1   MARJORY STONEMAN DOUGLAS HIGH SCHOOL
2   PUBLIC SAFETY COMMISSION MEETING
3   BB&T CENTER CHAIRMAN'S CLUB
4   PANTHER PARKWAY SUNRISE, FLORIDA 33323
5
6   November 13, 2018
7
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10   COMMISSION MEMBERS/ATTENDEES:
11   SHERIFF BOB GUALTIERI - CHAIR
     JASON JONES - PSC GENERAL COUNSEL
12   CHRIS NELSON - CHIEF OF POLICE, CITY OF AUBURNDALE
     BRUCE BARTLETT - CHIEF ASSISTANT STATE ATTORNEY,
13   SIXTH JUDICIAL CIRCUIT
     MIKE CARROLL - FORMER SECRETARY, DCF
14   RICHARD SWEARINGEN - COMMISSIONER FLORIDA DEPARTMENT
                       OF LAW ENFORCEMENT
15   MAX SCHACHTER - VICTIM PARENT
     LARRY ASHLEY - SHERIFF, OKALOOSA COUNTY
16   MELISSA LARKIN SKINNER - CEO, CENTERSTONE OF FLORIDA
     PAM STUART - COMMISSIONER OF EDUCATION
17   JUSTIN SENIOR - SECRETARY, AHCA
     TIMOTHY NIERMANN, SECRETARY, DEPT OF JUVENILE
18   JUSTICE REBECCA KAPUSTA - SECRETARY, DCF
     JAMES HARPRING - UNDERSHERIFF/GC, INDIAN RIVER
19   COUNTY
     DESMOND BLACKBURN - SUPERINTENDENT, BREVARD COUNTY
20   GRADY JUDD - SHERIFF, POLK COUNTY
     DOUGLAS DODD - SCHOOL BOARD MEMBER, CITRUS COUNTY
21   LAUREN BOOK - SENATOR, DISTRICT 32
     RYAN PETTY - VICTIM PARENT
22   MARSHA POWERS - SCHOOL BOARD MEMBER, MARTIN COUNTY
     KEVIN LYSTAD - PRESIDENT, FLORIDA POLICE CHIEF ASSOC
23   CHRISTINA LINTON - COMMISSION STAFF, FDLE
24
25

1   (Thereupon, the meeting is called to order:)

2   CHAIR: All right, good morning everybody.

3   We'll call the meeting to order. If you would

4   please stand with me in a moment of silence in

5   recognition of the victims, and for the pledge.

6   (Thereupon, a moment of silence is had.)

7   CHAIR: Please join in, please join me in

8   the pledge.

9   (Thereupon, the pledge of allegiance is recited.)

10   CHAIR: Okay, Commissioners, you have the

11   September minutes that were provided prior to

12   the cancelled October meeting. Does anybody

13   have any revisions, additions, changes to the

14   September meeting minutes?

15   CHIEF NELSON: Move approval.

16   CHAIR: Commissioner Nelson moves

17   approval. Do we have a sound?

18   UND. SHER. HARPRING: Second.

19   CHAIR: Commissioner Harpring second. All

20   in favor, aye.

21   (AYE)

22   CHAIR: Any opposed, same? So that

23   passes, and the minutes from the September

24   meeting all right approved. As we always do,

25   I'll ask our general counsel Jason Jones to

1   just provide the reminder on the Sunshine Law

2   that he does for us every meeting. Jason.

3   MR. JONES: Good morning. So this meeting

4   we're going to continue talking about

5   recommendations. I just want to remind

6   everyone that all those discussions should only

7   be had when we are in the open portion of the

8   meeting for the public to hear. We are going

9   to be in closed portion for a good portion of

10   this morning, and that will be for the

11   presentation of things that are confidential

12   and exempt, and of course you can ask

13   questions, there can be discussion in that, but

14   just so no side conversations when you are at

15   lunch or on a break, so just please remember

16   that. And that includes anything from e-mails

17   or text messages, that you shouldn't be doing

18   any of that with anything that we're going to

19   be discussing here today in the meeting. Thank

20   you.

21   CHAIR: Thanks, Jason. We want to first

22   welcome and recognize the acting DCF secretary

23   Roberta Kapusta. Welcome to the commission.

24   Anything we can do for you to get you up to

25   speed let us know. Everybody is here to help

1   you, so thank you for being here, and we look

2   forward to your input. I also want to welcome

3   back Mike Carroll. Mike is back with us as the

4   former DCF Secretary, and Governor Scott

5   appointed him to the open commission seat, so,

6   Mike, welcome back. Thank you for being here,

7   and agreeing to serve.

8   Just from some housekeeping, Commissioner

9   Book will be here this morning, probably around

10   9:30. She was taking a very early flight from

11   out of state, and so she's landing shortly, and

12   will be here around 9:30. Commissioner Powers

13   will be intermittently throughout the week; she

14   had some scheduling conflicts. And

15   Commissioner Blackburn will likewise be here

16   intermittently, probably only for one day, on

17   Friday.

18   As we know we had to cancel the October

19   meeting due to Hurricane Michael, and our

20   thoughts are with those affected by that

21   devastating storm, and our thanks to all the

22   first responders who worked in very challenging

23   conditions in the storm's aftermath. Before we

24   talk more about the agency for this meeting, I

25   want to take care of a couple of other

1   housekeeping mattes, and address some issues

2   remaining from the September meeting.

3   To make up for our lost time with not

4   meeting in September, and still meet, which we

5   have to do, our January 1st deadline for the

6   interim report, and as you can see, we have a

7   very, very full agenda over the next four days,

8   so assuming that we get through all the

9   material this week what will be left for the

10   December meeting will be finalizing the January

11   1st interim report. And I want to just stress

12   for everybody that the report that we're going

13   to file in January is an interim report. It's

14   going to be comprehensive, it's going to be

15   intensive, but it is an interim report.

16   Remember that, you know, most commissions that

17   have investigated these mass shooting events,

18   mass assailant events, have issued reports in

19   about two and a half to three years after the

20   incident, and we're tasked with submitting a

21   report in essence within about six months of

22   work after the incident, so it will very much

23   be an interim report.

24   But, as we look at the December agenda, we

25   need to focus on that, and also probably just

1   have some witnesses that may be necessary to

2   clarify things for the report. So as long as

3   we get through everything this week, and that's

4   the case, it's our intention to hold the

5   December meeting in Tallahassee. A couple

6   reasons for that. One is it's an interim

7   committee week for the legislature, and also

8   for the FDLE staff. Because it's an interim

9   committee week, and other things going on we're

10   going, we're going to try and hold that

11   meeting, because it won't be necessary to be

12   here in Broward. So we'll let you know more

13   about that by the end of the week, but the plan

14   right now is to hold the December meeting in

15   Tallahassee.

16   An issue I need to talk about, and

17   hopefully clarify, and hopefully take off the

18   table, is a remaining issue from the last

19   meeting where it came up, and previous

20   meetings, and that has to do with law

21   enforcement's access to school discipline

22   records. Law enforcement does have access to

23   school discipline records, they do, but they

24   have to request it on a case by case basis.

25   Law enforcement cannot have blanket access

1   under FERPA, or under state law, because it

2   requires a case by case analysis as to whether

3   an exemption to FERPA, or an exemption to state

4   law exists that would otherwise prohibit the

5   disclosure.

6   So school discipline records are

7   protected, educational records, under FERPA and

8   under Florida law. There is what's known as

9   the health and safety exception, but it

10   requires and individualized determination in

11   each individual situation, and not all of that

12   for which law enforcement sees can be turned

13   over, so it has to fall within one of those

14   statutory exceptions. To fit under the health

15   and safety exemption the threat to the student

16   or others must be specific, and it must be

17   articulable, and it must be a substantial

18   threat of harm, so even student record

19   information learned by an SRO as part of a

20   threat assessment team, and in the SRO's

21   capacity of a school official, because that's

22   what they are when they're on a threat

23   assessment team, is not releasable by the SRO

24   to other law enforcement officers unless

25   there's an applicable exemption, and that has

1   to be determined on a case by case basis.

2   Because this determination has to be case

3   by case the law enforcement has to ask the

4   school personnel to access the records, as

5   opposed to having direct log on access

6   themselves to the discipline system. So

7   Broward County School personnel were asked

8   during previous commission meetings several

9   times whether law enforcement had access, and

10   they told you yes. They were accurate, and

11   they were responsive to the question.

12   When commission members have since asked

13   law enforcement whether law enforcement has

14   access; some of the response have been that

15   they did not. There is no direct access, but

16   they have indirect access, and that is

17   consistent with FERPA, and it's consistent with

18   state law. So if some of us don't like that

19   methodology, that framework, change the law.

20   We can't change the law. It requires a change

21   of federal law, and it requires a change in

22   state law. So I'm happy to answer any

23   questions about it, but that issue about law

24   enforcement access to discipline records has

25   been resolved as far as I'm concerned, unless

1   any commissioners have any other questions

2   about it. Sheriff Ashley.

3   SHER. ASHLEY: Thank you, Chair. I guess

4   my question is live video monitoring of

5   schools, and the interpretation that video

6   monitoring is protected under FERPA. Our

7   school attorneys are saying that it is, and we

8   want to monitor that in our dispatch centers

9   and the like, and so I hope it will be the

10   position of this commission that we recommend

11   that, that there be some law changes in Florida

12   in regards to what is a school record.

13   CHAIR: Yeah, and some of that -- I can

14   tell you some of that varies, you know, we know

15   how lawyers are; everybody has got their own

16   interpretation, and their own opinion. And I

17   can tell you that, you know, that which you're

18   talking about in Okaloosa County is not the

19   same case everywhere. So there is varying

20   methodologies, and varying opinions on that

21   issue, and as far as access to live video feeds

22   to be able to monitor, it is done in some

23   places, I know that for a fact.

24   So, you know, part of it, and we've talked

25   about this during previous commission meetings,

1   is part of the problem that we all face,

2   whether it's with FERPA, whether it's with

3   HIPAA, whether it's with other state privacy

4   laws, et cetera is, is that there's a range of

5   interpretation, and the range of interpretation

6   drives what's done, and it's being driven

7   differently in different places. It would

8   really be a great thing to have clarity, and to

9   have consistency so that it is applied evenly

10   across the state, really across the country,

11   but it's not.

12   So one of the things, and as we get into

13   the report, and if it's not there to your

14   liking please bring it up, I think that we have

15   to approach this issue on school educational

16   records two prong. One is that we have to go

17   to the Florida congressional delegation, and

18   they have to be the first stop on the bus

19   route, because state law can be changed, but it

20   has to be changed under federal law as well,

21   and the most that we can do is to have a real

22   hard discussion with them, and hopefully we can

23   get them to see the light.

24   So on that video issue, it is an important

25   issue, but know it is very subject to

 1   interpretation. Sheriff Judd.

 2   SHER. JUDD: I think part of this

 3   commission's duty and responsibility is to

 4   point out that the FERPA law and state law, and

 5   HIPAA, and all of that, never contemplated the

 6   environment we're in today. This is old law.

 7   We too also have systems and processes, and

 8   FCIC, NCIC for example, where we cannot release

 9   documents from that system, it's confidential.

10   But that adds to the siloes that exists, so I

11   think it's incumbent upon this commission to

12   point out that even though that is currently

13   the law this is the year it passed, and this is

14   the year the shootings started, and this is the

15   law, and this is the year it was passed, and

16   this is the year the, the shooting started, and

17   it needs to be in my one commissioner vote a

18   strong statement by that we at the state level

19   and the federal level have to contemplate these

20   environments if we're serious about reducing

21   the probabilities or the likelihood of

22   shootings in the future, because we've got to

23   share information, and by sharing it with us

24   the school system under FERPA or the state law

25   is not releasing it to the public.

1   Now, we may need a law that says when you

2   access this information that information

3   subsequently placed in a case report is not a

4   public record in order to protect the integrity

5   of it, because some of it under current law,

6   which was created prior to this, once it's in a

7   case report then it becomes a public record.

8   But at the end of the day we have got to quit

9   hiding behind the FERPA says no, state law says

10   no, FCIC says no, and in the meantime nothing

11   changes. And that's why we're kind of where we

12   are here today.

13   So my position is that, that we make a

14   strong statement of here's the issues, here's

15   the law, here's the mandated protocol on all of

16   us, not just law enforcement but the school

17   system, mental health, here is why we are where

18   we are right now, with the sharing, and the

19   siloes, and here's what we believe needs to

20   happen in order for that to stop.

21   CHAIR: You know, forty years ago is a

22   long time, and that's when FERPA was enacted.

23   It's a different world today, so think your

24   point is heard.

25   SHER. JUDD: Mr. Chair, just to follow up,

1   to simply for our initial report, is maybe we

2   can ask the legislatures to mandate, or at

3   least define that live video monitoring is not

4   a school record that we can -- we can clarify

5   that portion at least.

6   CHAIR: They can't -- even if they're

7   willing to do it what the school districts are

8   going to say, nothing's changed because of

9   FERPA, which is a federal law that the Florida

10   legislature can't, because it's -- the problem

11   -- the bigger problem is FERPA.

12   SHER. JUDD: I don't think FERPA says that

13   live video monitoring is, is a school record,

14   it's an interpretation.

15   CHAIR: It's an interpretation, that's

16   right, and that's why it's done differently in

17   different places. So we can look at that, so

18   what you're saying, or suggesting is, is that

19   at least if the Florida legislature acts on it

20   even if FERPA isn't clarified then perhaps it

21   will cause people to interpret it a little bit

22   differently. So, okay, so we'll -- you know,

23   and when we get to all those, we're going to

24   talk Friday afternoon about recommendations,

25   and you're going to have plenty of opportunity

1   ahead of the December meeting, and we'll make

2   sure that that is, that is something to cover.

3   But on the substantive issue itself does

4   anybody have any questions, because law

5   enforcement in Broward County does have access

6   to discipline records, they have to go to a

7   school official, and they have to ask for it,

8   the school official has to, under current law

9   they have to make sure that one of the

10   exceptions applies and it's appropriate

11   disclosure, and as long one of the exceptions

12   applies and they can disclose it they have

13   access to it. They don't have passwords. They

14   don't have a logon. They can't go in there and

15   fish around themselves, but they can do it

16   under the right circumstances, so they do have

17   access. So unless there's any other questions

18   on that we're going to move on to, we're going

19   to move on from that issue. Okay.

20   So as you all know we've had some

21   important meetings up to this point, however I

22   believe that this will be one of the most

23   important meetings, and certainly a critical

24   juncture in our work, because over the next few

25   days you're going to learn detailed

1   investigative results of what led to the

2   shooting, what actually occurred at Stoneman

3   Douglas on February 14th, and how law

4   enforcement, fire, and EMS responded to the

5   event.

6   As we go through the material it is

7   against the backdrop that our charge under the

8   statute is to determine what happened, identify

9   system failures, and make recommendations for

10   improvements. While there is no doubt that

11   there is opportunity for improvement also make

12   no mistake that there are a lot of people who

13   performed exceptionally well and heroically on

14   February 14th. We cannot and should not lose

15   sight of the fact, as we pour over what went

16   wrong, and where there are opportunities to do

17   better in the future, that a lot of people

18   risked their lives that day, and without any

19   doubt saved lives, and to each of you Marjory

20   Stoneman Douglas teachers and staff, law

21   enforcement officers, fire fighters, and EMS

22   personnel, we say thank you.

23   There are also a lot of dispatchers, crime

24   scene personnel, and others, who worked

25   tirelessly, and performed exceptionally well in

1   the aftermath. I'm probably going to repeat

2   that a couple of times over the next few days

3   because it is important that we balance our

4   perspective while focusing on what is a

5   statutory mandate.

6   Now, this meeting is a pivot point for the

7   commission because we transition from hearing

8   about the infrastructure, framework, policies

9   driving the things that we are investigating,

10   to apply all of that to the facts of February

11   14th. As an example, we heard a lot about how

12   the Broward County 911 and radio systems are

13   structured, and you're going to hear today

14   exactly what happened on February 14th as a

15   result of that 911 system and radio system

16   structure that's in place here in Broward

17   County.

18   I can tell you that the investigative team

19   has been working tirelessly all summer

20   conducting interviews, reviewing evidence,

21   analyzing data, to provide comprehensive

22   presentations on the shooting itself and the

23   immediate response. Now, concerning the

24   presentations you're going to hear over the

25   next couple of days, you don't need me to tell

1   you this but I'm going to say it, this is a

2   mass murder event, we are charged as a

3   commission with investigating this tragedy and

4   making recommendations to ensure safe schools,

5   and a safer Florida.

6   Inherent in commissions learning about

7   what happened at Stoneman Douglas is viewing

8   videos and other evidence so you have

9   first-hand knowledge and accurate facts upon

10   which to base your decisions and your

11   recommendations. Some of the presentations

12   over the next few days will contain troubling

13   videos and/or photos. Any commissioner who so

14   desires is excused from any portion of the

15   presentations that you don't want to see.

16   Everything being presented is relevant to the

17   topics we are charged with investigating, and

18   issues raised by others that we have to

19   address. These areas include the adequacy of

20   medical care, whether medical care occurred

21   timely in the 1200 Building, whether law

22   enforcement responded appropriately, whether

23   law enforcement received proper training,

24   whether agencies had proper policies, whether

25   there was adequate command and control, and

1   whether communications systems were effective,

2   among others.

3   I can tell you that we have taken great

4   steps to eliminate any unnecessary photos or

5   videos, and we will present the materials as

6   sensitively and respectfully as possible. But

7   again, this is a mass killing event, and

8   there's no way to avoid the stark reality of

9   that situation.

10   I'm going to give as much notice as

11   possible regarding any presentations, or

12   portions of presentations that may be

13   especially troubling so that you can make your

14   own decisions whether to remain or step out.

15   Again the reason to use this material in the

16   presentations is because it is relevant to your

17   understanding as commissioners as to what

18   happened at Stoneman Douglas, and your role in

19   making findings and recommendations. You have

20   to have first-hand knowledge of the facts in

21   order to make factual findings and

22   recommendations.

23   Now, today's meeting is going to be closed

24   until after lunch because we'll hear this

25   morning about legally confidential mental

1   health and school site security assessment

2   information. The information that we're going

3   to hear about this morning is a follow up

4   requested by commissioners from our previous

5   meetings. So unless any of the commissioners

6   have any questions or comments I'm going to

7   read what I'm required to read by statute under

8   the Sunshine Law to close the meeting, and

9   after I do that I'm going to ask you just to

10   kind of stay put, in the essence of time, and

11   then we'll ask anybody who is not authorized to

12   stay to step out and we will go through that,

13   and we will begin again in open session after

14   lunch today at 1:45. The doors will open when

15   we break for lunch at 12:45, and everybody is

16   welcome to come back in, and then we'll begin

17   again in open session, and I don't anticipate

18   any additional closed sessions of the meeting

19   through the rest of the week.

20   So before I read this, and we close this

21   just for the next couple of hours, any, any

22   questions or comments, anything from any of the

23   commissioners? Okay. So I'm just going to

24   read the statutory requirement.

25   This meeting requires us to hear and

1   discuss active criminal investigative

2   information, active criminal intelligence

3   information, and/or other information that is

4   confidential and exempt under Florida law.

5   Because of this under the authority of Florida

6   Statute 943.687(8) the meeting is closed to the

7   public, and is exempt from the Florida Sunshine

8   Law found in Section 286.011 and Section 24B

9   Article I of the state constitution. The

10   required written declaration of the commission

11   chair will be entered into the council minutes.

12   Only authorized commission members, commission

13   support staff, and persons otherwise

14   specifically authorized by the Chair may attend

15   this meeting.

16   We will convene, and reconvene today in

17   public meeting. We'll take a break for lunch,

18   and begin the portion of the public meeting at

19   approximately 1:45 p.m. I thank you for your

20   consideration. And there are people here that

21   I have authorized from the State Attorney's

22   Office, and from DCF, and from other

23   governmental entities to remain. You know who

24   you are. Anybody who is not authorized to

25   stay, we ask you to step out, and we will open

1   the doors again as soon as we can when we get

2   through this closed portion of the

3   presentation.

4   (Thereupon, the following portion the meeting is

5   closed to the public.)

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9   (Thereupon, the meeting is in recess, and the

10   proceedings continue as follows:)

11   PUBLIC SESSION

12   CHAIR: Okay, we'll go ahead and begin

13   with the open session here this afternoon. The

14   first thing that we're going to hear this

15   afternoon is a presentation on Cruz's social

16   media posts, and information that we have

17   received from others that had information

18   concerning Cruz, and one of the things that, to

19   set to the stage for this, is that over a

20   really extended period of time a lot of people

21   saw Cruz's behavior, very troubling behavior,

22   and in many cases that probably should have

23   caused them to report what they saw, heard, or

24   learned, but for a variety of reasons, they did

25   not.

1   One of the things you're going to hear

2   this afternoon is that there are over thirty

3   people who had information about Cruz's

4   behavior that they did not report until after

5   the shooting. Some of the information people

6   saw from Cruz's social media posts, and other

7   information they gleaned from their own

8   personal observations or contact with Cruz and

9   his family. You know the phrase See Something

10   Say Something, it means something, and it has

11   to be more than a phrase. We need it to

12   resonate with the public because law

13   enforcement simply cannot be everywhere all the

14   time, and we have to have the public's help to

15   effectively do our job.

16   Additionally as you'll see in the

17   presentation there were a couple of instances

18   where people did report observations and it was

19   not followed up on by the people who received

20   it, which is a different issue. But when

21   people have knowledge, they have information,

22   if they think it's problematic, we really ask

23   everybody to share that information with law

24   enforcement, and to use the avenues, and use

25   the media that is available to get the

1   information to us so that we can act on it.

2   So we'll go ahead and have Detective Lyons

3   come up and share with you what we've learned

4   about those social media posts, and results of

5   many witness interviews that were conducted

6   over the last couple of months. Chris, go

7   ahead.

8   PRESENTATION SOCIAL MEDIA POSTS AND WITNESS

9   INTERVIEWS RE CRUZ BEHAVIOR

10   DET. LYONS: This presentation is

11   unreported information showing Nikolas Cruz's

12   troubling behavior. Many people through a

13   variety of forms had knowledge of Nikolas

14   Cruz's concerning behavior that they did not

15   report. Others had knowledge of his behavior

16   that they reported, but the information wasn't

17   acted on. Some of this information was gleaned

18   through social media posts or personal

19   observations, or information that they

20   received.

21   As the Sheriff prefaced approximately

22   thirty people had information that was not

23   reported until after the shooting occurred. We

24   broke it down into different categories to

25   reflect some of the, the unreported behavior.

1   Instances of animal cruelty or killing, seven,

2   seven different people. Knife, bullet, or

3   firearm seen in Cruz's possession, nineteen.

4   Statements of hatred toward a group or person,

5   eight. Statements of desire to hurt or kill

6   people, eleven. And specific statement to

7   shoot a school, three.

8   The following slides contain some examples

9   of troubling behavior exhibited before the

10   shooting. The time frame for some of the

11   material is unknown. Some of this information

12   in itself was actionable, some of it was not.

13   But in the aggregate it is obvious that Cruz's

14   behavior was escalating over time. What is

15   even more obvious is the people that need to

16   report more of what they see or hear.

17   The following slides contain some examples

18   of Cruz's social media posts containing

19   concerning behavior.

20   CHAIR: So why don't you describe these as

21   you're going through them, okay, so start back,

22   is that the first one --

23   DET. LYONS: This -- this is an Instagram

24   post. This was the header of an Instagram

25   account that he utilized.

1   CHAIR: And what's their -- it looks like

2   -- explain, is that -- we nailed the term best

3   we can -- what does he have in his hand there?

4   DET. LYONS: The photo to the far right is

5   a knife. The photo in the middle is a sale,

6   advertisement for a particular shotgun. And

7   the photo to the far left is him with a black

8   cloth on his face, and then an Army hat.

9   This is him in a bathroom wearing

10   camouflage and some type of ballistic vest.

11   This appears to be a different vest, possibly a

12   tactical vest with camouflage, and his face

13   partially covered.

14   This is a social media post from

15   Instagram. It's looking up towards the

16   ceiling, and he's holding three knives in his

17   hand. This is Cruz holding a replica firearm,

18   or a BB pistol. This is an assortment of

19   firearms under an Instagram handler that was

20   linked to him, firearms, tactical vests laid

21   out on a bed. A similar photo on the right,

22   again the display of all the weapons, and then

23   another Instagram profile picture that's on the

24   left.

