

MARJORY STONEMAN DOUGLAS HIGH SCHOOL
PUBLIC SAFETY COMMISSION MEETING
BB&T CENTER
CHAIRMAN'S CLUB
1 PANTHER PARKWAY
SUNRISE, FLORIDA 33323

November 16, 2018

COMMISSION MEMBERS/ATTENDEES:

SHERIFF BOB GUALTIERI - CHAIR

JASON JONES - PSC GENERAL COUNSEL

CHRIS NELSON - CHIEF OF POLICE, CITY OF AUBURNDALE

BRUCE BARTLETT - CHIEF ASSISTANT STATE ATTORNEY,
SIXTH JUDICIAL CIRCUIT

RICHARD SWEARINGEN - COMMISSIONER FLORIDA DEPARTMENT
OF LAW ENFORCEMENT

MAX SCHACHTER - VICTIM PARENT

LARRY ASHLEY - SHERIFF, OKALOOSA COUNTY

MELISSA LARKIN SKINNER - CEO, CENTERSTONE OF FLORIDA

PAM STUART - COMMISSIONER OF EDUCATION

JUSTIN SENIOR - SECRETARY, AHCA

TIMOTHY NIERMANN, SECRETARY, DEPT OF JUVENILE
JUSTICE

MICHAEL CARROLL - SECRETARY, DCF

JAMES HARPRING - UNDERSHERIFF/GC, INDIAN RIVER
COUNTY

DESMOND BLACKBURN - SUPERINTENDENT, BREVARD COUNTY

GRADY JUDD - SHERIFF, POLK COUNTY

DOUGLAS DODD - SCHOOL BOARD MEMBER, CITRUS COUNTY

LAUREN BOOK - SENATOR, DISTRICT 32

RYAN PETTY - VICTIM PARENT

MARSHA POWERS - SCHOOL BOARD MEMBER, MARTIN COUNTY

KEVIN LYSTAD - PRESIDENT, FLORIDA POLICE CHIEF ASSOC

CHRISTINA LINTON - COMMISSION STAFF, FDLE

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

2 CHAIR: All right, we'll go ahead and
3 begin. The first presentation this morning
4 that we're going to hear from is Chief Parry
5 from Coral Springs. We still have some
6 material left from yesterday on the medical
7 response, and Special Agent Massucci will do
8 that after Chief Parry. So, Chief, welcome,
9 and thank you for being here. And I want to
10 say to you the same thing I said to
11 Superintendent Runcie and to Sheriff Israel, is
12 that many thanks to you personally, and the
13 members of your staff, for your
14 professionalism, your transparency, your
15 cooperation on this process. We couldn't have
16 asked for more from the Coral Springs Police
17 Department, and how you all handled this, you
18 have an extremely professional organization,
19 and we thank you for helping us to be able to
20 get to this point in our investigation.

21 PRESENTATION CORAL SPRINGS POLICE DEPARTMENT

22 CHIEF PARRY: Thank you for that. I'd
23 like to start out today by thanking all the
24 members of this Commission for their service.
25 I know that the travel has been a hardship, and

1 the time away from your families is difficult,
2 especially for those of you who are from the
3 Panhandle and had to deal with that horrible
4 Hurricane that occurred. I do appreciate your
5 service, and I do want to thank you for that.

6 To the members of this Commission that
7 lost loved ones, my heart goes out to you. I
8 wish I had the power to heal your pain, but I
9 don't. I can't imagine how difficult it was to
10 sit here and listen to the testimony, see some
11 of the things that you saw. I have much
12 respect and admiration for you for that, and I
13 want to thank you because I know I could not
14 have done that. So thank you.

15 The work done by this Commission is
16 important. We need to examine this tragedy in
17 order to learn what we did right, and things we
18 could have done better so that the next
19 unfortunate jurisdiction that has to deal with
20 one of these maybe will be able to prevent it,
21 or handle it better. I've been a keen observer
22 of these hearings since their inception. I've
23 watched the Commission examine each and every
24 detail. I've listened to the people that have
25 testified. I've heard a lot of criticism.

1 Some of that criticism was at my department.
2 I -- I understand that in order to try and make
3 it better we have to ask some tough questions,
4 and we have to answer some tough questions.
5 I'm here to do that. But before we get to
6 those questions I would like to tell you that
7 my department's history has always been forward
8 thinking. We have a robust training unit. We
9 try to put our officers in the best position to
10 be successful.

11 I'd like to point out that prior to this
12 tragedy, prior to February 14th we had these
13 things in place. We were I believe the only
14 city in Broward County that had a school
15 resource officer in every public school,
16 elementary included. We've seen that threats
17 on social media were brought up because of this
18 tragedy, and, you know, we see that maybe they
19 weren't always given the attention. I will
20 tell you that our department has always taken
21 those seriously. We have threat -- we have
22 investigated those threats to completion.

23 It wasn't unusual if some kid made a
24 threat to shoot up a school that two hours
25 later we're sitting in the living room

1 discussing it. We always took those seriously,
2 and I think that, you know, although most of
3 the time you're, you're chasing that is a
4 threat, and maybe it wasn't something that they
5 truly meant, but if you investigate a thousand
6 of those and the thousand and one truly was
7 threat then, then you've done something. We've
8 always investigated those to completion.

9 Our officers have been issued rifles, I
10 think for ten years or better we've all had
11 rifles. That's something that, that we've
12 always had. Approximately ten years ago we
13 issued quick clot to all of our field units,
14 all of our officers. Quick clot is a clotting
15 agent that helps stop the bleeding, helps save
16 lives. About a year prior to this horrific
17 event we issued our officers mass casualty kits
18 that they can keep in their car and click,
19 click on their belt. Those mass casualty kits
20 have quick clot, combat gauze, chest seals,
21 tourniquets, all of those things are necessary
22 to help save lives.

23 We've had yearly active killer training.
24 It evolved into single officer response.
25 Months before this event we were training on a

1 single officer response, you're the only
2 officer there, you hear gunshots going off, and
3 you go in. We also trained on bleeding
4 control.

5 Now, I don't tell you those things to
6 stand up here and say look at us, we're better.
7 I tell you those things because those things
8 had a significant out, a significance
9 importance on the outcome of our response, so I
10 think that, that it is important to say that
11 we've had these things, and when you look at
12 how our officers responded I think that, you
13 know, these things helped prepare them for
14 that. We've also had other incidents that
15 occurred, you know, you all know the Sergeant
16 Heinrich. Before Sergeant Heinrich was
17 Sergeant Heinrich he was SRO Heinrich. He was
18 an SRO in the Coral Springs High School. About
19 a year prior to this event he disarmed a person
20 that brought a gun that intended to do a school
21 shooting. We debriefed that. We vetted it;
22 how can we do it better.

23 Two years, or eighteen months prior to
24 this event, you know, we had a call of a kid
25 with a gun in Taravella High School. We

1 responded to that. We had to evacuate the
2 school. We learned lessons from that. I
3 learned lessons from that. Instead of
4 establishing a command post I was inside the
5 school with the tactical command post working
6 the operation. My son goes to Taravella, he
7 did at the time. Obviously I was emotionally
8 invested in it, but I stepped back and I looked
9 at it, and I said I have to do it better next
10 time. I'm not afraid to look in the mirror and
11 say, you know, I didn't do it right, I didn't
12 do it as best I could, we need to learn, and we
13 need to move forward.

14 As you heard Chief Pustizzi had announced
15 his retirement prior to this horrific event. I
16 became the Chief, and was left to deal with it.
17 When I became the Chief and, and, you know, we
18 were looking at this, I didn't wait for this
19 Commission to finish its work and give me
20 recommendations. As a new chief I said I want
21 to examine this, I want to look at this inside
22 and out, I want to see areas where we can
23 improve, I want to see things we should have
24 done better, and I want to make those changes,
25 and I don't want to wait to do them, I want to

1 move at the speed of light if possible.

2 Some of the fixes that we put in place
3 after that from our examination were done in
4 conjunction with our friends at the Broward
5 Sheriff's Office. Something that I think has
6 been out there is that there is some kind of
7 animosity between the Sheriff's Office and the
8 Coral Springs Police Department. I will tell
9 you that that is not true. I will tell you
10 that when I turn around and I see some of the
11 green uniforms behind me I don't see BSO
12 people, I see friends of mine, friends that
13 I've worked cases with, friends that, that, you
14 know, I was in task force with. We have a
15 great relationship. We don't always agree. We
16 differ in philosophies, but we agree to
17 disagree sometimes. They help us when they
18 can. We help them when we can.

19 To fix some of the communication errors
20 that we saw we worked with BSO. We issued
21 pagers to our Coral Springs dispatchers, our
22 BSO Parkland Deputies, our fire department
23 personnel, that alert all on duty personnel
24 whenever a serious priority one call is
25 generated by either CAD, either our CAD or the

1 Sheriff's CAD. It send an alert to, to this
2 pager, so that now they know something
3 important is going on.

4 Every Coral Springs Fire Department radio
5 has been reprogrammed with BSO Parkland's main
6 radio unit so that if something were to happen
7 they can dial that up and speak to them. Now,
8 we know that that's not a best practice. We
9 know that, you know, when you're running into
10 danger, or you're running into a horrific
11 event, you don't want to pull out your radio
12 and start manipulating the buttons, and
13 changing channels. We know that that's not the
14 best practice, but we put it on there anyway in
15 case something, every other, everything else
16 fails, they have that to fall back on. So we
17 -- we made that change.

18 We monitor Parkland's CAD. Their screen
19 comes up, it's in our dispatch now so that we
20 know. Our dispatchers monitor that. They see
21 that 24 hours 7 days a week, so that if there
22 is a significant incident going on in Parkland
23 our dispatch is aware of it on the law side.
24 As you know we provide the fire service for
25 them, so but in the law side prior to this they

1 could have a significant event and we could be
2 unaware of it. That change has been made.

3 When we have a significant event, either
4 in our city, or more to the EMS situation, if
5 we're dispatching our fire or EMS to a
6 significant incident in Parkland our
7 dispatchers now come up on their radio system,
8 and they alert them, they give them an
9 announcement. They say be advised fire is
10 responding to the address, and they give the
11 nature of the call. We recently did a survey
12 of them, and they said they appreciate that,
13 and that they're, they're happy that they know
14 now what the fire department is going to.

15 We requested and assured that our main
16 channel was programmed on BSO's console. I was
17 floored when I learned that they didn't have
18 our channel programmed on their console. You
19 know, I -- we're a large city in Broward
20 County, and, you know, I was just amazed by
21 that. I will speak to this a little while
22 later, but it was something that needed to be
23 done, and we now have our channel, our main
24 channel programmed onto their console.

25 We changed our SOP so that in this

1 incident, and again this is a unique -- I
2 understand this is a unique situation. We
3 provide fire service for them, we don't provide
4 place service for them. We dispatch for their
5 fire service but we don't dispatch for their
6 police service, so, you know, in this instance,
7 you know, there, there was a, you know, a
8 situation where we're dispatching our fire to
9 this horrific event yet our police aren't being
10 dispatched. That was the policy in place.
11 That was the procedure, it's not our
12 jurisdiction. And that's how they, the policy
13 was.

14 Since this we've changed the SOP. If
15 there is a significant incident going on within
16 striking distance of our agency our dispatchers
17 now, or, you know, their SOP is to notify the
18 shift commander, and tell the shift commander,
19 hey, FYI, we have this horrific event occurring
20 in Margate. The shift commander can then
21 decide whether or not he wants to send, or she
22 wants to send our officers there.

23 I sent Kathy Liriano to Utah just, just
24 this week. She went to a Motorola convention.
25 She went there to look at their CAD system.

1 That is the same CAD that the County uses. The
2 reason that I sent her there was so that she
3 could ask them the questions that need to be
4 asked, can we get on their CAD, can we get
5 their CAD, when our calls comes in if we put it
6 in they'll see it almost immediately. I wanted
7 her here Tuesday so that she could listen to
8 the testimony that was given on the
9 communications end, it would help me prepare to
10 answer the questions today. Although that was
11 a need for me I felt the need for
12 interoperability, the ability to be
13 interoperable with BSO was more important.
14 That trumped my need, so I sent her to Utah
15 instead of having her come here. She got in
16 late last night, and I appreciate her being
17 here today.

18 To help with school shootings we authored
19 a model policy that was approved by the school
20 board that allowed our officers to carry rifles
21 in school. Many other agencies adopted our
22 policy. We installed safes at our own expense
23 into the school so that we could store our
24 rifles in the offices where the SROs are so
25 that should an event occur their rifle isn't

1 out in their car locked in their trunk, it's in
2 their office. We added a second SRO to our
3 larger high schools to have more span of
4 control. That was done with the help of our
5 City Commission. Our City Commission has been
6 a big help in that, in that instance. They
7 truly do help us. They don't hinder us in any
8 way, and I appreciate their assistance with
9 that.

10 We provided bolt cutters to every field
11 personnel. Officer Whittington had a pair of
12 bolt cutters in his, in his trunk. I didn't
13 give him those. Before this event I didn't
14 give him those, he took it upon himself to have
15 bolt cutters there. He used those to get into
16 the school. I said that's unacceptable, we
17 need to buy bolt cutters. We bought bolt
18 cutters, and gave them to every field personnel
19 out there. We've purchased more ballistic
20 shields so that we have those available, and
21 we've expanded our deployment of ballistic
22 helmets.

23 There are a couple more items that we're
24 working on. We're working on getting better
25 access to the schools. I would like to have

1 keys. We have made the request for keys prior
2 this, years ago. We were told that we couldn't
3 have them. Somehow the school board didn't
4 trust the police officers. I heard one of you,
5 and I apologize I don't know who it is,
6 yesterday say to Mr. Runcie that we need to
7 start looking as law enforcement as a trusted
8 partner, not the enemy, and I agree with that,
9 and I thank you for that comment. The other
10 thing that we want to do is, is get access to
11 their cameras, the ability to dial into the
12 school cameras.

13 I was encouraged by Mr. Runcie's testimony
14 yesterday. He got up here and he said, yes,
15 we're looking into that, we're going to do
16 that, and I hope he follows through with that
17 because that is important. If we had access to
18 that, and could dial in, the first second we
19 got that call our dispatchers could have gotten
20 up and started looking at the cameras. We
21 could have given real time information. We
22 could have that in our command bus, or, you
23 know, we're working on getting a, you know, a
24 real time crime center, and we would have been
25 able to, to do that. So I hope this is, is not

1 just talk. I hope it's action. I hope that
2 happens, I think it's important. And I know
3 that there's some legal hoops for him to jump
4 through, but I was very encouraged by his
5 testimony yesterday with that, and I hope you
6 all were too.

7 I've been busy for the nine months that
8 I've been the Chief. This has kept me busy, as
9 it has you. I really want to fix these issues.
10 My department wants to fix as many issues, we
11 spend a lot of time going over it, pouring over
12 it, because we want to do it better. We want
13 to do it better. Men and women in my
14 department, we're not perfect, we've made
15 mistakes, but I can assure you that any
16 mistakes that were made were not intentional.
17 All of our members did the best they could
18 under the worst conditions on the worst call on
19 the worst day of their career.

20 This horrific event has deeply affected
21 members of my department. This is our
22 community. Some of our employees had family
23 members in that school. Some of our employees
24 are close friends with family members who lost
25 loved ones. This event has shaken us to our

1 core, but we're determined to learn from this,
2 to grow from this, and to be better. With that
3 in mind I'm here to answer any questions that I
4 think that you think will help your committee.

5 Sheriff, I know yesterday you said, you
6 asked Sheriff Israel a question, and you said
7 you were going to ask me that same question.
8 If you would like I could start with that.

9 CHAIR: Sure, we can do that. So the
10 question that I have for Sheriff Israel, which
11 is the question I have for you, and since
12 you're offering I'll go first, is, and I guess
13 it's kind of, it's kind of two-fold, because
14 you have made some changes, but I want to --
15 the question to him was what is the barrier.
16 And differentiating between the radio issue and
17 the 911 issue, because they're related but
18 they're separate issues, is that, my question
19 for him is what is, what is your understanding,
20 Chief, what is the barrier to merging 911
21 communications with the County?

22 SHERRIF PARRY: I want to tell you that I
23 wholeheartedly believe in the concept of
24 regionalization. I wholeheartedly believe
25 that, you know, I couldn't stand here in front

1 of you and say that it's not a good practice
2 for us all to hear the same stuff, and be on
3 the same channels. I mean obviously that's a
4 no-brainer. That can be achieved in several
5 different ways. The barrier right now is, is
6 simply the two systems. It's simply an
7 analysis of our system and the County's system.

8 Chief Pustizzi told ORCAT back in 2015 or
9 '16 that when the County caught up to our
10 technology we would consider regionalizing with
11 them. The County has not caught up to us yet.
12 The County was scheduled to catch up this year,
13 but I'm being told that's going to be pushed
14 out 2019 or 2020. We simply have better
15 equipment. Just yesterday we saw a video
16 presentation, and I took some notes. Sergeant
17 Miller stated that radio transmissions on a
18 good day are not really good in Parkland.
19 They're in the northwest section of the County,
20 so it Coral Springs. Captain Jordan said that
21 radios are spotty at best in Parkland. Again,
22 we're in the same area as Parkland. Captain
23 Jordan said that her radio was nothing more
24 than a brick, it didn't work.

25 BSO had to use runners to relay

1 information up and down the stairs to the SWAT
2 team. The SWAT operator was frustrated when he
3 went to the window and he looked out and he saw
4 a lot of guns pointing in at the 1200 building,
5 and he wanted to get on the radio, and he
6 wanted to say, hey, make sure you don't shoot
7 into this building. That's an important
8 transmission, but he couldn't transmit it.
9 When Detective Suess had the consistent themes,
10 one of them he said were radio problems, a big
11 consistent theme.

12 The throttling, it occurred at the
13 airport, we know that, and I understand why.
14 And I'm not assigning blame to anybody. And
15 please don't take this like I'm, I'm throwing
16 daggers, or throwing darts at people, because
17 I'm not. We all are in difficult positions,
18 but right now because of the capacity problem,
19 if I understand throttling correctly, it causes
20 this throttling problem. So the throttling
21 problem happened then, it happened during the
22 MSD massacre.

23 I don't have that problem with my radio.
24 Our radios never went over fifty percent
25 capacity during the incident, despite the

1 number of users that were on it. It's not just
2 these issues, you know, these major issues
3 either. You know, for, when most of the County
4 went regional, I've heard horror stories. My
5 officers back up somebody from Margate, or
6 Coconut Creek, and they say that when they did
7 a traffic stop they couldn't get on the radio,
8 for a couple reasons. One, because there's too
9 many people on one channel and the availability
10 to get on isn't there, or two, the throttling
11 issue.

12 So, you know, when I -- when I look at
13 that, you know, that causes me some concern.
14 Most traffic stops are routine, you know, you
15 hear that all the time, and as a chief I hate
16 the phrase routine traffic stops, because there
17 are traffic stops where a guy gets out and
18 points a gun at you, and, you know, I would
19 like to think that the officer is able to get
20 on the radio. Sometimes that's not possible.
21 On Tuesday while I was sitting here listening
22 to the testimony on the radios I got a text
23 message that said the County radio system was
24 down for about an hour. That was Tuesday.

25 That's not unusual. On Wednesday I

1 attended the Broward County Chiefs of Police
2 Association meeting. When I met with the
3 chiefs, with the exception of myself and the
4 Plantation chief, they are very concerned
5 because the County is telling them that they
6 want to add more users on channels, restrict
7 channels and put more people on them. It's
8 already a problem. I see that as being a
9 problem.

10 CHAIR: So I understand the radio issue,
11 and the radio issue though is different from
12 the 911 issue, and that's really the core of my
13 question. Is I understand the radio issue, I
14 understand the differences and the GPS on your
15 radios, and the difference that you can see
16 your officers all the time, and that you feel
17 that that's extremely important from an officer
18 safety perspective, and I don't quarrel with
19 that, versus the County's new system, which is
20 going to be on the PTT, on the push to talk,
21 and that it's only going to come up
22 periodically, so I get all that stuff on the
23 radio side.

24 But my question is this, have you and
25 Sheriff Israel ever sat down together face to

1 face and had a discussion about the 911 system?

2 CHIEF PARRY: You know, I talk to Sheriff
3 Israel often, but no, we've never talked about
4 the rating, because I -- look, I don't -- I
5 don't have a quarrel with, with the Sheriff.
6 The people -- I went down, I toured the
7 County's, the people there are all hard
8 working, you know. The problem I believe is
9 with, with ORCAT, so I have sat down with them,
10 and I have talked to them, and one of the
11 things I hope to, to change here, and that's
12 why I sent Kathy to Utah, is that if we can
13 have that same CAD the minute a call comes in
14 those notes are being typed in.

15 CHAIR: But, Chief, that doesn't, that
16 doesn't solve the problem with somebody in
17 Parkland calling 911, it goes into your
18 communication center, your communication center
19 transfers the person over to the regional
20 communications center -- that doesn't solve
21 that problem because as long as you have a
22 situation where you have 911 calls that are
23 going into a PSAP 911 Center, public safety
24 answering point, and that that PSAP is not
25 responsible, or doesn't have people in the same

1 room, then that call is going to be transferred
2 over to the entity that can dispatch it.
3 That's what I'm talking about, is the call
4 transfer process.

5 CHIEF PARRY: And -- and I agree with your
6 point, but what I'm trying to say is that if we
7 have the same CAT they are getting the same
8 information. The one thing that they don't get
9 is the ability to question the caller.

10 CHAIR: Correct.

11 CHIEF PARRY: I would ask them to take a
12 leap of faith that our dispatchers are well
13 trained, and have the ability to get all the
14 information from the caller.

15 CHAIR: So in a perfect world it could
16 hold true, but you know as well as I do --
17 let's not take this most horrific incident,
18 let's take a daily incident. Let's take it's a
19 prowler, it's 3:00 in the morning and the
20 person looks out their window and says I see
21 somebody in the backyard, they call 911 and
22 they give that information, and your call taker
23 says what's the description. The guy's wearing
24 a black shirt, jeans, et cetera, how tall, all
25 this information.

1 And BSO then, the caller is transferred
2 over to BSO, or you keep them on the line in
3 your scenario, and you're typing it into the
4 CAD, and the deputy who is responding is on the
5 BSO channel saying to their dispatcher miles
6 away at the north regional communication
7 center, is give me this information, give me
8 this information, the person says he just ran
9 north. You've got all this transfer of
10 information where it is lost when that happens,
11 and it can affect officer safety, and it
12 certainly affects efficiency.

13 And from a caller standpoint is, is that
14 isn't it the best practice that if somebody
15 calls 911 they should only have to tell their
16 story once, and they should be on the phone
17 with somebody that can communicate with those
18 that are responding? Isn't -- isn't that the
19 best practice?

20 CHIEF PARRY: I do agree, but I don't
21 believe that there is a fix for that, meaning
22 if we were regionalized -- Parkland borders
23 Boca Raton. If there's a major incident that,
24 that affects both of them, now we've got our
25 regionalization, you know, area, talking to

1 theirs. They have to do the same thing.

2 CHAIR: So -- and far be it for me to tell
3 you how to operate, but I think there is a fix
4 for it, and the fix is, is pick up your
5 communications center, move it into the
6 regional communications center so you have
7 joint call taking, and maintain your
8 dispatchers. Is -- is that you can still
9 maintain your radios, you can maintain your
10 dispatch, but you've got the people in the same
11 room so that when that call taker is talking to
12 that person, and that call is coming in, that
13 person stays on the phone, and the person
14 sitting over there is the one that's
15 dispatching it.

16 Or -- and I heard you say this, and I want
17 to clarify this because maybe this is a step in
18 the right direction, you now have, and because
19 really what we're talking about here in its
20 core is Parkland and Coral Springs, is that you
21 now have channel 8A in your console in your
22 communications center; is that correct?

23 CHIEF PARRY: We've always had that.

24 CHAIR: Okay. But BSO did not have that,
25 and that's why the patch didn't happen, so --

1 it couldn't happen, because you can't patch
2 that that you don't have. So if have now, you
3 take a 911 call now, and let's say it's this
4 horrific event, do you have a protocol in place
5 where your dispatchers in your communications
6 center can come up on 8A and say, Parkland
7 deputies, we just got a call of an active
8 shooter at Stoneman Douglas, start moving in
9 that direction. Do you have -- do you have
10 that now, and do you have that protocol in
11 place now?

12 CHIEF PARRY: Yes, sir.

13 CHAIR: So that's a significant -- that's
14 significant movement that didn't exist on
15 February 14th, and so that's a step in the
16 right direction, and I think that that's a very
17 positive. And at least it moves it do that you
18 don't have to have a call transferred before
19 there's action, so that is, that's definitely a
20 step in the right direction. So this decision,
21 and I want to clarify with this, is that,
22 because Sheriff Israel did say yesterday in his
23 testimony, he said that he believed the barrier
24 to this was with, not with you, and within the
25 police department, but within Coral Springs

1 City government at the commission level. Do
2 you know of any -- one, do you agree with that,
3 disagree with that, or do you know of anybody
4 in the Coral Springs City Commission, or Coral
5 Springs City government that is opposed to
6 trying to bring this together as much as it
7 possibly can be?

8 I will tell you this, that back when these
9 decisions were being made these concerns that I
10 laid out here for you were brought to our
11 commission. They were brought there because
12 they were concerns of the police department.
13 It was the police department, Chief Pustizzi,
14 that had these concerns. Chief Pustizzi met
15 with Sheriff Lombardi at the time, and they had
16 a discussion, and Sheriff Lombardi said, look,
17 if I were you I would not join this system.

18 We hired a consultant to do a study on the
19 regionalization. The consultant came back and
20 said don't do it, they've got capacity
21 problems, and they gave us a litany of
22 problems, and so when our commission looked at
23 the problems they, they looked at it, and they
24 made the decision that this isn't good for us,
25 this isn't good, you know, we're going to a

1 lesser system.

2 You know, I use the analogy that if I
3 walked into your house and you have nice 80'
4 screen flat screen TV, internet capable, top of
5 the line equipment, and I said to you, I'm
6 going to take this away, and I'm going to bring
7 you a 20" tube TV, you're not going to, you're
8 not going to be happy about that. So I think
9 our commission made their decision based on the
10 information they got from the police
11 department.

12 I will tell you that our commission is
13 very supportive. They've pushed a lot of good
14 positive things, again the SRO in every school
15 prior to this event was pushed by our
16 commission. The adding of the second SRO was
17 pushed by our commission.

18 So I just want to -- two things, then I'm
19 going to turn it over to the other
20 commissioners so they can ask their questions.
21 Is I just want to confirm this, so today if
22 there was, God forbid, at Stoneman Douglas
23 somebody, you get a call, 911, there's a
24 shooter in Building 1 at Stoneman Douglas, and
25 you get that I your communications center, and

1 you have that person on the line, your people
2 in your communications center are going to come
3 up on channel 8A for the Broward County
4 Sheriff's Office and say we have somebody
5 reporting an active shooter at Stoneman
6 Douglas, start moving in that direction, and
7 then you're all going to immediately notify
8 your on duty shift commander, and that shift
9 commander is going to make a decision about a
10 parallel response from Coral Springs; is that
11 correct?

12 CHIEF PARRY: Yes. Yes, sir.

13 CHAIR: Okay, so that is significant, and
14 I thank you for that, and that is moving it
15 significantly in the right direction. The last
16 - - the last question I have, and I'll turn it
17 over to everybody else, so I can get a comment
18 on it, because you were there that day and it's
19 come up, would you tell the commission your
20 view, and your perspective on command and
21 control of the event on February 14th when you
22 got there, how it worked, how it didn't work,
23 effective, ineffective, and your perspective on
24 the command and control aspect of that.

25 CHIEF PARRY: Yeah. You saw the video,

1 you know, you saw a couple video clips of me at
2 the time. Again, the Taravella case that I
3 said, you know, it affected me, but I went to
4 this call -- when I got there despite the fact
5 that in my mind I should be thinking big
6 picture, I should be thinking command center, I
7 got out of Chief Backer's car and ran to the
8 building. You saw how I was dressed. I was
9 wearing a shirt and tie. I had my ankle gun.
10 I got caught up in, in the moment. Look, I
11 wanted to get there. I wanted to stop the
12 killer.

13 And I found myself on the southeast corner
14 of the school with the group, and I think it
15 was the Gate M group, you know, and I was
16 there, and once I got there and I realized that
17 it was on the north end of the school, and I'm
18 all the way on the south end of the school, I
19 had a discussion with Chief Backer, actually he
20 looked at me and says, hey, you're screwing up
21 again, you know, we need a command post, and I
22 said you're right, and I grabbed Lieutenant
23 Feeley and I said come on, we need to establish
24 a command post. And we went over to Coral
25 Springs Drive and we tried to do it, and

1 Captain Soberon was, was already setting up a
2 command post.

3 And I think it's important to understand
4 that that wasn't my jurisdiction but at the
5 moment it was our scene. For at least a half
6 hour or an hour it was Coral Springs scene,
7 and, you know, so when you look at some of the
8 things that were done it was done as though it
9 was our scene. At one point I remember being
10 frustrated because things that I was asking for
11 weren't getting done, and then all of the
12 sudden it hit me like a sledge hammer, this
13 isn't my jurisdiction, no wonder these guys are
14 looking at me like who the heck are you.

15 So, you know, I think -- I think at that
16 point that that's significant, you know, I know
17 that we called for a command post, but to your
18 communications thing, I'd like to point this
19 out, we're on the same radio system as our fire
20 department. Our fire chief, and I just found
21 this out last week, didn't know that we called
22 for a command post. He established one on the
23 north end. We established one on the south
24 end. That has nothing to do with
25 regionalization, has nothing to do with

1 patching channels.

2 It just shows you there's -- I heard it
3 said a lot yesterday, there was a lot going on
4 in a short period of time, chaotic environment,
5 the fog of war, a lot of things going on, and
6 there are things that, that just get missed.
7 And you know, so when that goes, you know, it's
8 there. Feeley, you know, I think we heard some
9 testimony that, that he didn't have his phone.
10 The first thing that I had asked him to do was,
11 was call Captain Jordan. I knew Captain
12 Jordan, I had met with her, we're neighboring,
13 you know, chiefs, I've had many a discussion
14 with her, and, and he said I don't have her
15 number, I don't have a radio. Or he had a
16 radio, he didn't have her number, and he didn't
17 know her number because we all program then
18 into our phones, you know, but I wanted to
19 establish a command post there.

20 Now again, I think there obviously was,
21 you know, some confusion as to, to who was in
22 charge, you know, again it wasn't my
23 jurisdiction. I was acting as though I were in
24 charge. At the time Chief Pustizzi had said to
25 me, look, I'm on the way out, you got it, you

1 know, I'm going to help as best I can. And I
2 remember meeting with an FBI agent who was
3 tremendously helpful, and I apologize, I don't
4 remember his name, but he stuck to me like
5 glue, and we started to, you know, he started
6 to describe some things, and, you know, I know
7 that as it went, and even as I'm standing here
8 today there were things I saw on the video that
9 I had backwards in my mind.

10 We talk about, even well trained officers,
11 I consider myself a well trained officer, under
12 stress and shock, you know, don't remember
13 everything that occurred, you know, so, you
14 know, so early on, you know, we tried our best
15 to establish a command post in the south end.
16 I know our fire department established a
17 command post in the north end. I know Captain
18 Jordan was moving around. I now know that, you
19 know, from yesterday's testimony. You know,
20 but at some point BSO got there, more and more
21 ranking officials got there, and, you know, I
22 re-quiessed to them, their jurisdiction, and
23 you know, you know, certainly I was in their
24 command bus and, and offered suggestions, and,
25 you know, we collaborated. I know Chief

1 McNally from the fire department, you know,
2 came, and he was with me, but, you know, that
3 was something that, you know, somebody said it
4 yesterday, the fire guys, and this is so true,
5 the fire guys do incident command better, I
6 think it was you, sir.

7 They do it better, they just do, and I'll
8 tell you why. When I went through the
9 mandatory ICS100, 200, 300 training, I was a
10 narcotics detective. I remember sitting in the
11 class saying what does any of this stuff have
12 to do with me, I want to go out and do a
13 narcotics buy, I got a case that's going. The
14 fire guys live by this, so they are better at
15 it. One of the things that I fully intend, and
16 I have said it every chance I get, police
17 officers wake up, wake up, we need to be better
18 at ICS, we need to be better at it, you need to
19 take it seriously. I wish I would have taken
20 it more seriously, even though it had nothing
21 to do with my current assignment.

22 CHAIR: Sheriff Ashley.

23 SHER. ASHLEY: Thank you, Chair. Chief,
24 thank you for being here today, and I certainly
25 know this commission appreciates your sense of

1 urgency in regards to addressing some of these
2 issues. Back to communications though, it
3 doesn't really matter how good your
4 communications are, and I'll give you these
5 timelines. Cruz shows up at 2:19. The first
6 911 call was at 2:22:13. Over four minutes
7 later, before your communications center
8 dispatches, or even let's your officers know
9 that there's an active shooter, so the shooting
10 is done. Your officer is there in nineteen
11 seconds. He's there in nineteen seconds once
12 he gets the message. It took over four minutes
13 to get the message, and that's -- how do we
14 address that?

15 CHIEF PARRY: Well, you know, listen, one
16 of -- one of the very first things that I saw,
17 and believe me I wish that the policy at the
18 time would have been the policy that it is
19 today. I've addressed it. I've changed our
20 SOP. You know, right now when they're
21 dispatching fire, and it's an active shooter,
22 and it's, and you can throw a stone and hit the
23 building that, that you know, it's occurring
24 in, from my jurisdiction, they are now going to
25 contact our, our shift commander. But again

1 remember the way it was set up is we were the
2 host agency for fire. We dispatched fire, you
3 know, BSO dispatched law.

4 So, yes, I do realize that delay. That's
5 not something I'm happy with. That's why we
6 changed that SOP. And I appreciate you saying
7 this. I do want to say that, that in regards
8 to Officer Burton, I know there's, there has to
9 be, I don't know this for a fact but I assume
10 there's a lot of speculation that, oh my God,
11 he was nineteen seconds away, if he would have
12 been given the call immediately when it turned
13 out nineteen seconds later he would have been
14 there.

15 That's not true. Officer Burton's daily
16 routine is, you know, he's the SRO at Eagle
17 Ridge, and what he does is he releases Eagle
18 Ridge, he stays there, directs traffic, make
19 sure everything goes good. When he's done with
20 that he leaves the school, and he leaves
21 between 2:20 and 2:25 every day. And then
22 because there's still more time in his shift,
23 and because we see a need for it, as you well
24 know North Community Park is the parking lot
25 for the juniors that attend Marjory Stoneman

1 Douglas. That's in our city even though
2 Douglas isn't, so we send him there to make
3 certain that we don't have any issues at the
4 parking lot when school gets out there.

5 So, you know, he would have been at his
6 school when that, when that call came out, if
7 he would have got it right away. The distance
8 between Eagle Ridge and Marjory Stoneman
9 Douglas is 1.4 miles. If you drive the speed
10 limit, and I just did this this morning, it
11 will take you five minutes to get there.
12 Obviously with this call nobody is driving the
13 speed limit, we're going as fast as the cars in
14 front of us will let us go, so, you know, you
15 would shave some time off there, but I don't
16 believe that when you look at those that he
17 would have been any closer to the situation,
18 you know, if the call would have came out.

19 I can say this, and I hate to speculate
20 and go through, you know, different theories
21 that could work, there is also the theory that
22 if Officer Burton was at Eagle Ridge he
23 wouldn't have taken that route to Marjory
24 Stoneman Douglas, he may have went straight up
25 Coral Ridge and over on Holmberg, it's a

1 straight shot. If he chose to go that way
2 something significant would not have happened.
3 He would not have run into Medina. It was
4 Medina that gave him that fantastic
5 description.

6 We now know from yesterday's testimony
7 that Medina gave that same description,
8 according to Medina, to Peterson, but it was
9 Burton when he came that way because he was
10 going to the parking lot at North Community
11 Park, that's why he was on the south end of
12 the, of the school, and that's where he ran
13 into Medina. Had that not occurred there is a
14 possibility that we would have not got that
15 crucial information about the building, the
16 three story building, and we may have, it may
17 have hampered our time. But again, I hate to
18 deal in could of, should of, things that we
19 don't know, because we should deal in facts,
20 but that is something to consider.

21 SHER. ASHLEY: Thank you. Another -- I
22 mean is there enough autonomy for your
23 officers, communications officers, to make,
24 adapt to a situation. And what I mean by that
25 is undoubtedly Coral Springs are getting the

1 majority of the 911 calls coming from Marjory
2 Stoneman High School about what's happening in
3 Building 12, but we don't come, does not stay
4 on the phone with the communications center of
5 Broward County.

6 Broward County knows, who has deputies on
7 the scene, does not get the same information,
8 so that information was not shared because of
9 communications being bad, but nobody tried to
10 adapt to that and stay on the phone. Do they
11 have the ability to do that, or do they have to
12 hang up the phone? Could they have stayed on
13 the phone with Broward County and said, hey, we
14 got this 911 call, we got this? It's somebody
15 else's jurisdiction, you've said it's not your
16 jurisdiction, so what if Florida Highway Patrol
17 had a unit in place, what if Fish & Wildlife
18 had, had a unit close? How do we notify the
19 deputies, state officers, whomever might be
20 close to an active shooter, this is happening,
21 if we won't communicate?

22 CHIEF PARRY: You know, that's -- that's a
23 fair question, and I will tell you, and I hope
24 that I answer your question. According to the
25 testimony I received here I think what was said

1 is a hundred and thirty 911 calls came to Coral
2 Springs. Eight one went to BSO. That means we
3 got forty nine more calls than, than BSO.

4 Yes, they do have the ability to adapt.
5 One of the -- one of the dispatchers who was on
6 the phone with a victim who was giving
7 information got up and grabbed the radio to
8 radio, we have a handheld radio in our console
9 that is linked to a radio in BSO's console, and
10 gave information out over the radio about what
11 she was hearing on the call while she was doing
12 emergency medical dispatch, you know, so, you
13 know, that, that has gone there.

14 I think -- I would like to point out a
15 couple stats, because a hundred thirty calls
16 sounds like a lot. It is a lot. I will tell
17 you that, you know, by the time the last fatal
18 shot was fired Coral Springs had eight 911
19 calls. BSO had received three. By the time
20 the last fatal shot was fired we had eight
21 calls, they had three. We had more, and I'm
22 not trying to say at all it wasn't our
23 responsibility to, to, you know, get that
24 information to them --

25 SHER. AHSLEY: Chief, let me interrupt

1 you, if I might. It's not the number of calls
2 that's important, it's the information that is
3 given in any specific call. The calls that
4 your communications center were receiving were
5 specific to Building 12. You know, we've got
6 officers running around not having any idea
7 where the shooting is occurring, and don't know
8 where to go, and that, that information
9 specific to Building 12 was not shared, and
10 that's the point I'm trying to make.

11 But that aside, Coral --

12 CHIEF PARRY: Sir, if I could address
13 that, that point, because that is a significant
14 point, but I would like to say this. Last
15 night I went home and I reviewed all of the
16 radio transmissions that occurred, because when
17 I hear that as, as a chief that, that causes me
18 concern. I will tell you that, that I reviewed
19 the radio transmissions from my dispatch, and
20 from my officers, and the radio transmissions
21 from BSO's dispatch and their officers. BSO
22 had fourteen transmissions where they said
23 shots fired, or a shooter. One of their
24 transmissions was set up for active shooter
25 when you get 97.

