUALTIERI: Okay.

16 MR. BARTLETT: But he was in a position to be  
17 able then to clarify you need to call a code red  
18 because he's in there, he's got a gun.

19 SHERIFF GUALTIERI: Okay. Mr. Schachter, go  
20 ahead.

21 MR. SCHACHTER: So I have the job description  
22 of the campus monitor, and it says, "No. 1,  
23 Visually observe student behavior during campus  
24 hours, report serious disturbances, report to  
25 administration or security as students that are in

1 the hallway during class, physically patrol,  
2 determine the reason for the presence of outsiders  
3 on campus," and No. 8 is "Stop and question all  
4 students not in class during classtime, report any  
5 safety or security problems to the  
6 administration."

7 He didn't do his job.

8 SHERIFF GUALTIERI: Yeah, but that I would  
9 agree that that's not fair to -- you know, how  
10 many people know what the human resources job  
11 description is that's posted? I mean, you know,  
12 you need a policy, you need an operational policy  
13 that tells people what to do, how to do it, and  
14 all that. Holding somebody accountable to a job  
15 description I don't think is fair. There's  
16 people -- that's -- I think that's a leap, a job  
17 description, you know.

18 MR. SCHACHTER: That's what he was trained to  
19 do.

20 SHERIFF GUALTIERI: No, it was. No, he was  
21 not. Don't say that, because he -- they did  
22 not -- by their own acknowledgement, they didn't  
23 train these monitors. They say job description,  
24 you go apply, okay, here's what the job  
25 description is. It's a job description by human

1 resources. They did not provide training to these  
2 people. It was ad hoc training. It was whatever  
3 the APs said. They just took their direction ad  
4 hoc. There was no formal training to these campus  
5 monitors.

6 MR. SCHACHTER: You're saying that he did not  
7 understand that he was supposed to stop people  
8 that were unauthorized on campus and go and  
9 question them?

10 SHERIFF GUALTIERI: I didn't say that is that  
11 because they were -- there was some discussion  
12 about it, but it was never formalized and he never  
13 received anything -- that's why you got to have  
14 policies and procedures so that people know and it  
15 removes all this ambiguity and you don't have  
16 inconsistency and that people clearly know. There  
17 is nothing that I know of anywhere that shows that  
18 Andrew Medina ever read that job description.

19 SHERIFF HARPRING: Sheriff, I'd like to just  
20 make the nexus between the appropriate and the  
21 training. Because of the training in January, I  
22 believe that the language associated with him  
23 failing to act appropriately is directly related  
24 to that training. If that training had not  
25 occurred, I might be able to academically make a

1 different argument because I'm not imposing upon  
2 him what we would have wanted him to do, which  
3 would have been to physically address Cruz, but as  
4 a civilian, that was not his moral obligation.  
5 But I think that nexus makes the language that we  
6 have in here now absolutely appropriate --

7 SHERIFF GUALTIERI: That's one of the reasons  
8 why it's in there, I'll tell you that.

9 Go ahead, Commissioner Swearingen.

10 COMMISSIONER SWEARINGEN: Just a point of  
11 order, Mr. Chair. We voted on this. By my visual  
12 calculation, it looked like the vast majority of  
13 people voted to leave it as is, so --

14 SHERIFF GUALTIERI: Right. And so why don't  
15 we just -- because we've had some further  
16 discussion, just in fairness to everybody and  
17 some -- and any further consideration that anybody  
18 had, because we got to bring this in for a landing  
19 and put this to rest because we to move on. So I  
20 think what we're talking about here is the word  
21 "appropriately." So let's just do it this way one  
22 more time. Just by a show of hands is that a vote  
23 to leave No. 2 in Section 4.3 for the findings as  
24 is it written here, just by a show of hands, all  
25 in favor of leaving it as is.



1           So the majority carries it, so we'll just  
2           leave it as is.

3           Moving on to No. 3: "After McKenna" -- Chris  
4           McKenna -- "informed Coach Feis that Cruz was in  
5           the 1200 building with a rifle, Feis proceeded to  
6           the 1200 building, but Feis, who had a school  
7           radio, did not call a code red."

8           Anybody got any issues with that one?

9           Okay. Moving on to No. 4: "Medina notified  
10          Taylor that Cruz was entering the 1200 building."  
11          We know that.

12          "Taylor saw Cruz enter the building, but he  
13          didn't call a code red." We know that.

14          "Taylor was" -- that should be changed,  
15          that's a typo, "inexperienced" to "experienced."  
16          Cruz -- or "Taylor was experienced" -- and these  
17          are from his own statements -- "with guns, and he  
18          also recognized Cruz had he entered the 1200  
19          building sa someone they had previously  
20          discussed" -- meaning "they" was campus monitors  
21          and Morford, others had a discussion about Cruz  
22          previously being a potential school shooter.  
23          "Taylor's inaction by not calling a code red  
24          was "-- again, the word "inappropriate and delayed  
25          notification to others of the active shooting."

1           MR. SENIOR: And this is really where my  
2 concerns were raised about Taylor. And it's the  
3 last sentence.

4           SHERIFF GUALTIERI: Because of the word  
5 "inappropriate"?

6           MR. SENIOR: Inappropriate, he did not call a  
7 code red and this delayed notification to others  
8 of the active shooting maybe, but -- or maybe take  
9 out the sentence entirely, but the value judgment  
10 around Taylor, I think, is pretty harsh assessment  
11 of someone who's in a building where someone is  
12 firing rounds at them, or firing rounds generally  
13 given his training and everything.

14          SHERIFF GUALTIERI: We'll open up here for  
15 discussion. I will just say this is that -- so  
16 Taylor gets the communication from -- he's  
17 monitoring the second floor bathroom because it's  
18 the only one open because of the (inaudible). He  
19 goes downstairs. He sees Cruz, recognizes him,  
20 sees Cruz go into the stairwell, thinks he's going  
21 to cut him off, so he goes back up the west  
22 stairwell, and as he enters the west stairwell to  
23 walk up, he then hears the gunshots. When he  
24 hears the gunshots, you remember in the video you  
25 can see him start high-tailing it because he

1 accelerates his pace, and then he goes to a closet  
2 on the second floor and hides in that closet.

3 Now, he claims, he's one of the guys that  
4 claims -- he does claim that when he went in the  
5 closet and hid, he does claim that he tried to  
6 call a code red, but there is just simply no  
7 evidence of that, you know, whatsoever. So he --  
8 when he's hiding in his closet, he could have,  
9 but, again, the only evidence is that the first  
10 code red was by Bonner. So, you know, he had  
11 plenty of opportunity in there.

12 Secretary Carrol.

13 SECRETARY CARROL: And I thought he also  
14 testified, and you can correct me, that it was --  
15 he alluded to some reception issues with the radio  
16 in that closet. Do we know if that's actually  
17 true?

18 MR. SEUSS: We have no way to verify that  
19 other than going back in with a school radio. I  
20 don't know if the school radios are affected the  
21 way law enforcement radios are.

22 SECRETARY CARROL: But didn't he allude to  
23 something with reception in the --

24 MR. SEUSS: I'll check his interview.

25 SHERIFF GUALTIERI: No, he did. I'll tell

1           you I read -- is that he claims that there was,  
2           but, you know, is that, you know, on the back side  
3           covering his tail end or, you know, that's the --  
4           and, you know, that's with that, but he had -- he  
5           did have opportunity beforehand. So this comes  
6           down to, you know, this is something, you know,  
7           what's the group consensus on. Everybody I  
8           think -- am I correct that everybody is fine, the  
9           only question here is the one raised by Secretary  
10          Senior, and that is about the word  
11          "inappropriate"? So Taylor's inaction by not  
12          calling a code red did delay notification to  
13          others, there's no question about that.

14                 SHERIFF ASHLEY: He had a cell phone?

15                 SHERIFF GUALTIERI: I don't know if he had a  
16          cell phone or not, I don't recall.

17                 (Inaudible cross-talking.)

18                 SHERIFF GUALTIERI: He did have a cell phone?  
19          Yeah.

20                 UNKNOWN SPEAKER: Isn't that what he dropped?

21                 MR. SCHACHTER: I don't understand. He's the  
22          security monitor. The most important job is to  
23          call a code red. How can he not, and how can you  
24          not think that that is not appropriate, how can --  
25          you know --

1           SHERIFF GUALTIERI: I'd say we just do the  
2           same thing here, cut to this because we've had a  
3           lot of discussion about this. So is that -- we'll  
4           see if it carries is that all -- everybody that's  
5           in favor of leaving No. 4 as is, just raise your  
6           hands in the sign of affirmance on that. So we've  
7           got one, two -- that would carry it.

8           Commissioner Judd, go ahead.

9           SHERIFF JUDD: If we put a 5 in here, do you  
10          see the common denominator? I mean, I'm not  
11          arguing absent any training, they all should have  
12          been screaming on the radio something, help, help,  
13          help, help, help. But the common denominator is  
14          none of them called a code red. So is it because  
15          they weren't, quote/unquote, trained, or is it  
16          because they didn't follow their training? As  
17          long as we put -- and whether we put it here or  
18          someplace else, this is just -- I mean, there's a  
19          common denominator, nobody does anything, and  
20          that's the shocking thing to me. I mean, for  
21          Max's benefit, let's sling all the adjectives we  
22          want to over this total failure and the failure of  
23          the individuals, but to me, the abundant, you  
24          know, finding is a total system failure. Write  
25          down whatever you want to call it. And maybe 5's

1 not the appropriate place, maybe we put it  
2 someplace else.

3 SHERIFF GUALTIERI: We say that they don't  
4 have -- I mean, haven't we already said here that  
5 they didn't have a written code red policy and  
6 didn't have adequate training? If they had an  
7 adequate code red policy and had adequate  
8 training, then -- and that's what you're saying,  
9 but I think we've already said that, you know, I  
10 mean, it's --

11 SHERIFF JUDD: It was a human failure or it  
12 was a system failure.

13 MR. SCHACHTER: Do you really need training  
14 if you've got gunshots to know that you should  
15 call a code red?

16 SHERIFF JUDD: Yeah, but --

17 MR. SCHACHTER: Seriously?

18 SHERIFF JUDD: For the report, if you don't  
19 call out and demand a system change, then they can  
20 continue to hire --

21 MR. SCHACHTER: No, I totally agree with you,  
22 but to say that his actions were not inappropriate  
23 just begs the question.

24 SHERIFF JUDD: Nobody says that his actions  
25 weren't inappropriate. We're not -- no one says

1 his actions were appropriate. They were totally  
2 inappropriate. It was -- he was a total failure.

3 MR. BARTLETT: What's wrong with saying  
4 there's a guy in a place with a gun?

5 SHERIFF GUALTIERI: So what if we go back for  
6 a second, go back to the section that Secretary  
7 Carrol suggested we break out. If you go back to  
8 Slide 11, No. 1 is that it says -- and this is  
9 what we agreed on -- is "The lack of a formal code  
10 red or similar active assailant response policy  
11 led to school personnel not knowing or clearly  
12 understanding." So just add the word -- and add  
13 "training." "The lack of a formal code red policy  
14 code -- code red or active assailant policy and  
15 proper training." Then that covers what you're  
16 talking about. We add that in there. So if we  
17 say "The lack of a formal code red or similar  
18 active assailant response policy, comma, and" --

19 SHERIFF ASHLEY: You already have in there  
20 there's a lack of policy and little training and  
21 no drills.

22 SHERIFF GUALTIERI: School personnel not  
23 knowing or clearly understanding the criteria for  
24 calling a code red or who can be called, and then  
25 we go into -- go ahead.

1           SECRETARY CARROL: I just think this is one  
2           of the reasons too why I suggested the first  
3           finding of this section back in 1 should be very  
4           clear that the failure to timely call a code red  
5           led to leaving kids and staff at risk and actually  
6           led to some of them being shot.

7           SHERIFF GUALTIERI: We say that.

8           SECRETARY CARROL: Exactly, and that's the  
9           first finding. And then all the other findings  
10          are about here's -- here's what caused that  
11          untimely call for code red. You didn't have a  
12          policy in place, you didn't have training in  
13          place, you had people breakdowns along the way  
14          where they didn't even do what they were supposed  
15          to do. And so, to me, it sequentially works out,  
16          but to me, the absolute finding here is there was  
17          no code red called, and it wasn't called because  
18          they don't have a policy in place, they weren't  
19          trained in -- the few people that were trained  
20          failed to do what they were supposed to do, and we  
21          can use whatever word we want, but they failed to  
22          call a code red, and because of that, kids and  
23          staff were left at risk and people were shot. I  
24          don't know how you get around that.

25          SHERIFF GUALTIERI: Go ahead.



1 CHIEF LYSTAD: So just following up on  
2 Sheriff Judd and Secretary Carrol, what he talked  
3 about before, since we're in this section on  
4 administration and the security staff response, as  
5 we're having discussion, I was thinking about  
6 breaking out 1 again. We have this one that talks  
7 about Elliot Bonner, and making our 1 "Previous  
8 staff that had an opportunity to call a code red  
9 failed to do so," and then adding the last  
10 language of that line, which says, "While there  
11 are other staff members who claimed to have called  
12 red, there's no evidence to support those claims,"  
13 and leaving Elliot Bonner on his own.

14 So our first statement for that section is  
15 what -- there are other staff members that had an  
16 opportunity, failed to do so, they said they did,  
17 but they didn't. There's no evidence to support  
18 that. That kind of is keeping in, I believe, with  
19 what Sheriff Judd is talking about, which is  
20 making our first point about the code red in this  
21 administration that -- and the staff that was  
22 there, none of them did that.

23 SHERIFF GUALTIERI: Say that again. Jut  
24 repeat it.

25 CHIEF LYSTAD: So making our No. 1 "Previous"

1           -- or -- I had "Previous staff that had an  
2           opportunity to call code red failed to do so.  
3           While there are other staff members who claim to  
4           have called a code red, there's no evidence to  
5           support those claims." And then your second would  
6           be campus monitor, Elliot Bonner, called.

7           SHERIFF GUALTIERI: I think it's factually  
8           accurate. Do we want that? I mean, it's  
9           factually accurate, so I don't -- what's the  
10          consensus? Do we want to say something to that  
11          effect? You're saying that there are other people  
12          who had an opportunity, they didn't do it despite  
13          their claims, that's the gist, and then we go into  
14          Bonner.

15          CHIEF LYSTAD: That's the most important  
16          thing. There is no -- until Elliot Bonner called  
17          it, all the other people that had contact or saw  
18          Cruz enter the building neglected or failed to  
19          call code red.

20          SECRETARY CARROL: I agree.

21          SHERIFF GUALTIERI: You agree? Okay. So,  
22          Heather, do you have that? Add it in there and  
23          then we'll tweak it, wordsmith it, as necessary.  
24          We got the gist of it. So we'll make that No. 1,  
25          and then this will be No. 2, and then what is 2

1 will become 3, et cetera. Okay.

2 All right. Go ahead, Commissioner.

3 COMMISSIONER DODD: I just -- just for my  
4 sake, I wanted to look back at 3 on the Coach  
5 Aaron Feis, because I want to make sure I  
6 understand the one word in there, "but Feis did  
7 not call a code red." What was that timeframe  
8 between the student who notified Coach Feis and  
9 when Coach Feis entered the building?

10 SHERIFF GUALTIERI: Minutes. So McKenna met  
11 with Feis up by the north gate that he was in the  
12 process of unlocking by Holmberg Road. Enough  
13 time to have McKenna get on the golf cart, take  
14 McKenna to the north end of Building 13, unlock  
15 the door, have McKenna go in, and then the  
16 adjacent to the north side of 13 -- I'm sorry, not  
17 the north side, but the east side of 13 is the  
18 west side of 12, and then Feis went in the doors.  
19 So, you know, minutes. Enough time for him to  
20 move on the golf cart, put McKenna in the east  
21 side of 13, and enter the west side of 12. I  
22 mean, in that period of time -- if your question  
23 is that did Coach Feis -- would Coach Feis have  
24 had enough time with a radio to communicate on the  
25 radio, if that's your question, the answer is yes.

1           MR. SCHACHTER: Did McKenna tell him that  
2           there was a gun --

3           SHERIFF GUALTIERI: Yeah, he told him that  
4           there's a guy with a gun in a stairwell.  
5           That's -- and we only know that, unfortunately,  
6           from Chris McKenna's statements, but McKenna  
7           clearly says he told Coach Feis that.

8           MR. SCHACHTER: Did -- is there any evidence  
9           to back up the fact -- did Coach try to call a  
10          code red and he couldn't get through? Did McKenna  
11          say anything to that effect?

12          SHERIFF GUALTIERI: He didn't say anything to  
13          that effect. He wouldn't know. Again, the only  
14          thing we know is what people say, and across the  
15          board is that -- across the board is that nothing  
16          came across the radio except for Bonner.

17          Secretary Carrol.

18          SECRETARY CARROL: I think the circumstances  
19          around Coach Feis spell out how dysfunctional and  
20          unprepared this school was around code red because  
21          Coach Feis could hear those shots being fired and  
22          he went in there anyway. I mean, he was a pretty  
23          brave guy, but what he does also defies logic in  
24          that he takes the kid who just ran out of the  
25          building saying "There's a kid in there with a

1 gun" and he takes him right back to the door where  
2 the shooting is taking place and he does put him  
3 in the building adjacent to it, but that kid could  
4 have come out of the building at any time. He was  
5 actually bringing the kid back into danger. So  
6 what he did defied kind of logic. He is  
7 incredibly brave and I think he had the students'  
8 best interest at heart because he was entering a  
9 building, something the school resource officer  
10 wouldn't do, he was entering a building that he  
11 heard gunshots coming from unarmed.

12 SHERIFF GUALTIERI: He was reacting  
13 instinctively, not because of training, and  
14 there's a difference. And there's a brave guy who  
15 had the guts to do it and he was reacting based on  
16 his instinct of what he knew was the right thing  
17 to do. This is a muscle memory thing, and if you  
18 go to training and the training is -- and it gets  
19 instilled in you that when you hear that, the  
20 first thing you're going to do is one and two, and  
21 one is that you're going to call a code red. He  
22 would have reacted, but he didn't have a plan, he  
23 didn't have muscle memory, he didn't have  
24 anything.

25 So it is very telling that you had three

1 people initially with multiple opportunities,  
2 especially as it relates to Medina and Taylor had  
3 more than one opportunity to call and they didn't  
4 do it. So -- and another one who didn't call it  
5 either -- she said she tried, but, again, there's  
6 no evidence of it -- is the assistant principal,  
7 Denise Reed, is that she says -- remember she came  
8 over and there's even some questions about it  
9 where she said she had a conversation with  
10 Peterson. But she went and took a place of safety  
11 in the music room in -- I think it was Building 8.  
12 So, I mean, she's -- so you got a whole bunch of  
13 people, a whole, whole bunch of people that all of  
14 a sudden now are claiming "I tried to call a code  
15 red, I tried to call a code red," but nobody hears  
16 it.

17 So the only thing we know is that Elliot  
18 Bonner did it. All these other people is that --  
19 and these are not sophisticated radios. This  
20 isn't a balking, this isn't a throttling, this  
21 isn't -- these are radios. And nobody also  
22 reported hearing, you know, anybody say "I  
23 couldn't get through." "Well, there wasn't --  
24 there was so much chatter, you couldn't talk,"  
25 nobody said that either. So it really calls into

1 question all these people now that are saying that  
2 they tried call a code red, you know, whether they  
3 actually tried.

4 SECRETARY CARROL: And it should be noted  
5 that Elliot Bonner called it upon seeing his  
6 colleague fatally shot and lying on the ground.  
7 That's the first time code red was called.

8 SHERIFF GUALTIERI: That's correct.

9 MR. SCHACHTER: And this is why I've always,  
10 you know, asked -- there's a pattern here, you  
11 know, Sheriff Judd talked about this, nobody  
12 called the code red. Why is that? Did  
13 administration tell everybody, "you're not allowed  
14 to call a code red, I'm the only one allowed to  
15 call a code red"?

16 SHERIFF GUALTIERI: There's no evidence of  
17 that. There's no evidence of that.

18 Okay. We're going to move on here. Go  
19 ahead, Sheriff.

20 SHERIFF ASHLEY: Just wanted to point out I  
21 think Coach Feis taking the kid back into the  
22 danger zone, I just think when you receive  
23 shocking news, which he just received from this  
24 kid, he wants to go verify is this real or am I  
25 getting pranked or whatever. And I think that's

1        why code red wasn't called by a number of folks,  
2        just wasn't on their mind. They're experiencing  
3        something -- and that doesn't excuse why you  
4        wouldn't say, "Hey, I got a guy on campus with a  
5        gun," "I got shots fired," any number of things.  
6        Even if code red wasn't on the top of your head,  
7        you could certainly say that something's going on.

8                SHERIFF GUALTIERI: Because there's no mental  
9        checklist occurring, right? I mean, you know how  
10       we train, how law enforcement trains, how others  
11       train is they -- you're going to react the way you  
12       train and you're going to react in a way that's  
13       going through a process and you're going to do 1,  
14       2, and 3, and you're going to do it instinctively  
15       if you trained. If not, then you've not going to  
16       do it, you're going to end up with this.

17               So we already took a vote on that, No. 4. So  
18       No. 4 remains as is. Majority voted to keep No. 4  
19       as it is.