25   The US Army hat, it was an Instagram

1   photo. So it was a different Instagram account

2   that he used, the name nikolascruzmakarov, and

3   then nikolasannihilator.

4   CHAIR: Yeah, I don't know -- and again

5   these are a variety of different pose, posts.

6   Senator Book's question, the

7   nikolascruzmakarov, did we ever --

8   SEC. NIERMANN: Makarov is a weapon.

9   CHAIR: What's that?

10   SEC. NIERMANN: Makarov is a East German

11   --

12   CHAIR: Is it a weapon? Okay, glad you

13   know, because I don't.

14   DET. LYONS: Yes, it's a brand of firearm.

15   SEC. NIERMANN: There's no reason I should

16   know that.

17   CHAIR: And -- and these are all, as we

18   said, you know, the preamble leading into this,

19   this is all undated. Most of this, we don't

20   know -- and some of it you can, you know, you

21   can tell by some of what's in it, so as an

22   example, it's more recent than not when he's

23   wearing the Make America Great Again hat, where

24   those came into being is the last couple of

25   years, so in other words this, this isn't, you

1   know, eight years ago, so some of it, this is

2   all stuff that's out there floating around in

3   social media world that we were able to, to

4   glean that's, that's out there, that some of it

5   we know people saw, et cetera. Go ahead.

6   DET. LYONS: This is a screen capture from

7   a video that was taken when he walked outside

8   of his home and discharged a BB pistol several

9   times.

10   CHAIR: Explain -- explain who took that,

11   and what the circumstances were.

12   DET. LYONS: When they sold their home and

13   they moved into a townhome, this reportedly was

14   taken by a neighbor, of him walking outside in

15   shorts with this BB pistol and just discharging

16   the pistol several times and, and then walking

17   back inside.

18   This was a photograph that he posted on

19   Instagram to the nikolascruzmakarov account

20   that showed a frog that he said that he killed.

21   SEN. BOOK: Are there -- are there dates

22   on these?

23   CHAIR: No. And that's -- they really --

24   most of them we don't have dates for. Some of

25   it we can put in some date ranges, but this was

1   all out there, and again some of it you have to

2   extrapolate, as an example with the Make

3   America Great Again hat that we know that it's

4   probably within the last, you know, two, three

5   years, it's not six or seven years back just

6   because of the - - so some of it we're just not

7   able to determine exactly when he put it out

8   there, but it's been floating around on the, on

9   the social media circles.

10   DET. LYONS: The following are summaries

11   from some people interviewed who had knowledge

12   of Cruz's troubling behavior. This section

13   contains summaries of people with knowledge who

14   did not report their observations to anyone

15   until after the Marjory Stoneman Douglas

16   shooting. Out of respect for the privacy of

17   these individuals they are not identified by

18   name in this presentation.

19   This was a student on the day of the

20   shooting. He had been previously invited to

21   Cruz's home but he declined. He fled the

22   school, and fled on Walmart, to the Walmart,

23   and he saw Cruz there. He thought that Cruz

24   had been expelled from school. Cruz told he

25   student that he was wrong, and that the school

1   had taken him back. And he had no reason to

2   doubt that at that time. The student stated

3   that he thought if there ever was going to be a

4   school shooting that some people though Cruz

5   would be responsible.

6   This same student has previously rode the

7   bus with Nikolas Cruz. He described him, Cruz

8   as awkward, that he made bad jokes about Jewish

9   people, Nazis, and Hitler. He would also say

10   things like I wish all the Jews were dead. The

11   student described Cruz as racists towards

12   African Americans. Cruz had previously shown

13   him knives and bullets that he brought to

14   school, but the student never informed any

15   teachers or staff about what he saw. The

16   student was polite to Cruz if he saw him, but

17   avoided him as possible.

18   MR. CARROLL: Can I right there, Mr.

19   Chair, was his -- wasn't his half-brother

20   African American?

21   DET. LYONS: Yes. Sometimes Cruz would

22   bring deceased animals to school with their

23   heads removed, and Cruz would show other

24   students, and he was proud of the animals that

25   had been killed. This student knew that Cruz

1   had once drawn a swastika at lunch, and on the

2   school desks.

3   In a second statement to clarify

4   specifically about the gun, bringing it to

5   school, the question from the detective was so

6   he, meaning Cruz, would actually show you the

7   gun. And then the student's statement about

8   that wasn't exactly clear if he had witnessed

9   him with a real firearm at school or not. He

10   said that he had tried to talk to Cruz about

11   it, about bringing things like that to school,

12   and that he shouldn't do that, but he said that

13   he would not listen to me and just do what he

14   wanted. And this information was never

15   reported to anyone.

16   This is a bank employee who had contact

17   with Lynda Cruz. Lynda had conducted banking

18   there for several years. She first went into

19   the branch around August of 2016. The bank

20   employee estimated that they saw each other or

21   she spoke to her on the phone approximately

22   thirty minutes weekly. She was not personal

23   friends with Lynda Cruz, and did not know her

24   outside of her role as a bank employee. Lynda

25   had expressed to her she was adamant about not

1   using online banking, and she was concerned

2   that if she was gone from the home her sons

3   Nikolas or Zach would damage the house.

4   The witness described hearing Nikolas

5   screaming at Lynda while she would be on the

6   telephone. The witness specifically heard

7   Nikolas Cruz threaten to kill Lynda and burn

8   the house down. He repeatedly told Lynda to

9   kill herself, but if she wouldn't he would do

10   it for her, and burn the house down with her in

11   it so he could watch her burn. He further

12   stated that no one would stop him from what he

13   needed to do.

14   Cruz stated things to that affect, and

15   that with Lynda gone he would be able to do

16   what he wanted. The bank employee knew that

17   Nikolas had directed Lynda Cruz to kill herself

18   or that he would kill her. The witness heard

19   much of what she described with Lynda Cruz

20   physically present in the bank, and she could

21   hear it with the speaker function on her cell

22   phone, that she would hear these conversations

23   first-hand.

24   On one occasion she heard Nikolas scream

25   on the phone because Lynda would not go to the

1   grocery store. She also detailed an instance

2   when Lynda Cruz had $7,000 removed from her

3   online banking account. The witness saw

4   Nikolas Cruz in person approximately twice.

5   Lynda told the bank employee that Nikolas Cruz

6   was both verbally and physically abusive to

7   her. She once noticed bruises on her left

8   wrist. Cruz stated that -- or Lynda Cruz

9   stated that Nikolas had tried to get her purse,

10   and they physically fought over it.

11   Lynda said she did not want Nikolas with

12   her anymore at her home once he was eighteen,

13   but she was in fear of what that would mean for

14   other people. She also told the banker that if

15   anything happens to me you know it was Nick.

16   Lynda made her promise that if anything

17   happened to her that she would tell them it was

18   Nikolas. Lynda described to the bank employee

19   Cruz's behavior as secretive, and when she

20   inquired it would escalate so Lynda stopped

21   asking.

22   Lynda Cruz tried to hide the Wi-Fi access

23   at home because she was concerned about his

24   internet activity. Specifically Lynda searched

25   the history and learned that Cruz had searched

1   weapons. Nikolas told Lynda he was going to

2   blow up the school. Lynda also had told this

3   witness that Nikolas had been kicked out of the

4   school, but it was not because of being

5   bullied, it was because he had threatened

6   people. Lynda had tried to hide the Wi-Fi

7   password but he was somehow able to reset it

8   and use the computer.

9   The witness further stated that if she

10   tried to go into Nikolas' bedroom he would

11   scream at her. Nikolas would intentionally

12   leave food out, and items to attract bugs, to

13   make her life miserable. Nikolas would say to

14   Linda get off your fat ass and go clean it, or

15   kill yourself so that we could all be happy.

16   The banker asked Lynda about police

17   involvement or mental health to try to help

18   her, and Lynda told the bank employee that

19   Nikolas was very good at making people think

20   that he doesn't know what he's doing. Lynda

21   was adamant that Nikolas Cruz knew exactly what

22   he was doing but played people into thinking he

23   had such a horrible life, and had been bullied

24   and depressed, but that was not the case. The

25   impression that the bank employee had was that

1   Nikolas was highly manipulative.

2   Lynda had visited the branch shortly

3   before her death in November of 2017. She

4   looked upset, and the banker asked why didn't

5   she just kick Nikolas out, to which Lynda

6   replied I don't know what he's going to do.

7   The witness described Lynda as living in fear

8   every day because Nikolas would threaten her

9   and Zachary daily. She further described

10   conversations when Nikolas was threatening to

11   burn the house down, and said, and Nikolas said

12   they will really know me soon, don't worry,

13   they'll see.

14   Lynda had told the witness that Nikolas

15   had been kicked out of school because he was

16   going to go there and blow all those people

17   away. She described his language as extremely

18   racist. Nikolas had said something to the

19   effect of it doesn't matter, they're going to

20   think I'm crazy anyway. Lynda Cruz called

21   Nikolas Cruz evil. A short time after Lynda

22   died Nikolas Cruz came into the branch with a

23   female guardian and Lynda's debit card. He

24   provided the card to the bank employee, he had

25   no emotion, and he wanted to know how to get

1   funds out of the account. He asked how long it

2   was going to take because he had things to do.

3   This bank employee never reported this

4   information until after the shooting had

5   occurred.

6   This witness worked at Dollar Tree with

7   Nikolas Cruz. She was also employed there as a

8   cashier. They were not personal friends. They

9   didn't date, or do anything social. She

10   described an incident when she was working in

11   the store and her mother came in, and its store

12   policy that you can't ring up a family member

13   so Nikolas rang her up as her mother was making

14   some purchases.

15   This other employee's mother tried to talk

16   to Nikolas about online schooling, and things

17   that he could do to possibly help himself.

18   Nikolas Cruz responded by saying he could go

19   shoot up Stoneman Douglas, and he could shoot

20   her too. This was the only time she ever heard

21   Cruz say anything like this. She did not feel

22   comfortable talking to him after that. This

23   incident wasn't reported until after the

24   shooting.

25   The co-worker knew that Nikolas had been

1   expelled from Stoneman Douglas, it was

2   reportedly because he had brought a weapon in

3   his backpack and been involved in a large

4   fight.

5   This student was at MSD. She knew Nikolas

6   Cruz because he had previously dated her

7   friend. She knew Cruz was abusive towards her

8   friend, and that he had killed frogs, lizards,

9   and squirrels. Cruz reportedly hated frogs

10   because somehow his dog died from a frog. She

11   had heard that Cruz had brought knives and

12   bullets to school, but didn't actually see them

13   herself. She was aware of internet posts that

14   Cruz had made reference deceased animals and

15   firearms.

16   Continuing with the same witness, Cruz had

17   threatened her via Instagram in 2016 after his

18   relationship with another female ended. Cruz

19   told her that he would kill her, rape her, and

20   hurt her family, and kill all the people that

21   she cared about. Cruz sometimes would throw

22   things at them while they were eating lunch.

23   She had no messages or videos saved, and she

24   said that Cruz had also threatened his

25   ex-girlfriend's new boyfriend. Cruz physically

1   attacked the new boyfriend at school, possibly

2   in late 2016. None of this information was

3   reported to law enforcement until after the

4   shooting occurred.

5   This is a different student. He knew

6   Nikolas Cruz from sitting near him in a class

7   during the 2016/2017 school year at MSD. He

8   knew Cruz to look up the number 666 on the

9   classroom computer. He knew Cruz to look at

10   disturbing images on the computer. He also

11   knew Cruz to once have looked up on the

12   computer how to make a nail bomb.

13   Cruz would make strange comments. He once

14   remarked about the Pulse shooting nightclub in

15   Orlando, Florida. Cruz said he was glad that

16   they killed all those gay people. The same

17   student reported that Cruz had intentionally

18   destroyed a class, a different student's class

19   project when no one else was present. He had

20   also heard Cruz mention the term white power,

21   and that he knew that he had drawn swastikas on

22   his backpack.

23   Cruz had previously sent this witness an

24   image of a firearm, but he didn't respond to

25   it. And he know about an incident in 2017

1   August of when Cruz was observed on the campus,

2   and then observed by a teacher, but he didn't

3   know the exact details about that.

4   This student had limited contact with

5   Cruz. He described an incident, an incident in

6   his freshman year when Nikolas Cruz displayed a

7   knife to him and other students at the school.

8   He described Cruz as fighting with other

9   people. When is not exactly clear. This was

10   not reported until after the shooting.

11   This witness had a class his freshman year

12   with Nikolas Cruz. Cruz had shown him a

13   picture of a decapitated cat. Cruz had bragged

14   about firearms and animals he killed. Cruz had

15   also joked about shooting up the school. This

16   information was never reported.

17   This witness was an employee at a firearms

18   business. He recognized Cruz after seeing the

19   media coverage after the shooting. He

20   described a time when Nikolas Cruz entered the

21   store, and he may have been seventeen. He

22   didn't purchase anything on that visit. Cruz

23   returned to the store a few months later after

24   turning eighteen with a female he introduced as

25   his grandmother to purchase a firearm. He

1   described the women, the woman with Cruz as an

2   older white female with white hair, most likely

3   Lynda Cruz. The employee conducted the process

4   for Cruz to purchase a firearm.

5   The woman who had been with Cruz called

6   the store the following day and told the

7   employee do not release the gun if I'm not

8   present with him. The employee asked why, if

9   something was bothering her about selling the

10   gun to Cruz that he had to know. The female

11   caller, presumably Lynda Cruz, said that it was

12   just because he was young and everything, and

13   to make sure he's safe.

14   The employee explained that if Cruz wanted

15   to pick up the firearm himself he would not

16   stop him unless she provided a reason to do

17   otherwise, to which again she responded, no,

18   he's fine, I just want to make sure he's safe,

19   you know, he's young, the first gun. The

20   employee later noticed Cruz in the store with

21   other people dressed in camouflage, and he had

22   noticed that Cruz had a swastika drawn on his

23   left wrist with a pen or marker. This was

24   never reported until after the shooting.

25   This witness was a friend of Lynda Cruz.

1   Nikolas Cruz and this witness' son attended the

2   same camp, and became friends in approximately

3   2010. Lynda Cruz would call hysterically

4   crying over the telephone that the boys Nikolas

5   and Zachary were abusive towards her. Nikolas

6   made this witness nervous because of his

7   obsession with firearms. She also knew that he

8   would break things inside the home, and punch

9   the walls, and he had broken the television

10   set.

11   The witness described Lynda as whispering

12   when they would talk on the phone so Nikolas

13   would not hear, and not react negatively.

14   Nikolas had also struck her head, her child on

15   the head with a ladle. Lynda had confided in

16   this witness that she knew Nikolas would be

17   living at home for the rest of his life, she

18   just wanted him to graduate high school.

19   Nikolas Cruz would tell his mother to go --

20   herself, and wished that she would die.

21   Nikolas would push her, and be physically

22   violent with her. This was not reported until

23   after the shooting.

24   This witness was an acquaintance of

25   Nikolas Cruz, and he attended the off campus

1   learning center at Taravella along with him.

2   He described an incident when after school

3   hours Nikolas Cruz showed him a lunchbox full

4   of bullets. He stated that Nikolas Cruz had

5   told him that his mother Lynda would take him

6   to purchase firearms and bullets. He had never

7   seen the weapons in person, just pictures. He

8   stated that Cruz had terrible temper tantrums

9   and destroyed things when he would lose after

10   playing Call of Duty. Again, this was never

11   reported.

12   This is a different employee at a

13   different firearms business. He described

14   Nikolas Cruz in the store with a woman,

15   possibly his mother or grandmother. Cruz did

16   not introduce the female by name or title.

17   This witness remembered Cruz after the media

18   coverage, but had very little independent

19   recollection of the two firearm transactions

20   that he conducted.

21   This witness was a student in eleventh

22   grade. He estimated that he met Nikolas Cruz

23   in approximately seventh grade on the bus.

24   They lived in the same area so they possibly

25   shared a bus to Westglades Middle. Cruz said

1   to a group of students at lunch one day that he

2   would like to shoot up the school, but he

3   wouldn't shoot them because he liked them. The

4   student stated that Cruz made these threats

5   once or twice. He did not think it was

6   serious, and he did not notify any teachers or

7   staff. The witness reported that Cruz

8   explained once to him that his mother had

9   purchased a shotgun for him to purchase in the

10   Everglades. He found it very disturbing.

11   There was also rumors that Cruz would practice

12   throwing knives at a tree at his house.

13   This witness knew Nikolas Cruz in his

14   freshman year. They were both interested in

15   marksmanship. Cruz had explained to him that

16   after Lynda died he thought his guardian was

17   possibly doing something fishy with his money,

18   possibly stealing from him. He knew that Lynda

19   had babied him, and had done everything for

20   him. The student knew that initially Lynda

21   would not let Nikolas purchase a firearm, or

22   keep it in the home. She did finally give in,

23   and allowed him to keep the gun there.

24   He knew that Lynda Cruz kept to, fought to

25   keep him at MSD so he wouldn't be expelled or

1   removed. He said that Cruz described Lynda

2   Cruz as politically a complete liberal. After

3   Lynda died Cruz placed a MAGA, or a Make

4   America Great hat, Make America Great Again hat

5   on her gravesite because he thought it was

6   funny. That was later supported by a

7   photograph located on Nikolas Cruz's cellular

8   phone.

9   This student met Zachary and Nikolas Cruz

10   when they were in middle school. He estimated

11   he knew them for six to seven years. He was

12   friendly with both brothers, but more so with

13   Zachary. He described Nikolas Cruz as special,

14   but really nice. He further indicated you

15   could tell something was a little off with him.

16   This witness said that for years previously

17   Zachary Cruz and other friends would joke

18   around saying that Nikolas Cruz would be a

19   school shooter because of the way he killed

20   helpless animals.

21   The witness stated that Cruz killed

22   squirrels with a pellet gun, and a duck with a

23   tire iron. The killings occurred on a monthly

24   basis. He remembered a picture of Nikolas Cruz

25   on Instagram killing a toad, and knew Nikolas

1   Cruz would break windows, break the exit signs,

2   pull the fire alarm, and scream words during

3   school. None of this was ever reported.

4   This witness was a MSD student. She had

5   reported that Cruz had made a remark that I'm

6   surprised you weren't the one who did this

7   after the shooting. She thought because of the

8   timing of the shooting and seeing Cruz, she

9   though a second shooter existed. She did not

10   see a second shooter, and that was merely

11   speculation on her part.

12   This student had a class with Nikolas Cruz

13   a previous year. They did not spend any time

14   together outside of school. Cruz showed him

15   scars on his arms from cutting himself, and he

16   knew Cruz usually to be armed with a knife. He

17   also observed Cruz's Instagram with pictures of

18   firearms posted.

19   This student was eleventh grade on the day

20   of the shooting. He met Nikolas Cruz once

21   because they had a mutual friend. Cruz told

22   him that he did not like black people, and he

23   wanted to shoot them. This occurred in the

24   first week of January of 2018. Cruz also

25   showed him some rifles that he has in his

1   possession. This occurred at the Snead

2   residence.

3   This witness was at MSD the day of the

4   shooting, and had been classmates with Cruz in

5   middle school. She knew him as the weird kid

6   in middle school. Cruz would do things

7   intentionally to make people laugh, or to do

8   something weird. A different friend told her

9   that she received a bird head from Cruz. She

10   remember when Cruz kicked the window panels of

11   the portable classroom.

12   This student was in JROTC with Cruz at

13   Marjory Stoneman Douglas. He described him as

14   a weird kid. He had also attended Westglades

15   Middle School in seventh grade with Cruz. He

16   told of one instance in middle school when Cruz

17   described that his parents were dead, he lived

18   with his grandmother, and he would beat her up.

19   He had once seen that Cruz had a knife in his

20   bag. Cruz would also post SnapChat pictures

21   and videos of deceased animals, killing

22   squirrels, and shooting at alligators in the

23   eyes. Cruz claimed that he worshipped Satan.

24   Cruz had previously posted pictures of himself

25   in a gas mask wearing body armor and holding

1   weapons. None of this was reported until law

2   enforcement until after the shooting.

3   This student was also in the JROTC class.

4   Cruz had asked her in general how it would feel

5   to shoot somebody or to hurt someone. She knew

6   Cruz to use BB guns, but did not know him to

7   use real firearms. He was polite to her, and

8   never saw her, and she never saw him be

9   violent. She knew Cruz was fascinated with

10   firearms. She did not have Cruz's telephone

11   number, but had contacted him on SnapChat.

12   The next section contains summaries from

13   some of the people interviewed who had

14   knowledge of Cruz's troubling behavior and

15   reported it, but that information was not

16   further acted upon, or limitedly acted upon.

17   Out of respect for privacy the individuals

18   interviewed are not by name in this section,

19   except for the teacher who had already spoken

20   publicly on this issue.

21   This student had a class with Nikolas

22   Cruz. They were not friends. Cruz once

23   brought a deceased animal in a container and

24   displayed it to her while they were at school.

25   The student was disgusted. She remembered

1   telling a teacher about it, but was not

2   positive of the teacher's name.

3   This was a neighbor, and a friend of Lynda

4   Cruz. They lived near the Cruz family. She

5   had a child about the same age as Cruz. She

6   had called the Broward Sheriff's Office because

7   her child showed an Instagram or SnapChat post

8   of something that Cruz had written. The actual

9   image was deleted, but it said something to the

10   effect of that Cruz was going to get a gun and

11   shoot up the school. She had allowed her

12   children and the Cruz children to be friends

13   when they were younger, but as the Cruz

14   children's' behavior got worse she terminated

15   the friendship. She did not allow her children

16   to visit the Cruz house, or have anything with

17   them, or have them at her home.

18   She described a series of events over the

19   years of Nikolas Cruz hurting her children, her

20   dog, and destroying her property. Earlier this

21   year the Broward Sheriff's Office conducted an

22   internal investigation of the deputy who

23   responded to this call, and disciplined him for

24   not following up on the information reported by

25   Cruz's neighbor.

1   This witness was a student at MSD. She

2   went to middle school and high school with

3   Cruz. Cruz had reintroduced himself to her as

4   the guy who was the troublemaker in school.

5   She knew Cruz was troubled and he had an IEP,

6   possibly suffered from autism, and was adopted.

7   Cruz had confided in here about being suicidal,

8   which was reported to a staff member. This is

9   what resulted in the 2016 threat assessment.

10   After reporting what she knew the student was

11   present in the school office and heard the

12   staff tell other people about it, but did not

13   remember exactly who was present.

14   Cruz told the student that he was

15   depressed via SnapChat, and those messages were

16   now gone, they were not recovered by the

17   police. Cruz told her later that the police

18   had searched his house for firearms. Cruz had

19   made a vague threat to her about shooting up

20   the school, I'm so tired of everyone being mean

21   to me, I just can't take it, I want to shoot up

22   the school. The witness confronted him about

23   it, and he claimed that he was joking. Cruz

24   told her that he felt bullied because he was

25   into hunting and other things that people

1   weren't interested in, and they just thought he

2   was weird and creepy. Cruz also spoke with her

3   about killing animals for fun, and had shown

4   her pictures of deceased animals.

5   This witness was a student at MSD. He

6   observed Cruz intentionally smash a class

7   project. He described Cruz as being weird and

8   creepy. He described Cruz as looking up

9   firearms on the school computer in class. He

10   knew that he had posted Instagram pictures of

11   firearms. The student had, knew that Cruz had

12   brought a knife or a bullet to school, and Cruz

13   described himself as crazy.

14   Continuing with this same witness, he said

15   that Cruz said that he liked to see people in

16   pain. The witness said Cruz told him that he

17   had two shotguns. He had seen a fight between

18   Cruz and another student. This student went

19   along with the second student to the student

20   affairs office to report his observations about

21   Cruz. The students stated he had met and

22   reported this information to Assistant

23   Principal Jeff Morford. A deputy sheriff was

24   also present when the student reported the

25   identification to Morford, but he did not

1   remember the deputy's name.

2   The student had seen an awareness video

3   about odd behavior that should be reported to

4   school staff, and that's what caused him to

5   act. The student stated that Morford showed

6   him a picture of Cruz and asked if that was him

7   who he was referring to, and he indicated that

8   it was. According to the student Morford told

9   him that he should Google the word autism.