1 These transmissions are, I reviewed them
2 up until the point when the Mazzei group made
3 entry into the school, because, you know, I
4 think I heard in the testimony over the week
5 that, you know, BSO was, was flying blind, they
6 didn't know what was going on, and I disagree
7 with that, because, you know, when we got to,
8 when the Mazzei group -- and I say we because
9 obviously Sergeant Mazzei is a, is a member of
10 my agency, he's Lieutenant Mazzei now.

11 You know, I wanted to know what did Mazzei
12 and his group know, and what did BSO know, and
13 when you look at the analysis, because I was
14 under the same, you know, same impression,
15 Sheriff, I was under the impression that, oh,
16 we had way more information, in fact when you
17 look at it that's not so. They had fourteen
18 transmissions of shots fired or shooter, set up
19 an active shooter when you go 97. They put out
20 that there was an AK-15 or AK-47. There were
21 three references to gunshot victims, so they
22 knew it was a real shooting, they kept saying
23 we got gunshot victims. Eight references to
24 the location, one of them said the three story
25 building, four of them said the 1200 Building.

1 One of them just said MSD, that was when BSO
2 did the tone and said we have a shooting at
3 Marjory Stoneman Douglas on Pine Island, they
4 just gave that, and three of them gave 1300 and
5 900 in the same transmission. And that was
6 given by, I think Deputy Perry, you know, that
7 thought that the 1200 Building was the 900
8 Building or something, I was confused by that.

9 They gave a description of a man with a
10 hoody, and they gave a description of a man
11 with an ROTC uniform, so they had all that
12 information available to them before or right
13 as Mazzei's group was making entry the school.
14 We had the Reed question. You all know
15 Sergeant Reed came up on the radio and said,
16 hey, I just saw a fire guy who said he's going
17 to have an active shooter, is there any truth
18 to that. So of course our guys heard that.
19 Our dispatch responded by saying, yes, it's
20 confirmed we have an active shooter at Stoneman
21 Douglas, our phone lines are blowing up. So
22 that's what our officers knew at that time.

23 We had two transmissions that, that the
24 words active shooter were, were put out by, by
25 dispatch. We have two descriptions of the

1 suspect, two transmissions of the description,
2 both by Burton, when he initially gave it, and
3 then I think it was Sergeant Kozlowski said,
4 hey, can you give me that description again,
5 and he repeated it. Now, those occurred before
6 he went into, before Mazzei's group went into
7 the school.

8 Now, it is true that my, my officer,
9 Burton gave a terrific description of the
10 suspect. He got that information from Medina,
11 who I will say again, gave that same
12 information to Peterson. We heard three
13 victims down, and he gave a room number. That
14 is a piece of information, the room number, I
15 think it was 1215, that BSO did not have. And
16 -- and look, that may be significant. I can
17 tell you right now I don't know what room
18 number we're in but I know where I'm at, so it
19 may be significant, it may not be significant.
20 I know that, you know, the 1200 Building wasn't
21 significant to a lot of our, our officers that
22 respond, maybe not to some BSO officers that
23 responded. The significant part was the three
24 story building, as you guys are well aware.

25 The three victims down, Officer Kratz, or

1 BSO Deputy Kratz put that out on his radio. He
2 said, hey, if you can hook up with BSO's, or
3 Coral Springs' dispatch, I heard that there's
4 three more victims in the 1200 Building. He
5 put that out. We heard that transmission
6 yesterday. That was all before Mazzei's group
7 made entry, so we all had that information.
8 The two things that -- that --

9 SHER. ASHLEY: Chief -- Chief, this
10 commission is well aware of what happened. I
11 mean we have reviewed this ad nauseam, so
12 reviewing it again is not necessary, and I
13 think there's a lot of commissioners that want
14 to ask questions, and I'm just trying to, to
15 make this point. Coral Springs -- you are
16 saying Coral Springs' frequency, primary
17 frequency Broward County did not have.

18 CHIEF PARRY: Yes, that's my
19 understanding.

20 SHER. ASHLEY: It was my understanding
21 that Coral Springs did not have Broward
22 County's primary frequency.

23 CHAIR: In the radios, and that was in the
24 console, so the reason why the patch failed is
25 because in order to patch both communication

1 centers in their consoles had to have each
2 others. So 8A was in the Coral Springs'
3 console, but the Coral Springs channel was not
4 in the Broward console, and the way it works
5 here in Broward County is, is that the agencies
6 whose jurisdiction it is is responsible to
7 initiate the patch. That's the protocol here
8 in Broward County, correct, Chief?

9 CHIEF PARRY: Yes, sir.

10 CHAIR: And so -- and that's all fine and
11 well, but you can't patch that that you don't
12 have, so you got it, you don't have it, you
13 can't patch because you don't have it. So but
14 in the, in the radios themselves, in the
15 portables, and I think the Chief, I know the
16 Chief testified to that, is that in their
17 portables and mobiles they did not previously
18 have 8A, and now 8A has since the incident, and
19 recently, been programmed into so that your
20 folks do have -- now, that's a tactical issue
21 that, about toggling back and forth and stuff,
22 but it is, they now have 8A; is that correct?

23 CHIEF PARRY: Yes, sir.

24 CHAIR: Okay, so that's -- it's two
25 different things, Sheriff. One -- one that

1 they didn't have and they do not have it, but
2 the, the void was on the Broward side.

3 CHIEF PARRY: I was just -- again, just so
4 you know the structure of my department, I was
5 the operations deputy chief before I was the
6 chief. McKeone is the operations deputy chief.
7 Shawn Backer is the, is the admin deputy chief.
8 He was over dispatch, and he just told me we've
9 always had on the police radios 8A. We've
10 since programmed those on the fire radio. But
11 -- but again, it's a tactical problem pointed
12 out, so --

13 CHAIR: And I don't think the -- but the
14 point is, and Chief Backer, you can correct
15 this, is that BSO did not have on their
16 portables, they didn't have your channel.

17 CHIEF BACKER: Sheriff, that's correct.

18 CHAIR: He'll turn it up. Go ahead and
19 talk, he'll turn it up.

20 CHIEF BACKER: I'll hold it up. No,
21 you'll be able to hear me. That -- that is
22 correct. Our understanding, and we had to send
23 some communication after, is that the Sheriff's
24 Office in their com center did not have our
25 main channel available on the screen that is

1 used to facilitate the patches. We had them,
2 so at the time we, after I believe several
3 requests a patch had been made. Our dispatch
4 center was actually calling theirs when they
5 called us and said, hey, can you do the patch.

6 CHAIR: Right.

7 CHIEF BACKER: And then once we executed
8 the patch it was up for six hours, and we had I
9 think five or six fire patches running at the
10 same time on our system.

11 CHAIR: Which was well after. And the
12 whole -- the whole point is, is that there was,
13 some had, some didn't, and it was mass
14 confusion, and it wasn't, it wasn't able to be
15 affected during the initial core and immediacy
16 of the operation. And so, Sheriff, the point
17 is, is that, assume they may change it since
18 then, is that it wasn't in the ideal situation,
19 best situation, or I'd say where it should have
20 been at that time, and now it's been rectified
21 since that time, so.

22 CHIEF BACKER: And it is true that if BSO
23 were able to effectively do a patch when this
24 first occurred none of these problems would
25 have been there. Sheriff.

1 CHIEF PARRY: Thank you.

2 CHAIR: Yeah, go ahead.

3 CHIEF PARRY: I'm sorry, just one point I
4 want to clarify. It's not -- the fault was not
5 with BSO not having it, BSO doesn't program the
6 radios, it was an ORCAT decision as to what was
7 on there is my understanding. I just don't
8 want -- I don't want anybody to leave with the
9 impression that BSO wasn't willing to put us on
10 their radio.

11 CHAIR: Right. So ORCAT -- so for
12 everybody's benefit, if you're not familiar,
13 ORCAT is the Office of Regional Communication
14 And Technology, commonly referred to as ORCAT,
15 which is the entity that runs the consolidated
16 communications system, consolidated 911, and
17 that's the entity that runs the three regional
18 communications centers here in Broward County,
19 North, Central, and South, and that everybody
20 in Broward County participates in, except for
21 Coral Springs and Plantation. So it's all
22 under ORCAT, so that's the -- if you're -- just
23 for a refresher on that.

24 Okay, so I want to turn it over to Chief
25 Lystad, unless you have something else.

1 SHER. ASHLEY: I just had one more
2 question. If as we sit here today your
3 officers and Broward County Sheriff's deputies
4 can switch a channel on their portable and talk
5 to one another.

6 CHIEF PARRY: I know our officers can talk
7 to them, yes.

8 SHER. ASHLEY: Thank you.

9 CHAIR: So that's a good question, is that
10 do you know, or Kathy maybe, or Chief Backer
11 know, is, is that you can go, you can switch
12 over to get up on 8A, but can, is it -- has
13 your channel been programmed into the Broward
14 deputies' mobiles and portables, can they come
15 up on your channel?

16 MS. LIRIANO: There are times that they do
17 come up to our portables. It depends on the
18 type of portable they have, and if it's
19 compatible with the P25 system.

20 CHAIR: Okay, because you got a P25 issue.

21 MS. LIRIANO: We have P25, and they're
22 still on a --

23 CHAIR: Okay, so for everybody, is P25 is
24 project 25, it's interoperability in the
25 digital system, and that is a problem because

1 they've got, because if you're P25 and they're
2 not, so that becomes that interoperability
3 issue, so the answer is, the answer is, is that
4 not all Broward Sheriff's Office deputies have
5 radios that they can come up on your channel,
6 but you can come up on theirs, so --

7 MR. LIRIANO: And that's -- and that's the
8 idea of the patching, that even if they're in
9 the old system with the consoles they can still
10 patch with a P25 system.

11 CHAIR: All right. Okay, Chief Lystad.

12 CHIEF LYSTAD: Thank you, Mr. Chair.
13 Chief Parry, thank you for being here today and
14 testifying for us. I want to, to thank you for
15 the number of changes that you've already
16 implemented in your agency. I appreciate that.
17 My questions will kind of go along the dispatch
18 side. We've had previous conversations before
19 about the calls, and so one for me, just
20 clarification, your minimum staffing for
21 dispatch is, police side and fire side?

22 MS. LIRIANO: So the minimum staffing per
23 shift is six, but we usually have anywhere from
24 six to ten dispatchers in the room at a time.

25 CHIEF LYSTAD: Is that for both sides?

1 MS. LIRIANO: Yes, that handles both.

2 CHIEF LYSTAD: And are they cross trained?

3 MS. LIRIANO: They are cross trained for
4 everything. Okay, so then that leads me into
5 the question that I have, it's about the
6 handling of 911 calls, and we talked about that
7 before. And so if you would walk me through,
8 your dispatch gets a 911 call, cell call for a
9 Parkland call, at what point are they going to
10 terminate that call?

11 CHIEF PARRY: Well, I think the first call
12 that was transferred to BSO is a good example
13 of that. Patrick Thurmond took that call, and
14 twenty eight seconds after hearing the details
15 that he took he transferred the call to BSO.
16 BSO answered the call. Unfortunately either
17 the caller hung up, or the caller quit talking,
18 or got disconnected, you know, but what, what
19 should occur, and we can't control what they do
20 on their side, the caller that is, you know, is
21 that we grab the information, we immediately
22 recognized that it was a serious problem,
23 within twenty eight seconds we called BSO
24 dispatch, told them, hey, we have a guy on the
25 line, he's reporting an active shooter, you

1 know, and we said go ahead, sir. And then the
2 guy didn't talk, so -- so in that instance
3 Patrick Thurmond then filled the BSO dispatcher
4 in with the information that he gathered.

5 CHIEF LYSTAD: Okay, that's -- that's
6 past. That's what occurred. What I'm asking
7 about is more along the lines of what Sheriff
8 Gualtieri was asking, is now, and we've had
9 this conversation so I'll just kind of refresh
10 it, is if you get a priority call on the
11 dispatch, as opposed to patching or trying to
12 transfer the call what I thought I heard and
13 understood was, is that your dispatch is now
14 going to come up on BSO's 8A and relay that
15 information real time, as opposed to trying to
16 call their call center, so that the officers on
17 the road get moving; is that not correct?

18 MS. LIRIANO: It would -- we would be
19 doing both.

20 CHAIR: Kathy, can you turn, talk into the
21 microphone? Thank you.

22 MS. LIRIANO: So basically we will be
23 doing both at the same time. We would have a
24 dispatcher assigned to relay the information to
25 them, especially for a priority one of, let's

1 say another active shooter were to occur, as
2 well as transferring the call to them. If it's
3 a simultaneous response, that EMS is required
4 for a shooting for example, as we're putting in
5 the call in the CAD for the EMS response they
6 are going to be getting that page as well on
7 their, on their area, and their deputies will
8 be getting, saying, hey, Coral Springs is
9 receiving a shooting call at 123 Main Street.
10 So the deputies are automatically getting that
11 information, we'll be relaying it over the
12 radio and transferring the call, so it will be
13 all orchestrating at the same time.

14 CHIEF LYSTAD: Okay, so then I'm making an
15 assumption then that there won't be a loss of
16 communications or information flow until such
17 time as the other agency is on the ground,
18 correct?

19 MS. LIRIANO: There should not be any loss
20 of communication, no. And part of the update
21 of the SOP is to have someone assigned
22 specifically to relay information to the
23 Broward Sheriff's Office until, you know, if a
24 patch needs to be made, or anything like that,
25 that they're constantly being updated on real

1 time of any information that we will be
2 getting.

3 CHIEF LYSTAD: Okay. Also during the
4 earlier testimony your 911 calls fell, failed
5 over I guess to your EOC lines?

6 CHIEF PARRY: Yes.

7 CHIEF LYSTAD: And those were not
8 recorded. Have you done anything to address
9 that issue?

10 MS. LIRIANO: And just so you understand
11 the, our 911 system is actually run and
12 operated by ORCAT, just like the regional
13 system is, so the ORCAT office is responsible
14 to make sure that those lines are recorded.
15 The last conversation I did have with them, as
16 of April of this year they are now recording
17 the trunks that are located in the EOC. Our
18 trunks that take the calls, Plantation, that
19 had trunks as well, they were always recorded.
20 The EOCs were not, and we were not aware of it
21 until after 2/14, so now they told as of April
22 of this year they have rectified that issue and
23 they're now being recorded as well.

24 CHIEF LYSTAD: Okay. My last is more of a
25 consideration, whether or not you've looked at

1 it or not. Since it's clear that BSO will
2 still encounter potentially throttling issues,
3 if it came into your jurisdiction and you had
4 another throttling issue, have you given any
5 thought to what you would do to maintain
6 communications with BSO deputies on scene when
7 you know these things are going to happen.

8 MS. LIRIANO: So there is -- when they
9 throttle there is like a state channel 8CAL90,
10 8CAL91 that they, for example, when they went
11 down the other day they were able to have their
12 officer switch over to. We have access to
13 those channels as well, so if we have to relay
14 information that way, just like we would on
15 mutual aid channel, our dispatch center has the
16 capability of relaying information that way to
17 them.

18 CHIEF PARRY: One of the other things you
19 saw during the presentation yesterday is the
20 pairing of our guy with a BSO guy. When we had
21 communication issues, if you remember Officer
22 Best went and he stood right next to Peterson,
23 you know, Chief Pustizzi went and found a motor
24 guy, and if something came over our radio he
25 was telling them and asking them to put, put it

1 out. Again, though, if the throttling, and the
2 radio doesn't work, it won't go out. But, you
3 know, we try to pair up. That's our fall back
4 out on the field.

5 CHIEF LYSTAD: Thank you. I have no
6 further questions, Chair.

7 CHAIR: Mr. Schachter.

8 MR. SCHACHTER: Thank you, Chief for being
9 here today. I'm very happy to hear that you
10 train in single officer response and active
11 killer training every year. I mentioned
12 yesterday I think every three years is
13 insufficient, so, you know, obviously your
14 officers responded in the appropriate way. And
15 also, thank you for working with me to fix
16 these radio issues, it's extremely concerning,
17 and we need to, we need to do everything we can
18 to remedy this situation.

19 CHIEF PARRY: To that end, sir, I need to
20 thank you, because I don't know -- you -- you
21 have a good voice. Your voice brings people
22 together, and, and your assistance in that has
23 helped us get some of those things done, so I
24 appreciate it.

25 MR. SCHACHTER: And I will continue to do

1 that. Have you trained all your officers -- I
2 understand you put the 8A on, but have you
3 trained, on your radios, but have you trained
4 all your officers so they know how to do it if
5 there's an emergency?

6 CHIEF PARRY: Yes. The short answer is
7 yes. Despite that there's so many channels on
8 there, I know, again, as when I was a narcotics
9 detective, we changed and switched the channels
10 all the time, very difficult.

11 MR. SCHACHTER: Okay, thank you.
12 Throttling is a big concern of mine, you know,
13 as you mentioned I am very scared that if there
14 is another mass casualty event the radios will
15 throttle again, and we'll have more casualties
16 as a result of that. You know, obviously it
17 happened in the airport, it happened in MSD, if
18 there's another mass casualty event tomorrow
19 it's going to happen again. The public needs
20 to understand that, and we need to do
21 everything we can to fix that.

22 In that regard, it has been identified
23 that the school board needs to get all of the
24 buses, and all of the non essential personnel
25 off of the County radio system. You know, I

1 don't understand why it hasn't happened, we
2 knew that it was an issue after the airport and
3 it still hasn't been fixed, so I would
4 certainly appreciate the Chair's influence on
5 that. Now I don't think they're going to be
6 able to get the buses off the system until
7 2019, so every, every time we turn around it
8 seems like this radio system keeps getting
9 delayed, and that's extremely upsetting.
10 That's one thing that we can do to hopefully
11 eliminate the throttling, is getting the
12 non-essential personnel off the system, and the
13 buses, and the school board needs to move on
14 that.

15 Since you brought up Burton, can you tell
16 me why he didn't enter the building when he
17 first came on scene?

18 CHIEF PARRY: Yes, I can. I think, you
19 know, our training says that the first officer
20 on the scene is the incident commander. I
21 think that's, that's pretty, pretty widespread
22 among law enforcement agencies. Burton got
23 information from Medina. Medina is a, you
24 know, school security guy. When he got there
25 and saw the deputy standing there, you know,

1 he, you heard him say over the radio I'm
2 getting with the SRO now, and he got with him,
3 and he was told by Peterson, hey, I don't know
4 where he is, watch your back, he could be out
5 here.

6 Because of that, you know, Burton
7 obviously is going to take the word of a
8 trained law enforcement officer more than, than
9 the word of, of, you know, a security guy, so
10 that slowed his hamper, or hampered, you know,
11 slowed him up, made him sit down. We talked
12 about yesterday, about the tactical problems
13 that are caused by parking lots, you know, as
14 being there, you know, so it was a real
15 concern, and it is something there.

16 I will say that as it unfolded, as it
17 became clear Burton was right in there. I
18 can't tell you that, that at the end of the day
19 his uniform was blood soaked because he was
20 carrying victims, and getting them to rescue.
21 You know, he slowed up momentarily because of
22 the information he got from, from Deputy
23 Peterson.

24 MR. SCHACHTER: Thank you. Thank you. I
25 understand you're saying BSO had the

1 information before the Mazzei group entered,
2 but in relation to what Sheriff Ashley said,
3 that this incident was over in just over three
4 minutes, so the question is, you know, the
5 problem was that officers didn't enter the
6 building until eleven minutes, and we need to
7 get them in sooner. That is the most important
8 thing that, that needs to happen to save lives,
9 the most important thing, so anything that we
10 can do to get officers in there sooner is the
11 only thing we should care about.

12 So I guess the question is, you know, and
13 I'm wondering, you know, if, if BSO had known
14 sooner would they have gone in sooner and
15 reacted differently. That's -- that's the
16 question. So I understand your contention is
17 that they did get a lot of information prior to
18 Mazzei, but Mazzei didn't enter, you know,
19 nobody entered for eleven minutes, so can you
20 go over the times -- I mean I guess it's, it's
21 not that, you know, we already went over all
22 that, but that's, that's the important. The
23 timing is the question.

24 CHIEF PARRY: I can't speculate for what
25 another person will do. I will tell you that

1 if you hear shots coming from a building our
2 training, Coral Springs' training says enter
3 that building, move to the, to the gunshots,
4 and stop the killer.

5 MR. SCHACHTER: Yeah, no question about
6 it. Chief, you're saying BSO had the
7 information. Sheriff, yesterday you said many
8 times that BSO did not have the information.
9 Can you please reconcile for me these two
10 points of view, and what the Chief is saying?

11 CHAIR: Well, you know, there might be
12 some things in this that we just agree to
13 disagree on, and there may be some things that
14 we're just taking it at different junctures,
15 and at different point. And early on, and
16 there's, because early on when the information
17 is first coming in, and you had one call
18 transfer, and so the Chief is correct, there
19 are a hundred and thirty documented, but
20 there's more than that because we know that a
21 number of the calls were coming into Coral
22 Springs, the 911 calls rolled over to the EOC
23 lines, and they're undocumented, and
24 unrecorded, so there's more than a hundred and
25 thirty.

1 There's also eighty one calls that came
2 into BSO, but that's during the course of the
3 event, so there's a big difference whether the
4 calls came in in the first minute, two minutes,
5 three minutes, versus at the ten, twelve,
6 fifteen, right, I mean so, and so if you add
7 them with what we all agreed to is, is that
8 what we know during the early portion, which is
9 the extremely relevant portion, that there were
10 about twelve calls that came in to the Coral
11 Springs communication center. And I'm just
12 using the chronology, Kathy, that we all agreed
13 on, and I just add them up, one, two, three,
14 four, and you come up with twelve, so.

15 And during that early portion there were
16 twelve, and that there were three that came
17 into BSO. Remember one of them you heard, and
18 that was from Boca Raton, and that was the girl
19 in the school calling her mom, who called the
20 guy who, you know, and all that, so and, and
21 you can clearly tell, and I don't think that, I
22 think it's indisputable that there was a void
23 of information in the ORCAT, Broward County
24 Sheriff's Office, and Broward regional
25 communications, those call takers -- remember

1 hearing those calls when those original call
2 takers, even three and four minutes into the
3 event, Stoneman what, Stone who, what's the
4 address, what's going on, where their
5 communication center was in hubbub, their
6 communication center was actively responding,
7 and they were being overwhelmed with calls, so
8 they had in there, they had a lot of
9 information, and the people in the Broward
10 communications center, they didn't know about
11 this.

12 And for the people on the street, they're
13 getting what their hearing over -- and, yes,
14 there were references. There's un -- it's
15 unequivocal, and unquestionable, that when
16 Peterson got to the east door he said over the
17 BSO radio shots being fired, but there were,
18 there were specific, so as an example -- and
19 what I'm talking about is when you had -- it
20 wasn't Deputy Easton, I think it was Kratz,
21 Kratz was up there on Holmberg and they're
22 talking about shots fired from the football
23 field, et cetera.

24 Well, Coral Springs absolutely knew that
25 this was a shooting within the 1200 Building,

1 within 1215, within 1216, whatever, et cetera,
2 so if Coral Springs had heard that Kratz is
3 saying, and they're talking about the football
4 field -- and again some of those -- there's no
5 doubt in my mind that Coral Springs would have
6 said, if that was coming from their officers on
7 the football, they said no, it's coming from in
8 the building, because we know it's coming from
9 the building, we're talking to students, we got
10 teachers calling here saying there's shots
11 coming through the doors. So there was that
12 information that was known to them that wasn't
13 known to the BSO deputies because you have a
14 bunch of calls coming in, a bunch of
15 information, and that isn't.

16 So that's my point with it. And I can go
17 through it all, I'm not going to take the time,
18 but there's, there's, and I'm talking about at
19 the earliest stages. Now, later on I don't
20 disagree with what the Chief is saying. When I
21 say later on, by the time the entry is
22 occurring, and the Mazzei group is going in,
23 and we're going in from the east and the west,
24 that's at a different juncture in this thing.

25 MR. SCHACHTER: Yeah. Yeah, yeah.

1 CHAIR: So that's what I'm talking about.

2 MR. SCHACHTER: Okay, thank you for, for
3 clarifying.

4 CHIEF PARRY: If I could just address a
5 couple things.

6 CHAIR: Sure.

7 CHIEF PARRY: The football field stuff, I
8 believe that our officers would have thought
9 that there was a second shooter. I think
10 that's the most probable explanation for that.
11 Yes, our dispatch was getting those calls, but
12 remember when they get the calls we look at the
13 time that they came in, but they're on the call
14 for a period of time, they're doing their
15 interview, and, you know, they're inputting it
16 into the computer, so, you know, there is a lag
17 for that. Some of it was long calls where they
18 were doing emergency medical dispatch, so, you
19 know, when you say that -- and if I could offer
20 a suggestion to, you know, I heard the calls
21 that you played where the, the County
22 dispatchers say you have what.

23 Remember there's three separate PSAPS in
24 the County system. Those calls roll off each
25 other, so, you know, if, if the person in

1 Coconut Creek, I'm sure that if that's where
2 they first got the call everybody in that room
3 knew about the call, or should have known about
4 the call. It was in the, you know, in the CAD,
5 so everybody had the CAD information available.
6 I'm not saying if they read it or not,
7 obviously not, but if that call then bounced to
8 Pembroke Pines it is, of course, it's going to
9 a different building so I'm not surprised that,
10 that they would say what are you talking about,
11 because there are -- in essence it's the same
12 problem we have here.

13 We've got the Coral Springs building,
14 we've got the Coconut Creek building, you've
15 got the Pembroke Pines building, and you've got
16 the Sunrise building. If they all get a
17 different call they're all going to say what
18 are you talking about because it's the first
19 time they hear it.

20 CHAIR: Well, I think from that is, is
21 they did say, BSO -- I think they said north,
22 so more than one was going into. But at the
23 end of the day is, is that, I would hope that
24 we can all agree on this, that this way, and
25 things have changed, is that it could have been

1 done better, and there could have been more
2 effective information than what happened on
3 February 14th. That's the bottom line. And we
4 can split hairs, and fine tune it, et cetera,
5 but it could have been better. And there's
6 been some improvements made, which is a good
7 thing, and probably still room to make it even
8 better, but there were voids, and there were
9 lapses, and there were things for a whole bunch
10 of reasons that happened on February 14th.

11 CHIEF PARRY: Yes, sir, I agree.

12 MR. SCHACHTER: Now, as far as the -- as
13 far as Coral Springs going on BSO's CAD the,
14 the main objection is the GPS issue. Based on
15 your conversations earlier do you feel that --

16 CHAIR: So -- so -- so -- and I don't want
17 to, you know, we want to give other people a
18 chance here too, but to make sure we're clear
19 on this, is the GPS issue is not a CAD issues.
20 The GPS issue is a radio issue, it's not
21 necessarily a CAD issue. It's both, okay, both
22 for you guys? Okay. But it's -- it's -- the
23 biggest thing that you guys have is that you
24 have a screen in your communications center
25 where every officer that's got a radio on, you

1 can see where that officer is at any given
2 time.

3 That's a very, very important aspect to
4 you all from an officer safety perspective that
5 they are, understandably because they have it,
6 unwilling to give up, and they don't want a
7 situation where they can only see their
8 officers when they're pushing the button on the
9 radio, and that's the way the new system is
10 designed, push to talk. That's in Bertha
11 Henry's letter that she sent --

12 MR. SCHACHTER: Yeah, no, that's what I'm
13 --

14 CHAIR: So -- so anyway there's issues
15 with it. They got to work through. They're
16 going to try and work through some of that
17 stuff.

18 MR. SCHACHTER: Okay. Hollywood currently
19 is now objecting to the placement of a tower,
20 so before it was Tamarac, Tamarac did agree to
21 let us put a tower on their site, now Hollywood
22 is objecting. So we've got to work this out.
23 I do not want this to delay things even
24 further, so the commission really helped us out
25 with Tamarac, I would request their help in

1 that issue as well.

2 And then lastly, does Coral Springs and
3 BSO train together, not, aside from SWAT?

4 CHIEF PARRY: Yes. Not as much as anybody
5 would like. Look, you can never train, you
6 know, more, but, you know, we've talked about
7 our, our CUTS team trains in multiple
8 jurisdictions. We try to train as much as we
9 can. We have had operations, and SWAT's always
10 involved, but so are other, other officers and
11 other deputies, where we do, you know, just off
12 the top of my head we had one at our Coral
13 Square Mall, where we had a multi
14 jurisdictional training. And -- and, yeah, so
15 that does occur. Of course not as much as, as
16 we would like.

17 MR. SCHACHTER: Thank you very much,
18 Chief.

19 CHAIR: Okay. Sheriff Judd.

20 SHER. JUDD: Thank you, Chief. It doesn't
21 go without notice from this commission that
22 Coral Springs, not only once they responded,
23 but they responded appropriately and
24 professionally, and you can compare and
25 contrast the initial BSO response to the Coral

1 Springs response and see that yours was far
2 superior.

3 CHIEF PARRY: Thank you for that.

4 SHER. JUDD: The -- I want to get back to
5 the 30,000' view. In our county I run the
6 dispatch center for the county. I have a
7 hundred fifty people assigned to that center.
8 I still have three cities that refuse to come
9 on board. One of them is a very large
10 professional city and police department, and
11 two of them are small. It's simply politics.

12 I clearly understand, and I would be in
13 the exact same position that the Chief in Coral
14 Springs are in today, that I'm not going to
15 merge with a lesser system, period, I'm just
16 not going to do that. And -- and I'll turn it
17 over, if it's all right, Mr. Chair, in just a
18 minute to Chief Nelson, who is now the
19 executive director of the State Attorney's
20 Office, but was the chief, and sat on the board
21 and made the decisions, and had every bit as
22 much authority and input as any of my people
23 when we created this system.

24 Are there still things that I don't like,
25 yes. I still want when a 911 call comes in,

1 right this second I want somebody talking on a
2 radio in ten seconds. We'll figure the details
3 out later, get the call out on true
4 emergencies. And that's -- that's what has to
5 happen, and we're making progress there.

6 But the 30,000' view is until we get a
7 professional regionalized radio system that not
8 only meets where Coral Springs, and maybe
9 Plantation is, but, but lifts the entire county
10 to that level. These issues, communication
11 issues are going to continue. I applaud your
12 proactive thinking, and Chief Backer clearly
13 was very professional, and he got it when we
14 talked the other day of this fix. But this is
15 what this is, it's an interim fix. We know
16 what happened, but what we've got to do I
17 believe as this commission, is we've got to get
18 the power players in front of that podium and
19 say, all right, what are going to do to make
20 sure all of these systems are cutting edge.
21 And we've got to get to this podium the
22 decision makers of Coral Springs, Plantation,
23 and the County, and say when are you going to
24 go to a regionalized dispatch center that Coral
25 Springs and the other colleagues across the

1 county have confidence where in fact if they
2 want to keep their dispatchers they move them
3 into a center and we're all operating in the
4 same area.

5 That fight, or that concern still happens
6 in, in an area, in two, three areas in our
7 county. And I understand it's, it's difficult.
8 It will change in the two smaller communities
9 when there's an absolute disaster and someone
10 loses their life as a result, but with that the
11 success, and the incredible communications from
12 our perspective has occurred as a result of
13 that. We've caught more bad guys, and kept
14 more law enforcement officers safe, and when
15 there was an unfortunate shooting in Auburndale
16 with one of Chief Nelson's officers shot, by
17 the time I got there, which was quick because
18 I'm like you, Chief, I should have been back
19 some place at a command post, and I had a gun,
20 and I was there trying to get a shot at the
21 guy, there were Winter Haven police there,
22 Auburndale police there, deputies there, I mean
23 and that's how we do it.

24 We recognize your response was in another
25 city, and it was remarkable, but it doesn't

1 make any difference because that's what we do
2 when you're real cops. But I'd like for Chief
3 Nelson just briefly to say why the only way
4 this is going to ultimately solve these issues
5 is when the equipment and the team that runs
6 this, this regionalized dispatch, includes
7 everybody with decision making authority, and a
8 comfort level so that the different groups will
9 operate out of the same center.

10 CHAIR: So I'm going to turn -- he's up
11 next anyway, but I want to tell you, say, I'm
12 going to respond to that, Sheriff, is this, is
13 that you had that person here, and the person,
14 because it's ORCAT, and because it's the
15 County, and all of this falls under the County
16 administrator, so it isn't that we didn't have
17 her here, we did have her here, and this all
18 funders under, and the decision maker on all
19 this is Bertha Henry.

20 Now, there is a governing board for it,
21 and there's a whole board for it as well. And
22 we can bring her back, but she has been here,
23 and what she said at the time, and the
24 barriers, and she laid out a time frame for
25 implementation, they were trying to accelerate

1 that time frame, so, you know, really
2 ultimately, and we can bring her back, but it
3 is the County administrator, because this all
4 does fall under the County.

5 SHER. JUDD: But the -- she reports to the
6 County commissioners, or --

7 CHAIR: Correct.

8 SHER. JUDD: And that -- that's -- that's
9 the true people who have something at stake
10 here, to have to stand up in front of these
11 cameras and explain to the people of Broward
12 County.

13 CHAIR: So what -- and we can revisit that
14 as we, you know, we're going to focus on the
15 report, and everybody knows that we're far from
16 done, and this is an interim report, and we
17 will certainly put that on the list for
18 following up on, and get him back here. Chief
19 Nelson, go ahead.

20 CHIEF NELSON: Just to address Sheriff
21 Judd's concerns, or the things he pointed out,
22 was when we did the evaluation we felt like we
23 were providing a better service to our
24 citizens, and also to our officers, by going to
25 the Sheriff's Office communications center,

1 this regional concept, that they had better
2 equipment, better trained personnel. And
3 unfortunately in this case from what I've heard
4 so far right now I don't see that with the
5 ORCAT system. And I know it's a difficult
6 decision that you'll have to continue to make,
7 but it seems like the technology and everything
8 that Coral Springs has is, is light years ahead
9 of what Broward has.

10 And like you said, you know, back in the
11 1990's you were first making the request, or,
12 you know, to upgrade the system, and that's
13 just, that's not acceptable.

14 I just had a couple questions, Chairman,
15 if I may. And I know you addressed it
16 specifically, but does Coral Springs and
17 Broward County SWAT teams train together?

18 CHIEF PARRY: Yes.

19 CHIEF NELSON: On a regular basis?

20 CHIEF PARRY: Yes.

21 CHIEF NELSON: Okay. And do they have
22 methods of communicating? I know that during
23 the incident they were talking about going to a
24 SWAT channel, do they have, do they interact
25 enough where they have a similar channel that

1 they can go to?

2 CHIEF PARRY: Yeah, we have mutual aid
3 channels that we can go to, yes.

4 CHIEF NELSON: Okay. And do you, in
5 addition to training do you have many joint
6 operations where you work together, SWAT?

7 CHIEF PARRY: Our SWAT guys have -- I will
8 say this about the County, and it's all the
9 SWAT teams, they all work together well. They
10 all work together on, on live operations and
11 training operations. I couldn't be prouder of
12 our SWAT guys, and I say that the same of the
13 County's SWAT guys. They're -- they're all
14 brave and courageous men and women.

15 CHIEF NELSON: Thank you, Chief. Thank
16 you, Mr. Chair.

17 CHAIR: All right, next is Commissioner
18 Petty.

19 MR. PETTY: Thank you, Mr. Chair. Chief,
20 thank you for being here today. Thank you for
21 the proactive changes that you've, you've
22 implemented in your department, your
23 willingness to create some interoperability
24 with BSO and address some of the issues that
25 we've learned a lot about in the last twenty

1 four, forty eight hours. I commend you for
2 spending your evening listening to the radio
3 transmission. I think it speaks volumes to the
4 way you run your department, and what you
5 expect from those under your command.

6 CHIEF PARRY: Thank you, sir, but it's my
7 duty to do those things.

8 MR. PETTY: We've learned a lot about duty
9 the last twenty four, forty eight, seventy two
10 hours, and certainly in the last nine months.
11 Question -- I want to start -- I just need one
12 clarification on the radio issue. I know we're
13 beating that one up pretty good. Can BSO
14 deputies assigned to Parkland communicate with
15 Coral Springs? Do they have the P25 radio
16 compatibility that's needed to talk back and
17 forth, at least between Coral Springs and
18 Parkland?

19 MS. LIRIANO: As far as I know -- I don't
20 manage the radios for BSO Parkland. We do have
21 some of their sergeants that can come on to our
22 channel, but the thing is that if the actual
23 radio does not have the proper updates in the
24 back end it may not work, so I can't answer
25 that a hundred percent because I don't manage

1 those radios, but we're able to communicate
2 with them if need be. We can patch if need be
3 as well.

4 MR. PETTY: Okay. I think we probably
5 ought to get an answer to that at some, at some
6 level, because we're, although there have been
7 significant improvements made, and I recognize
8 that, we're still in a position where there's
9 potential incompatibility and, and an inability
10 to communicate, so --

11 CHIEF PARRY: We'll try to get an answer
12 for you today on that.

13 MR. PETTY: Okay, I'd -- thank you. We
14 learned a little bit about the policies that
15 Coral Springs Police Department have around
16 active shooter, and one of the questions I
17 asked Sheriff Israel last night to address is
18 the language in their policy versus the
19 language in the Coral Springs policy. You're
20 probably familiar with it. You may have read
21 it last night. But your -- your policy says
22 shall enter, and the BSO policy says may enter,
23 and I challenge Sheriff Israel to go back and
24 take a look at that because I, my opinion is,
25 not being a law enforcement officer, that they

1 may have impacted the response, and as Sheriff
2 Judd mentioned the difference in response
3 between Coral Springs and BSO.

4 Do you have a view on your policy, and the
5 language used in your policy, versus -- why
6 didn't you use the word may?

7 CHIEF PARRY: When -- when we made the
8 policy we felt it should be shall. It's an
9 active shooter, active killer, in my, my
10 opinion, it should be shall.

11 MR. PETTY: From everything we've learned
12 seconds matter, so I agree shall seems to be
13 the right language there, and I challenge,
14 again, as I said, Sheriff Israel to review that
15 policy. My -- my also concern -- my concern
16 there also is one of officer safety. Do having
17 different policies between BSO and Coral
18 Springs possibly present a tactical issue, or
19 an officer safety issue? We learned a little
20 bit about friendly fire, the potential for
21 friendly fire during the response, but do those
22 policies create a situation in a tactical
23 response where there could be an issue?

24 CHIEF PARRY: You know, when policies
25 differ that, that could be an issue. I, you

1 know, you know the problem is, is that I don't
2 grab BSO's policies and read them. I'm sure
3 they don't take mind and read them. You know,
4 I make policies for how I want my officers to
5 respond, and how I want them to act. I think,
6 look, BSO guys joined our guys, and went into
7 the, into the building, you know, so I think
8 that, you know, that it may have been more of a
9 performance issue yesterday, but again I hate,
10 or I hate to speculate on what another man was
11 thinking or doing at that time.

12 MR. PETTY: Okay, fair enough. We've
13 talked a lot about regionalization, and it's
14 been mostly focused on radios, and CAD systems,
15 and those kinds of things, but I think perhaps
16 we ought to think about it at the policy level
17 also, because at least in my opinion we could
18 be creating issues of, certainly delaying a
19 response, which I think we saw on, on February
20 14th, but also potentially an officer safety
21 issue, and perhaps we can look at that as a
22 recommendation, Mr. Chair.