20               We're going to move into recommendations now.  
21       So the recommendations begin on page 73 in Chapter  
22       4. Now, this is one we're going to -- we're  
23       treating this a little bit differently.

24               I guess -- what time is it? We should  
25       probably -- why don't we do this, because this is



1 going to take a while. Since we're right up at  
2 our time for lunch, so why don't we break for  
3 lunch, but we really need to start again promptly  
4 at one o'clock. We need to get through the  
5 recommendations, and Chapter 4 is going to take a  
6 while, and we really need to try and get through  
7 Chapter 5. These are going to be the two big  
8 chapters. I know it sounds like a lot because we  
9 got to get 15 by the close of business tomorrow.

10 The other thing I'm going to ask y'all to do  
11 is -- and I'll ask you when we come back. I don't  
12 think -- based upon the work that we did in the  
13 last couple of days, I don't think we need to go  
14 into closed session this afternoon. The closed  
15 session was going to be designed for the  
16 confidential material.

17 There are two appendices in your books that  
18 deal with confidential material, and it is the  
19 confidential summary that you already saw in  
20 Detective Lyons' presentation. So you've already  
21 seen that. And then the other one is the last  
22 one, which is threat assessment information that  
23 you've already seen, but not in that format. If  
24 you all will take a look at that and tell me  
25 whether there's anything in those appendices,

1       which are F and G, that you all want to have any  
2       discussion about, and it's all material you've  
3       seen before, it's all fact, in F or G, if there's  
4       anything that any of you want to have discussion  
5       about, then we will go into closed session and  
6       have discussion about it. Unless somebody tells  
7       me there's no findings in there, there's no  
8       recommendations in there, it's all fact -- and,  
9       again, you've seen it, but if there's anything  
10      that you want to have discussion about, then tell  
11      me. I'll ask you when you come back and we  
12      certainly can. Anybody wants to, we'll go into  
13      closed session. If not, then we will continue to  
14      work throughout the day until a breaking point  
15      around five o'clock or so without going into  
16      closed session, because that's on the agenda, and  
17      we'll continue to work through these chapters.

18             But as we get into the latter chapters, I'm  
19      confident that this is going to go much more  
20      quickly. So the fact that we're only in  
21      recommendations in 4 at this juncture, I'm not  
22      concerned about at this point because we get into  
23      these latter ones, it's going to go much more  
24      quickly. Four and 5 contain the bulk of the stuff  
25      that's going to take time to get through.

1                   Sheriff Judd.

2                   SHERIFF JUDD: And in order to make sure we  
3 have enough time, you know, I don't want to speak  
4 for the crowd, but, you know, 40 minutes for  
5 lunch, 45 minutes for lunch. I'd much rather have  
6 that time at the end of tomorrow off instead of an  
7 hour for lunch today because it doesn't take long  
8 to eat a sandwich.

9                   SHERIFF GUALTIERI: Works for me. Everybody  
10 good with that?

11                   So we'll start again at 12:45. So 12:45  
12 promptly we'll start again. It's noon now.

13                   And we may too tonight, you know, the five  
14 o'clock, we're going to see where we are and we're  
15 going to -- because I really want to get through,  
16 make sure -- we may not stop right at five  
17 o'clock. We may go on for a little bit tonight.

18                   (Lunch recess.)

19                   SHERIFF GUALTIERI: Why don't we go ahead and  
20 get started here. If you would go to the next  
21 slide, Harold, No. 19. We're going to begin with  
22 recommendations in Chapter 4.

23                   Chapter 4 for the recommendations is set up a  
24 little bit differently than the other ones because  
25 there is more narrative at the front end of

1 Chapter 4. So the first few bullet points in the  
2 slides are paraphrasing what is in the  
3 recommendations beginning on page 72.

4 So as you can see here, we're saying that  
5 more funding is needed to ensure adequate school  
6 security and prevention measures. The cost is  
7 always going to be a factor, but that districts  
8 need to establish priorities. And that's pretty  
9 much what is set out on page 72. We're also  
10 talking about implementing a tiered approach with  
11 basic harm mitigation.

12 After the basic concepts have been  
13 implemented, then districts should consider the  
14 more advanced security measures, specifically  
15 those focusing on technology and/or law changes,  
16 and in Appendix B we have Tables 1 through 4 that  
17 provide a suggested level-based approach.

18 So as we also get into this talking about a  
19 recommendation, that the Office of Safe Schools  
20 conduct a complete review of target hardening  
21 practices that are current or planning to be  
22 utilized, and that they consult with others,  
23 including the Partner Alliance for Safer Schools,  
24 and that the Office of Safe Schools use this  
25 review to come up with recommendations statewide

1 before the beginning of the next school year that  
2 would be consistent with this.

3 So here's the gist of where this is, and so  
4 it's on page 73 and going over to page 74 and on  
5 the bottom here on Slide 20. But here's the gist  
6 of what this is attempting to set up here, or  
7 hopefully it does set up, and then we're going to  
8 get into specific recommendations in Slide 22.

9 Let me do it this way: So here's -- we  
10 talked about this somewhat this morning, but let's  
11 try and set it up this way. Here's what we know  
12 is that there were basic things that were not  
13 done, not in place, at Stoneman Douglas that could  
14 have either prevented this, but I'm cautious about  
15 saying that, but certainly could have mitigated  
16 it. And as we approach our recommendations to  
17 physical site security and physical site hardening  
18 and physical site enhancements, there are a whole,  
19 whole bunch of things that will go to the  
20 direction of prevention. And I'll suggest to you  
21 that prevention is more proactive. What we all  
22 want, what everybody wants is to have things in  
23 place that will prevent. Prevention and proactive  
24 go hand in hand because we're talking about things  
25 that will allow us to identify potential threats

1 and keep them from coming to fruition.

2 So an example -- some of that would be very  
3 elaborate camera systems that are combined with  
4 real-time crime centers that are staffed 24/7, if  
5 you will, or at least when school is in session  
6 where you could see an intruder coming onto the  
7 campus and have somebody in a position to do  
8 something about the intruder. That's all  
9 proactive. That's preventative. And you could  
10 also have other preventative measures that are in  
11 place that are, again, more costly, they require  
12 technology, they require law changes.

13 But while we're trying to do all that and  
14 while we're in the process of trying to figure out  
15 what it is and how to fund it or how to effect the  
16 law changes that are necessary, what I suggest is  
17 that we immediately focus on those things that are  
18 more reactive, and the things that are more  
19 reactive assume this premise: That we cannot be  
20 assured that we're going to stop the next event  
21 from happening; in fact, I'll suggest to you that  
22 we can't. It is going to happen. The question is  
23 where and when. And the immediate pressing issue  
24 is that do we have everything in place that we can  
25 possibly have in place to mitigate the impact,

1 mitigate the effect. Having one or two shot or  
2 injured people is one or two too many, but one or  
3 two is better than 34.

4 So assuming that we need to do something now,  
5 we need to mitigate the effect of this, what are  
6 the things that could be done with little or no  
7 cost, with little or no law changes, that can be  
8 implemented really with the stroke of a pen by a  
9 decision-maker, and that we focus on those things  
10 as immediate recommendations that can be done  
11 while the other things will take time, such as  
12 technology and law changes, et cetera, are in the  
13 works.

14 So 1 is a reactive -- addressing the reactive  
15 nature in an immediate response so that if it were  
16 to happen or when it happens is that we can end it  
17 as soon as we possibly can. The other is, again,  
18 looking at more proactive and prevention.

19 So what do we know? We know that we had an  
20 open gate. We know that we didn't have an  
21 effective policy or training that allowed somebody  
22 to notify others. Because in its simplest term is  
23 that what we have to do is identify a threat,  
24 communicate the threat, and react to the threat.  
25 And if you can identify it and you can communicate

1       it to others and they can appropriately react to  
2       it, then you're going to do everything that you  
3       reasonably can to mitigate the harm. So that  
4       means doing the best you can not to allow these  
5       people access; if they do gain access, to try and  
6       apprehend them as quickly as we can to get people  
7       in the safest place possible.

8               So that really leads us to -- if you go in  
9       the recommendations is that if you go to Slide  
10      21 -- I'm sorry, over to Slide 22 is "Based upon  
11      the incident, the following harm mitigation  
12      recommendations should be implemented immediately  
13      across all Florida schools," with No. 1 being that  
14      "School security is the function of all school  
15      personnel, and all staff should have clearly  
16      established roles and responsibilities that are  
17      outlined in a written policy and procedure manual  
18      provided to all personnel. The school security  
19      staff and/or safety team should regularly meet and  
20      train on proper protocols and procedures in  
21      emergency situations and coordinate with law  
22      enforcement."

23              So at its core, everything needs to derive  
24      from the policies, procedures, and protocols. So  
25      I suggest that that is -- and I think I'm going to



1 do this a little bit differently because we can  
2 come back, because you can see how all this  
3 builds.

4 And then the second is that "All school  
5 campus gates remain closed and locked, and when  
6 opened for ingress or egress, they should be  
7 staffed to prevent unauthorized campus access."  
8 We talked about that.

9 No. C on page 12, Slide 23: "All building  
10 doors and classroom doors" -- and that probably  
11 has to be tweaked to get to the point that  
12 Commissioner Bartlett made because saying "all"  
13 there is probably a little bit of a reach. "All  
14 campus building doors and classroom doors remain  
15 locked during school hours, and if they are open,  
16 they should be staffed. Teachers should be able  
17 to lock doors from within a classroom, and keys  
18 should be on their person."

19 D: "Every district should have a written,  
20 unambiguous code red or similar active assailant  
21 policy that is well-known to all personnel, and it  
22 has to make it unequivocally clear that everyone  
23 is empowered to activate the active assailant  
24 response, and that those procedures are to be  
25 implemented immediately."

1           And then E: You have to have "an effective  
2           communication system that everyone can see and/or  
3           hear and immediately react to a called code red or  
4           similar notification, and that the classroom  
5           should have established safety measures such as  
6           hard corners or other safe areas, and teachers  
7           should have the ability to cover door windows  
8           quickly."

9           So that's the recommendation that we break  
10          this up, and that this is the stuff that should be  
11          done immediately and can be done immediately  
12          because all of that is little to no cost and  
13          requires nothing other than somebody say do it and  
14          ensure it's being done, and then we're going to  
15          transition from there, if you all agree and we can  
16          tweak this, into then the more costly,  
17          time-consuming stuff that would -- more of a  
18          process and more proactive, and that is all in  
19          Appendix B. So go ahead.

20          MR. SCHACHTER: And so let me know how you  
21          want to do this, because I've got comments on, you  
22          know, several of those, you know, A, B, C, D. Do  
23          you want me to talk all of them right now, or do  
24          you want to go through each one?

25          SHERIFF GUALTIERI: Let's go back for a

1 second. There's a couple things I want to make  
2 sure that you all agree with and that you concur  
3 with.

4 The first is that we are not -- all of us  
5 here together, individually or collectively, what  
6 I'll call subject matter experts in the area. We  
7 have areas of expertise and we certainly have some  
8 knowledge, but what I'm suggested here is that the  
9 Office of Safe Schools within DOE work with SMEs  
10 and work with industrial security people, et  
11 cetera, to come up with a real comprehensive list.  
12 As opposed to us trying to do it is that I think  
13 we should be more about setting policy, setting  
14 the direction, setting the core. So in other  
15 words, recommending more of what people should do  
16 and not necessarily telling them how to do it, not  
17 getting down into the widgets and the weeds and  
18 getting into -- is that let DOE.

19 So that's what is on Slide 20 is that prior  
20 to August of '19, the Office of Safe Schools use a  
21 review that they conduct and information received  
22 from experts to provide the districts with a  
23 tiered best practices. And when we get into  
24 Appendix B, this is your opportunity to provide  
25 some suggestions, but ultimately that would be

1 just one tool that DOE uses when they look at all  
2 the resources available to come up with this and  
3 provide it to the districts prior to August of  
4 '19. Does that make sense to everybody, what I'm  
5 talking about?

6 Okay. So the first thing is that do you all  
7 agree with that approach?

8 UNKNOWN SPEAKER: Yes.

9 MR. SCHACHTER: I would like to add one  
10 thing, and that is at the end of the first  
11 paragraph, I would like to --

12 SHERIFF GUALTIERI: Tell me what slide you're  
13 on and what paragraph.

14 MR. SCHACHTER: Slide 20, the first  
15 paragraph, that they're going to look at PASS, but  
16 they should also look -- include in there the  
17 Federal Commission on School Safety's report,  
18 which will be imminent. They should be reviewing  
19 that as well. There's going to be a lot of --

20 SHERIFF GUALTIERI: It says, "Developed by  
21 organizations such as." So it's not limited to  
22 that.

23 MR. SCHACHTER: Okay.

24 SHERIFF GUALTIERI: It says "such as." And  
25 that would, of course, be within their discretion

1 to look at and use as many resources as they deem  
2 is necessary to come up with it. So it's not  
3 limited to that. It's just that, as you know,  
4 PASS has been around, it's pretty extensive, we  
5 just said "such as" and that was a way to use that  
6 as an example, not limiting it to that.

7 Sheriff Judd.

8 SHERIFF JUDD: My only recommendations on A  
9 through F is where it said "should," we need to  
10 use the word "must" or "shall."

11 SHERIFF GUALTIERI: We'll get there in a  
12 second. I just want to -- so on the concept -- I  
13 want to take these, but I want to make sure y'all  
14 concur with this is that are you okay with the  
15 concept that we just talked about of saying to DOE  
16 and the Office of Safe Schools use everything  
17 available and let you come up with the weeds, the  
18 detail list? Everybody okay with that?

19 UNKNOWN SPEAKER: Yes.

20 MR. SCHACHTER: But I would like them to use  
21 what we've come up with as building blocks  
22 because --

23 SHERIFF GUALTIERI: Yeah. That's why we're  
24 doing this and that's why we're going to go to B.

25 So then -- and then we say that this does not

1 mean the districts should wait to implement the  
2 stuff we're going to talk about here in a second.  
3 And then go over to the next page here. This is  
4 another one that I didn't cover. I want to make  
5 sure it's covered and that consider -- it doesn't  
6 say "do," it says "Consider a permanent body on  
7 this issue. The State of Connecticut did it with  
8 the Connecticut School Safety Infrastructure  
9 Council." And this is a recommendation that came  
10 from one of you in your proposed recommendations  
11 to oversee this, so it's a permanent commission  
12 that the legislature created on this issue of  
13 physical school safety and site hardening that's  
14 permanent.

15 So do we want to include that in our  
16 recommendations that there be some permanent body  
17 in Florida to oversee this area?

18 MR. SCHACHTER: Would that be inside OSS or  
19 outside?

20 SHERIFF GUALTIERI: Again, that's not for us.  
21 Okay. All we're saying -- we're introducing the  
22 concept and we're saying to the legislature, "You  
23 should consider this, it was done in Connecticut."  
24 You know, how they were to do it, where they're to  
25 do it, that's not something we should get into.

1 We're introducing the concept. If they like the  
2 concept, then they can consider the details about  
3 how to implement it. So that's just a suggestion  
4 to them to consider this.

5 MR. SCHACHTER: I would support that.

6 SHERIFF GUALTIERI: Anybody not?

7 Okay. Now, Sheriff Judd, now we get into --  
8 so we're all good with everything. Now let's get  
9 into A through D. Let's take them one by one.

10 Does anybody have anything in A? Mr.  
11 Schachter, go ahead.

12 MR. SCHACHTER: So it says, "School security  
13 is a function of all school personnel and all  
14 staff." I would also like to add that all  
15 children need to be trained to notify staff if  
16 they see an unauthorized person on campus.  
17 Students need to understand that they are all part  
18 of an effort to keep the school safe, school  
19 employees and volunteers. Admin needs to empower  
20 students. Schools should look to empower their  
21 students. And the reason is the kids know. Most  
22 of these mass murders have leakage, and student  
23 empowerment will create a stronger culture of  
24 safety and empower students to take appropriate  
25 act- -- to make appropriate decisions during an

1 emergency. The entire school needs to have the  
2 culture that everybody is responsible for  
3 security, not just the SRO. That means kids,  
4 teachers, admin, and parents included.

5 SHERIFF GUALTIERI: So what you just said is  
6 in D, is that "Every district and school should  
7 have a written, unambiguous code red or similar  
8 active assailant response policy that is  
9 well-known to all school personnel" -- that's  
10 where that -- everything you said has to be in  
11 that. And we can't get into setting forth every  
12 district's at every school's specific policy, and  
13 that's what that is intended to do is to tell them  
14 that they must have an effective policy, and  
15 that's where all that has to go.

16 MR. SCHACHTER: But it doesn't talk about  
17 creating the culture of safety, and it only talks  
18 about personnel and staff and does not talk about  
19 the fact that you need to involve the entire  
20 campus, including the students.

21 SHERIFF GUALTIERI: This has to be policy  
22 based, and it says -- you can't get into --  
23 everything that you just said in there can't be in  
24 these recommendations.

25 Go ahead, Senator.



1           SENATOR BOOK: Thank you, Mr. Chair.

2           I do think that I like No. 1, but would also  
3 add that we provide the written policy once  
4 created to parents or guardians of students so  
5 that can -- kind of to dovetail a little bit on  
6 what Mr. Schachter -- Commissioner Schachter is  
7 saying about creating that culture, if we provide  
8 it to parents, that will start conversations  
9 naturally at home, and so I think that that just  
10 extends the safety network.

11          SHERIFF GUALTIERI: Okay. So do you want  
12 that -- along those lines to incorporate some of  
13 the things Mr. Schachter is talking about, do we  
14 want that in A or do we want it in D?

15          SENATOR BOOK: Well, my suggestion is simply  
16 that when -- that they outline a written policy  
17 and procedure manual provided to all personnel,  
18 and then you have the school security staff and  
19 safety team should regularly meet, train, proper  
20 protocols, procedures, in emergency situations and  
21 then coordinate with law enforcement. I think  
22 that within that universe, once it's created, that  
23 it's disseminated.

24          SHERIFF GUALTIERI: Okay. So saying it along  
25 those lines is that -- and it goes to Mr.

1 Schachter's point of creating the -- a culture  
2 because that goes to that is that the written  
3 policy and procedures manual should be  
4 disseminated to all students and their parents?  
5 Go ahead, Chief.

6 CHIEF LYSTAD: So with respect, Senator, I  
7 would disagree with that from the standpoint if  
8 you're going to have a policy and procedure  
9 manual, it's going to tell people what to do,  
10 where they're supposed to be at, what their  
11 responsibilities are, and I don't really think it  
12 would be comfortable making sure that the kids  
13 have that information too. I'd rather see -- I  
14 think what you're trying to suggest is that what  
15 the school will do, how they will protect your  
16 children and something --

17 SENATOR BOOK: Correct.

18 CHIEF LYSTAD: -- that the children will be  
19 somewhere else in there, a separate thing that  
20 they would hand out maybe with the code of  
21 conduct --

22 SENATOR BOOK: No security.

23 CHIEF LYSTAD: -- that we give the students  
24 to talk about what procedure --

25 SHERIFF GUALTIERI: So maybe in D, because it

1        says, "Every district should have a written,  
2        unambiguous code red or similar active assailant  
3        response policy," maybe that what should be know  
4        to the students and disseminated to the parents  
5        is -- because this is telling the -- in A, it's  
6        really telling the campus monitors, the security  
7        personnel, the teachers, and so, you know, in A,  
8        what at least I envision here by saying this is  
9        that this is directed to school personnel.

10                So when you hear an active assailant -- and  
11        the policy should lay it out. When you hear an  
12        active assailant response, whatever you're calling  
13        it, when you hear an active assailant response  
14        being implemented is that, A, if you're in a  
15        classroom, you make sure the door's locked; 2 is  
16        that you take appropriate coverings of the  
17        windows; 3, you get the kids into the hard  
18        corners, you know, A, B, C, D, those things that  
19        we talked about and you train on those things,  
20        that's really in A. And then you could have  
21        the -- you know, the specifics of the -- that are  
22        applicable to the kids, et cetera, you could  
23        disseminate that in D. I guess it really doesn't  
24        matter as long as the point is you want it in  
25        there someplace that is -- and it makes sense.

1 Again, what you say you have to train on, you have  
2 to disseminate it, you've got to promulgate it,  
3 you got to have people understand it, and that the  
4 parents are also -- that this is provided to them  
5 in some fashion.

6 SENATOR BOOK: Correct, and again to the  
7 point from earlier, the district just two weeks  
8 ago, a week ago, said they were doing drills, but  
9 they're actually not doing drills with students.  
10 And so they're not having those conversations with  
11 kids and parents. I don't want kids running back  
12 towards danger. So I think that just making sure  
13 that we disseminate that to kids, that kids  
14 understand it, and parents -- kids should be  
15 drilling in a developmentally appropriate way, but  
16 that parents have that information, not that  
17 pertains to safety/security.

18 SHERIFF GUALTIERI: Go ahead.

19 SECRETARY CARROL: In D where it ends and it  
20 says -- because I like how it's worded that it's  
21 well-known to all school personnel because that, I  
22 think, implies that it's not just coming up with a  
23 policy and handing people something. It's  
24 something that becomes ingrained in them. That  
25 means you got to drill it, people got to know

1 about it, people are going to talk about it. And  
2 I don't know why we can't just add there where it  
3 says "personnel, comma, parents, comma, and  
4 students," because they should all be well-aware  
5 and know all of this stuff. And you can do it  
6 through sharing policy through a handout, but I  
7 would think how you'd get that ingrained in kids  
8 is you drill it.