10   Morford told the student that Cruz was being

11   taken out of the school by his parent, and he

12   didn't have to worry about it.

13   This student was also at MSD. He had

14   previously reported that he was going to see Ty

15   Thompson, the principal, and that Cruz had made

16   a threat to shoot up the school. The student

17   stated that Thompson seemed disinterested and

18   referred to autism. Other than claiming it was

19   Thompson instead of Morford this student's

20   statement was consistent with the other

21   student's account of the interaction with the

22   administrator.

23   CHAIR: I just want to make sure that

24   everybody is clear here that these two kids

25   went together. And some of this is hard

1   because we're not naming them intentionally,

2   but these two kids went together, and as you'll

3   see here the only difference -- they both

4   corroborate each other. One of them says they

5   went to Thompson, one of them says they went to

6   Morford. But I can tell you from hearing the

7   statements and reviewing this it's our

8   consensus that they went to Morford, they did

9   not go to Thompson. And one of the mothers

10   gets involved, and Chris will go on this, but

11   this is the same incident, so you got two kids

12   that are saying this, they go together, and

13   there's a lot of corroboration for their

14   version of this.

15   SEN. BOOK: Mr. Chair, and Detective

16   Lyons, does this date, like do we know the date

17   that they went to see Morford?

18   CHAIR: Yeah.

19   SEN. BOOK: And it jives with -- does it

20   -- is it around the time that Nikolas left?

21   CHAIR: Around December of '16. It's

22   about December of 2016. So you remember he

23   went through that whole behavioral threat

24   assessment process. They had the IEP meeting

25   with him in early November, told him, and

1   that's when he withdrew from ESE services and

2   they gave him the bad information. Remember

3   when they messed all that up and said that you

4   either had to go or withdraw, so he withdrew,

5   and then he left MSD in February of '17. So

6   this is about two months before he left MSD,

7   which is also consistent with some of the

8   statements that were supposedly made by Morford

9   that, you know, don't worry about it because

10   his parents are taking him out.

11   Well, he had already turned eighteen, but

12   they already had the IEP meeting and they were

13   trying to move him over to the adult education

14   center. So there's a lot of corroboration in

15   that period for what these kids are saying.

16   And as you'll find out here in a minute Morford

17   denies this, he denies he was told. So we'll

18   let Chris keep going and you'll see that.

19   DET. LYONS: The student further stated

20   that the administrator Thompson or Morford did

21   not take the report seriously about Cruz. The

22   student's mother then became involved and went

23   to the school the next day. The mother claimed

24   she spoke with Thompson, despite the other

25   student's claim that it was Morford, and

1   according to the student's mother Thompson told

2   her if she wasn't happy with the way the school

3   was run she could withdraw her son.

4   Both Morford and Thompson have been

5   interviewed about this, and both deny that

6   either student or one of the student's mother

7   ever reported Cruz's behavior to either of

8   them.

9   This neighbor, or this witness was a

10   neighbor of the Cruz family. She estimated she

11   met them around 2009. She observed Nikolas and

12   Zachary Cruz being rough with the family dogs.

13   She described a different neighbor who

14   witnessed it, that the Cruz children were

15   holding down the cat and letting dogs attack

16   it. The cat sustained injuries, and was taken

17   to the Coral Springs Animal Hospital. This

18   witness stated that Nikolas had been violent

19   with Lynda Cruz.

20   This witness is a teacher at MSD, Sandra

21   Rennie. She had Cruz in her class during the

22   2016/2017 school year. She said that after the

23   threat assessment Cruz's behavior continued to

24   deteriorate. A student told Rennie that Cruz

25   had looked up disfigured people on the

1   internet, and that Cruz thought it was funny.

2   He also reported to Rennie that Cruz looked up

3   firearms on the school computer. And this is a

4   corroboration about the class project that was

5   destroyed, Ms. Rennie said that as well. And

6   Cruz, when she confronted Cruz about it, she

7   said that Cruz said because he didn't want the

8   other students to receive a better grade than

9   he did.

10   Rennie also described a morning on August

11   of 2017 when Cruz returns to the MSD campus.

12   Rennie saw Cruz on campus, made contact with

13   him. She thought that Cruz wasn't supposed to

14   be on the campus at all. She briefly and

15   politely spoke with Cruz. Rennie then

16   immediately went to the office and notified

17   Assistant Principal Jeff Morford that Cruz was

18   on campus. According to Rennie Cruz was

19   located by an unknown staff member and removed

20   from the campus without incident.

21   As he did with the other students'

22   assertion, that he reported Cruz's behavior to

23   Morford. Morford denied Rennie reported to him

24   that Cruz being on the campus of August of

25   2017.

1   CHAIR: So that just gives you an idea of

2   the volume of information that is out there,

3   and that's not all of it. We just gave you a,

4   really a snippet of what it is. Through those

5   social media posts, and the number of people

6   that had information, that it was not reported,

7   or it was reported and then not taken any

8   further. As you can see you have two

9   situations there with Morford where people say

10   that they reported information to him, the

11   Rennie situation, and then the two other

12   students, that he denies ever having received

13   that information. So, Sen. Book, you have

14   questions?

15   SEN. BOOK: Just a comment. I find it to

16   be appalling that we hear a lot about HIPAA,

17   FERPA, we can't talk about this, we can't about

18   this, but don't worry about it, he has autism,

19   which we know he was, he did not have, but they

20   don't seem to be worried about telling students

21   about his conditions. I just -- I find it to

22   be abhorrent, abhorrent behavior.

23   CHAIR: Yeah. So again, you know, we need

24   the public's help, and when people have this

25   type of information it's hard sometimes, but we

1   really need people to report it. There was

2   plenty here to be reported, and plenty here to

3   be reacted to. And I understand the dynamics,

4   but especially that bank employee who over a

5   long period of time had a lot of information,

6   and about violent behavior on the part of Cruz,

7   and became very familiar with Lynda and, you

8   know, again, would anything have come of it;

9   none of us have a crystal ball, but when you

10   see this in the aggregate, and you see the

11   voluminous amount of information that was

12   available, you know, there's a lot there to

13   connect, so, you know, we just through it was

14   important that the commissioners know what was

15   out there, and what was unreported.

16   Commissioner Schachter.

17   MR. SCHACHTER: You know, Chairman, it's

18   not only the public, but it's more, as

19   important as changing the culture at that

20   school, and the students at that school have a

21   tendency to not report anything, and I think

22   that is a culture of sweeping everything under

23   the rug. The kids need to be comfortable, and

24   know that they're all involved in protecting

25   that school, and keeping that school safe. And

1   I think it starts with the leadership, so I

2   mean, you know, the Stoneman Douglas and the

3   Broward County School Board can put cameras in

4   that school, but if they don't enlist the help

5   of the students on the campus that know what's

6   going on, and not only at Marjory Stoneman

7   Douglas but every school in the county, they

8   need to be taught that that is the right thing

9   to do, and they need to be feel comfortable,

10   and need to be able to have a method to doing

11   that, and it needs to be anonymous.

12   So I'm hoping that that Fortify FL will

13   enable that, but there is a definite culture

14   problem here that needs to be fixed.

15   CHAIR: Well, it's a good segue way.

16   Assistant Special Agent in Charge Annie White

17   from FDLE is going to come up and tell us about

18   where the state is with Fortify FL, and give us

19   some numbers, which I think are very low. I

20   don't think it's being used as much as we want

21   it to be used, and you'll hear from her now.

22   And anybody who has got any additional

23   questions, but why don't we hear from ASAC

24   White right now, and then any additional

25   questions or comments that anybody has on the

1   presentation, but it's a good time to segue way

2   into that. Annie, go ahead.

3   PRESENTATION FORTIFY FL

4   ASAC WHITE: So we just did a snapshot of

5   the last thirty days to kind of give you an

6   idea of where we are so far in the state. We

7   went live for about, approximately thirty days

8   ago. We're talking October 8th through

9   November 7th. In that time period we had a

10   hundred thirty-three tips called in. Nine

11   thousand one hundred eighteen downloads. The

12   tips range from bullying to student issues,

13   behaviors, gangs in the schools, school safety

14   concerns, to the other end, which is someone

15   smoking in the bathroom, there's vaping going

16   on here. We have had self- harm tips, a lot of

17   non-school related tips, and some others that

18   don't fall into any of those categories.

19   Pre-launch, just so that you know what we

20   were doing pre-launch, there are six thousand

21   nine hundred twenty-two public and private

22   schools in Florida, seventy-two school

23   districts, and we had to identify a law

24   enforcement agency for each one of those

25   schools. We wanted to make sure we didn't have

1   an orphan school anywhere that would not have

2   an agency responsible. So that's -- pre-launch

3   that was where a lot of the efforts went, was

4   making sure those schools were signed up with

5   the appropriate jurisdiction that would be

6   responding, as we've seen here in the

7   commission that being an issue. So we did

8   identify two hundred twenty-two law enforcement

9   agencies, and pair those with those schools.

10   So that is a snapshot. Each of you were

11   provide one of the flyers on Fortify FL, but

12   that gives you kind of a general snapshot of

13   where we are right now today. We did have a

14   good success story. We've had a couple, but

15   one that recently made the media and that I can

16   speak about, it's not an ongoing criminal

17   investigation, in Volusia County, where a

18   student called in concerned because a person

19   had said they were going to bring a gun to

20   school and shoot people tomorrow.

21   The tip was created, law enforcement

22   immediately reacted and took action, and

23   subsequently there was a person identified and

24   arrested for making that threat. So that is

25   where we're at with that, that snapshot.

1   CHAIR: So -- and so how many total tips

2   so far, one --

3   ASAC WHITE: Yes, sir. In that thirty day

4   snapshot, it changes daily, since I got these

5   numbers there's been more come in, that have

6   come in through the weekend, but a hundred

7   thirty- three. Thirty-seven of those were test

8   ones, so a hundred thirty-three minus

9   thirty-seven. That was as of November 7th. I

10   know we've had a pretty busy weekend. I got

11   word on some tips that came in Friday of last

12   week. We have unfortunately had some tips that

13   have come in and are, are false reports. So we

14   had quite a few of those last week.

15   CHAIR: We need more information. That's

16   not very many given, you know, you got

17   twenty-one million people in this state, and

18   sixty-seven school districts, and to have

19   roughly around a hundred tips since this thing

20   has been in existence, really the ask is of

21   people if you do see it say it, and you can do

22   it anonymously. And for the Department of

23   Education, and for FDLE, and other components

24   of State government to get this thing up and

25   running as quickly as they did is a great

1   accomplishment. Now we just need people to use

2   it. So everything that we need, the avenue is

3   there, and we just need people to use it. Go

4   ahead.

5   MR. SCHACHTER: So when the tip come in to

6   the, through the app, what happens then, is it

7   automatically just relayed to law enforcement?

8   ASAC WHITE: Yes, sir. There's a work

9   flow, and the tip goes to law enforcement, as

10   well as designated members for the school

11   district for that tip.

12   MR. SCHACHTER: So if it's a, if it's an

13   Instagram, and somebody says, you know, there's

14   a picture of, you know, somebody saying they're

15   going to shoot up a school, and then the law

16   enforcement receives it, the next question

17   might be I need the screen name, I need you to

18   send me the screen name, so, so how would that

19   happen, how would they communicate with, with

20   the tipster, because, you know, just everybody

21   throws in tips, and a lot of them are going to

22   be useless unless you have that follow up

23   information; how does that communication

24   happen?

25   ASAC WHITE: There is a main communication

1   dashboard, but it's not live chat. I know you

2   have expressed in the past an interest for some

3   live chat capability. There is not that, that

4   capability at this time with that app.

5   MR. SCHACHTER: How long would -- I mean

6   like so what, they would e-mail them, or they

7   would -- and especially if they say they're

8   going to be anonymous is there a way for them

9   to communicate, or no?

10   ASAC WHITE: No, sir. Currently if you

11   choose as a user to remain anonymous we do not

12   have the capability to turn that information,

13   to get that information and turn that over to

14   that law enforcement agency.

15   MR. SCHACHTER: And to kind of do some

16   like law, some police work, to do some

17   investigating based on that tip to really

18   figure out where he is, and get some more

19   information, so that would -- and that -- and

20   that was not done just because of funds?

21   ASAC WHITE: I'm sorry?

22   MR. SCHACHTER: Was -- was the two way

23   live chat, which has been proven to be the

24   number one best practice, is that, was that not

25   done just because of the funds, we didn't have

1   the manpower, we didn't have the funding?

2   ASAC WHITE: I can -- I can tell you that

3   FDLE, we are at, we're administering the app.

4   That was done at a different level than, than

5   our, our level.

6   MR. SCHACHTER: So in Broward County, BSO

7   has another, another app. Are there any other

8   counties that have other apps on their own?

9   ASAC WHITE: Yes.

10   MR. SCHACHTER: That you know of?

11   ASAC WHITE: Yes.

12   MR. SCHACHTER: And can you make a

13   recommendation, is that good, is that bad,

14   would you, you know, to have multiple apps --

15   ASAC WHITE: I would have to view those

16   other apps. I'm not an MSE in those apps, and

17   certainly wouldn't want to guess and tell you

18   something that was inaccurate. I was asked to

19   provide a snapshot of where we are with the app

20   here. I was not involved in the, the, in

21   getting the app, or programming the app, or any

22   of the background behind the app.

23   CHAIR: I can tell you that the workflow

24   in the app, in the way it was set up, is very

25   good, is because it requires an immediate

1   acknowledgement, and a response, and it's going

2   immediately to the law enforcement entity that

3   would be responsible. If it's in the city it's

4   going to the city police department. If it

5   can't be identified it's going to the sheriff.

6   And that -- so the workflow in this is very

7   good, but to your point is, is that we don't

8   care, and nobody should care how we get the

9   information, as long as get the information.

10   So if there are multiple apps, and of

11   course you got SandyHookPromise, and you got

12   different apps that are out there is, is that I

13   don't think they're competing. It's a matter

14   of getting the information to the right place

15   so that it can be acted upon appropriately, and

16   if it's ten different apps it's ten different

17   apps, if it's one it doesn't matter, just get

18   us the information so we can do something with

19   it with whatever way people feel the most

20   comfortable.

21   Sheriff Ashley.

22   SHER. ASHLEY: I was just going to make

23   that point. A lot of the information we get

24   regarding threats in school are coming directly

25   to the school resource officer, directly to law

1   enforcement agency, student crime stoppers.

2   There's just a multitude of avenues it's coming

3   to us, so I don't want us to think that this is

4   not working, because it is, just given time it

5   will be one of those regular avenues.

6   CHAIR: Right.

7   MR. SCHACHTER: I just want to mention one

8   more thing, and that is that there are some

9   reports, kids that I have heard, and other

10   community members, that kids at Marjory

11   Stoneman Douglas are nervous that if they

12   download an app that the school can actually

13   see their contents. Now that's -- that's

14   obviously not true, it's not possible, but we

15   cannot afford to have children to even think

16   that because then they're not going to report

17   that. So in -- in Colorado they passed a law

18   that, that it has to, your tips have to remain

19   anonymous, and it makes sure that, you know,

20   children are not nervous about that at all. So

21   I think that having that trust in the community

22   is extremely important to produce as many tips

23   as possible.

24   CHAIR: All right, does anybody else have

25   any other questions on Fortify FL or on the

1   presentation? Yeah, Secretary Carroll?

2   MR. CARROLL: Can I -- for Detective Lyons

3   a real quick question. I just thought it was

4   strange in a couple of places that Cruz

5   referred to his mother as his grandmother.

6   Have we ever been able to determine, because

7   both the Cruz kids were adopted at different

8   times through a private adoption, and so that

9   would indicate to me that there was some

10   familiarity between Janet Cruz and whoever the

11   mom was. Do we know whether she was the

12   grandmother, or, or was he just embarrassed by

13   the age difference? Why -- why would he

14   introduce him, herself -- why would he

15   continuously introduce his mother to his

16   friends and others as his grandmother?

17   DET. LYONS: I can only speculate as to

18   why.

19   CHAIR: Chris, use the microphone.

20   DET. LYONS: I could only speculate as to

21   why, but Lynda was not his biological

22   grandmother.

23   CHAIR: It -- it's probably the latter,

24   from what we know, is that he's probably

25   embarrassed by her age, is what it was. We did

1   attempt to interview the biological mother, she

2   does live here in South Florida. We subpoenaed

3   her and she refused to come. There's some

4   pushback from her lawyer. So we did attempt to

5   do that. But there -- there was no blood line

6   between Zachary, Nikolas, and Lynda. They were

7   through the same agency, like you said, and

8   they were adopted within a year of each other,

9   so it was back to back, kind of interesting how

10   that worked, but there is no bloodline there

11   with the Cruz's. Commissioner.

12   COMM. STEWART: So we -- we've spent time

13   talking about the problems with communication

14   amongst professionals, and what I am thinking

15   we need to consider is if any of the

16   professional organizations or agencies like law

17   enforcement, Henderson, the psychiatrist, the

18   schools, had this information, what could we

19   have done differently, because I think we don't

20   go far enough to say we didn't do enough, or

21   maybe we could have done better with what we

22   did know, but also what would we have done with

23   what we didn't know if we knew it?

24   SHER. JUDD: We could have made a lot of

25   arrests on, just based on threats.

1   COMM. STEWART: Yes, but he could have

2   been arrested at other junctures, so I just --

3   I want to go far enough to look at the laws.

4   We are so limited in behavioral health as to

5   what we can do, and what we can force people to

6   do, and law enforcement and the courts are the

7   only entities that can take people into custody

8   and order them for treatment or anything else,

9   and I just think that we would be remiss in not

10   trying to take it that far as much as we can.

11   CHAIR: All right, anybody else? Okay.

12   All right, so we're going to transition now

13   into the presentation on the 911 radio and

14   computer aided dispatch. As we begin this I

15   just want to give you some opening remarks, and

16   kind of set the stage for this, because you

17   heard during earlier meetings how the 911

18   system, the law enforcement radio system, and

19   the CAD systems work here in Broward. You

20   learned the framework, you learned the

21   infrastructure, and now we're going to apply

22   all of that to the facts of what happened on

23   February 14th.

24   Please keep in mind though that the

25   primary purpose of this is to inform you on the

1   facts related to communications systems, and

2   let you know what happened, and how those

3   systems worked, or did not work as the case may

4   be. The primary purpose is not to tell the

5   overall story of what happened. You're going

6   to get that at length during tomorrow's session

7   on the law enforcement response. Today's

8   presentation will nevertheless help inform, and

9   be a segue way for tomorrow.

10   So before beginning I just want to recap

11   the 911 structure involving Parkland, Coral

12   Springs, and the County's regional

13   communication center, which involve all three,

14   911, radio, and CAD. So that presentation that

15   was just handed out to you, you can just, if

16   you'd put it aside, it's going to be at the end

17   of what we're going to go through here now, so

18   that one will kind of be at the end it's kind

19   of a summary.

20   Remember that there is a regional

21   communication system here in Broward that

22   incorporates 911, radio, and CAD for all

23   Broward County law enforcement agencies except

24   for Coral Springs and Plantation. Coral

25   Springs and Plantation operate their own

1   independent radio and CAD systems, and Coral

2   Springs operates its own 911 PSAP, or public

3   safety answering point. Parkland, remember,

4   does not have its own fire or police

5   departments. Coral Springs provides fire and

6   EMS to Parkland, and in the early 2000's

7   Parkland contracted with the Broward County

8   Sheriff's Office for law enforcement.

9   Now, at that time in the early 2000's when

10   Parkland contracted with BSO a decision was

11   made to split the routing of 911 calls

12   originating from Parkland. All land line, so

13   conventional telephone calls that are 911 would

14   go to the Broward County Sheriff's Office, and

15   all cellular calls would go to Coral Springs.

16   In the early 2000's the majority of 911

17   calls came from land lines, and then the

18   opposite is true today, the majority of calls

19   come from cell phones, so this means that is

20   someone today from Parkland calls 911 from a

21   cell phone, which is the majority of the calls,

22   and what occurred at MSD on February 14th

23   because it's the kids I the school who are

24   making the majority of those initial calls,

25   that means that that 911 call that is coming

1   from a cell phone originating in Parkland goes

2   to the Coral Springs communication center, not

3   to the Broward County Sheriff's Office.

4   That means that the entity receiving the

5   911 call at the Coral Springs communication

6   center has no direct communication capability

7   with a Broward County Sheriff's Office deputy

8   working Parkland, and the caller has to be

9   manually transferred to the Broward Sheriff's

10   Office at the County's regional communication

11   center.

12   In practical terms what this means, and as

13   you will hear in a moment from recorded calls

14   on February 14th, someone calls 911 for the

15   police, Coral Springs answers, takes the

16   information, determines that it is in the City

17   of Parkland, tells the caller to hold on,

18   transfers the caller to the Broward County

19   Sheriff's Office, and the caller tells the

20   Broward County Sheriff's Office the reason for

21   their call all over again. If someone calls

22   911 from a land line and needs fire or EMS the

23   reverse is true, and the Broward Sheriff's

24   Office gets the original call, and then they

25   have to transfer it over to Coral Springs.

1   Now, ultimately the decision regarding where

2   Parkland 911 calls get routed rests with

3   Parkland City government.

4   Moving onto the radio communications piece

5   for a second, on February 14th Coral Springs

6   and Broward Sheriff's Office could not

7   communicate because they did not share their

8   radio channels with each other. The effort to

9   patch the BSO channel and the Coral Springs

10   channel failed, because not only did the

11   officers and deputies on the street not share a

12   common channel, the communication centers did

13   not have each other's channels so that they

14   could affect the patch.

15   You're going to see and hear the

16   consequences of this arrangement during this

17   presentation, and more fully during the law

18   enforcement response presentation tomorrow. As

19   we mentioned a couple of times, I'm going to

20   say it again now to everyone watching and

21   listening, know that we will play some 911

22   calls that were received from callers within

23   Stoneman Douglas on the day of the shooting.

24   These people were calling for help as Cruz

25   shot, and you can hear gunshots in the

1   background of some calls. We are not playing

2   all 911 calls, and we will not play all of

3   these calls today in their entirety. We're

4   playing the calls and the recordings of radio

5   traffic that are relevant and probative to the

6   issues at hand. Now, we've selected these

7   recordings trying to show sensitivity and

8   respect for the callers, and all affected by

9   this event, but some of these calls may still

10   be troubling to some of you.

11   Again, we're investigating a mass killing,

12   and these are the facts and evidence that this

13   commission has to consider. None of the

14   victims are captured in the recordings. If

15   anyone doesn't want to hear any of these calls

16   please excuse yourself from the room.

17   Now how we're going to go about this is

18   ASAC White and I are going to kind of do this

19   jointly. This is a real work to put all this

20   together. And as we begin the presentation,

21   remember that the 911 calls and the problems

22   with the radio system are different. Their

23   cause may be the same, policies and system

24   design, but the issues themselves are different

25   issues with the 911 system and the radio and

1   CAD system.

2   Also as you know there are many sources of

3   data that were used to compile this

4   presentation. Because of the varied sources

5   there were time stamps on the data elements

6   that varied. We had several meetings and many

7   phone calls, all of the parties have agreed

8   that the times you're going to see in this

9   presentation are accurate. The Broward

10   Sheriff's Office, the Office of Regional

11   Communications and Technology for Broward

12   County, and the Coral Springs Police Department

13   were all very cooperative in this process, and

14   we want to thank them for their time, their

15   effort, and their transparency.

16   Also know that Coral Springs received more

17   911 calls than what are captured here, and more

18   than what we know about because the call volume

19   caused the 911 calls going into Coral Springs

20   to roll over to their EOC, or emergency

21   operations center lines that are not recorded,

22   and don't capture the data, but keep in mind

23   that no 911 system is designed to handle the

24   full load of calls that a mass casualty event

25   like this generates.

1   PRESENTATION 911 CALLS, LAW ENFORCEMENT AND FIRE/EMS

2   RADIO TRANSMISSION, AND CAD ENTRIES

3   CHAIR: So we're going to run through the

4   presentation, and then we're going to provide

5   you with some summary analysis, and of course

6   take the questions.

7   So in your books if you'd flip to the tab

8   that has the PowerPoint presentation for this

9   we'll start beginning to play these calls for

10   you, and set the stage for them as we go

11   through the presentation.