23 A question for I guess the commission and
24 the staff, did we, did we interview Officer
25 Burton, because I don't -- I didn't find that

1 in the --

2 CHAIR: Yeah. Yes. Yeah, you heard from
3 him yesterday, or you heard about him in
4 Sergeant Suess' presentation. And actually he
5 explained, and it's in there, and it's in
6 quotes, he explained why he stayed in the lot,
7 and behind the tree, and he was communicating,
8 and his rationale for doing that was, is that
9 he was taking the appropriate position of cover
10 because the shooter might be coming into the
11 lot based on the information he had. So
12 there's a whole explanation in there. I know
13 we -- it's about, you know, seven hundred
14 slides, so but, yes, he was extensively
15 interviewed, and there is information in the
16 presentation about it.

17 MR. PETTY: Okay, thank you. And my
18 quick, yeah, it was challenging to process all
19 of that over the two days, and my quick search
20 on my i- pad didn't --

21 CHAIR: We'll point it out to you.

22 MR. PETTY: But my question, though, is
23 around the information that, Chief, you
24 mentioned that Officer Burton received from
25 Deputy Peterson. Do we have that confirmed in

1 the interview with Officer Burton, did he, did
2 he indicate to us that Deputy Peterson provided
3 him information that the shooter may be in the
4 parking lot?

5 CHAIR: Yeah. And they were -- they were
6 yelling back and forth to each other. And
7 we'll point out, and I'll ask Sergeant Suess to
8 identify the specific slide numbers, and at the
9 break we'll get those to you, everything that
10 he said is laid out in the presentation, and
11 we'll get you the specific slide numbers.

12 MR. PETTY: The reason I raise it again is
13 because as I, as I said yesterday as we went
14 through the presentation, and this part I do
15 remember, Deputy Peterson at one point provide
16 inaccurate information, which in my view
17 delayed the response, and impacted the response
18 of law enforcement, and potentially put
19 officer, other officers at risk, and so I just
20 want to call that out and clarify that. All
21 right, that's it.

22 CHAIR: So we got about five minutes left.
23 We have Senator Book and Secretary Senior, and
24 then we need to wrap up.

25 SEN. BOOK: Thank you, Mr. Chair. And

1 thank you all for being here, and for your
2 commitment, because I've been down, I've
3 visited with you, and so I want to thank you.
4 And I don't know that I have a question that
5 can be answered now, but for us to all think
6 about as we're putting together the draft, and
7 I look across always at Commissioner
8 Swearingen, and I, you know, I'm by nature a
9 catastrophist, and so I, you know, have been
10 thinking a lot about what if it wasn't that day
11 Marjory Stoneman Douglas, what if it was Park
12 Trails Elementary, or Westglades, how, how
13 would things be different.

14 So if this were at an elementary school,
15 those kids don't necessarily have cell phones
16 in the same way, are like, because I think the
17 totality of what we're looking at is how can we
18 create a system, or put systems in place that
19 keep all of, everyone safe, and so I just, you
20 know, as we're sitting here talking about, you
21 know, the cell phones calling, and these kids
22 were high schoolers who had cell phones.

23 We know that a particular shooter goes
24 into a particular place to do, you know,
25 different things, but, you know, I think about,

1 and it terrifies, it's horrifying to think
2 about, you know, Commissioner Swearingen, when
3 we talk about the things that could, the
4 potentiality of things, you know, as Nikolas
5 Cruz, as the shooter is running past the school
6 maybe he pre-planted things and, and goes into
7 Westglades, and then you're at Westglades, then
8 you've got calamities on calamities, and we
9 don't, you know -- so those are the things that
10 I -- should we have a system in place where we
11 automatically lock down certain schools.

12 I just want us to start thinking about
13 like the larger picture, so it's not even a
14 question, it's just more of a still spinning
15 around about all of the things that we've
16 learned, and how an entire system needs to
17 change.

18 CHAIR: And the basics.

19 SEN. BOOK: Yeah.

20 CHAIR: Focus on the basics. Secretary
21 Senior, the last questions.

22 SEC. SENIOR: I'll follow on that. And
23 thank you very much for your cooperation with
24 this commission. I know that there are things
25 that can be improved, but overall your officers

1 behaved very commendably on that day. I think
2 when we look at the big picture we have to
3 acknowledge that if this had happened, God
4 forbid, at Coral Springs High School, the
5 response would have been probably, I have a lot
6 of confidence the response would have been way
7 more effective. If this had happened in
8 unincorporated Broward County I have less
9 confidence, but I don't discount the
10 possibility that the Broward Sheriff's Office
11 would have acted very efficiently and
12 appropriately as well.

13 I'm concerned about the way Parkland has
14 set up its system, the City of Parkland, and
15 other cities in the State of Florida that may
16 have arrangements like this, that you've got
17 fire rescue on one 911, and you've got the BSO
18 doing your, your law enforcement operation. I
19 think that that is really the heart of this
20 confusion, and I don't know that the residents
21 of Parkland would have had any idea that this
22 confusion was a possibility as they set up
23 these arrangements.

24 So I think that I'm really concerned that
25 there may be other cities in the state of

1 Florida that have these types of arrangements
2 that, that could create a lot of issues, and I
3 think that that's something that we need to
4 consider. But I do -- I do want to commend the
5 Coral Springs Police Department for how they,
6 how they responded that day.

7 CHIEF PARRY: Thank you for your kind
8 words.

9 CHAIR: So did you have on last thing,
10 Sheriff?

11 SHER. JUDD: I just wanted to say 278,
12 Slide 278.

13 CHAIR: Yeah, he just gave it to him. So
14 I want to just take the liberty, the last
15 comment on this, because, Kathy, you weren't
16 here on Tuesday when we opened, and there's
17 been a lot of discussion, and I'd say the bulk
18 of the discussion predominantly concerning
19 Coral Springs has been in the communications
20 arena. A lot of, you know, my focus has been
21 on communications, and 911, as we all know.

22 And what I said on Tuesday I want to
23 reiterate to you, and to the staff within the
24 communications center, is, is that nobody
25 within the Coral Springs communications center

1 in my view did anything other than what they
2 were trained to do, and worked within the
3 system that had been set up for them, and that
4 none of you or your staff in the communications
5 center should feel bad, should feel any guilt,
6 if you will, or take any responsibility,
7 because I think that it was too much of a call,
8 it was too, a bridge too far, too big of a leap
9 for them to have sent officers out, made them,
10 themselves unilaterally made a decision to send
11 officers outside of your jurisdiction.

12 They worked within the system that was set
13 up, and none of them should take it personally.
14 It's a system problem, and some of it from a
15 long time ago it was set up, and I think it's
16 important, and I wanted to convey that to you
17 personally. You've been nothing but
18 professional in this process, forthcoming,
19 cooperative, and have bent over backwards to
20 give us everything we need, but your staff in
21 there, because sometimes, we all know, people
22 are kicking themselves, and doing the would of,
23 could of, should of, and, you know, my God, you
24 know, now I hear this, and all these times, and
25 these delays, but I don't think that anybody

1 should take it personally within the Coral
2 Springs communications center.

3 I am, you know, ecstatic really to hear of
4 these changes that have been made. Some of
5 them I think are Band-Aids, but Band-Aids are
6 better than nothing. And there's still room to
7 improve, but it has improved, but this is
8 nothing that anybody in the Coral Springs
9 communications center should take personally.
10 So that's -- and I said that on Tuesday, but
11 you weren't here, so I want you to, to hear
12 that.

13 So we will -- Chief, thank you for being
14 here, and to your staff. Let's take a fifteen
15 minute break, and we'll come back and hear the
16 medical response presentation from Special
17 Agent Massucci.

18
19 *****INSERT EXCERPT HERE*****

20 CHAIR: Okay, we can go and get started.
21 The next presentation is from Special Agent
22 Chuck Massucci with FDLE, and it's going to
23 focus on the medical response. Some of it will
24 be a little bit redundant, hopefully not too
25 much, but it will explain what happened, what

1 didn't happen, and hopefully address some of
2 the concerns that had been raised about the
3 medical response. That's really the purpose of
4 it, is to let you know that there was a lot of
5 great work done, and some of the concerns that
6 were raised in the media we found really don't
7 have merit, and that what needed to be done,
8 for the most part, was done in a very timely
9 way as best it could in that chaotic
10 environment that they could control on the
11 medical side. So, Chuck, I turn it over to
12 you, and thanks for doing this.

13 PRESENTATION FIRE/EMS RESPONSE

14 SA. MASSUCCI: Thank you, Sheriff. We did
15 try to minimize a lot of the redundancy. The
16 first few slides we're going to look at,
17 they're going to address a few additional
18 policies and procedures throughout the week,
19 and perhaps we started with policies and
20 procedures geared towards law enforcement.

21 I think if you reflect back we started off
22 with policies and procedures identified as SOPs
23 and general orders from the two law enforcement
24 agencies that responded, Broward Sheriff's
25 Office and the Coral Springs Police Department.

1 These set of guidelines, and we'll go over very
2 briefly, address medical response. And we're
3 going to see a couple of acronyms, the National
4 Fire Protection Agency, and NIMS. I believe
5 the Sheriff made a reference to NIMS at the, I
6 guess a day or two ago.

7 The firefighters, and I think you heard
8 earlier, are much better at establishing
9 command and control on a national level, and
10 police don't always like to acknowledge that,
11 but I think there is a truth to it. And what
12 we're going to look at when it comes to mass
13 casualty incident is the expectations when
14 you're in the chaos, and that's what this
15 presentation is. And what we did is try to
16 look at time segments, and the amount of time
17 spent creating the injury, and then the amount
18 of time law enforcement and the medics
19 responded as first responders.

20 When you think of mass casualty, we all
21 have images of what mass casualty is, and it
22 can range from the largest catastrophes that
23 happen on an international level all the way
24 down to the incident we're talking about today.
25 And when I say down to that's not a

1 minimization, it's the amount of people
2 affected. Now, when first responders, and I
3 use that term first responders, arrive, they're
4 making their decisions in the fog of war and
5 the chaos based on visual and audio
6 observations, and after they make those visual
7 and audio observations they assess very quickly
8 based on breathing, pulse, and pupillary
9 response. And you, you had an exposure now to
10 what visual and auditory is, it's people asking
11 for help, people showing movement, and it could
12 that mercenary.

13 There's a system of identification, and
14 it's universal, and it has a national standard,
15 and this slide demonstrates the level of care
16 that, this tagging system was utilized during
17 this incident. And when we talk about one
18 incident in particular the last designation
19 becomes of consideration. Paramedics and, who
20 we're going to talk about, TAC medics, carry
21 these tags with them. Law enforcement
22 generally does not. There may be agencies that
23 are exceptions.

24 So when we talk about this tagging system
25 there's specific search and rescue teams,

1 they're specific to the firefighting
2 profession. Now, extracting from their
3 guidelines, these national standards, the
4 guidelines state that a medic should dedicate
5 no more than sixty to ninety seconds on any
6 patient at the scene of a mass casualty
7 incident, ten to fifteen seconds on deceased.
8 The national guidelines are well established.
9 And when there were questions over the last
10 week or two about training, when tabletop
11 exercises are done that's what's trained for.

12 The EMTS and paramedics, and then I made a
13 notation for the TAC medics, they do understand
14 that modifications can be done. And we made a
15 notation of this because based on our
16 interviews, and if you reflect back to the
17 guidelines of the law enforcement personnel,
18 modifications based on what the officers faced,
19 this is going to tie into the notion of active
20 intelligence, modifications can be done, up to
21 the process of rechecking. The rechecking is
22 based on the levels of expertise and training
23 of the first responders, and then the number of
24 personnel that are going in, and that's
25 applicable to this situation based on our

1 review of the video, and based on the
2 interviews we conducted.

3 The term first responder applies to a
4 variety. And if you look at the definitions a
5 variety of personnel, but for this incident it
6 was primarily police officers and the
7 firefighters, and EMTs. And there's a whole
8 list of skillsets that go along; you can go
9 through them as you all look at the slides
10 later. The first responder, depending on the
11 scenario, goes from the first moments of triage
12 or extraction all the way through the
13 transportation to the hospitals, and all of
14 those levels of care are applicable to the
15 incident that occurred at the school that day.

16 Now the last note is -- and the Chief in
17 the presentation just before this pointed it
18 out, most police agencies and sheriff's
19 departments require that every patrol officer
20 or patrol deputy pass some level of proficiency
21 for first responder training. The Chief talked
22 about his particular agency and the trauma kits
23 that they carry, the ability to address chest
24 wounds, the ability to address arterial spurts
25 with -- and many police, many law enforcement

1 agencies, Coral Springs as an example of,
2 they're moving towards advanced life care, but
3 not the advanced life care of a paramedic.

4 Now, when we get a little bit later into
5 the presentation TAC medics will come into play
6 when it comes to advanced life care. So the
7 first bullet point, for this incident TAC
8 medics were exclusively utilized inside
9 Building 12 to provide advanced medical
10 assessments. In Broward County, and I think
11 we've covered a lot of the rescue task force,
12 but in Broward County the rescue task force
13 program had been established to facilitate a
14 quicker medical response to the patients in
15 warm zones. And the fire departments, and its
16 multiple fire departments responded, and they
17 were ready to assist in this situation, and as
18 we'll talk about later they weren't, and I
19 think we already know they weren't used.

20 Tactical medics, and we'll go through in a
21 few slides, are all paramedics. They all work
22 for the, they all have regular duties within
23 the fire service, and they, their only
24 significant difference is they're assigned to a
25 SWAT team, they work hand in hand with law

1 enforcement, and they operate in hot zones.

2 CHAIR: Hey, Chuck, hold on a second.
3 Senator Book has a question. We'll do the same
4 thing with this, is, is that, with this
5 presentation. If you have clarifying questions
6 during the presentation -- we want to let Chuck
7 try and get through it, but if you have
8 clarifying questions go ahead and ask them now,
9 but save any big picture questions for the end.
10 So go ahead, Senator.

11 SEN. BOOK: Thank you very much, Mr.
12 Chair. And I think I'm not sure of the answer
13 to this, but do, do firefighters and some of
14 these TAC medics have bulletproof vests on
15 them?

16 SA. MASSUCCI: Yes, the process of, and
17 we'll talk about it in detail, but the process
18 of becoming a TAC medic, you go through a
19 tryout process, and then once you're assigned
20 to the SWAT team you wear all the protective
21 gear. There -- there'll be a small
22 differentiation on - -

23 SEN. BOOK: Fire.

24 SA. MASSUCCI: -- two -- two teams, as far
25 as if you're armed or not. But you -- you

1 basically have all of the capabilities of a
2 SWAT operator, you just have the concentration
3 on saving lives, and that's your primary role.

4 SEN. BOOK: If -- and if you're a
5 firefighter you though are not issued Kevlar,
6 correct?

7 SA. MASSUCCI: Well --

8 SEN. BOOK: Maybe in a warm zone.

9 SA. MASSUCCI: There are exceptions. The
10 answer a few years ago would have been no.
11 There are exceptions to that now. During our
12 interview process several fire departments are
13 issuing Kevlar and helmets with consideration
14 to this rescue task force, so depends is the
15 question. They're preparing. And this is an
16 evolution in our mutual professions, to respond
17 to these mass casualty incidences.

18 CHAIR: So -- so Senator, I'll tell you
19 this, it's very inconsistent around the state
20 of Florida. I can tell that is what Chuck is
21 talking about with the TAC medics, for sure the
22 TAC medics are going to -- you won't be able to
23 differentiate the TAC medic probably from a
24 SWAT operator, the way they look, and, and the
25 equipment that they have. And some are armed

1 and some are not.

2 But when it comes into the firefighters,
3 to get to your question on that, and I can tell
4 you that it's very consistent, is that the,
5 there's a trend toward providing bullet
6 resistant vests for firefighters who are
7 responding to calls on a daily basis. And
8 those are the people that might be called to
9 form that ad-hoc rescue task force, as you'll
10 hear more about.

11 Usually how it's done in most is, is that
12 they'll have the bullet resistant vests that
13 are on the seats on the firetruck, and they're
14 not assigned to an individual firefighter but
15 they're on the equipment. You do have some, I
16 can tell you some fire departments, and this is
17 an ongoing discussion, and I have had recent
18 discussions with some fire chiefs, some fire
19 chiefs are opposed to it, and they won't allow
20 it. And some of it is also with union issues,
21 et cetera, and they're working their way
22 through it.

23 So the -- long answer, but the simple
24 version is, is that when it comes to
25 firefighter some around Florida are equipped,

1 some are not, and it's inconsistent.

2 SEN. BOOK: Thank you, I just wanted to
3 clarify.

4 CHAIR: Mr. Schachter, go ahead.

5 MR. SCHACHTER: So these -- these
6 responding TAC medics, they were -- BSO was
7 training at the time at Markham Park, were they
8 there?

9 SA. MASSUCCI: They -- we'll break down a
10 little it later the actual arrival time that
11 they get there, and they're direct involvement
12 at the school --

13 MR. SCHACHTER: Like were they at the fire
14 department at the time, and the SWAT guys were
15 training, and then they all met up at Parkland,
16 or --

17 SA. MASSUCCI: Well, I'll jump ahead.
18 They did respond with the SWAT team. They were
19 training with the SWAT team that day.

20 MR. SCHACHTER: Oh, okay.

21 SA. MASSUCCI: And they did respond with
22 the SWAT team.

23 CHAIR: He's -- he's laying the picture
24 now, and we're going to get into the specifics
25 of the response, and he'll get into that. Go

1 ahead, Chuck.

2 SA. MASSUCCI: Okay. This slide just
3 gives you reference to the names and the
4 agencies. BSOFD is an acronym for Broward
5 Sheriff's Office Fire Department. CSPD is,
6 CSPD is Coral Springs Police Department. It
7 should be fire dept. And then FLFD is Fort
8 Lauderdale Fire Department. And for later
9 reference, these are just people that have
10 further expertise or position on the teams, and
11 you'll hear some of these names during the
12 presentation.

13 The investigative interviews demonstrated
14 that -- we -- we interviewed all of the
15 individuals just identified, and we relied on
16 the video, but the investigative interviews
17 demonstrated that all members of the Broward
18 Sheriff's Office TAC medics, they understood
19 the training, the national standards, and all
20 of them went through all of the qualifications
21 that every paramedic goes through. All of them
22 were up to snuff, up to the standards expected
23 nationally and regionally.

24 We pulled out a couple of these quotes
25 just to demonstrate they understood the

1 magnitude of what they were facing. And to I
2 guess tie into the question that was just asked
3 by the commissioner, there was a fifteen minute
4 drive approximately from the notification of
5 the shooting. All of the TAC medics and off of
6 the BSO SWAT members were together at a
7 training post, which is somewhat unusual, it
8 just happened to be happenstance, and they
9 drove their assigned vehicles because that's
10 where they keep their equipment. That's the
11 normal procedure for any specialty unit in law
12 enforcement, you have your equipment with you
13 pretty much 24/7 because there's an expectation
14 of call out on a 24/7 basis, so they drove
15 individual vehicles to the scene because you
16 have your medical equipment, your safety
17 equipment, and your rifles and guns, and that's
18 what occurred.

19 And these were just a couple of quotes to
20 kind of give you a humanistic understanding of
21 what some of these individuals were thinking,
22 but to add to the discussion of the utilization
23 of an RTF all of these individuals that we
24 interviewed, TAC medics understood that they
25 were entering a hot zone, and as we go through

1 the presentation they always maintained that
2 they were inside of a hot zone.

3 A couple last points on what TAC medics
4 are before we go through the chronology. All
5 TAC medics are firefighters, EMTs, and
6 paramedics. They're all trained on the same
7 level as every other TAC medic. The BSO
8 members apply for the program, and there's a
9 tryout process. Once they pass the tryout
10 process they're assigned, and they go to a
11 school, a SWAT school. They all have regular
12 duties, they're assigned to a firehouse, or
13 some other regular firefighter duty, and then
14 they respond based on a call out, just like any
15 other SWAT member, just like any other
16 specialty unit.

17 Where there's a difference in their
18 responsibilities are, they attend monthly
19 training. Through our interviews, and
20 throughout understanding of the program, a lot
21 of their training is based on what the military
22 is learning through their combat experiences,
23 how to apply these advanced levels in high risk
24 zones, and areas where active shooting may be
25 occurring, or is. The training is monthly, and

1 that's what was occurring at the time of this
2 tragedy this commission is investigating.

3 And to go back to the question that was
4 asked by the commissioner earlier, BSO in Fort
5 Lauderdale, they do carry firearms. They're
6 expected to maintain their training with the
7 firearm for proficiency, but they all
8 identified that they carried for self defense
9 since they are working in high risk situations.
10 Coral Springs Police Department TAC medics work
11 unarmed.

12 All TAC medics train as a unit with their
13 SWAT teams, but they also train to respond to
14 events such as mass casualty incidents. They
15 can work with any member of law enforcement
16 wearing their protective gear separate of the
17 SWAT team. We as a group did a lot of our own
18 research in addition to conducting these
19 interviews, and this last definition that we
20 came up with I thought was a good
21 encapsulization (phonetic) of their profession.
22 Tactical medicine is a specialized and highly
23 discriminating endeavor that requires intensive
24 training, discipline, and a unique relationship
25 with law enforcement. Tactical medics have a

1 primary responsibility of providing medical
2 care to the SWAT team and members of the
3 community requiring aid in times of high risk
4 situations.

5 So again, we're not going to go through
6 what occurred with the specification that, that
7 we did over the last couple of days. As we
8 consider these times we just have to refer back
9 to a couple of points. We're going to look at
10 the medical response from the moment law
11 enforcement arrived. Based on our interviews,
12 and based on our observations, it was our
13 assessment that the medical response began with
14 law enforcement's arrival.

15 I think we've talked enough that the
16 commission should have an understanding of what
17 the primary responsibility of law enforcement
18 is in a situation like this, but if you think
19 back to the opening conversations, the opening
20 lecture, there is provisions within the SOPs,
21 in the general orders, for extraction, which is
22 the removal of injured people, and provisions
23 for law enforcement to do some level of medical
24 care. And it goes back to the training that
25 many law enforcement agencies provide, so

1 that's when we considered in this presentation
2 the beginning of the medical response.

3 We know these times, we've reviewed these
4 times that are available to you. 2:21.16 Cruz
5 entered the east door of Building 12, and he
6 completed his movement by 2:23.25. Breaking
7 that down, Cruz spent approximately two minutes
8 and nine seconds on the first floor. The
9 reconstruction of the crime scene identifies
10 that he had fired approximately seventy rounds.
11 We know that twenty four victims were shot.
12 The result was eleven victims did not survive.
13 Thirteen victims survived.

14 I chose the term attended to, but that
15 really is a reflection of the difference
16 between and extraction and then perhaps the use
17 of a tourniquet, or other provisions that were
18 utilized by law enforcement before the TAC
19 medics arrived there. So in approximately two
20 additional minutes Cruz moved from the second
21 to the third floor, and we know from the
22 reconstruction that you guys were presented
23 with that an additional six rounds were fired,
24 and the times are highlighted for you. Like I
25 say I want to try and minimize the duplication

1 of information.

2 Cruz entered the third floor at 2:24.32,
3 and as he moved through the third floor, he
4 ended up in that teachers' lounge we've
5 discussed prior, and I think the reconstruction
6 demonstrates that he tried to make himself a
7 sniper. When you consider his activities prior
8 to entering the teachers' lounge on the third
9 floor, sixty one rounds were fired, an
10 additional ten victims were shot, six victims
11 did not survive, four victims received non
12 fatal wounds. And we learned through this
13 presentation, or through the information this
14 week, that one victim made it outside of the
15 building, Building 12, on his own volition.
16 And again, the first responders all attended
17 to, or addressed the situation.

18 So this slide is just a capsulization for
19 you of what law enforcement, firefighter,
20 ultimately the TAC medics, had to face. Cruz
21 fired all of his rounds in less than four
22 minutes. When the first first responders
23 entered Building 12 it was approximately four
24 minutes and forty eight seconds after Cruz had
25 fled. When law enforcement entered Building 12

1 there was a presumption that the shooter was
2 still inside of the building. And we make that
3 notation because you've been given information
4 on what the expectation is. Thirty three
5 victims were still inside of that building, and
6 suffering from a range of injuries, and the
7 building was on a lockdown status.

8 We chose this picture because this is just
9 an example of what the extraction process is.
10 When we talk about mass casualty incidents, and
11 the ability of the first responders to make
12 decisions based on what they're faced -- you've
13 heard the term active intelligence, active
14 intelligence in a real situation is do we hear
15 gunfire, is there a threat facing is, is there
16 visibility, do we hear screaming. That's --
17 that's in the most practical term what active
18 intelligence is.

19 We've discussed over the last week what
20 the actual communication problems were with the
21 radio, but the officers that you're looking at
22 right there, their active intelligence was that
23 simple, and they made a decision to start
24 applying an extraction team. That's what they
25 were doing. That's the decision they were

1 faced with. And the next slide or two will
2 show you the amount of time that elapsed.

3 CHAIR: Just for context, and you all have
4 heard enough about this now, that, that is the
5 first team that went in through the west
6 entrance, the first officers that went in,
7 that's the first team, and that's the
8 extraction of Coach Hixon that you see there.
9 So you all have heard enough now to put that in
10 context. That's what you're seeing. Go ahead,
11 Chuck.

12 SA. MASSUCCI: And, thank you, Sheriff,
13 cause we -- and let me say this, we, we
14 initially removed the names of the victims out
15 of respect for the, the families and stuff, but
16 you're right, we have, we have heard enough,
17 and these, these guys were in the building
18 probably less than a minute, seconds, and
19 they're making those decisions based on the
20 need to try to save lives. And that audio and
21 visual response was of the movement of a body,
22 not audio.

23 At 2:39.08 law enforcement removed the
24 second victim from the hall on the first floor.
25 He was taken to the triage area, but did not

1 survive his injuries. Later in the
2 presentation I'll talk about the transportation
3 of the bodies, and I'll talk about how these
4 triage areas were set up. The next few slides
5 are going to go over kind of quickly what you
6 went over in a longer version. Law enforcement
7 entered from the west, and then started moving
8 up to the second floor. And that was
9 discussed, and it's at 2:39.58. Somewhat
10 simultaneously Classroom 216 on the first floor
11 was evacuated. Four of the injured students
12 were evacuated with the uninjured students.

13 Most of these injuries were less severe,
14 meaning law enforcement can either carry them,
15 or they could walk out under their own
16 volition. And we'll look at a few pictures to,
17 to help you understand that. But we're looking
18 at a time of about seven minutes into to the
19 building, and based on the, what you looked at
20 yesterday, that's approximately nineteen
21 minutes after the shooting began.

22 At 2:40.39 another student is moved from
23 1216. And you've seen -- you have a layout,
24 and you have it available to you how these
25 rooms are laid out, so it just gives you an

1 idea of how law enforcement is moving
2 systematically through the building, and the
3 decisions they're making. This time frame
4 continues, and you're looking at approximately
5 one minute and twenty two seconds, law
6 enforcement is removing students from 1214,
7 1216, and then they're clearing the rooms of
8 the uninjured. And when you looked at part of
9 the video yesterday you were given a glimpse of
10 how they were doing it, and based on the --
11 you'll have the -- go ahead.

12 CHAIR: Go ahead, Mr. Schachter.

13 MR. SCHACHTER: So when they go into 1216,
14 you know, you talked a lot about the training
15 that the TAC medics get, but obviously when
16 they go into 1216, the TAC medics are obviously
17 not here, are the regular police officers
18 trained to be able to identify, you know,
19 who's, who's going to make it and not?

20 SA. MASSUCCI: Yes. And -- and -- and I
21 know -- and I understand the personal nature of
22 this, sir, and I have to take -- and it's very
23 hard to discuss with you personally, but going
24 back to the parameters of mass casualty
25 incident, the audio visual is those kids who

1 are asking for help, that are able to twitch or
2 move, are assessed and moved first. The
3 children who, who can't, are assessed second if
4 at all, and once there's no identification of a
5 pulse the first responders move on.

6 And the reason I put those initial quotes
7 is the pain of those officers and those medics
8 will never match the pain of the families that
9 aren't there, but that's, that's the reality of
10 a mass casualty incident from the perspective
11 of the first responders, that's the training
12 they have to have. They don't stop for those
13 that they don't perceive could be saved, and I
14 don't know how else to put it, it's a
15 prioritization that quite frankly we don't like
16 to talk about in public.

17 MR. SCHACHTER: And all officers have to
18 be trained in that.

19 SA. MASSUCCI: Oh, yeah. It -- it starts
20 -- it starts at the patrol officer level, and
21 the level of expertise and repetition, because
22 everything as in experience goes up with
23 paramedics.

24 MR. SCHACHTER: Thank you.

25 SA. MASSUCCI: As we move through, and I

1 guess this kind of highlights the, the more
2 serious injuries from 12/13, and you,
3 fortunately, unfortunately you saw how the
4 students who were unable to walk on their own
5 were carried, and you were able to see in the
6 videos how the students who were able to walk
7 were made to walk and escorted out, given
8 direction.

9 The last note on here hopefully helps you
10 to understand that once the extraction is done,
11 and I can't encourage enough to go back and
12 review the SOPs and the general order, when,
13 when we as investigators review the actions of
14 the officers, and now that we're at this stage
15 of the presentations through the week, the
16 sheriff that you heard from yesterday, the
17 chief you heard from today, they're going to
18 have to evaluate their officers, the base line
19 is general orders and SOPs, and then context is
20 added. That's what we had to do as
21 interviewers.

22 Once you extract a person into a safer
23 environment then the next level of care comes.
24 And we excluded some of the video, but these
25 officers went from extractions, which is

1 dragging bodies out, or carrying bodies out, to
2 starting to apply tourniquets, to starting to
3 apply direct pressure. We confirmed that
4 happened with the video. And we are at
5 fourteen minutes now after entry into the
6 building, and that level of care, and we
7 haven't gotten to the TAC medics yet because
8 they're still responding from their training,
9 that's starting to be --

10 CHAIR: So let's put this in a little
11 context for those of you that are unfamiliar
12 with it, because at this juncture there's no
13 shots being fired, so we, I think we've clearly
14 established for everybody if shots are being
15 fired the cops are going to the shots, they're
16 not stopping at the victims, they're going to
17 the shots because they want to stop the
18 shooting.

19 The shots had stopped, but the assumption
20 was, rightfully so, should have been, and would
21 be every time, that this was still a hot zone,
22 and that the shooter was still in the building.
23 So you had officers and deputies that were in
24 there, they're taking up strategic tactical
25 points that were looking for the shooter to

1 emerge, that were watching the stairwells, and
2 doing those things to see if the shooting would
3 again start.

4 At the same time because there was not
5 active shooting they had other officers that
6 were tending to victims. And the whole point
7 of illustrating this with these numerous slides
8 with the specific times, and showing people
9 coming out, is to demonstrate that the officers
10 themselves were engaged in a rescue mode, they
11 were engaged in a medical assessment mode, and
12 the officers were doing that. At the same time
13 they were being, if you will, protected by
14 others who were performing the pure law
15 enforcement function, which is, which is to
16 watch the stairs, watch the doors, watch the
17 classrooms and see if the shooter emerged.

18 This would be a hundred percent of the
19 time not a situation that paramedics on a
20 rescue truck would go into. We wouldn't let
21 them in. This is a hot zone. They don't go
22 into hot zones. Rescue task forces don't go
23 into hot zones. The only medical personnel
24 that would go in at this point would be the TAC
25 medics, or the SWAT medics. They're not there

1 yet, so law enforcement, and the law
2 enforcement officers, the Coral Springs Police
3 Department officers, the Broward Sheriff's
4 deputies, others who were there, the law
5 enforcement that's in there are really tending
6 to a lot of victims. And that's what we want
7 to demonstrate, that this was ongoing.

8 And were they going from person to person,
9 and doing that quick assessment, yes. Did they
10 get it all right, you know, they moved from
11 victim to victim, and they were doing the best
12 they could. But they were getting a lot of
13 people out of there, and that's what this is to
14 demonstrate, because the medics aren't in yet.
15 So this is a hot zone. It's inappropriate for
16 anybody other than a TAC medic. They weren't
17 there, and so law enforcement is performing the
18 medical response. At the same time,
19 simultaneously there is the law enforcement
20 response of waiting for the shooter to emerge.

21 So I just wanted to put it in context for
22 where we are at this juncture. Senator Book,
23 go ahead.

24 SEN. BOOK: Thank you, Mr. Chair. Would
25 it -- I mean it seems like a TAC team would be

1 really important to have in a mass, I guess,
2 does -- like does every law enforcement entity
3 throughout the state have a TAC, a TAC medic
4 team?

5 CHAIR: No. So not -- not every -- in
6 some of the smaller place departments,
7 certainly don't have their own SWAT teams, or
8 their own TAC teams. I would say that the
9 general role is it would require a mid sized to
10 a larger agency. Not everyone does, and not
11 all of them probably have TAC medics assigned.
12 It would depend upon the size of the agency.
13 But one of the things that, and keep this in
14 mind is, is I think there's a big misconception
15 about this among the public, is, is that I
16 don't know of any -- there might -- Miami-Dade
17 might be the only one, is that none of these
18 teams are full time teams, so when people talk
19 about, you know, SWAT responding, most of the
20 time when they're talking about SWAT responding
21 it's not SWAT at all. It might be some on-duty
22 personnel who happened to be on the SWAT team
23 that are responding.

24 There may be a crime suppression team, a
25 street crimes team, or others that are wearing

1 some type of an alternative uniform that might
2 look SWAT, but they're not the SWAT team, and I
3 can tell you -- and this is just the reality of
4 it, just from experience, from the time, at
5 least in our county, from the time that there's
6 a decision made to activate SWAT, that SWAT
7 actually gets there, the average time is about
8 an hour, because by the time that you activate
9 them, they get from where they are, and they
10 get from one end of the county to the other,
11 wherever they're going, and get set up, fully
12 set up, fully set up, get there, get briefed,
13 get deployed, is you're looking about an hour.
14 And others may have different experiences about
15 that.

16 So the notion that an incident is going to
17 happen and SWAT is going to be there, that's
18 urban legend, that's myth, and -- and very few
19 agencies have full time teams. What was a
20 beneficial, was a benefit here, was not only,
21 it's been talked about, that BSO SWAT was
22 training, but Coral Springs SWAT was also
23 training, so when they're at Markham Park, and
24 this came out, and they ran up the Sawgrass,
25 they're able to get there in a very short

1 amount of time.

2 And if they hadn't been in a training day
3 this SWAT response would have been much longer,
4 because it's a collateral responsibility, and
5 people are coming from home, they're coming
6 from other places. Now, do you utilize your
7 on-duty SWAT people and, yes, in that they will
8 deploy as well, but that's not the whole team,
9 that's going to be individuals who happen to be
10 on-duty. Okay, go ahead, Chuck.

11 SA. MASSUCCI: Okay. The -- the next few
12 slides just depict some of the realities of
13 moving the victims out, and I use this as, this
14 first slide shows that there is a multi-agency
15 effort here. There are deputies and officers.
16 And I thought it was important, there is a
17 student assisting herself, and, you know,
18 perhaps that might have been understated in the
19 presentation, but many of the students, through
20 the interviews we reviewed, the, the criminal
21 investigators did conduct interviews with
22 virtually all of the students prior to this
23 commission, and many of these students did
24 assist themselves, did protect themselves, and
25 that they have been understated.

1 This picture, just as a coincident,
2 depicts that in the very background of the
3 picture is a student aiding themselves as law
4 enforcement is aiding a student that can't.
5 And it is officers and deputies working
6 together. And sometimes in media and other
7 the, it isn't a pretty, it isn't pretty getting
8 these folks out. To complete the path of the
9 medical response these individuals were being
10 brought out the east door primarily, and they
11 were being put on golf carts and transported
12 further away to the triage center.

13 The medical -- the medical community in
14 Broward turned out in droves. You'll hear
15 later that hospitals were calling into the
16 police dispatch centers offering their
17 assistance. Everybody wanted to do the right
18 thing that day in the medical community. At
19 the triage centers everything was being done to
20 stabilize quickly, put these folks into
21 ambulances, and they were being taken to trauma
22 centers. That completes the cycle of treatment
23 for these people until they got to the best
24 places, and it's another depiction of --

25 So the summary of the, the first floor

1 activity, by 2:46 p.m. fifteen victims had been
2 removed from the first floor. That is fourteen
3 minutes after entry into the building, twenty
4 five minutes after the shooting had began, and
5 thirteen out of fifteen of these victims
6 survived. Now, where the, the considerations,
7 and the advanced assistance of the TAC medics
8 start becoming relevant to this process, the
9 first BSO TAC medics entered Building 12 at
10 2:56.11. They entered through the east door.

11 Medic Bradley, who was with the Broward
12 Sheriff's Office, started assessing as he
13 encountered, and it began on the first floor.
14 You see that at 2:56.17. The first two victims
15 that Medic Bradley encountered were identified
16 and tagged as deceased. That occurred in the
17 hallway. That's at 2:57.25. Medic Bradley
18 entered classroom 213 and he found and
19 identified a victim who still had a pulse.

20 Now, if you go back to the procedures
21 we're now at the stage where people are less,
22 or not showing signs of life to the expressions
23 of help me, help me, and he's assessing people
24 that are either apparently deceased, or closer
25 to deceased, and in that assessment he finds a

1 pulse, and he and law enforcement remove this
2 individual from 213.

3 CHAIR: So, Mr. Schachter, you're
4 familiar, that's in the movie. That's Maddie
5 Wilford. Go ahead. That's in the movie so, I
6 mean that's out there.

7 SA. MASSUCCI: At 3:03, which we're only
8 moving four to five minutes later, additional
9 SWAT operators now are regrouping. And we saw
10 part of that in the video. You saw the process
11 of how this regrouping is, it's happening, as
12 some of us might use the term, on the fly.
13 These individuals are arriving, their talking,
14 they're running, and they're entering the
15 building. Go ahead, sir.

16 MR. SCHACHTER: The shooting was long gone
17 by then. The murderer was long gone, he had
18 stopped shooting. The reason that obviously
19 they didn't run to the third floor was they
20 were delayed because of the school board's
21 refusal to give law enforcement access to the
22 cameras, because if they had they would have
23 known the shooter was gone; is that fair to
24 say?

25 SA. MASSUCCI: Well, in my opinion it's a

1 little bit of a misstatement. I -- I review --
2 was confusion. Decisions were made in real
3 time between law enforcement and the school. I
4 don't know what was in the mind of the reviewer
5 of the video, if it was a, if they were making
6 an error in reading, or if it was an error in
7 communication --

8 CHAIR: So -- to be clear with that, and I
9 said that yesterday, is that Morford and
10 Greenleaf were in the video room.

11 MR. SCHACHTER: I understand that. My
12 point --

13 CHAIR: But Sergeant Rossman, okay,
14 Sergeant Rossman, okay, is -- there was never
15 -- as far as law enforcement not being allowed
16 in there, there is no evidence of that.

17 MR. SCHACHTER: That's not my point.

18 CHAIR: Okay, go ahead.

19 MR. SCHACHTER: My -- my -- the point I'm
20 trying to emphasize is that the Broward County
21 School Board refused to give law enforcement
22 access to the cameras inside the school.

23 CHAIR: That day? That day.

24 MR. SCHACHTER: No, forever. They still
25 haven't. If they had -- if --

1 CHAIR: No, on that -- but on that day --
2 and the confusion here, and the delay here is,
3 is because --

4 MR. SCHACHTER: I understand.

5 CHAIR: -- law enforcement was still under
6 the impression at this juncture that the
7 shooter was on the second or third floor, and
8 that's the inform because of the delay, because
9 they're getting of the camera room that he's
10 still in the building, and that's why they
11 operated -- so, yes, they knew -- they believed
12 he was there, but on that particular day --
13 you're correct, there is an issue about direct
14 access to video by law enforcement. That was
15 talked about yesterday with the superintendent.
16 That's still an issue.