9 MR. SCHACHTER: I just think that just  
10 putting those couple of words it needs to be --  
11 you know, this is supposed to give guidance to  
12 schools all across the state, and we need to say  
13 more. We need to say that there needs to be a  
14 culture change on campuses to talk about school  
15 safety and everybody's working together, you know.  
16 From the time they're young, children are taught  
17 not to tattletale, and school officials and other  
18 adults instill in young people, and we need to  
19 provide -- we need to provide information and  
20 educate them that -- you know, what information  
21 they should say, what information they shouldn't  
22 say. This is a conversation that needs to be had,  
23 and by not having it, we're doing everybody a  
24 disservice.

25 SECRETARY CARROL: To respond to that real

1       quick, and I would agree, but I would put that  
2       piece in a different place. This is about code  
3       red, and to me, code red and the procedures for  
4       what kids are supposed to do during that needs to  
5       be kept separate.

6               SHERIFF GUALTIERI: Right. Remember what I  
7       said in trying to set this up, this is -- when  
8       the -- really when the bad thing has started,  
9       these -- this is -- these are the things that are  
10      going to keep it from getting worse.

11             MR. SCHACHTER: I understand that, but this  
12      is talking about prevention.

13             SHERIFF GUALTIERI: So the other -- really  
14      what you're talking about --

15             MR. SCHACHTER: Is prevention.

16             SHERIFF GUALTIERI: -- is prevention, which  
17      really should be in the appendix in the levels,  
18      and that should probably be a Level 1, but not --

19             MR. SCHACHTER: That's fine.

20             SHERIFF GUALTIERI: -- not here.

21             MR. SCHACHTER: Okay.

22             SHERIFF GUALTIERI: Okay.

23             SECRETARY CARROL: Even around -- I mean, the  
24      state's already made an investment in the  
25      communication tool that kids can use to report,

1           although I would say it's probably been  
2           inconsistently deployed. You can make a  
3           recommendation around that that speaks to culture  
4           of kids reporting.

5           SHERIFF GUALTIERI: This needs to be -- the  
6           way I see this is that we adopt this  
7           recommendation and that it's either -- and I hope,  
8           but not optimistic -- it resonates with all 67  
9           districts, and without being told that they say,  
10          okay, we are going to take the bull by the horns  
11          and we are going to do -- because these are all  
12          doable. They don't need somebody to tell them to  
13          do this. They don't need any money to do it.  
14          They don't need any law changes to do it. Every  
15          district in the state can do A, B, C, D, E, and F.  
16          They can do it today. And that they take this and  
17          that they do it because when that next incident  
18          happens, and if it happens to be at one of their  
19          schools, they're going to be in the best position  
20          they can be in while we're trying to work on  
21          everything else to stop or mitigate the harm  
22          that's occurring. This is about harm mitigation.  
23          This is not about prevention.

24          MR. SCHACHTER: We should be talking about  
25          prevention because that is extremely important.

1                   SHERIFF GUALTIERI: I didn't say we weren't,  
2                   okay. Don't put the cart before the horse. Let's  
3                   take it one step at a time. We're going to get  
4                   there. This is about harm mitigation.

5                   Sheriff Ashley.

6                   SHERIFF ASHLEY: I just think it's extremely  
7                   difficult to try to quantify or measure culture  
8                   change, let me just say that. But on the slides,  
9                   Slide 24, I think we can add a G, broad-based and  
10                  recommend clear demarcation of buildings because  
11                  it goes in line with "Classrooms should have  
12                  established safety measures, hard corners" -- but  
13                  a lot of this was they didn't know where to go.  
14                  They didn't know where Building 12 was versus 13  
15                  and clear demarcation of --

16                 SHERIFF GUALTIERI: So that is in Level 1 in  
17                 the appendix, and the Level 1 stuff in the  
18                 appendix is, again, stuff that is little to no  
19                 cost and doesn't require anything. So the Level 1  
20                 stuff in the appendix could be implemented in  
21                 conjunction with this. This is intended to be do  
22                 it now, and then you could incorporate some of the  
23                 Level 1 stuff in that.

24                 So I'm trying to keep this where we're not  
25                 getting into the weeds here. This is very



1 broad-based that is -- and then, again, we're  
2 not -- and we can't because it's impossible for us  
3 to tell them in a specific district or a specific  
4 school. You know, Washington County is different  
5 than Miami-Dade County, Broward County is  
6 different than Lafayette. I mean, you can't --  
7 and you have to allow for those local nuances.

8 So we should tell them that you have to have  
9 a well-developed, a promulgated, trained-on active  
10 assailant response policy. If you want to call it  
11 code red, you want to call it a lock-down, you  
12 want to call it everybody get in the -- whatever  
13 you -- we can't tell them what to call it, but we  
14 can tell them "You got to have one of these  
15 things," and that's where I'm coming from.

16 SHERIFF ASHLEY: My last comments on that,  
17 it's somewhere in that recommendation in the big  
18 overreaching broad one is that there be  
19 consequences for failure to do this rather than  
20 being perfunctory, that somehow we include you  
21 should include consequences for failure to  
22 implement these things.

23 SHERIFF GUALTIERI: Okay. That's -- you  
24 know, that certainly fits in there maybe as a G  
25 that --

1           SHERIFF ASHLEY: Because otherwise it's just  
2           a policy and we --

3           SHERIFF GUALTIERI: So G would be something  
4           along the lines perhaps is that all districts  
5           should --

6           SHERIFF ASHLEY: Progressive discipline or --

7           SHERIFF GUALTIERI: -- should ensure  
8           compliance and accountability with these  
9           requirements -- so something -- so I'll just call  
10          it a G and we can work it out if everybody agrees  
11          with that, some type of a compliance and  
12          accountability that the district should ensure  
13          that they're just not getting lip service from  
14          people and that they're actually doing it.

15          SECRETARY CARROL: You have that on Slide 26,  
16          but I don't know if it applies to this -- it seems  
17          to all roll up into Section 4 where you ask for  
18          sanctions. Look like it's similar in 1, or do you  
19          put 1 for both?

20          SHERIFF GUALTIERI: Yeah.

21          MS. LARKIN-SKINNER: My perception of that  
22          statement is that it specifically is referencing  
23          the code red policy versus a couple of the other  
24          things that are listed in A through F. And I  
25          don't know, maybe it just needs to be broadened.

1 But I thought that too, and then I reread it and  
2 thought that it was really just in response to the  
3 paragraph above it about -- specifically about the  
4 code red policy.

5 SHERIFF GUALTIERI: It is.

6 MS. LARKIN-SKINNER: And there are other  
7 things in A through F that I think they should be  
8 held accountable for.

9 SHERIFF GUALTIERI: We'll add an  
10 accountability piece to G. We'll just wordsmith  
11 it, but we'll add that in there to G.

12 Hang on Mr. Schachter. Commissioner Dodd, go  
13 ahead.

14 COMMISSIONER DODD: Yes. On D, I would like  
15 it to say "Every district must have a written,  
16 school board-approved, unambiguous code red that  
17 is well-known to all school personnel and  
18 disseminated to students and parents." I know it  
19 was mentioned well-known to all school personnel,  
20 comma, students, and parents, was that what you  
21 said?

22 SECRETARY CARROL: Yeah.

23 COMMISSIONER DODD: Yeah, but I would like us  
24 to get in that concept that, you know, it's a  
25 written, school board-approved policy. I know on

1 active assailant and some other of these areas,  
2 I'm going to mentioning that same thing to have  
3 that so that it does go through the school board.

4 SHERIFF GUALTIERI: So you're talking about  
5 in D?

6 COMMISSIONER DODD: I'm talking about in D,  
7 yes, sir.

8 SHERIFF GUALTIERI: So I'm just going to play  
9 a little bit of devil's advocate here and throw a  
10 concept out. One of the things that's being used  
11 by some of these districts -- whether it's right  
12 or wrong, I don't know, but it seems to be an  
13 obstacle if nothing else. Their compliance with  
14 the FFSAT is they're saying, "Oh, well, I can't  
15 get it to the board, I can't get it to the board,"  
16 is, you know, the boards are only meeting, what,  
17 twice a month in most places, you know -- I'm just  
18 wondering out loud for discussion, you know. We  
19 don't want to make this too bureaucratic either.  
20 I also understand from what your perspective is is  
21 that -- and especially from an accountability and  
22 the boards -- or for policy, but to me, and I'll  
23 say this, is that the fact that Superintendent  
24 Runcie stood before us and said that before he can  
25 implement a mandate that there be a safe area or

1       hard corners or whatever you want to call it,  
2       every classroom, that he has to take that policy  
3       to the Broward County School Board to have it  
4       approved, seems to me that's a little  
5       bureaucratic. If you're the superintendent, why  
6       can't you just say is that effective today, okay,  
7       and by the close of business tomorrow is that  
8       every school in this district and every classroom  
9       that's feasible is going to have a designated hard  
10      corner that the kids can get into? So I worry  
11      about, you know, they're getting bogged down.

12             Sheriff Judd.

13             SHERIFF JUDD: Who -- this recommendation is  
14      back to the legislature, right?

15             SHERIFF GUALTIERI: Yes. Yeah, that's all.

16             SHERIFF JUDD: So, to me, what we need --  
17      need to do, for example, legis- -- or  
18      Recommendation 1, wherever that is, is there is  
19      accountability and disciplinary action against the  
20      CEOs, the school boards, or whatever for failure  
21      to comply, No. 1. And then when you do these  
22      recommendations, you say -- the legislature says,  
23      "You shall have the policy, you shall implement it  
24      by such-and-such a date," and the school board is  
25      ultimately responsible for that because they're

1 the governing board. But it directs everyone and  
2 it also directs the accountability. And put the  
3 accountability in there. I mean, I've heard it  
4 said, it's not original, that if it's not by this  
5 date, on that date we cease to pay the  
6 superintendent and we -- and we, the Governor,  
7 removes the chairman of the school board until  
8 it's accomplished. And then if it doesn't happen  
9 30 or 60 or 90 days, then it -- it goes from a  
10 civil infraction to a criminal penalty and we just  
11 keep ramping it up until they respond. That way  
12 what the legislature can do is then they can push  
13 it back to the school board saying, "Look, here's  
14 what you got to have. We're not telling you how  
15 to do it, but you've got to have it, it's -- and  
16 we have best practices or DOE's got the subject  
17 matter experts over here, and then you're all  
18 going to suffer pain if you don't comply."

19 SHERIFF GUALTIERI: So, yeah, to be clear  
20 with this is that these are our recommendations.  
21 What we hope is that the districts will see these  
22 recommendations and implement these because they  
23 can and they can do it now.

24 SHERIFF JUDD: They're not even implementing  
25 the law that's already there.

1           SHERIFF GUALTIERI: I know. That's why I  
2           said "hope." But, you know, naive.

3           And Commissioner Dodd, to your point is that  
4           each board -- as you're a school board member and  
5           your boards can require or cannot -- can regulate  
6           that, whether you want these policies to go  
7           through your board in your district is that you  
8           can require the superintendent to bring these  
9           things to you or not, I'd like to see us stay away  
10          from saying that the board should do it and let  
11          each district decide whether they're going to  
12          empower the superintendent to do it or whether  
13          they're going to require it, because each school  
14          board can set that, as opposed to us recommending  
15          that they go through the school boards.

16          COMMISSIONER DODD: Well, we certainly would  
17          want to have consistency at the district level  
18          with all the schools in that district abiding by  
19          the same --

20          SHERIFF GUALTIERI: Absolutely, yeah.

21          COMMISSIONER DODD: So when you say every  
22          district and school, there was a little bit -- I  
23          wasn't really clear with where -- we have the  
24          district FFSAT and then we have each school as  
25          their own, so --

1                   SHERIFF GUALTIERI: Right. So -- and maybe I<sup>190</sup>  
2                   wasn't clear. So what I'm thinking is, or was  
3                   thinking there is that there are some high-level,  
4                   big principles and concepts that would be  
5                   consistent across the board, but then you don't  
6                   want to just have a district-level active  
7                   assailant response protocol because there are  
8                   nuances at every school. So you do need to take  
9                   it down to the school level because as you're  
10                  talking about locking down, you're talking about  
11                  running, where they should go and all those  
12                  things, all that needs to be done at a school  
13                  level and it needs to be different between  
14                  elementary schools and high schools, and there's  
15                  all different types of nuances. So a general, big  
16                  concept, district-wide policy, but once you have  
17                  the district-wide policy, each school should be  
18                  required to have their individual policy that  
19                  takes into account all of those idiosyncrasies for  
20                  each school.

21                 SHERIFF JUDD: Age appropriate.

22                 SHERIFF GUALTIERI: Age appropriate, facility  
23                 appropriate, depends on the structure of the  
24                 school, depends upon the number of teachers.  
25                 There's so many variables that you can't have a



1           one size fits all. You can have some one size  
2           fits all as to the big concepts, but then they  
3           need to take it down to a school level.

4           Mr. Petty.

5           MR. PETTY: I understand and agree with the  
6           discussion that's going on, but I'd like to come  
7           back to something that Commissioner Judd  
8           mentioned. I think it's incumbent on us to make  
9           some recommendations to the legislature to address  
10          how do we -- I want to take it out of the realm of  
11          hope, Mr. Chair. I think your used of the word  
12          "hope" is spot-on, but after what happened at MSD,  
13          we've got to take it out of the realm of hope and  
14          we've got to put some recommendations together  
15          that will have the necessary enforcement to hold  
16          districts accountable. So I know we've got some  
17          language in here, there should be sanctions, et  
18          cetera, but when Sheriff Judd was walking through  
19          his ideas for how to escalate that, my ears perked  
20          up on that, and I would like to see us do  
21          something more specific there up and to including  
22          us removing a superintendent, removing the  
23          chairman of the school board. This is dead  
24          serious stuff.

25          SHERIFF GUALTIERI: So if you go to Slide 22,

1           it says that "Based upon the incident at Stoneman  
2           Douglas, the following harm mitigation  
3           recommendations should be implemented immediately  
4           across all Florida schools." So maybe we change  
5           that to this, if this -- the direction you all  
6           want to go in: "Based upon the incident, the  
7           legislature should require that the following harm  
8           mitigation recommendations be implemented across  
9           all Florida schools."

10           SHERIFF JUDD: I like "must" better. I mean,  
11           I think we passionately --

12           SHERIFF GUALTIERI: Right, that's fine,  
13           change it to mu- -- so "Based upon the incident at  
14           Stoneman Douglas, the legislature should" --

15           SHERIFF JUDD: Must.

16           SHERIFF GUALTIERI: Well, you can't tell the  
17           legislature "must." I don't think we should be  
18           going there. But you can say "the legislature  
19           should require" --

20           SHERIFF JUDD: Wait a minute. You guys are  
21           not from Polk County. We tell folks -- when they  
22           give us a position -- when they give us a position  
23           of authority and ask us to tell them what they  
24           need to be doing, we ought to tell them what they  
25           need to be doing, and if they go against it,

1       that's their business. But, you know, I'm not in  
2       this to make friends, I'm in this to protect kids.  
3       And then if they go against it, that's their  
4       business, that's their politics, you know. They  
5       commissioned us and said "Research this and tell  
6       us what we ought to do," and I think we ought to  
7       tell them what they ought to do, not what they  
8       should or they could or if it feels good. I think  
9       we ought to just say --

10           MR. PETTY: When you get around to it.

11           SHERIFF JUDD: You know, when you get around  
12       to it, you know. I'm not saying, you know --

13           SHERIFF GUALTIERI: So what you want is this:  
14       "Based upon the incident, comma, the legislature  
15       must require the following harm mitigation  
16       recommendations be implemented immediately across  
17       all Florida schools"?

18           SECRETARY CARROL: Can I just change that to  
19       that the -- our recommendation should be that the  
20       Florida Legislature require that these schools  
21       must adhere to these recommendations rather than  
22       the Florida Legislature must do anything. It's --  
23       we're asking the Florida Legislature to require  
24       the schools that they must do that. So really  
25       you're asking them to pass legislation that

1 directs them to do it.

2 SHERIFF HARPRING: I think Sheriff Judd wants  
3 to tell them to do it, not us.

4 SECRETARY CARROL: You want to use the "must"  
5 to the legislature.

6 SHERIFF JUDD: You're doing a fine job, go  
7 ahead.

8 No, I mean, you know, I don't like to chew my  
9 cabbage twice, you know. It's just like they  
10 gave -- we'll do what y'all say because I love  
11 y'all, but sometimes if you give people wiggle  
12 room, they wiggle. And the legislature asked us  
13 to do this, and we just say, look, you must or you  
14 need to require that they do it. If you say "need  
15 to," if that sounds better than "must," you know,  
16 you need -- and then the legislature, you know --  
17 where are you, Senator?

18 SENATOR BOOK: I'm right here paying  
19 attention.

20 SHERIFF JUDD: She'll help us with the  
21 language that'll get it across, right?

22 SHERIFF GUALTIERI: What about so -- so you  
23 want to use the Florida Legislature needs to  
24 require --

25 SHERIFF JUDD: Needs to require. Should hold

1 accountable. See, use that "should" --

2 SECRETARY CARROL: Without wordsmithing this,  
3 I don't want to -- because it's really two  
4 thoughts here. We -- they -- schools should not  
5 wait until the legislature mandates them to do  
6 anything. The recommendation here should be that  
7 these schools really ought to do it -- they should  
8 do this, and the legislature should require them  
9 to do it. Do you know what I mean? There's two  
10 different things here. But I don't want to put  
11 something here too that says, well, now I don't  
12 have to do anything until this gets debated in the  
13 legislature and let's see what they say.

14 SENATOR BOOK: We already know.

15 SECRETARY CARROL: Because I think schools  
16 ought to be implementing this stuff today.

17 SENATOR BOOK: We already know that districts  
18 aren't doing what they're supposed to be doing  
19 right now. The session is not going to end until  
20 April. They must act now.

21 SHERIFF GUALTIERI: So what about trying it  
22 this way, getting to Secretary Carrol's point, is  
23 "Based upon the incident at MSDHS, all Florida  
24 school districts must implement the following harm  
25 mitigation recommendations immediately"? So

1 "Based upon the incident at MSDHS, all Florida  
2 school districts must implement the following harm  
3 mitigation recommendations immediately, period."

4 SHERIFF JUDD: And the Florida Legislature  
5 needs to --

6 SHERIFF GUALTIERI: Then we go on is that  
7 "The Florida Legislature should" --

8 SHERIFF JUDD: Needs.

9 MR. SENIOR: I also would not call them  
10 recommendations. I'd call them strategies or  
11 something else.

12 SHERIFF GUALTIERI: Call them what?

13 MR. SENIOR: Don't use the word  
14 "recommendations." Use the word "strategies" or  
15 else it --

16 SHERIFF GUALTIERI: That's a good point. So  
17 "Based upon the incident, all Florida school  
18 districts must implement the following harm  
19 mitigation strategies immediately, period. The  
20 Florida Legislature" -- how about "needs to  
21 require" --

22 SHERIFF JUDD: Compliance.

23 SHERIFF GUALTIERI: -- "compliance"?

24 SENATOR BOOK: That limits us from also  
25 recommending an executive order as well. There's

1 other options. I just think that -- here's the  
2 issue: Districts and schools need to act now.  
3 They need to act now, they need to act now. Stop  
4 playing games as you have so correctly pointed  
5 out. I have heard stories upon stories, people  
6 calling into my district. This is not a joke.  
7 Commissioner Petty is right, this is deadly  
8 serious. Cut the messing around and do the right  
9 thing. Keep the kids in your schools safe and do  
10 the things that are not costly to do. And correct  
11 me if I'm wrong, I don't even believe that today  
12 as we sit here Broward County has passed any  
13 formal, again, code red or hard corner policy.

14 SHERIFF GUALTIERI: I understand that they're  
15 bringing it to the board or something and it's  
16 coming up, but one of the things -- and I don't  
17 want to -- we got to get through this and I don't  
18 want to go too far astray. But one of the things  
19 we could do -- and I don't think anything prevents  
20 us from doing this -- if you want to -- if we can  
21 settle on this on what we just talked about here  
22 in A through G is that I'm good with doing it if  
23 y'all want to do it is we could take A through G  
24 and put it into a letter and send it to every  
25 superintendent and every school board chair from

1           us now and telling them, you know, get off their  
2           tail ends and get this done.

3           SHERIFF JUDD:   You want that as a motion?

4           SHERIFF GUALTIERI:   Sure.

5           SHERIFF JUDD:   I make that motion.

6           SENATOR BOOK:   Second.

7           SHERIFF GUALTIERI:   All in favor?

8           (Chorus of ayes.)

9           SHERIFF GUALTIERI:   So we'll prepare that and  
10          I'll get it out ASAP from this commission to all  
11          67 and to send that message that, look, this is  
12          what y'all need to get done and we're going to  
13          recommend as we are to the legislature that they  
14          implement this.

15          SECRETARY CARROL:   Just for a politically  
16          correct second sentence there, could you put  
17          something like "We strongly recommend the  
18          legislature require compliance and establish  
19          significant sanctions for noncompliance to" --

20          SHERIFF GUALTIERI:   So I'm kind of working on  
21          that here.   So the Florida Legislature needs to  
22          require compliance and establish sanctions --  
23          consequences and sanctions, what?   Consequences  
24          and sanctions for noncompliance?