12   So the first call is at 2:22.13. So to

13   put that in context is, is that first shot

14   after Cruz walked in the building, the first

15   shot is at 2:21.38, so the first 911 call into

16   Coral Springs is at 2:22.13. As you hear this

17   call is that it sounds like that the caller

18   hangs up, but the call taker says that they

19   still have an open line. Remember this is a

20   call into Coral Springs. Coral Springs had no

21   access to the Broward Sheriff's Office radio or

22   deputies to convey the information that they

23   were receiving. Coral Springs had no

24   communications with the law enforcement units

25   who are responsible for responding to the

1   school. So go ahead and play this one, Annie.

2   ASAC WHITE: And so you guys know the

3   running time is a current seconds. As we stop

4   and start presentations you kind of lose the

5   sense of how much time has elapsed, so that is

6   what that field means on the PowerPoint

7   presentation.

8   (Thereupon, the following 911 call is played in the

9   open meeting.)

10   CALLER: Hello, we're at Stoneman Douglas

11   High School, and I think there's a shooter --

12   911 OPERATOR: Hello? Are you still

13   there? Talk to me please.

14   (Thereupon, the 911 call is replayed.) 911

15   OPERATOR: 911, what's your emergency?

16   CALLER: Hello, we're at Stoneman Douglas

17   High School, and I think there's a shooter --

18   911 OPERATOR: Hello. Are you still

19   there? Talk to me please.

20   (Thereupon, a dial tone is heard.)

21   (Thereupon, the call concludes, and the meeting

22   continues as follows:)

23   THE COURT: That's it for that one. And

24   so you can hear the gunshots, you can hear the

25   person calling, and you can hear those tones.

1   And it sounds like the caller hung up, but what

2   the call taker says, and what it appears is

3   that they still had an open line. So the next

4   one that you're going to hear is, you can see

5   in this chronology in the PowerPoint, is that

6   the call we just listened to is the 2:22.13

7   call, he had already started shooting so the

8   fire alarm activated. The next thing you're

9   going to hear is this Coral Springs call taker

10   calling the Broward County Sheriff's Office to

11   convey to Broward so that they could respond,

12   because remember they don't have access to the

13   deputies, or to the radio channel in that

14   communication center. They have no access to

15   the Sheriff's Office dispatch.

16   So when this call was transferred the

17   original caller is not on the line. It is

18   transferred to Broward Sheriff's Office twenty-

19   eight seconds after it is received. While you

20   listen to this keep in mind that Cruz is

21   actively shooting on the first floor, from what

22   you saw in the video this morning, so he's

23   actively shooting. Also keep in mind that

24   while the call taker is taking the information

25   from Coral Springs she's putting the

1   information into the CAD to send it to the

2   dispatcher, so what you're going to hear is

3   Coral Springs calling the Broward Sheriff's

4   Office, the Broward Sheriff's Office call taker

5   is receiving the information, typing it in the

6   computer system so that then she can send it up

7   to the dispatcher in the regional

8   communications center. But go ahead, and we'll

9   fill in the blanks.

10   (Thereupon, the following call is played in the open

11   meeting.)

12   911 OPERATOR: 911, what is your

13   emergency?

14   CSPD: Yes, I just got a call from Douglas

15   High School. A female on the line advised me

16   they believe there is a shooter at the school.

17   911 OPERATOR: Okay, at Douglas High

18   School in what city?

19   CSPD: It's in Parkland. 5901 Pine

20   Island.

21   911 OPERATOR. Okay. 5901 Pine Island.

22   CSPD: Yes.

23   911 OPERATOR: Okay, let me see if they're

24   working anything there. And it's second hand

25   information --

1   CSPD: A female called -- a female called

2   in. It sounded like possible shots in the

3   background. I think I heard five or six in two

4   different bursts.

5   911 OPERATOR: Okay. And you're calling

6   from where?

7   CSPD: I'm from Coral Springs.

8   911 OPERATOR: Okay. Do they have a

9   specific location, or --

10   CSPD: She just said at Douglas. I'm

11   going to try to -- it looks like I still have

12   an open line on 911. I'm going to try to ping

13   it.

14   911 OPERATOR: Okay, thank you.

15   CSPD: No, she doesn't seem to be on the

16   phone anymore, but I'm, like I said I redid the

17   phone, I'm going to GPS it.

18   911 OPERATOR: And you're an operator?

19   CSPD: Yes, 546.

20   911 OPERATOR: Operate, this is November

21   1-0.

22   CSPD: Okay, I got another caller advising

23   someone was shot in the 1200 building.

24   911 OPERATOR: Okay.

25   CSPD: And the GPS is showing it was just

1   hitting at the tower across the street, so

2   that, so that's not going to help you there.

3   911 OPERATOR: So someone shot in the 1200

4   building.

5   CSPD: Yeah --

6   911 OPERATOR: One minute. You guys have

7   rescue going out, correct?

8   CSPD: We have rescue, but they won't be

9   able to go until (unintelligible)

10   911 OPERATOR: Right.

11   CSPD: And then they're still hearing

12   gunshots on other calls. I'm going to have to

13   --

14   911 OPERATOR: Okay, so we're receiving

15   multiple calls at this time.

16   CSPD: We're getting -- we're getting

17   multiple calls, yes. On land line with BSO

18   relaying information. Yes, please.

19   911 OPERATOR: Okay. And we have one

20   patient that we know at this point.

21   CSPD: We have one, one confirmed patient

22   at this time, but we're not sure exactly how

23   many.

24   911 OPERATOR: Okay. At the 1200

25   building, is that --

1   CSPD: At the 1200 building.

2   911 OPERATOR: Okay, we've got units

3   responding, okay?

4   CSPD: Okay, very good.

5   911 OPERATOR: I think we're getting calls

6   too --

7   CSPD: Yeah, you're going to get calls --

8   911 OPERATOR: -- but thanks for the

9   relay.

10   CSPD: You're welcome. Bye.

11   (Thereupon, the call concludes, and the meeting

12   continues as follows:)

13   CHAIR: So that's the product of the call

14   transfer system, is the caller calls Coral

15   Springs, and what you heard is, is the call

16   take at Coral Springs calling the Broward

17   Sheriff's Office call taker. The Broward

18   Sheriff's Office call taker is asking the Coral

19   Springs call take the information all over

20   again, so it took twenty-eight seconds for the

21   call to be transferred, and then it took

22   another forty-one seconds for this call taker

23   to take the information, so you got a total of

24   sixty-nine seconds.

25   Well, Cruz had shot and killed twenty-four

1   people in a hundred and seven seconds, so when

2   you put it in that light, and we'll talk more

3   about this, that there was that amount of time

4   that it took to go through this process. So

5   let's go on to the next call, which is at

6   2:22.41. I'm sorry, 2:22.49, which is another

7   call coming into Coral Springs.

8 (Thereupon, the following 911 call is played in the

9   open meeting.)

10   911 OPERATOR: 911 what's your emergency?

11   CALLER: Help. We have -- someone at the

12   high school --

13   911 OPERATOR: Okay. All right, what's

14   the address, ma'am?

15   CALLER: It's Pine Island Road.

16   911 OPERATOR: Pine Island Road. What

17   school is it?

18   CALLER: Shooter, a shooter.

19   911 OPERATOR: Okay, is anybody injured?

20   CALLER: Yes, yes, a lot of us are.

21   Please help, please.

22   911 OPERATOR: Okay, we're already

23   starting the paramedics, are you in a location

24   to keep talking?

25   CALLER: (sobbing)

1   911 CALLER: Hello, ma'am? Okay, hello?

2   Ma'am, we already have the paramedics and the

3   police, okay?

4   CALLER: Yes (unintelligible).

5   911 CALLER: Okay. Do you know how many

6   people are injured?

7   CALLER: No, it's a school, it's a school,

8   I'm in school. I think it's real.

9   911 CALLER: Hello? Hello, ma'am? Hello?

10   (Thereupon, a dial tone is heard.)

11   (Thereupon, the call concluded, and the meeting

12   continues as follows:)

13   CHAIR: So the caller hung up. That call

14   was not transferred, obviously, from Coral

15   Springs to Broward Sheriff's Office, so that

16   just stayed. And during the course of this

17   there were only four attempted call transfers

18   from Coral Springs to BSO. Only one was

19   successful. So there is a whole lot of calls

20   that were being received by Coral Springs that

21   just stayed with Coral Springs. Go ahead.

22   MR. SCHACHTER: Why were they -- why were

23   they unsuccessful?

24   CHAIR: Well, for that the woman hung up,

25   so there's nobody to transfer.

1   MR. SCHACHTER: But on the first call,

2   CSPD called BSO and relayed the information.

3   CHAIR: The person wasn't there anymore.

4   And as you're going to hear in another one, as

5   an example, they'll, they'll say, well, I'm

6   going to call the Sheriff's Office. The person

7   is kind of incredulous about it, and then they

8   hang up. So --

9   MR. SCHACHTER: Why didn't CSPD just call

10   BSO like they did the first time on the first

11   call?

12   CHAIR: What do you mean?

13   MR. SCHACHTER: In the first call the

14   person hung up as well, and then Coral Springs

15   called BSO and gave them the information. I'm

16   just curious why they didn't do that on the

17   subsequent calls; do we know?

18   CHAIR: I don't know. So going to the

19   next entry that you have here, which is at

20   2:22.49, again that's the call we just listened

21   to. The next one is at 2:22.59. And if you'll

22   notice here at 2:22.59 is, is that there's an

23   entry in the Coral Springs Fire Department CAD.

24   Remember the CAD systems, the computer aided

25   dispatch system, that's the digital system that

1   is in the police cars, or in the fire trucks,

2   and that is the digital system. So at

3   forty-six seconds after the first 911 call

4   there's an entry in the fire department for

5   Coral Springs CAD of a possible active shooter,

6   and at the same time there's another 911 call,

7   and at fifty-five seconds into this call the

8   Coral Springs call taker tried to call BSO, and

9   you hear Coral Springs to BSO North, and that

10   is, getting to your point, Mr. Schachter, now

11   Coral Springs trying to transfer this call. So

12   go ahead, Annie, then we'll talk about it.

13   We're only -- by the way this one -- and

14   we're going to stop it. Look at the timer on

15   it. This call is for sixteen minutes and

16   forty-eight seconds. We're only going to play

17   the first one minute and ten seconds of it,

18   largely because after that point it is very

19   troubling, what the caller is saying, and we

20   just don't need to go through all that so we're

21   going to stop it at a minute and ten seconds.

22   (Thereupon, the following 911 call is played in the

23   open meeting.)

24   911 OPERATOR: 911, what is your

25   emergency? Hello?

1   CALLER: -- help me, please, I got --

2   911 OPERATOR: Where are you at?

3   CALLER: Please. Please, I can barely

4   breathe --

5   911 OPERATOR: Where are you at. Hello?

6   Where are you? Hello, where are you?

7   CALLER: Stoneman Douglas High School.

8   911 OPERATOR: And what's going on --

9   CALLER: There's a shooting

10   (unintelligible)

11   911 OPERATOR: I have help on the way. I

12   have help on the way, ma'am. (unintelligible)

13   I know, ma'am (unintelligible) do not hang up

14   the phone.

15   CALLER: What?

16   911 OPERATOR: Coral Springs to BSO North.

17   stay on the phone with me, ma'am.

18   BSO NORTH: BSO North --

19   911 OPERATOR: I'm getting a school

20   shooting at Stoneman Douglas High School in

21   Parkland.

22   CALLER: I'm sorry. I'm so sorry.

23   BSO NORTH: (unintelligible)

24   (Thereupon, the call is stopped, and the meeting

25   continues as follows:)

1   CHAIR: Okay, so you can hear, that's the

2   caller calling in. The rest of it, again, it's

3   a lot of crying, and a lot of information that

4   is just about the event itself. But the point

5   here is, is, is that the call came in from the

6   student, and it had to go through the transfer

7   process, and you could hear BSO North, which

8   is, remember there's three locations for ORCAT,

9   the regional communication center, and they

10   were trying to transfer it over to BSO North to

11   get the Broward Sheriff's Office responding.

12   At this point Coral Springs was not

13   treating this as a police event. Coral Springs

14   was treating this as a fire/EMS event, because

15   remember, that's why I mentioned this when we

16   lead into this discussion, for Coral Springs,

17   they are not the police provider for Parkland,

18   they are the fire/EMS provider, so that's why I

19   mentioned here, and as you can see, is that

20   they did a CAD entry in the fire department CAD

21   fifty- nine seconds into this thing, I'm sorry,

22   forty- six seconds into it, but they were not

23   treating this as a police event, they were

24   treating it as we take the call and we transfer

25   it, we take the call and we transfer it.

1   That's the juncture we're at right now.

2   SEN. BOOK: I -- sorry, Mr. Chair.

3   CHAIR: Go ahead.

4   SEN. BOOK: Thank you. One of the things

5   that I think I remembered after reviewing our

6   note when talked a lot about this particular

7   topic is that, correct me if I'm wrong, but if

8   there is an active shooter protocol would be

9   law enforcement, correct, because law

10   enforcement has to go in with fire. So like if

11   I am looking at the timing I'm just wondering

12   like is that, how does that jive?

13   CHAIR: And -- and you're going to -- and

14   you're going to hear -- here in a second you're

15   going to hear that they're talking about, in

16   one of these calls is they're talking about

17   that, and that Coral Springs fire will staged,

18   is that in something like this when fire/EMS

19   gets dispatched they're not going to go in,

20   they're going to what we call stage, which

21   means they're going to stay back a distance

22   until law enforcement says that it's clear for

23   them to go in.

24   But again, because of the way the system

25   is set up here is, is that for Coral Springs

1   for the first over four minutes is, is that

2   this was not a police event, they didn't

3   dispatch their police department, it was solely

4   a fire/EMS event for Coral Springs. So you'll

5   see it play out. Let's play through it a

6   little bit, I think you'll see --

7   ASAC WHITE: And to add, on that date the

8   Coral Springs CAD, a patrol unit cannot see a

9   fire CAD entry. They have changed that since

10   this event. If there is a fire entry into CAD

11   the patrol side will be able to see it now as

12   well, the patrol supervisor.

13   MR. CARROLL: Mr. Chair, before we get

14   started just -- Parkland -- I'm just trying to

15   figure out the jurisdictions here. Parkland is

16   incorporated.

17   CHAIR: Correct.

18   MR. CARROLL: And it has no police

19   department.

20   CHAIR: Correct.

21   MR. CARROLL: And it has no fire

22   department.

23   CHAIR: Correct. All right, so the next

24   thing that happens here is at 2:23.22, and that

25   is when the Broward Sheriff's Office dispatcher

1   makes the first effort to raise any Broward

2   Sheriff's Office personnel, and they try and

3   call Peterson, Seward, and Hanks, who are two

4   on-duty Parkland deputies. Then at 2:23.26,

5   and the call out to the dispatcher is kind of

6   overshadowed, or the call out by the dispatcher

7   is overshadowed by Peterson transmitting, which

8   he does at 2:23.26, which is on the next page

9   of the PowerPoint, so go ahead and play

10   Peterson's transmission.

11   (Thereupon, the following transmission is played in

12   the open meeting.)

13   DISPATCH: 17Bravo3, 17Bravo4 --

14   PETERSON: 17 -- we have possible, it

15   could be firecrackers. I think we got shots

16   fired, possible shots fire 1200 building.

17   (Thereupon, the transmission concludes, and the

18   meeting continues as follows:)

19   CHAIR: So again that's Peterson saying we

20   got shots fired in the 1200 building. That

21   dispatch reach out, the time that the BSO

22   dispatcher called the Parkland units was forty-

23   one seconds, forty-one seconds after the first

24   transfer from Coral Springs. So again, this is

25   where it took sixty-nine seconds for the first

1   time that a dispatcher put voice to microphone.

2   So the first time any law enforcement officer

3   was notified at all was sixty-nine seconds

4   after the first 911 call, because it took Coral

5   Springs twenty-eight seconds to transfer it, it

6   too BSO another forty-one seconds to get it up

7   to the dispatcher, and that's the, the

8   sixty-nine seconds.

9   If you look at 2:23.28, is that at 2:23.28

10   Coral Springs did dispatch it, but they

11   dispatched it to their fire department, and

12   they put it out to the fire department a minute

13   and fifteen seconds after receiving the first

14   911 call. So go ahead with the --

15   MR. SCHACHTER: Chairman, may I just ask a

16   question?

17   CHAIR: Yes. Hang on a minute.

18   MR. SCHACHTER: Who is Seward and Hanks?

19   CHAIR: They're two Broward Sheriff's

20   Office deputies who are on duty in Parkland.

21   MR. SCHACHTER: They were not at the

22   school.

23   CHAIR: No, they're not at the school.

24   They were just on-duty city deputies in

25   Parkland. Go ahead with that.

1   (Thereupon, the following transmission is played in

2   the open meeting.)

3   DISPATCH: -- 109 and SFS43 copy of the

4   shooting call, it's at 5901 Pine Island Road,

5   5901 Pine Island Road. It's at Stoneman

6   Douglas 72Sierra Hector, active shooter,

7   unknown how many school injured at this time.

8   One caller is advising lots of blood.

9   RESPONDER: Station1, copy.

10   (Thereupon, the transmission concluded, and the

11   meeting continues as follows:)

12   CHAIR: Okay, so again -- so that's solely

13   on the fire side of Coral Springs, not on the

14   police side. The next thing that we have here

15   is the call at 2:23.31. Now, this call, I'm

16   going to play the whole thing. This call is

17   four minutes and thirty-six seconds. The call

18   taker for Coral Springs is doing a good job of

19   getting the information, including identifying

20   the shooting in room 1214 in the 1200 building,

21   but this call taker, again, can't convey this

22   information to responding BSO units because

23   they have no radio communication with them.

24   And this call is not transferred to BSO. Go

25   ahead.

1   (Thereupon, the following 911 call is played in the

2   open meeting.)

3   911 OPERATOR: 911, what is your

4   emergency. 911.

5   CALLER: Yes, hi, there is a school

6   shooter at Stoneman Douglas --

7   911 OPERATOR: There's a school shooter at

8   Douglas. Are you in the school, sweetheart?

9   CALLER: Yes, I am.

10   911 OPERATOR: Are you in the school?

11   Where are you in the school? All right, honey,

12   where are you in the school?

13   CALLER: We're on the first floor.

14   911 OPERATOR: Where -- can you hear where

15   the shots are coming from?

16   CALLER: It was in the hallway. They were

17   shooting into my classroom.

18   911 OPERATOR: They're shooting into your

19   classroom?

20   CALLER: They were.

21   911 OPERATOR: Okay. Do you hear the

22   shots now?

23   CALLER: No, (unintelligible) 1214.

24   911 OPERATOR: What is it?

25   CALLER: 1214.

1   911 OPERATOR: 1214?

2   CALLER: Yes.

3   911 OPERATOR: Is anyone shot?

4   CALLER: I don't think so, there might be

5   though. There might be.

6   911 OPERATOR: Okay. All right, listen,

7   stay on here with me. We have a lot of people

8   en route. Do you actively hear gunshots right

9   now still?

10   CALLER: Uh-huh.

11   911 OPERATOR: I'm sorry?

12   CALLER: Yeah.

13   911 OPERATOR: You still hear gunshots?

14   CALLER: Yes.

15   911 OPERATOR: Okay.

16   CALLER: I think they're coming from

17   upstairs.

18   911 OPERATOR: Stay on the line -- what is

19   it?

20   CALLER: There's a kid in the class that

21   has blood on their face.

22   911 OPERATOR: Okay, there's somebody in

23   the classroom with blood on their face? And

24   you're in 1214, right?

25   CALLER: (Unintelligible)

1   911 OPERATOR: Okay. All right, can you

2   get somewhere where you're safe?

3   CALLER: No (unintelligible)

4   911 OPERATOR: Is there any way that the

5   doors can lock? Is the teacher in there with

6   you?

7   CALLER: Yes, the door is locked. My

8   teacher (unintelligible) he shot the window

9   in, so he can, he could get, he could open the

10   door if he wanted to come inside now.

11   911 OPERATOR: You said that he shot your

12   window in, and what else, what was the last

13   part?

14   CALLER: That he -- if he wanted to he

15   could open the door.

16   911 OPERATOR: No, do not open the door.

17   Do not open the door no matter what. I know he

18   may have shot --

19   CALLER: No, he could go -- he shot the

20   window in, he can unlock it.

21   911 OPERATOR: Okay. Okay. Are you guys

22   able to get -- is there another room in the

23   classroom? Is there a closet, is there --

24   CALLER: No.

25   911 OPERATOR: And there's no windows,

1   there's no --

2   CALLER: There's windows.

3   911 OPERATOR: Okay.

4   BACKGROUND: Can I use this? Can I use

5   this? Yes, you can.

6   911 OPERATOR: All right, stay on the line

7   with me, okay? You do not hear the shooting,

8   the shooting has stopped now?

9   CALLER: No, they are shooting.

10   911 OPERATOR: What's your name,

11   sweetheart?

12   BACKGROUND: Do you know how many shooters

13   there are?

14   911 OPERATOR: What's your first name

15   please? Okay, your phone is cutting out.

16   CALLER: My name is Patti (unintelligible)

17   911 OPERATOR: Okay. Do you see the

18   shooter? Can you see the shooter?

19   CALLER: No. No.

20   911 OPERATOR: Okay. So you don't know

21   how many there are?

22   CALLER: I think there's only one male,

23   only --

24   911 OPERATOR: You think there's one, one

25   shooter?

1   CALLER: I think so.

2   BACKGROUND: I'm going to disconnect with

3   you and answer another line, okay? We have --

4   911, what's your emergency -- hello -- advising

5   that the shooter at Douglas in Parkland --

6   parking lot -- go ahead for BSO.

7   911 OPERATOR: Do you hear anything now?

8   BACKGROUND: We have units in route, okay?

9   We have units in route. Okay, ma'am, do you

10   still --

11   911 OPERATOR: Okay, listen, I got other

12   calls coming in, okay? I want you to, listen,

13   stay there until someone comes to get you.

14   Tell you're teacher the same thing. I'm sure

15   that she may be on the phone with us as well,

16   okay?

17   CALLER: They can't get through.

18   911 OPERATOR: What did you say?

19   CALLER: They can't get through to any

20   lines.

21   911 OPERATOR: Okay, I'm going to put you

22   on hold a minute. Don't hang up, okay? Don't

23   hang up on me.

24   (Thereupon, the call is placed on hold.)

25   (Thereupon, the call is concluded, and the meeting

 1   continues as follows:)

 2   CHAIR: All right, so you can hear that a

 3   lot of good information, but again this was

 4   solely going into Coral Springs, which was

 5   acting as the PSAP, the public safety answering

 6   point, the 911 center, but that information was

 7   not transferred to Broward, and the caller

 8   wasn't transferred to the Broward Sheriff's

 9   Office, and they had, Broward had already

10   transmitted over their radio channel, but Coral

11   Springs officers were not notified of this

12   event for another three minutes and fifteen

13   seconds after this call.

14   You go into the next entry at 2:23.37 is,

15   is that this is fifty-six seconds after

16   receiving the first call transfer from BSO.

17   Now BSO announces it over its radio channel, so

18   this would be BSO over channel 8A, which is the

19   channel covering that area, where they are

20   announcing it to everybody. Go ahead with

21   that.

22   (Thereupon, the following transmission is played in

23   the open meeting.)

24   DISPATCH: Attention all units in District

25   15, possible shots fired at 5901 Pine Island

1   Road at Stoneman Douglas High School. Possible

2   shots fired at Stoneman Douglas High School.

3   (Thereupon, the transmission concludes, and the

4   meeting continues as follows:)

5   CHAIR: So they put this out -- this is a

6   minute twenty-four, or eighty-four seconds

7   after Cruz started shooting, and at that point

8   he was mostly done, and had shot everybody on

9   the first floor. When that went out everybody

10   on the first floor was already shot and killed,

11   except for Feis. So he was at -- when that

12   went out he was at the end of the first floor

13   on the west end, and was starting to move

14   towards the second floor.

15   The next transmission is from Peterson,

16   and it's at 2:23.55.

17   (Thereupon, the following transmission is played in

18   the open meeting.)

19   PETERSON: 17Juliet3, make sure we got

20   different units over here. I need to shut down

21   Stoneman Douglas, the intersection.

22   (Thereupon, the transmission concludes, and the

23   meeting continues as follows:)

24   CHAIR: And then at 2:24.08, so you hear

25   Peterson wanting to shut down the intersection,

1   and the next thing that happens in Coral

2   Springs is, is there's a CAD entry in the fire

3   department that someone is shot in the 1200

4   building, and then another transmission at the

5   same time from, from Peterson. Go ahead and

6   play that one in.