17 But on that particular day in that
18 incident there was, it wasn't a situation where
19 law enforcement said we're going into the
20 camera room, and somebody from the school
21 board, or from the school district is saying,
22 no, you can't come in here.

23 MR. SCHACHTER: I am fully, fully aware
24 that.

25 CHAIR: Okay, just so we're clear on that.

1 MR. SCHACHTER: The point I'm making is
2 after Sandy Hook, after all of these school
3 shootings, it should have been a priority to
4 let law enforcement have access to the cameras.
5 If they have done that law enforcement would
6 have know, they would have had a real time
7 crime center, they would have been watching
8 this live, and they would have known the
9 shooter was gone, and the medics could have
10 gone right in, or law enforcement could have
11 gone in.

12 SA. MASSUCCI: The -- the arrival, based
13 on the review of video, places the TAC medics
14 arriving at 3:03 -- 3:03.43. The first members
15 of law enforcement arrived probably a minute
16 prior to this. Now, when the TAC medics
17 arrived there was one victim on the landing,
18 and a second victim was in the process of being
19 moved to the landing. And again, due to the
20 video issues there was, it was a heightened
21 state in, going on the whole time, but it was
22 even raised based on radio transmissions. I
23 think we remember that from yesterday. There
24 was a perception that the shooter was still
25 there potentially moving from the third floor

1 to the second floor, so that all of that
2 confusion was going on at this point.

3 Once law enforcement arrived up there,
4 started moving the male victim onto the
5 landing, TAC medics now assumed the primary
6 role as first responders and medical providers.
7 And when you review the video, and when you
8 look at the sequence, we know that three TAC
9 medics were working in the hot zone, and a, and
10 a fourth TAC medic arrived shortly after. They
11 treat and assess both victim, victims on the,
12 the landing.

13 At 3:04.22 Nolan and Franklin arrive on
14 the landing, and a BSO detective is already
15 starting to work on the male by adding
16 tourniquets. The second female victim is non
17 responsive, and there's already a presumption
18 that she is deceased. After the confirmation
19 at 3:04.26 the efforts are put forth towards
20 the male. Everybody addresses his sucking
21 chest wounds. Everybody addressed his
22 appendage wounds, and he is ultimately
23 expedited and removed. And this gives you an
24 idea of the amount of time. And again, I can't
25 reinforce enough, you got to go back to the

1 SOPs, the, the timeliness in which you learned
2 at the first slide or two, thirty, sixty to
3 ninety seconds.

4 This gives you a visual depiction on the
5 working conditions, but again, thinking about
6 the procedure aside in mass casualty Medic
7 Mormelo is arriving as this work is going on to
8 the male victim, and he bypasses their work
9 because they're sufficient enough, and he goes
10 to the female, and he begins the process of
11 reassessing. She is not tagged, and he and law
12 enforcement try to assess her. There's the
13 ability due to manpower. The Sheriff pointed
14 out to you if there is enough manpower you
15 continue the, the medical portion.

16 AT 3:07.15 the male victim has been
17 carried from the third floor by medics
18 Franklin, Nolan, and he's down on the golf
19 cart, down on the golf cart. And I had made
20 reference they were using golf carts to
21 transport to the triage area. The victim was
22 later transported to the hospital and he
23 survived.

24 Two additional TAC medics at 3: 08.31
25 have arrived, and they're entering the hot

1 zone. At 3:08.45 the female victim from the
2 third floor landing has now been moved down to
3 the first floor where Medic Mormelo has the
4 opportunity to conduct yet another assessment
5 of her condition, and at that point she is
6 identified as deceased.

7 This slide gives you a ten minute
8 assessment of the full amount of TAC medics who
9 are now in the building, and they're starting
10 the whole process of checking from first floor
11 to third floor for any other potential
12 survivors. They're looking for the tags, and
13 they're going from room to room, floor to
14 floor, trying to find if anybody else has
15 survivable injuries.

16 By 3:20 in the afternoon medics have
17 located and evaluated all victims on all
18 floors. That's forty eight minutes after the
19 first entry by law enforcement, fifty nine
20 minutes after the shooting began. Looking at
21 the videos, they didn't abandon the building,
22 they stayed in there, and reassessments were
23 done after.

24 Now just one note on transportation. All
25 patient's transport -- all patient

1 transportation was performed in ambulances
2 known as advanced life care vehicles. They
3 were transported from the school to one of two
4 local hospitals that have been designated in
5 this region, and by your district, as level one
6 trauma centers. Broward County has a regional
7 protocol where all trauma patients are brought
8 to one of three trauma centers. Two of the
9 three trauma centers accept pediatric patients,
10 and Broward County defines pediatric patients
11 as sixteen or under.

12 While we were conducting our interviews for
13 this incident all three of your trauma centers
14 volunteered to take any of the patients. There
15 was no delineation for this event. Based on
16 the number of patients that were transported,
17 based on the staffing that day, based on the
18 number of beds available, there was no need to
19 deviate from this protocol.

20 And it was just brought up in the media,
21 and there was some question that, you know,
22 other, other hospitals were available, they
23 called and they volunteered, there just wasn't
24 a need to deviate, everything was handled by
25 the staffing. We just wanted to make sure that

1 was understood.

2 As a last review, there were a few
3 critiques, and a few comments that were made
4 that we, you know, thought needed to be
5 addressed, to why this was pulled out. A
6 couple of the points that were brought up,
7 unified command was addressed between the
8 different departments, and it came up between
9 Coral Springs and BSO, the timeliness of the
10 unified command. That was point number one
11 that we had to address. The second point was
12 about the rescue task force.

13 And then the third point that we're going
14 to talk about in a little more detail was that
15 one of the victims was removed at 3:40, which
16 if you think about the sequencing was about an
17 hour and twenty six minutes after. So we're
18 going to talk about that in a little bit, and
19 it was brought up a day or two ago, it created
20 a negative perspective, and we'll address that.

21 Coral Springs Fire Department and a
22 physician, emergency room physician, expressed
23 concern that the medical response may have been
24 inadequate, and resulted in unnecessary deaths.
25 The individuals who expressed these concerns

1 were interviewed to understand their concerns,
2 any specific natures of their concerns, and
3 then we conducted our investigation. And that
4 was based on a variety -- the investigation was
5 based on a variety of -- you'll find out how we
6 based it.

7 The female victim -- the victim in this
8 case was female. She was on the first floor.
9 We interviewed every paramedic, every TAC medic
10 who assessed her. We reviewed those
11 assessments on video, and we talked to, we
12 talked to the medical examiner. That's how we
13 made our determinations on this. At 2:56.49
14 the victim was initially assessed by the BSO
15 medic, and the victim was pronounced deceased
16 at that point, and a triage tag was placed upon
17 that deceased victim.

18 At 3:16.41 a reassessment was done, and at
19 3:21.50 a third assessment was done. Now, at
20 3:36.52 two medics who were dispatched to the
21 scene of this incident, but not necessarily the
22 building, entered Building 12 and conducted an
23 assessment. One of the medics believed that he
24 felt a pulse, the second medic did not, and in
25 an abundance of caution they had the female

1 victim removed.

2 The victim was taken by the same
3 procedures we've discussed from the building,
4 and by this point a medical doctor who works
5 with Coral Springs Fire Department -- go ahead,
6 sir.

7 MR. SCHACHTER: How is that possible,
8 number one. And number two, when they first
9 examined the victim at 2:56 did they check for
10 a pulse?

11 SA. MASSUCCI: Everybody checks for a
12 pulse. I'll get to how, how is that possible.
13 I'll get to that.

14 MR. SCHACHTER: Okay. Okay, thank you.
15 The physician did not make a determination, and
16 the, on a, on a, a pulse, and the victim was
17 transported to a hospital, where no pulse was
18 found, and there was another confirmation of
19 her death. That's the process that occurred,
20 and that sparked the controversy, if you want
21 to call it that.

22 Now, the autopsy reports on this case, on
23 this whole incident, to my understanding as an
24 investigator have not been released, so the
25 details are not going to be discussed. But the

1 - - in the most general terms, this was a
2 contact wound to the chest. The -- the wound,
3 quite frankly, was not survivable, would have
4 caused quick to immediate death. We used our
5 experience to apply to that, and, you know, we,
6 we had conference with the medical examiner to
7 make that determination.

8 CHAIR: So -- so Mr. Schachter, here's
9 what happens is, is that the first team went in
10 on the west side, took out Coach Hixon. This
11 female victim was on the floor, so the officers
12 assessed her first as well, and determined that
13 she was deceased. Then the first medics go in
14 from BSO - - so she had already been assessed
15 by the officers during that response we saw.
16 The medics go in from BSO. They assess her
17 three times. The problem is, is the Fort
18 Lauderdale medics self deployed. And she had
19 already been identified, and you saw the
20 tagging system with the black tag, she had
21 already been identified with a black tag as
22 deceased.

23 And the Fort Lauderdale medics self
24 deployed, they shouldn't have gone in that
25 building, they weren't briefed, they weren't

1 part of the team, they went in on their own.
2 And you and I know about self deployment. And
3 they went in, and one of them said he thought
4 he felt a pulse, the other one did not. Now
5 knowing, not coordinating, they pulled her out
6 of the building, and because of that it set the
7 wheels in motion.

8 And I can tell you that everything that
9 we've reviewed, and it is hands down -- and the
10 ER physician who, or the Coral Springs Fire
11 Department physician who she was brought to who
12 made a decision to treat her when she was
13 brought out, who made media statements about
14 this, et cetera, is that the results of the
15 autopsy were shared with him, and when they
16 were shared with him he immediately said, yeah,
17 okay, she couldn't have survived from second
18 one.

19 So the -- the mistake here was, is that
20 the, the cops that went in made the right
21 decision. All of the medics that originally
22 assessed her made the right decision. The
23 improper decision was the self deployment, and
24 taking her out after they had made that
25 determination, which led others to believe that

1 she had been left there for this inordinate
2 amount of time with potential survivability.
3 And -- and I can tell you with a hundred
4 percent certainty that has been eliminated, is
5 that she was immediately deceased, and that the
6 problem was the self deployment.

7 SHER. JUDD: And -- and let -- let me tell
8 you, Mr. Schachter, I was, I was an EMT as well
9 as a deputy. When you come upon children like
10 that you want them to be alive. And after
11 forty something years experience I went to a
12 plane crash and made them check the pulse of a
13 child four times, because I wanted that child
14 to be alive, but the reality is it's not. And
15 that's what happened with that paramedic, he
16 wanted that child to be alive, and so he
17 reported something that just wasn't accurate.

18 SA. MASSUCCI: Yeah, I'll make one final
19 comment. None of these guys were malicious.
20 These were very sincere individuals. I would
21 argue that the paramedic that felt that pulse
22 still believes he feels that pulse, that
23 there's -- they -- they erred to the side of
24 caution. We -- we can critique, or criticize,
25 but they made an error to the side of caution.

1 It did create this controversy that's being
2 addressed right now. If the results were
3 anything else we would have reported it that
4 way, but based on primarily for me as the
5 investigator the medical examiner's report I
6 feel very confident, and I -- I just feel very
7 confident in what we're reporting.

8 MR. SCHACHTER: Can I -- can I just ask
9 one question?

10 SA. MASSUCCI: Yes, sir.

11 MR. SCHACHTER: Are the medics, and all
12 the responding law enforcement, getting, you
13 know, help, mental health counseling that they
14 need?

15 SA. MASSUCCI: That's always available to
16 law enforcement. Each agency has its, has its
17 internal, but yes is, is the, is the answer by
18 us coming. No one during our, our process of
19 investigation stated that there's any
20 deficiencies, I guess is the best way to answer
21 that.

22 MR. SCHACHTER: I was not in that
23 building, but I cannot imagine. I just want to
24 make sure that they're getting all the help
25 they need, and we thank them for everything

1 they did.

2 SA. MASSUCCI: There's only a couple more
3 points with the critique, and then we have a
4 conclusion or two. With considerations of the,
5 the rescue task force, there's not a lot more
6 than we can add that hasn't been addressed over
7 the last day or two. The only points that I
8 will give based on our interviews is that the
9 TAC medics all felt that they were in a hot
10 zone. They all felt that it never went less
11 than a hot zone until the building was secure
12 and, and the event relatively speaking was
13 over.

14 MR. SCHACHTER: In -- in your personal
15 opinion if, your medical knowledge and
16 experience in this crisis, if the teachers and
17 the students had been trained in stop the bleed
18 do you think that immediate medical attention,
19 because obviously law enforcement was not able
20 to get there for a long time, that could have
21 had an impact?

22 SA. MASSUCCI: I'll just say as a general
23 observation in life the quicker medical care is
24 given by any, anybody, the, the more efficient,
25 the better chance there is for survivability.

1 It all goes back to general science and
2 physiology. If a wound is of a, of a severe
3 enough nature, you'll never survive it, but if
4 it's not the quicker medical care is given the
5 better chances of survivability based on the
6 type of wound. And that -- I think that's a
7 general rule in the medical community, not, not
8 Chuck's rule but a general rule in the medical.

9 MR. SCHACHTER: And I hope that one of the
10 results from this horrible tragedy is that
11 people understand that, you know, even the best
12 intentions, law enforcement was not able to get
13 there until, into that building, eleven
14 minutes. You've got three hundred thirty
15 million people in this United States, everyone
16 needs to be trained to save lives and stop the
17 bleed, because I feel that could have made an
18 impact.

19 SA. MASSUCCI: With the issue of unified
20 command I think it was established through the
21 presentations this week that the split of
22 information between the BSO's location of the
23 command post, and the timeliness of the command
24 post, lack of timeliness of the command post,
25 and their location of the tactical operations

1 center, the TOC, did impeded communications
2 with the fire command staff, and that lack of
3 communications with the fire staff affected
4 this unified command, and affected, it created
5 some of these problems.

6 And this was covered through the week so
7 we'll skip this for timeliness. And this just
8 reiterates that ultimately in a chain of
9 command system Captain, Colonel Polan's
10 decision would have ruled. These are our
11 conclusions that the reoccurring theme, the
12 radio communication problems affected the
13 tactical operations in Building 12.

14 The issue of self deployment. If the
15 officers at the door had directed the medics
16 that may have impacted the decisions they made,
17 and could have affected the decisions made by
18 the medics inside, at the end of the day to
19 answer the question most directly raised by the
20 commissioner we have to say that the assessment
21 of feeling a pulse was incorrect, and that the
22 removal of the patient was unnecessary, and
23 created a false perspective, or false
24 perception.

25 The final evaluation is the first

1 responding law enforcement officers utilized
2 their first responding skills to treat and
3 remove victims who were primarily verbal and/or
4 conscious. The law enforcement and TAC medics
5 combined efforts to address the patients who
6 were less verbal and suffering from the
7 critical, potentially survivable injuries. The
8 TAC medics followed their standard procedures
9 for mass casualty incidences to identify,
10 assess, and tag the patients within Building
11 12. Are there any questions?

12 CHAIR: Is there any commissioners --
13 Senator Book.

14 SEN. BOOK: Thank you so much. And thank
15 you for your hard work, but also your
16 sensitivity. Is there -- I know that we talked
17 yesterday about how there were officers
18 standing outside of the doors, you know, once
19 everything had deescalated so they could let
20 folks, is that like a recommendation that we
21 can make on a more global perspective so that
22 people, if this horrific type of event were
23 ever to happen again, like is that the way that
24 it's done, that's like a standard practice, a
25 best practice, like is there like -- like is

1 there a way to do it where, you know, things
2 like that don't happen, I mean - - no.

3 CHAIR: No. You know, first of all as far
4 as self deployment is concerned is, is that one
5 of the things I can tell you one hundred
6 percent of the time in any incident like this,
7 and even things of a lesser scale, is that
8 people are coming, you're going to have self
9 deployment. I think it's the challenge of
10 every law enforcement agency in this county to
11 put the best mechanisms they can in place to
12 manage the self deployment, because it's going
13 to happen.

14 It's a challenge, it's a significant
15 challenge, and it is never going to be done
16 perfectly, because it is going to happen. So I
17 don't really think, and other commissioners can
18 weigh in from their experiences, I think that
19 it is becoming more and more known that that is
20 one of the things that needs to be part of your
21 active assailant plan, is to have that staging
22 area, and to have an agreement among the
23 stakeholders in every jurisdiction, that
24 they're going to instruct their people not to
25 go right in.

1 You can tell them all day long don't self
2 deploy. They're going to self deploy because
3 they want to help, they want to be there, they
4 want to be part of the solution. They're not
5 trying to be part of the problem, but self
6 deployment in some respects makes it part of
7 the problem, so you want to get them to a place
8 where they can be directed, and, you know, in a
9 global perspective maybe a recommendation could
10 be, is that each jurisdiction come up with
11 protocols for staging areas, and for self
12 deployment, and that somebody, probably at a
13 lieutenant level or higher, needs to be the
14 manager of the staging area, and redirect those
15 resources.

16 So something along those lines would be
17 appropriate, but as far as getting any deeper
18 in the weeds, or trying to -- probably not.

19 SEN. BOOK: Thank you, Mr. Chair. And,
20 you know, from Commissioner Petty's comments
21 yesterday I do think that it's important that
22 in the final report we look at the
23 reunification process so that it can be as
24 sensitive as possible for, for these families.
25 You know, I know sometimes when there is a lot

1 going on, which of course there was here, you
2 know, having to go to a family and ask for a
3 photo four times, was that four different
4 people that were asking, like can, can one
5 person be assigned to family. I just want to
6 make sure that we are family centric, victim
7 centric, and trauma focused, when we're looking
8 at a traumatic event like this for these
9 families.

10 CHAIR: And we'll make sure that we note
11 that, and put that in as far as the agencies.
12 I think to summarize what you're saying is
13 agencies should have policies, and have
14 dedicated people for addressing the families,
15 and for reunification centers, and make sure
16 that that is formalized, correct?

17 SEN. BOOK: Yes. And I -- and, you know,
18 I know that there was like a difficult time
19 finding a place for those families because, you
20 know, this is a different larger scale event,
21 so there was, it's hard to find a space that
22 was appropriate. So I -- I just think that
23 that type of thing is an important piece when
24 you're creating an emergency plan as an agency.

25 CHAIR: Anybody else have any questions on

1 this topic for -- Secretary Carroll, go ahead.

2 MR. CARROLL: A quick question, because I,
3 during the course of work with this commission
4 I have heard rumors, or things around the delay
5 in medical attention. Is that what drove the
6 two, the two particular incidents you talked
7 about where, where there was talk about the
8 rescue task force not being deployed, and then
9 this one victim; is that what created that
10 perception?

11 SA. MASSUCCI: I would say primarily those
12 are the two issues. And then there was a
13 perception that the delay of the third floor.
14 I think those were the three primary
15 controversies. But those are the two that
16 highlighted.

17 MR. CARROLL: Right. And I understand the
18 delay to the third floor, that's pretty well
19 documented. I do say two things, and one I'm
20 going to piggyback on the Senator's comment,
21 but on the first one, I know a lot of these
22 incidents are committed by handguns, but
23 everything I've looked at, and everything I've
24 read, there's a different when you're shot with
25 a high caliber high velocity round.

1 And what I was shocked at, and this was
2 the way, this individual put multiple rounds
3 into folks after he had shot them, and it does
4 make it more difficult, because when you
5 sustain that type of damage to your body it's
6 tough, it's not the same as recovering from a,
7 from a single gunshot wound from a, from the
8 handgun. I don't know what to say about that
9 other than I do believe that some of these
10 folks when they were shot multiple times their
11 fate was, was sealed, and I think it's
12 terrible.

13 To talk about what the Senator just said,
14 I have heard snippets throughout this about the
15 kids, and who they were, and their life, and I
16 sure would like to when we make a final report
17 not have the report begin in a bureaucratic
18 way, because I would like pages dedicated to
19 who these kids were. You know I just went
20 online because I always want to remind myself
21 of the people involved in this, and I saw the
22 pictures of some of these young folks, and the
23 coaches involved, and quite frankly I'm sick of
24 hearing about Cruz.

25 And I know that's our, our task is talking

1 about him, but I do think we should spend some
2 time, and do some work on identifying who these
3 kids and who these teachers were that lost
4 their life in this, because in the end that's
5 far more important than, than the person who
6 did it, and from the personal nature.

7 MR. SCHACHTER: Thank you for saying that,
8 Mike.

9 CHAIR: And just to reiterate, I said this
10 the other day, and just in case, is that to
11 close the loop on this is, is that I can tell
12 you that whether it's Captain Robson or Captain
13 Mock, or - - all of the people that were in the
14 1200 building, and we asked every single one of
15 them, because of the issues and concerns that
16 were raised and the criticisms that were
17 raised, can you identify for us anybody that
18 was in need of medical care that wasn't getting
19 it, anywhere where there was a void of medical
20 care, without listing the litany of questions
21 that we asked, and asked with redundancy to
22 make sure that we were covering this, and I can
23 tell you that Deputy Chief McNally from Coral
24 Springs was so well intended, and passionate
25 in, in trying to do what he had trained to do

1 for probably his whole career, and wanted to
2 do, and was frustrated by a whole bunch of the
3 command and control issues, et cetera, and they
4 wanted to do what they felt was going to be
5 life saving measures, and that they weren't
6 allowed to do, which led to his criticism, and
7 other's criticism, thinking that there were
8 people in there that weren't being treated when
9 the reality was, is that they were being
10 treated, but they didn't know that, and they
11 hadn't been told that that day, and they hadn't
12 been told that subsequently, and they were
13 operating under the impression that these TAC
14 medics and SWAT medics were in there only to
15 treat the law enforcement officers, so that led
16 to their criticism.

17 But I can tell you that we -- and I
18 personally asked Deputy Chief McNally the same
19 question, when you were asking for it did you
20 know of any void in medical care, did you know
21 of any person that need -- and his answer was
22 no, other than he was under the misconception
23 that the TAC medics that were in there were not
24 treating the individuals, when it was not the
25 case and they were.

1 So there isn't a person who has criticized
2 the medical response that wasn't doing it from
3 the heart because they believed, and wanted to
4 do something to help, but they didn't have the
5 information. And when we went back on the
6 other side of the coin and asked those who were
7 in there, who were providing the medical care,
8 and those who were in a position to know
9 whether there was a void, whether anybody could
10 identify any iota of, other than the forty
11 minute delay, which a whole other issue, but as
12 far as the specifics in the personnel who
13 weren't there to treat, unequivocally hands
14 down the answer is nobody could identify, and
15 we asked that question ad nauseam.

16 So that's something that we need to be
17 very clear, the public needs to be clear about,
18 the families need to be clear about, that there
19 is no articulable specific identifiable void in
20 medical care other than the forty minute delay
21 getting to that fourth floor, or to the third
22 floor, which is not part of the medical
23 response, that's because of other issues.

24 MR. SCHACHTER: And -- and to your point,
25 Sheriff, I think we need to talk about why it

1 took forty minutes, and all the things that
2 could have been done differently to get them
3 sooner, because I don't think anybody being
4 shot with an AR-15, to Commissioner Carroll's
5 point of view, is going to be able to survive
6 after forty one minutes.

7 CHAIR: Right. So before we move on any
8 other, on the medical topic. We can have all
9 those discussions you want. Any other
10 questions for Special Agent Massucci on his
11 presentation before we move on? Okay, thanks
12 Chuck. Thank you very much. Okay, so a couple
13 things before we break for lunch, kind of where
14 we are. I've asked the Department of Education
15 to give us an update on SB7026, on where DOE is
16 in implementation, and the specifics of it, and
17 where the Office of Safe Schools is, and its
18 implementation. And Damien Kelly, who is the
19 director, is going to do that after lunch.

20 I also asked Secretary Kapusta and DCF to
21 update us on where DCF is on the aspects of
22 7026 that are its responsibility. And I know
23 Secretary Kapusta has to leave so I'm going to
24 ask her to do that before lunch. The other
25 thing that's on the agenda, and that will only

1 take a couple minutes, and we have a handout.
2 And in fact if you want to start passing those
3 out we can do that. That's the handout that
4 you provided us.

5 The other thing that's on the agenda, and
6 I can take care of it right now, is, is that we
7 were to have an update from the FBI on the
8 information from the FBI on what happened when
9 that information was reported to them about
10 Cruz. And so early on back in the Spring I
11 began having dialogue with them. I reported to
12 you previously that they told us that they were
13 not in the position to provide us any
14 information or appear before the commission
15 because they were conducting their internal
16 review.

17 I had communicated with them during the
18 summer a few times, with the information from
19 them as I conveyed to you previously that they
20 would have somebody probably in a position to
21 appear September/October time frame. I
22 contacted them in the last several weeks, and
23 they had concluded their investigation.
24 Initially there was some discussion about
25 whether somebody was going to appear, and then

1 they informed me that they were not going to
2 appear but they were going to send a package of
3 information with the results of their internal
4 investigation.

5 And in that discussion -- I was waiting
6 for the package, the package didn't arrive.
7 We've had ongoing discussions, and I was told
8 that the package was mailed on the 9th of
9 November, and I still haven't received it. So
10 we made phone calls, my assistant made phone
11 calls up to the FBI Headquarters yesterday, the
12 day before, and what I can tell you is, is just
13 that, is we don't have it, and I don't have
14 anything to report to you. So that's where we
15 are as far as that is concerned. I'll continue
16 to follow through until we get the information,
17 and it is something that I can send out to you,
18 and we can post on the commission's website
19 before the December meeting, if not, and we do
20 receive something from them before the
21 December, or for the December meeting, we'll
22 talk about it.

23 I don't know how much information is
24 coming. I don't know if it's a letter. I
25 don't know. I was told a package at first, so

1 I don't know what it contains. So when I find
2 out more I'll tell you, but that's why it was
3 on the agenda today to update you, because I
4 thought we would have some specifics to share
5 from them on that, but we don't have it, so
6 we'll wait and see what we get and then we'll
7 take care of that in the future.

8 So why don't we -- Secretary Kapusta, if
9 you would just provide us, there's only a few
10 aspects of 7026 that we asked you to update us
11 on. If you would tell us where DCF is in its
12 implementation, and then we'll break for lunch
13 and come back with Damien Kelly, and then we'll
14 get into our discussion of recommendations, and
15 that will take us through the afternoon. So
16 Secretary.

17 SEC. KAPUSTA: Sure. So SB7026, the piece
18 the Chair asked us to update on, the Department
19 implemented additional CAT teams and mobile
20 response teams through out the state. CAT
21 teams, as you may recall, are multi,
22 multi-disciplinary teams that go in and provide
23 intensive services inside a home. They serve
24 children 11-21. Ordinarily 11-12, sometimes
25 younger depending on the circumstances of that

1 child, and they are designed to help children
2 with a mental illness, a diagnosis of mental
3 illness, as well as those who are at risk of
4 being displaced from their home, have criminal
5 justice involvement, may have hospitalizations
6 as a result of their mental illness. That's
7 the makeup of a CAT team.

8 We implemented through our managed
9 entities an additional thirteen CAT teams
10 around the state, actually fourteen because one
11 of our managed entities increased that number
12 and added one themselves, which is our Big Bend
13 Community Based Care in the northwest region.
14 So we now have a CAT team in every county in
15 the state, some are not operational yet, as you
16 will see on your table, Table 1. So the ones
17 that are not operational are in Citrus and
18 Hernando, and Liberty and Franklin, just still
19 working through the process of getting those up
20 and running.

21 Additionally we have implemented an
22 additional thirteen mobile response teams.
23 Those are crisis initiated teams that go out
24 and help stabilize a crisis situation. We have
25 been working with school superintendents around

1 both the implementation of our CAT teams as
2 well as our mobile response teams. Those
3 mobile response teams were identified and
4 created in those areas that demonstrated the
5 most need based upon population, utilization
6 rates, et cetera.

7 So that's where we are with our
8 implementation of those two categories.

9 CHAIR: Anybody have any questions for the
10 Secretary on where DCF is with that? Senator
11 Book.

12 SEN. BOOK: Thank you, Mr. Chair. Madam
13 Secretary, would it be -- I know that Broward
14 County has a CAT team. Do we have sufficient
15 teams and resources here in Broward County to
16 address some of the needs that we have?

17 SEC. KAPUSTA: I'm not sure I -- I'm not
18 sure I understand your question, I'm sorry.

19 SEN. BOOK: So I know that Broward County
20 has a tremendous amount of resources in our
21 universe. We have Henderson Behavioral Health
22 and, and all of those resources. I guess one
23 of the things that I'm wondering is we weren't,
24 Broward County was not included within the new
25 CAT teams within 7026, is that because we are

1 sufficient with the amount of resources that we
2 have, are our CAT teams doing what they're,
3 like do we need more, are we in a, in a good
4 place here in Broward County?

5 SEC. KAPUSTA: So I -- I don't know how to
6 answer that question specifically because we
7 didn't, I personally wasn't involved.
8 Secretary Carroll may be able to address that,
9 because I wasn't involved in that design, and
10 the implementation, and looking at. I know
11 that we were making sure that we had state wide
12 coverage so that we could provide those
13 services in communities where there was none,
14 there as a total absence.

15 Whether or not we looked at, and had the
16 additional funding for those counties where
17 there are already established CAT teams, I
18 can't answer that question.

19 MR. CARROLL: The intent of this was to
20 provide and ensure that all sixty seven
21 counties in the state had CAT team coverage.
22 It does not ensure that, particularly some of
23 the large municipalities that have higher
24 capacity needs than others, it does not mean
25 that their service is at the capacity level

1 that they need. So if - - if you're asking me
2 if I were the secretary would, would I be
3 requesting more of these, absolutely because --
4 but I do think this was a big move forward,
5 because it now means that when these are
6 operational every county will now at least have
7 a CAT team, and now we can work on improving
8 the capacity so that every kid in every
9 community who needs this type of service has
10 access to this type of service. That's two
11 different things.

12 CHAIR: Anybody else, any other questions?
13 Sheriff Ashley.

14 SHER. ASHLEY: I know everybody is ready
15 for lunch, but just for the commission's sake,
16 I'm not sure anybody could have received any
17 more services than, than Cruz did, so I don't
18 know that this is the answer.

19 CHAIR: Sheriff Judd.

20 SHER. JUDD: I truly believe the reason
21 the FBI is not here to appear is because they
22 don't to stand before the cameras and obviously
23 say that they fumbled the ball. If they had
24 done everything perfectly they'd have been up
25 here with a band. So we need to not, as a

1 commission not let them off the hook, and do an
2 appropriate review of whatever they send us,
3 and/or go back and do the best we can to
4 investigate it ourselves, because mistakes are
5 going to be made, but to hide, and not stand up
6 and take your medicine, is not acceptable.

7 CHAIR: Yeah, I -- as you are I'm anxious
8 to know what their response is, and what's in
9 that packet. And -- and I don't know what
10 their determination has been, and whether
11 anybody has been disciplined, or whether any
12 action has been taken. I -- it's a void of
13 that for me as it is for you, so as soon as I
14 find out what is in what we're to receive I'll
15 share it, and then we can decide as a
16 commission what the next step is.

17 So anybody else? So I've got 12:18,
18 unless the will of the group is otherwise I
19 would suggest, since it's Friday, we've still
20 got a lot of work to do, and I imagine that
21 everybody wouldn't be disappointed if we're
22 able to get out of here a few minutes early
23 today and get on the road, so with that said
24 unless anybody feels otherwise I suggest that
25 we do a short forty minute lunch and start

1 again right at 1:00, and we'll see what
2 progress we can make. So if that works we'll
3 be in recess until 1:00.

4 (Thereupon, the meeting is in
5 recess, and the proceedings
6 continue as follows:)

7 CHAIR: We're going to have Damien Kelly
8 explain to us where DOE is in creating the
9 Office of Safe Schools, how it's structured
10 now, how it's operating, and where DOE is on
11 implementing those provisions of 7026 that they
12 are responsible for, and where he knows the
13 districts are in operating, in, I'm sorry, in
14 implementing what they are responsible for
15 under 7026.

16 One of the things that I've had
17 discussions with House and Senate leadership on
18 is they are interested in us, including in our
19 report, a section on 7026 and its
20 implementation status across the board, so
21 that's one of the reasons why we're doing this,
22 and so that we can have that level of knowledge
23 that we can report to the legislature. So,
24 Damien, thanks for being here, and I turn it
25 over to you.

1 PRESENTATION DOE OFFICE OF SAFE SCHOOLS

2 DIR. KELLY: Yes, sir. Thank you, Mr.
3 Chairman, commissioners. I'm very happy to be
4 here today, and get this opportunity to present
5 to you. I will be joined during this
6 presentation with Executive Vice Chancellor
7 Jacob Oliva, K-12 education, and he will be
8 presenting the slides that deal with mental
9 health, and so you'll hear from him on those
10 topics. I'd like to start out by passing on my
11 condolences to all of the families who lost
12 loved ones during the massacre that occurred
13 back on February 14th at Marjory Stoneman
14 Douglas High School.

15 I want to briefly talk about the Office of
16 Safe Schools, and where we are, and where we're
17 headed. The Office of Safe Schools serves as
18 the control repository for best practices,
19 training, standards and compliance oversight in
20 all matters regarding school safety. The
21 mission as we define it is to support districts
22 in providing safe learning, to providing a safe
23 learning environment for students, and for
24 educators.

25 The primary goals of the office are

1 threefold, prevention, intervention, and
2 emergency preparedness planning. When I make
3 visits to different districts, or to different
4 conferences where I'm asked to speak, I'm
5 usually asked a question, what is it that's
6 going to stop the next active shooter, and my
7 answer is always the same, there is not any one
8 thing that's going to stop the next active
9 shooter, it's going to be the combination of
10 everything that was given to us in this bill.

11 A little bit of overview of how the office
12 is structured. I was chosen by Commissioner
13 Stewart back on May 1st as the Director of the
14 Office of Safe Schools. Prior to joining DOE I
15 was a police officer for twenty five years. I
16 started out my career in Memphis, Tennessee
17 with the Memphis Police Department, where I
18 worked in uniform patrol, and then was a
19 detective in robbery, homicide, and the gang
20 division. The last thirteen years I've spent
21 as a special agent with the Florida Department
22 of Law Enforcement, where I had the privilege
23 of working alongside and for Commissioner
24 Swearingen. I spent ten years in protective
25 operations, one year in organized crime, and on

1 the FDLE SWAT team, and the last two years as
2 an inspector in the Office of Executive
3 Investigations.

4 The last investigation that I was involved
5 with as an inspector in Executive
6 Investigations was to investigate the law
7 enforcement response to the Marjory Stoneman
8 Douglas High School shooting. During that
9 investigation I reviewed crime scene photos,
10 crime scene videos, body worn camera videos,
11 and CCTV footage, a lot of which you have seen
12 here this week. I did a walk through of the
13 crime scene of the building, which I know all
14 of you also did.

15 On Tuesday there was another investigator
16 that presented to you that he, I remember
17 hearing him say these words, that sometimes you
18 see something that you'll never ever be able to
19 un- see, and I echo everything that he said,
20 because I'll never un-see what I saw.

21 The rest of the team, very fortunate that
22 when I joined the agency there were two very
23 seasoned veterans that were already working in
24 the Office of Safe Schools. One of them,
25 Brooks Rumenik, who is now the Deputy Director

1 of Safe Schools, has been with DOE for sixteen
2 years, and the unique thing of Brooks is that
3 she started her career as an elementary school
4 teacher, so she brings to me every day her
5 vision of what goes on in classrooms, and how
6 classroom teachers will react to, to whatever
7 is going on.

8 Sylvia Ifft has been with DOE for four
9 years. She is the lady on our team who
10 primarily handles the FSSAT. Prior to coming
11 to DOE she spend seven years as a domestic
12 security planner at FDLE. Julie Collins has
13 been with DOE for eighteen years, and is sort
14 of our data expert who handles all of the,
15 juggles all the numbers that come into our
16 office, and keeps us informed. And last but
17 not least Latasha Carr is our office manager,
18 and has been with, with DOE for one year.

19 Where we're going with the Office of Safe
20 Schools, we want to ensure the school districts
21 and schools are in compliance with the law.
22 Currently we do have statutory authority for
23 oversight but we don't serve to sanction, but
24 focus on providing technical assistance. The
25 Department is authorized to investigate non-

1 compliance, and to order compliance. The
2 purpose of oversight is not to impose sanctions
3 but to gain compliance.

4 The Department is accustomed to working
5 with the state's school districts to assist
6 them and secure compliance with the
7 requirements of the law. And I believe
8 Commissions Stewart mentioned this earlier in
9 the week, that the Department through
10 progressive discipline can withhold funding for
11 superintendent's salaries, or bring the
12 superintendent before the state board.

13 SB7026 was the bill that was signed into
14 law by Governor Scott and the House and the
15 Senate. The -- one of the areas the Sheriff
16 wanted me to dive into was compliance with the
17 FSSAT. On the slide you will see that the
18 school, the individual school assessments were
19 due by August 1st for all districts, and I can
20 report here today that all districts, all
21 schools in these districts did comply, and
22 completed the FSSAT.

23 CHAIR: So, Damien, I want to stop you
24 there --

25 DIR. KELLY: Yes, sir.

1 CHAIR: -- because I've had numerous
2 discussions with you over the last several
3 weeks with this, and while Damien is able to
4 report to you that all districts are in
5 compliance with the FSSATs that were due for
6 each school by August 1st it's not without a
7 lot of pain, and a lot of diligence, and a lot
8 of prodding on Director Kelly's part, of the
9 districts. And, you know, this can't stand.
10 He can't be chasing these people around every
11 single year getting them to comply. And he's
12 reporting this, and this goes back to the end
13 of the previous slide about oversight and
14 compliance, and, you know, I would like to kind
15 of just stop for a second and maybe digress,
16 and Commissioner Stewart, to ask you about
17 this, and us as a commission, about making some
18 pretty strong recommendations to the
19 legislature that they go in a different
20 direction with the current model and really
21 give DOE some teeth, and DOE some oversight.

22 And I'm -- and I'm interested to know from
23 you, Commissioner, whether you would favor
24 that, oppose that, and do you have any concerns
25 about us moving in that direction, because, you

1 know, from my discussions with Damien, and I'm
2 just going to state it from, from what I see,
3 it's ridiculous that this Director of the
4 Office of Safe Schools had to chase the
5 districts around this state to do something the
6 legislature said do by August 1st.

7 And it tells me, and it gets back to, you
8 know, comment, or I guess a question that
9 Sheriff Judd asked, is are these followed up
10 on, about a sense of urgency, about a sense of
11 give a damn, about a sense of compliance and
12 taking this seriously. And when you got to
13 chase these districts, and you got to chase
14 these schools, and it's only because somebody
15 is calling them a hundred times to get them to
16 do it, even after all of this there's still a
17 problem, and, and people need to be held
18 accountable.

19 You know it's not a hard concept, and
20 maybe it's the world we live in in law
21 enforcement, but, you know, when I tell
22 somebody to do it I expect it to be done, and
23 if they don't do it then there's consequences
24 for it; it's that simple. But there's seems to
25 be a difference, and a divergence in the

1 cultures between the education environment and
2 the environment that we're in that, that that
3 concept doesn't seem to be the, the one that is
4 operative, so Commissioner.

5 COMM. STEWART: I completely understand
6 your point, and I would love some ability to be
7 able to put a little more teeth into it so that
8 we are not constantly chasing things like this
9 down. Something if this import shouldn't have
10 to take this kind of prodding and poking. I
11 will say that some people often have a
12 misconception over our authority, and we do
13 have some authority, we don't have all
14 authority. I had a board member who when that
15 individual came on to the State Board of
16 Education thought that I hired and fired
17 superintendents, and of course I do not.