25          SHERIFF ASHLEY:   (Inaudible) works in this



1 case.

2 SECRETARY CARROL: Significant sanctions for  
3 noncompliance, and if you want to put something  
4 specific up to including removal of superintendent  
5 or board -- however specific you want to make  
6 that, but you could put that in there. So then  
7 it's a recommendation from us that the legislature  
8 needs to make these a requirement and follow up  
9 the requirement with sanctions for noncompliance.

10 SHERIFF JUDD: And, quite frankly, as we're  
11 trying to lay the predicate for the legislature --  
12 I mean, to brag on them for a second, they made  
13 historic changes in 7026, and they're still being  
14 ignored, the legislature is being ignored. The  
15 law is the law, and the legislature is being  
16 ignored. So all I'm trying to tell the  
17 legislature is they're poking you in the eye. So  
18 let's put some teeth in it and say if you haven't  
19 done this by such-and-such a date, you know, and  
20 give milestones, that you're liable.

21 SHERIFF GUALTIERI: So we're work through  
22 this and we'll get it wordsmithed, but the essence  
23 of it is "The Florida Legislature needs to require  
24 compliance and establish specifics, substantial  
25 sanctions for noncompliance, including financial

1 sanctions and/or removal from office," something  
2 to that effect. Everybody good with that? So add  
3 that -- so -- okay.

4 And then we'll go through and it'll be A, B,  
5 C, D. We'll add into D after personnel so that  
6 it's known to all personnel, students, and  
7 parents. We'll add G in there for  
8 accountability -- well, we were going to add that  
9 G for accountability and sanctions, but with what  
10 we just added, I don't think we need it.

11 Does anybody have anything else on what we  
12 have in there now with A, B, C, D, E, or F? Yes,  
13 Commissioner Dodd.

14 COMMISSIONER DODD: Yeah, I just want to make  
15 sure on C, the point is that all campus building  
16 doors remain locked if -- and if they are open,  
17 they should be staffed. All classroom doors are  
18 going to be locked. So we're talking about  
19 other -- libraries, labs --

20 UNKNOWN SPEAKER: Bathrooms.

21 SHERIFF GUALTIERI: Yeah, that needs to get  
22 tweaked.

23 SECRETARY CARROL: All campus building doors  
24 that allow egress or regress to the school and  
25 classroom doors, because isn't that what we're

1           trying to do, we're --

2           SHERIFF GUALTIERI:   Yes.

3           SECRETARY CARROL:   -- trying to effect  
4           those exterior doors that allow --

5           COMMISSIONER DODD:   I originally thought we  
6           were talking about outer campus doors, but when I  
7           thought about it more, I think they were talking  
8           about maybe like if you have a media center that  
9           students have access to, those doors may not be  
10          locked, or a gym, but they have to be staffed.

11          SHERIFF GUALTIERI:   So what about this is  
12          that "All campus building doors that allow ingress  
13          or egress to the campus or a specific building  
14          should remain locked during school hours; if  
15          they're open, they shall be staffed"?  So that way  
16          you're talking about classroom doors and you're  
17          not talking about closets or something.

18          SHERIFF ASHLEY:   Auditoriums and cafeterias  
19          and those things are -- there's multiple --

20          SHERIFF GUALTIERI:   "All campus building and  
21          doors that allow ingress or egress to the campus  
22          or a building or classrooms or other  
23          student-occupied space"?

24          SHERIFF ASHLEY:   Student-occupied space.

25          SHERIFF GUALTIERI:   I don't know.

1                SECRETARY CARROL: I want to go back. Like  
2                gyms and auditoriums, lunch rooms, those are going  
3                to be staffed, you know, and so --

4                SHERIFF ASHLEY: If they're occupied.

5                SECRETARY CARROL: Yeah. Well, if -- yeah.  
6                So I don't know where we're going with this,  
7                because when I first read this, I thought  
8                classroom doors I get, the -- you know, those  
9                exterior doors, including freestanding buildings  
10               and where you're gaining access into the school, I  
11               get that. But there are going to be some -- like  
12               the library, kids are coming and going. I don't  
13               know, what do you do? Is it our expectation that  
14               all rooms that contain students, like the gym, be  
15               locked while they're in there? I don't know.

16               SENATOR BOOK: Perhaps it's a capacity, like  
17               at a certain capacity during an instructional  
18               time -- and I think this is where we kind of get  
19               into the weeds of things, but, you know, we can  
20               direct that they certain -- I agree, but I think  
21               then we run into the bathroom situation, I mean,  
22               all of these things that we've -- you know --

23               SHERIFF GUALTIERI: This is why I suggested  
24               that we, you know, approach this from a big  
25               concept, that we tell them the general premise

1           that needs to be accomplished, but to some degree  
2           we've got to allow them the latitude and the  
3           flexibility to implement it on an individual  
4           basis. We can't tell -- we can tell -- we can --  
5           put it this way: We can tell them what to do, but  
6           not how to do it because they need to have  
7           discretion, and, you know, if we saw that they  
8           were actually implementing the things that should  
9           have already been done, we'd probably have more  
10          confidence and I'd suggest would not be so much  
11          getting in the weeds, and I think one of the  
12          reasons why we're in the weeds with this is  
13          because we're concerned that with our track  
14          history that they're not doing this stuff. But we  
15          can sit here all day and -- but, you know, only  
16          they know -- some of these nuances that you're  
17          bringing up, some of these individual situations  
18          is that it's going to differ from campus to campus  
19          and building to building, and we've got to give  
20          them the flexibility to implement this in the  
21          spirit in which we're trying to accomplish --

22                 SENATOR BOOK: We aren't.

23                 SHERIFF GUALTIERI: -- the safer environment.

24                 SENATOR BOOK: You could say "All campus" --  
25          and I wish, Mr. Chair, that we -- that they were

1           already, but they clearly aren't, as has been  
2           pointed out, following the directives of the  
3           legislature or 7026. So I think you could even  
4           say "all campus building doors and instructional  
5           classrooms" so that it's -- the purpose is that  
6           it's while students are in classrooms, that those  
7           doors remain locked, that if there are kids in  
8           that -- in that room, that they're secured in  
9           place.

10                 MR. SCHACHTER: I thought the Chair mentioned  
11           that student occupied.

12                 SHERIFF GUALTIERI: Student-occupied space,  
13           yeah.

14                 MR. SCHACHTER: So teachers, obviously, are  
15           an integral part of the safety of our school, and  
16           among their other responsibilities should be to be  
17           at the door, monitoring the hallways and the kids  
18           during changing periods. This solves that  
19           question. Once the passing period are over, once  
20           kids are done changing classrooms, all doors  
21           should be locked, but if teachers are outside at  
22           the door, monitoring the hallways, you know,  
23           that'll solve that problem.

24                 SHERIFF JUDD: You know, that's idealistic,  
25           but the problem is the teachers are interacting

1 with students, counseling and all that. I think  
2 we just give them the responsibility to follow  
3 best practices and we establish best practices.

4 SHERIFF GUALTIERI: We can tell them what  
5 needs to be done. We can't tell them which  
6 personnel to use and how to do it. At Stoneman  
7 Douglas, they had seven campus monitors. That's a  
8 lot. If they're using a monitor, you can't tell  
9 them that you need to use a teacher to do it when  
10 they can use a monitor to do it or they can use  
11 some other personnel. We can't get that far in  
12 the weeds on this. We can't do it. It's not  
13 productive, I don't think, and it's not fair to  
14 them. We can't be doing that. Go ahead.

15 MS. POWERS: So just one thing is -- that I  
16 see is we don't want to lock the good guys out, so  
17 they're -- I think what this is missing is  
18 coordination with law enforcement, making sure  
19 that they have access to the campus, all those  
20 locked doors, that we're not locking them out.

21 SHERIFF GUALTIERI: That's another section  
22 about them having keys and access and all that.  
23 That's in there.

24 SECRETARY CARROL: But I do -- just to  
25 simplify, because in the way I look at this, to

1 me, if the -- if those exterior doors were locked,  
2 if the front gate were locked, that would have  
3 presented more of a barrier and a challenge even  
4 in this case. If we could get folks to focus on  
5 making sure classroom doors are locked and those  
6 ingress/egress doors that allow access to  
7 buildings are locked, that's a place where  
8 everybody needs to start because that's what  
9 failed here.

10 And then I agree that depending on what the  
11 school campus looks like, some of those other type  
12 of facilities that you find within schools, you  
13 know, they have to come up with a plan for them.  
14 But it's hard to come up with an all-inclusive  
15 plan for that based on all the different layouts  
16 there are of different schools.

17 SHERIFF GUALTIERI: I think we got enough,  
18 and I know Heather is taking notes over there, I  
19 think we got enough from your suggestions and  
20 comments to sit down and tweak this and revise it  
21 consistent with the discussion here. So I think  
22 we just take all of what's been said and we'll  
23 incorporate your requests and suggestions into  
24 something. I think we can do that with what's  
25 been said.



1           So are we good, then, with all that is that,  
2           again, this is focusing on the immediacy and that  
3           we're going to ask them to do it now, and then  
4           we're going to suggest to the legislature that  
5           they require it.

6           All right. Let's go over to the next section  
7           here, which is 4.2 on page 75. This is kind of --  
8           again, this is -- that's the stuff that is -- that  
9           we just went through is the immediate stuff. Now,  
10          under 4.2 is that we have here on page 75 and this  
11          is more elaborate, every school district must have  
12          a well-developed, distributed, trained upon active  
13          assailant policy, that the personnel must be  
14          accountable for knowing and following the policy.  
15          Regardless of what it's called, it has to  
16          establish roles and responsibilities, notify  
17          others, and that it should be -- and this kind of  
18          goes back to, Commissioner Dodd, your question  
19          or -- I think you asked, somebody did -- is that  
20          at the district level, each school should have an  
21          additional school-specific that addresses the  
22          idiosyncrasies and the unique characteristics of  
23          each school.

24          So now what we're talking about is that you  
25          got to have a policy. Now we're getting a little

1 bit more specific about some of it. There should  
2 be sanctions for those that don't, and this is  
3 just, again, an oversight thought subject to what  
4 y'all want is that the Office of Safe Schools  
5 should be required to approve each district's  
6 policy. That way we make sure that, again,  
7 there's accountability and that it has the  
8 necessary components. But each superintendent  
9 should approve each school's policy, putting some  
10 responsibility on them, and that for the charter  
11 school, it should be approved by the board of  
12 directors.

13 So any thoughts on those bullets on pages 25  
14 and -- or Slides 25 and 26?

15 SHERIFF HARPRING: Sheriff, the only thing --  
16 and, again, I don't want to get too narrow or  
17 micro on the analysis. As to referring to  
18 sanctions for districts or schools, I'm just  
19 wondering out loud whether we should also be  
20 referring -- or instead of using districts and  
21 schools, refer to superintendents, boards, and  
22 principals, because an unintended consequence  
23 could be that individuals are not -- the  
24 responsible individuals are not held accountable  
25 and the responsibility is -- you know, is diffused

1 among the bureaucracy, the administration, and an  
2 individual who is responsible is not being  
3 actually held accountable, and those would be  
4 usually either the -- the safe school -- the  
5 designated safe school individual, the principal,  
6 or the superintendent, or even the chair of the  
7 board. Sorry.

8 SHERIFF GUALTIERI: So you're talking about  
9 on Slide 26, it says that there should be  
10 sanctions for districts and schools. What's your  
11 suggestion, that it be --

12 SHERIFF HARPRING: That we -- either we  
13 replace "districts and schools" with  
14 "superintendents or principals," or we add the  
15 reference to those individual placeholders to make  
16 it a little more personal. My experience is when  
17 it's personal to someone as opposed to very broad  
18 to the institution, then sometimes you get  
19 better -- better compliance.

20 SHERIFF GUALTIERI: So "There should be  
21 sanctions for districts and schools, comma,  
22 including school board members and superintendents  
23 that do not have implemented," something like --  
24 is that what you're talking about?

25 SHERIFF HARPRING: Something along those

1 lines, yes. I'll defer to our excellent writers  
2 that we have to craft that language, but I  
3 think the -- I think the substance should be  
4 there, whether it's superintendents, board  
5 members, principals.

6 SHERIFF GUALTIERI: I mean, it's just -- so  
7 as an example, quoting them, anybody have any  
8 issue with adding that? So it would be comma,  
9 "there should be sanctions for districts and  
10 schools, comma, including superintendents and  
11 school board members that do not have  
12 implemented." So we just add that comma and  
13 superintendents and school board members. Does  
14 anybody have any concern about that?

15 All right. So we'll add that.

16 Then we go over to Slide 27, "Campus monitors  
17 or their equivalent are common in Florida schools.  
18 They're a cost-effective supplement to SROs, but  
19 they must be carefully selected, have  
20 clearly-defined roles and responsibilities, and be  
21 well-trained."

22 Anything on that? Go ahead.

23 MR. SCHACHTER: I have something on the  
24 previous slide concerning the -- where it says  
25 "locked down and unambiguous" --

1                   SHERIFF GUALTIERI: Which slide are you on?

2                   MR. SCHACHTER: I'm on 25, the second bullet  
3 point. I think it's extremely important that  
4 everybody uses plain English and we get away from  
5 the codes. This will eliminate confusion among  
6 staff and temporary staff. I think it's extremely  
7 important, and I think it will be proven, if it  
8 hasn't already, that that is a best practice.

9                   SHERIFF GUALTIERI: Well, you know, and we  
10 can have that discussion, but, again, I know and  
11 you know that there is varied viewpoints on that  
12 and people have different viewpoints on it and  
13 there is a concern about labels and some people  
14 feel that it should be plain speak and plain  
15 speech, but there are varying viewpoints on it.

16                  MR. SCHACHTER: I think the old school is  
17 codes, but people are progressively moving to  
18 plain English at this point.

19                  SHERIFF GUALTIERI: But, again, do we want to  
20 be telling these people that this is what they  
21 should be doing as opposed to -- you know, to me,  
22 I don't care what they call it as long as they get  
23 it right, it's understood, and people do it.

24                  MR. SCHACHTER: But it's confusing. Codes  
25 are confusing and --

1           SHERIFF GUALTIERI: Then say that, is that  
2           regardless of what the policy is called, it must  
3           in an understand- -- in a clearly understandable  
4           and unambiguous manner establish --

5           MR. SCHACHTER: Back to Sheriff Judd's point,  
6           they came to us, asked for our recommendations,  
7           and we should give it to them.

8           SHERIFF GUALTIERI: So we -- I mean, do y'all  
9           want to get into telling these people that they  
10          can't call it a code red, they can't call it a  
11          lock-down, that they can't call it -- do you want  
12          to tell them that they have to use plain speak?  
13          Is that -- whatever the will of the group is.  
14          That's what Mr. Schachter is suggesting, correct,  
15          that's your suggestion, that we --

16          MR. SCHACHTER: Yes, sir.

17          SHERIFF GUALTIERI: -- recommend to them --  
18          because, again, we can't tell them what to do.  
19          They're going to do what they want anyway. But we  
20          recommend to them that they only use plain speak  
21          and not have a label for it?

22          MR. SCHACHTER: The evidence shows that  
23          people were confused, they either -- they weren't  
24          trained properly or whatever, but most --

25          SHERIFF GUALTIERI: You know, they got --

1           pretty much, I think, everybody in Broward  
2           County -- Broward County schools knows what code  
3           red is now.

4           MR. SCHACHTER: But there is confusion about  
5           what's code yellow, code black. This eliminates  
6           all confusion, lock down, lock down, lock down.

7           MS. LARKIN-SKINNER: I was just going to  
8           suggest I wonder if we can say "best practice,"  
9           because I don't know what the research says.

10          SHERIFF GUALTIERI: Yeah, it's -- right. And  
11          so for -- what we're trying to -- what we're  
12          saying -- I think what you're saying is that they  
13          ne- -- whatever it is, it needs to be clearly  
14          understandable.

15          SHERIFF HARPRING: I'm sympathetic to what  
16          Commissioner Schachter is saying; however, we know  
17          that in our business, in law enforcement, there  
18          was a -- what I would say is a futile attempt to  
19          go away from codes and signals to plain talk, but  
20          we revert to what we know, what we're comfortable  
21          with, what we've done for decades. And, I mean,  
22          in our business, you can't get somebody to call a  
23          car, a car. It's a vehicle, right, just as an  
24          example.

25          And so a lot of this may be more local. I

1 know some people for -- just as an example, for  
2 elementary schools don't want to talk to the kids  
3 or say it's an active shooter. I think you have  
4 to be realistic with kids regardless of their age,  
5 but some people call it active shooter, some  
6 people call it, you know, hostile assailant,  
7 active assailant, code red. And for my part, I  
8 think it's -- I think we would be getting away  
9 from the message, and I say this, you know,  
10 respectfully, Commissioner, I think we're getting  
11 away from the overall idea that whatever you call  
12 it, this is what we say it should be, and I think  
13 that -- that some level of decentralization in  
14 that regard is probably better because there may  
15 be districts that have never used code red, but  
16 have always called it active assailant or active  
17 shooter. There may be districts that have always  
18 called it one or the other. So for consistency  
19 purposes, I think the idea -- and almost in the  
20 context of accreditation, which many of us are  
21 familiar with, we don't -- and the Chair has  
22 mentioned this before -- we don't necessarily tell  
23 them exactly how to do something. We tell them  
24 what we want them to do, we defer to them. That  
25 would be, you know, my position on the language.



1                   SHERIFF GUALTIERI: Commissioner Swearingen.

2                   COMMISSIONER SWEARINGEN: So my recollection  
3 of the Broward system, I would agree there were  
4 way too many color codes. And I think what they  
5 tried to do was indicate the event by the color of  
6 the code.

7                   What a code should do is tell you what you  
8 need to do. So you either evacuate or you lock  
9 down. There shouldn't be yellow, purple, green,  
10 red, blue, for whatever the event is. So I think  
11 they could probably simplify that and still have a  
12 code red and something else, but not all the  
13 various colors.

14                  SHERIFF GUALTIERI: Right, but you can take  
15 -- you know, you take a school wherever in  
16 Washington County that's got, you know, one campus  
17 and the elementary, middle, and high school are  
18 all in once place, that's it, and they got 500  
19 kids, that they may find it most conducive to put  
20 a label on it and everybody knows what it is, and  
21 that's totally different than Miami-Dade County  
22 where they find it better to use plain speak and,  
23 you know -- so you got -- I think you have to  
24 allow local control over that. I don't think  
25 that, you know, you can tell them, you know, what

1           they can do and can't do because it is subject to  
2           interpretation. This is not clearly decided, you  
3           know -- we'll come back to you. Senator Book, go  
4           ahead.

5           SENATOR BOOK: Thank you, Mr. Chair, and I  
6           would completely agree. I mean, you could have a  
7           school that has children with -- and I know I keep  
8           going back to this -- with profound  
9           exceptionalities that are, you know, with  
10          developmental delays or, you know -- and for that  
11          portion of the population, they could call a code  
12          X while the rest may be in a different way. I  
13          think you're right, that we have to just kind of  
14          give the framework on this one because doing the  
15          opposite could create more of a situation and a  
16          confusion really, which we're trying to eliminate.

17          SHERIFF GUALTIERI: Mr Schachter, go ahead.

18          MR. SCHACHTER: I just go back to in an  
19          emergency, you want to eliminate all confusion.  
20          What is the easiest way to communicate that  
21          there's an emergency on campus? It is to use  
22          plain English. The industry is going towards  
23          plain English. The -- the best practice is using  
24          English. You know, districts are reticent to  
25          change from what they've always done, which is

1 codes, but that's what would have been better on  
2 this circumstance and all, in my opinion.

3 SHERIFF GUALTIERI: So what if we said  
4 this -- because I think it may not be exactly what  
5 you want, but I think it accomplishes the  
6 essence -- is that "Regardless of what the policy  
7 is called, it must unambiguously and in an  
8 understandable manner establish the roles,  
9 responsibilities, and actions of all persons"?

10 SHERIFF ASHLEY: Clearly establish.

11 SHERIFF GUALTIERI: Must clearly -- yeah.  
12 Clear- -- I gotcha. It was clearly establish,  
13 okay. And that moves in the direction you're  
14 looking for, Mr. Schachter. Can you live with  
15 that?

16 MR. SCHACHTER: Sure.

17 SHERIFF GUALTIERI: Everybody good with that?  
18 Okay. Heather, you got it? Okay. Go ahead.

19 COMMISSIONER DODD: I know we're getting  
20 ready to move on, but before we do that, I did  
21 just need to have one clarifying -- clarification,  
22 I guess, on the bottom of page 75 because I know  
23 this will be a question for me. But it does talk  
24 about the charter school. We haven't mentioned a  
25 lot of reference to charter schools. We mention

1           that this is supposed to be implemented across all  
2           Florida schools. We know there are a continuing  
3           growing number of charter schools. So -- and in  
4           this case, though, there would not be any  
5           reporting to the Department of Education for an  
6           approval; is that right? But we're -- these  
7           recommendations are going to all Florida schools.

8           So I guess my question would be shouldn't  
9           charter schools also -- their boards can approve  
10          their policies, but shouldn't there be a review at  
11          the state level?