7   (Thereupon, the following transmission is played in

8   the open meeting.)

9   DISPATCH: 5901 Pine Island --

10   PETERSON: 17Juliet3, we're talking about

11   the 1200 building, it's going to be the

12   building off of Holmberg Road.

13   (Thereupon, the transmission concludes, and the

14   meeting continues as follows:)

15   CHAIR: So put that in conjunction with

16   what you learned this morning, and we talked

17   about, and with the map, and again what you

18   hear about tomorrow, that -- Cruz -- or

19   Peterson is at that point, is either in the

20   process of or had retreated from the east end

21   of the 1200 building back to the 7-8 building

22   when he's making these transmissions, because

23   when you put the timing together when he first

24   hears, and first talks about the, the shots

25   fired, that's when he's standing up there at

1   the east end, and that's the time that Hixon

2   and Feis are shot, so what you're hearing now

3   is, is that he's retreated back to the south.

4   At 2:24:14, which is the next call, this

5   is the first, the first direct 911 call into

6   the regional communications center, so this is

7   the first time that the Broward Sheriff's

8   Office gets its first direct call. And the

9   reason why it went into the Broward Sheriff's

10   Office is because this is a transfer from the

11   Palm Beach County 911 Center in Boca Raton. So

12   as you listen to this, because what was

13   happening was, is that you had a kid in the

14   school who was talking to her mom, her mom is

15   talking to another guy you hear on this call.

16   They call 911, but they're in Palm Beach County

17   so it went to the Palm Beach County into the

18   Boca 911 Center.

19   Now, Boca 911 is transferring it to the

20   Broward County Sheriff's Office. So listen to

21   this carefully, while the whole Coral Springs

22   Communications Center was aware of the active

23   shooter at MSD, and they were scrambling to

24   answer calls, and you can hear in those

25   previous calls, in the background you can hear

1   the other calls coming in, you can hear the

2   activity because they were taking multiple

3   calls. Broward Sheriff's Office call takers at

4   this juncture, and he's already now moving well

5   to the second floor, is that the Broward

6   Sheriff's Office call takers are not even aware

7   of the shooting. And this is three minutes

8   into the call, they weren't even aware of it.

9   Go ahead. You hear they sound puzzled.

10   (Thereupon, the following transmission is played in

11   the open meeting.)

12   911 OPERATOR: 911 you have an emergency?

13   PBCC: Okay, one second, let me talk

14   first. Arlenzo (phonetic) this is Boca. Do

15   you have the call at Stoneman Douglas for the

16   shooter?

17   911 OPERATOR: For a shooter?

18   PBCC: Yeah, the caller is stating that

19   there's an active shooter in the school.

20   911 OPERATOR: Where at? What's -- what's

21   the address?

22   PBCC: Stoneman Douglas High School in

23   Parkland.

24   911 OPERATOR: Stoneman Douglas High

25   School?

1   BACKGROUND: Stonewall?

2   911 OPERATOR: Okay, does anyone have a

3   address to where, where I'm sending the police

4   to?

5   BACKGROUND: Stoneman Douglas is in

6   Parkland. Yeah, they have it.

7   PBCC: They have -- you don't have the

8   address for this high school?

9   911 OPERATOR: Yep, hold on one moment --

10   just a moment, just a moment.

11   PBCC: Are you saying you have it?

12   BACKGROUND: Yeah, it's in there.

13   911 OPERATOR: It's in there, okay. All

14   right, any information on this, on the active

15   shooter, did anyone get any information?

16   PBCC: No, the children are hiding.

17   911 OPERATOR: Okay, and where -- okay,

18   are you at the school, sir, are you calling

19   from the school?

20   PBCC: No, I'm talking to the mother on

21   the phone.

22   911 OPERATOR: You're talking to a mother

23   on the phone?

24   PBCC: Yes, she's talking to her daughter

25   right now at the school.

1   911 OPERATOR: Okay, ask her -- find out

2   was she able -- did she hear any shots fired?

3   PBCC: The 1200 building.

4   911 OPERATOR: It's the 1200 building?

5   PBCC: Yes, the 1200 building they heard

6   shots.

7   911 OPERATOR: They heard -- and how many

8   shots did they hear?

9   PBCC: She doesn't know, the girl.

10   911 OPERATOR: She don't know how many she

11   heard?

12   PBCC: No, she's very -- she's terrified

13   right now.

14   911 OPERATOR: Okay, that's another

15   caller --

16   PBCC: They're getting other calls?

17   911 OPERATOR: Yes. Just stay on the

18   line. Do not hang up. Stay on the phone with

19   me.

20   PBCC: Here's the address, 5901 Pine

21   Island Road.

22   911 OPERATOR: Sure, we have it. We have

23   it. We have it. We have it, okay.

24   PBCC: Okay. All right.

25   911 OPERATOR: Coming from the 1200

1   building. Anything else? She couldn't tell

2   how many shots that, that was heard?

3   PBCC: Anything else she could say?

4   Nothing, no, she's afraid to talk. They're

5   hiding right now.

6   911 OPERATOR: Okay, where is her daughter

7   hiding at, like what room is she in?

8   PBCC: The 1200 building.

9   911 OPERATOR: I understand she's in the

10   1200 building. Does she know what room she's

11   in, where she's hiding at?

12   PBCC: Does she have the class -- she

13   doesn't want to talk. The girl is silent. She

14   is too afraid.

15   911 OPERATOR: Okay. All right, tell that

16   mother to keep her on the phone. When she can

17   tell her to say if she hear anything.

18   PBCC: If she hears anything tell, she

19   needs to tell you. No, she's being quiet right

20   now. They're hiding.

21   911 OPERATOR: Do she -- okay, I

22   understand she -- and that's good. Okay, but I

23   just need to find out, this 1200 building, do

24   she know the like is this her science area,

25   like what class would it, this period be for

1   her?

2   PBCC: I -- I don't know. Can she give

3   any more details. I know, but is she in a

4   classroom with science? They need to know

5   where she is. Give us -- we're here. Is it

6   science, is it -- she's whispering, that's why.

7   911 OPERATOR: Okay, do she hear it close

8   to the building where she's at, does she still

9   hear shots being fired?

10   PBCC: She hears people walking in the

11   hallways.

12   911 OPERATOR: Okay.

13   BACKGROUND: Building 13 and 900 building.

14   911 OPERATOR: Building 13 and, and 900

15   building. Okay.

16   (Thereupon, the transmission concluded, and the

17   meeting continues as follows:)

18   CHAIR: She sounded surprised because she

19   was surprised. Now think back to, go back in

20   your, in your books if you would, to the entry

21   at 2:22.59. And so what's this call taker

22   doing from, from Broward, is asking where is

23   it, where is it, what's the classroom, what's

24   the -- at 2:22.59 Coral Springs already knew

25   that the shooter was in class, the shooting was

1   in classroom 1216. They already had all that

2   information, but because they were in two

3   different places you've got the Broward

4   Sheriff's Office Regional Communications

5   Center, which is the one that's responding to

6   deputies, that's responsible for the law

7   enforcement response, that's got clue, it's

8   clueless, they got no information. You got

9   Coral Springs, that's got a plethora of

10   information, but it wasn't conveyed over to

11   Broward, and the Broward people don't know so

12   they're going through this -- this call like,

13   just like this, goes on for eighteen minutes

14   and thirty-seven seconds. I stopped it at

15   three fifty, because it's eighteen thirty-

16   seven.

17   And so you've got these, this void of

18   information that Broward doesn't know that

19   Coral Springs does, but, and she's going

20   through the steps of trying to figure all this

21   out, as you hear, but it was already known to

22   Coral Springs, but again they're not sending

23   the police because it's not their city, it's

24   not their jurisdiction. So simply Coral

25   Springs had knowledge that BSO didn't have.

1   So we go to 2:24.16, is that at 2:24.16,

2   and this is another example of it, you've got

3   Deputy Kratz ask for a description because he

4   was approaching the school, and Peterson

5   replied no description, just shots fired. So

6   Kratz is on the BSO radio asking for

7   information, Deputy Kratz is responding. So

8   play these back to back, Annie, 2:24.16 and

9   2:24.24. Just play those.

10   (Thereupon, the following transmission is played in

11   the open meeting.)

12   KRATZ: Any descriptions, I'm coming up on

13   Westglades Middle.

14   PETERSON: We don't have any descriptions

15   yet, we just hear shots, what appears to be

16   shots fired.

17   (Thereupon, the transmission concludes, and the

18   meeting continues as follows:)

19   CHAIR: And so when they're asking, that

20   Deputy Kratz is asking for a description,

21   asking for information, who's got that

22   information? Coral Springs has it, but they

23   can't hear Deputy Kratz asking because they

24   don't even have the radio channel, so they

25   can't even, they couldn't even provide what

1   they had to the deputies as they're coming on

2   the scene.

3   MR. SCHACHTER: When did Peterson, when

4   did he report to BSO that the shooting was

5   happening, and once he did that what did BSO

6   do; do you know?

7   CHAIR: He said previously, Peterson knew

8   previously, but the -- and the -- and that's

9   part of it. But the point is, is that Kratz is

10   asking, is he's responding. What would happen

11   is if that information was all going into the

12   same communications center, it was going into

13   the same 911 center, is that they had

14   information but it was in the wrong place, so

15   that if, if the information about the, about

16   building, about Classroom 1216, and all the

17   other details, if all that was in the place, it

18   was communicated with the people that were

19   responding, they could have put that

20   information out, because Deputy Kratz is asking

21   for a description, he's asking for information,

22   but it couldn't be conveyed.

23   MR. SCHACHTER: And when Peterson conveyed

24   that there was a shooting did BSO send the

25   cavalry, or no?

1   CHAIR: They put it out, yeah. You heard

2   that previously, is that when they put it out

3   over AA, that's when everybody was responding,

4   yes. So go over to the next one, again another

5   transmission by Peterson at 2:24.35.

6   (Thereupon, the following transmission is played in

7   the open meeting.)

8   PETERSON: I'm over on the south side over

9   by the 700 building.

10   RESPONDER: We're shutting down eastbound

11   Holmberg, at the divide between Westglades and

12   the high school.

13   (Thereupon, the transmission concluded, and the

14   meeting continues as follows:)

15   CHAIR: And then as you can see at 2:24.42

16   Coral Springs, because they're getting the

17   information but they're putting it in the fire

18   CAD, they still hear gunshots. At 2:24.43 in

19   the fire CAD for Coral Springs in 12:57. Now,

20   we're not going to play this next one. They

21   put it in the BSO CAD that they're shutting

22   down east, eastbound Holmberg Road.

23   The next thing that we're going to play is

24   2:24.52, and this is a teacher calling from

25   Room 1215 into Coral Springs.

1

2   (Thereupon, the following 911 call is played in the

3   open meeting.)

4   911 OPERATOR: 911, what is your

5   emergency.

6   CALLER: Hi, there's been shots

7   (unintelligible)

8   911 OPERATOR: Are you at Stoneman

9   Douglas?

10   What floor are you on?

11   CALLER: I'm in -- I'm in the 1200

12   hallway.

13   911 OPERATOR: You're in the 1200 hallway.

14   stay with me on the phone, okay? Are you a

15   student or a teacher?

16   CALLER: I'm a teacher.

17   911 OPERATOR: Teacher?

18   CALLER: Yes.

19   911 OPERATOR: Okay. Is there any way

20   that you -- have you had training for active

21   shooter?

22   CALLER: No, not really.

23   911 OPERATOR: Is there any, you're in a

24   classroom?

25   CALLER: I'm in a classroom, and we had

1   the door locked, but they just shot all through

2   the door.

3   911 OPERATOR: So the -- the bullet went

4   through the door?

5   CALLER: Yes, I have a student down,

6   and --

7   911 OPERATOR: Do you have a student down

8   in your classroom?

9   CALLER: Yes.

10   911 OPERATOR: Okay.

11   CALLER: I'm in the 12, yeah, I'm in the

12   12 building.

13   911 OPERATOR: You're in the 12 building?

14   CALLER: Yes.

15   911 OPERATOR: And he's in there with you?

16   CALLER: Yes, all the students are in

17   here. We're on the --

18   BACKGROUND: Okay, is he -- is he

19   breathing?

20   CALLER: -- next to me, no he

21   (unintelligible)

22   911 OPERATOR: Okay.

23   CALLER: -- it happened so fast.

24   911 OPERATOR: Okay, I understand. Did

25   you -- did you see the shooter at all?

1   CALLER: No, no, no, no, no, the door, it

2   came through the wall.

3   911 OPERATOR: It came through walls?

4   CALLER: It came through the door

5   (unintelligible)

6   911 OPERATOR: How many students do you

7   have in your classroom?

8   CALLER: I think I have about twenty-four,

9   with the walk in there are twenty-five.

10   (Thereupon, the transmission concluded, and the

11   meeting continues as follows:)

12   CHAIR: So it's a little, a little hard to

13   hear. I believe that's a teacher. I believe

14   it's Julie Matlock, and she says bullets are

15   coming through the door. And then when she's

16   asked whether they had active shooter training

17   she states not really. Again, this call into

18   Coral Springs, it was not transferred to BSO,

19   and the specific information about Class 1215

20   is not conveyed to the responding deputies.

21   The next one is at 2:25.08.

22   (Thereupon, the following transmission is played in

23   the open meeting.)

24   RESPONDER: Tango2, I hear shots fired by

25   the football field, shots fired by the football

1   field.

2   DISPATCH: Shots fired --

3   (Thereupon, the transmission concluded, and the

4   meeting continues as follows:)

5   CHAIR: And the next one is the call at

6   the same time into Coral Springs. This call

7   lasts four minutes and twenty-three seconds.

8   We're going to play the whole call. You can

9   hear shots on it. The caller says he's in the

10   high school.

11   (Thereupon, the following transmission is played in

12   the open meeting.)

13   911 OPERATOR: 911, what is your

14   emergency?

15   CALLER: Hi, we're in Marjorie Stoneman

16   High School, and there's a shooter.

17   911 OPERATOR: Okay. All right, can you

18   get somewhere where you're safe?

19   CALLER: Yeah, we're in the football

20   (unintelligible)

21   911 OPERATOR: I already did. I already

22   did. Okay, are you safe in the classroom?

23   CALLER: No.

24   911 OPERATOR: Can you hear me?

25   CALLER: Yes.

1   911 OPERATOR: Okay, what classroom are

2   you in?

3   CALLER: (unintelligible)

4   911 OPERATOR: I'm sorry, what is it?

5   BACKGROUND: 9th grade building.

6   CALLER: (unintelligible) freshman

7   building.

8   911 OPERATOR: You're in the freshman

9   building, okay, is the door locked?

10   CALLER: I did.

11   911 OPERATOR: Okay. Are they getting

12   closer to you?

13   CALLER: Yes.

14   BACKGROUND: 911, what's your emergency?

15   -- another woman -- she's in a closet --

16   911 OPERATOR: Okay, did -- and I'm sorry,

17   your door is locked?

18   CALLER: Yes.

19   911 OPERATOR: Okay, how many of you are

20   in that classroom?

21   BACKGROUND: Can I use this -- can I use

22   this -- 911, what's your emergency?

23   911 OPERATOR: How many?

24   CALLER: Like thirty.

25   911 OPERATOR: Thirty of you, okay.

1   CALLER: (unintelligible)

2   911 OPERATOR: And does -- do you guys

3   have a teacher in there with you?

4   CALLER: What?

5   911 OPERATOR: Do you guys have a teacher

6   in there with you?

7   CALLER: Yes, we do.

8   911 OPERATOR: Okay. All right. And the

9   door is locked?

10   CALLER: Yes.

11   911 OPERATOR: Okay, any more gunshots?

12   CALLER: (unintelligible)

13   911 OPERATOR: Okay.

14   CALLER: Hello?

15   911 OPERATOR: Can you hear me?

16   CALLER: Yes, ma'am.

17   911 OPERATOR: Okay. Are they in the

18   classroom?

19   CALLER: No, we're all in the classroom.

20   911 OPERATOR: No, no, no, but the shooter

21   is not in the classroom, right?

22   CALLER: No.

23   911 OPERATOR: Okay. All right, we have

24   lots of units coming to you guys, okay?

25   CALLER: Okay.

1   911 OPERATOR: I want you guys to just

2   continue doing what you're doing, try to stay

3   calm, okay?

4   CALLER: Okay.

5   BACKGROUND: I'm calling -- I'm calling

6   BSO -- can you see the shooter -- hold on --

7   you don't know how many there are that were --

8   911 OPERATOR: Do you know how many -- do

9   you know how many shooters there are? Are you

10   there?

11   CALLER: Yeah.

12   911 OPERATOR: Okay. Were you able to see

13   how many there were?

14   CALLER: No.

15   BACKGROUND: He's going to stay -- meet

16   you right here -- parking lot --

17   911 OPERATOR: Okay. Do you hear any more

18   gunshots? Hello? Can you hear me? Are you

19   still there, are you still with me?

20   CALLER: Yes.

21   911 OPERATOR: Okay. Everybody in your

22   classroom?

23   CALLER: Yes (unintelligible)

24   911 OPERATOR: Okay, the shooter is not,

25   right? Do you still hear any gunshots?

1   CALLER: No.

2   911 OPERATOR: Okay. All right, listen to

3   me, I've got to answer some more calls so I'm

4   going to let you go. You guys stay in the

5   classroom, and if for some reason they get in

6   your classroom call me back.

7   CALLER: Please hurry up.

8   911 OPERATOR: Okay, listen, I promise you

9   we have a lot of people coming to you, okay.

10   Is anybody in your classroom injured?

11   CALLER: No.

12   911 OPERATOR: No. And your door is

13   locked, right?

14   CALLER: Yes.

15   911 OPERATOR: Okay. Anymore gun shots,

16   or no?

17   BACKGROUND: -- for you. Our phone lines

18   are completely lit up, so we're still trying to

19   figure it out ourselves, okay? All right,

20   thank you. Okay, where -- I need to know --

21   911 OPERATOR: Do we hear anymore

22   gunshots?

23   BACKGROUND: Hold on a second, room what?

24   1214 --

25   911 OPERATOR: Listen to me. Make sure

1   that you tell everybody else as quietly as you

2   can --

3   (Thereupon, a dial tone is heard.)

4   (Thereupon, the 911 call concluded, and the meeting

5   continues as follows:)

6   CHAIR: So the caller hung up. This call

7   was not transferred to BSO, he hung up, and

8   again it was, and that was another minute and

9   eight seconds before Coral Springs put any

10   information about this out to its police

11   officers, so the Coral Springs officers on duty

12   were not even aware of what was happening at

13   Stoneman Douglas at this juncture. And to put

14   it again in context from what we saw this

15   morning, at this point Cruz is at the end of

16   the third floor, and probably getting ready to

17   go into teacher's lounge. So the only one who

18   may not have been shot at that point, for the

19   second time, would be Peter Wang, but pretty

20   much the shooting is done at this juncture.

21   The next one is a, 2:25.12, Coral Springs

22   put it out over the fire radio. Coral Springs

23   again is still treating this as a fire/EMS

24   event. So if you would go ahead and play that.

25   (Thereupon, the following transmission is played in

1   the open meeting.)

2   RESPONDER: Unit 42 en route.

3   DISPATCH: Engine 42 en route.

4   RESPONDER: Engine 43, go ahead.

5   DISPATCH: I just want to make sure you're

6   aware of the shooting call at Stoneman Douglas,

7   the active shooter.

8   RESPONDER: Negative, show me en route.

9   DISPATCH: Okay, so I'll put you on the

10   call. It's at 5901 Pine Island Road. Unknown

11   how many injured at this time. We're still

12   getting multiple calls. Just know all units

13   are aware.

14   RESPONDER: Battalion, I'm in service.

15   I'll be en route.

16   DISPATCH: 10-4.

17   (Thereupon, the transmission concluded, and the

18   meeting continues as follows:)

19   CHAIR: Coral Springs fire. The next one

20   is Peterson at 2:25.18, and he talks about it

21   being the 1200 building, and right off of

22   Holmberg near by the senior lot; so go ahead

23   and play that one.

24   (Thereupon, the following transmission is played in

25   the open meeting.)

1   PETERSON: 17Juliet3, we're looking at the

2   1200 building. It's going to be the 300

3   building. It's going to be right off of

4   Holmberg Road by the senior lot.

5   (Thereupon, the transmission concluded, and the

6   meeting continues as follows:)

7   CHAIR: It's 2:25.38, you can play that

8   one too.

9   (Thereupon, the following transmission is played in

10   the open meeting.)

11   PETERSON: Get the school on lock down,

12   gentlemen.

13   (Thereupon, the transmission concluded, and the

14   meeting continues as follows:)

15   CHAIR: Play the 2:25.42.

16   (Thereupon, the following transmission is played in

17   the open meeting.)

18   DISPATCH: Attention all units now working

19   this signal 33, go to Bravo channel for regular

20   traffic.

21   RESPONDER: Tango17, some students say

22   they thought it was fire crackers, but we're

23   not sure, by the football field.

24   (Thereupon, the transmission concluded, and the

25   meeting continues as follows:)

1   CHAIR: So that was Deputy Kratz

2   transmitting, and Deputy Kratz was west of the

3   school. And as you can see in there with this

4   at that time Cruz was firing out the west of

5   the third floor building, out of the teacher's

6   lounge, and what Deputy Kratz was hearing were

7   the shots from the third floor. But that's the

8   dispatcher who is on there, and the dispatcher

9   is telling everybody who is not working this to

10   go to a different channel. But Kratz says it

11   sounds like there's some students saying that

12   they thought it was firecrackers but were not

13   sure, it's the football field.

14   But think about the information that Coral

15   Springs had. They knew -- Coral Springs knew

16   it wasn't. They're talk -- they got shots

17   fired, shooting through the door, we got

18   specific room numbers, et cetera, but they

19   didn't know this. The Broward Sheriff's Office

20   Communications Center, the dispatchers didn't

21   know this. They didn't have that information

22   because it was sitting in Coral Springs and,

23   and it wasn't being transferred, and it wasn't

24   being conveyed because, again, they're two

25   different places.

1   So if we go over to the next one, 2:25.46,

2   Peterson says here, and you can play it, he

3   knew it was inside the 1200 building. Go ahead

4   and play that one.

5   (Thereupon, the following transmission is played in

6   the open meeting.)

7   PETERSON: All right, 26, so we also heard

8   it over by inside the 1200 building.

9   (Thereupon, the transmission concluded, and the

10   meeting continues as follows:)

11   CHAIR: And then the next one, Peterson

12   again, 2:26.00.

13 (Thereupon, the following transmission is played in

14   the open meeting.)

15   PETERSON: We're locking down the school

16   right now. Make sure there's no pedestrian

17   traffic anywhere on Holmberg Road.

18   (Thereupon, the transmission concluded, and the

19   meeting continues as follows:)

20   CHAIR: Okay. So the rest of these

21   entries you see here in the PowerPoint are CAD,

22   or computer aided dispatch entries, so the

23   Broward Sheriff's Office dispatch center is

24   entering those in the digital, into the

25   computer system. The next thing that happens

1   is at 2:26.16, and this is four minutes and

2   three seconds into the event, Coral Springs put

3   out its first notice on its police channels

4   that there was an active shooter at Stoneman

5   Douglas. Now, this is transmitted on their

6   information channel, and not on their main

7   channel. Go ahead and play that.

8   (Thereupon, the following transmission is played in

9   the open meeting.)

10   DISPATCH: I have active shooter at

11   Douglas High School, multiple gun shots, I can

12   hear them through the phone, a lot of people

13   are supposedly injured. I think I'm land line

14   with a teacher.

15   (Thereupon, the transmission concluded, and the

16   meeting continues as follows:)

17   CHAIR: So again, here at four minutes and

18   three seconds into it they put it out over

19   their police radio, on the info channel, and

20   Sergeant Reid, who was in the Coral Springs

21   Police Department, ran across one of the deputy

22   chiefs from the fire department who told him

23   that there was an active shooter, because

24   they're getting all of this previously over the

25   fire channel, so Sergeant Teed comes up on the

1   main channel and asks about it. Go ahead and

2   play that.

3   (Thereupon, the following transmission is played in

4   the open meeting.)