18 And it -- the analogy that I can make
19 would be a little bit like Emory Gainey telling
20 sheriffs what they can and cannot do, and so
21 there's a limit to what I am able to do, and so
22 there's a limit to what I am able to do. I
23 think that if within some sort of a change
24 within 7026 there was specificity around what
25 would happen for each day that it's late,

1 something along those lines would help
2 tremendously.

3 You'll see on the slide that there are
4 sixty two districts that have completed to this
5 point, it's actually sixty three, and when we
6 look at the others, it is waiting School Board
7 approval, and one district had it on their
8 agenda for Tuesday night to approve, and the
9 Board tabled it until they could review it
10 more, and wait until next week, and my response
11 was, so they are choosing to violate the law.
12 So that's -- that's where we stand on that
13 right now.

14 And, yes, I do, as Director Kelly has
15 stated, can implement some progressive
16 discipline. It starts with a letter. By the
17 time we go through all of the steps they will
18 have complied, but they've still been late.

19 CHAIR: But the bigger problem to me is
20 the fact that it's happening at all, and, you
21 know, these are adult professionals. There's a
22 law that says do it, so what I the world gives
23 them the notion that they can just not comply
24 with it. And this is just one area. This is
25 not -- this is the symptom of a greater

1 problem. This is, you know, we're talking
2 about this in the context of the FSSATs, but
3 this isn't unique to just the FSSATs, this is
4 whether it's SESIR, look at the problems with
5 the SESIR reporting, and the underreporting.
6 Look at all of the, everything.

7 So there was an article in the paper
8 probably about a month and a half ago now is,
9 is that I about lost my mind with this, because
10 the Jacksonville School Board was having debate
11 and considering whether they should have threat
12 assessment teams in the schools in Duvall
13 County in Jacksonville. Well, what don't you
14 understand that the law says you will have
15 behavioral threat assessment teams in every
16 school, here's what the composition will be,
17 and they're debating whether they should have
18 them or not. And that's the culture, and the
19 environment that has to change.

20 COMM. STEWART: So I will share with you
21 that that is not uncommon, and those things
22 come to our attention, and that is -- we do
23 start the process when things like that, where
24 it is blatant. And that's the idea, and
25 Director Kelly had on the other slide that,

1 that it is, it is our goal to bring them into
2 compliance, and so we, we work our way to, for
3 instance with that School Board meeting, that
4 is deliberately -- it's one thing to say you
5 have too much on your plate, no one takes this
6 risk assessment seriously, and it's quite
7 another to blatantly disregard what the law has
8 said.

9 CHAIR: You know, and they -- and we I
10 think need to make this recommendation to the
11 legislature, and the legislature needs to
12 provide for some sort of sanctions, but
13 somebody needs to be made an example of, and
14 that's how it's going to get their attention.
15 And until that happens, and they all get on
16 board with this, this is going to continue.
17 And again, this permeates -- this -- this is
18 one example. That's another example. You can
19 go on and on with the examples, and the word
20 has been used quite a bit over the last couple
21 of days as it relates to some of the entities
22 here in Broward County, but it's a culture
23 problem, and it's a culture problem across the
24 districts with this.

25 And in my sense in talking to a few

1 superintendent, they're starting to get the
2 word, they're starting to get the message, but
3 it's not fast enough, and it's not far enough,
4 and somebody needs to be made an example of.

5 COMM. STEWART: I also believe that, and
6 Commissioner Schachter said this, they don't
7 believe this would ever happen to them. And --
8 and I would suggest that if it happened in
9 Parkland it can happen to any of us.

10 CHAIR: Senator Book.

11 SEN. BOOK: While -- while I don't
12 certainly speak for the entire legislature I do
13 feel that, you know, being the only legislator
14 here I have a duty and a responsibility, having
15 helped craft 7026. To -- to everyone who is
16 listening in districts across the state of
17 Florida, this stuff happens. It happens here.
18 This is -- these are things that, like
19 confidential, they don't get to see. We can't,
20 as you said, and as it has been said, we cannot
21 un-see it. These FSSATs are important. What
22 happens when you don't do them, children can
23 die. Children can die. This is not about
24 debate. This is not about do you want to do
25 it. And how can anyone say we have too much on

1 our plate?

2 Again, we talked quite a bit, and we
3 talked yesterday with the superintendent about
4 the FSSAT from, from MSD. This is not a check
5 the box. This is not just let me do this and
6 let's move on. That's what -- what happens
7 then is when you have an active shooter running
8 next to a middle school after he's shot several
9 individuals, and can go and do, and cause more
10 mayhem.

11 Progressive discipline, I understand
12 that's all that we have at this point to do, or
13 we can do. I can assure you, again not
14 speaking for the entire legislature but for
15 myself, it won't be acceptable, it is not going
16 to be tolerated, because not doing it is being
17 complicit and complacent with the things that,
18 that can and will go wrong.

19 CHAIR: You know, and in some places, and
20 along those lines, and here's the games that
21 are being played, you know, I don't think, my
22 impression of the Florida legislature, and the
23 House and the Senate, and especially the
24 leadership is, is that you all do something,
25 you expect people to follow it. You're the

1 ones that are policy makers in this state,
2 you're the ones that set the laws, and people
3 need to participate in the process. But when
4 you act, and the governor acts, and it becomes
5 law, you do it. And they don't get to decide
6 what they follow and what they don't follow,
7 and don't get to play games with this.

8 And this is another thing we're going to
9 get into, here's the game that's being played.
10 You know, seriously is, is that there are some
11 districts in this state that are interpreting
12 the requirement that there be a safe school
13 officer, and a safe school officer is either a
14 law enforcement officer, police officer, deputy
15 Sheriff, or school board employed officer, or a
16 guardian assigned to every elementary, middle,
17 high, and charter school in the state of
18 Florida. And some of these districts are
19 playing games with this, and what they are
20 doing is you all were clear, is that have a
21 good guy with a gun on every campus, and the
22 game they're playing, because you choose, you
23 chose to use the word assigned, is assigned
24 doesn't mean they have to be there.

25 And this is happening today in this state,

1 where they're taking one and assigning them to
2 three schools, because they're assigned so
3 we're in compliance. It's a bunch of nonsense,
4 and this nonsense needs to stop. And it's try
5 to back in the face of the legislature, because
6 they're playing games with what you said is the
7 law, and what was clear intention. So do we
8 really have to go to every school board, and
9 every school superintendent, and say when we
10 say assign it means have a body there? How
11 much clearer do you have to be?

12 So I can go on and on with this, and it's
13 annoying, and it's really defiance of the
14 legislature. And I would think that the
15 legislature would get riled up about this and
16 say it ain't going to happen, and you're going
17 to be accountable, and we're going to drop the
18 hammer on you people if you don't stop this
19 nonsense.

20 SEN. BOOK: Well, I think the suggestion
21 -- I mean I think everybody in this room and
22 beyond yesterday was infuriated by the
23 disrespect of a former deputy, a school
24 resource officer who stood idly by while
25 children and teachers were being massacred in a

1 high school. We were all angry. We are all
2 angry, and we will continue to be angry, and
3 thank God that we are. But what I will say is
4 districts that are playing games like that are
5 doing the same exact thing.

6 CHAIR: They are.

7 SEN. BOOK: It's the same.

8 CHAIR: Which goes back to, it goes back
9 to the point of, well, this can't happen here,
10 we don't have to, you know what, we don't have
11 to do this, and we don't have to, you know --
12 and so it's -- yeah, but anyway it's -- Mr.
13 Schachter, go ahead, you had --

14 MR. SCHACHTER: I think that this
15 commission and the legislatures should demand
16 accountability like you said, Sheriff, and I
17 think the first step is disclosing to the
18 commission the counties that did not submit the
19 FSSAT, Commissioner.

20 COMM. STEWART: I have that information.

21 CHAIR: Go ahead.

22 COMM. STEWART: Calhoun County, Clay
23 County, Gilchrist County, Indian River, Leon
24 County, Martin County, Palm Beach County,
25 Taylor County, and Washington County.

1 SEN. BOOK: The Hurricane --

2 CHAIR: And some of those are Hurricane
3 related, but there's a whole --

4 COMM. STEWART: Actually the one that I,
5 that I feel legitimately through the Hurricane
6 has an issue is Calhoun County. They also
7 continue to have intermittent internet, and so
8 they have been unable to upload.

9 CHAIR: But -- but the list, and I'm sure
10 you can give it to us if we ask, but there was
11 no Hurricane on August 1st, okay, and when you
12 go back to the number of individual schools
13 that Director Kelly has been on the phone
14 prodding, prodding, prodding, so you know, the
15 fact that these districts, and so you go back
16 to the 2017, you go back to '16, you go back to
17 '15, remember what I told you previously, and I
18 gave you these, these statistics, so this
19 district wide, the one on October 31st that
20 didn't comply, there are a whole bunch in
21 previous years that didn't comply either.

22 So this isn't, again, this is not new.
23 This is not just a one year problem, this is
24 the problem in November of 2018. No, this goes
25 back to we're going to kind of play games here,

1 and we're not going to have a good guy with a
2 gun on every campus like the legislature said,
3 we're not going to turn in the FSSAT, we're not
4 going to do this, we're not going to do that,
5 we're just going to kind of do -- this is a
6 culture problem that is permeating. These are
7 just symptoms of the overarching issue, and so
8 -- and it isn't just one, it isn't just two,
9 it's across the board.

10 And, you know, we got big districts,
11 Jacksonville, just, eh, we're not going to do
12 it, you know, you know, threat assessment
13 teams, eh, you know, maybe, you know --

14 COMM. STEWART: Chair -- Chair, I do feel
15 the obligation to say those districts, it seems
16 as though, it appears that the one thing
17 lacking is their school board approval.
18 They're -- I think is one that got school board
19 approval but had difficulty getting it
20 uploaded. And one of those, also their board
21 tabled, consciously tabled it.

22 CHAIR: Sure. Sure. But then those are
23 elected officials that need to be accountable
24 too, is, is that they don't -- they don't get
25 to -- just because they're elected school board

1 members they don't get to decide, you know, and
2 - - and I understand the issue about funding,
3 and, and people, but in some respects it's
4 overused, this whole thing about unfunded
5 mandates, okay. You know, people complain
6 about the safe school officer aspect, and it's
7 an unfunded mandate. No, it's not. And that's
8 a bunch of nonsense because it may not be what
9 you want, but there was \$67 million, only which
10 \$9 million was used for guardians. So to say
11 that the legislature didn't fund it, they
12 funded it, just not the path you wanted to use.
13 So then you make your choice, either you step
14 up and you fill the coffers yourself, or you
15 use the money they gave you to get the job
16 done. But don't sit there and say that there's
17 no money to do this so we're going assign,
18 because this is an unfunded mandate. That --
19 that's disingenuous. That's not being
20 intellectually honest about it.

21 SEN. BOOK: And let me say this. We've
22 talked a little bit about some of the sanctions
23 that are possible, you know, some even being
24 withholding money to districts, but I asked
25 Secretary Senior, who, you know, is the

1 secretary of an agency where compliance is a
2 big very important deal, do you have places
3 around the state that just say I don't think
4 I'm going to do this, and it would be okay?

5 SEC. SENIOR: No, we do not.

6 SEN. BOOK: Right. No. SEC. That's a
7 fine automatically.

8 SEC. SENIOR: Right. And so I don't -- I
9 --

10 COMM. STEWART: But understand he has that
11 authority.

12 SEN. BOOK: Right.

13 COMM. STEWART: And -- and my statute
14 really is not -- and I can't tell you how many
15 times I've told my legal team I want to
16 withhold funds, and they said we have not done
17 this, this, this, and this.

18 CHAIR: So and that -- I think that's what
19 the legislature needs to --

20 SEN. BOOK: It sounds like we have start
21 taking the handcuffs off of the Commissioner of
22 Education to keep our kids safe and educated.

23 CHAIR: And it's unfortunate that it comes
24 to that, because they should do it because it's
25 the right thing to do, and because the

1 legislature has said, and the governor has
2 acted, and they should just do it. Sheriff
3 Judd, go ahead.

4 SHER. JUDD: I want to commend Secretary
5 Stewart for appointing Damien Kelly. I can
6 tell you those numbers would be a lot higher if
7 it weren't for his above and beyond work. And
8 my recommendation to the legislature is the
9 date they don't comply you suspend the
10 superintendent without pay, and you remove, you
11 suspend the, the school board chair that day,
12 it's, it's a mandate. And when you start
13 suspending school board chairs, and you start
14 suspending superintendents, things will change.
15 Unless you attach pain to non compliance
16 nothing occurs.

17 And I have found when you start affecting
18 their position and their paycheck people will
19 get on board just really fast, so I think there
20 needs to be that specific action by the
21 legislature. And -- and it doesn't -- it can,
22 or -- the methodology whether the, the
23 secretary can do it, or it mandates that the
24 governor shall on this date, otherwise for the
25 next five years we'll be sitting here having

1 this same discussion on a Friday afternoon when
2 we're all tired.

3 CHAIR: Commissioner Dodd, go ahead.

4 MR. DODD: Yes. Well, I will say this.
5 There are a number of school boards in this
6 district that take the law very seriously.
7 Ours was one of them. We look at that. As
8 school board members it's presented to us. We
9 all have school board attorneys that give us
10 opinions, but I will tell you this, that I do
11 believe there is a movement in our school
12 districts in Florida to increase safety, very
13 wisely so after what, after this incident.

14 But there is still need for improvement on
15 some of the tools, some of the things that are
16 out there, that's being worked on. I have
17 given an update. The Florida School Board
18 Association asked me at their summer conference
19 to give an update to their board, and I
20 delivered a very strong message on the FSSAT,
21 and on the guardian program, and there are
22 still issues there that we, we all realize that
23 this idea that we're arming teachers, and even
24 in the bill it's not, that's not the way the
25 bill reads, but that is the general perception,

1 and I would argue to say that's the perception
2 of a lot of members of our public that we
3 serve, that we're arming teachers, and that's
4 not the case.

5 I am in favor of the guardian program. I
6 agree with what we have worked as a commission
7 to talk about a secondary position, and I
8 really hope that we can drive that message
9 home, because I think that is where a big part
10 of the security of children is going to be, to
11 have individuals that are trained and ready to
12 immediately respond.

13 I also spoke to the Florida School Plant
14 Managers Association. They asked me to come
15 and give little updates on the work of this
16 commission, and on school safety, and had a
17 great number of questions asked that deal with
18 school plant, the, the school buildings
19 themselves, the people that maintain those,
20 those facilities, and so, you know, that I
21 think is part of it too, as we continue to get
22 the word out there, we continue to educate our
23 educators as far as what needs to take place in
24 order to protect our schools.

25 I do agree there should be teeth in this

1 process that could hold superintendents,
2 whether they're elected or appointed,
3 accountable, and school board members. I would
4 not have a problem with that.

5 CHAIR: All right, go ahead, Damien.

6 SEN. BOOK: We could both do it at the
7 same time. I'm going to -- and I know better
8 than most how controversial the guardian
9 program was, but I look to Page 73 of slide,
10 which it is 146 of our MSD Public Safety
11 Commission report on the MSD tragedy. After
12 talking to all of those teachers that were in
13 that building, and in that school, and those
14 families, the number one teacher recommendation
15 is arm willing staff, because they want to be
16 able to keep their kids safe. I don't say that
17 in a, in a haphazard way, but we have to do
18 something. We have to put policies in place.

19 We -- we must put safety before everything
20 else because those kids -- I mean I brought up
21 the point this morning, as we look at the
22 totality, the larger picture of this, what if
23 it was an elementary school? This time it was
24 a high school. What if it is a middle school?
25 What if it was, you know, I, one of our special

1 learning centers here in the state? We must do
2 more to keep these children safe.

3 CHAIR: And -- and one of the things that
4 drives the point home is this case in
5 particular, and I'll tell you that, you know, I
6 too I guess, and I'm not saying that you have
7 but I know I have, I've morphed on that issue,
8 is originally I was not a fan of going in that
9 direction, and now I think I've become a huge
10 proponent of it, and a lot of it's been driven
11 by the facts that I have learned, and the facts
12 of this case.

13 And one of the things that gnaws at me,
14 and will always -- and like Damien, you know,
15 I've reviewed the evidence and seen the photos,
16 and seen everything else. But one of the
17 things that I just can't get out of my mind is
18 the fact that that man, I guess to use that
19 term loosely, the shooter, Cruz, he had an
20 unloaded, unloaded gun in that school five
21 times, and that there was plenty of opportunity
22 -- and I couple that with this, is, is that out
23 of the last twenty years in forty three of the
24 forty six active assailant events, and the
25 majority of them are stopped by school staff,

1 the majority of these incidents happen in less
2 than four minutes.

3 Unless you put people in the position to
4 act, which means having staff, because cops
5 aren't going to be where, everywhere all the
6 time, and if a guy like Ernie Rospierski, or
7 anybody else, and when he was standing at the
8 end of that hallway with those kids that were
9 trapped in La La Land, in the middle of the
10 hallway with no doors to be able to get in, and
11 Cruz had an empty gun, and you saw it from
12 Sergeant Suess' presentation when you can see
13 that AR-15 and there is no magazine, okay, in
14 the magazine well, that gun is empty, and all
15 somebody had to do was just shoot him and, and
16 those last kids that were shot, they wouldn't
17 have been shot.

18 Is -- is that, that's got to resonate, and
19 so if you can take a teacher who, or a staff
20 member who wants to do it, not many anybody,
21 who wants to do it, who is willing to go
22 through rigorous training, who is willing to go
23 through the process, and that they are going to
24 be in a position to save kid's lives, why
25 wouldn't we take advantage of that knowing,

1 knowing, knowing that the data shows that they
2 are in the best position to do it, and in this
3 situation five times there was an empty gun
4 where somebody didn't have to get into a
5 firefight, all you had to do was take him out
6 while his gun was empty.

7 SEN. BOOK: Well, and I think you bring up
8 something that we've talked a lot about for
9 several days, and, you know, Commissioner Judd
10 talked about it yesterday. There was a coward
11 who was standing outside with a gun. We had
12 three, four, I'm sorry, four extremely heroic
13 educators. And I have said this from the
14 beginning of time, I started my career as a
15 teacher, I would do anything to keep my kids
16 safe and my classroom safe. I had a
17 relationship with my students. These
18 educators, these coaches have relationships
19 with their kids. You had -- you had three
20 educators, coaches who literally gave their
21 lives, no weapon, they didn't care.

22 The thing -- you want -- we keep talking
23 about the things that we can't un-see, we can't
24 un-see the things that happened to those
25 individuals who literally went in without

1 question, moved toward the gunfire to, to keep
2 their kids safe. I think about Mr. Rospierski.
3 Here -- I -- that photo we had in the
4 PowerPoint so it's not -- literally holding the
5 door with an ARR-15 on this side of it so that
6 his kids could run down a flight of stairs.
7 These are the type of people that we have in,
8 in our system who want to keep kids safe. We
9 just have to keep, keep on making this the
10 point, that, again, it's about keeping our kids
11 safe, and giving the Department the teeth that
12 they need so that this is not a joke. It's --
13 it's not a joke.

14 CHAIR: Yeah. Commissioner Petty, and
15 then Sheriff Judd.

16 MR. PETTY: I've got some help from the
17 audience on this one, so I'm going to look a
18 lot smarter than I actually am. But Florida
19 Statute 1001.42(13)(b) I think gives the
20 Department of Education the, require that the
21 district school superintendent prepare all
22 reports to the Department of Education that may
23 be required by laws or rules of the State Board
24 of Education, see that all such reports are
25 promptly transmitted to the Department,

1 withhold the further payment of salary to the
2 superintendent or employee when notified by the
3 Department that he or she has failed to file
4 any report within the time or in the manner
5 prescribed.

6 COMM. STEWART: I'm sorry, can I --

7 CHAIR: Commissioner Stewart, go ahead.

8 COMM. STEWART: Can I ask you what was the
9 number of that again?

10 MR. PETTY: 1001.42. And again that maybe
11 that then there's the process, but I think
12 there's a mechanism to withhold salary.

13 CHAIR: Sheriff Judd, go ahead.

14 SHER. JUDD: As it relates to the guardian
15 program I was a proponent from the very
16 beginning or the obvious reasons, and as I
17 worked with the legislature the teacher's
18 unions across the state of Florida organized
19 against us. They effectively said we would
20 rather our school children die than have a gun
21 by a well trained individual on the campus to
22 keep children from dying. They fought us, and
23 they fought us, and they fought us. But for
24 the will of the Florida legislature we still
25 wouldn't be where we are today.

1 We need additional resources, and I could,
2 and I echo what the Senator said, we have to
3 allow those who want to, and are willing to go
4 through the extensive training, to be able, and
5 backgrounds, and the psychologicals, to do
6 that. I heard how horrible this was from
7 educators, from the teachers' unions. At the
8 same time I had teachers and school
9 administrators bumping into me in restaurants,
10 on the street, and talking to me, and saying
11 don't listen to that.

12 One teacher said I personally don't have
13 the personality to handle a gun, but I can show
14 you five people at my school today that want to
15 do this. And still we were fought. And at the
16 end of the day what you're saying when you
17 oppose us is we don't trust you to select, to
18 provide psychological profiles, to train, and
19 we'd rather the children be at risk of dying
20 from a killer than have someone well trained.

21 That's the end game. They can color it
22 any way that they want to. They can put all
23 the lipstick on it that they want to, but you
24 can put lipstick on a pig and it's still a pig,
25 and they smeared a whole lot on that. So at,

1 at the end of the day none of this is what we
2 want to go, but it's a new normal, and a new
3 day, and I'm even more committed to it than I
4 was before.

5 And we -- my last statement is the
6 evidence that I needed was on August 13th when
7 in my county we had ninety five, ninety six
8 well trained guardians on the school campus,
9 and the parents dropping off and picking up
10 their children beginning that day through now
11 have told us hundreds, and hundreds, and
12 hundreds of times, how appreciative they were
13 that we have well trained guardians there to
14 protect their children. So I suggest to those
15 who want to be naysayers that you're not living
16 in reality, you're in complete denial, I'm not
17 sure what you're game is, but I can tell you
18 this, that I've talked to, and my deputies have
19 talked to, and our guardians have talked to,
20 and our teachers have talked to hundreds and
21 hundreds and hundreds of people at every
22 school, and we have a large school district,
23 that have said thank you, so it should be a
24 really easy lift next year to support the
25 Senator in her legislation to make sure that we

1 do everything we can, because nothing in this
2 world is more important than our children.

3 CHAIR: Mr. Schachter, go ahead.

4 MR. SCHACHTER: Thank you, Chair. I think
5 that this massacre has taught us a lot of
6 things. Number one, obviously there has to be
7 a good guy with a gun on campus, but the
8 reality is even if this guy was like every
9 other law enforcement officer out there, and
10 had the courage that a lot of the men and women
11 had, he was only going to be at that building
12 after twenty four people were shot on the first
13 floor, and that happened all in two minutes, so
14 in addition to that we also need to train our
15 teachers and our students. Training creates
16 confidence, and it empowers people to act,
17 especially in the circumstances of the one you
18 talked about, with there being five times when
19 people could have stopped him.

20 And I want to commend Commissioner Dodd
21 and Citrus County for teaching all of their
22 teachers ALICE, Run, Hide, Fight. There are
23 school districts that are doing this around the
24 country, and it should be done everywhere,
25 because everyone needs to know how to defend

1 yourself against a mass murderer.

2 CHAIR: Commissioner Carroll.

3 MR. CARROLL: A couple of things. On the
4 issue of accountability, and I still go back to
5 the culture within the schools; it is a very
6 decentralized culture. But I do think that if
7 we're ever going to get to where we need to be
8 with regard to school safety guidance needs to
9 be turned into mandates, and individual
10 discretion among hundreds of thousands of
11 schools statewide has to be I think severely
12 curtailed, particularly around school safety.
13 It's either the right thing to do or it's not
14 the right thing to do, and there are best
15 practices out there, and the consistency from
16 one school district and one school to the other
17 should be I think pretty high.

18 With respect to the guardianship program,
19 and I hear what Sheriff Judd's telling you, I
20 remember the first time I was in a room when
21 Sheriff Judd proposed it, and I was not a
22 proponent. And I'm not -- I'm not a law
23 enforcement guy, I don't own guns, I don't
24 shoot guns, I'm not a big person on one issue
25 of gun control or the other, I'm kind of in the

1 middle. At the time I thought introducing more
2 guns into schools would make it worse, not
3 better, and I didn't do that because I felt as
4 though I would stand back and leave kids at
5 risk. I felt that because we might be putting
6 more kids at risk.

7 I don't believe that anymore, because I
8 will tell you the more you learn about the
9 facts of the situation, and I think Sheriff
10 Gualtieri said, if you don't have an immediate
11 response to this thing in place there's no
12 help. And these folks that do advocate gun
13 control -- and I think that's part of it.
14 There are some people that are philosophically
15 opposed to guns, and that they believe that if
16 they gave into a mandate like this they would
17 be giving up their philosophical opposition to,
18 that we should have more control and regulation
19 around guns, and I get that. I understand
20 where people are coming from on that.

21 But the fact of the matter is whether you
22 had stronger gun controls in place or not it
23 never prevents somebody who has the will to do
24 this to get the type of weapons they need to do
25 it, and to do it, and so I would still prefer

1 if that's the case that we have people in place
2 for an immediate response.

3 I will tell you when it first was said --
4 and I think that you make an important
5 distinction too with the guardianship program,
6 because when you talk about the guardianship
7 program you're always talking about well
8 trained tested selected folks. That's
9 different from the language that was originally
10 put out where we're going to arm teachers,
11 because I'm thinking of little Miss Sally
12 walking around with a handgun on her hip, and
13 saying is that what we really want to do in the
14 schools. And that's what people were thinking.

15 That's not what the guardianship program
16 is. It is about selecting folks who have
17 experience who have been pretested to have the
18 predisposition to do this, and also were
19 trained to do what they do. So it's not, you
20 know, having, having the teacher that you
21 remember rowing up with, with a sidearm on, on
22 her waist. It's just not. And so I think
23 there are a lot of misconceptions, and I think
24 that message has to get around to school
25 boards, because I think even in this area the

1 school board was initially reluctant to that.

2 I won't say that, you know, I think there
3 are well meaning people on both sides of that
4 argument, but, but after all we've seen, not
5 just with this school shooting but the history
6 of school shootings, and what the data
7 indicates, you need folks who can immediately
8 response to this on site, and, and so I think
9 it's a good thing.

10 I just think we need to do more education,
11 because I'm a pretty stubborn guy, and I will
12 argue with you on some issues to the moon. I
13 don't know what the sayings are, I often say,
14 you know, the cat on the wall, and I think it's
15 supposed to be a fly on the wall, I mix the
16 sayings up, but, but I will argue with you
17 forever on some issues. Even I budged on this
18 issue, and so I think it's an education piece
19 that more school board members, and more folks
20 on the other side, if they understood the data,
21 and understood the circumstances, I think you
22 would have a much higher consensus that not
23 only is this a good idea but it's a necessary
24 one.

25 And so I think we just have a lot of work

1 to do in, in educating folks, and getting
2 people before school boards that understand
3 this issue more fully, and can explain the
4 guardianship program differently than how it's
5 sometimes put out there to people.

6 CHAIR: Let's let Damien get through a few
7 more slides here if we can.

8 DIR. KELLY: The FSSAT third party
9 consultant review, that's something that,
10 Sheriff, you and I have had discussions about.
11 The -- I'm going to give you a timeline of
12 where are with it right now. The slide tells
13 you that MGT Consulting Group were selected,
14 and updates are anticipated in early 2019.

15 In May 2018 an invitation to negotiate was
16 released by FDOE, and received four vendor
17 replies. June 2019 FDOE evaluation of vendor
18 replies, July 18 negotiations between FDOE and
19 the top two vendors. August 2018 best and
20 final offers received and reviewed by FDOE,
21 recommendation to award meeting was held.
22 September 2018 the intent to award was posted,
23 and contract negotiation kicked off. October
24 2018 the contract was drafted, and FDOE
25 conducted a legal review. And November 2018

1 the contract has been executed.

2 December 28th we are, of 2018, a mid term
3 report is scheduled to include the findings to
4 date. February 20 -- February 18, 2019 a
5 detailed and comprehensive technical review of
6 FSSAT is due, and that shall include intent,
7 history, current use and future use of FSSAT.

8 I'm going to echo Sheriff Guatieri's words
9 on this, that I would prefer to do the review
10 right than to do it fast. I think it's very
11 important that we have an opportunity here to
12 make changes. The -- the FSSAT needs to be, as
13 the Sheriff has said, way more objective than
14 it is, and my vision for it is that as the tool
15 evolves it will do several things, one of which
16 will be a mechanism for schools and districts
17 to log drills, and that type of stuff in there
18 so that it's clearly visible to everybody who
19 reviews the FSSAT.

20 And the -- my plan for going into 2019 is
21 that we begin to conduct another series of
22 webinars and workshops, because like you said,
23 Sheriff there are, we can't do next year what
24 we had to do this year. Now, I'm not in the
25 excuse business, I don't like people giving me

1 excuses, but there was some technical issues
2 with on the, where we couldn't see what, the
3 work that was done by a particular school
4 because they didn't log it in properly, the
5 permissions. It wasn't a large number, but it
6 was a number, and it's something that we're
7 going to look to rectify in the future, either
8 through training, or making a more simple,
9 simple logon for them.

10 CHAIR: Commissioner, go ahead.

11 COMM. STEWART: And I think something else
12 for this commission to consider would be, and
13 it speaks to some of the issues that came up
14 earlier in the week, potentially if we have
15 those school FSSATs due a little later in the
16 year it, it can be more meaningful, because it
17 can be done while students or there or while
18 students are not there, but if when it's due,
19 August 1st, that's very hard to do.

20 CHAIR: Yeah. And -- and that one was
21 something, you know, for this year mandating
22 it, and this was the first year, you know,
23 previously it was discretionary, where we had
24 like sixteen out of the thirty nine hundred
25 that did it, but this, so this is the first

1 year had, they get it done, and I'm sure the
2 legislature wouldn't mind, I think -- I know on
3 the annual one you can do that by rule, you can
4 set the deadline, you know, right now it's set
5 at August, October 31st. That's not in
6 statute. That's something that you all can do.

7 So just to update you all I've had -- I've
8 had discussions as recently as this morning
9 with House and Senate leadership, and I can
10 tell you that they are in concurrence with
11 moving this so that we're not under this
12 deadline, to give ample opportunity for
13 meaningful stakeholder input, and that means
14 all of you and, and others. I think it's just
15 a matter of trying to figure out the logistics
16 of how to do that. So the Secretary is
17 authorized to delay it so we're not spending
18 this time, and this money, and this effort, on
19 something that is rushed, and it can be done in
20 the right way.

21 So I'm optimistic that we'll be able to
22 get you the permission, Commissioner, to delay
23 it, and I think they're, they're actively
24 working on it, so we'll continue to push that.
25 So go ahead, Damien.

1 DIR. KELLY: The physical security of
2 school buildings, there was just slightly less
3 than \$99 million available for grants to
4 schools to fund fixed capital outlays
5 associated with improving physical security of
6 school buildings as identified by the security
7 risk, the FSSAT. One thing I wanted to make
8 clear on, on this slide here, that I had, I had
9 them drill down because it seemed like a large
10 amount of money when you looked at it, but if
11 you look at the average award that is available
12 for school it's \$27,467. You will see a
13 further breakdown of this as I, as I move
14 forward.

15 The grant guidelines issued by FDLE were
16 back on August 21st. The application
17 submission deadline is December 1st, and the
18 grants will be awarded no later than January
19 15th. On August 10th, the first day of school,
20 Commissioner Stewart and I chose to visit
21 schools after we left the commission meetings,
22 and Hendry County was open in their, their
23 schools on August 10th, so we went to Hendry
24 County and we visited an elementary school that
25 were very, very proud to show us the fencing

1 that they had put up. They'd never had fencing
2 before, so they spent the summer putting the
3 fence up. For that one school the cost of the
4 fence was \$150,000.

5 Yesterday you heard Superintendent Runcie
6 discuss the costs of putting repeaters in just
7 one school. The cost of a repeater for a
8 school, an individual school, is \$100,000.
9 This is the breakdown by County, and the first
10 one I want to dwell is on is that you see
11 Broward County, that the per school funds
12 available are \$30,435. For you Under Sheriff
13 Harpring, for Indian River County is \$23,142.
14 Sheriff Ashley, for Okaloosa County \$26,653.
15 Pinellas County \$24,550, and Polk County
16 \$25,743. The minimum, if you look at the, at
17 the very end of this slide, the minimum that
18 was available was \$100,000, and that's why you
19 see the last schools each received \$100,00.

20 This -- school safety specialist is
21 probably the topic that I get most excited
22 about. When the Sheriff discussed this
23 presentation today he gave me a series of
24 questions, and then he gave me some leeway to
25 discuss what I, anything else that I wanted to

1 go into depth on. My impression right now is
2 that school safety specialist is probably the
3 best thing the bill gave me because it, it has
4 given us a group of dedicated professionals
5 that their sole purpose is the safety of
6 students in each school district.

7 As you can see on the slide, that all
8 district superintendents have designated school
9 safety specialists. Forty six schools, school
10 districts, have confirmed via FSSAT that they
11 are implementing active shooter training
12 exercises, and also per FSSAT forty six
13 districts have reported the district school
14 safety specialist coordinates with appropriate
15 public safety agencies. Those figures are
16 probably lower than what they actually are,
17 this is just what they reported in FSSAT, and
18 this is something that moving forward, that has
19 to be correctly reported in FSSAT. I don't --
20 I can't think there's a single school safety
21 specialist out there that has not met with law
22 enforcement.

23 One of the presentations that you saw this
24 week, it was probably the best law enforcement
25 one I've ever seen, and that was Sergeant

1 Suess' presentation. I think the, the --
2 you've heard it already, but I think that
3 you're deputies who are here are second to none
4 in the work that they do. I want to pick a few
5 things that, that he shelved, and that he
6 dwelled on, that I actually had in my notes
7 today to discuss.

8 The school safety specialists as a group,
9 one of them approached me and said would you be
10 opposed to us creating a forum where we can
11 speak to each other on a daily basis, and it
12 wouldn't be a DOE mandated, or anything that
13 was run by DOE, and I said absolutely I'd be,
14 be very happy for you to do it. And I just
15 said would you include me in it, and they said,
16 yes, they would. Since this happened they as a
17 group decided to have a meeting, and the
18 meeting took place in Seminole County. It was
19 hosted by Seminole County Sheriff's Office, and
20 it was very evident when I was in that room
21 that there are some school safety specialists
22 that have strong security backgrounds, and
23 there are others who were just given this
24 position and, and they're learning.

25 But the end of just an eight hour session

1 the amount that the ones who were weak had
2 learned was absolutely amazing, and they have
3 already called for their second meeting, which
4 is going to be in January down in Collier
5 County.

6 UNDER SHER. HARPRING: Damien, quick,
7 quick question.

8 DIR. KELLY: Yes, sir.

9 UNDER SHER. HARPRING: The language as
10 designated, should that be their sole
11 responsibility, should that be an exclusive
12 position, or are they sometimes assigned to
13 other ancillary duties?

14 DIR. KELLY: Well, I think the language
15 says designated, but all of the ones that I've
16 spoken to, this is, this is all they are doing.
17 The only -- there is one district where the
18 superintendent is the school safety specialist
19 also, but that's the only, the only district
20 that, that has that. All of the other ones
21 that I've spoken to say that this is their,
22 their sole responsibility.

23 Going back to the, the presentation by
24 Sergeant Suess, I know you'll remember when,
25 when the presentation was frozen on the third

1 floor, and he pointed out that there was a
2 count made and, and there were over a hundred
3 students that were on that floor at the time,
4 and there was some discussion about the fact
5 that there were no speakers in the hallway to
6 where students could hear what was being
7 announced, and also the fact that students
8 were, were wearing earbuds. And -- and this is
9 something I just want to share with you.

10 There are a lot of departments, or sorry,
11 districts as a result of the meeting of the
12 school safety specialists that have implemented
13 a single earbud policy, where if a student is
14 caught on campus, walking across campus or down
15 the hallway to a classroom with both earbuds
16 in, they are instructed immediately by staff to
17 remove their earbuds. And for the ones who did
18 it, the other school safety specialists were
19 like I never ever thought of that, I think it's
20 great. It just never dawned on them.

21 And I think this is what we will see
22 happening, where they keep sharing with each
23 other, and keep -- you have the -- you've had a
24 lot of vendors, you know, contact us trying to
25 sell anything that they can sell, and they,

1 obviously these guys are being contacted, and
2 it's great for them to have a voice right there
3 beside them that can say, oh, yeah, we looked
4 at that, and it's not a good idea, it's going
5 to be a total waste of money, or we looked at
6 that, and you don't have to pay much money up
7 front but then you're going to get locked into
8 some contract later on. So this is, this the
9 type of things that they discuss.

10 I've been to forty one of our sixty seven
11 counties since I took this job, and I've met
12 with either the sheriff, or whoever the sheriff
13 assigns to speak with me, or the school
14 superintendent, but I always ask to speak with
15 the school safety specialist when I go there,
16 and, and they invite me to visit schools, and I
17 always visit the schools, and I want to go over
18 a little bit about what we do.

19 One of the first things that I ask when
20 they say, you know, what can we be doing, is
21 there anything that, that you think that we're
22 not doing that we can do, and my recommendation
23 to them is always that I'd like to see them
24 invite first responders to their campus,
25 whatever school that they're, that they are at,

1 whether it's the sheriff's deputy, I tell the
2 sheriff's deputy that in my opinion you're the
3 sheriff of that campus, and if it's a municipal
4 police officer I tell them I think you're the
5 chief of police at this campus, this is your
6 campus.

7 And what I, what I want to see happen is,
8 a lot of it is stuff that I've taken away from
9 these meetings, when I worked in protective
10 operations with Commissioner Swearingen we had
11 a lot of problems at the, the capital, because
12 the capital is a big building made of brick and
13 metal, and every year we would test our radio
14 systems to see where the dead spots were, and
15 to see where we may to put a repeater, or put
16 something in there to where we could get a
17 better signal, so what I've asked the, the SROs
18 and the school safety specialists to do, is to
19 invite first responders, police and fire,
20 anyone who would in the case of an active
21 shooter respond to your campus.

22 And it's not for a training exercise, it's
23 for a familiarization exercise. And when they
24 go there I ask them to test their radios to see
25 if their handheld radios, if they can

1 communicate with each other, and also can they
2 communicate with each other, and also can they
3 communicate with the 911 comm center. If you
4 can't communicate out of the school how are you
5 going to get help when you need it?

6 I asked them to look at the layout of the
7 school. This goes back to something else that
8 Sergeant Suess pointed out. He -- he said on
9 one of the slides that most Coral Springs
10 police department officers were unfamiliar with
11 the Marjory Stoneman Douglas campus. A lot of
12 -- there are a lot of sheriff's deputies and
13 police officers who have never been on a campus
14 in the, in the area that they patrol, so I ask
15 them to, to invite them there, familiarize
16 themselves, and when they're there, and they
17 have fire rescue with them, have fire rescue
18 determine where are you going to triage if we
19 have something happen on this campus. This --
20 this is not something that should be, that
21 should be decided on the day that some, that a
22 shooting happens. This is something that every
23 single school has got to plan for.

24 And another extremely more important this
25 is how are you going to get ambulances in and

1 out of there. A lot of times when I was a
2 uniformed police officer and other police
3 officers were on the radio screaming for help
4 because they're getting shot at, and the police
5 arrive, they just park their cars wherever they
6 feel like it and go get in the battle, what,
7 you know, what I want is somebody to take
8 charge and decide we're going to run ambulances
9 in this way and out that way, because that's
10 what has to happen.