12          SHERIFF GUALTIERI: Are you on page 75?

13          COMMISSIONER DODD: Right. I'm at the bottom  
14          of page 75.

15          UNKNOWN SPEAKER: Slide 26.

16          COMMISSIONER DODD: We're talking about "DOE  
17          Office of Safe Schools should be required to  
18          approve each district's policy and each  
19          (inaudible)" and then it goes on, "In the case of  
20          a charter school, the policy should be approved by  
21          its board of directors."

22          SHERIFF GUALTIERI: Right.

23          COMMISSIONER DODD: So is there no  
24          requirement for that charter school's policy to be  
25          reviewed or approved at the state level?

1           SHERIFF GUALTIERI: We can add it in there.  
2           I just -- I didn't, but we can add it in there.  
3           And is that -- and I know that Commissioner  
4           Stewart is not here, so is that feasible? Does  
5           DOE have with the charters -- do they have the  
6           authority to do it? They probably do.

7           MS. POWERS: Public schools (inaudible) --

8           COMMISSIONER DODD: They use public funding.

9           SHERIFF GUALTIERI: So we could add in there  
10          "In the case of a charter school, the policy  
11          should be approved by the board of directors and  
12          by the Office of Safe Schools"? Okay. So we'll  
13          add that in there.

14          Go ahead.

15          MR. SCHACHTER: Chair, back to those -- the  
16          immediately implemented procedures, I've got two  
17          suggestions here. You tell me if they would be  
18          applicable there or in another spot.

19          No. 1 is that there's an immediate  
20          recommendation to train all staff using cameras,  
21          or at least four staff, so that everyone on --

22          SHERIFF GUALTIERI: Hold that thought. We're  
23          going there. That's (inaudible) Level 1.

24          MR. SCHACHTER: Okay. No. 2 in the reference  
25          to hard corner policies, would make a

1 recommendation that the hard corners are  
2 identified and marked in every classroom. You  
3 don't want to have a substitute in there not  
4 knowing where the hard corner is and -- or a new  
5 kid or new student. So we have the policy in  
6 there, but should we also recommend that the hard  
7 corners are properly identified in each classroom  
8 or each area?

9 SHERIFF GUALTIERI: So -- and, again, there's  
10 some differing views on marking. You have a bunch  
11 of people -- I'm not saying they're right or  
12 wrong, I'm telling you what's out there. You have  
13 people that are opposed to especially putting  
14 markings on the floor because they think it's very  
15 traumatic for the kids every day to see the  
16 marking on the floor and that -- what that  
17 connotes. So some have resorted to putting it in  
18 ceilings. Some have done it in other ways.

19 So maybe classrooms should have established  
20 safety measures such as identified hard corners,  
21 and then that gives them flexibility to identify  
22 those hard corners however they --

23 MR. SCHACHTER: I would -- I would tell those  
24 people that are worried about being traumatized by  
25 markings on the floor that death is traumatizing,

1 markings on the floor are not traumatizing. So if  
2 that's a best practice, I would put it in there.  
3 That's my recommendation. I wouldn't, you know,  
4 worry about it, my opinion. We're here to save  
5 lives and prevent this from happening. That's a  
6 best practice --

7 SHERIFF GUALTIERI: So if we put identified  
8 hard corners, I think that accomplishes --

9 MR. SCHACHTER: Identified and marked hard  
10 corners so that everybody knows, so there's no  
11 question --

12 SHERIFF GUALTIERI: It's a recommendation.  
13 What do y'all want to do?

14 SHERIFF ASHLEY: I think the demarcation,  
15 whether it's in the ceiling or the wall or the  
16 floor, I mean, they can decide how they want to  
17 demark a hard corner, we're just recommending that  
18 they --

19 SHERIFF GUALTIERI: Okay. So we'll put  
20 identified -- so such as identified and marked.  
21 Okay. We'll add that in there.

22 SHERIFF ASHLEY: My question, Chair, are we  
23 going -- are we on the next one, Slide 27?

24 SHERIFF GUALTIERI: Yeah, we can be. We're  
25 going to get ready to go into Appendix B here in a

1 second.

2 SHERIFF ASHLEY: I would just -- you know, it  
3 says at the bottom portion, "must be carefully  
4 selected, have clearly-defined roles and  
5 responsibilities, and be well-trained."  
6 "Well-trained" is a little ambiguous. I would  
7 just -- "be well-trained according to current best  
8 practices."

9 SHERIFF GUALTIERI: Sure. "Well-trained  
10 according to current best practices." Got it.

11 Okay. Let's go to Appendix B now. Appendix  
12 B is what we will hope that is one of the things  
13 that the Office of Safe Schools will take into  
14 account in coming up with their recommendations  
15 and that the schools can look to in addition to  
16 these immediate, must do right now things that  
17 we've already addressed.

18 So we get into Appendix B -- go to the next  
19 slide, Harold -- is that these Level 1  
20 recommendations are similar, and that they're  
21 intended to be policies and practices that can be  
22 implemented quickly and require little or no  
23 funding. So go ahead. And so we begin with  
24 these, and we can add some things to these. We've  
25 got to be careful we don't add too much, but we



1 can probably be a little bit more detailed here  
2 than where we were.

3 So this is, again, just a list of what we're  
4 suggesting would be these best practices, and we  
5 begin with the first one with "Campuses should  
6 have single ingress and egress points to the  
7 extent that's consistent with this level's  
8 criteria of minimum cost -- minimal cost,"  
9 "Interior access by co-locating these types of  
10 offices," and then "Clear signs should direct  
11 visitors to appropriate entry points," et cetera.  
12 Stay on that slide for a minute.

13 Does anybody have anything with those three  
14 that don't like, can't live with, have concerns  
15 with, want to be changed?

16 Okay. Next one, Harold. Again, limiting  
17 nonessential visitors, and when they are, they  
18 should show positive ID, state their purpose, be  
19 issued a visitor badge, and have a staff escort  
20 during the entire time.

21 Now, one of the things there with that that  
22 came to mind is that -- and that might need to get  
23 tweaked a little bit -- is that I assume it still  
24 occurs where parents are going to school and  
25 having lunch with their kids -- no, that doesn't

1       happen anymore? It does? Okay. So, I mean, I  
2       think that we got to be careful about that. You  
3       really can't -- parents are coming to the school  
4       and having lunch with their kids or they're  
5       coming -- you know, is that you could have a staff  
6       member -- I think there has to be some degree of  
7       flexibility with that. That might be a little bit  
8       too strongly worded.

9               MR. SCHACHTER: There have been instances  
10       where people have come into schools, adults, and  
11       committed shootings before. So we have to decide  
12       if we want to allow that. I would recommend  
13       against it.

14              SHERIFF GUALTIERI: We don't get to decide  
15       that. These are just recommendations. They get  
16       to decide it. But, you know, I think we have to  
17       be careful about, again, a bridge too far.  
18       Nonessential visitors should be limited, okay,  
19       that's fine. They should be required to show  
20       positive ID, that happens now, I think. It  
21       should. They should state their purpose, which is  
22       fine. Be given a visitor badge, which happens  
23       now. And maybe something along the lines of, you  
24       know, where appropriate, have a staff escort  
25       during the entire time, something like that. I

1 think we have to provide a degree of flexibility.  
2 Just saying that anybody who comes on campus is a  
3 visitor who has to be escorted by a staff all the  
4 time, I think it's too much.

5 Senator.

6 SENATOR BOOK: Like a semi-staff monitored or  
7 like depending upon where they are, like there's  
8 going to be another like grownup buddy with that  
9 adult around. You're not going to --

10 SHERIFF GUALTIERI: But if you get -- take a  
11 middle school or an elementary school and you've  
12 got five parents that show up and they all want to  
13 go to the lunchroom and they're all going to be in  
14 the lunchroom, we're going to have --

15 SENATOR BOOK: Right, because there's a --  
16 the teacher for that class or that lunchroom  
17 monitor would be present to like monitor --

18 SHERIFF GUALTIERI: So, again, we'll do  
19 whatever y'all want. I suggest is that where --  
20 "and where appropriate, have staff escort during  
21 the entire time," and that gives them the -- gives  
22 them the flexibility and sends the message that  
23 they need -- they need to establish a process as  
24 to who should be escorted or not. Again, I don't  
25 think we should be telling them that.

1 COMMISSIONER DODD: I agree.

2 SHERIFF HARPRING: And maybe it's qualified  
3 in that you have those scenarios where you go to  
4 school, it's either escorted or in the presence of  
5 staff, because you have school performances during  
6 the day, all that kind of stuff.

7 SHERIFF GUALTIERI: Where appropriate -- "and  
8 where appropriate has to have escort during the  
9 entire time." Everybody live with that? Good. I  
10 know you don't agree with it, but --

11 MR. SCHACHTER: Yeah, I mean, you have to  
12 decide whether or not you want to have people have  
13 unfettered access and let them on your campus to  
14 do whatever and when they're not being searched,  
15 there's no metal detectors, or you have to decide,  
16 you know, is the security more important, and I  
17 would choose the latter.

18 SHERIFF GUALTIERI: Well, there has to be a  
19 degree of -- it has to be realistic too. No  
20 school has the ability to have enough staff to  
21 escort every visitor all the time and remain with  
22 them the whole time they're there.

23 MR. SCHACHTER: People should not be -- you  
24 should not have a million people on your campus.

25 SHERIFF GUALTIERI: So you think you should

1 prevent parents from having lunch with their kids  
2 on campus?

3 MR. SCHACHTER: Yes. I mean, I think they  
4 should be escorted in there, and then there has to  
5 be, you know, an adult there at all times, a  
6 personnel, somebody that's on staff.

7 SHERIFF ASHLEY: You're already requiring  
8 they show identification, state their purpose, and  
9 be issued a visitor's badge. So I think that  
10 whole vetting process of getting that done is --

11 SHERIFF GUALTIERI: If Mom's there to have  
12 lunch with her 7-year-old and they go through this  
13 and they give them a badge and they say "There's  
14 the cafeteria," personally I'm okay with that.

15 MR. SCHACHTER: You are taking a risk that  
16 someone's going to bring a gun on campus though.

17 SHERIFF GUALTIERI: Well, Mr. Schachter,  
18 there's a risk in everything. There's a risk  
19 waking up in the morning, so --

20 MR. SCHACHTER: We choose the rules, and  
21 every school can make and choose that and decide  
22 how much of a risk they --

23 SHERIFF GUALTIERI: All right. So the  
24 commission as a whole, is there anybody else other  
25 than Mr. Schachter that disagrees with the

1 proposed language?

2 Okay. All right. So we'll leave that one as  
3 it is.

4 "All perimeter ingress, egress" --  
5 Commissioner Dodd, go ahead.

6 COMMISSIONER DODD: I think add "when  
7 appropriate" or "where appropriate."

8 SHERIFF GUALTIERI: Yeah, so where we're  
9 going to add that is -- Heather, I think you got  
10 it from what I said, I believe, but we'll make  
11 sure -- is that show positive identification,  
12 state their purpose, blah, blah, blah, issue a  
13 visitor badge, and when appropriate, have -- and  
14 after the "and" and before the "have" -- "and when  
15 appropriate, have staff escort during the entire  
16 time the person is inside the school." Okay, we  
17 good?

18 All right. The next one is "Ingress and  
19 egress shall be staffed when open for student  
20 arrival and dismissal." I think we probably  
21 already covered that to a degree. Each school,  
22 written access policy. So, again, this is a  
23 policy that would probably establish some of the  
24 things we're talking about. So a written policy  
25 about ingress and egress.

1           "Staff and students should be required to  
2           wear school-issued badges and identification."

3           Is there -- Commissioner Dodd, talk about  
4           that --

5           COMMISSIONER DODD: Well, obviously, all  
6           staff employees are going to have identification.  
7           Students -- you know, for elementary school-age  
8           children to have ID, I think it's going to be a  
9           hard thing to accomplish. I'm not so sure that  
10          there would need to be a requirement for that as a  
11          safety issue. Middle school, you know, high  
12          school -- most high school kids have a -- and a  
13          lot of districts that I know of have a student ID  
14          that they're issued, not always in middle school,  
15          but -- so for them to be able to wear those at all  
16          times might not be a huge added cost. I mean,  
17          there will be some questions as to what are we  
18          trying to accomplish by having them wear an ID at  
19          all times. And if they were to be suspended, do  
20          we seize their ID? We have to make sure to have  
21          that. Or if they graduate, do we need to get  
22          their ID back so they can't come back on the  
23          campus after graduating and appear to be a  
24          student? Those would be some of the questions  
25          that I would have.

1           SHERIFF GUALTIERI: And these all come from  
2           you all, so this is where -- and all these were  
3           taken from the recommendations we received from  
4           you all. So they're certainly subject to revision  
5           and tweaking. It does sounds like a lot to say,  
6           you know, broad, categorically, that in every  
7           Florida school, that every student should wear a  
8           badge or identification.

9           Do you have anything?

10          MS. POWERS: We have implemented it in our  
11          county for our high schools and middle schools.  
12          It's been really effective. It's an easy way for  
13          teachers, SROs, to identify a student that they  
14          should be on campus or shouldn't. There is the  
15          possibility of someone having an ID that is a  
16          former student. I guess those are always  
17          real possibilities.

18          SHERIFF GUALTIERI: Do we want to say all  
19          staff and students should be requi- -- staff and  
20          students at the middle and high school level, or  
21          do you -- what do you want to do with this?

22          COMMISSIONER NELSON: Leave staff for the  
23          elementary.

24          SHERIFF GUALTIERI: Staff for the elementary,  
25          yeah, but just leave the students to the middle



1           and high school?   Senator Book, go ahead.

2           SENATOR BOOK:   I have seen several elementary  
3           schools utilize the badges, and so I know that  
4           some do.   So we could leave it up to them to  
5           choose to do that option in elementary schools,  
6           but middle and high school -- but my -- I think  
7           that to dove-tail off of something that  
8           Commissioner Dodd said, we know from the research,  
9           from all of the things that we've seen, these  
10          types of act, while we don't have a profile, are  
11          typically committed by former students,  
12          particularly in this case, who used his uniform.  
13          And so I think that we should probably talk about  
14          seizing those identification badges.   And it  
15          doesn't have to be a state-issued badge.   It's not  
16          a huge cost too for the school itself or the  
17          district to create those badges.   You know, we all  
18          carry them, so we can be where we're supposed to  
19          be and --

20          SHERIFF GUALTIERI:   Do you think at the  
21          elementary level that it should be --

22          SENATOR BOOK:   Up to them, up to the school  
23          districts.

24          SHERIFF GUALTIERI:   So do you want to do it  
25          this way is that all staff should be required to

1 wear school-issued badges/identification, middle  
2 and high school students should be required to  
3 wear badges/identification, and it's discretionary  
4 with middle schools, something like that?

5 SENATOR BOOK: Elementary.

6 SHERIFF GUALTIERI: Elementary schools.

7 SECRETARY CARROL: I have employees that lose  
8 their ID badge.

9 SHERIFF GUALTIERI: Right.

10 SENATOR BOOK: (Inaudible) nightmare.

11 SECRETARY CARROL: I can imagine kids are  
12 going to lose it all the time. So what do you do  
13 with a kid when he shows up and he doesn't have  
14 his ID badge on? Do we send them home? I don't  
15 want to make it prohibitive to educate kids.

16 COMMISSIONER DODD: It will be -- it will be  
17 very hard to make sure kids have their IDs. I  
18 mean, we've talked about, well, if a student has  
19 an ID, we can use it for a lot of things, getting  
20 on and off the bus -- but, you know, sometimes  
21 kids don't even remember their lunch code, you  
22 know, they don't have a number. So for us to be  
23 able to say that it will be -- that it'll happen  
24 quickly and it will be easily done I think is a  
25 long shot that that will be the case, and I think

1           there will be a lot of questions. What is this  
2           doing to add safety and security for our schools?

3           SHERIFF GUALTIERI: And I think that's why  
4           it's in a Level 1 and it's not in -- it's in the  
5           appendix. This is for consideration. And I think  
6           we throw it out there and they're going to have to  
7           decide because there -- like so much is that it's  
8           not as easy as it appears at first blush. It's  
9           not easy as it appears on the surface.

10          So, you know, we could say in here as a  
11          recommendation that all staff and students -- all  
12          staff should be required, elementary and high  
13          school should be required, and elementary school  
14          should be -- it's recommended, and then let the  
15          districts figure it out and -- you know, what  
16          works. And if they don't do it, they don't do it.  
17          Again, and you touched on it, Commissioner -- or  
18          Senator Book, remember -- and we'll talk more  
19          about this in a little bit, we'll talk about some  
20          other stuff, is that the data shows us that the  
21          absolute majority, 43 out of 46 of all targeted K  
22          through 12 active assailant events in the last 20  
23          years were committed by a current or a former  
24          student. And that means people with authorized  
25          access. That means somebody wearing one of these

1 ID badges.

2 So that doesn't mean we shouldn't employ and  
3 shouldn't recommend that they shouldn't employ  
4 best practices to keep people out who shouldn't be  
5 there, but history tells us that that is not one  
6 of the most effective things that is going to  
7 prevent it.

8 Commissioner Carrol.

9 SECRETARY CARROL: I have an issue with this  
10 because I don't think the ID badges keep anybody  
11 out of anywhere unless you're prepared to ID every  
12 single kid coming in to school, they're going to  
13 line them up and they're going to show their ID to  
14 get in. I don't think they stop anybody from  
15 coming in.

16 And while I agree that all the data shows a  
17 current or former student, most of the former  
18 students could be identifi- -- they were  
19 identifiable. You know, the kid in Connecticut  
20 was much older than the school he used to attend  
21 and so forth. And so they were -- and even in  
22 this case, this kid was immediately recognized as  
23 being an outsider coming on the school,  
24 immediately recognized as a former student. They  
25 didn't stop him and they certainly didn't ask him

1           for an ID.

2           And so I just think that this is a  
3           well-intended -- it's going to turn into a  
4           bureaucratic nightmare, and I don't know that it  
5           makes any kid safer.

6           MS. POWERS: So when we implemented it, it  
7           really wasn't as a result -- we have kids coming  
8           and going from our campuses all day leaving for  
9           dual enrollment classes. It's an attendance. So  
10          when we know that person left, they swipe, they're  
11          bar-coded, we know they left at 10:15 and we know  
12          they came back at 11:00 or 1:00 in the afternoon  
13          for their afternoon classes. So it's really  
14          knowing who's on your campus at any time in  
15          addition to.

16          And as far as implementation goes, it really  
17          wasn't a big deal because high school and middle  
18          school students are required to carry their ID  
19          with them. It was really just the lanyard and the  
20          holder for their ID, so from an implementation  
21          standpoint -- but I think school districts should  
22          decide whether that's a tool they want to use to  
23          control and know who is on their campus at all  
24          times as far as students go. I think that's a  
25          best practice, but it should be left up to the

1 school districts to decide.

2 MR. BARTLETT: I agree. I don't see why we  
3 have to go there. If they want to do it, they can  
4 do it; if they don't, they don't. I just don't  
5 think it's fair to suggest that they should do it  
6 if they don't really feel that it can be done  
7 because I agree with Commissioner Carrol, you  
8 know, I mean, all these adults come to work  
9 without badges to get in and you got to skirt  
10 around with getting temporary and all this other  
11 kind of stuff --

12 SHERIFF GUALTIERI: Of all the things to  
13 consider and implement, I don't think this is on  
14 the A list.

15 MR. BARTLETT: I'd suggest we just delete it.

16 MR. PETTY: I second.

17 SHERIFF GUALTIERI: Personally, I'm good with  
18 it. So let's just do that. By a show of hands,  
19 how many are in favor of just deleting that  
20 recommendation?

21 So I think -- okay. So we'll just delete it.

22 So this one, probably going to get some  
23 discussion on this one: "Staff members should be  
24 trained to confront, if appropriate, or report" --  
25 it's the "confront" that probably raises

1 discussion point -- "or report anyone unauthorized  
2 to be on campus or any vehicle not parked in an  
3 authorized area."

4 So do y'all want that "confront" language "if  
5 appropriate" or take that out?

6 SHERIFF ASHLEY: Challenge. I think you  
7 should be able to challenge anybody --

8 SHERIFF GUALTIERI: I think that's what it's  
9 talking about, yeah. That may be a better way to  
10 describe it, Sheriff.

11 Mr. Schachter, go ahead.

12 MR. SCHACHTER: So, Sheriff, when we heard  
13 Dr. Smith's presentation, he talked about that in  
14 20 of the 48 attacks, the people that stopped the  
15 attack were staff. And, you know, people have the  
16 courage sometimes to do this and to save  
17 children's lives, and we need to enhance that and  
18 we need empower people to do that. So I'm -- I  
19 don't care if it's "confront" or what Sheriff  
20 Ashley said, but I do think that we should expand  
21 on this.

22 And you said there were five different times  
23 that the murderer reloaded; is that correct?

24 SHERIFF GUALTIERI: Yes.

25 MR. SCHACHTER: That people could have

1           stopped this attack, and I think the one way we  
2           can increase those odds of someone doing that is  
3           by recommending that all staff and teachers --  
4           staff, teachers, and students be taught  
5           Run-Hide-Fight or ALICE. We know that training  
6           empowers teachers and students, which builds  
7           confidence in their ability to act in an emergency  
8           situation, and that's what we need to do, in my  
9           opinion.