5   SGT. REID: I just had one of the fire

6   admin go by and make reference to active

7   shooter at Douglas. Anything to that?

8   DISPATCH: 10-4 Taylor23, we are -- there

9   is an active shooter working at Douglas,

10   multiple gunshots are being fired. We can hear

11   them in the background. Our 911 lines are

12   blowing up. We have multiple units on the

13   phone. Some are giving EMD, it is confirmed.

14   (Thereupon, the transmission concluded, and the

15   meeting continues as follows:)

16   CHAIR: And so when the dispatcher tells

17   him, this is the first time it goes over the

18   Coral Springs channel, again it's over four

19   minutes after. At this point Cruz is in the

20   third floor teachers' lounge. And you can tell

21   again how they're treating it is, is that she

22   says that they are giving EMD, and their phone

23   lines are blown up.

24   EMD is emergency medical dispatch, and

25   what that is is when somebody calls a

1   communications center, and somebody is in a

2   medical situation, they have protocols, so if

3   somebody calls and says my husband is having

4   chest pain, then they're going to say do this,

5   this, and this. So if somebody is bleeding, do

6   this, this, and this. So emergency medical

7   dispatch is conveying treatment information to

8   the people who are calling. That's what EMD

9   is, it's a set of protocols.

10   So the next thing that happens here is a

11   call from a student within the school. The

12   Coral Springs call taker, and this is the

13   2:26.27 call, is talking with the caller, and

14   tries again to transfer him to BSO North. The

15   caller hung up on transfer. So go ahead.

16   (Thereupon, the following transmission is played in

17   the open meeting.)

18   911 OPERATOR: 911, what's your emergency?

19   CALLER: I have a shooter at this school.

20   I'm at Stoneman, Marjory Stoneman Douglas High

21   School.

22   911 OPERATOR: Okay, are you at the

23   school?

24   CALLER: Yes.

25   911 OPERATOR: Are you in a safe location?

1   CALLER: Yes.

2   911 OPERATOR: Okay. Do you know where

3   they're at?

4   CALLER: They're in the freshman building,

5   like in the senior lot.

6   911 OPERATOR: In the -- in the student

7   lot?

8   CALLER: Yes, in the parking lot.

9   911 OPERATOR: Do you know how many

10   shooters there are?

11   CALLER: No.

12   911 OPERATOR: Where is the student lot?

13   CALLER: All right, at the corner of

14   Holmberg and, Holmberg and Pine Island Road.

15   911 OPERATOR: So it's on the north side

16   of the school?

17   CALLER: Yes, north side. North side.

18   911 OPERATOR: All right. Coral Springs

19   to Broward County North.

20   CALLER: I'm sorry, what was that?

21   911 OPERATOR: I'm calling the -- I'm

22   calling BSO.

23   CALLER: We have two hurt kids, two hurt

24   in the room.

25   911 OPERATOR: I'm -- I'm going to try to

1   transfer you as well. Hold on.

2   CALLER: Okay.

3   (Thereupon, a dial tone is heard.)

4   911 OPERATOR: I'm trying to get you

5   through to the Sheriff's office. We have our

6   RMS en route to you. They are sending their

7   help, so, you've got that great information, I

8   want to make sure --

9   BSOCC: 911, what is your emergency?

10   911 OPERATOR: Yes, this is Coral Springs

11   with a transfer. This person is advising he

12   has a shooter at Douglas in Parkland. He is in

13   a safe spot. He is advising the shooter is in

14   the north parking lot, or the student lot.

15   Sir, go ahead for BSO.

16   BSOCC: Okay. Okay, hello? Excuse me,

17   hello? Hello? Coral Springs, are you still on

18   the line?

19   911 OPERATOR: I'm still on the line. He

20   came in on an active line, because all of our

21   911s were rolled over.

22   BSOCC: Okay. Okay, I understand what

23   you're saying. Okay, where the -- where's the

24   locations you said the shooter is located at?

25   911 OPERATOR: He said the student parking

1   lot on the north side of the school.

2   BSOCC: Okay, what -- what school? I'm

3   not sure what --

4   BSOCC: Douglas High School.

5   911 OPERATOR: Douglas High School in

6   Parkland.

7   BSOCC: Okay, so he's at Douglas High

8   School, and he's on the north side of the

9   school?

10   911 OPERATOR: He said that's where the

11   suspect, the shooter is.

12   BSOCC: Okay. And does he have -- does he

13   have a description of the --

14   911 OPERATOR: He -- I did not get a

15   description before I transferred him. He hung

16   up.

17   BSOCC: He hung up the phone, okay. Do

18   you have a call back number --

19   911 OPERATOR: I do not. He came in on an

20   admin line, because our 911s are, all our 911s

21   are full.

22   BSOCC: Okay. He's on the north side

23   parking lot?

24   911 OPERATOR: And an IT unit on my, units

25   on my radio are screaming the shooter is in the

1   north lot too, and we have our units out there,

2   yes.

3   BSOCC: Okay, thank you.

4   911 OPERATOR: Bye.

5   (Thereupon, the transmission concluded, and the

6   meeting continues as follows:)

7   CHAIR: So again Broward County Regional

8   Communications Center, Broward County Sheriff's

9   Office call taking dispatch is totally in the

10   dark; what are you talking about? Coral

11   Springs lines are blowing up, but BSO is

12   clueless as to what's happening because they're

13   not getting the calls, and they're not getting

14   the information. So they're the primary

15   responding agency, and you get that type of a

16   response.

17   So at 2:26.35, four minutes and thirty

18   seconds into the event, Coral Springs put out

19   the alert tones on its main police department

20   channel for the shooting. This is the first

21   main channel transmission from Coral Springs to

22   on duty officers. This is right after Sergeant

23   Reid's inquiry. So go ahead. So at this

24   point, so four minutes and thirty seconds into

25   this thing Cruz is in the third floor teacher's

1   lounge.

2   (Thereupon, the following transmission is played in

3   the open meeting.)

4   DISPATCH: All units (unintelligible)

5   active shooter at Douglas High School.

6   (Thereupon, the transmission concluded, and the

7   meeting continues as follows:)

8   CHAIR: So after they put this out four

9   minutes and thirty seconds into it the first

10   Coral Springs officer to arrive was Officer

11   Burton, and he arrived, or announced his

12   arrival nineteen seconds later. So he was

13   close, but he didn't get the information for

14   over four minutes.

15   We'll talk a little bit more about this,

16   that I gave you some summary information, but

17   Coral Springs acted the way the system is

18   designed, and this is not a problem with the

19   people who were on duty that day, this is a

20   result of the system, and they acted the way

21   the system is designed and been implemented

22   here in Broward County.

23   2:26.40 Peterson says he hears shots

24   fired. Go ahead and play that one, Annie.

25   (Thereupon, the following transmission is played in

1   the open meeting.)

2   PETERSON: Juliet3, we're going to Bravo.

3   I hear shots fired.

4   DISPATCH: Shots fired --

5   PETERSON: Shots fired -- shots --

6   DISPATCH: All units on the shots fired

7   stay on Main.

8   (Thereupon, the transmission concluded, and the

9   meeting continues as follows:)

10   CHAIR: 2.26:54 is officer Burton. Now

11   remember he's on the Coral Springs channel, so

12   what you just heard with Peterson, he's on the

13   BSO channel, Burton at 2:26.54 says he's on

14   scene, and had been, where Officer Burton was

15   coming from, he was an SRO, and he was coming

16   from Coral Ridge and Westview, which is just

17   south of MSD, when he heard Sergeant Reid's

18   transmission.

19   Burton said in his interview that when he

20   announced his arrival he was still a few

21   seconds away, but he was very close by.

22   Remember the Coral Springs Parkland line is

23   right there at the south end of MSD. So go

24   ahead and play Officer Burton's transmission,

25   Annie, at 2:26.54.

1

2   (Thereupon, the following transmission is played in

3   the open meeting.)

4   BURTON: Julie3997 Douglas.

5   (Thereupon, the transmission concluded, and the

6   meeting continues as follows:)

7   CHAIR: And then 2:27.03 is Deputy Goolsby

8   saying that they definitely have shots fired.

9   Again, this couldn't be heard by Coral Springs,

10   including Burton who is now on scene. Go

11   ahead.

12   (Thereupon, the following transmission is played in

13   the open meeting.)

14   GOOLSBY:: 17Yankee4, we definitely have shots being

15   fired.

16   DISPATCH: All District 7 units go to

17   Bravo.

18   RESPONDER: -- right by the football

19   field.

20   (Thereupon, the transmission concluded, and the

21   meeting continues as follows:)

22   CHAIR: 2:27.30 is Peterson.

23   (Thereupon, the following transmission is played in

24   the open meeting.)