11 And the other thing that we've discussed,
12 and it's been discussed a lot this week, is
13 rescue task forces. They're -- in the case of
14 an active shooting there are two things that
15 have to happen. We have to figure out a way to
16 stop the killing, and then we have to figure
17 out a way to stop the dying. And I think for a
18 lot of districts, and some agencies that
19 haven't looked at rescue task forces, I think
20 this is something that they will really start
21 to, to pay a lot of attention to.

22 Some free advice that I give them, and of
23 course it comes from these meetings, the number
24 one piece of free advice I give them is to lock
25 the classroom doors. And it's very rare that I

1 go to a school campus and find somebody
2 following the free advice that I give them. I
3 also have been pushing out the, the information
4 on hard corners, and, and I have been to some
5 districts where they, they have marked out the
6 hard corners, and they have cleared the hard
7 corners, but this is something that we will
8 continue to push at the school safety
9 specialists.

10 This week's message that they will get
11 from me will -- actually I save that for the
12 end. The one thing that came up, and it was,
13 it was brought up I think in the presentation
14 yesterday, was about an air unit, and I want to
15 give you an example of a school that I've been
16 to. It's Jefferson County, which is a county
17 that really only has one school, and it's a
18 charter school, and their principal is an
19 ex-military guys, and very, very security
20 conscious.

21 Now, when I visited with him the Sheriff
22 joined me on the campus, and the principal, you
23 know, he pointed out all of the really great
24 things, because the, when they keep asking me
25 what are you here for, what is it you want to

1 know, eventually I say to them what have you
2 done post Parkland, what's different here, what
3 changes have been made, and the, this campus, I
4 thought everything that was done, they had
5 single point of entry, they had great fencing,
6 they had great camera systems, the
7 superintendent and -- or sorry.

8 When the superintendent, and the sheriff,
9 and the principal and I talked, I asked the
10 sheriff, I said, well, does your county have
11 SWAT, and he said, no, we, we don't have a SWAT
12 team, we use Leon County's if we need one. And
13 I said, well, if you had an active shooting
14 here on this campus would Leon County's SWAT,
15 and would Leon County air unit be deployed
16 here, and he said absolutely.

17 So a recommendation I made after I looked
18 at the campus, and I've made it at a lot of
19 campuses since then, is that you have a lot on
20 these schools where you have seven or eight
21 buildings and they're joined together by
22 walkways, and an air unit can't tell what
23 building is what, so my recommendation to them
24 was to number the buildings on the roof, and
25 they said that they would absolutely be willing

1 to do it, and do it fairly quickly. And I
2 think how they were going to look at doing it
3 was through a partnership with a local business
4 who was willing to help fund that project for
5 them.

6 Another idea, which I actually stole from
7 Seminole County, when you have law enforcement
8 arriving on the scene, and let's just say their
9 unit is up, and they're directing them based on
10 the numbers that they're seeing, and you're
11 trying to get them to where the SRO is engaging
12 an active shooter, and let's say it's Building
13 3 Classroom G, it's hard to tell from the
14 outside where, where that actual classroom is,
15 so in Seminole County they mark the windows on
16 the outside so that when law enforcement are
17 arriving they can tell straight away this is,
18 this is Classroom A-3, and that's where I need
19 to get to. I think it was also mentioned
20 yesterday about clearly marking the numbers of
21 the buildings from the ground so that as law
22 enforcement arrive, and fire rescue arrive,
23 they can get to the building that they need to
24 get to.

25 Another topic that came up yesterday was,

1 or it may have been the day before, who can
2 call a code red, or a lockdown. I -- I had
3 our, someone from our team send out an e-mail
4 to the school safety specialist to get an
5 answer to that. I got sixty five responses,
6 which actually wasn't bad, in twenty four
7 hours, and thirty six out of sixty five school
8 districts, their policy is that any staff
9 member can call a code red. This is something
10 that I am going to continue as I visit these
11 schools, to push the issue, to where if your
12 policy is -- there are still who have a policy
13 that it's the principal, or it's an assistant
14 principal, but as we saw on, in what happened
15 on Valentine's Day, if they had a policy that
16 anybody could call a code red the school would
17 have been locked down a lot --

18 CHAIR: The -- the concern there, though,
19 Damien, is this, and I applaud for everything,
20 and including that, is, is that if you asked
21 anybody who is going to respond to that
22 question from the Broward County School
23 District they're going to tell you that anybody
24 can call it, but I can tell you that you can go
25 up to Stoneman Douglas today and survey ten

1 staff members and they're going to tell you I
2 don't know. So it's -- it's -- it's one thing
3 for them to say it, but I really think that
4 this is one of those things that it really
5 needs to be a written policy, it needs to be a
6 trained upon policy, and it's all in how they
7 implement.

8 So again, I'm not detracting from what
9 you're doing or saying at all, because I think
10 you're doing a great job in essence, but, you
11 know, because they say they have policy doesn't
12 mean people understand it. And that's -- and I
13 say that because of what we've experienced in
14 our findings.

15 COMM. STEWART: Can -- can I just add --

16 MR. SCHACHTER: Ladies go first.

17 COMM. STEWART: I think if it was more
18 than just being a written policy, if it was
19 part of their active shooter drill that
20 different individuals in the school call the
21 code red --

22 CHAIR: That's a great point.

23 COMM. STEWART: Practicing that would make
24 it very real to every single person in the
25 school that anyone can call it.

1 CHAIR: So the -- so that's a great point,
2 you know, is that the drill, when they do it,
3 is initiated by different staff members at
4 different times. So Sheriff Ashley, go ahead,
5 we'll go down the line.

6 SHERIFF ASHLEY: Again those unintended
7 consequences of everybody being able to call a
8 code red -- and I'm taking for granted a code
9 red is lockdown; am I correct, because not
10 everybody calls it code red?

11 DIR. KELLY: Correct.

12 CHAIR: Right.

13 SHER. ASHLEY: And when the situation may
14 call for an evacuation rather than a lockdown,
15 and you have different people with different
16 information, that could cause a problem.

17 CHAIR: I think -- and I think the point,
18 the point is that whatever you call it, or
19 whatever it is is that it isn't just that you
20 got to -- it needs to be well defined, and most
21 importantly well trained on so that they're
22 operating within parameters. I think that --
23 when I say that I want to qualify that. And --
24 and I couldn't agree with you more, and this is
25 something that needs to be addressed, and it

1 gives me concern about what they call it.

2 I know the trend is you use plain
3 language, and my concern about the trend using
4 plain language and using the term lockdown is,
5 is we train Run, Hide, Fight. If somebody says
6 lockdown, locking down may not be the
7 appropriate option, so if I -- if somebody gets
8 on a radio or a PA system and says lockdown,
9 lockdown, lockdown, where the most appropriate
10 response may be run, is you might actually be
11 doing more harm than, than good. So I think we
12 have to come up with a collectively, has to
13 come up with the best vernacular that indicates
14 to them we are implementing this, pick your
15 options, but you need to do it now. Mr.
16 Schachter, go ahead.

17 MR. SCHACHTER: I was just going to
18 mention that it's culture, you know, and that's
19 what we encountered at Marjory Stoneman
20 Douglas, and I think that everything that the
21 Commissioner and Chair mentioned is, is
22 critical to changing the culture on the campus.

23 SEN. BOOK: Can I -- I'm sorry.

24 CHAIR: Go ahead, Senator.

25 SEN. BOOK: Just as a, another point to

1 that, we say do the drill, do the drill, do the
2 drill, but I still don't know what is the, what
3 is the drill, because like when I -- I've heard
4 all different things, like, you know, my kids
5 are running and hiding in the bathroom with
6 lollipops because they're crying and we want to
7 keep them quiet. Like I've -- that is
8 something I've gotten. So I just want to make
9 sure that as we put together our
10 recommendations that it's standardized,
11 whatever it's called that it's standard across
12 the board, and that there are developmentally
13 appropriate drills for kids, for those --

14 CHAIR: So I'm going to jump ahead because
15 it will help us I hope, as we try and wrap up
16 things here this afternoon. I think this is,
17 that I'm going to suggest to you that as we
18 look at these recommendation, and, you know,
19 help us, we get to this next topic, and the
20 last topic of the day is, is that I think it
21 would be beneficial for us to keep it at a high
22 level, and not get into, to make
23 recommendations about the, what they should do,
24 but not how it should be done.

25 So as an example of that is, is that I

1 agree with you, and concur, there should be
2 drills, the drills should be standardized to a
3 degree, certainly be age appropriate et cetera,
4 but they have to have a degree of flexibility,
5 because Washington County is not Miami-Dade
6 County, and there has to be -- you got sixty
7 seven districts, you got over four hundred
8 police departments, et cetera, so I think that
9 the recommendations -- and so as an example of
10 that what it could be is tasking, not to put
11 something more on your plate, but to task the
12 Office of Safe Schools with coming up with a
13 framework basic of what the drills should be,
14 what they can be, but also with a degree of
15 flexibility.

16 I don't think that, that it would be
17 productive for us, or it can't even be
18 productive for us as a commission to sit here
19 and try and hash out what the drills are going
20 to look like. But to say that there should be
21 standardization, there should be
22 differentiation based on a, it's recommended
23 they be with this frequent -- see, that's the
24 other thing that's going on too, you talk about
25 the, the ambiguity, is, is that what you, what

1 the legislature put in the law is, is they have
2 to be done as often as other drills are done.

3 Well, you got some people -- I can tell
4 you that we're doing them monthly because fire
5 drills are mandated monthly. Some are playing
6 with that and saying, well, other drills that
7 aren't required monthly, we're going to use
8 that one as the measurement, and we're only
9 going to do it -- so there's so much, so many
10 games being played with this. But -- but just
11 jumping ahead, keep that in mind as we get into
12 the next session, next section, and then we can
13 talk about it. But I'll really suggest to you
14 that in order for us to get where we need to
15 get in the time frame in which we need to get
16 there is, is that we got to keep it at a high
17 level.

18 And you're -- and I just use this -- and
19 I'm not intending to pick on you at all, but,
20 but you said the other day, and I think you're
21 right, but I don't think it's something that we
22 can get into. You said the other day, your
23 recommendation that the, the windows in the
24 doors be moved to the other side. That's so
25 far down here, is that -- and I know that, but

1 I'm saying, I'm just using that as a point of
2 that, you know, the -- if we start getting into
3 all that we're never going to get to where we
4 need to be.

5 MR. SCHACHTER: My -- my recommendation
6 was in reference to new building construction.

7 CHAIR: Sure, okay. So -- and to take --
8 like I say I'm just using that as, is that I
9 think that -- but there has to be consistency
10 with the drills, and I can tell you that the
11 drills and, that are, and the requirement of
12 the drills, is being heavily manipulated by
13 those that just don't want to do them. And I
14 can -- and then that's -- see, you look at all
15 these different things that -- the safe school
16 officer requirement is being manipulated, the
17 drill requirement is being manipulated, and,
18 and it's wrong.

19 SEN. BOOK: It's dangerous, and it's
20 wrong.

21 CHAIR: It's dangerous. It is dangerous.
22 And it's so disingenuous, you know.

23 DIR. KELLY: Now I'd like to cover a
24 little bit about training for a school safety
25 specialist. On August 24th an invitation to

1 negotiate was issued for active shooter
2 training. November 28th the ITN will close.
3 January 19th is when we anticipate choosing a
4 vendor. And the training dates that we are,
5 we're going to choose, we're going to select
6 them to maximize the participation that we get.

7 We have issued six FEMA independent study
8 courses that we identified as prerequisites to,
9 to this training. The school safety specialist
10 training will be based on national and state
11 best practices on school safety and security to
12 include the school safety specialists roles and
13 responsibilities, threat assessment, crisis
14 management, staff and student safety
15 preparedness, post incident recover, and family
16 reunification.

17 MR. SCHACHTER: Excuse me.

18 CHAIR: Go ahead.

19 DIR. KELLY: Yes, sir.

20 MR. SCHACHTER: You know I think one of
21 the problems with, with school safety is that
22 there's no accreditation standards nationally.
23 And I think that this is great, there's
24 training, but, you know, it would be nice if
25 there was some program that, you know, Florida

1 developed, and then we could expand it
2 nationally to, to make sure that, you know,
3 everybody is using best practices.

4 DIR. KELLY: Yes, sir. The Centralized
5 Integrated Data Repository, back on May FDOE
6 established three work groups that consisted of
7 member of the Department of Children and
8 Families, the Department of Law Enforcement,
9 the Department of Juvenile Justice, and the
10 Agency for Healthcare Administration. The
11 three work groups were broken down as follows:

12 User and Data Governance; and this group
13 was responsible for identifying the data and
14 access controls within the centralized system.

15 The second workgroup was the Technology
16 Group; that were responsible for recommending a
17 technical solution, implementation strategy,
18 and the sustainability plan for the centralized
19 system.

20 And third group was the Legal Group; that
21 were responsible for recommending data sharing
22 agreements, procedures, and user access form.

23 CHAIR: So, Damien, correct me if I'm
24 wrong on that, I think there is a requirement,
25 although there's no way it can be met. I think

1 the requirement was, was that December 1 or
2 January 1 --

3 DIR. KELLY: December.

4 CHAIR: December 1.

5 DIR. KELLY: Yes, sir.

6 CHAIR: And -- and that is impossible to
7 me. There's no way. I bet you that that, that
8 component, I would say it's going to take
9 another year to put that together. That --
10 that is such a complex component of this, and,
11 you know, while it was well intended to get it
12 going, and I think it did get it going, that
13 there's no -- that's an example of something
14 that's just going to take a long time to do.

15 DIR. KELLY: Yes, sir, it is. The Legal
16 workgroup is current conducting a review of
17 state and federal statutes to determine the
18 ability and limitations of data sharing. FDOE
19 is currently evaluating existing data systems
20 to determine if a system can be expanded to
21 support the centralized integrated data
22 repository prior to developing a new system.
23 Currently FDOE's general counsel is reviewing
24 the analysis from the participating agencies,
25 and will compile the information by December

1 31st of 2018.

2 Social media monitoring tool. The ITN on
3 this has closed, and there are eight
4 respondents so I have to be cautious what I say
5 about it. One thing that -- one question we
6 have asked, have been asked lately, is what is
7 the different between the social media
8 monitoring tool and FortifyFL. Both
9 applications will generate immediate
10 notifications to school districts and local law
11 enforcement. The social media monitoring tool
12 searches social media postings for key words
13 based on specific geographic areas, compare it
14 to the FortifyFL app that receives anonymous
15 tips from anyone who downloads the app.

16 MR. OLIVA: Good afternoon.

17 CHAIR: Good afternoon.

18 MR. OLIVA: My name is Jacob Oliva, and I
19 work in the Division of K-12. One of the
20 bureaus I work with is the Bureau of
21 exceptional education and student services, and
22 since Director Kelly has come on board with the
23 establishment of the Office of Safe Schools
24 we've been diligent in making sure that we work
25 together in an effort to support schools with

1 the implementation of 7026 from the school
2 safety component inside, as well as supporting
3 the youth mental health programs that were a
4 dictate in the line, in the bill. So I'm going
5 to give a little bit of an update on where we
6 are with those components.

7 Senate Bill 7026 had three sections
8 related to supporting school based mental
9 health programs. The first component codified
10 in law the role of SEDNET. SEDNET is the
11 multi-agency network for students with
12 emotional and behavior disabilities. SEDNET
13 collaborates with local agencies, and provides
14 direct support to school districts in expanding
15 school based mental health services internally,
16 and from community agencies and providers.
17 SEDNET also assists with the coordinating
18 services at the local, regional, and state
19 levels of the interagency review teams, Florida
20 system of care, and court circuits.

21 Information, interventions, and community
22 supports and agencies identified within the
23 local systems of care are shared with schools
24 and families to ensure access to appropriate
25 evidence-based services and programs for

1 families and students with emotional/behavioral
2 disabilities. This map here outlines the
3 nineteen regions, and they are aligned with the
4 court circuits. And this also shows you the
5 districts that are being served within each
6 region.

7 The second component of the bill was
8 establishing a youth mental health awareness
9 training to help school personnel identify and
10 understand the signs of emotional disturbance,
11 mental illness, and substance abuse disorders.
12 The training provides personnel with the skills
13 to help a person who is developing or
14 experiencing emotional disturbance, mental
15 health, or substance use problems.

16 To meet this requirement the Florida
17 Department of Education collaborated with the
18 National Council for Behavioral Health in
19 substance abuse, mental health services
20 administration. The Youth Mental Health First
21 Aid is a program listed on SAMHSA's National
22 Registry of Evidenced Based Programs and
23 Practices Knowledge Network. The Department
24 has since collaborated with District School
25 Safety Specialists and SEDNET representatives

1 to facilitate and support district's provisions
2 for implementing youth mental health first aid
3 training.

4 Since July 1, 2018 the Department has
5 facilitated training to establish an additional
6 two hundred ninety five nationally certified
7 youth mental health first aid trainers
8 representing school districts in all nineteen
9 SEDNET regions. After today it will be a
10 little over three hundred. And this is a train
11 the trainer model, with these folks, now that
12 they're trained they will be able to deliver
13 the youth mental health first aid training to
14 all school personnel.

15 The third section of the bill related to
16 school based mental health support was the
17 Mental Health Assistance Allocation. This
18 appropriation was just under \$70 million, and
19 each district received a base of \$100,000.
20 Part of the mental health plans to receive the
21 allocation as dictated in statute was to not
22 supplant but supplement the current levels of
23 support that are already existing, and the
24 plans must be focused on evidence based mental
25 health care treatment.

1 Statutes required that the school
2 districts submit school board approved plans,
3 including approved plans of each charter school
4 in the district to the Commissioner of
5 Education by August 1st of each year.
6 Beginning in June the Department has provided
7 technical assistance, and hosted regional
8 meetings to help support districts with a place
9 and a space to develop and write those plans.
10 Every district had met the deadline of June 1st
11 in this requirement, and all of the seventy
12 school board approved plans can be viewed on
13 our website under the Safe Schools Mental
14 Health link that's been provided.

15 We're continuing to work with school
16 districts --

17 MR. PETTY: Excuse me. Just a question.

18 MR. OLIVA: Go ahead.

19 CHAIR: Yeah, Mr. Petty, go ahead.

20 MR. PETTY: Just perhaps an observation.
21 So -- so they filled out required forms to
22 receive their allocation, that was part of the,
23 and there was a hundred percent compliance.

24 MR. OLIVA: Yes, sir.

25 MR. PETTY: Just an observation.

1 COMM. STEWART: Correct.

2 CHAIR: It's called dollars.

3 MR. OLIVA: And the wonderful support
4 that's been provided. So we know that as we're
5 moving forward, and we're continuing to support
6 the districts in building and to finding a
7 system of care this isn't a one and done
8 checklist requirement, it's going to be an
9 ongoing conversation in really defining the
10 layers of tiered support.

11 And we have blessed to work with our
12 Florida Association of District School
13 Superintendents, who has helped us support the
14 implementation of some convening's. And we've
15 been working with leadership from the
16 Department of Children and Families, the
17 Department of Health, and really breaking down
18 the individuals within each region to, now that
19 the plans have been established, really vet who
20 is going to do what in which part of those
21 plans.

22 We have an upcoming event in December to
23 continue the work in building a full system of
24 care, and this work is going to continue the
25 work in building a full system of care, and

1 this work is going to continue going, and we
2 know that that support is going to be needed.

3 MR. CARROLL: Question, real quick.

4 CHAIR: Secretary Carroll.

5 MR. CARROLL: With -- with respect to the
6 mental health first aid training, is a
7 component of that training geared toward having
8 students and staff recognize certain traits,
9 and is there a reportable feature to that? And
10 -- and what I mean by that is certainly a lot
11 of Cruz's behavior was known to a lot of the
12 school personnel, and some of that behavior was
13 known to the folks that were treating him, but
14 we saw lots of evidence of him engaging in the
15 killing and dismembering of animals, sending
16 different body parts to different people, and
17 that seems to have been known by various other
18 kids, and not necessarily reported to adults,
19 and so, and to me when a young person starts
20 engaging in the killing and mutilation of
21 animals that's a huge and significant red flag.
22 Is that -- is that some of the stuff that's
23 covered in that? Would there be a higher
24 awareness of the need to report things like
25 that to an adult or a school administrator?

1 MR. OLIVA: So the youth mental health
2 training is for the adults, and that, that's
3 for the adults to recognize those signs and
4 then initiate who are the appropriate
5 components within a school district, or have
6 the capacity to move that forward. When it
7 comes to the training to support students, when
8 we look at the school based mental health plans
9 they are focused primarily on intervention and
10 treatment.

11 One of the goals with the upcoming feds
12 convening that we're looking at is really on
13 defining that tier one level of social
14 emotional learning, so that students are taught
15 those skills on how they can identify the
16 components, such as the group from CASEL, and
17 the collaborative for Academic Social and
18 Emotional Learning, is really they've outlined
19 five strategies that needs to be taught, and
20 that's something that we're continuing to
21 support and do training, and that's for
22 students to understand self awareness, self
23 management, responsible decision making, social
24 awareness, and relationship skills. So the
25 youth mental health component is for the

1 adults, but we know we need to build capacity
2 within students as well.

3 MR. CARROLL: And -- and I can appreciate
4 that. I know that FortifyFL was brought on
5 with the whole notion of if you hear something
6 or see something say something, right, but I
7 don't always know that our kids understand what
8 they're looking at, the importance of what
9 they're looking at, because, because there was
10 a number of kids that were either, you know,
11 presented with the carcasses of dead animals,
12 or shown pictures of it, and, and that's not
13 normal behavior, even for, for a young person,
14 and yet it didn't seem to go anywhere, it was
15 accepted at that level, and I just want to make
16 sure that we're doing stuff for kids so that
17 when they see that they have to understand that
18 that's a red flag too, and that's what we're
19 talking about when you say when you see
20 something or hear something say something, and
21 so I think it's important that we do some work
22 around that. Okay.

23 MR. OLIVA: Thank you.

24 CHAIR: All right, thank you, Mr. Oliva.

25 MR. OLIVA: My pleasure.

1 DIR. KELLY: Student crime watch was a
2 question that the Sheriff had. This is
3 information that we're reporting via the FSSAT.
4 Fifty districts reported that crime watch
5 programs and school safety hotlines are in
6 place and available in all schools.

7 CHAIR: What about the others -- what
8 about the other sixty, or the other twenty
9 seven?

10 DIR. KELLY: That's -- that's the data
11 that they put in there. And again I think
12 it's, it's something that when, when we're able
13 to drill down individually that we can, we can
14 correct, whether it's that their not filling,
15 they're not answering the questions properly --

16 CHAIR: Or -- or they just don't, they
17 didn't do it.

18 DIR. KELLY: Yeah.

19 CHAIR: All right. Okay.

20 DIR. KELLY: Also per FSSAT fifty one
21 districts have procedures in place to inform
22 the public about their crime watch and school
23 safety hotlines. Thirty eight percent of
24 schools reported in the FSSAT that a student
25 crime watch program was in place. And we see a

1 lot of similarities between the school, the
2 student crime watch programs and FortifyFL, and
3 we're hoping that we will -- I know that the
4 tip numbers are not nearly as high as we want
5 them to be, but at the same time I feel
6 confident that every single district, I know,
7 Mr. Schachter, you had a question about Broward
8 County, whether or not they, you know, your son
9 hadn't heard anything. I asked the school
10 safety specialist directly if the district has
11 sent something out to every single school
12 campus, and he said he did.

13 MR. SCHACHTER: Yeah, I mean unfortunately
14 we've heard that their method of no
15 accountability, no follow through, ends in a
16 lot of people dead, so it's not good enough
17 just to send something out, you know, that's,
18 that's unfortunately how we learned a lot of
19 their procedures are, so I think we've got to
20 do a lot more than just that.

21 For instance, how is the state going to be
22 making sure our, you know, to Commissioner
23 Carroll's point it's not, you need to change
24 the culture. You need to teach kids the signs,
25 and you need to create a culture that people,

1 children feel comfortable reporting things.
2 And to Commissioner Petty's point, those things
3 need to be acted on and taken seriously. Do
4 you have any plans on, you know, how to, how to
5 do that?

6 DIR. KELLY: Yeah, I think when, if we
7 continue to have these meetings with school
8 safety specialists we're, we're going to be in
9 a better position to, to drill down to each
10 district to get their input, and for to have
11 them to tell us, you know, if I asked them
12 directly, you know, what have you done to, to
13 get FortifyFL out there. And I can give you
14 one specific answer.

15 I was visiting a district who actually had
16 a report of an active shooter on campus, and
17 the report was false, and they were able to
18 through, basically through an investigation
19 figure out that a teacher was actually teaching
20 a class on FortifyFL and one of the students
21 pushed a button, or he typed in we have an
22 active shooter and hit send mistakenly, and it
23 resulted in I think twenty four sheriff
24 deputies arriving on campus, which from my
25 standpoint was great that there was such a

1 response to a campus, but that's just an
2 example of what a district is doing, they are
3 empower teachers to, to teach a class to the
4 students.

5 MR. SCHACHTER: You know the, the witness
6 testimonies that we heard that, that the
7 Commissioner Carroll was referencing, are just
8 so disturbing that, and we also had the Lina
9 Alathari come testify in front of our
10 commission from the U.S. Secret Service. She
11 -- she goes around the country and talks to
12 teachers, talks to children about learning the
13 signs. I would recommend that we have, we have
14 her or the FBI come do a session for these
15 school safety specialists, and then from there
16 they can institute programs where they teach
17 their community about how to identify signs,
18 and in that program they can, you know, talk
19 about FortifyFL to the community members,
20 because every needs to be involved.

21 This is a, not just a teacher effort.
22 This is children, parents, everybody needs to
23 be all working towards this, because we can,
24 prevention is so important, we can catch a lot
25 of these mass murders before they happen.

1 DIR. KELLY: Yeah, and when I was here for
2 her presentation, and when she finished I
3 introduced myself, and we exchanged business
4 cards, and I asked her exactly what you said.
5 I said when we have a gathering of these school
6 safety specialists can you come in and, and put
7 on one of these presentations for us. I'm
8 waiting for her to get back to me, and if I
9 don't hear back she'll hear from me.

10 MR. SCHACHTER: I'll arrange that.

11 DIR. KELLY: Thank you.

12 CHAIR: Commissioner Dodd.

13 MR. DODD: Yes. The Campus Crime Stopper
14 program is a crime watch program that's
15 allowable to meet that, that part of the, of
16 the requirement, correct?

17 DIR. KELLY: Yes.

18 MR. DODD: Okay. And so, you know, I will
19 say that in our county, and I'm not sure how
20 many counties have the Crime Stoppers, I know
21 there's several, but we are, we are a one to
22 one initiative school district where all of our
23 students in fourth through twelfth grade this
24 year now have i-pads that are assigned, and
25 we've had the Campus Crime Stopper app on that

1 i-pad, and now we've added the FortifyFL, we're
2 in the process of adding the FortifyFL app on
3 all of our i-pads, and so that would be an idea
4 for you to, to talk about or pass on, maybe as
5 you talk to other districts, because the Crime
6 Stoppers app had been a real interesting thing
7 for our students in Citrus County, and I hope
8 the FortifyFL app will be another avenue
9 they'll have.

10 DIR. KELLY: Yes, sir.

11 CHAIR: Go ahead, Damien.

12 DIR. KELLY: Active shooter training
13 drills, again this data is coming through the
14 FSSAT. Fifty five school districts have
15 indicated that they have procedures for
16 emergency situations, to include, to included
17 active assailant drills. Active shooter
18 training ranges from videos for students to law
19 enforcement led courses for staff. Districts
20 report that drills are conducted with first
21 responder agencies, and the law requires that
22 drills for active shooter be conducted at least
23 as often as other emergency drills.

24 Some of this data also comes from a
25 questionnaire that I sent out to the school

1 safety specialists asking them questions
2 regarding, regarding drills, so some of it is
3 through FSSAT, and some of it is through a
4 questionnaire.

5 SEC. SENIOR: Excuse me, Mr. Chair.

6 CHAIR: Yes, go ahead.

7 SEC. SENIOR: So from my understanding
8 from this slide, that nine months after the
9 Marjory Stoneman Douglas there are twelve
10 school districts that still don't have some
11 type of procedure for an active assailant
12 drill. Is that what this slide is saying, that
13 twelve school districts nine months later don't
14 have --

15 DIR. KELLY: This is -- this is what they
16 would have reported in FSSAT. I'm -- I'm --
17 I'm -- my personal opinion is it's not, this is
18 not the case, that when, when they're filling
19 FSSAT out that this is, when, when we go into
20 the best practices session, section, this is
21 what we get, you know, these percentages.

22 CHAIR: Commissioner Stewart, go ahead.

23 COMM. STEWART: Let me -- let me try to
24 address that. So the law says they must do it,
25 but it provided for no mechanism to report

1 that, so at the request of the Chair Director
2 Kelly sent out to all the districts asking that
3 question. So it can be all over the map, but
4 again I think going back to what we said
5 before, there is not a mechanism. We collect
6 lots of things electronically. The report
7 their student attendance, they report bus
8 attendance, many things there's a mechanism for
9 us collecting data. That is not one of them,
10 unless we manually go out and ask them.

11 So think, again, without some teeth, we're
12 where we are. And I do -- I do take your point
13 that, as a superintendent nine months after
14 Marjory Stoneman Douglas every single one of
15 them should be doing this.

16 SEC. SENIOR: Right. I think my point was
17 not that -- you guys are just collecting the
18 information --

19 COMM. STEWART: I -- I understand.

20 SEC. SENIOR: -- but if there is any
21 school district that nine months after Marjory
22 Stoneman Douglas, again it goes back to a lack
23 of a sense of urgency, and a lack of
24 accountability --

25 CHAIR: I can tell you --

1 COMM. STEWART: And I think we just don't
2 know.

3 CHAIR: I can -- I can tell you,
4 Commissioner, there are, there are ones that
5 are not doing it as the legislature intended
6 that it be done, and not doing it the way
7 common sense would dictate that it should be
8 done, and they're playing games with it. And
9 some of it -- some of them are doing it as
10 we'll show a video quarterly, or we'll --
11 they're not doing drills, and it is not being
12 -- so this is -- the lesson learned from this
13 is, I think is that the way it's got to be
14 crafted is in very, very specific direct terms,
15 removing ambiguity, and to a point where it
16 requires a certification by the superintendent
17 by this date that they're in compliance with
18 this.

19 I really think that that's what it's come
20 down to, because -- and -- and I also will say
21 that, because I've heard the discussion about
22 it, the people who are doing the districts no
23 favors, and I'll say doing everybody a
24 disservice, are the lawyers, because the
25 lawyers are interpreting this, and they're

1 giving them wiggle room. A lot of them are
2 viewing this as going to their lawyers, and I
3 see the discussion among the lawyers, and
4 they're lawyering this, meaning how can I
5 interpret this to give you room not to do it.
6 What are you even thinking about? Why are you
7 even having that -- and that's what going on.
8 I'm telling you that's what's going on out
9 there.

10 And so they're wiggling out of it, and
11 saying, well, I can't get dinged for this.
12 Just do the right thing. And -- and I know
13 that's -- go ahead, Senator.

14 SEN. BOOK: Well, and I -- I think that
15 everyone should watch the video that we watched
16 yesterday where you can clearly see a teacher
17 put her hand up because a code, a code red
18 active assailant, plain language, and all of
19 these kids start running back into the
20 building, and she tells them to go. I mean
21 that is where we are, and people should be
22 furious, people should be angry. Parents
23 should be, you know, demanding more.

24 CHAIR: Right. And -- and at the same
25 time you've got districts that are saying,

1 well, you know, we'll do this once a semester,
2 and we'll it one time, and, you know, this is
3 just too much, and we've got all this other
4 stuff to do, you know, and all that stuff.
5 Commissioner Carroll, go ahead.

6 MR. CARROLL: And I agree, I do think that
7 school districts are gaming this. My concern
8 is even bigger than that, because even for the
9 ones who are well intentioned in doing it, like
10 when I read that I still have no faith in it
11 because they're all doing it, it's
12 inconsistent, you know, and so I do believe
13 that you need to be more prescriptive. When
14 the law came out and talked about threat
15 assessment teams, what I appreciated in the
16 language of that was it was fairly
17 prescriptive, because it said you had to have
18 these people there, you had to meet monthly,
19 this is your charge. I mean there weren't --
20 there's a little bit of wiggle room in terms of
21 how you do that, but it was pretty prescriptive
22 on, on what needed to be done, the frequency it
23 needed to be done at, the people that needed to
24 be involved.

25 I think you need to get to that level of

1 specificity with regard to active shooter
2 training, code red, whatever you call it, the
3 drill work, how often that drill has to take
4 place, who needs to be there, what the after
5 process needs to be, in terms of what went
6 well, what didn't go well, because if you did
7 that drill a couple of times -- I go back to
8 the example here.

9 So you call a code red -- well, no one
10 even heard a code red, they ran back to their
11 rooms and sheltered in place because they heard
12 gunshots, they didn't do it because a code red
13 was called. But even if a code red was called,
14 the fire alarm goes off, what do you do? And
15 did anyone tell the kids what to do, what takes
16 precedence the fire alarm or the code red. And
17 was -- and was anybody in that school ever
18 told, was, did the question ever come up.

19 And I would submit that if you're not
20 doing regular drills the question would never
21 come up, and you would have ended up in the
22 same place, where you had a, even if you were
23 well rained, okay, now I have a fire alarm at
24 the same time as a code red, what do I do. You
25 would get inconsistent responses from

1 individual teachers. You saw one room empty
2 out immediately. And so I -- I can't agree
3 more. I think -- and that's when I talk about,
4 this culture. Some of this stuff has to be
5 mandated with more specificity, and enough of
6 this we're going to put out general guidelines
7 and we're going to let however many schools,
8 five thousand schools, whatever how many
9 schools we have around the state, decide within
10 those wide guidelines how they're going to
11 implement. I think we've moved past that, and
12 we've got to have more specificity to this
13 stuff.

14 CHAIR: Go ahead, Damien.

15 DIR. KELLY: Yes, sir. The data you see
16 on this slide comes from the questionnaire that
17 I sent out to the districts. School districts
18 reported that they are conducting their active
19 shooter training drills either monthly,
20 quarterly, or once per semester. Some shared
21 that they plan on smaller drills on a monthly
22 basis, and more in depth and intensive
23 exercises each semester. All districts are
24 working with local agencies and first
25 responders in planning a response to the event

1 of an active shooter.

2 Now, on this topic when I talked to the
3 school safety specialists, and to a lot of the
4 SROs at campuses, I've also encouraged them to
5 get with their sheriff or their chief, chief of
6 police, and try to arrange a law enforcement
7 exercise on the campus when, you know, when
8 students are off on break. And the example I
9 give them, FSU had a shooting, I think it was a
10 year ago, maybe a year and a half ago, at the
11 time my daughter was a junior on campus, and
12 the shooting took place at Strozier Library,
13 and I've, I've seen a couple of times the
14 presentation that Chief Perry puts on
15 concerning how, how they were so successful.

16 And it was in my opinion a big success
17 because the, if you look at the timeline of, of
18 what happened, it was a former student who was
19 living in Texas and decided to come back to FSU
20 campus. He went into Strozier library armed
21 with a handgun, and he hadn't been to the
22 school in quite a while, so they had some
23 security measures in place, to where he thought
24 he could just walk in, but you needed to swipe
25 a card to have it open up, so as a result of

1 that he was forced to go around to the other
2 entrance, where he shot two people.

3 The FSUPD received a 911 call from a
4 student inside Strozier Library. The first
5 FSUPD officer on scene arrived at one minute
6 and thirty seconds. At the two minute mark
7 there were six FSUPD officers there, and one
8 Tallahassee Police Department officer. At that
9 time the suspect raised his weapon and they
10 shot and killed the suspect. It's -- from
11 beginning to end it lasted two minutes.

12 Chief Parry's point when he makes his
13 presentation is hat the previous week his
14 officers had conducted an active shooter
15 training, and that he credits the fact that it
16 was still fresh in their mind. Commissioner
17 Petty, you mentioned, talking about drills the
18 other day, and, you know, talking about muscle
19 memory, and that the more students do these
20 drills the more likely they are to respond
21 correctly when, when in this situation where
22 it's real and they have to do something.

23 MR. SCHACHTER: Excuse me.

24 DIR. KELLY: Sir.

25 MR. SCHACHTER: Did you mention you're

1 developing best practices?

2 DIR. KELLY: Yes, sir.

3 MR. SCHACHTER: As -- as a question, is,
4 is Florida DOE developing school safety best
5 practices?

6 DIR. KELLY: Yes, sir.

7 MR. SCHACHTER: Okay. And in those best
8 practices will you be also specifying drills,
9 because it, I'm very concerned about leaving it
10 up to each individual school; are we going to
11 be mandating that?

12 DIR. KELLY: We -- what we are -- the bill
13 gave us \$100,000 to put on training for school
14 safety specialists, and part of that training
15 is active shooter, response to active shooter.
16 What -- what we -- what I want to be careful of
17 is there are already a lot of trainings in each
18 school district that they have, and so I want
19 to find something that's not going to
20 completely contradict what they have in place
21 already, but we will, when the, when they come
22 to the workshop they will receive the version
23 that we, that we have decided on.

24 MR. SCHACHTER: Well, I mean we have to do
25 fire drills, and then active shooter drills.

1 Are there any other drills that they have to
2 do?

3 DIR. KELLY: They do tornado.

4 COMM. STEWART: Tornado.

5 MR. SCHACHTER: Tornado, okay. I mean
6 this is extremely important, and based on best
7 practices they should be doing that, you know.
8 My concern is if we leave it up to the district
9 they do, do it once a year, and that's
10 extremely inadequate, so I thought the rule was
11 in 7026 they have to drill for active shooters
12 as much as fire drills.

13 DIR. KELLY: So you'll see a slide shortly
14 that says what the bill says.

15 MR. SCHACHTER: Okay. We're going to be
16 developing best practices as well. Will you be
17 able to incorporate that into your --

18 DIR. KELLY: Yes, absolutely.

19 MR. SCHACHTER: Okay, thank you.

20 DIR. KELLY: So this slide here shows you
21 what, exactly what the wording was in the bill.
22 Each district school board and school district
23 superintendent shall part, shall partner with
24 law enforcement agencies to establish or assign
25 one or more safe school officers at each school

1 facility within the district. This is, is
2 something which the Sheriff has already alluded
3 to that is being interpreted differently in, in
4 different parts. And you've heard from
5 Commissioner Stewart, where she said that the
6 legal teams from these districts are weighing
7 in on, on how they, they, what they think that
8 this meant moving forward, that it is something
9 that this commission probably can weigh in
10 heavily on whenever you, you finish your report
11 to, back to the legislature.

12 CHAIR: Go ahead, Commissioner.

13 COMM. STEWART: The one thing that I will
14 tell you is that I have said to superintendents
15 that every single parent expects that there is
16 someone as you outlined on each campus all day,
17 and your attorney that may be trying to find a
18 way around the word assigned is the one that
19 is going to have to defend that should someone
20 try to oppose you on that.

21 CHAIR: And even the -- there's a letter
22 from the lawyer who represents the
23 Superintendent's Association who has weighed in
24 on that, and says that assigned doesn't mean
25 that you have to have anybody there. I mean

1 the gamesmanship that's being played, you know,
2 and, and if somebody wants to play games with
3 it then they're the one that should answer for
4 it.

5 COMM. STEWART: That was my point.

6 CHAIR: And be held accountable for it,
7 because they're, they're doing a whole
8 disservice, it's just ridiculous, yeah.
9 Sheriff Judd, go ahead.