10                 SHERIFF GUALTIERI: Sheriff Ashley.

11                 SHERIFF ASHLEY: I would remind the  
12           commission again -- I know we keep using this  
13           stat -- 43 out of 46 of these active shooters were  
14           dealt with or intervened by civilians, but I would  
15           remind the commission again that most of these  
16           SROs are relatively new phenomena, having law  
17           enforcement in school or at least in a  
18           (inaudible). So a lot of those incidents, there  
19           were no law enforcement to intervene, so it had to  
20           be civilians. So I just don't want us to skew the  
21           fact that there are law enforcement in all our  
22           schools now.

23                 SHERIFF GUALTIERI: Commissioner Carrol.

24                 SECRETARY CARROL: This one seems to include  
25           two thoughts here because when I first read this,



1 I read this "confront" in a different term because  
2 it's coupled with the back end to report. I  
3 thought it was intended to mean that we're going  
4 to make sure that everybody that you see is going  
5 to be addressed --

6 SHERIFF GUALTIERI: Challenged.

7 SECRETARY CARROL: -- challenged, but what  
8 commissioner's talking about in terms of  
9 confronting -- providing them training to actually  
10 confront --

11 SHERIFF GUALTIERI: No, that's not what we're  
12 talking about here.

13 SECRETARY CARROL: -- them in a (inaudible)  
14 situation, that's something --

15 SHERIFF GUALTIERI: This is -- the word that  
16 is more accurately captured here with the spirit  
17 of this, I think, is "challenged." And so if you  
18 have somebody that's on campus, doesn't look like  
19 they fit -- let's say you have somebody -- we  
20 already said they should have, and I think this is  
21 an accepted practice, that any visitor on campus  
22 should have a visitor badge of some sort  
23 identifying themselves as a visitor. So you see  
24 somebody on campus that doesn't fit, they're not a  
25 staff member, somebody should say, "Hey, who are

1       you?" If you don't feel comfortable doing that,  
2       then you should report it to somebody that is  
3       going to challenge them.

4               So I would agree with Sheriff Ashley. I  
5       think that the word "challenge" better captures  
6       the essence of what this is trying to get at. So  
7       unless anybody's got anything, we'll change  
8       "confront" to "challenge." So staff members  
9       should be trained to challenge, if appropriate, or  
10      report anybody who is unauthorized. The same  
11      thing with unauthorized vehicles.

12             Go ahead.

13             MR. SCHACHTER: Back to my comment of  
14      recommending that we teach Run-Hide-Fight and  
15      ALICE to increase the odds that more people are  
16      going to interdict and stop these attacks, I would  
17      like to put that --

18             SHERIFF GUALTIERI: What it -- okay. So we  
19      already got to this and they should have an  
20      effective active assailant response policy.  
21      Again, we can't -- shouldn't, in my view, be  
22      dictating that they use Run-Hide-Fight, that they  
23      use ALICE, or they use any other specific  
24      methodology. There are a number of methodologies  
25      out there, and that's something that each district

1 is going to have to decide. As long as they have  
2 an effective active assailant response protocol  
3 and methodology, it should be up to them to decide  
4 which one of those or something else that they  
5 use. We can't tell them -- we can't say to every  
6 district "You must use ALICE, you must use  
7 Run-Hide-Fight, you must use this."

8 MR. SCHACHTER: They should use some method  
9 of empowering the students and the staff to  
10 enhance their ability and their confidence to stop  
11 these attacks in an emergency.

12 SHERIFF GUALTIERI: I think we're already  
13 past that because we've already said that they  
14 need to have -- we've already agreed that every  
15 district needs to have a developed, promulgated,  
16 trained-on active assailant response policy, and  
17 that encompasses everything you're saying.

18 MR. SCHACHTER: I disagree, and I think that  
19 we should be more specific about this, and by  
20 saying that, I don't think a lot of districts are  
21 thinking along those lines. A lot of them have  
22 not done the 20-year active assailant analysis,  
23 and this is an important feature in empowering  
24 people to stop these emergencies.

25 SHERIFF GUALTIERI: What do you -- what's

1           your proposal?

2           MR. SCHACHTER:   And, I mean, look at Marjory  
3           Stoneman Douglas.   They did not have any type of  
4           training like this, and I feel that that's one of  
5           the reasons nobody interdicted him when there were  
6           five chances for them to stop him.   And I'm trying  
7           to, you know, get these school districts to  
8           implement something like this and to teach their  
9           staff and their kids how to stop these, and I  
10          think that's the only way to do it is to be more  
11          specific as opposed to more general like you're  
12          recommending.

13          SHERIFF GUALTIERI:   So what do you want, a  
14          recommendation that every district implement what?

15          MR. SCHACHTER:   If Run-Hide-Fight is a  
16          company and ALICE is a company, we don't want to  
17          pigeon-hole ourself into specific companies, then  
18          talk about the concept that we need to teach them  
19          how to defend themselves and prevent these attacks  
20          whether it's throwing a mini-basketball like that  
21          teacher did in the Noblesville attack.   This is  
22          important.   Our school district doesn't do this.

23          SHERIFF GUALTIERI:   We're way, way in the  
24          weeds, Mr. Schachter.

25          MR. SCHACHTER:   It's important.

1           SHERIFF GUALTIERI: But you can't be -- it's  
2           controversial. You can't be --

3           MR. SCHACHTER: It's important. If it's a  
4           best practice, we should do it. I don't think we  
5           should shy away from it.

6           SHERIFF GUALTIERI: You can't be teaching  
7           6-year-olds to fight.

8           MR. SCHACHTER: I understand that, but what  
9           about middle school and high school, can't you do  
10          it there?

11          SHERIFF GUALTIERI: Yeah, we are way in the  
12          weeds. Now we're at a point where we keep going  
13          like this, we're not going to get through all  
14          this. So --

15          MR. SCHACHTER: This would have stopped the  
16          murderer, Sheriff, and I think --

17          SHERIFF GUALTIERI: What would have stopped  
18          it?

19          MR. SCHACHTER: If during those five  
20          instances when he reloaded -- I don't see how we  
21          cannot mention that this would -- this is a  
22          recommendation from this tragedy and this will  
23          save lives.

24          MR. BARTLETT: I hope we're not suggesting we  
25          expect these kids to jump on this guy --

1           SHERIFF GUALTIERI: I know, you can't -- I  
2           disagree with that is to say that, you know, in  
3           that school, that when he reloaded, that somebody  
4           should have -- to say -- you can't tell people --  
5           when a guy's got an AR-15 and he's fired rounds,  
6           you can't say -- I think there's a lot of danger  
7           in suggesting to somebody that we're going to  
8           train these kids in how to jump this person.

9           MR. SCHACHTER: I understand that, but in  
10          instances where they have the ability to stop an  
11          attack, either somebody does it or everybody's  
12          going to die. It's just --

13          SHERIFF GUALTIERI: Well, again, I thought we  
14          were past that. Does anybody else want to go  
15          there as far as getting into the weeds and  
16          wordsmithing and getting into the specifics of  
17          what the school should implement as far as  
18          Run-Hide-Fight, ALICE, or any of the -- any other  
19          commissioners want to spend the next hour going  
20          through that?

21          SHERIFF ASHLEY: It's tempting, but I think  
22          you're absolutely right, we can't go down that  
23          path, because I know our district does ALICE,  
24          their neighbors does Run-Hide-Fight, so  
25          everybody -- the concept's the same though.

1           SHERIFF GUALTIERI: The concept is the --  
2           and, again, they have to have a leeway to do what  
3           works in their school, and it may be neither of  
4           those. It may be something else.

5           MR. SCHACHTER: We're not mandating they do  
6           it, but this is a recommendation from our  
7           commission that they should do something. To do  
8           nothing --

9           SHERIFF GUALTIERI: Mr. Schachter, we've  
10          already done that. We've said they have to have  
11          an effective active assailant policy. What that  
12          is --

13          MR. SCHACHTER: And training.

14          SHERIFF GUALTIERI: And training, all that.  
15          All right.

16          MS. LARKIN-SKINNER: I do have one thing  
17          about this particular item -- well, two things.  
18          One is I think the emphasis should be on trained.  
19          I find that people are unwilling to even challenge  
20          somebody who's smoking on a nonsmoking campus  
21          because they don't know what to say and they don't  
22          want to make people mad. So the emphasis for this  
23          particular item should be that people need  
24          training on how to approach someone.

25          And then I wonder if "if appropriate" is

1 really necessary here, because I'm not sure when  
2 it would not be appropriate to challenge a person  
3 who's unauthorized to be on campus. I mean, not  
4 just challenge, challenge or report, I forgot that  
5 part. I'm not sure when it would ever be an  
6 inappropriate thing to challenge or report an  
7 unauthorized person.

8 SHERIFF GUALTIERI: I think the thought there  
9 was is that it's never inappropriate to report,  
10 but depending upon the circumstances, it may not  
11 be the wisest thing to challenge them. You know,  
12 I think that that has to be within somebody's  
13 discretion. I think that that's what they're  
14 trying to get at there is the discretion, if  
15 appropriate, is on the challenge.

16 MS. LARKIN-SKINNER: Just the challenge,  
17 okay.

18 SHERIFF GUALTIERI: So an example of that I  
19 can think of, because you're talking about  
20 vehicles not parked, let's say it's at night,  
21 there is -- you're coming out of a school event,  
22 you see a car in the dark corner. It may not be  
23 the best practice for that teacher to, you know,  
24 walk up to that car. They may want to just  
25 report.



1 MS. LARKIN-SKINNER: That makes sense. I was  
2 applying it to the whole thing.

3 SHERIFF GUALTIERI: Yeah, okay. No, that's  
4 what it intends to.

5 All right. Next one is "Ensure all campus  
6 buildings are marked with identifiable markings  
7 known to first responders. Mark the first-floor  
8 classroom windows so first responders can identify  
9 classrooms from the exterior."

10 Somebody mentioned that earlier. We got that  
11 in here. Anything on that? Go ahead.

12 COMMISSIONER DODD: So just what would that  
13 look like as far as marking first-floor classroom  
14 windows? Are we actually like putting the room  
15 number on the window?

16 SHERIFF GUALTIERI: Yes.

17 SHERIFF ASHLEY: Yes.

18 COMMISSIONER DODD: Okay.

19 MR. NIERMANN: Why would we limit that to the  
20 first floor? I think they should all be  
21 identified.

22 SHERIFF GUALTIERI: I guess the thought is  
23 because that's where somebody would be going  
24 through, but we could expand that to beyond so  
25 that they know.

1           MR. NIERMANN:  If someone was shooting from  
2           the top floor --

3           SHERIFF GUALTIERI:  I'm fine with that.  
4           Y'all fine with that, take out "first floor" as --  
5           "mark all classroom windows so first responders"?  
6           Okay.

7           MR. SCHACHTER:  And all buildings are clearly  
8           marked, is that in there?

9           SHERIFF GUALTIERI:  That's the next one.  
10          So mark all classroom windows.

11          Next one is "Building numbers should also be  
12          on the roof for aerial support."  So --

13          SHERIFF ASHLEY:  And it says it in the  
14          previous one.  It says, "Ensure all campus  
15          buildings are clearly marked."  So --

16          SHERIFF GUALTIERI:  Right.  All campus  
17          buildings are clearly marked, easily identifiable,  
18          and you're marking the windows, and then the  
19          numbers on the roof for aerial support.

20          MR. SCHACHTER:  Sheriff, implement a visible  
21          numbering system for doors, windows, and  
22          buildings.  Do we have doors as well?

23          SHERIFF GUALTIERI:  I'm not sure.

24          MR. SCHACHTER:  Doesn't look like it.  All  
25          doors need to be numbered and it needs to be

1 visible as well.

2 SHERIFF GUALTIERI: Ensure all campus doors  
3 and buildings are clearly and visibly marked. All  
4 campus doors and buildings are clearly --

5 SHERIFF ASHLEY: Buildings, doors, and  
6 windows.

7 SHERIFF GUALTIERI: All doors -- we don't  
8 want to mark all windows. So ensure all campus  
9 doors are -- ensure all campus doors and buildings  
10 are clearly and identifiably marked. We got --  
11 we'll have to wordsmith it. Too many  
12 identifiabiles. We'll wordsmith it. We got the  
13 gist of it.

14 Building numbers on the roof. "Provide keys,  
15 access to on-duty law enforcement so they can  
16 quickly enter the school." So, again, that's a  
17 concept. There's so many ways to accomplish that,  
18 and that is a challenge, but the concept is that  
19 law enforcement needs to have access. Are we good  
20 with that?

21 Okay. "All school districts should allow law  
22 enforcement at its discretion to live-monitor  
23 existing cameras." We've talked about that.

24 "All locks on exterior classroom doors and  
25 other areas where students assemble and all doors

1           should be self-closing and lock upon closing."

2           Thoughts on that?

3                   Moving on to Slide 35: "Doors should be able  
4           to be locked from the inside or there must be an  
5           enforced policy that all doors remain locked at  
6           all times without exception." No windows -- or  
7           "Every door should be equipped with a device that  
8           can readily block all line of sight through the  
9           window."

10                  Go ahead.

11                  MR. SCHACHTER: In Broward County, they have  
12           a policy -- or, you know, at Marjory Stoneman  
13           Douglas, we had a teacher that testified that they  
14           used color-coded signs in the windows of the  
15           classroom door. That's something that I would  
16           recommend against doing to give any assailant  
17           information as to, you know, whether or not  
18           someone's in the classroom. Should we mention we  
19           would recommend against that or something to  
20           discourage schools from doing that?

21                  SHERIFF GUALTIERI: What do you want to say?  
22           Something to the effect is that the device to  
23           block line of sight --

24                  MR. SCHACHTER: Because if we're going to be  
25           --

1           SHERIFF GUALTIERI: I get it. So I'm just  
2           trying to figure out what to say. The device to  
3           block line of sight should not -- whatever, we'll  
4           figure it out -- be of the nature to identify  
5           whether people are in the classroom or something.  
6           Heather, we can figure that out, just make a note  
7           of it. We'll wordsmith that and add it on to the  
8           back of that sentence, all right, Mr. Schachter?

9           MR. SCHACHTER: Thank you.

10          COMMISSIONER DODD: Mr. Chairman, just want  
11          to make sure on "The classroom door should be  
12          locked from the inside or there must be an  
13          enforced policy that all doors remain locked at  
14          all times," so if -- if -- I know on our  
15          recommendations back to B, it said "All teachers  
16          should be able to lock doors from within the  
17          classroom, and keys should be on their persons at  
18          all times," but if they have an enforced policy  
19          that the doors remain locked, then a district  
20          would not -- we're not recommending that they  
21          still go and change those locks?

22          SHERIFF GUALTIERI: Yeah, because the whole  
23          purpose of that -- and that's, you know, a great  
24          point is that we're trying to do things, you know,  
25          that are cost-effective. So if you have a policy

1           that the classroom doors that only lock from the  
2           outside -- or let's say not a policy, but let's  
3           say the current doors you have throughout all your  
4           buildings in all your schools only lock from the  
5           outside. Well, that's not good and that is a  
6           problem, and that's part of the problem that was  
7           experienced in Building 12, because teachers would  
8           have to go out into the hallway and stick their  
9           head out into the line of fire in order to lock  
10          the doors. So -- but if the policy is that all  
11          those doors are locked, and they're locked all the  
12          time and it's enforced, then you don't have to  
13          have a requirement that you swap out all of those  
14          locks so they can be locked from the interior. If  
15          it's locked from the outside and it's enforced,  
16          then it's not propped open ever, and if it is  
17          open, it's staffed, then you don't have to do  
18          anything. That's the whole idea there. But in  
19          order for that concept to work is that it's got to  
20          be enforced and the doors can't be left propped  
21          open or they can't be left unstaffed. That's the  
22          concept. So -- and if you don't want to enforce  
23          that, then you should be able to -- then you're  
24          going to have to invest in changing out all those  
25          locks so that if a teacher does have their door

1 unlocked and something happens, somebody can  
2 quickly lock it.

3 Senator.

4 SENATOR BOOK: I know we don't want to get in  
5 the weeds, but -- so this would imply that no  
6 teacher in an active assailant event could open  
7 the door for kids who are running through the  
8 halls? I just --

9 SHERIFF GUALTIERI: No, that doesn't apply --

10 SENATOR BOOK: I just want to make sure that  
11 it's not saying that. Okay.

12 SHERIFF GUALTIERI: No, that's not what it's  
13 saying. What it's saying is that you don't want  
14 to have unlocked doors that somebody can walk  
15 into.

16 SENATOR BOOK: Right.

17 SHERIFF GUALTIERI: So in order to have that  
18 so that somebody can't just walk into the  
19 classroom and do something bad, either you've got  
20 to use your existing locks which can only lock  
21 from the outside, and that has to be enforced so  
22 that nobody can just at will walk into the  
23 classroom and do something bad. If you want an  
24 environment where you're not going to require the  
25 doors be locked all the time, then you've got to

1           have something on the inside that the teacher or  
2           student, that somebody can push to quickly lock  
3           the door when it is communicated effectively that  
4           we're in that lock-down situation. That's all  
5           that --

6           SENATOR BOOK: Gross motor easy --

7           SHERIFF GUALTIERI: Correct.

8           SENATOR BOOK: -- no like keys and --

9           SHERIFF GUALTIERI: Right. So you don't have  
10          to take your key and stick your head out and do  
11          that -- are we on the same page?

12          SENATOR BOOK: Yes.

13          SHERIFF GUALTIERI: Okay. All right. So  
14          "First-floor" -- "first-floor outdoor windows  
15          blocked from the line of sight -- first-floor  
16          outdoor windows should be able to be blocked from  
17          the line of sight." That was there -- that's  
18          there to prevent somebody from shooting in from  
19          the outside. So if the shooter is not in the  
20          hallway but is outside, they could block those  
21          windows' line of sight.

22          "Doors be checked regularly throughout the  
23          day to ensure they're secure." That should be  
24          common sense.

25          Then we get into communication. "Effective



1 two-way communications between lock-down spaces  
2 and school administrations." Anybody have  
3 anything with that one?

4 So this was a problem in the 1200 building.  
5 Some of the students were wearing ear buds and  
6 they couldn't hear. It was obvious they couldn't  
7 hear anything that was going on and were just  
8 oblivious to it. So this is a recommendation that  
9 schools adopt a policy that either prevent  
10 students and staff from wearing headphones or ear  
11 buds, but if they do allow it, that they require  
12 that it only be one and not both so that they can  
13 hear any directions that are given. Anybody have  
14 any comments, thoughts, on that one?

15 MR. SCHACHTER: Sheriff, before you move on,  
16 as far as the training that we're going to  
17 recommend for the schools to give all of their --  
18 you know, say four staff on their camera system,  
19 did you want to put that -- that should be in  
20 Level 1. I'm not sure where you want to put it  
21 though.

22 SHERIFF GUALTIERI: Yeah, okay. So what did  
23 you want to say there?

24 MR. SCHACHTER: At least four people at a  
25 given school should be trained on and capable of

1 using the system for camera surveillance and/or  
2 investigations and to assist law enforcement in a  
3 tactical situation.

4 SHERIFF GUALTIERI: We'll come up with the  
5 exact language. Heather, just make a note in  
6 that, that we need to have a recommendation that  
7 the adequate number of people -- staff on campus  
8 are trained in and know how to operate the cameras  
9 systems.

10 MR. BARTLETT: 42 talks about video coverage,  
11 Line 42. It's the second tier, but I'm sure you  
12 could insert something there for that.

13 MR. SCHACHTER: That should be a Level 1  
14 though.

15 SHERIFF GUALTIERI: Okay. We'll include that  
16 there.

17 All right. So we're going over to -- we  
18 talked about communication. The last thing in  
19 Level 1 is accountability. There should be  
20 consequences for not following safety and security  
21 measures in place. Then we go over to Level 2.

22 MR. SCHACHTER: Before we go to Level 2, I  
23 have one more recommendation, and that is to  
24 prevent an intruder from gaining access to the  
25 school when kids are changing classes from period

1 to period, no visitors should be allowed to enter  
2 the school during that time. Once the kids are in  
3 their classrooms and they're secured in their  
4 protected spaces where they have their hard  
5 corners, then the visitors should be allowed  
6 access. So schools should encourage -- should be  
7 encouraged to deny visitor access during passing  
8 periods. Those are the most vulnerable times,  
9 when kids are out in the hall. The way we can  
10 make our schools safer is by eliminating --

11 SHERIFF GUALTIERI: What we said previously  
12 is they should have an effective visitor access  
13 policy. And so now you want to get into, you  
14 know, telling them when they can and when they  
15 can't --

16 MR. SCHACHTER: It's a best practice, you  
17 should, yeah. If it would save lives, I agree, I  
18 would. You can recommend. It doesn't mean  
19 they're going to do it, but it will save lives and  
20 it's something that this commission has  
21 identified.

22 SHERIFF GUALTIERI: Anybody -- seems a little  
23 in the weeds to me, and, again, I just picture the  
24 parent that's coming for a teacher meeting or  
25 coming to have lunch with the kids or any of the

1 other things especially -- you know, any visitor  
2 at all shouldn't be allowed on while they're  
3 switching classes, no matter who you are?

4 MR. SCHACHTER: Yes.

5 SHERIFF GUALTIERI: I'm not sure that that's  
6 feasible, but --

7 MR. SCHACHTER: Keep in mind we do not have  
8 metal detectors. Anybody could walk through that  
9 school with a gun while the kids are changing  
10 classroom. That's a vulnerability.