25   PETERSON: 17Juliet3, make sure I have a

```
 1          unit over in the front of the school.  Make

 2          sure nobody cuts inside the school.

 3               DISPATCH:  I need a unit to the front,

 4          advise.

 5      (Thereupon, the transmission concluded, and the

 6               meeting continues as follows:)

 7               CHAIR:  2:27.49, which is Burton again.

 8      (Thereupon, the following transmission is played in

 9                    the open meeting.)

10               BURTON:  1739, I need more details.  I'm

11          97, that's south side of the school.

12        (Thereupon, the transmission concluded, and the

13               meeting continues as follows:)

14               CHAIR:  2:27.50 is probably Deputy Perry.

15          Now, he called -- I guess at one point the 1200

16          building was called the 900 building, so he

17          calls it the 900 building, but it's the 1200

18          building.  Go ahead.

19      (Thereupon, the following transmission is played in

20                    the open meeting.)

21               RESPONDER:  Holmberg shut down.  We're in

22          front of Building 13 of the 900 Building.  We

23          have shots fired.  I'm trying to get open, the

24          fence open.

25               DISPATCH:  Building 13 and 900 building.
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1   (Thereupon, the transmission concluded, and the

2   meeting continues as follows:)

3   CHAIR: Okay, so at 2:27.54 Cruz exited

4   the 1200 building, and we'll play this last one

5   here, and then we're going to take a break and

6   come back. At 2:28.00 is when Peterson

7   transmitted and told everybody to stay away

8   from the 1200 building.

9   (Thereupon, the following transmission is played in

10   the open meeting.)

11   PETERSON: Broward, do not approach the 12

12   or 1300 buildings, stay at least five hundred

13   feet away at this point.

14   DISPATCH: Stay away from 12 and 1300

15   buildings.

16   (Thereupon, the transmission concluded, and the

17   meeting continues as follows:)

18   CHAIR: Okay, so why don't we stop there?

19   We'll come back and get through the rest of

20   this. Let's take about ten, fifteen minutes,

21   and try and be back about no later than 4:25.

22   (Thereupon, the meeting is in recess, and the

23   proceedings continue as follows:)

24   CHAIR: The next one we're going to go to,

25   let's go to 2:28.54, and at 2:28.54 Officer

1   Burton put out a description of the shooter.

2   Let's play that one.

3   (Thereupon, the following transmission is played in

4   the open meeting.)

5   BURTON: 39, white male, ROTC uniform.

6   DISPATCH: White male, ROTC uniform.

7   BURTON: Burgundy shirt.

8   DISPATCH: Burgundy shirt.

9   (Thereupon, the transmission concluded, and the

10   meeting proceeds as follows:)

11   CHAIR: So again, Burton has put out a

12   description of the shooter that can be heard by

13   Coral Springs, but couldn't be heard by BSO.

14   The next one is 2:29.06, Deputy Volpe.

15   (Thereupon, the following transmission is played in

16   the open meeting.)

17   VOLPE: We don't know, but we're entering

18   the building, part of the 13 building, Building

19   13, 17K4 and myself are entering.

20   RESPONDER: Does anybody have bolt cutters

21   so I can get this kid out of the fence? He's

22   stuck in the fence. I need bolt cutters.

23   RESPONDER: The coach is with him, see if

24   he can help him over the gate.

25   (Thereupon, the transmission concluded, and the

1   meeting proceeds as follows:)

2   CHAIR: So let's go to 2:29.34, Deputy

3   Marchese, well, he put out a description, but

4   he couldn't hear Burton's description. Go

5   ahead with 2:29.34.

6   (Thereupon, the following transmission is played in

7   the open meeting.)

8   MARCHESE: Victim is saying it's a male in

9   a hoodie, he could not describe, with at least

10   an AR-15. It's not an AK-47.

11   DISPATCH: 10-4. All units be advised a

12   male in a hoodie, possible AR-15 or AK-47.

13   (Thereupon, the transmission concluded, and the

14   meeting proceeds as follows:)

15   CHAIR: 2:29.42 is Officer Burton.

16   (Thereupon, the following transmission is played in

17   the open meeting.)

18   DISPATCH: Julia39, is he still shooting?

19   BURTON: 54. I'm with the Douglas' SRO

20   getting info.

21   DISPATCH: 10-4.

22   (Thereupon, the transmission concluded, and the

23   meeting proceeds as follows:)

24   CHAIR: The next one is, we're going to

25   play, is 2:30.46, Deputy Kratz talking about

1   hooking up with Coral Springs.

2   (Thereupon, the following transmission is played in

3   the open meeting.)

4   KRATZ: If you can hook up with Coral

5   Springs dispatch, I was advised by one of their

6   officers possibly three additional victims in

7   the three story building, possible suspect with

8   an ROTC uniform. If we can hook up with them

9   and verify.

10   RESPONDER: I'm with 25 Coral Springs

11   supervisor, advise. He said also three

12   additional.

13   (Thereupon, the transmission concluded, and the

14   meeting proceeds as follows:)

15   CHAIR: See, again, they're trying to

16   share information at this point, because

17   separate radio channels, different information,

18   but they're trying to share between themselves.

19   Mr. Schachter, go ahead.

20   MR. SCHACHTER: Has it happened yet?

21   CHAIR: Here at 2:30 -- at this point, no.

22   At this point the -- the first entry wasn't

23   made at this point. Not at this point, no.

24   The next thing we're going to play is 2:21, I'm

25   sorry, 2:31.30 and this is Captain Jordan

1   transmitting about a perimeter. This is

2   2:31.30. Cruz had been gone since 2:27.54.

3   (Thereupon, the following transmission is played in

4   the open meeting.)

5   JORDAN: 17Sierra1.

6   DISPATCH: 17Sierra1.

7   JORDAN: I know there's lots going on. Do

8   we have a perimeter set up right now, and, and

9   everybody is clearing out of the school?

10   DISPATCH: That's negative.

11   (Thereupon, the transmission concluded, and the

12   meeting proceeds as follows:)

13   CHAIR: And 2:21.39 is Peterson.

14   (Thereupon, the following transmission is played in

15   the open meeting.)

16   PETERSON: 17Julia3, we're in total

17   lockdown right now. Nobody is leaving the

18   school. Everybody knows it's a lockdown.

19   (Thereupon, the transmission concluded, and the

20   meeting proceeds as follows:)

21   CHAIR: And 2:32.31 is another description

22   put out by Officer Burton on the Coral Springs

23   channel.

24   (Thereupon, the following transmission is played in

25   the open meeting.)

1   BURTON: Julia39, white male dressed like

2   ROTC, black pants, burgundy shirt.

3   (Thereupon, the transmission concluded, and the

4   meeting proceeds as follows:)

5   CHAIR: You had BSO putting out something

6   about a hoodie, and different description, then

7   you got Burton who seems to have the accurate

8   description here. 2:32.55.

9   (Thereupon, the following

10   transmission is played in the open meeting.)

11   BURTON: All right, can we at least

12   establish last location? The three story

13   building north in the parking lot.

14   DISPATCH: Dispatch on it, was the

15   freshman building the three story building? We

16   heard gunshots at 1216, Room 1216, 1-2-1-6.

17   (Thereupon, the transmission concluded, and the

18   meeting proceeds as follows:)

19   CHAIR: So when we first heard the call

20   come in about 1216, that was at the two minute

21   and twenty, I'm sorry, 2:22.59, so two minutes,

22   two o'clock, 2:22.59 was the time that call

23   came in. That's nine minutes and fifty second,

24   nine minutes and fifty-six seconds earlier than

25   this, and that's the first time that we've

1   heard that anybody put out over a radio channel

2   a specific classroom in there. So that's

3   again, now that Coral Springs is on scene,

4   because the Coral Springs people have the

5   information, BSO did not have that information,

6   so they had the 1216, they had the specifics,

7   so she's giving it to Officer Burton. 2:23.04

8   Jordon talking about a perimeter again.

9   (Thereupon, the following transmission is played in

10   the open meeting.)

11   JORDAN: 17Sierra1, I want to make sure

12   that we have a perimeter set up, and the school

13   canvased, all the kids are getting out, so we

14   need to shut down around this school. Does the

15   Delta unit have a place where we're setting up

16   for all the units coming into the area?

17   DISPATCH: 10-4. They're advising that

18   the school is on lock --

19   (Thereupon, the transmission concluded, and the

20   meeting proceeds as follows:)

21   CHAIR: The next one is 2:33.20, Sergeant

22   Miller.

23   (Thereupon, the following transmission is played in

24   the open meeting.)

25   MILLER: I have a command post set up. We

1   have a perimeter around it, and we have two

2   units, two teams going in checking right now.

3   JORDAN: 10-4. Which way are they going

4   into the school?

5   MILLER: Ending -- entering from the north

6   side through the parking lot where the students

7   park.

8   RESPONDER: We've got a team entering the

9   900 building on the first floor, west side of

10   the 900 building, the first floor, they went

11   in.

12   (Thereupon, the transmission concluded, and the

13   meeting proceeds as follows:)

14   CHAIR: So the next one, let's do 2:40.33.

15   This is Deputy Chief Backer from Coral Springs

16   requesting a radio patch, and then we'll follow

17   that by 2:41.06, which is Captain Soberon

18   talking about running two operations without

19   joint communications. So 2:40.33 and then

20   2:41.06.

21   (Thereupon, the following transmission is played in

22   the open meeting.)

23   SOBERON: We need to get these radios

24   patched with BSO. Okay, cause we're kind of

25   running two separate operations until we do

1   that.

2   DISPATCH: 10-4, we're trying.

3   (Thereupon, the transmission concluded, and the

4   meeting proceeds as follows:)

5   CHAIR: Yeah, but they -- we knew they

6   couldn't patch because they didn't have the

7   channels. Well, we know that now. 2.45.25 is

8   Peterson again.

9   (Thereupon, the following transmission is played in

10   the open meeting.)

11   PETERSON: 17Juliet3, it was the 1200 and

12   1300 building the last time we heard the shots.

13   (Thereupon, the transmission concluded, and the

14   meeting proceeds as follows:)

15   MR. CARROLL: -- is in the building

16   already?

17   CHAIR: At this point, yes.

18   MR. CARROLL: I just want to make sure I'm

19   reading the entries correct.

20   CHAIR: Right.

21   MR. SCHACHTER: Where did they enter, what

22   time?

23   CHAIR: The first -- the first entry team

24   went in from the west side. Again, you're

25   going to get all of this tomorrow in the law

1   enforcement response presentation. You're

2   going to get it very detailed tomorrow. This

3   is only focused on the communications piece.

4   MR. SCHACHTER: Okay, great. Thank you.

5   CHAIR: So the first team went in, which

6   was mainly Coral Springs, along with one or two

7   BSO deputies, and it was, it was the west side.

8   There was the west side team, and then the east

9   side went in. But we'll get into all of that

10   tomorrow. Around this time -- so around

11   2:45.25 is likely when the radio throttling

12   issues became prevalent because of the heavy

13   response from the Broward County Sheriff's

14   Office. You're going to see more about that

15   Wednesday. You're going to hear more

16   transmissions, and you're going to see it on

17   the body camera footage as well, and how it

18   frustrated all of the entry teams, including

19   the SWAT teams, and how they were forced to use

20   the runners and the hand signals, because not

21   only was there an interoperability issue where

22   Coral Springs could not talk to BSO but BSO

23   couldn't talk among themselves, and so now is

24   about the time where it got worse, because not

25   only did you have the two agencies not

1   communicating but you had BSO that couldn't

2   even transmit on their radios themselves, so

3   we've got two different issues at play.

4   And some of this -- and we have some

5   specific examples of it, is that because of all

6   this there were some very close, as we call

7   them, blue on blue situations, or friendly fire

8   situations, and they're lucky that some cops

9   weren't shot by other cops in this. I'll tell

10   you one example of it is, is that you had a BSO

11   SWAT commander who gets on the radio and

12   looking out from the 1200 building when they're

13   in there clearing it, and tells everybody

14   that's on the perimeter outside that the sees

15   pointing rifles into the building, if you see

16   anybody move don't shoot. But the problem is

17   that all the Coral Springs people couldn't hear

18   him say that because they're on different radio

19   channels.

20   You had one SWAT team that got on the

21   radio that was going into a building, and

22   they're calling to see whether there's any law

23   enforcement in the building before they go in,

24   and half the people there couldn't hear that.

25   And again, you'll see some tomorrow that are

 1   very, very close examples of blue on blue

 2   situations, so. 2:51.28 Captain Jordan.

 3   (Thereupon, the following transmission is played in

 4   the open meeting.)

 5   JORDAN: 17Sierra1 --

 6   DISPATCH: Who is the incident commander?

 7   JORDAN: 17Sierra1 --

 8   DISPATCH: 10-4. Do you need additional

 9   units from District 11?

10   JORDAN: That's a 10-4 until we get this

11   shut down, and we know what we've got inside.

12   We need everybody coming into the area to stage

13   south of the Sawgrass. We'll stage there. And

14   can you have Lieutenant Feeley give me a call

15   on my cell phone please?

16   DISPATCH: Lieutenant Feeley 10-45

17   17Sierra1.

18   FEELEY: I do not have my cell phone with

19   me. Stand by.

20   (Thereupon, the transmission concluded, and the

21   meeting proceeds as follows:)

22   CHAIR: All right so now we're going to

23   jump ahead, and one of these is the one I just

24   told you about, is at 3:23.40, and that is

25   Captain Robson from the Broward Sheriff's

1   Office, SWAT commander asks if there are any

2   law enforcement in the 1300 building because

3   they're about to enter from the north side.

4   Dispatch asks any LEO in Building 1300, but

5   again that couldn't be heard by Coral Springs,

6   so that -- go ahead.

7   (Thereupon, the following transmission is played in

8   the open meeting.)

9   RESPONDER: 1 dispatch, Building 1300, do

10   we have any law enforcement at 1300, we're

11   about to make entry at 1300 from the north

12   side.

13   DISPATCH: Any LEO in Building 1300?

14   (Thereupon, the transmission concluded, and the

15   meeting proceeds as follows:)

16   CHAIR: And 3:37.45, this timeline goes on

17   for a little bit longer, but at 3:37.45 is when

18   Coconut Creek officer gets on the radio and

19   announces that they have Cruz in custody.

20   So --

21   (Thereupon, the following transmission is played in

22   the open meeting.)

23   RESPONDER: Coconut Creek, India4, I have

24   the suspect, suspect.

25   (Thereupon, the transmission concluded, and the

1   meeting proceeds as follows:)

2   CHAIR: All right, so there's a number of

3   entries in here, we're not going to go through

4   them and read them for you, you can read them

5   yourself, as far as you get the gist of it, and

6   there's a chronology of the radio transmissions

7   from both agencies, the 911 calls, the CAD

8   calls that go, goes all way up until midnight.

9   So we've got all that inform, it's all

10   catalogued, it's all captured. But what we

11   wanted to give you here is from the time of the

12   first 911 call until the time that Cruz is in

13   custody.

14   So I want to summarize some of this for

15   you, and if you would switch the presentation

16   now over to the summary presentation, that's

17   the handout that you were provided when we

18   began. And at the same time, you know, Annie,

19   do you have the letter from the County

20   Administrator? You guys can start -- you can

21   pass that out too while I go through this.

22   Sorry, you can -- just whenever you can get to

23   it. So if you would, Annie, just -- I'm going

24   to kind of go through, through this, just kind

25   of follow me, and click along with the slides

 1   as, as I go through this, and you hear me

 2   talking about it.

 3   So I want to give you a summary of this.

 4   Is Coral Springs received at least a hundred

 5   thirty 911 calls, and they attempted four

 6   transfers to the Broward County Sheriff's

 7   Office during this event. One of them was

 8   successful. Coral Springs received more than

 9   the hundred thirty, but as I mentioned earlier

10   because of the call rollover to their EOC lines

11   the exact number is unknown, because those

12   lines are unrecorded. That's going to happen

13   in an event like this, because there's no

14   system that is designed to be able to meet the

15   capacity, or have the capacity for an active

16   assailant event of this nature.

17   The Broward County Sheriff's Office

18   received eighty-one 911 calls. Coral Springs

19   Communication Center received at least twelve

20   911 calls before there was any, Coral Springs

21   radio traffic notified on Springs, on duty

22   Coral Springs officers of the shooting. The

23   first Coral Springs police channel radio

24   traffic that there was an active shooter at

25   Stoneman Douglas occurred at 2:22, I'm sorry,

1   2:26.16. So the first transmission on the

2   Coral Springs police channel, 2:26.16, was four

3   minutes and three seconds after Coral Springs

4   received its first 911 call.

5   Officer Burton notified dispatch he was on

6   scene nineteen seconds after he received the

7   information that there was an active shooter at

8   Stoneman Douglas.

9   MR. SCHACHTER: Sheriff, can I ask you a

10   question? So the first Coral Springs call, but

11   then there were calls that came into Coral

12   Springs prior to 2:26; can you explain what you

13   mean? There were 911 calls that came in prior

14   to 2:26, right?

15   CHAIR: Right. There were twelve. Twelve

16   - - so there were twelve 911 calls that we know

17   of, and probably more because they were getting

18   911 calls on the EOC lines, which are

19   undocumented. So Coral Springs is getting 911

20   calls, at least twelve that we know of, that

21   are documented, and they have those 911 calls,

22   and the additional ones on the EOC line, but as

23   I've said many times in the last hour or so, is

24   that because of the nature of the system Coral

25   Springs was treating this as a fire/EMS

1   event --

2   MR. SCHACHTER: Oh, okay.

3   CHAIR: -- and that they were putting the

4   information out over their fire channel.

5   MR. SCHACHTER: Okay, I understand now.

6   CHAIR: And it wasn't until 2:26.16, which

7   was four minutes and three seconds after the

8   first 911 call, that they put anything out over

9   their police channel.

10   MR. SCHACHTER: They dispatched fire?

11   CHAIR: They dispatched fire, and you

12   heard that, and fire is going to stay --

13   MR. SCHACHTER: But they didn't dispatch

14   PD.

15   CHAIR: Correct, because it's not their

16   city.

17   MR. SCHACHTER: Got you.

18   CHAIR: So Officer Burton, but again, but

19   this is on the city lines of Parkland and Coral

20   Springs, Officer Burton was just at the south

21   of the school, and he notified dispatch that he

22   was on scene nineteen seconds after receiving

23   that, but it was four minutes plus into the

24   event. Burton indicated that he called out his

25   arrival a little before actually arriving at

1   Stoneman Douglas, but he was close by, and he

2   was fully on campus within forty seconds from

3   the transmission. Cruz shot his last victim

4   before Officer Burton arrived.

5   Coral Springs had twenty-three fire

6   department radio transmissions or CAD entries

7   about the shooting before providing information

8   to on-duty police units. The first EMS

9   communication was forty-six seconds after the

10   911 call. The first fire/EMS communication was

11   forty-six seconds. The first police

12   communication, four minutes and three seconds.

13   As I said, Coral Springs simply did what they

14   were trained to do, and followed the system

15   that's been set up here in Broward County. The

16   delay in sending the Coral Springs officers

17   into Parkland was caused by the system, not by

18   the people on duty that day.

19   There are those that might say that

20   someone in the Coral Springs Communication

21   Center should have countermanded the system,

22   and they eventually did, but that in reality is

23   not something a first line person is going to

24   make a call on when it requires sending units

25   out of their jurisdiction. I don't speak for

1   Chief Perry, but I've discussed this issue with

2   him. I believe it is something he'll address

3   before the commission on Friday.

4   After BSO received the first 911 call

5   transfer from Coral Springs there were

6   forty-one seconds until a BSO dispatcher first

7   attempted to notify on-duty Parkland deputies,

8   including Peterson, via radio. While Coral

9   Springs received at least twelve 911 calls

10   before dispatching the shooting on the police

11   channel BSO received three 911 calls during the

12   same period, one of them being the Boca call.

13   In total there are only, there's only one

14   successful 911 call transferred from Coral

15   Springs to BSO, again this was due to the

16   protocol that all Parkland 911 calls from cell

17   phones go to Coral Springs, and this means that

18   Coral Springs was receiving the majority of the

19   911 callers who had first-hand information.

20   Because it took twenty-eight seconds for

21   Coral Springs to transfer, and the forty-one

22   seconds for BSO to process it upon transfer,

23   that results in the sixty-nine seconds until a

24   dispatcher first put voice to radio and told

25   any on-duty law enforcement about this, and at

1   that point Cruz had shot and/or killed

2   twenty-three people on the first floor before

3   the first law enforcement transmission at

4   2:23.22 by BSO.

5   So simply, seconds matter. Cruz shot

6   and/or killed twenty-four people in a hundred

7   and seven seconds, the first twenty-eight

8   seconds of which the first 911 caller was

9   talking with a Coral Springs talk taker who

10   could do nothing more than transfer the caller

11   to the Broward County Sheriff's Office. The

12   next forty-one seconds were spent by that BSO

13   call taker asking the same questions over

14   again, getting the information, and

15   transferring to the dispatcher, who again, at

16   the sixty-nine second mark put it out over the

17   radio.

18   The system here in the similar way that

19   these systems operate across Florida, they hand

20   change, but only if the stakeholders agree to

21   do so, or the legislature acts and requires

22   that all 911 centers have the capability of

23   communicating directly with all first

24   responders for whom they're taking calls.

25   Remember the radio issues are different

1   than the 911 issues. Some radio issues are

2   technological, and some share the root cause

3   with the 911 issues, which is a bifurcated

4   system. The lack of radio interoperability

5   hampered the response, and caused officer

6   safety issues, no doubt about that. As I said

7   SWAT teams in the 1200 building tried to

8   communicate to make sure that nobody shot it,

9   and the people they were trying to communicate

10   with couldn't hear them. So you're going to

11   hear, again, more about this tomorrow, but as

12   we wrap this up, the only way this is going to

13   change is if the stakeholders want it to

14   change, or the legislature acts to force

15   change, because people aren't going to do it

16   themselves.

17   And I've passed out to you a copy of a

18   letter that I received dated November 5th from

19   Bertha Henry, the county administrator here in

20   Broward County, and as of November 5th Coral

21   Springs and the County have not reached

22   consensus on any of this, there's still no plan

23   to merge anything. And as you will notice in

24   Ms. Henry's letter she talks about the CAD

25   issue, she talks about the radio issue, but

1   there is no discussion even in her letter at

2   all about the 911 system. The radio system is

3   a problem. There's probably some band-aids

4   they can put on it to make it better than what

5   it is, but the bifurcated 911 system, and the

6   call transfer process that you heard

7   extensively about here this afternoon, isn't

8   even addressed in her letter, so apparently no

9   progress has been made since she was here, and

10   since these ongoing discussions about resolving

11   this. Mr. Schachter.

12   MR. SCHACHTER: So I can address the 911

13   issue. That was an issue that as soon as the

14   commission brought that to our attention I

15   tried to fix that. I had meetings with

16   Parkland and, and BSO, and a temporary fix was

17   that Coral Springs communication pagers, an

18   alpha numeric pager was placed in the Coral

19   Springs dispatch center, which alerts the

20   dispatch staff of all EMS calls and high

21   priority police incidents.

22   So I can go on and read this, and I can

23   submit this to you, but that was the temporary

24   fix that we call came up with on that issue.

25   CHAIR: Okay. Does it eliminate the call

1   transfer process, where people got to tell

2   their story twice? Does it eliminate people

3   who say I need the police, and somebody says,

4   hold on, let me transfer you and you can tell

5   your story again; does it eliminate that?

6   MR. SCHACHTER: I think -- I think it

7   speeds up the process so that they send that,

8   that page out as soon as the call comes in.

9   It's not the permanent fix that it should be,

10   it was just a temporary fix until they got a

11   permanent fix. But I agree with you.

12   CHAIR: Commissioner Stewart?

13   COMM. STEWART: I just have a question. I

14   don't know that anyone knows the answer to this

15   right now today, but do we have an idea of how

16   many cities and municipalities this exists in

17   today?

18   CHAIR: Yeah, I don't. I don't know. I

19   know that it is not unique to Broward County.

20   COMM. STEWART: I think that makes a

21   difference on our recommendation, is the reason

22   I ask that.

23   CHAIR: Right. And so it does exist in

24   other areas. This -- the 911 system

25   specifically is what you're asking about?

1   COMM. STEWART: Yes.

2   CHAIR: Yeah, so it does exists in other

3   areas. Does anybody have any other questions

4   on any of this to do with communications?

5   Commissioner?

6   MS. LARKIN SKINNER: I have a comment

7   about unintended consequences. If you take

8   this all the way back to when whoever made the

9   decision for Parkland to become incorporated,

10   and then whoever made the decision that they

11   would contract with some other municipality for

12   fire and EMS, and contract with the County for

13   law enforcement, I do believe they all had the

14   best interest of their citizens in mind in

15   this, but this disconnect, and the

16   un-coordination, and things that happened, are

17   an unintended consequence of no one really

18   having the big picture, no one really thinking

19   about, yes, we're a community but we're part of

20   a larger community.

21   And these things can happen anywhere any

22   time, and I think we all like to believe

23   they're not going to, but at some point we have

24   to admit, and realize they are going to, and it

25   can happen to any one of us in any one of our

1   communities in any one of our schools, so I

2   think it's important for people to understand

3   that, and even providing the education about

4   the unintended consequences of the decisions

5   you're trying to make for your community.

6   CHAIR: Well, and -- and what you're

7   hearing here is a mass casualty major event,

8   but these issues also permeate every day in

9   routine business, so at 3:00 in the morning

10   when you hear a noise in your backyard, and you

11   see some guy in the backyard dressed in dark

12   clothes, and you want the police, and you call

13   911, and you say I got somebody in my backyard,

14   I think they're getting ready to break into my

15   house, okay, tell me, you tell the -- oh, hold

16   on a minute, I'm going to call Broward County

17   Sheriff's Office and then you can tell your

18   story again.

19   To me that's not right, you know? And who

20   in the world thinks that when you call 911 and

21   you tell your story somebody is going to say

22   wait a minute, and I'm going to transfer you to

23   somebody else, then you got to tell your story

24   again? And what happens with a lot of those,

25   which you hear people hang up, and then you got

1   cops that are trying to respond and somebody

2   calls back, and they end up going to voicemail,

3   and they can't get through, so the cops have a

4   void of information, which causes an officer

5   safety issue.

6   And a lot of this is, what it comes down

7   to, is because people don't want to play nicely

8   in the sandbox, they don't want to play

9   together. And I'll tell you a story in our

10   county, and it's ridiculous, is we have the

11   same issue. Is -- is that the Largo Police

12   Department earlier this year was remodeling

13   their communications center, so we take all the

14   911 calls, but Largo doesn't want to join our

15   communications center, same thing as going on

16   here. And so when a 911 call comes in we take

17   the call and we transfer it to Largo, so you

18   got that person at 3:00 in the morning whose

19   got that kid in the backyard breaking in, they

20   got to tell their story twice.

21   So the Largo communication, the Largo

22   Police Department is remodeling their

23   communication center, they asked us, well,

24   we're remodeling, can we move into your

25   communication center for four months, sure.

1   They came into our communication center, so

2   we're all in the same room for four months, and

3   then they move back to their own station.

4   Seriously; so it was good enough to be there

5   for four months but it wasn't good to be there,

6   good enough to be there permanently?

7   This doesn't make sense. And this is

8   something I really think the legislature needs

9   to act on, and tell people get beyond this

10   nonsense and provide what is effective public

11   safety services so people don't have to tell

12   the story twice, and if you're going to take a

13   call you better be able to communicate with

14   somebody that can response. Commissioner

15   Carroll.

16   MR. CARROLL: And I -- I don't want to

17   beat a dead horse, but I can't agree more,

18   because anyone who just listened to the

19   confusion, the delay, the dysfunction, and you

20   put it with the backdrop of what was taking

21   place, is all that confusion and delay was

22   taking place it was, kids were being killed. I

23   think it's unacceptable. Public safety is

24   supposed to be about what is in the collective

25   best interest of the whole, and what I see

1   here, and what I see in this letter, is turf

2   guarding, and I just don't understand why

3   communities after this wouldn't come together

4   to find the best system that works for

5   everybody, it's the most efficient, and it

6   takes out some of what we saw here.

7   I don't know if any of these fixes in this

8   case would have led to less casualties because

9   it happened so quick, but I know this, if he

10   was able to shoot out the window on the third

11   floor there would have been many more

12   casualties had we not had a response into that

13   building more quickly than we did, and the

14   response was slowed by the inefficiencies of

15   this process. So I just people are putting

16   their head in the sand on this.

17   CHAIR: All right, anybody else? We'll

18   move on to the next topic. Okay.

19   SHER. ASHLEY: I would just say we should

20   recommend, we should finalize some

21   recommendation in this regard. I mean this,

22   this is ridiculous. I'm a little -- I'm not a

23   little, I'm a lot disappointed that Broward

24   County would, would not recognize this as a

25   serious issue.

1   MR. SCHACHTER: Broward County does. They

2   are trying to get Coral Springs, Coral Springs

3   won't --

4   THE COURT: All right, so we're going to

5   wrap up the day here with the last presentation

6   about the Broward County Sheriff's Office and

7   Coral Springs Police Department's active

8   assailant policies and training. Specifically

9   included is training that Peterson received.

10   And we have Chuck Massucci, special agent with

11   FDLE, who is going to present this. And after

12   this any questions, and then we'll take public

13   comment, and then we'll be done for the day.

14   So, Chuck, go ahead.

15   PRESENTATION ACTIVE SHOOTER POLICIES BSO & CORAL

16   SPRINGS POLICE DEPARTMENT

17   SA MASSUCCI: I'm going to speak with you

18   on the policies and the guidelines that were in

19   place at the time of this shooting. This will

20   be a little discussion of the training specific

21   to the SRO that was on duty that day, and the

22   training that both of the primary agencies were

23   receiving at the time of this incident. This

24   first slide demonstrates a comparative analysis

25   of the active shooter policies at Coral

1   Springs, and identified as a general order,

2   that the GO. And then SOP is standard

3   operating procedure. And as we go through

4   these you'll see the similarities. There's

5   some differences in terminology, and most law

6   enforcement SOPs or general orders they start

7   with definitions.

8   For most SOPs your definitions begin with,

9   I mean your definitions set up, or establish

10   the procedures that are expected, and the

11   training that's going to be given for your

12   department. This comparison between Broward

13   Sheriff's Office and Coral Springs was in place

14   at 2014, and the dates at the top show when

15   they were enacted or amended for each of the

16   agencies. And some of the highlights of this

17   were the implementation of a single officer

18   response and real time intelligence. That was

19   the development of the program, or the

20   development of the policy at the time.

21   As we go through and we read these things,

22   and if you want me, you've got them in front of

23   you, you can read them, what's important on

24   this slide, or important to highlight, is that

25   in the BSO's active shooter policy the response

1   team, the response for the team highlights

2   specifically a single deputy, or a team deputy

3   response, and the importance of real time

4   intelligence. And we've just gone over the

5   communications, that's a big part of real time

6   intelligence, in addition to what, what the

7   officers, or the deputies were observing. And

8   they also highlight that the decision to enter

9   the area or the structure where the active

10   shooter is located, the entry is made with the

11   goal of stopping the threat.

12   The purpose of an extraction team, which

13   is highlighted on the Broward County side, is

14   to provide first aid. And as we go through the

15   full definition you'll see that a medical

16   response, which is really going to establish

17   law enforcement as a first responder on a

18   medical sense, is highlighted in both policies

19   at different points of each policy. You're

20   also going to see in here, we'll talk at a

21   later point in the presentation, that a rescue

22   task force is addressed, and that's a concept

23   that's kind of being implemented throughout

24   this region down here. We'll talk about that a

25   little more specifically later.

1   As we move through this comparative

2   analysis we start seeing definitions, hot

3   zones, warm zones, and cold zones, and these

4   definitions are what starts defining what your

5   first responders, your medical first

6   responders, how we can and can't enter. We

7   just got done discussing the dispatching of

8   paramedics and fire department. They have

9   pretty strict protocols on what, when they can

10   and can't enter into a scene to provide medical

11   aid, and these definitions are what highlight

12   the conditions of which they can. And as you

13   evaluate tomorrow the conditions, and if you've

14   been made aware of, the officers and the

15   deputies encountered what they perceived as an

16   immediate threat, and was a hot zone that day,

17   as the definitions are provided in the

18   training, and in the SOPs and general orders.

19   In an active shooter scenario BSO, BSO

20   police states that a responding deputy will

21   first notify communications. That's

22   highlighted in the policy, and of course we

23   just talked about some of the difficulties when

24   you have two responding agencies, and then

25   ultimately you have some of the failures that

1   were experienced. Communication will then

2   notify the SWAT, or the tactical responders for

3   other agencies, and it shows you the evolution

4   that's occurring quickly. If real time

5   intelligence exists the sole deputy, and

6   they're already, again, they're addressing

7   single deputy responses, or the team may enter.

8   That's the definition on the side of BSO, or

9   shall enter, that's on the side of Coral

10   Springs. So there's a little change in

11   diction.

12   Then the deputies, and it's highlighted in

13   both policies, the deputies do not need

14   supervisor's approval, so they're putting the

15   onus on the responding deputies to make entry,

16   and make decisions based on what they're faced

17   with. And again, their goal is to engage the

18   threat. That's what was in place in February