10 SHER. JUDD: And the only reason you go to
11 your, a lawyer, is to seek an opinion not to do
12 it.

13 CHAIR: Right.

14 SHER. JUDD: I mean you don't need a
15 lawyer to figure that out.

16 CHAIR: Right.

17 SHER. JUDD: So when you go your lawyer
18 what you're doing is you're saying figure out
19 some way that I don't have to spend the money,
20 or I don't have to comply with that. And once
21 again that's an example of people that when
22 they make those kids of decisions what they're
23 broadcasting is we don't care about the safety
24 of your child at our school.

25 CHAIR: Senator, go ahead.

1 SEN. BOOK: Thank you, Mr. Chair. And I
2 don't -- Commissioner, I have a question about
3 -- I know we had like a definition, a school
4 definition, like what actually is a school, so
5 I went two weeks ago to visit Ann Storck Center
6 here in Broward County, and it is a wonderful
7 place that services those who are in
8 tremendous, tremendous need, and have extreme
9 exceptionalities. We're talking about medical
10 vulnerabilities, et cetera. But they have a
11 quad classroom, so the four, and they are
12 Broward County Public School students.

13 So I'm looking around, where's your school
14 resource officer, where's your sheriff's
15 deputy, where's your guardian; they have none.
16 They have none, and the district hasn't reached
17 out to them. I've reached out to the district
18 several times and they, they have nothing. So
19 is that -- is that a product of something like
20 this, or is it that it's not defined as a
21 school, because I think that's another missing
22 piece that I wanted to address.

23 COMM. STEWART: It should definitely be
24 defined as a school. One of the points that
25 the superintendents made to me was that within

1 a district you have one PACE School for Girls,
2 but there are many locations, and they get that
3 the expectation is that there is one assigned
4 to each of those far apart locations even
5 though it's only one school number. You also
6 have a situation where, and Director Kelly
7 described Jefferson County, it's one school,
8 it's a charter school, it's seven hundred
9 students. They're on one campus. They
10 actually are three separate schools. They have
11 three separate school numbers.

12 So on the next slide, we may want to go to
13 the next slide, you see the numbers do not
14 match up. Jefferson County has one campus,
15 three separate schools, one principal over all
16 of them. I think that common sense would say
17 they should have one school resource officer or
18 guardian, but the have three separate schools,
19 so it's never going to be that this will
20 reconcile back to the right number.

21 CHAIR: And the only -- people -- can we
22 just stop playing, people stop playing games.

23 COMM. STEWART: That's right.

24 CHAIR: Just do what the right thing to do
25 is, and what's intended, and so don't play

1 games with, you know, PACE Center, well, they
2 got, you know, one school number and they got
3 multiple campuses, so we don't need to put them
4 in in --

5 COMM. STEWART: No, they were saying you
6 do need to.

7 CHAIR: Oh, they do need, okay. But then
8 the other side of it -- it's just -- just --
9 just common sense, just follow what the spirit
10 and the intent is, people, and then they're
11 going to get to the right place. But they're
12 not, they're going out and, and they're
13 manipulating it.

14 COMM. STEWART: So Senator Book, to your,
15 to your point I have a question because I'm not
16 familiar with that school. It's a Center
17 school, but is it a charter school?

18 SEN. BOOK: No, they're -- they have --
19 they're being -- they're Broward County Public
20 Schools students paid -- like it's almost like
21 PACE, but really again for the most medically
22 fragile, you know, I mean you couldn't even --
23 that's why I keep bringing it up. I don't even
24 know how you would do an active assailant drill
25 because of the wheelchairs and the

1 exceptionalities. We would have -- I think
2 that that is something that we do need to look
3 at it. But they are the most vulnerable. They
4 haven't gotten any resources to fix the fence
5 that is broken, or to even put new locks on
6 their doors, again the most vulnerable of the
7 vulnerable, and every time I go to the district
8 --

9 COMM. STEWART: We'll --

10 SEN. BOOK: We will, thank you.

11 DIR. KELLY: The slide you're looking at
12 now is the survey response to safe school
13 officer. Three thousand six hundred and forty
14 seven is the number of school facilities, to
15 include charter schools. That's what the
16 district reported back to me. And, Sheriff, to
17 answer the question that you, you have asked me
18 for months, this is the, the current answer to
19 that question.

20 CHAIR: Okay, thank you.

21 DIR. KELLY: The number of SROs assigned
22 to schools is two thousand three hundred and
23 thirty seven. The number of school safety
24 officers assigned to schools, which this would
25 encompass district police, or in Leon County

1 this could also be officers working off-duty,
2 on their off days -- a lot of times I'll pass
3 charter schools on the way to work and they'll
4 have a trooper car parked there, or they'll
5 have a Fish and Wildlife car there. And then
6 six hundred and eighty eight is the number of
7 Coach Aaron Feis guardians assigned to schools,
8 which is, the total you see is three thousand
9 four hundred and ninety one.

10 CHAIR: Yeah, Sheriff Ashley, go ahead.

11 SHER. ASHLEY: On the two thousand three
12 hundred and thirty seven SROs assigned to
13 schools, does that take in account those
14 schools that have more than one SRO officer
15 assigned to it?

16 DIR. KELLY: Yes, sir. That's the total.

17 SHER. ASHLEY: Okay, thank you.

18 DIR. KELLY: And I think the issue,
19 Sheriff, that you and talked about too, which
20 is, is going to be an issue, and it is an issue
21 for me, there's a term they use, and the term
22 is a floater, and what I've told each school
23 safety specialist is that if that is happening
24 in your district, you have a floater there --
25 what they mean by that is that you'll have one

1 deputy who may float between three different
2 schools. These -- these kids are smart today.
3 If somebody is going to plan to do something at
4 a school they're going to make their plan
5 around the time that you have a deputy or a
6 police officer floating around, and what I've
7 told them is the result of that will be another
8 commission just like this one, and their
9 district school superintendent standing here.

10 CHAIR: And what I'm going to say, anybody
11 who that happens, happens to be listening at
12 3:00 on a Friday afternoon, if you're doing
13 that knock it off, because it is so frustrating
14 that they're doing that, and they're playing
15 that game. Assign means assign, assign means
16 you better have a good guy with a gun on that
17 campus, and, and when they're floating between
18 three, four different schools, and they're not
19 there when they should be there, and something
20 bad happens, you should be held accountable for
21 it personally because you're not doing what is
22 required by the law, and most importantly, not
23 doing what the right thing to do is by the
24 kids, so.

25 DIR. KELLY: Yes, sir.

1 MR. SCHACHTER: Sheriff --

2 CHAIR: Go ahead.

3 MR. SCHACHTER: Is there anything that
4 this commission can do -- I'm concerned because
5 at Westglades the Deputy India was in training,
6 God forbid he would have attacked Westglades,
7 again, you know, there's just, there's nobody
8 there to protect the children and the teachers.

9 CHAIR: To do what, to -- under the
10 current law is, is that there's no gap in
11 coverage, and the most -- and the -- I hope
12 it's a majority that are doing it right, is, is
13 that that situation won't exist today, because
14 the way I can tell you that we're interpreting
15 it, and applying it is, is that we have relief
16 factor built into it. So during the school day
17 if a deputy -- there is never, never should be
18 a situation where there's a gap.

19 If a deputy has to go to court, a deputy
20 has to transport somebody, whatever it may be,
21 or their in-training, is that you don't have
22 that, because the problem is, was under the
23 current, under the previous model, there was no
24 relief factor, so that's why. So I think that,
25 that should be resolved if everybody is doing

1 it the way that it's supposed to be done. Go
2 ahead, Sheriff.

3 SHER. JUDD: It occurs to me that maybe
4 one of our, our proposals to the Florida
5 legislature is to create an oversight
6 commission where if Mrs. Jones says I find it
7 strange that all the other schools have a
8 guardian but mine doesn't, and, and we in fact
9 determine, you know, instead of going to a
10 formal hearing other than us, whatever that us
11 board is, that we can go that's correct, the
12 principal, the superintendent, the school, you
13 know, the chair didn't, and take administrative
14 action.

15 So maybe there, maybe there needs to be a
16 public safety oversight that specifically can
17 not only hold schools account but hold law
18 enforcement agencies accountable that have
19 primary jurisdiction that don't adhere to the
20 law. And that -- that way -- that way -- and
21 we can get immediate, I mean they can meet
22 quarterly, or something like that, two days
23 quarterly, or something like that, and hear all
24 the complaints. And rather than have a big
25 formal process we just say, okay, here's what

1 the law says, and we don't care what your
2 interpretation is, you're wrong, you've got
3 thirty days to comply or here's your sanctions.

4 MR. SCHACHTER: Well, Sheriff Judd, what
5 do you think about asking safe, you know, the
6 Office of Safe Schools to do that, or, you
7 know, giving them some enforcement powers like
8 that?

9 SHER. JUDD: That would -- that would be
10 fine to me. I'm -- I'm just interested in a
11 mechanism being in place where somebody can
12 hold them accountable immediately.

13 CHAIR: All right, Damien, go ahead and
14 see if we can get through these next, last few
15 here.

16 DIR. KELLY: This is an update on the
17 Coach Aaron Feis Guardian Program. Before I
18 got into it I want to thank you, Sheriff
19 Gualtieri, for when we had our first meeting
20 here at the commission meetings back in June, I
21 introduced my staff to you, and you weren't
22 going to be in Pinellas County when I was
23 coming to Pinellas County, but you arranged for
24 your under sheriff and some senior staff to
25 meet with me, and you had them provide me with,

1 I think what you called it was the, the Bible
2 of how to, how to do the guardian program, at a
3 time when most sheriff's offices were not sure
4 where to even begin.

5 And they provided me with a large binder
6 and a thumb drive, which to this day I travel
7 the state with and make it available. Several
8 sheriffs were, were very pleased to get it, and
9 it helped them to get their, the program up and
10 running, so I want to thank you.

11 Currently twenty five sheriffs throughout
12 Florida have agree to train volunteers as
13 guardians. The application requests so far
14 total just a little over \$9.3 million, and to
15 date we have paid out the figure you see up
16 there, a little over \$1 million. And this,
17 these payouts have been based on the invoices
18 that we have received from, from each sheriff.

19 I wanted to quote Sheriff Judd here a
20 little bit if I may. There are two versions
21 of, of the guardian. There is what, what I
22 call the traditional guardian, which is
23 somebody who is already working as a, not as a
24 school teacher but an administrator on a campus
25 who was willing to volunteer. And then there is

1 what, what every one terms the hybrid version
2 of it, which is where guardians are being
3 brought in, they're being hired, and trying to
4 do this job, and they are easily recognizable.

5 Two districts who were, were able to put
6 an SRO on every campus and also have guardians
7 as backups where Bay County and Hendry County,
8 and I, what I want to quote you on, Sheriff, is
9 that we would, you were discussing this before,
10 about having good guys with guns on campus, and
11 you gave the analogy that in Polk County if you
12 have a barricade situation you don't send a
13 SWAT operator out there, you send a SWAT team
14 to rectify that situation, and I think the
15 more, the more good guys with guns that we have
16 on our campuses the better. I think parents
17 will feel more comfortable dropping their,
18 their children off at school, knowing that
19 they're going to be safe, and that they're
20 going to come home to them at the end of the
21 day.

22 This is a, a quick update. I know --

23 CHAIR: Damien, hang on one second.

24 Commissioner Dodd has a question.

25 MR. DODD: Yeah, I just got a quick

1 question. Are there any sheriffs that have
2 employed guardians, or are the guardians of the
3 hybrid model, are all guardians employed at the
4 school district level?

5 DIR. KELLY: Yes, they're all district
6 employees.

7 MR. DODD: They're all district.

8 CHAIR: They have to -- they have to by
9 the statute.

10 DIR. KELLY: Yes, they have to be.

11 MR. DODD: Okay. Okay, thank you.

12 DIR. KELLY: This is a little update on
13 FortifyFL. I know ASAC White gave you an
14 update already. Before I go into the slide I
15 just want to say thank you to Commissioner
16 Swearingen and your staff for everything they
17 did to get this program up and running, and to
18 Attorney General Pam Bondi and her staff, and
19 also to all of the staff at DOE that worked
20 diligently to get the, get the app out and into
21 the public.

22 As you can see on the slide six thousand
23 nine hundred and twenty two public and private
24 schools, two hundred and twenty two law
25 enforcement agencies, and as of around 1:00

1 today the tips received are now up to two
2 hundred tips. And ASAC White told you we get a
3 variety of tips that, that cover, you know,
4 just about anything, from somebody driving
5 recklessly on campus to active shooters when,
6 when they're not actually an active shooter
7 situation.

8 What I -- what I wanted to share with you
9 today is one particular tip, and I'll just walk
10 you through it. We have taken out the, all of
11 the details on the county involved, and the
12 student involved, but this was the tip that was
13 received, and it says we received notice and a
14 photo on social media that had a message that
15 said don't come to school tomorrow, meaning
16 today 10/27/2018. The image was of a student,
17 and it listed his first name, but we don't know
18 his last name. He was wearing a bandana and
19 holding a gun. We have saved the image. So
20 here's the image. Obviously we have blacked
21 out his identity.

22 This -- I'm going to give you the timeline
23 of, of this tip. On October 26th at 7:23 a.m.
24 The tip was created in FortifyFL. At 7:24 all
25 relevant school and law enforcement contacts

1 were notified of the tip. At 7:40 the tip was
2 acknowledged. At 7:46 the school safety
3 specialist calls dispatch to notify the SRO.
4 At 8:04 the SRO arrived at the suspect's
5 residence, and 8:06 the suspect was taken into
6 custody without incident. He was in possession
7 of the bandana, and the gun was a BB gun, and
8 his excuse was that it was just a joke. He was
9 arrested, and he will be charged.

10 CHAIR: Sheriff Ashley.

11 SHER. ASHLEY: So he's arrested and
12 charged with a felony?

13 DIR. KELLY: Yes, sir.

14 SHER. ASHLEY: And again I think we -- why
15 are we protecting his image then?

16 DIR. KELLY: Well, it's still an ongoing
17 case for that, for that jurisdiction, so I
18 didn't want to overstep anything that they,
19 issues they may have had with it.

20 SHER. ASHLEY: I just think we've -- we
21 are in that mentality where we try to protect
22 their, their identity, and I think we all need
23 to know who they are. The -- as far as the
24 Office of Safe Schools being -- this is to the
25 commission as well in regards to a

1 recommendation, the statute is not very clear,
2 and intentionally so I think, on who is
3 responsible for financing, or paying for school
4 resource officers, guardians, and the like. I
5 know how we do it in our county. I know most
6 share that cost, but is that clear in, in the
7 statute, and is that something we need to
8 clarify, or have clarified?

9 CHAIR: I, you know -- if Senator Book
10 wants, cares to weigh in on that, you know,
11 it's not -- but the tradition -- it is done
12 differently all over the state. Generally
13 speaking I think you know this, and it's
14 generally, it's a shared responsibility, and
15 but the, the percentage and the ratio differs
16 from place to place. I think that the, the
17 sentiment is, at least from what I can see the
18 sentiment from the state perspective is, is
19 that they'll contribute now to a degree, and at
20 the school board level I think they also see it
21 as a shared responsibility with the law
22 enforcement officers and the, and the law
23 enforcement agencies.

24 So, you know, I don't know -- I don't know
25 how you effectively do that, because some of

1 it's coming from county funding, some of it's
2 coming from city funding, some of it's coming
3 from school board funding, all different tax
4 bases of course, and taxing authorities, and
5 now some of it is coming from the state. So to
6 kind of set up some formula, I don't even know
7 where you would realistically, and
8 realistically in the sense of, sure you can
9 come up with, but get something actually passed
10 that everybody would agree on, I don't, I don't
11 see it happening, but that's me.

12 SHER. ASHLEY: And the -- and the reason I
13 say that, Mr. Chair, is the potential for
14 conflict is there, and what happens when we
15 can't agree on a contract, and whose
16 responsibility does it fall to. And so I think
17 we probably need to clarify that, or ask our
18 legislatures to clarify that in the statute,
19 whether that's a formula or you mandate that
20 they just agree.

21 CHAIR: I can tell u that, you know, when
22 this came up, and the county commission in our
23 county, even though it's been in the budget,
24 and been in our budget, and been in my budget
25 for like years, the county commission were

1 astonished to find out that they were actually
2 funding as much as they were funding for school
3 resource officers, because they're like we're
4 doing what, and, okay, well, it's been there
5 forever, and I submit the budget every year,
6 and you approve it ever year, so, you know, it
7 was like an awakening. So, you know, I think
8 that -- anyway, it'd be a tough thing to be
9 able to delineate in some fashion I think.

10 SHER. ASHLEY: I would much rather just
11 say like we're doing, that you've got to have
12 it, and then let the local governments figure
13 it out.

14 CHAIR: Yeah, you got to have it. And
15 then -- and then some of them now figure -- and
16 like so -- I guess where I was going with that
17 was, is, is that some, some -- because when the
18 issue came up about funding the additional SROs
19 under 7026, and when there was the push back
20 initially on the guardians is, is that the
21 reaction by a lot of city commissions and
22 county commissions was the school board's a
23 taxing authority, that's their, that's their
24 property, it's their school, and every, you
25 know, you got all of this, it's somebody else's

1 responsibility, so I don't -- we can -- we can
2 certainly look at it. I don't know if that
3 will, how much, you know, in the first round of
4 this, but --

5 SHER. ASHLEY: And -- and the second thing
6 I would, we really need to clarify guardian's
7 access to information, intel information, all
8 right they going to have that information. So
9 in our recommendations I think we need to
10 somehow specify that, because they, I don't
11 know how effective they can be if we can't
12 share intel with them.

13 CHAIR: Go ahead.

14 SHER. JUDD: I would like to make a
15 statement that that, that example that Damien
16 put up there is exactly how it ought to work.

17 CHAIR: Sure.

18 SHER. JUDD: I mean in less than an hour
19 the dude is in custody. That's remarkable.

20 CHAIR: Yeah, it's a great result. Mr.
21 Schachter, go ahead.

22 MR. SCHACHTER: You know, we've talked a
23 lot, and we're going to be making
24 recommendations on best practices on target
25 hardening, but I think, and I've spoken about

1 this before, prevention is, is the most
2 important thing, and I think that if there's
3 any ways that we can strengthen FortifyFL, make
4 it more successful, I think that that would be,
5 you know, tremendously important, and stop this
6 before it happens.

7 I just want to mention a couple of things.
8 FortifyFL was, was modeled after Safe to Tell
9 in Colorado, and that, that is the gold
10 standard. After -- after Florida, after the
11 Parkland shooting there were over twenty states
12 that are now looking to adopt the Safe to Tell
13 model, and the reason is at least, and the
14 reason prevention is so important is at least
15 one other person knew about attackers' plans
16 and these school shootings in eighty one
17 percent of the time. It's called leakage.
18 More than one person had knowledge in fifty
19 nine percent of time. And due to this fact
20 it's extremely important now.

21 The other thing, and we talked about this,
22 Commissioner Carroll talked about, you know,
23 murdering animals is a sign, the other
24 commonality amongst the school shooters is a,
25 an ideation with committing suicide and

1 depression, and in seventy eight percent of
2 these school shooters they, they thought about
3 it, committing suicide, and so that's why it's
4 so important to have these apps and make sure
5 that they're successful.

6 In the Colorado app they had last year
7 alone two thousand seven hundred reports of
8 potential suicide, and they over hundreds of
9 school shootings that they stopped. Now, in an
10 attempt to strengthen FortifyFL the number one
11 best practice is having a 24/7 law enforcement
12 answering point, which is what we have, but it
13 has to be live trained communication personnel
14 available to interact in a two way dialogue.
15 Now, FortifyFL does not currently have that.
16 That would be a recommendation I think is
17 critical, to having somebody on the other end,
18 and being able to talk to the tipster, and
19 being able to get more information out of them,
20 and for them to be successful. I understand
21 that takes dollars and manpower. We should
22 definitely ask the legislature.

23 And the number two most important best
24 practice in the making this effective, and then
25 I'll be done, is anonymity of reporting

1 parties. Protecting the tipsters' reporting is
2 critical to the success of these apps.
3 Anonymity offers emotional and physical safety
4 to the reporters of information. They
5 recommend that all communities and states
6 implementing these legally protect the
7 anonymity of those subjecting reports. In
8 Colorado they have a law that does exactly
9 that. So I would recommend the legislature do
10 that, that will create confidence that, that
11 the tipsters' anonymity is protected.

12 And we're already seeing reports of that.
13 There are -- there are kids that are reporting
14 in Stoneman Douglas they feel that if they put
15 the app on their phone, and if they report a
16 tip, that the administration sees all their
17 text messages. If you have a law that protects
18 their anonymity that gets rid of all that, and
19 creates an environment for more people to
20 report tips, and we'll be able to catch this
21 before it happens.

22 CHAIR: All right, thanks Damien.
23 Appreciate it. Thanks for your time.
24 Commissioner Petty, I got a kind -- I received
25 and e-mail from Chief Parry in response to your

1 question earlier today, and the question that
2 you asked was, is that do all of the Parkland
3 deputies have the Coral Springs channel on
4 their radio, and the researched that, and the
5 answer is yes, that they do. So he was able to
6 get back to you and provide that.

7 So where are we? On the next topic that
8 we have on the agenda to talk about are the
9 recommendations for the report. So a couple of
10 thoughts, broad brush on that, one is -- let me
11 just say this. I really suggest that, you
12 know, there's the adage don't let trying to be
13 great get in the way of good. I think that we
14 can't accomplish everything all at once. I
15 think we have to be realistic in these
16 recommendations, and I think we have to be
17 judicious in the recommendations.

18 The reality is, is the legislature is only
19 going to be in a position to accept so much,
20 and then implement so much. It's the way the
21 system works, the process works, and I think we
22 have to be very judicious, and I think that we
23 really should focus the recommendations at a
24 high level in policy, and the what should be
25 addressed. And there are a number of things

1 that are super important unquestionably, but if
2 we start getting too far into the weeds is, is
3 that we are not going to be applying that adage
4 of don't let great get in the way of good, and
5 that we're going to be asking too much, and
6 it's not going to be effective.

7 So with that said a couple ways we can go,
8 and I'll leave it to the will of the group. We
9 have ten PowerPoint presentations that we
10 provided to you that are a collection on the
11 various topics of your recommendations that you
12 submitted to us after the last meeting. I can
13 tell you that the first, and I don't even know
14 what to refer to it as, the first combination
15 of material for the report -- I wouldn't even
16 call it a draft because it's not, Heather and
17 I, and Donna have been working on, right now
18 it's about three hundred pages. We're going to
19 in the next couple of days try and put it
20 together in some readable fashion, I don't eve
21 know what it's going to look like, and of
22 course incorporate what is in here, a lot of
23 what is in here into that.

24 So we can do this two ways at this
25 juncture. One is we can take a break and come

1 back and start going through each of these
2 PowerPoints. And they are a combination of
3 what we have distilled from your previous
4 recommendations. Or we can take these and
5 begin to incorporate them into the report, and
6 you can take time over the next I'd say, in a
7 week, and you can look at these and send us any
8 recommendations that you have based on these,
9 especially anything that you can't live with,
10 and then there will be an opportunity to
11 address the recommendations specifically when
12 you get the first draft of the report, and then
13 when we meet in December.

14 So we can either sit and go through these
15 as a group now, you can go through them on your
16 own and get back to us with anything that you
17 think is in here that you just can't live with,
18 or if you see anything that is an absolute got
19 to have that's not in here you can send that to
20 us, you know, within the next week or so, and
21 we can incorporate it into the first draft. So
22 how do you all want to proceed? Secretary
23 Carroll?

24 MR. CARROLL: I cheated a little bit
25 because I read ahead and read all these

1 recommendations, and I was, whoever accumulated
2 them I thought did a good job, because I think
3 they're, I think they're at the right level on
4 stuff, but so I would vote for the second
5 option. The only comment that I would have,
6 there's nothing in there that I couldn't live
7 with. I do have some comments, you know, some
8 tinkering, but I don't think we'd get anywhere
9 doing that in a group.

10 On the mental health piece, I did want to
11 bring that up because I don't know that we have
12 concurrence. It wasn't as specific, and that's
13 my fault because I didn't pass the group in any
14 specific recommendations, but there's like a
15 general recommendation around case management.
16 I just want to -- and I will provide the
17 language to them for it, but, but what I
18 thought I heard from the group was that we
19 expand, we establish or expand a targeted case
20 management for kids who are deemed to be risks,
21 or kids or young adults, it could be up to age
22 twenty five, or that are frequent users of the
23 mental health system, so they're cycling in and
24 out of either acute care settings or, or jail,
25 or something else. And I think that's what was

1 referenced to by the wording that was there,
2 but I didn't know.

3 The other piece that we didn't talk about,
4 and this is not anybody's bailiwick, but SEDNET
5 is a funding source that the schools use a lot
6 on the mental health piece, and one of the
7 recommendations I would have that wasn't
8 addressed in here is that SEDNET be something
9 that they consider being jointly funded, where
10 community dollars could go into that, so that,
11 because I think three, four, five years down
12 the road we have got to start marrying up
13 what's happening in the community with these
14 treatment providers with the schools, and I
15 think if you combine their funding, and, and
16 each person had a skin in the game, if you
17 will, that there's more opportunity for them
18 to, to partner.

19 But other -- we can discuss that, and I
20 can send specific language so people can take a
21 look at it, but I would vote for Option 2.

22 CHAIR: So if the consensus is, is that --
23 here's the other thing, is I think that we
24 should prioritize the sections of our
25 recommendations as well. So as an example, I

1 hope we would concur that the section on mental
2 health is much more complicated to address, and
3 trying to affect change within the mental
4 health system is much more complicated then
5 let's say the school hardening, because it
6 isn't just us.

7 And when that topic comes up in
8 Tallahassee you're going to have so many, and
9 as you know well, Mike, so many diverse
10 stakeholders, and so many opinions, and so many
11 advocate groups, and advocacy, is trying to get
12 some major change on that through the
13 legislature is not going to be easy, so that --
14 that -- and so if we take the things that are
15 going to make the difference the most and the
16 quickest that we can get done the quickest and
17 prioritize that -- and I'm not saying that we
18 don't address the mental health, or some of
19 these other things, but that they are down on
20 the list, and that that might be the stuff that
21 we come back with next time, and that we then
22 focus our work on next year more extensively.

23 The things that are low hanging fruit are
24 things like the FSSAT, the things like
25 behavioral threat assessment teams, the things

1 like target hardening, and focus that up front
2 on a, on a high level basis that we can give to
3 the legislature, and then have the second tier
4 that we come back with when we have time to do
5 more work that are going to be a heavier lift.
6 So, Sheriff?

7 SHER. JUDD: I agree with Commissioner
8 Carroll. I mean I think we're all about beat
9 to the socks this week. And I would like to
10 see, whether we have some staff do this I, I
11 would like for us to go back and look at like
12 the Columbine report, the Virginia Tech report,
13 the Sandy Hook report, and see what the common
14 denominators are, and the things, the good
15 decisions that they made, so we don't have to
16 recreate the wheel if it's been there.

17 And that will also help start to move us
18 toward a national best practices as well, so
19 because others with as much passion and
20 determination as us have already, have already
21 done this before, so I really think it would
22 help for us somehow to collect at least an
23 overview, or a topic overview, or something to
24 see if that will help us along with some of our
25 practices, recommendations.

1 CHAIR: Sheriff Ashley, did you have
2 something?

3 SHER. ASHLEY: Yes. I agree with Sheriff
4 Judd and Mr. Carroll. The -- of the subject,
5 the PowerPoint the Sergeant prepared, showed us
6 the past couple of days, is that public now?

7 CHAIR: It is. It is, and it's posted on
8 the Commission website. And the -- I believe
9 -- well, I take that back. If it isn't posted
10 -- is it posted, Don? Or if not it's going to,
11 it's going to be posted. It is posted out
12 there. Okay, yes, it is public, yes.

13 SHER. ASHLEY: Thank you.

14 CHAIR: Yes. And if you want a specific
15 copy -- now the only thing -- do you know
16 whether it's posted -- Don, do you know if it's
17 posted in PDF, or if it's posted -- it's PDF.
18 So if any of you want a copy in PowerPoint,
19 because the PDF version of course isn't going
20 to have the links with the audio, and the
21 video, and everything else in it, so if any of
22 you want a copy of it in PowerPoint format let
23 us know, and if you want the animation we'll be
24 happy to provide that to the commission. Is
25 the animation up there already? Okay. But

1 anyway if -- just tell us what you want and
2 we'll get it to you.

3 So, Senator, go ahead.

4 SEN. BOOK: Thank you, Mr. Chair. I'm
5 good doing whatever, but I do think that since
6 our next meeting is in December I want to just
7 echo Secretary Carroll's comments on,
8 Commissioner Carroll's comments on like making
9 sure that we honor those who, who --

10 CHAIR: So that's already in the works.
11 It's already in the works. We've asked Mr.
12 Schachter and Mr. Petty to help commission
13 staff on that, so that, that will be a part of
14 the report. So that's already in the works.
15 And do you want to -- if you don't just say no
16 and we move on. Do you want to, you know,
17 share any thoughts from, because there are
18 people here that are, that are not familiar
19 with the legislative process, and the work the
20 legislature has, and of course there is a lot
21 of important things, this is one of them, but
22 there are a lot of important things, as far as
23 just guidance on being judicious in what we
24 propose; do you have any thoughts on that, or
25 no?

1 SEN. BOOK: You know, I think that it is a
2 busy time, and it'll be just before we get in,
3 but I know that -- I agree with you, some of
4 the higher level stuff is important. I also
5 think that every, everyone within both chambers
6 cares so deeply, and were so affected by
7 everything that happened, because I know this
8 is going to be a long report so I don't,
9 everyone will be engaged with it, and, and read
10 it, and, and take it very seriously.

11 That being said though, and I've said this
12 a couple of times, we all within the
13 legislature come from different backgrounds,
14 and different knowledge bases, and different,
15 you know, different parts of the state, and so
16 I think that some information is good, getting
17 too much in the weeds can be dangerous. And so
18 I think that's, that's important to keep in
19 mind.

20 And again, we've got a lot of opportunity,
21 and a lot of time to work together, so I'm glad
22 we like each other so much, but perhaps in the,
23 in the end, you know, things that we intend and
24 want to follow up on in the next commission
25 report, so kind of like a teaser if you will.

1 CHAIR: Sure. Yeah, I agree. And it
2 needs to be in waves, there's no way we're
3 going to do this, this is -- and I can't tell
4 you -- it's going to be about, you know, font
5 size 206, if there is such a thing, it's going
6 to say interim on the front cover of this,
7 because it's really - - it has to be, it's what
8 it is, and it's got to be. There's -- there's
9 no way, again, we're doing in, you know, in
10 months, in six, seven months what others, you
11 know, took two and a half and three years.

12 You know, you mentioned those other
13 reports, Sheriff Judd, I mean those were
14 products of two and half and three years worth
15 of work, so, you know, and this is why -- keep
16 this in mind when you, when you do review this
17 draft report, and you do review the
18 recommendations, this is at the earliest
19 stages. This is to move it to the next stop on
20 the route. But this is in no means final, and
21 this, it's really the beginning in many
22 respects, so.

23 SEN. BOOK: I also do think, oh, I'm
24 sorry, that we tend to be a, a group of people
25 that want to take action, so I think that the

1 things that we, we as a commission feel are
2 most important, you know that we want perhaps
3 for them to look at this session, should be in
4 digestible chunks, and what are those action
5 items, and how can we fix it, and what can we
6 do.

7 MR. CARROLL: And I hear what, what you're
8 saying, and I agree, that we need to stay high
9 level, and I think the recommendations that
10 will carry the most weight out of this
11 committee are around school safety
12 specifically, law enforcement response, the
13 issues with the radio communication. My
14 suggestion around putting that out there was
15 because state agencies are going to put forth
16 legislative budget requests irrespective of
17 what we do, and so they'll be legislative
18 budget requests, and there are going to be
19 fights that are going to take place over mental
20 health whether we make a recommendation or not,
21 and all I'm saying is while I do not think that
22 this committee should throw themselves into the
23 fray and make that fight on mental health,
24 because I think you're right, those are long
25 protracted years in the making fights, I do

1 think a recommendation that says consider this,
2 sending a message to the agencies, DJJ, DCF,
3 Department of Education, who are going to go
4 forward and put legislative budget requests
5 together.

6 I think it's important that they recognize
7 that there needs to be a line in between them,
8 and that there needs to be some level of
9 prioritization between them, and then they
10 fight that battle, not necessarily us. But
11 otherwise I think the state agencies will
12 remain in, in the lanes if you will, and you're
13 not going to get the integration you need. So
14 I -- this committee doesn't have to be the one
15 that carries the water in all these
16 recommendations, and I think some
17 recommendations should be we should do this,
18 and other recommendations should be consider.
19 And to me there's a difference.

20 CHAIR: Okay. Does everybody -- is
21 anybody -- do we have concurrence that we're
22 going to use the second option, that we're
23 going to stop here, and that you all will take
24 a look at, if you haven't had a chance to you
25 will take a look at these individual sections,

1 and that you'll get us feedback that you want
2 to provide, either because it's got something
3 in there you can't live with, or that it is
4 lacking something in a particular section that
5 you think is a must have, and then you'll get
6 those to us within the next week or so? We
7 have agreement on that, that --

8 UNDER SHER. HARPRING: Sheriff, and just
9 from a roadmap standpoint it will be, and I
10 know the amount of, volume of work that's
11 involved, but it will be fairly shortly after
12 that that we get the draft, including the key
13 recommendations in advance of December?

14 CHAIR: Well, I can't tell you when, but I
15 understand the absolute need that you all get a
16 product that you have ample time to review
17 before we meet or it's not making any sense to
18 meet. So I get that. I just can't tell you
19 when because it's going to be a task to get
20 this together and get it to you. And I would
21 ask you, I'll just ask you, you know, as you
22 review that draft review it from a substantive
23 standpoint, and please try, I get it, but
24 please try and refrain from wordsmith type
25 feedback on it. We're all going to have to

1 just get to a place where we can live with it.
2 If we're going to wordsmith it to death we're
3 not going to get there, so please just look at
4 it, and let's look at it high level, and the,
5 the content is what's really important, because
6 we can't get caught in the weeds on this thing,
7 okay, so.

8 And -- and I can tell you that we're going
9 to work really hard over the next -- and we
10 don't have much time. I mean we're meeting,
11 what is it the 12th and 13th, 13th and 14th,
12 whatever it is. I think at this juncture it's
13 safe to say that it will be in Tallahassee. I
14 think we can do that. And, you know, I told
15 you I would let you know. I don't see a
16 problem after what we -- what I was concerned
17 about, whether we wouldn't get through things
18 where we had to be here, and had to have people
19 come in. We got through what we needed to get
20 through so we can do it in Tallahassee, but
21 it's, it's going to be here before you know it,
22 and it's the cycle around with all these
23 meetings.

24 So, you know, please get us as quick as
25 you can your feedback on the recommendations,

1 then we will get you as quick as we can a draft
2 report. And then the other thing I've said to
3 Coral Springs Police, Coral Springs Fire,
4 Broward County Schools and Broward County
5 Sheriff's Office is, is that, and again, I'm
6 going to get them the information they need to
7 act on on these matters that came up that the
8 need to review and hopefully act on, but
9 they've also, they've all been given copies of
10 the material.

11 And I've given them the opportunity to
12 provide us with feedback on any factual
13 discrepancies, or things that they have
14 concerns with from a factual standpoint. Not a
15 conclusion standpoint, not an opinion
16 standpoint, but facts. And then I've also told
17 them that if they have any concerns that they
18 want to address that they would have an
19 opportunity to come into the December meeting
20 and address anything from a factual standpoint,
21 because we want to be fair to them, especially
22 as we are offering what we're going to in
23 regard to those individual agencies, but it's
24 not going to be a come in and quarrel with our
25 conclusions, it's going to be purely from a

1 factual standpoint. So that will be part of
2 December as well.

3 And before I forget this, is that I've
4 been told that the animation is on the website,
5 so you can go, the animation is there. The
6 PowerPoint itself is PDF, but anybody, any
7 commission member, I know Sergeant Suess can
8 give the PowerPoint, he's been passing it out.
9 We're out of thumb drives, but anybody, any of
10 you that have a thumb drive that you want to
11 give to Sergeant Suess before we leave today,
12 he can give you the PowerPoint, and load it
13 onto your individual thumb drive for you. So
14 we can do that. And if -- and if not then
15 we'll get it to you. It's too big to e-mail.
16 It can't be e-mailed, so but we'll figure out
17 a way to get it to you.

18 UNDER SHER. HARPRING: Sheriff, who do you
19 want us to direct our comments, e-mails to,
20 relative to the --

21 CHAIR: On that, so, Don, do you want it
22 to go to Jennifer Miller, or to Heather, how do
23 you -- Heather -- so this is comments that they
24 have on the PowerPoint recommendations. Who do
25 you want them to go to? Okay, so send them --

1 the person who you've got, Jennifer Miller,
2 send them to Jennifer, and Jennifer will get
3 them to the right place, okay. So I think
4 unless anybody's got anything we'll move into
5 public comment. We have three comment cards.

6 MR. PETTY: Sheriff.

7 CHAIR: Yes, Commissioner Petty, go ahead.

8 MR. PETTY: I did have one comment. I'm
9 -- I'm thinking past the beginning of the year
10 now, and obviously the interim report. I'd
11 like to invite both Sheriff Israel,
12 Superintendent Runcie and, and the Chief back
13 to report on what they've done with the
14 information that we've provided to them this
15 week. And I'd like to set a date on the
16 calendar. As Sheriff Judd has mentioned
17 there's nothing like having a due date to, to
18 motivate those three to take some actions
19 against the recommendations that we made in the
20 past couple of days, so I'd like to invite them
21 back as early as January.

22 CHAIR: So, you know, and I don't know --
23 we have to talk about that, whether we have a
24 meeting in January. We have a meeting every
25 month. I can tell you that after what we're

1 going to go through now to get this report, and
2 the FDLE staff is concerned we -- it may be in
3 everybody's interests not to meet in January.
4 I can tell you there's a whole bunch of people
5 that could use a little bit of a break, since
6 we've been going at this at a hundred ten miles
7 an hour since, since April, but we can have
8 that discussion.

9 I think what we have to do is present
10 this, and I'm going to do this in the next ten
11 days or so, is we're going to put together
12 these summaries and get them to Sheriff Israel,
13 and get them to Superintendent Runcie. I can
14 tell you that just because of the police
15 officer bill of rights, and because of internal
16 processes with internal affairs investigations,
17 et cetera, that in order for Sheriff Israel, as
18 an example, to, if he so decides, is to begin a
19 formal investigation, and while that formal
20 investigation, once he begins that he's going
21 to be precluded from sharing information
22 regarding by law of that internal
23 investigation, and not until it's concluded.

24 And he needs tell us what their process
25 is, but these things don't happen in a matter

1 of weeks. A lot of times they take a couple of
2 months to go through the process, so with that
3 said, you don't know all, all about that is, is
4 that I think it's going to take a little bit of
5 time. But I hear you, and let's have that
6 discussion in December. Let me give them the
7 information, see what they do with it, maybe
8 give us an update, but perhaps we can set
9 something a little but further down the road.
10 I just don't know if we can get them back here
11 in January.