11 SHERIFF GUALTIERI: Anybody else want to add  
12 that? Okay. So we won't go that far in the  
13 weeds.

14 Level 2 recommendations, moderate -- low to  
15 moderate funding and moderate implementation. So  
16 the first one is on ingress and egress, Slide 39:  
17 "Fence campuses with single ingress/egress  
18 points." This might be a Level 3 depending upon  
19 the size, which drives the cost. "And that the  
20 fencing should be anchored to the ground and high  
21 enough to prevent easy climbing."

22 Thoughts/comments on that? I tell you,  
23 this -- it seems like such an easy thing and  
24 low-hanging fruit is that it's not because there  
25 is some disagreement out there about actually

1           anchoring the fences. There are some that take  
2           the line of thought that the fences shouldn't be  
3           anchored actually because it makes them more  
4           stable and easier to climb. It is better off to  
5           have them where they're more wobbly; that way  
6           somebody can't easily climb them. So, you know,  
7           like everything, there's no clear black and white,  
8           there's no easy line, and you're going to have  
9           differing views of this. So as long as we  
10          recognize that, we can leave that, but there are  
11          differing perspectives on it.

12                 Using protective bollards at campus  
13          entrances, and then we get into redundant two-way  
14          communication systems.

15                 CHIEF LYSTAD: Mr. Chair?

16                 SHERIFF GUALTIERI: Yes, go ahead.

17                 CHIEF LYSTAD: Just back to the first one  
18          about the fence high enough.

19                 SHERIFF GUALTIERI: Yeah.

20                 CHIEF LYSTAD: You also can have fencing  
21          that's constructed to prevent easy climbing, if  
22          you've ever seen that fence netting that's about  
23          an inch openings. So it doesn't necessarily have  
24          to be high enough, but it could be also  
25          constructed in such a manner to prevent easy

1 climbing.

2 SHERIFF GUALTIERI: Okay. We can make that  
3 adjustment. So all fencing should be anchored to  
4 the ground and constructed to prevent easy  
5 climbing.

6 CHIEF LYSTAD: Constructed or high enough,  
7 either one.

8 SHERIFF GUALTIERI: Okay, constructed or high  
9 enough. Heather, did you grab that one? So in  
10 there, constructed or high enough to prevent easy  
11 climbing.

12 Anything else there?

13 MR. SCHACHTER: All school personnel should  
14 be equipped with a body-worn panic alarm or key  
15 fob or other device that school personnel may  
16 activate to notify others of trouble and seek  
17 help. This panic alarm should be connected to  
18 E-911, and emergency medical dispatchers would  
19 also have the ability to identify by GPS exactly  
20 where that panic alarm or key fob was depressed so  
21 we'll know exactly where the emergency is.

22 SHERIFF HARPRING: Probably a significant  
23 funding. I mean, if we're going to go down  
24 that road --

25 SHERIFF GUALTIERI: Yeah, that's not a Level

1           2 for sure.

2           MR. SCHACHTER: It might be a 3, yeah.

3           SHERIFF GUALTIERI: Let's take this, we'll  
4 bring it back up, let's -- so there should be  
5 redundant two-way communication systems. "The  
6 interior building hallways and exterior common  
7 areas should be equipped with speakers tied to the  
8 school's intercom system. Includes portables.  
9 Two-way systems are preferred, but at least a  
10 one-way notification system is paramount. And  
11 that all school radio traffic should be recorded."

12          Thoughts on those two?

13          SECRETARY CARROL: What does it take to have  
14 the capacity to record all radio traffic?

15          SHERIFF GUALTIERI: It depends upon the type  
16 of radio system they're using. And that may not  
17 even be a Level 2, that may be like further down  
18 like a 3 or a 4, depending upon the type of radio  
19 system that they're using. They'd have to have  
20 something that's monitored, a system -- right now  
21 a lot of them are just using -- I call it Walmart  
22 walkie-talkies. They don't have elaborate radio  
23 systems. They would need some type of  
24 sophisticated system in order to do that.

25          SECRETARY CARROL: The issue I would have

1 with that is it appears to me -- what we use the  
2 radio recordings for is to try and go back and  
3 reconstruct what happened, but I don't that's  
4 preventive in any way, and it's not a safety  
5 issue. It would certainly help us on or a body  
6 like us to go back and reconstruct who said what  
7 and when. And then you'd have to weigh how much  
8 value that brings versus how much cost that is per  
9 school district. So that one is not a big one for  
10 me in terms of protecting kids in schools.

11 SHERIFF GUALTIERI: Want to take it out?

12 MR. SCHACHTER: You mean the recording of the  
13 two-way? I mean, that would have been extremely  
14 helpful in this situation. We would have been  
15 able to find out what happened. When all these  
16 teachers are saying they called a code red, we  
17 would know for sure.

18 SECRETARY CARROL: Well, I -- but -- you're  
19 right, but I know for sure that whatever they did  
20 did not result in anybody knowing that a code red  
21 was called. And that's all I need to know for  
22 this purpose because their system was so broken,  
23 that whether they tried to or thought they did, no  
24 code red was called or at least documented until  
25 we had the one on file. And even if we found that



1 out, it would point to no procedure.

2 I just think we have to be careful. Some of  
3 this stuff that we're going to do -- I like how  
4 we've prioritized it where some of this stuff can  
5 be done at no or little cost, and then there's  
6 going to be cost, and I think we set up in front  
7 that we said that the school's going to have to  
8 prioritize this because there's no way you can do  
9 it. And I'm just saying when you throw in too  
10 much stuff, and then you're going to ask schools  
11 to prioritize it, then you're going to have people  
12 all over the map because some might prioritize  
13 this and some won't, and I don't think that this  
14 keeps kids safe at all. It might help us after  
15 the fact because --

16 SHERIFF GUALTIERI: So what about as opposed  
17 to eliminate, what about moving it to Level 4?

18 SECRETARY CARROL: That's fine.

19 SHERIFF GUALTIERI: All right. So, Heather,  
20 we'll move that to Level 4, recording all school  
21 radios to Level 4. All right.

22 SHERIFF JUDD: Let me ask one thing. When  
23 you're talking about communications, I would  
24 suggest that the -- probably the overwhelming  
25 majority of students, at least high school and up,

1           have cell phones. We have a system set up in  
2           colleges where if there's an emergency, we tone  
3           their cell phone. So, you know, that certainly  
4           would be a best practices for the older students.  
5           It does no good for the younger ones. But, once  
6           again, we're down in the weeds. I think that they  
7           will on their own take those issues up, and that's  
8           the ideal issue when you get to the high schools  
9           or maybe even the middle schools, you know, is if  
10          you have a cell phone -- you know, so if one kid  
11          in the class has a cell phone and it says "code  
12          red" on it, then he or she will be spouting that  
13          off to everybody and/or the training program.  
14          That will take care of a lot of this communication  
15          in and of itself.

16                SHERIFF GUALTIERI: And there are a number of  
17          apps out there now that do that. There are -- so  
18          that should be -- that's something we could  
19          include in Level 4 because of the cost. I mean,  
20          you're talking about a half million to a million  
21          dollars to implement something like that. That  
22          could be a Level 4.

23                MR. SCHACHTER: You know, and to that comment  
24          that there are a lot of apps out there, in an  
25          emergency, there's no way when your heart's

1 beating at 115 beats a minute you're going to be  
2 able to get on your app, wait, hold on a second --  
3 No. 1, teachers don't readily have their phones  
4 available, they might be in the drawer or in their  
5 purse, and No. 2, they're not going to remember  
6 their password. That's why I think the most  
7 effective way -- and, again, a 911 call takes two  
8 minutes to get to 911. That's why I go back to  
9 the importance of wearing a key fob. In two  
10 seconds, boom, law enforcement knows that there's  
11 a life-threatening emergency. I think that is  
12 critical, and I don't think it's a Level 3.  
13 They're not that expensive to put a key fob around  
14 every teacher's neck.

15 SECRETARY CARROL: Can -- I just want to  
16 comment on that. If you're -- in my profession  
17 and a kid goes missing and you get the warning,  
18 there's no mistaking the sound. You don't ever  
19 have to look at the phone. You know that there's  
20 a missing kid. And so -- whether your phone is on  
21 or off, whether you enter the password or not.  
22 And the way those apps work is once that alert  
23 comes through, you don't even have to look at your  
24 phone, you know the sound, what it's telling you,  
25 and so -- now, you can look at the phone for more

1 detail if you can, but I think what Sheriff Judd  
2 is talking about is -- is an effective way in this  
3 time to communicate with kids quickly, because I  
4 don't know a high school kid who doesn't have a  
5 telephone, I don't know a middle school kid who  
6 doesn't have a telephone, and I don't know what  
7 the cost is, but it's certainly something that I  
8 would consider for that, and I agree with sheriff,  
9 it would all be based on cost, but it is doable  
10 because we do it in colleges.

11 SHERIFF GUALTIERI: Oh, it's doable.

12 MR. SCHACHTER: No, we're -- I agree with  
13 you, and I don't think that's that expensive is  
14 that immediate notification is what the sheriff is  
15 talking about, that's definitely doable to make  
16 sure that everybody knows there's a  
17 life-threatening emergency happening. But I'm  
18 talking about in the immediate instance of  
19 somebody walks on the campus with a gun, how do  
20 you notify law enforcement, how do you get that  
21 message out? That's what that key fob is for. In  
22 two seconds, the law would know as opposed to what  
23 happened here.

24 SHERIFF GUALTIERI: Okay. So the key fob to  
25 be worn by personnel that can alert first

1 responders or however the language is, so we'll  
2 include that in -- include it as a recommendation  
3 in -- I don't know, I guess we'll throw it in  
4 Level 2, whatever. Let's put it --

5 MR. SCHACHTER: And I would stress, because a  
6 lot of districts are going towards the app, that  
7 they should be cognizant that, you know, your fine  
8 motor skills are impaired in an emergency like  
9 that, so that's the reason why --

10 SHERIFF GUALTIERI: We'll include that in --  
11 we'll include the concept, we'll include it in  
12 Level 2 -- Level 3.

13 MR. SCHACHTER: Thank you.

14 SECRETARY KAPUSTA: I just have an  
15 observation as to the app giving an alert is that  
16 from what I understand, the best practice is for  
17 kids to get into their classrooms, the lights to  
18 be turned off, and everybody to be quiet so that  
19 the assailant doesn't know that there's anybody in  
20 that classroom. If your phones are going off like  
21 crazy because of an alert, everybody's going to  
22 know that there are people in there.

23 SHERIFF GUALTIERI: That's a good point.

24 MR. SCHACHTER: Yeah, but the overriding --

25 SECRETARY CARROL: That would be one loud

1 mess in that school.

2 SHERIFF GUALTIERI: Yeah. All right. Level  
3 3.

4 UNKNOWN SPEAKER: I think we're at video  
5 coverage.

6 SHERIFF GUALTIERI: No, I didn't cover --  
7 wait a minute, we're back at -- I'm jumping ahead.  
8 So we're back on Slide 41, still common law --  
9 common area of law. "All common used closed areas  
10 in school should have electronically controlled  
11 doors." I don't know how that ended up in Level  
12 2, but that's definitely not a Level 2.

13 Anybody -- everybody fine with that concept?  
14 That's probably a Level 4.

15 SECRETARY CARROL: Expensive.

16 SHERIFF GUALTIERI: That's expensive. So  
17 Slide 41, the first bullet. So, Heather, just  
18 make a note of that, move that to Level 4.

19 Same thing with the door sensors and cameras.  
20 That should be a Level 4.

21 Video stuff, it just depends upon the school  
22 and how much they have or don't have. I mean,  
23 that could be anywhere from a Level 2 on up.

24 MR. SCHACHTER: Sheriff, can I -- you have  
25 stopped the bleed in other. Why do you have

1 another as opposed to Level 1 or Level 2?

2 SHERIFF GUALTIERI: I don't know, Mr.  
3 Schachter, it was just a place to put it.

4 MR. SCHACHTER: Okay. No, I was curious.  
5 Okay.

6 SHERIFF GUALTIERI: It's in there because  
7 it's not really a hardening concept *per se*, that's  
8 why. Because it is an other, it's not related to  
9 the hardening *per se*. It's there, so --

10 Let's go to Level 3. Some -- again, some of  
11 this stuff is redundant because it's -- some of  
12 it's mentioned in previous. So we've got the  
13 electronically-controlled door systems.

14 Here's the one where we talked about:  
15 "Ballistic-resistant glass covering classroom  
16 doors or windows for first floor and exterior  
17 windows." Again, door alert systems, we just  
18 talked about that again.

19 This is replacing, I guess. "Install  
20 classroom doors and windows that are small enough  
21 to restrict access and locate sufficient distance  
22 to the door handle." So, of course, that would be  
23 just a concept, you know, for new construction or,  
24 I guess, perhaps whoever recommended that is  
25 talking about replacing existing, I'm not sure.

1 But it can still stay in there as a recommended --

2 MR. SCHACHTER: Yeah. You're talking about  
3 retrofitting the door windows?

4 SHERIFF GUALTIERI: Yeah, the fourth bullet  
5 inside 45.

6 MR. SCHACHTER: Yeah, talking about new  
7 construction, I think. I think it should also be  
8 mentioned that one of the recommendations should  
9 be to retrofit current windows in classroom doors  
10 to make them ballistic resistant.

11 SHERIFF GUALTIERI: That's what it says. It  
12 says, "Install ballistic-resistant glass covering  
13 on doors and windows in first-floor classrooms."  
14 So --

15 MR. SCHACHTER: Okay. Perfect.

16 SHERIFF GUALTIERI: All right. Let's -- I'm  
17 going to get through this and get to Level 4 and  
18 then we're going to take a break before we go into  
19 5. So let's see if we can get through this.

20 The parking in the bus lots. All areas  
21 should be outside a single point of entry,  
22 adequate lighting, bus loading/unloading should  
23 have physical separation from visitor parking, and  
24 consideration to install GPS locaters on the  
25 school buses.



1 Does anybody have anything with that that  
2 they want changed or can't live with?

3 This is one, and I'm assuming, because  
4 somebody recommended it, that the technology's  
5 there to do it, in Slide 47, "If a code red or  
6 other response is initiated, make sure that the  
7 message is displayed on all computer screens  
8 connected to the school's computer network." So  
9 whoever recommended that -- does somebody know  
10 that the technology is there to do that?

11 MR. SCHACHTER: Yes.

12 SHERIFF GUALTIERI: Okay.

13 MR. SCHACHTER: That's that immediate  
14 notification that if the key fob is hit and  
15 there's an emergency, automated things happen like  
16 the announcement over the PA, announcement over  
17 the computer screens, parents are notified --

18 SHERIFF GUALTIERI: And the next one would go  
19 hand in hand with that then as far as notifying --  
20 if it is called, notifying the district officials,  
21 parents, students off-campus by text or e-mail, et  
22 cetera.

23 Then we get into Level 4. Now we're getting  
24 into some of the more sophisticated and  
25 significant things that are going to cost dollars.

1       It says, "Consider the use of metal detectors and  
2       x-ray machines at campus entrances, real-time  
3       crime centers with active, real-time monitoring of  
4       cameras. Gunshot location sensors should be tied  
5       to a camera system, tactical tablets tied to the  
6       E-911 system. Near-field communication card  
7       readers replace all doors and locks on -- all door  
8       locks on campus, and electronic message board in  
9       every classroom."

10           Some of this is obviously very high level and  
11       very expensive stuff.

12           MR. SCHACHTER: Sheriff, one thing that I  
13       forgot to mention in Level 1 was that at the  
14       single point of entry, there should be a buzzer  
15       system that gives the office staff control of that  
16       access. Did we include that or did I forget to  
17       mention that?

18           SHERIFF GUALTIERI: I'm not sure.

19           MR. SCHACHTER: Can we include that?

20           SHERIFF GUALTIERI: Yeah, we'll include it in  
21       Level 1.

22           MR. SCHACHTER: Also, I don't think we talked  
23       about -- and this would probably be Level 3 or  
24       Level 4 -- that every school should have a mantrap  
25       or visitor vestibule or a double-door system at

1 the single point of entry -- that would probably  
2 be a 4 -- that's fully protected by ballistic  
3 glass. Visitors should be able to conduct most of  
4 their business from this mantrap without needing  
5 to enter the campus, drop off belongings, and  
6 everything like that. This would be a second line  
7 of defense to help delay the attacker from getting  
8 in the school.

9 SHERIFF GUALTIERI: That's definitely a Level  
10 4.

11 SHERIFF ASHLEY: Sheriff, and I'm not sure if  
12 it's a Level 4 or Level 3, but I know one of the  
13 issues here where kids in the hallway couldn't  
14 hear any announcement that might have been  
15 happening, so an expansion of the intercom systems  
16 where it's being in the hallways and outdoor  
17 areas --

18 SHERIFF GUALTIERI: It's in there.

19 SHERIFF ASHLEY: Is it? Okay.

20 SHERIFF GUALTIERI: Yeah, we covered that. I  
21 think that's a 2 -- I think it's in 2.

22 MR. SCHACHTER: Yeah.

23 SHERIFF GUALTIERI: So look at Slide 50 and  
24 see if y'all have anything of any concerns in  
25 there.

1           SECRETARY CARROL: We seem to get -- the  
2           recommendation on 49 and then on 50, the second  
3           one, have the legislature mandate and pay for  
4           ballistic glass on interior and exterior school  
5           windows by the Year 2025. That's certainly upping  
6           the ante.

7           SHERIFF GUALTIERI: Yeah. I mean, the  
8           chances of that happening are about zero, so --  
9           Commissioner.

10          COMMISSIONER SWEARINGEN: On that note, I'm  
11          not an expert on ballistic glass, but I know when  
12          you're talking about on vehicles, you have to keep  
13          those out of the sunlight because sunlight will --  
14          that will eventually -- so if you've got them on  
15          exterior windows that are exposed to sun --

16          SHERIFF GUALTIERI: Yeah, I'm not sure that  
17          that one's realistic to tell you the truth.  
18          You're talking -- that's one that I think we --  
19          you know, we can have -- in this appendix, we can  
20          have a wide variety of recommendations, and some  
21          of them can be on that wish list end, but we also  
22          have to be realistic about it and what is likely  
23          to come to fruition. I don't think that one is,  
24          and I would suggest taking that one out.

25          SHERIFF JUDD: I think it would show that we

1 really don't know about ballistic glass, because  
2 we have that sort of thing in very conservative  
3 areas at the sheriff's office, and it's like that  
4 thick. So even if the legislature wanted to fund  
5 it, you probably couldn't put it in the current  
6 window configuration anyway.

7 SHERIFF GUALTIERI: We'll take that one out  
8 unless anybody --

9 MR. SCHACHTER: There is new technology that  
10 is not like that. I agree with you, that glass is  
11 not possible to be put -- it's just so heavy and  
12 thick. I know exactly what you're talking about.  
13 In West Glades Middle School, we've actually  
14 retrofitted a lot of the classroom doors and the  
15 outside, and it's much lighter weight and it's  
16 much thinner and it will stop an AR-15 round --

17 SHERIFF HARPRING: And I'd like to be  
18 realistic --

19 MR. SCHACHTER: -- and a lot less expensive.

20 SHERIFF HARPRING: -- and I think we -- I  
21 don't want the commission to lose any modicum of  
22 credibility when we're talking about the  
23 recommendations. If anything, I'd rather have  
24 them more fully fund school resource officers and  
25 support that than something that if we look at

1 exponentially what the statewide budget impact  
2 would be, and it's essentially 2019, I'd rather  
3 delete it.

4 SHERIFF GUALTIERI: So unless -- I think we  
5 should take that out. Does everybody concur?  
6 Anybody not concur? Mr. Schachter? So we're  
7 going to take that one out.

8 This other one too that's in here, I don't  
9 know how realistic this is either. "Add capital  
10 funding for school building construction to allow  
11 for the removal of portable classrooms." I don't  
12 know if that's realistic.

13 MR. SCHACHTER: But I think it is worth  
14 having a discussion about if we can make any  
15 recommendations how to make the portables safer.  
16 They're extremely unsafe and do not have a hard  
17 corner.

18 SHERIFF GUALTIERI: What do you want to do?  
19 Do y'all want to leave that in or take it out?

20 SHERIFF JUDD: I would argue that when you  
21 look at an assault, you're safer in multiple  
22 portables than you are one hallway where the  
23 classrooms feed into a common area. And, you  
24 know, the reality of it is if you look in some  
25 areas of state law or -- and when I say "some

1 areas of state law," it could be just what's  
2 always been said -- if they build for the  
3 population today, I -- in our county, I've seen  
4 them build brand-new schools and Year 1 have  
5 portables there. So this is something that would,  
6 I think, once again, detract from our credibility  
7 because the school's been trying to get there for  
8 years.

9 SHERIFF GUALTIERI: So unless anybody  
10 objects, we're going to take that out.

11 SECRETARY CARROL: A comment too is that  
12 speaks to our credibility. I think we should be  
13 really laser-focused on safety. And, you know,  
14 the classroom portable speaks to a lot of things,  
15 and I understand you can make a safety argument,  
16 but there would be a lot of people that would put  
17 that in from an education standpoint that has  
18 nothing to do with safety, it has to do with  
19 school capacity.