19   of this year for both agencies.

20   Both of these policies for both agencies

21   talk about the ultimate end of the scenario

22   being really one of four resolutions, and

23   they're highlighted here. Barricaded subject,

24   which is a known condition for law enforcement.

25   That's a position that requires a SWAT callout.

1   That's one end. A second end is that there's a

2   surrender, peaceful resolution. The threat is

3   stopped, is a polite way of saying that there's

4   a death involved, or an injury that

5   incapacitates the threat, the assailant. Both

6   of them have an expectation, and as we go

7   through to the next slide we start talking

8   about the implementation of the medical

9   considerations.

10   What is sometimes hard to address or

11   understand is the responsibilities address the

12   first tentative law enforcement securing the

13   scene, and both policies talk about keep moving

14   towards the threat, and when you think about

15   mass casualty incidents it puts the medical

16   needs as a secondary concern until you hit a

17   point where you're in a warm zone, or cold

18   zone, or you're making considerations for the

19   medical conditions.

20   These policies direct the responsibilities

21   of extraction teams. If you look at the

22   Broward side, so Broward in their policies is

23   making the considerations for medical

24   extraction when things are secure, and that can

25   be very fluid. And as you go through the, the

1   detailed analysis that will be presented to you

2   tomorrow, you can consider these policies that

3   were in place and make decision, or make

4   analysis of what was done correctly.

5   As we move towards the end of this

6   comparative analysis you start looking at the

7   requirements of supervision, and most policies

8   in law enforcement begin with your first

9   arriving deputies, your first arriving

10   officers, and that's not necessarily broken

11   down by rank, it's the first individuals that

12   arrive there and have to confront the threat.

13   Okay. And then they start delineating the

14   responsibilities of your arriving supervision.

15   It could be a person of the rank of corporal

16   all the way up through the highest ranks of

17   your organization.

18   For the Coral Springs side they combine

19   the responsibilities of incident command and

20   supervision. For the Broward they break down

21   the delineation of responsibilities from

22   supervisors, general considered first line

23   response supervisors, to the incident command.

24   But there's a consideration put in both of

25   these policies that you're secondary duties

1   need to be considered in relatively short order

2   for organization, and that's something to think

3   about as you review these policies and consider

4   all the activities that happened once entry was

5   made into Building 12, once intel identified,

6   let's say the absence of the shooter, up

7   through the arrest of the shooter.

8   And to complete this comparative analysis,

9   like a lot of policies in law enforcement and

10   other organizations there's a requirement, or

11   an order for debriefing, and the debriefing is

12   for what I would say is obvious considerations

13   of what went right, what went wrong, and the

14   post action debriefing, every department has

15   its own procedures.

16   It also on this slide identified training,

17   as the point I made at the beginning of this,

18   your policies, your SOPs, your general orders

19   are set up to establish the expectations of

20   your officers or deputies, and to establish

21   your training procedures. As we move a little

22   bit further into the presentation through the

23   process of our interviews we found that Broward

24   County had specific, a manual created for

25   Parkland. Through our conversation, or

1   interview with Sergeant Miller, Sergeant Brian

2   Miller, we were introduced to a package, or a

3   pamphlet that was put together for Parkland

4   specific. Parkland is an incorporated area

5   within the county of Broward, and obviously was

6   relevant to this incident.

7   The Parkland district pamphlet addressed

8   an active shooter plan. It contained overviews

9   of buildings of importance, locations I should

10   say, of importance within the district. It

11   gave overview maps. It identified schools,

12   private and public, within the city limits,

13   fire stations, and other facilities. The

14   pamphlet was intended for SROs and supervisors,

15   and it assisted, it was intended to assist with

16   establishing command posts and whatnot, and

17   identify the major thoroughfares through.

18   One I guess criticism, or overview, is

19   that it was a little dated. This overview of

20   the high school in question is from 2008, or

21   prior to 2008. The blue on this slide

22   indicates where Building 12 would have been, so

23   the maps weren't updated.

24   CHAIR: Yeah, so we're including that here

25   because you heard a confusion about the

1   building, 1200 building, 1300 building, and you

2   heard everything, and this is what was

3   distributed, it was in Parkland at the time.

4   Sergeant Miller had it, the SROs had it, but it

5   just, you know, we don't know whether it

6   contributed to it, but it doesn't even have the

7   12 or the 1300 building on there, so this was

8   like ten years old, and, you know, did this

9   contribute to what people knew, didn't knew,

10   and some of the confusion, so but we got this

11   from Sergeant Miller, who is a sergeant

12   assigned to the City of Parkland, who is an on

13   duty supervisor there, and this is what he had

14   as the Parkland.

15   So that's why we're bringing it up,

16   because there's been a lot of confusion about

17   it, and this is what he provided during this

18   interview. Go ahead, Chuck.

19   AS MASSUCCI: Thank you. Now, from this

20   we're going to talk for a few minutes on

21   specifically Deputy Peterson's training. Now,

22   what you see on the screen is a highlight, or a

23   snippet of his training. Overall Deputy Peter

24   -- we -- we as investigators reviewed his

25   entire training. It was provided to use

1   through Broward Sheriff's Office. Deputy Scott

2   Peterson attended at least a hundred twenty-six

3   career development and service training, but as

4   a overall analysis you can see here that the

5   SRO, I say SRO, the deputy at that school

6   received his initial training back in 1986 and

7   1988, and he began his training as a school

8   resource officer in 1991, and he received

9   ongoing training, and then in this Power, or on

10   this slide here for this PowerPoint we

11   highlighted his training specific to active

12   shooter and rescue task force.

13   The next slides will go into the, the

14   specifics of the training, and I'm going to go

15   back and start with the most recent training.

16   And I want to highlight for this, this training

17   was -- there's a, there's a term we use in a

18   lot of different areas, it's called train the

19   trainer. Deputy Peterson was chosen to attend

20   this 3.5 hour training, and he was, it was

21   called an active killer lesson plan, but he was

22   selected to attend this program in 2006, and

23   he, and I believe it was eight to ten other

24   deputies, instructors, were taught this system,

25   and they were going to bring it back. So the

1   goal was to educate teachers, they were to

2   bring it back to educate the students and the

3   teachers at the schools as the school resource

4   officer.

5   They were going to begin to implement this

6   at the elementary school level, and then work

7   their way up through middle schools. The

8   course was designed to train law enforcement

9   officers to instruct school faculty personnel

10   about target hardening, the lock down

11   procedures, and what to expect when law

12   enforcement responded to the school for an

13   active shooter. It also taught safe action and

14   reaction for students and faculty when law

15   enforcement encountered them during the active

16   shooter situation. So it was an attempt to

17   ensure safety on both sides.

18   The Broward County Sheriff's Office

19   provided this training, and again, it was to

20   educate the schools. The objectives are laid

21   out here. As of August of 2018 all two hundred

22   thirty-four Broward County elementary schools

23   have received this training, and the process

24   has moved into the middle schools as of August

25   of this year.

1   Now, we've highlighted two scenarios that

2   the SROs were bringing into the schools as part

3   of their training. And I guess there's

4   somewhat of a sad irony with the first

5   scenario. When you go through this first

6   scenario it addresses a threat as a person with

7   a suspicious bag identified as a rifle bag

8   jumps over the fence, and the scenario creates

9   an environment where a member of the faculty, a

10   member of, someone on the grounds calls the

11   code red, rings the bell so to speak, as the

12   assailant, as the potential active killer is

13   entering the ground. So that was scenario one

14   in the training that was supposed to be brought

15   back to the schools, and the SRO Peterson was

16   part of that training. And you can read

17   through what the training suggests, and what he

18   suggests, or hopeful outcome is when you follow

19   the procedure properly.

20   The second scenario is I guess a little

21   closer to dire, is when the gunshots are

22   actually going off, and the procedure when the

23   gunman is on the property and things are a

24   little, a little more dire. So both scenarios

25   are proposed in this training to offer the

1   school faculty the opportunity to preempt

2   earlier, or try to preempt later.

3   We've talked about the evolution of active

4   shooter training, and if you think about the

5   chronology we just went over very briefly, SRO

6   Peterson went through, based on his records,

7   active shooter training in 2007 through 2017.

8   Very briefly, these are some of the highlights

9   from the 2007 training he received, and you can

10   see the evolution, and based on the records,

11   this gives you a confirmation of the training.

12   In 2007 the training was conducted as part

13   of their in-service training, which is a

14   requirement in most law enforcement. This

15   course was an 8 hour clock provided to all law

16   enforcement members of the Broward County

17   Sheriff's Office. Deputy Peterson attended

18   this training on April 4, 2007. The training

19   emphasized a rapid response, but it highlighted

20   a group response. So there was a pause, a

21   grouping, and then you entered in formations.

22   And this is, what, maybe eight, ten years after

23   Columbine. But there was a rapid response, a

24   group response, and the team deployed into the

25   building, or the area.

1   In this training the deputy's primary

2   responsible is always, was to eliminate the

3   threat, and they would not stop to help injured

4   persons until the environment was made safe.

5   And again, it's the first tenet of law

6   enforcement, to secure the scene. It was also

7   highlighted in this training, and it's

8   important to note because I think it continues,

9   is the plus one rule. We attribute that plus

10   one rule a lot to Columbine, but there's other

11   mass shootings in the United States, explosive

12   devices, other potential shooters, those are

13   considerations that law enforcement keeps in

14   the forefront of their mind when they're

15   entering into these scenarios. So even if the

16   threat is neutralized we don't automatically

17   say the, the scene is secure.

18   As we move forward from the training in

19   Broward County through their training records

20   into 2012 and 2013 we see that there is an

21   evolution in the training. It's highlighted

22   here, a solo response to an active shooter.

23   The mentality is developing a little bit. In

24   2012 and 2013, again, all members of the

25   Broward County Sheriff's Office attended this

1   solo response training. Specifically Deputy

2   Peterson attended this training on August 16,

3   2012.

4   The course agenda had the following

5   objectives that are listed here, but the

6   majority of this course was shooting drills,

7   and movements within the different buildings,

8   the different scenarios that you may face, and

9   they talked a lot about some of the weapons

10   platforms, and some of the technical needs that

11   the officers were going to need. Approximately

12   one and a half hours of this time was dedicated

13   to one officer entries, which is, was, was a

14   new development in law enforcement, and it was,

15   it was pushed.

16   And finally as we get to 2015 and 2017,

17   and it was two four hour blocks that deal with,

18   the in-service training that deal with active

19   shooter, and then this rescue task force. And

20   rescue task force as the second half of the

21   training now really focuses on the medical

22   responses, in addition to what we've been

23   talking about all along, securing the scene.

24   So as we, as Broward County Sheriff's

25   Office implemented this training over two years

1   they're now focusing on medical as well as

2   securing the scene. Deputy Peterson, he

3   attended both blocks for a total of eight hours

4   on April 19, 2016. Going through the training

5   records, most of the classes were anywhere from

6   eight to twenty-four deputies per class, and

7   about ninety minutes of these classes were

8   reserved for scenario and practical exercises.

9   This just demonstrates the course

10   highlights, and like a lot of the training in

11   law enforcement we learn from the scenarios

12   that were, happened around the country, and the

13   prior experiences learned from law enforcement,

14   the good and the bad. The desired outcome for

15   any active shooter scenario is highlighted

16   here, surrender, state of pause, which we refer

17   to as the barricaded situation, or the suspect

18   being shot, being stopped, I'm sorry, through

19   suicide or law enforcement intervention.

20   And lastly, when it comes to the final

21   training taken by Deputy Peterson, the deputies

22   are instructed to immediately confront the

23   shooter using a bounding over watch tactic.

24   Now that demonstrates that there was some

25   thoughtful entry, not rampant running into a

1   scenario, your way through, use your active

2   intelligence, and use cover and concealment,

3   but you're addressing the threat, you're moving

4   towards the threat. And in all of these

5   scenarios when there is no shooting you're

6   still moving in a thoughtful manner trying to

7   identify the threat. That's an important

8   component of all of this training. In a single

9   deputy response the deputy is instructed to

10   immediately assess what they have, and prepare

11   to respond to an active shooter incident.

12   That's a policy for Broward County, that's what

13   they were trained and encouraged to do.

14   When you review these slides review the

15   policies that were in place, and you consider

16   all of the activities that occurred on February

17   14th, there is a place for the deputies that

18   arrive after the initial response, and I think

19   it's important just to understand that your

20   initial response team addresses the threat.

21   There's, we're going to just call it X amount

22   of deputies that make entry. Each scenario can

23   call for four deputies, ten deputies, fifty

24   deputies, it depends. And it's always it

25   depends, but this slide demonstrates that there

1   is a place, and it's when the supervision

2   starts taking over radio communications that

3   perimeters do need to be established, and

4   extraction teams need to be established, that a

5   command post needs to be established, that

6   medical response locations need to be

7   established, that evacuation routes need to be

8   established. And the training in the 2015,

9   2017 took some of that into account, because of

10   course highlight, and, and again it follows up

11   with the definitions that you can review in the

12   policies. And you have the dates for when the

13   SRO at the time attended this training.

14   A couple last points on Coral Springs,

15   again, you know, we've gotten an idea of their

16   involvement in this, it was more than integral.

17   They began their training for single officer

18   response to an active shooter in 2013. They

19   also started incorporating the rescue task

20   force concept, which is an indication of their

21   importance on medical response in 2013. They

22   incorporated simulation, rifle training from

23   the beginning, to make it as realistic as

24   possible. They demonstrated as a priority for

25   their department, and it was a requirement for

1   all members from the rank of chief on down.

2   Officers were instructed that they should

3   immediately go toward the gunfire and engage

4   the shooter, same as every other, the same as

5   Broward, and virtually all law enforcement

6   instruction in the country today. If there was

7   no -- and this is important. If there was no

8   active gunfire the officer should navigate the

9   area and search for the shooter, first

10   priority. This just demonstrates the rifle

11   course, the realization by law enforcement that

12   you may be, may be confronting semi-automatic,

13   automatic weapons, the importance of the

14   training, and the reality of what you can

15   encounter in these situations.

16   One of the scenarios that we highlighted

17   in the training for Coral Springs, the officer

18   responds to an active shooter at a school, upon

19   arrival there is no active gunfire, but there

20   are indications with a path of gun shells, and

21   there are injured victims throughout. The

22   officer should make, what they, their

23   terminology is a limited penetration tactics to

24   navigate the area, and to search for the

25   shooter. That's using a good response, best

1   officer safety, but moving towards the shooter.

2   Ultimately in this scenario the officer

3   encounters the assailant, neutralizes the

4   assailant, and they have an acronym, and the

5   acronym sets the priorities in this scenario,

6   you continue to make sure everything is secure,

7   again, the first tenet of law enforcement.

8   You're making a, you're implementing a plan,

9   it's a quick plan, you're communicating, and

10   you're moving to the medical. And that kind of

11   highlights it.

12   And the last point in the last scenario is

13   very similar, but it demonstrates that the

14   officer gets injured, a two officer scenario,

15   and I guess the importance of this scenario is

16   that once the officer receives the injuries the

17   medical response doesn't happen, so to me it

18   highlighted the importance of securing safety

19   moving forward, but once the injury occurred no

20   further actions can be taken.

21   And that's the last scenario from Coral

22   Springs. That's the end of the presentation.

23   CHAIR: Just to clarify a couple of

24   points, one of the things we found is that

25   Coral Springs, what I understand, and what

1   we've been told, Coral Springs requires their

2   officers to go through active assailant

3   training every year. Broward has cycles. You

4   saw the cycles. Broward of course is a much

5   larger agency, and has many more deputies. You

6   don't get everybody through every year.

7   Sometimes it's every couple of years, every few

8   years, because they have to cycle them through.

9   Broward had in the last cycle, they had an

10   active assailant training which was four hours,

11   and they had a rescue task force which was four

12   hours. They were separate, they've now

13   combined it into one eight hour combination, so

14   the active assailant and rescue task force for

15   Broward are now combined. The other thing

16   since we're on the topic of training is that,

17   remember the rescue task force is a combination

18   of law enforcement officers and EMS personnel,

19   fire/EMS personnel, and they are going to go in

20   as far as the warm zone, they are not going to

21   go into the hot zone but they will go into the

22   warm zone, and go to at least a casualty

23   collection point, but they will go into the

24   warm zone.

25   Coral Springs fire and Coral Springs

1   police have done a lot of training together on

2   the rescue task forces, but the Broward

3   Sheriff's Office, specifically in Parkland, and

4   the Coral Springs fire department do not train

5   together. So that's just from a training

6   perspective a couple of things that we learned,

7   and just adds to what you've already heard here

8   from Special Agent Massucci. Does anybody have

9   any questions of him? Sheriff Judd.

10   SHER. JUDD: First off I'm not so sure how

11   much of a question as opposed to a statement.

12   If you -- if you read the SOP on BSO it says;

13   if real time intelligence exists the sole

14   deputy, or team of deputies, may enter the area

15   or structure to preserve life. To me that's a

16   policy failure because it's not mandating it,

17   it's giving them the option as I understand it,

18   which means that if Scott Peterson chose not to

19   go in there he had that option.

20   SA MASSUCCI: I could interpret it that

21   way, but I'd defer it to their Department to

22   answer for that, so --

23   CHAIR: Well, let me tell you the -- I --

24   I --

25   SHER. JUDD: Isn't that what it says?

1   CHAIR: It is what it says. I -- I agree

2   with you, but I know that Sheriff Israel has a

3   view on this, and I suggest to hold that

4   question until Thursday when he's here and ask

5   him directly. He knows he's going to get that

6   question because I've talked to him about it,

7   and he has a response. So he'll address it on

8   Thursday, as to why they have it worded that

9   way.

10   UND. SHER. HARPRING: And I'll -- Sheriff,

11   I'll just say this briefly on that, Sheriff

12   Judd, I'm very glad you brought that up,

13   because it at least on its face conflicts, the

14   policy conflicts to the negative, so to speak,

15   with what the actual training requires, and

16   we'll, we'll leave it until Sheriff Israel

17   comes and --

18   CHAIR: Yeah, I agree, and I too have

19   concern about it. I think he has an

20   explanation for it. Let him explain his

21   explanation, but, but the wording of it is

22   problematic. The explanation may make sense to

23   you, but the wording of the policy leaves some

24   concern. Secretary Senior.

25   SEC. SENIOR: Is that still the standard

1   operating procedures is my only question? You

2   got to change that and made it shall, shouldn't

3   you, I mean --

4   CHAIR: Yeah, so let's have that

5   discussion with Sheriff Israel on Friday, I

6   think it's only fair. Or on Thursday, excuse

7   me. I think it's only fair to him that he be

8   able to give you his explanation. I'm not --

9   I've heard it. It's not right for me to convey

10   it at this point. Why don't you hear it

11   directly from him, and then have that

12   discussion with Sheriff Israel directly.

13   SHER. JUDD: The other question is how

14   many of the deputies are trained for active

15   shooter, one hundred percent, and if so then

16   how often do they repeat that training?

17   SA MASSUCCI: The -- the Coral Springs, as

18   the Sheriff put out, is a yearly mandate. The

19   interviews that we conducted, it can be up to

20   two, two and a half years for the refresher.

21   When we were conducting the interviews there

22   was a sense of it had been a while, so it's not

23   with the regularity that some law enforcement

24   agencies require.

25   SHER. JUDD: So is there, or did you have

1   the opportunity to view training records that

2   indicated every year, every other year, not

3   only Scott Peterson but all of the deputies

4   were trained, or every third year, every fourth

5   year? What did the records look like when you

6   reviewed those records?

7   SA MASSUCCI: The records generally

8   suggest two to two and a half years.

9   CHAIR: So we do have them, to answer your

10   question specifically, since you're asking a

11   specific question is, is that -- and this year

12   so far, so they have -- Broward County

13   Sheriff's Office, and that's your question, is

14   about Broward SO; correct, Sheriff?

15   SHER. JUDD: Yes, Sheriff.

16   CHAIR: So this year, and again they've

17   ramped it up this year considerably, and it's

18   an eight hour class, Broward Sheriff's Office

19   law enforcement has about fourteen hundred

20   deputies on the law enforcement side, this year

21   so far that have gone to the active shooter

22   training is about a thousand twenty-four. When

23   you go back to 2017 though, and it looks like

24   that they emphasized some other training in

25   2017, again because it's cyclical, and because

1   they have so many people in different cycles

2   they will emphasize different things, but the

3   emphasis wasn't on active shooter in 2017. In

4   2017 out of the fourteen hundred they sent

5   sixty-seven, but again, people were getting

6   training, but they're emphasizing different

7   things. And in 2016 it looks like about six

8   hundred went out of the fourteen hundred. And

9   when you go back previously there's numbers

10   along those lines so we do have the records,

11   it's something that we'll probably include in

12   the report, to lay it out, so we do have those

13   records. So '18 is a lot, '17 is like

14   sixty-seven, and then a few hundred previously,

15   but again it shows, this shows all the training

16   that was ongoing, so there was cycles of

17   training happening.

18   SHER. JUDD: So from the thirty thousand

19   foot view, whether we agree with the

20   completeness of the training or not, and they

21   were being trained, Scott Peterson had training

22   to the contrary of what this policy and what

23   his conduct was.

24   CHAIR: Oh, there's no question that Scott

25   Peterson had training, and he trained in all of

1   the cycles, because BSO's active assailant

2   training had cycles beginning, as Special Agent

3   Massucci referenced, back from 2007. So

4   Peterson was there for thirty-two years, he's

5   an SRO for twenty-eight years, so not only did

6   he participate in the agency's but he also, as

7   Chuck pointed out, is he went to the train the

8   trainer for active assailant.

9   Now, what he was being trained, what he

10   was being trained to train people on were the

11   school personnel and the people in the schools,

12   but of course it's the same principles and

13   concepts. So we also know that, and we tried

14   to get the specifics of it but we couldn't get

15   the specifics, he was a member of FASRO, which

16   is the Florida Association of School Resource

17   Officers, and he went to their conferences.

18   And speaking with them, is they also provided

19   active assailant training at their conferences

20   as well, so Peterson had a plethora over time

21   of active assailant training.

22   Commissioner Larkin Skinner, go ahead.

23   MS. LARKIN SKINNER: Do you know if any of

24   these agencies have big multi agency

25   simulations of these kinds of events, kind of

1   like the military has war games?

2   SA MASSUCCI: There's a -- there are --

3   you're talking about like computer --

4   MS. LARKIN SKINNER: No, I'm actually

5   talking about a simulation where there's

6   staging, and all the agencies, I mean a big,

7   where everybody is driving to the location in

8   their vehicle, the calls go -- like it's a real

9   event where people are really doing the

10   activities they might do, because -- and the

11   reason I ask that is, the whole point behind

12   that is to build muscle memory, so the people

13   know what to do next, but also to identify the

14   types of issues that occurred on this day that

15   could have a negative impact on the outcome.

16   SA MASSUCCI: For mass casualty incidents,

17   Hurricanes, downed airplanes, the state of

18   Florida and individual counties, they sponsor

19   those. I'm from Hillsborough County, that's my

20   background, we do those in, I say that region,

21   not just Hillsborough County, they do those

22   with annual and semi-annual frequency. The

23   Commissioner may have specific dates, but I

24   know it's generally semi-annual and annual down

25   here in this region, I can't speak to the

1   specific amount of time. But that's done for

2   team building. Most, through our interviews

3   the tactical teams, SWAT operators, they try to

4   integrate their team concept with different

5   agencies in case it's a larger event.

6   The specification of how often they do

7   that we don't, I don't have the numbers on, but

8   through talking to the tac medics and the SWAT

9   operators that scenario that you're talking

10   about, that integration, it happened more than

11   with regular patrolmen, let's say, as a

12   response. If that's a -- if that's an answer

13   you understand, makes sense.

14   MS. LARKIN SKINNER: That makes sense. I

15   was just thinking that it might be something we

16   want to consider recommending.

17   CHAIR: They're done around, you know,

18   active, multi-jurisdictional interdisciplinary

19   active assailant drills are done, where you

20   combine EMS, fire, police, different agencies.

21   Some will do table top exercises. Some will

22   turn the table tops into actual exercises that

23   are multi-jurisdictional, so it is done, and

24   they are done along the lines of what you're

25   talking about.

1   MS. LARKIN SKINNER: But it sounds like,

2   based on what you said in this instance,

3   because this is what we're looking at, Broward

4   County Sheriff's Office doesn't do that kind of

5   activity with the Coral Springs fire and EMS

6   perhaps.

7   CHAIR: So what I was talking about was

8   the specific -- and I don't know that, in down

9   here, but I can tell you based upon the

10   interviews and the information is, is that the

11   specific rescue task force -- so a rescue task

12   force is not a task force, it's probably to

13   some extent a misnomer, because it's not a

14   group of people that work together in a, in a

15   task force. A rescue task force is you, you,

16   and you, come with me, and we're going in,

17   okay, I'm going to watch your back while you

18   provide medical care. And, you know, three

19   months later it's you, you, and you, and we're

20   going -- so it's a -- it's an ad-hoc group

21   that's put together with who is on duty at the

22   time based on the need, and the incident

23   commander making the decision that there's a

24   need for medical care, it is a warm zone, not a

25   hot zone, and that this group can go in.

1   But what you ideally want to do is to have

2   everybody on the same page, muscle memory, et

3   cetera, training, you're going to act how you

4   train, is that you do want to have some

5   training across the board about people who may

6   be called to do that, and so my point was, is

7   that the Coral Springs police and fire

8   department train together on that, but Coral

9   Springs fire being the fire/EMS provider for

10   Parkland, and the Broward Sheriff's Office

11   being the police provider for Parkland, they

12   have never trained on the rescue task force

13   concept.

14   Whether there are broader exercises done,

15   broader training done, as Chuck mentioned we do

16   know that there was a lot of interaction

17   between the SWAT teams in Broward County, so

18   there are probably other things that are done

19   on a global perspective, but in, what I was

20   speaking to was specifically to EMS/fire

21   training with police in the formation of these

22   quick response rescue task forces that go in.

23   That was the --

24   MS. LARKIN SKINNER: Okay, thank you.

25   CHAIR: Anybody else? Okay, thanks Chuck,

1   appreciate it. All right, we have a couple

2   comment cards for citizen comment. First Tony

3   Montalto. Again we'd just ask everybody, if

4   you would please, keep your comments to three

5   minutes. We would appreciate it. Mr.

6   Montalto, you are recognized.

7   PUBLIC COMMENT

8   MR. MONTALTO: Thank you. I'd like to

9   start by mentioning that it appears there has

10   been limited notification about the Fortify FL

11   app to students, and to the public at large.

12   My son is in middle school, it has not

13   mentioned it to us once. The schools don't

14   seem to be promoting it effectively, but they

15   are sure to notify us when there's a single

16   fund raiser that's available. I respectfully

17   ask you to find a way to spread the word more

18   effectively about this app.

19   Next I will mention that my family, and

20   all the other victims' families, hope that you

21   are all shocked and sickened by what you have

22   seen in the videos earlier today. We need each

23   member of this commission to feel our pain, to

24   imagine the loss of someone close to them at

25   school. The report you are charged with

1   submitting to the governor is vital to helping

2   prevent another mass shooting at a Florida

3   school.

4   What you have heard and saw today involved

5   the death of seventeen people, people with

6   family and friends who are forever changed by

7   this tragic event. Beyond those that we have

8   our entire community is also dealing with the

9   aftermath of this preventable tragedy. We had

10   faith in those charged with caring for our

11   children, spouses, and other staff members.

12   Clearly many failures occurred leading up to

13   and on February 14th.

14   Our families, and the entire community,

15   implore all of you to ask the hard questions of

16   witnesses that come up here this week. Review

17   all the data you can. Be circumspect of any

18   who appear to have something to gain from this

19   commission's report. Please take all the time

20   you feel is necessary to get the answers to

21   help you make your report, and recommend

22   positive near term and long term changes to

23   help prevent another mass shooting. It is our

24   hope that no other group of families has to

25   endure the pain that we suffer on a daily

1   basis. Thank you.

2   CHAIR: Thank you, Mr. Montalto. Next is

3   Carlos Verne.

4   MR. VERNE: Carlos Verne, Marjory Stoneman

5   Douglas alum class of 2004. I want to address

6   my comments specifically to E911, and at least

7   in this county, you know, you really have to

8   focus on the word regional, regionalism, and

9   what that means. There is a regional policy in

10   the Broward County Charter, and that was put in

11   for a reason, but many times with governmental

12   entities there happens to be that these are

13   words on a page that have no effect, and, you

14   know, we have two municipalities, Plantation

15   and the City of Coral Springs, who have opted

16   out from the E911, and I think as the, as the

17   chair stated previously I agree with those,

18   sometimes you get governmental entities who

19   don't want to play nice with each other, and

20   there needs to be a compelling force to bring

21   them to the table.

22   So when crafting your recommendations in

23   your report to the governor I would suggest to

24   you that you perhaps want to avail yourself of

25   providing a definition for what regionalism

1   really means, because I've heard some scenarios

2   from some Sheriff's providing in their own

3   jurisdictions that, you know, that these are

4   real cases of municipalities that don't always

5   want to opt in and opt out, because they have a

6   greater degree of confidence perhaps in how

7   they provide those services to their

8   constituents.

9   So if you provide a definition for

10   regionalism, and you include that in your

11   report to the governor, and also maybe kind of

12   an implementing force to actually, where

13   municipalities in the counties have to actually

14   demonstrate that they are, you know, adhering

15   to regionalism, maybe cross jurisdictional

16   training, because I think that was addressed

17   earlier, that that doesn't happen, we can

18   probably, we may be able, I should say, to

19   address these issues.

20   And I unfortunately, you know, I'm not a

21   big believer in home rule, but I think the

22   entity to really kind of address this, and

23   compel cities and counties to come to the

24   table, might be the Florida legislature. And

25   but if you have a recommendation that you

1   submit to the governor, and that the one

2   hundred twenty legislators might be able to

3   look at, then that might prevent the next

4   tragedy, because as the parents stated

5   previously, and as an alum of Marjory Stoneman

6   Douglas, I don't want anybody to feel our pain,

7   because it's the pain of the parents, it's the

8   pain of the alumni, it's the pain of the

9   communities, and honestly I think it's time

10   that people understand that we really do not

11   want people to feel our pain. So that's --

12   that's my comments.

13   CHAIR: All right, thank you, sir. I

14   appreciate it. All right, unless commissioners

15   have anything else we're done for the day, and

16   we'll see you at 8:30 tomorrow morning. So we

17   stand in recess.

18   (Thereupon, the meeting concluded.)

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1   C E R T I F I C A T E

2

3   (STATE OF FLORIDA)

4   (COUNTY OF MIAMI-DADE)

5

6   I, NATHANIEL TORO, Reporter, certify that I was

7   authorized to and did report the foregoing

8   proceedings and that the transcript is a true and

9   correct transcription of my notes of the

10   proceedings.

11

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15
                     Nathaniel Toro

16   _____

17   NATHANIEL TORO, Reporter

18   Commission: GG 111434

19   Expires: 06/04/2021

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