20 But as I'm reading through this thing, my  
21 concerns are similar to the sheriff's is some of  
22 this stuff is going to be so expensive, it's  
23 unrealistic and -- but there's some stuff in here  
24 that really we would encourage all schools to do.  
25 I think that we should only be recommending those

1 things that we really want all schools to do, not  
2 everything on a wish list, because then it all --  
3 it's too much, you know. And so I don't know.

4 Can I ask a quick question?

5 SHERIFF GUALTIERI: Sure.

6 SECRETARY CARROL: This will take us off  
7 track a little bit, but the whole window issue, I  
8 thought -- and this is my naivety -- that newer  
9 buildings -- and that building down there was  
10 relatively new compared to the other buildings --  
11 had to be built with hurricane-proof windows. And  
12 so the buildings that were up on level -- on the  
13 third floor that he was shooting out were these  
14 new hurricane-proof windows, and while they're not  
15 ballistic-resistant windows, they seemed to  
16 have -- and I don't know if they were lucky or  
17 not, but they seemed to do the trick in terms of  
18 they hindered this guy from doing what he wanted  
19 to do. And I don't know -- if you're going to  
20 make recommendations, why wouldn't we be killing  
21 two birds with one stone? If there's already a  
22 requirement out there that new construction  
23 require hurricane-proof windows to a certain  
24 standard and hurricane-proof windows can do what  
25 it did in this building, why would we make a



1 recommendation that then changes that and ups the  
2 ante to something else that's more expensive  
3 and -- I don't get it.

4 SHERIFF GUALTIERI: There's no assurances  
5 that hurricane-resistant windows are going to --  
6 in this case, they helped to fragment the rounds.

7 SECRETARY CARROL: Right. But there's -- and  
8 he could have, if he was smarter, opened the  
9 window.

10 SHERIFF GUALTIERI: He tried.

11 SECRETARY CARROL: Right. So I just think we  
12 need to be -- I love the first set of  
13 recommendations, second set of recommendations,  
14 because they were things that were doable and  
15 would immediately impact the kids' safety today in  
16 our schools.

17 All of these are long-term. I think they're  
18 kind of all over the map. I think some of them  
19 are very expensive, some of them more realistic  
20 than others, and I just think we need to be  
21 careful.

22 MR. SCHACHTER: And that's why you've set it  
23 up that way. That's why Level 1, Level 4, and I  
24 think it's pretty well laid out in there. But the  
25 reason we don't want to make all windows hurricane

1 resistant is because you can still shoot through  
2 that window and it still can -- if somebody would  
3 have come from the outside shooting in, those  
4 bullets can still be lethal. So if you're going  
5 to spend the money, that's why the sheriff you  
6 might as well put in the bullet-resistant glass.  
7 It's probably not much more, it might even be less  
8 nowadays.

9 SHERIFF JUDD: Well, I think on new  
10 construction you can say some of this, but, for  
11 example, we've got some of our district stations  
12 where we've got windows, we don't have  
13 bullet-proof glass, but we got them above the  
14 7-foot level. So anybody that shoots in, you got  
15 to be 8 foot tall to hit you. So you know what  
16 I'm saying, that there are ways in new  
17 construction to add stuff in, but retrofitting --  
18 I suggest to you if you looked across the state  
19 and tried to make some of these mandates, some of  
20 these classrooms and schools are very, very old.

21 SHERIFF GUALTIERI: Just this whole  
22 discussion is why I suggested that the Office of  
23 Safe Schools put together a group of SMEs,  
24 industrial security people, and that they go  
25 through this process and that they come up with

1           this, and that we not get bogged down in this.  
2           All we're doing is throwing out these high-level  
3           concepts and hopefully they'll use some of this.  
4           Let them do this and then let them come forward  
5           with the recommendations and they can disseminate,  
6           as it says in here, by August, if they can, of  
7           2019, and let them have this discussion and get  
8           into the weeds and deal with the specifics of  
9           this, because I think they are probably -- that  
10          group would be best equipped and have the right  
11          skill sets for those subject matter experts to  
12          accomplish this and that will be their focus of  
13          that group as opposed to the broad myriad of other  
14          things that we still need to get to.

15                SHERIFF JUDD: This is way outside our lan-  
16          -- we're not engineers, we're not construction  
17          people. We just tell them we need safe buildings,  
18          and then --

19                SHERIFF GUALTIERI: My thought was we just  
20          get through this and provide, again, some high  
21          level and make that recommendation and let them  
22          take it into it and that we don't get bogged down  
23          in this, because there are so many things -- you  
24          know, you got -- we don't know what we don't know  
25          with some of this, and some of these things we may

1 be going down just a path that we shouldn't be  
2 going down.

3 Now, some of the things early on, Level 1,  
4 Level -- some of those things are in our league,  
5 and I think we've accomplished that. So with this  
6 stuff, I think we just leave it and turn it over  
7 to the experts and let them come up with some of  
8 these and let them handle this.

9 MS. LARKIN-SKINNER: If we're removing the  
10 reference to ballistic glass under Level 4, we  
11 went past one on Level 3. We might want to remove  
12 that as well because to Sheriff Judd's point, my  
13 high school that I attended, they're all first  
14 floor and every single outside wall is just a bank  
15 of windows and they would never be able to --

16 SHERIFF GUALTIERI: So that's on Slide 45,  
17 No. 2?

18 MS. LARKIN-SKINNER: I'm actually following  
19 along in the book, not the slide.

20 SHERIFF GUALTIERI: Yeah. So Slide 45, No.  
21 2, we'll do the same thing with that.

22 MR. SCHACHTER: I'll just tell you that it  
23 costs \$200 to put -- retrofit a glass pane in the  
24 classroom doors at West Glades Middle per glass  
25 pane, \$200, and it will stop an AR-15.

1                   SHERIFF HARPRING: Sheriff, along those  
2 lines, the fifth bullet point on that last slide,  
3 I would recommend that we take out for a variety  
4 of reasons that I won't expand on, but are  
5 probably apparent. The interior corridors and  
6 classrooms --

7                   SHERIFF GUALTIERI: Electronically seal?

8                   SHERIFF HARPRING: Yeah.

9                   SHERIFF GUALTIERI: Okay.

10                  MR. SCHACHTER: I don't see there's any  
11 reason why we need to take that out. This is how  
12 our kids -- this is how all of our loved ones  
13 died, you know, aside from the six on the third  
14 floor and ones in the hallway, but a lot of kids  
15 died because that murderer shot through the glass  
16 window in the classroom door. So to recommend  
17 that those windows be ballistic-hardened makes  
18 complete sense.

19                  SHERIFF GUALTIERI: Again -- and this is for  
20 others to pick up, and you can make your case, you  
21 know, as this moves forward, and in this area,  
22 other than the basic things that we know should be  
23 done now and will make a difference, when we're  
24 getting into this proactive, the prevention and  
25 these things is that we got to be careful that we

1 don't exceed our expertise, capabilities, and  
2 where we should be on this. So hopefully they  
3 will take our recommendation and form this group  
4 that is solely focused on these hardening  
5 recommendations and let those people that have  
6 that expertise fully develop that. Okay?

7 COMMISSIONER DODD: So just to go on with Mr.  
8 -- Commissioner Schachter's comment on that one on  
9 the installed ballistic-resistant glass covering  
10 on classroom door windows, so -- and that's what  
11 you reference at West Glades Middle that they were  
12 doing for \$200 a door. Was that what you  
13 referenced?

14 MR. SCHACHTER: Yes.

15 COMMISSIONER DODD: But then this goes on to  
16 say, "and first-floor classroom exterior windows."  
17 That's what I have a hard time with, the  
18 first-floor classroom exterior windows. I think  
19 because of what happened at Marjory Stoneman  
20 Douglas, I mean, I don't have a problem with as a  
21 Level 3 having ballistic-resistant glass covering  
22 on classroom door windows. I don't have -- I  
23 think I'm -- I'm perfectly fine with that. It's  
24 that second part that makes it unrealistic. So if  
25 we were to take that out, would that -- would the

1 commission agree to that?

2 MR. SCHACHTER: Yeah, I mean, I would be okay  
3 with that. Just understand that you can't be just  
4 laser-focused on just this one incident, because  
5 the next incident could be where the murderer is  
6 shooting from outside the window. But I  
7 understand it's going to be a lot of money,  
8 there's no question about it.

9 SHERIFF JUDD: And back to what Sheriff  
10 Gualtieri said, we're not saying no, we're just  
11 saying let's charge somebody that knows what the  
12 heck they're doing here to make those  
13 recommendations because, as you agree, at 200  
14 bucks a window, that's not a staggering amount of  
15 money until you turn around and try to do the  
16 whole glass wall behind you. So let's have the  
17 subject matter experts deal with that because --

18 MR. BARTLETT: Did everybody get that e-mail  
19 that went out from Craig Grundry (phonetic) from  
20 CIS about some of the defects in the  
21 recommendations we were making?

22 SHERIFF GUALTIERI: I don't know if everybody  
23 got it. I know I did.

24 MR. BARTLETT: I mean, he made some pretty  
25 good points, suggesting that like electronic

1       locks, although they sound good, they can be a  
2       problem, a lock from another location because then  
3       it controls an area that they aren't there present  
4       to be able to make a proper decision on, and, you  
5       know, just a lot of contrasting and comparing our  
6       suggestions to possible results, with the limited  
7       access, that there could be some potential issues  
8       with regard to that and how you man the gates and  
9       so on and so forth. So I strongly recommend,  
10      along with what Mr. Chairman was saying, is that  
11      we don't dip into that bucket of telling them what  
12      they should do and let that organization do it.

13               SHERIFF GUALTIERI: And I think that we've  
14      beaten this up. I think we're exceeding our --  
15      the place that we should be in this. We're still  
16      on Chapter 4, okay, and we got to get to Chapter  
17      15 by the end of the day tomorrow. I knew 4 would  
18      take a long time, but this is something that we  
19      are spending, I think, too much time on at this  
20      point. I think we should move on from it because  
21      this is not our -- there are some of these things,  
22      as I said, that are our area, and we've already  
23      covered those extensively, but this is getting  
24      into a whole specialized area that we -- we don't  
25      need to go any further with on this. This is not



1           our wheel house.

2           The Stop the Bleed program on 51 is the  
3           faculty should be trained in Stop the Bleed  
4           procedures with adequate kits for all schools.  
5           Again, it's just a recommendation. And that this  
6           should be covered in first aid training with  
7           adequately trained school personnel. It's a  
8           recommendation.

9           Does anybody have any problem with that as a  
10          recommendation?

11          MR. SCHACHTER: I'd like to see students  
12          trained as well. And also I would recommend that  
13          the Office of Safe Schools and the Florida DOE  
14          work together to mandate that all children prior  
15          to graduation be trained in Stop the Bleed.

16          SHERIFF GUALTIERI: I can tell you I'm not  
17          going to support anything that's a mandate in that  
18          regard. You know, you're starting to mandate that  
19          every student in every school and it's a  
20          graduation requirement?

21          MR. SCHACHTER: They train them in first aid,  
22          don't they? Why can't they train them in Stop the  
23          Bleed?

24          SHERIFF GUALTIERI: No, I don't think that  
25          they do that. I think what's here, Mr. Schachter,

1 is appropriate. Other commissioners can weigh in.  
2 I think it's appropriate to make a recommendation  
3 that -- and it's just a recommendation that Stop  
4 the Bleed procedures with adequate kits be  
5 available and that people receive first aid  
6 training. I think it's an appropriate  
7 recommendation, but going beyond that, I think  
8 that that's where it should stop.

9 MR. SCHACHTER: Can't we at least train the  
10 students as well.

11 SHERIFF GUALTIERI: I don't know. I don't  
12 know the feasibility to that. There is something  
13 to be said, and I remember when Mr. Rospierski  
14 spoke to us at the last meeting, be careful about  
15 what you're asking us to do, and they got to teach  
16 the kids too and, you know, there's a balance.  
17 And I would -- you know, school board members can  
18 weigh in. I know Dr. Blackburn is not here as the  
19 superintendent representative, but I think we have  
20 to be very careful about imposing too much on  
21 this, you know, as far as the schools are  
22 concerned and telling them that they have to teach  
23 every kid in Stop the Bleed. I think -- to me,  
24 that's too far as a recommendation.

25 MR. SCHACHTER: My whole perspective is you

1           have these kids and teachers shot. How do you  
2           save their lives and --

3           SHERIFF GUALTIERI: I get it, but -- does  
4           anybody else want to include a recommendation in  
5           there that we -- that they train every hundreds of  
6           thousands of kids in the Florida schools?

7           All right. Last thing and then we're going  
8           to take a break, 10 minutes, and we're going to  
9           come back and get into Chapter 5, the current  
10          Florida Statute that restricts the use of  
11          biometrics and that there should be a revision to  
12          that is the recommendation so that biometrics, not  
13          face recognition, but other biometric capabilities  
14          can be employed such as access control and visitor  
15          management. Everybody okay with that, or no?

16          SHERIFF HARPRING: Actually, would just like  
17          to comment about potential privacy concerns when  
18          we talk about the broad base of biometrics,  
19          whether it's, you know, a thumb print or, you  
20          know, otherwise. For example, it's one thing when  
21          you voluntarily go to Disney and put your thumb  
22          print there, you voluntarily have to go there.  
23          But what if you're compelled to go to school for a  
24          parent/teacher meeting for some reason, but you  
25          don't want to provide your thumb print or

1 authorize your facial features to be in a database  
2 that you don't control and that you don't have  
3 reasonable assurances in that regard? I think  
4 it's something to consider, and maybe this concept  
5 is a little far afield from what we should be  
6 thinking about.

7 SHERIFF GUALTIERI: So is your suggestion  
8 that that recommendation be removed?

9 SHERIFF HARPRING: Yes, sir.

10 SHERIFF GUALTIERI: Okay. So --

11 SECRETARY CARROL: Second.

12 SHERIFF GUALTIERI: Commissioner Carrol, is  
13 that -- Mr. Petty, go ahead.

14 MR. PETTY: I'd like to speak in defense of  
15 it. I think our public schools are public areas,  
16 and I think your expectation of privacy,  
17 especially if you're a visitor to that campus or  
18 even as a student, I think your expectation of  
19 privacy should be limited.

20 Now, I tend to be in my personal life, try to  
21 be as private as possible, so I understand the  
22 argument. But if you're going to voluntarily go  
23 to this place -- and it may be a little bit  
24 different for the students, but if you're a  
25 visitor in particular, I think your expectation of

1 privacy should be limited.

2 The reason for that -- for my thoughts on  
3 this is I've seen some technology -- I'm not  
4 making a recommendation, but I've seen some  
5 technology that are using things like biometrics  
6 and face recognition to determine whether or not  
7 somebody should be on that campus or in a  
8 particular location in that campus. I wouldn't --  
9 I don't want to promote any specific technology,  
10 but I don't want to -- I'm afraid if we remove  
11 this, it limits some options for some technology  
12 that could be helpful in these situations.

13 SHERIFF HARPRING: And I completely  
14 appreciate that, and I do think that you're  
15 voluntarily presenting yourself someplace, but the  
16 question I have maybe is more practical in use.  
17 For example, we use rapid ID to identify people in  
18 the field during traffic stops, but that's hooked  
19 into a database. Facial recognition, to be  
20 practical and useful, would have to be hooked into  
21 a database with known samples. Otherwise, you're  
22 just simply gathering -- in my opinion, you'd be  
23 gathering biometric information because in the  
24 school setting, I'm not sure against what we would  
25 be comparing the biometric information that we're

1 gathering other than to say that this person was  
2 here.

3 So for those reasons, I would just recommend  
4 we delete it. But I appreciate your concerns, Mr.  
5 Petty.

6 MR. SCHACHTER: The sample size, exactly,  
7 it's only based on the data that you have in  
8 there, but you can -- if you're using facial  
9 recognition to do all the kids, if someone that  
10 doesn't obviously belong on campus, not in your  
11 database, obviously you've got a problem, and if  
12 someone that's in your database gets expelled or  
13 suspended and he comes on campus, you know, that's  
14 how I see it being used.

15 SHERIFF GUALTIERI: So in order to do -- I  
16 think we take this out because in order to -- with  
17 biometrics, what are you talking about? You're  
18 talking about facial recognition, talking about  
19 retinal scans, you're talking about other things  
20 along those lines. In order for this to work is  
21 that, 1, the legislature would have to agree to  
22 eliminate or modify the prohibition now, and that  
23 would mean that you would have to take for every  
24 kid -- and I assure you you're going to have a  
25 considerable number of parents that are not going

1           to want their kids' retinas scanned, they're not  
2           going to want photographs taken and have their  
3           kids embedded in a facial recognition database,  
4           and there will be a tremendous amount of  
5           objections to that, because that's the only way  
6           the systems would work is that you have to have  
7           knowns to compare the latents to, if you will, and  
8           there would be a huge privacy objection to  
9           requiring -- because you'd have to require it if  
10          you're going to use it -- that every kid have  
11          their photograph taken and embedded in a facial  
12          recognition database or retina scan base or  
13          whatever it is. I don't see that coming to  
14          fruition.

15                 Commissioner Swearingen.

16                 COMMISSIONER SWEARINGEN: Yeah, I agree, and  
17                 I just want to go back to what we talked about  
18                 with the ID cards. If you just look at  
19                 statistics, most of these are committed by  
20                 insiders. So this student's face is going to be  
21                 in that database because he's most likely, if we  
22                 look at statistics, he's going to be a student  
23                 there.

24                 SHERIFF GUALTIERI: So I think we take it  
25                 out. So who -- anybody who -- who's in

1           disagreement -- or I guess this way, all those in  
2           agreement with taking it out, just by a show of  
3           hands, taking it out. All right. So that passes,  
4           so we'll take that out on the biometrics.

5           Commissioner Carrol.

6           SECRETARY CARROL: (Inaudible) too because I  
7           appreciate the commissioner's concern on that too,  
8           but I keep going back to if you had the front  
9           gates locked, if the front door was locked, if  
10          Medina confronted the guy when he should have, if  
11          the school resource officer, Peterson, challenged  
12          the man when he should have, you might have a  
13          different outcome here. And so -- and I think our  
14          recommendations early on address some of those  
15          shortcomings and we're going to address some other  
16          things to make it easier for schools to funnel  
17          traffic a certain way.

18          I think we've all agreed that at some level,  
19          this may happen again somewhere because you can't  
20          make it 100 percent foolproof, but some of the  
21          things that went wrong here are fixable in the  
22          short term, and I really think that that's what we  
23          need to focus on and then get to that Level 2.  
24          When we start getting into all this stuff, it  
25          becomes a lot more complicated because I don't



1 think -- while I appreciate where you're going  
2 with it, it's not the first thing I would do to  
3 fix this, that's all. And if I had to prioritize  
4 where I wanted schools to focus, start locking  
5 your doors, get a school resource officer there,  
6 start following procedure, understand what your  
7 code red is, actually do drills, and then hold  
8 schools accountable for doing it, and if they  
9 don't do it, let's start changing out personnel.  
10 I just think that's where we need to be focused  
11 and kind of laser-focused, quite frankly.

12 MR. PETTY: Commissioner Carrol, I couldn't  
13 agree more, couldn't agree more. And I didn't  
14 submit this one, so I don't who the source was of  
15 this or if this was just something staff -- I  
16 don't know where it came from.

17 My concern simply was there is a current  
18 restriction in the State of Florida against using  
19 biometrics. I think this is an area where I've  
20 seen a lot of private sector solutions that could  
21 address part of the problem and could fill some of  
22 the gaps in either process breakdowns or staff  
23 breakdowns, and to me it seems like as a citizen  
24 of Florida, we're limited, where in other states  
25 this is an opportunity for innovation.

1           So that was my objection to removing this,  
2           but I don't know that -- I guess just as a  
3           commission, I wouldn't want the legislature to  
4           think that we weren't interested in exploring  
5           options here by our removal. So I'm more  
6           concerned about our removal of this as not bearing  
7           fruit or there's no good ideas here. I do think  
8           there are good ideas here. But I agree with you  
9           100 percent and I would like to focus on the  
10          things that we know are fixable and hold folks  
11          accountable because, to me, the changing of the  
12          culture in our school districts and in our law  
13          enforcement agencies and with the mental health  
14          profession is where we're going to see probably  
15          the best results.

16                SHERIFF GUALTIERI: Sheriff Ashley and then  
17          we'll take a break.

18                SHERIFF ASHLEY: I understand completely, but  
19          it's just so overly invasive, and specifically for  
20          students. Their attendance is not voluntary, it's  
21          mandated that you got to attend schools. So I  
22          don't know how we can do that, collect that kind  
23          of data, without some level of probable cause  
24          almost.

25                MR. PETTY: Agreed. Again, I'm not

1 suggesting we should. I just believe the  
2 restriction prevents innovation in this area.

3 SHERIFF GUALTIERI: Okay. Let's take 10  
4 minutes and come back -- is 3:30 -- we'll stay on  
5 track here, or get back on track, 3:40, and then  
6 we're going to talk about the campus school  
7 officer response in Chapter 5.

8 (Brief recess.)

9 (Whereupon, proceedings continued in Volume  
10 III.)

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## CERTIFICATE OF REPORTER

I, JESSICA RENCHEN, Registered Professional Court Reporter, certify that I was authorized to and did stenographically report the foregoing proceedings and that the transcript is a true and complete record of my stenographic notes.

DATED this 12th day of December, 2018.

JESSICA RENCHEN, Court Reporter

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