12 MR. PETTY: Yeah, and January was just, my
13 thought was we'd meet in January, but at the
14 next meeting I think I'd be satisfied with.
15 And understanding that they, they won't be able
16 to share the specific details because they'll
17 be in that process, and I'm sure it will be the
18 same for Superintendent Runcie, he'll have,
19 he'll have a process to go through also. I
20 would like them to appear though before the
21 committee and let us know that those processes
22 have at least started, or that they're not
23 going to hold anybody --

24 CHAIR: And that's --- and -- right.

25 MR. PETTY: -- or that they're not going

1 to launch an investigation.

2 CHAIR: Right, and that's fair, you know,
3 and that's fair. Sheriff Judd, did you have
4 something?

5 SHER. JUDD: I just concur, because once
6 again if you don't have checks and balances and
7 timelines in place it doesn't happen.

8 CHAIR: Well, and -- right, and I think --
9 and, you know, you all correct me if I don't
10 have this right, I think that, you know, what
11 we heard this morning from Chief Parry, and he
12 was able to address items with specificity
13 because he was here, and he heard things, and
14 he had knowledge -- you notice that I didn't,
15 the preamble if you will, that I gave regarding
16 Superintendent Runcie's presentation and
17 Sheriff Israel's, about them not having the
18 knowledge that you have, I didn't give that
19 preamble with Chief Parry's testimony today
20 because he was here, and he did hear it, and,
21 you know, I'm assuming that you all will want
22 Sheriff Israel and Superintendent Runcie to
23 come back in now that they have had an
24 opportunity to view the material, and answer
25 some of the questions that they weren't able to

1 answer like Chief Parry did. Am I correct in
2 that?

3 SHER. JUDD: That's correct.

4 MR. PETTY: Correct.

5 CHAIR: So, you know, I would think that
6 that would be one of the things we accomplish a
7 couple of things at the same time, is that at
8 that next meeting is to have them come back in
9 and answer some of those questions you have
10 that are specific to what you heard that you
11 weren't able to ask them because they didn't
12 have the information, but now that they do have
13 the information you can ask those questions.
14 Is that --

15 MR. PETTY: I think that's one category.
16 I think there was some very specific things
17 that the commission asked them to do, or
18 individual commissioners asked them to do, and
19 I'm still not clear whether I got an answer
20 last night about policy change on active
21 assailants for the BSO, and I'd like, I'd like
22 Sheriff Israel to finally answer that question
23 after he's had a chance to think about it and
24 evaluate it.

25 CHAIR: No, I agree. And that -- and that

1 way we can accomplish both of those things at
2 the same time, is to be able to ask those
3 questions and get those answer, and the same
4 thing on the things that you asked him to do.
5 So, you know, we'll probably plan on that
6 meeting, whether it's, you know, whenever it
7 may be, January, February, or whatever, back
8 down here where we can do this, and we get it.
9 So we'll -- we'll make sure that we follow up
10 with that.

11 MR. PETTY: Yeah, I think once we, once we
12 set a date we send an invitation letter.

13 CHAIR: Yeah. Senator.

14 SEN. BOOK: I'm sorry. I also wanted to
15 understand how are we going to address some of
16 the things that I see on here about Cruz's
17 services by mental health providers; those are
18 protected, so how do we include that --

19 CHAIR: Say that again, that was --

20 SEN. BOOK: Like Cruz's mental health
21 services and things, like --

22 CHAIR: Okay. Right, so how are we going
23 to do that in the report?

24 SEN. BOOK: Right.

25 CHAIR: So here's, here's my thought on

1 that, and this is how we're tentatively setting
2 it up, is, is that we want one report. We
3 don't want two reports. There are things that
4 I believe that we can say about that that are
5 on, and I'll I guess use this type of an
6 analogy, inside the envelope and outside the
7 envelope. So the stuff that would be on the
8 inside of the envelope, such as the content of
9 and the nature of the discussion, the things
10 that you have in the, the therapists' notes,
11 and what they were doing, that's clearly off
12 limits, can't be in the public, and that's
13 inside the envelope information.

14 Outside the envelope information would be
15 the fact that he got services, the number of
16 times, quantity of services, maybe who the
17 service providers were, those kinds of things
18 would be in the body of report, and then the way
19 we're setting it up is, is to detail the inside
20 the envelope confidential information, but put
21 it in an appendix so that we would have a
22 version of the report that would be shared, and
23 then a version that would have those things in
24 the appendix that would be a confidential
25 version that could be shared with those that

1 could see that version of it.

2 So that's the direction we're going in, so
3 that we have, we don't have two reports, we
4 have one report, and the information that is
5 private would be in an appendix in the various
6 topics. Another one that we have to put, if
7 we're going to include copies or we're going to
8 talk about with specificity, is the FSSAT,
9 because it is statutorily confidential. There
10 are things we can say about it, but as far as
11 getting into the specific data elements -- so
12 using the appendix for that information, and
13 using the body for the stuff that we can share
14 en masse.

15 SEN. BOOK: I would ask that we include in
16 the appendix, if that's the approach that we
17 take, the FSSATs that we discussed in our
18 meeting, both like before and after, and we
19 talk about those, some of the issues that we've
20 talked about.

21 CHAIR: Sure. Yeah, we can do that. And
22 -- and, you know, and we'll see, and see what
23 others, you know, but I would -- I would think
24 that it would be important to share, and maybe
25 we'll use, get some guidance from you, and you

1 can talk to the president about it, and we can
2 talk to the House about it, is that the full
3 version with that shared with the limited right
4 people within the legislature, and so, you
5 know, I think we just need to make sure that
6 we're distributing that to the right people,
7 but they need to get it. The right people need
8 to get the full thing, so we'll make sure we
9 address that FSSAT in there. Sheriff, go
10 ahead.

11 SHER. JUDD: We heard yesterday that maybe
12 Hollywood was not allowing the tower location.
13 I would suggest if, if that's accurate, that we
14 send a letter to them much like we did Tamarac,
15 and see if we can move that along.

16 CHAIR: So since you brought that up let
17 me -- I got a -- we got a letter here a few
18 minutes ago from County Administrator Bertha
19 Henry, and I'll have them send it out to you
20 all. And this is -- oops, this is -- if I can
21 bring it up here. This is short. This is the
22 other one. Of course I brought up the wrong
23 one. So that she just sent a letter to update
24 us on that, on that particular issue.

25 So, this is short, it says; this is from

1 the County Administrator to you all. I
2 understand there was again discussion regarding
3 Broward County's E911 radio system during your
4 hearings. Following our testimony during your
5 July meetings we have endeavored to keep the
6 commission informed of our progress, see the
7 most recent letter, which is the one you have.
8 If you believe my presence is again necessary I
9 am happy to make myself available.

10 To summarize and update the content of the
11 aforementioned letter, we have identified and
12 secured the location of each of the towers,
13 with one remaining tower requiring a variance
14 from the City of Hollywood. Tamarac approved
15 construction permit for its site, and the
16 imminent domain proceeding for the tower in the
17 Parkland area was concluded in the County's
18 favor.

19 All equipment necessary for system
20 installation has been received, and shelter
21 construction has begun. The County Commission
22 approved a contract with Motorola, and placed
23 an order for \$8 million in subscriber
24 equipment, in paren, radios, mobile units, et
25 cetera, closed paren. Again I reiterate the

1 County is moving expeditiously to get the new
2 system up and running. As confirmed by
3 Motorola the County procured Motorola's latest
4 technology, with maintenance contracts assuring
5 the latest upgrades whenever released.

6 So I will have commission staff forward
7 out that copy of that letter to you. That was
8 a few hours ago, from Bertha Henry. I was
9 signed Bertha Henry, County Administrator, and,
10 you know, I will -- my thought is that we take
11 her up on that, and when we meet down here next
12 time we ask her to come back in and continue to
13 address this, if that's, if that works.

14 SHER. JUDD: I'm satisfied with that. And
15 then if they, if there is a Hollywood, or any
16 other problem, she can bring that to our
17 attention.

18 CHAIR: Right, and we'll ask her to do
19 that. So we'll follow up. And along your
20 lines, Mr. Petty, is, is that when we set the
21 meeting we'll send an invite to the County
22 Administrator and ask her to be here with the
23 others, okay? All right, Tony Montalto, public
24 comment.

25 PUBLIC COMMENT

1 MR. MONTALTO: You guys have covered a lot
2 of ground today, so I apologize for the jumping
3 around I'm going to have to do. In regard to
4 the Marjory Stoneman Douglas High School Public
5 Safety Act please be careful in recommending
6 changes to this law. We worked hard to find
7 compromised positions contained in it, and we
8 must not jeopardize them. Enforcement of our
9 current laws, especially SB7026, must be
10 strengthened. Further bipartisan efforts to
11 create follow on laws that help keep our
12 students and staff safe at school are needed.

13 We implore the next governor of our state,
14 and the entire Florida legislature, to take a
15 look at school safety from a holistic manner,
16 and further address the issues of securing the
17 campus, improving mental health programs, and
18 responsible firearms ownership. Switching
19 gears, this morning the commission heard
20 testimony from Chief Parry from the Coral
21 Springs Police Department. We heard about his
22 desire to make the positive changes, and more
23 importantly, the actual changes that have been
24 made already in the wake of this tragedy.

25 He answered the tough questions head on.

1 That is what good leaders do. There was no
2 throwing subordinates under the bus, instead
3 there was talk of collaboration, research, and
4 a study of alternatives. I implore the
5 commission to examine the contrast in the
6 answers you received yesterday from both Mr.
7 Runcie and Sheriff Israel. Mr. Runcie clearly
8 demonstrated a profound lack of urgency with
9 regard to addressing the shortcomings of
10 personnel and procedures that may have occurred
11 that terrible day.

12 By choosing to immediately concentrate on
13 research into the shooter's involvement in the
14 PROMISE program instead of reviewing what the
15 district or MSD specific policies failed he has
16 possibly endangered all the students and staff
17 members currently in Broward County Schools.
18 When asked the tough questions yesterday he
19 rarely gave you a direct answer.

20 I also ask that the commission reexamine
21 the statements and answers provided by Sheriff
22 Israel through the lens of Chief Parry's
23 testimony today. I believe you will see that
24 arrogance and lack of self reflection shines
25 through. In the immediate aftermath of this

1 massacre Broward Sheriff made numerous comments
2 referring to the operation as a success. I
3 think we have seen presentations this week that
4 show this is not the case.

5 There are also questions regarding the
6 Broward Sheriff's Office actions in the years
7 leading up to this tragedy that were not asked.
8 I implore the commission to comment on lack of
9 leadership were therefore provided by Sheriff
10 Israel in all aspects in this instance. Please
11 do not be restrained in any criticism, if
12 needed, because of professional courtesy.

13 After providing time for the both the
14 Sheriff and the Superintendent to review this
15 weeks presentations it is my request as the
16 father of Gina, a wonderful bright fourteen
17 year old who was murdered at her school, that
18 this panel bring back these questionable
19 leaders before you to answer more questions.
20 In the same way they have no trouble accepting
21 the accolades when their departments succeed
22 these individuals must be held accountable for
23 the failures that have occurred at their
24 respective agencies.

25 After listening to your discussion today

1 about the funding of safety initiatives I must
2 go back to something Mr. Runcie said. If this
3 is indeed the 911 moment for school safety I
4 want to remind everyone that the government
5 imposed a tax on all travel to help pay for
6 security. If we need dollars to keep our
7 children safe then I implore the legislature to
8 find a way to make it happen.

9 Commissioner Carroll, thank you for your
10 comment suggesting the report contain some
11 information about those who lost their lives in
12 this tragedy. That is important, and should
13 not be considered just fluff, but should be
14 used to engage the reader, and help compel them
15 to take action. Again I commend Chief Parry
16 for his dedication and leadership that he
17 demonstrated today. That is what the citizens
18 of our state demand of those in charge with the
19 safety of our families.

20 CHAIR: Thank you, Mr. Montalto. Next is
21 Ronald Barrish.

22 MR. BARRISH: My name is Ronald Bruce
23 Barrish. I'm here today to tell you about the
24 tower. I've got this, and I'm going to tell
25 you why. I've been in contact with Tamarac,

1 and I will tell you what's going on right now.
2 Okay, as of August 22, 2018 a resolution of the
3 City Commission of the City of Tamarac, Florida
4 approving a ground lease and joint use
5 agreement with Broward County authorizing the
6 appropriate City officials to execute the said
7 documents for the construction of a 300' public
8 safety radio tower and ground equipment
9 facility in the City property located at 7525
10 Northwest 88th Avenue, Tamarac, Florida 33321
11 at an annual rent of \$10 for a maximum term of
12 fifty years, providing for complex, providing
13 for severability, and providing for an
14 effective date.

15 I will tell you that there were variances.
16 Because of the delay there was variances, there
17 were borderlines, and there were obstacles.
18 The tower that will be constructed will
19 commence sometime after the new year behind the
20 Tamarac municipal building. The completion
21 date should be no later than the end of the
22 summer, but I will keep you informed. If
23 anything else develops about 911 tower please
24 read these statements.

25 I will tell you, to the Stoneman Douglas

1 Safety Commission today, please it's going to
2 happen, and it's going to happen, don't worry
3 about it, that tower is going up, okay, 300'
4 high, 150' above it, added above it will be the
5 lights. It's going to take care of Parkland.
6 It's going to take care of Coral Springs. It's
7 going to take care of, of North Lauderdale,
8 Tamarac, and those areas.

9 Parkland, you're finally going to get your
10 tower, and it's going to happen, so I want to
11 let you know that, because I was in constant
12 contact with the, with Tamarac themselves just
13 a couple of, a few days ago. That's what he
14 said. That's the reason why it was delayed.
15 It was supposed to open, constructed and
16 completed by next, the end of next month, of
17 December, which is December. That's the reason
18 that happened. That -- okay, so I want to let
19 you know that.

20 Also, I want to go into something else.
21 Bulletproof steel doors must occur for office,
22 for the, for the classroom doors. You got to
23 get them in for the, because the students are
24 still scared. They don't want to have to be
25 scared anymore, okay? So if someone comes in

1 with an AR-15 they ought to be able to be
2 protected. S that's what I'm saying. Office
3 doors also, the administration office doors
4 should be protected. That's what I'm saying.
5 Also try to think about bulletproof backpacks.

6 CHAIR: Mr. Barrish, you're over in your
7 time, so please wrap it up.

8 MR. BARRISH: Okay, thank you.
9 Bulletproof backpacks that will take an AR-15.
10 Please remember everything that I said. That
11 tower is going up.

12 CHAIR: Okay, thank you. Next is Ernest
13 Rospierski.

14 MR. ROSPIERSKI: It's been a very
15 interesting couple of days for me as a teacher,
16 and as someone who got spoke about for a little
17 bit. We at Douglas have a unique situation,
18 and for me the last couple of days have been
19 quite illuminating. I only knew my part of it,
20 and you, this today, and the presentation by
21 the dude in the back, because I forgot your
22 name, was for me very alleviating of a lot of
23 mental issue.

24 Today I was watching as much as I could,
25 because, you know, I do have to teach, but I

1 was watching your recommendations. One of the
2 things I caution with the recommendations is
3 please remember all the jobs that teachers
4 already have to do, especially the teachers at
5 Douglas. I have my curriculum I have to get
6 through, but I also have thirty to thirty,
7 thirty to forty kids, by the way think about
8 that when we talk about hard corners, not
9 twenty five, thirty to forty kids, and think
10 about my personal classroom now. Since I don't
11 have access to my old classroom I have, I'm in
12 one of the portables that has no safe zone.
13 That's why I bought the extra window film.

14 But aside from that I want you guys to
15 bear in mind what teachers have to do. Aside
16 from just be a teacher I have to worry about my
17 children's safety, I have to worry about my own
18 safety, I have to worry about making sure that
19 they are okay mentally and physically. I had
20 two students today come into my classroom
21 looking unusual, one because he's got a
22 grandparent that's ill, and one because my
23 girlfriend broke up with me. Girlfriend broke
24 up with me I don't really care about, but the
25 grandparent who's ill I could, the lesson I

1 gave today was lost on him because he's about
2 to lose a grandparent. And this is the stuff
3 that we have to deal with every day.

4 One of the things I was very, very happy
5 to hear about, was the checks and balances
6 idea. Please do that, hold them to the fire,
7 because as of right now we've had zero change
8 in policy at Broward County Schools. I'm
9 expected to during a code yellow or a code red
10 go to my door, the weakest part of any
11 structure, and put a sign up to say for the
12 safe team, to say if I have all my students or
13 not, and then to change the sign. And then if
14 we go from a code yellow to a code red walk
15 over to the door again, take the sign down and
16 put a magnet over. I have not done that
17 personally, and I won't because I think it's
18 just foolish.

19 Broward County needs to update their
20 policy on this. I've talked to numerous people
21 from all over the country. Actually in April
22 of this year I'm going to go up and speak at
23 the First Responder's Convention in Troy,
24 Michigan. I was invited to go up there and
25 speak because of my experience, and because of

1 my ability to talk about it to people such as
2 yourselves so that you know what it was for us,
3 and so that when you are doing the planning,
4 and doing your suggestion, I need you to know
5 that to heap on teachers more is not going to
6 guarantee anything, because we already have a
7 very full bucket, if you pour more in it's
8 going to get off. So be very careful about
9 that.

10 And lastly, for me I want you guys -- so
11 often after the first couple days after our
12 shooting we heard there's no playbook for this,
13 there's no playbook for this, there's no
14 playbook for this. I'm hoping that your
15 report, which I've very much looking forward
16 to, will help get that playbook started,
17 because until other things change we're going
18 to see this again and again. After our school
19 the whole never again this started, and I was
20 super proud of the kids, and then Santa Fe
21 happened.

22 And you guys obviously are aware of what's
23 going on. I want you guys to be, to think
24 perhaps we can start putting together a
25 playbook, sharing the best practices, as was

1 discussed earlier today, so that we can limit
2 this. And again, I look very much forward for
3 you keeping them -- when you -- Sheriff, I
4 can't remember your name, and I feel bad, but
5 when you said that, the checks and balances
6 thing, I was literally at home last night going
7 do that, because it, it's very important to us.

8 CHAIR: Senator, go ahead.

9 SEN. BOOK: Mr. Rospierski, you're a very
10 brave man. You're -- you did what others
11 didn't, and so for that I want to thank you.
12 When you talk about this red, yellow card, is
13 that something that, that the school itself is
14 asking you to do, like --

15 MR. ROSPIERSKI: Broward County mandate.

16 SEN. BOOK: Can you explain it to me?

17 MR. ROSPIERSKI: Sure. When the code
18 yellow is called we are instructed to, there's
19 a red side and a green side. Green means that
20 all your students are accounted for, and
21 they're in the room. It's basically a way for
22 the safe team, which is the people who go
23 around and check to make sure everything is
24 good, can easily check to see if a room is
25 fine. To me it says hey, there's people in

1 here, red or green, I don't care which, there's
2 people in here, please be bad. And that's why
3 I personally have never done it, and it's
4 actually against -- I'm also the co- chair of
5 the safety committee at school, and it's
6 against the wishes of our safety committee
7 because it puts our teachers directly, if
8 something were to happen, directly in the
9 weakest spot.

10 SEN. BOOK: And you said that you bought
11 film for your portable. Did you buy that with
12 your own money?

13 MR. ROSPIERSKI: Yeah, of course, I'm a
14 teacher.

15 SEN. BOOK: I know, that's why I asked.

16 MR. ROSPIERSKI: Yeah, no, it was \$50 on
17 Amazon, and it did --

18 SEN. BOOK: That's why I asked.

19 MR. ROSPIERSKI: -- no I say, it did my
20 room and part of another teacher's room.

21 SEN. BOOK: Thank you. Thank you for what
22 you did. Thank you.

23 MR. ROSPIERSKI: I have no worries.

24 CHAIR: Go ahead, Mr. Petty.

25 MR. PETTY: Mr. Rospierski, I agree. The

1 hardest part of this week has been listening to
2 the students and the teachers who were left
3 helpless that day because of failures of
4 leadership, failures to define policies,
5 failures to train, the failure to care about
6 you and the students that are in those
7 classrooms. But I want to, sir, I want to
8 thank you. It was difficult to tell from the
9 video, but I believe you are the image that
10 haunts me in my mind to this day of all that we
11 saw this week, was the third floor hallway
12 filled with over a hundred kids, and had the
13 sequence of events been slightly different this
14 could have been far worse than it was.

15 But your actions, and I will say at some
16 risk to yourself, to get those students into a
17 shelter saved many lives. So, sir, thank you.

18 MR. ROSPIERSKI: Honestly I, I appreciate
19 that. I've heard it a bunch. I don't think
20 that I did anything that anyone I consider a
21 friend would have done differently.

22 MR. PETTY: Sir, you did the right thing,
23 and there wasn't enough of that that day.

24 CHAIR: Mr. Schachter.

25 MR. SCHACHTER: Ernie, thank you very much

1 for speaking. Can you just tell us, so there's
2 the -- and then what happens on a code red;
3 what do you do with the card?

4 MR. ROSPIERSKI: A code red, the teacher
5 is supposed to go back to the door, take the
6 sign down, and then they bought us magnets that
7 are supposed to stop people from seeing in. By
8 the - - and for -- yeah, that's why I have film
9 on my windows that won't let anyone see in as
10 soon as my lights are off.

11 MR. SCHACHTER: Yeah, so at Westglades
12 Middle, Chair, we bought those magnets, and on
13 any code they put the magnets up, and it
14 obscures the view, because we know through
15 history of all these school shootings, and
16 especially Marjory Stoneman Douglas, typically
17 these school shooters only shoot where they can
18 see. So the magnet goes up automatically, it
19 looks like nobody is in the room, the lights
20 are off, so that's, that's best practices. I
21 would certainly recommend that the policy of
22 the district be changed. I don't understand
23 why it's been nine months and they haven't
24 changed it, it's just unbelievable. Is this
25 the way it's always been, or is this a new

1 policy?

2 MR. ROSPIERSKI: From what I understand
3 the, the magnet and the door is -- well, since
4 I've been a teacher we've had a sign that we're
5 supposed to put up. I've -- I've only been --
6 this is seventh year.

7 MR. SCHACHTER: So you've always had to do
8 that, the -- okay. Thank you.

9 CHAIR: Thank you, Mr. Rospierski. And
10 thank you for everything you did that day to
11 save those kids. So thank you very much.

12 MR. ROSPIESKI: No worries, they're my
13 kids too.

14 CHAIR: Steven Schachter is next.

15 MR. SCHACHTER: This tragedy, your
16 tragedy, our tragedy, my tragedy, involved a
17 public school, which is basically at the heart
18 in the core of America's attempt to form the
19 generations to come, so in honor of those
20 seventeen souls that lost their lives that day
21 in a public school I'd like to read you the
22 words of a student who lost his life that day
23 in his English class. So he wrote this poem in
24 his English class, and I'd like to read it
25 today.

1 Life Is Like A Roller Coaster, a free
2 verse poem by Alex Schachter. Life is like a
3 roller coaster. It has some ups and downs
4 Sometimes you can take it slow or very fast It
5 may be hard to breathe at times but you just
6 have to push yourself and keep going Your bar
7 is your safety It's like your family and
8 friends You hold on tight and you don't let go
9 But sometimes you might throw your hands up
10 because your friends and family might always be
11 with you just like that bar keeping you safe at
12 all times it may be too much for you at times
13 The twists, the turns, the upside downs, but
14 you get back up and you keep chugging along
15 Eventually it all comes to a stop You won't
16 know when or how, but you will know that it
17 will be time to get off and start anew.

18 So I ask for you, be the bar. Thank you.

19 MR. SCHACHTER: Thanks, Dad.

20 CHAIR: Thank you, Mr. Schachter. Next is
21 Eric Garnez.

22 MR. GARNER: Good afternoon. I'll just --
23 just quickly, it's Eric Garner, but that's
24 fine.

25 CHAIR: Okay. I couldn't read it.

1 MR. GARNER: I'm here really to sing the
2 second part of the song that Ernie started. If
3 you don't know Ernie's story from that day,
4 Ernie used his body and pushed a large group of
5 students into an opening, and protected them.
6 He took two bullets, one across his nose and
7 one cross his cheek, and --

8 MR. ROSPIERSKI: They already watched the
9 video.

10 MR. GARNER: I'm just really proud of what
11 he did there. But I want to address some of
12 the things that you all have been talking
13 about, and I want to remind you. Ernie and I
14 -- I'm a teacher at Stoneman Douglas.

15 Ernie and I are the implementers of what
16 you folks decide, and it's unbelievably
17 important that you remember that, that, you
18 know, I'm looking at a lot of people that have
19 a lot of stars on their lapels, and a lot of
20 important people, but we're the ones that have
21 to walk it, so please, as you put your, your
22 recommendations out there, remember us, ask us,
23 bring us into the conversation. I know you
24 folks have been very good about doing that so
25 far, but I would ask that you continue to do

1 that.

2 I did want to address the red card and the
3 green card thing, and how long that's been. I
4 was -- I've been a teacher for twenty six
5 years. I spent most of my career in Miami-Dade
6 County, and then I transferred up to Douglas.
7 As part of my job in, in Miami-Dade County, I
8 worked with the police department down there
9 helping them on full scale drills, and so I was
10 on the emergency response and crisis management
11 team when I was there.

12 My wife at the time, we were talking about
13 this, you know, active shooters, and she
14 brought up the green card and the red card
15 thing. And this was -- this is fourteen years
16 ago, and I can just remember how many of us in
17 the room were like I can't believe that we are
18 actually telling teachers to say, yeah, we're
19 inside here. And I just want you to remember
20 how many shots were actually fired on the
21 second floor. Those rooms were dark, they
22 didn't have any green card, red card, they had
23 nothing covering those windows. They were dark
24 and silent, and that's what saved their lives.

25 Another thing I just, I feel like I need

1 to mention, because we're hearing mixed
2 messages. We are being told that SaferWatch is
3 the app that we should be using. And I don't
4 know how many of you know what SaferWatch is,
5 that's, it's created by the Broward Sheriff's
6 Office. And then we're being told we can also
7 use FortifyFL. Well, that's a mixed message,
8 and I think this is the one time we really need
9 to have an absolute, and a lot of these things
10 need to be absolute, so I would also ask that
11 you have that discussion.

12 Thank you very much for your time. Thank
13 you for -- we're honored that you're, you're
14 here doing this for us.

15 CHAIR: Thank you.

16 MR. GARNER: Thank you, sir.

17 CHAIR: The next and last one is Jennifer
18 Constantine.

19 MS. CONSTANTINE: Hello, everybody. I
20 honestly wasn't expecting to be called on
21 today. The nature of my questions are very
22 different from everybody else's. I have
23 questions, I don't actually have comments, so
24 hopefully you guys can answer some of those for
25 me and many concerned members of the community.

1 I didn't survive anybody at Douglas, however I
2 did attend there as a high school student,
3 Class of '07. As you can tell I'm very
4 nervous.

5 There are some issues regarding Nikolas
6 Cruz's statements, particularly those that he
7 made during interrogation. I have looked at
8 those transcripts for myself, and they are
9 heavily, heavily, redacted, heavily censored.
10 Does that have to do with this inner
11 envelope/outer envelope issue that you were
12 discussing earlier, a matter of
13 confidentiality, sealed statements, or is that
14 something that the, you know, officials just
15 don't want the public to know about, because I
16 find it very concerning that we are not able to
17 hear everything that Nikolas Cruz has to say?

18 Does anybody have anything for me
19 regarding all of the heavy redactions there?

20 CHAIR: Ms. Constantine, I gave you some
21 latitude because it was of the people that we
22 engage in dialogue. This is a public comment
23 section, so we're not going to engage in
24 dialogue back and forth. You're -- you're
25 welcome to make all the comments during this,

1 but we're not going to engage in dialogue back
2 and forth.

3 MS. CONSTANTINE: Okay. Okay, forgive me,
4 that was my misunderstanding. Another thing I
5 would just like to say, many people are aware
6 there is aerial footage of a white pickup truck
7 approximately, actually exactly 3:20 p.m. that
8 day, so a lot of people are aware that there is
9 this aerial footage of this federal vehicle
10 where plenty of people have reported seeing,
11 it's, it's clear as day for everybody to see
12 three police officers and three very large
13 black duffel bags were then thrown into the cab
14 of this federal vehicle. There have been no
15 official reports made. I am a citizen
16 journalist. I make these reports on my own, no
17 funding, no sponsorship whatsoever. I would
18 just like before this is all over for that to
19 be known.

20 For also to be known that although Nikolas
21 Cruz is the alleged shooter, and has done
22 wrong, I do believe that he, we all deserve to
23 hear and read what he is saying. Also there is
24 the issue of something called V2K technology.
25 Many of you know that Nikolas Cruz reported

1 hearing voices, and obviously the child was
2 very disturbed, had all kinds of behavioral
3 health issues, but I think that's it's
4 important that everybody knows that he did
5 report voices in this head telling him to do
6 this on that day, and as somebody that attended
7 Marjory Stoneman Douglas I think it's important
8 that every student be heard.

9 So this isn't in defense of him, this is
10 more in defense of the public, and the public's
11 right to know everything that goes on. Thank
12 you for your time.

13 CHAIR: Okay, thank you. All right,
14 Commissioners, unless anybody has anything else
15 for the regular order we'll stand adjourned.
16 Thank you.

17 (Thereupon, the meeting concluded.)
18
19
20
21
22
23
24
25

C E R T I F I C A T E

(STATE OF FLORIDA)

(COUNTY OF MIAMI-DADE)

I, NIDELIS GONZALEZ, Reporter, certify that I was
authorized to and did report the foregoing
proceedings and that the transcript is a true and
correct transcription of my notes of the
proceedings.



NIDELIS GONZALEZ, Reporter

Commission: FF 188630

Expires: 01/11/19

&	13th 187:6 284:11	21st 197:16	33321 302:10
& 38:17	284:11	22 302:2	33323 1:5
0	146 180:10	23,142 198:13	3:00 22:19 254:12
01/11/19 320:17	14th 4:12 25:15	24 9:21	3:03 120:7 123:14
07 317:3	28:21 67:3,10	24,550 198:15	3:03.43. 123:14
08.31 125:24	80:20 157:13	24/7 100:13,14	3:04.22 124:13
1	284:11	268:11	3:04.26 124:19
1 1:4 27:24 151:16	15 41:20 147:4	24th 217:25	3:07.15 125:16
220:1,2,4 224:4	173:17 182:13	25 49:24	3:08.45 126:1
258:16	184:5 304:1,9	25,743 198:16	3:16.41 129:18
1.4 36:9	150 303:4	26,653 198:14	3:20 126:16 318:7
10 302:11	150,000 198:4	26th 261:23	3:21.50 129:19
10/27/2018 261:16	15th 197:19	27,467 197:12	3:36.52 129:20
100,00 198:19	16 1:7 17:9 173:16	278 86:11,12	3:40 128:15
100,000 198:8,18	17342 320:13	28th 194:2 218:2	4
224:19 245:13	18 193:18 194:4	2:19 34:5	47 41:20
1001.42 184:19	188630 320:16	2:20 35:21	5
1001.42. 185:10	1990's 75:11	2:21.16 104:4	50 309:16
10th 197:19,23	19th 218:3	2:22:13 34:6	6
11-12 150:24	1st 158:13 161:19	2:23.25. 104:6	67 175:9
11-21 150:24	162:6 163:6 173:11	2:24.32 105:2	7
12 38:3 40:5,9 94:9	195:19 197:17	2:25 35:21	7 9:21
104:5 105:15,23,25	225:5,10	2:39.08 107:23	70 224:18
119:9 129:22	2	2:39.58. 108:9	7026 147:22 150:10
137:13 138:11	2 274:21	2:40.39 108:22	152:25 156:11,15
157:7 221:19	2/14 54:21	2:46 119:1	156:19 164:24
12/13 111:2	20 27:7 194:4	2:56 130:9	168:15 222:1,7
1200 18:4 41:25	200 33:9	2:56.11. 119:10	246:11 265:19
42:7 43:20 44:4	2015 17:8	2:56.17. 119:14	73 180:9
63:25 144:14	2017 173:16	2:56.49 129:13	7525 302:9
1214 109:6	2018 1:7 173:24	2:57.25. 119:17	7:23 261:23
1215 43:15 64:1	193:15,19,22,24,25	3	7:24 261:24
1216 64:1 108:23	194:2 221:1 224:4	3 125:24 209:13,18	7:40 262:1
109:7,13,16	302:2	30,000 70:5 71:6	7:46 262:2
123 53:9	2019 17:14 58:7	30,435 198:12	8
12:18 155:17	193:14,17 194:4,20	300 33:9 302:7	8 296:23
12th 284:11	2020 17:14	303:3	80 27:3
13 184:19	206 280:5	31st 173:19 196:5	88th 302:10
1300 42:4	213 119:18 120:2	221:1	
	216 108:10	32 1:19	

8:04 262:4 8:06 262:5 8a 24:21 25:6 28:3 45:2,18,18,22 46:9 49:12 52:14 57:2 8cal90 55:9 8cal91 55:10	159:18 162:3 164:7 164:21,22 180:16 182:10 186:4 196:21 212:7 224:12 230:12 232:17 246:17 259:5 265:9 268:18 268:19 269:20 270:5 289:15 290:12,25 291:11 292:2 304:1 317:16	231:15 237:24 accountable 163:18 171:17 174:23 180:3 248:6 254:20 256:18 257:12 300:22 accounted 308:20 accreditation 218:22 accumulated 273:1 accurate 133:17 295:13 accustomed 161:4 achieved 17:4 acknowledge 85:3 90:10 acknowledged 262:2 acronym 99:4 acronyms 90:3 act 80:5 170:4 182:4 188:16 285:7 285:8 298:5 acted 85:11 177:2 232:3 acting 31:23 action 15:1 25:19 155:12 177:20 256:14 280:25 281:4 301:15 actions 111:13 287:18 300:6 310:15 activate 116:6,8 active 5:23 25:7 28:5 34:9,21 38:20 40:24 41:19 42:17 42:20,24 51:25 53:1 56:10 78:16 79:9,9 92:19 101:24 106:13,13	106:17,22 113:5 139:21 158:6,8 169:7 181:24 199:11 204:20 206:14 208:13 209:12 211:19 218:1 232:16,22 235:12,17,17,22 236:11 239:18 241:1 242:18 243:1 244:14 245:15,15 245:25 246:11 251:24 261:5,6 291:20 315:13 actively 63:6 196:23 activities 105:7 activity 119:1 acts 170:4 actual 77:22 98:10 106:20 209:14 298:23 acute 273:24 ad 44:11 97:9 146:15 adage 270:12 271:3 adapt 37:24 38:10 39:4 add 20:6 62:6,13 100:22 135:6 211:15 added 13:2 111:20 151:12 235:1 303:4 adding 27:16 124:15 235:2 addition 76:5 102:18 188:14 additional 89:17 104:20,23 105:10 120:8 125:24 150:19 151:9,22
9			
9 175:10 9.3 258:14 900 42:5,7 911 16:17,20 20:12 21:1,17,22,23 22:21 23:15 25:3 27:23 34:6 38:1,14 39:1,18 48:16 51:6 51:8 54:4,11 61:22 70:25 85:17 86:21 205:3 244:3 301:3 302:23 97 40:25 41:19 99 197:3 9th 149:8	absence 153:14 absolute 72:9 272:18 283:15 316:9,10 absolutely 63:24 154:3 200:13 201:2 208:16,25 246:18 abundance 129:25 abuse 223:11,19 academic 228:17 accelerate 73:25 accept 127:9 270:19 acceptable 75:13 155:6 169:15 accepted 229:15 accepting 300:20 access 13:25 14:10 14:17 55:12 120:21 121:22 122:14 123:4 154:10 219:14,22 222:24 266:7 305:11 accolades 300:21 accomplish 270:14 291:6 292:1 account 253:13 256:17 accountability 172:16 189:4		
a			
a.m. 261:23 aaron 253:7 257:17 abandon 126:21 ability 12:12 14:11 22:9,13 38:11 39:4 93:23,24 106:11 125:13 164:6 220:18 307:1 able 2:19 3:20 14:25 19:19 46:21 47:14,23 55:11 58:6 78:1 96:22 109:18 110:1 111:5 111:6 116:25 135:19 136:12 147:5 153:8 155:22			

153:16 186:1 224:5 265:18 additionally 151:21 address 10:10 34:14 40:12 54:8 63:4 65:4 74:20 76:24 78:17 89:1 89:17 90:2 93:23 93:24 128:11,20 138:5 152:16 153:8 236:24 249:22 272:11 275:2,18 285:18,20 290:12 292:15 295:9 297:13 298:16 314:11 315:2 addressed 34:19 75:15 105:17 124:21 128:5,7 134:2 135:6 212:25 270:25 274:8 addresses 124:20 addressing 34:1 141:14 299:9 adhere 256:19 adjourned 319:15 admin 46:7 administration 219:10 223:20 269:16 304:3 administrative 256:13 administrator 73:16 74:3 227:25 258:24 295:18 296:1 297:9,22 administrators 186:9 admiration 3:12 adopt 267:12	adopted 12:21 adult 165:21 227:25 adults 227:18 228:2,3 229:1 273:21 advance 283:13 advanced 94:2,3,6 94:9 101:23 119:7 127:2 advantage 182:25 advice 206:22,24 207:2 advised 10:9 advocacy 275:11 advocate 190:12 275:11 aerial 318:6,9 affairs 288:16 affect 23:11 275:3 aforementioned 296:11 afraid 7:10 aftermath 299:25 afternoon 126:16 150:15 178:1 214:16 221:16,17 254:12 313:22 age 215:3 273:21 agencies 12:21 45:5 58:22 89:24 91:22 93:18 94:1 99:4 103:25 116:19 141:11,13 199:15 206:18 220:24 222:13,16,22 235:21 242:24 246:24 256:18 260:25 263:23 281:15 282:2,11 285:23 300:24	agency 11:16 35:2 41:10 50:16 53:17 90:4 93:22 115:10 115:12 117:14 134:16 139:10 141:24 159:22 176:1 219:10 222:11 agenda 147:25 148:5 150:3 165:8 270:8 agent 2:7 5:15 32:2 88:17,21 147:10 158:21 ago 5:12 14:2 87:15 90:6 96:10 128:19 166:8 243:10,10 249:5 295:18 297:8 303:13 315:16 agree 8:15,16 14:8 22:5 23:20 26:2 61:12 66:24 67:11 68:20 79:12 179:6 179:25 212:24 215:1 240:6 242:2 258:12 264:10,15 264:20 276:7 277:3 279:3 280:1 281:8 291:25 309:25 agreed 62:7,12 agreement 139:22 283:7 302:5 agreements 219:22 ahca 1:15 ahead 2:2 46:18 48:2 52:1 74:19 75:8 95:8,10 98:4 98:17 99:1 107:10 109:11,12 114:23 117:10 120:5,15 121:18 130:5 142:1	172:13,21 177:3 178:3 180:5 185:7 185:13 188:3 195:10 196:25 212:4 213:16,24 214:14 216:11 218:18 225:18,19 235:11 236:6,22 239:13 240:5 242:14 247:12 248:9,25 253:10 255:2 256:2 257:13 266:13,21 272:25 278:3 287:7 295:10 308:8 309:24 ahsley 39:25 aid 55:15 76:2 103:3 223:21 224:2 224:7,13 227:6 aiding 118:3,4 aids 88:5,5 ain't 171:16 air 207:14 208:15 208:22 airport 18:13 57:17 58:2 ak 41:20,20 alarm 241:14,16,23 alathari 233:9 alert 8:23 9:1 10:8 alex 313:2 alice 188:22 aligned 223:3 alive 133:10,14,16 alleged 318:21 alleviating 304:22 allocation 224:17 224:21 225:22 allow 97:19 186:3 allowable 234:15
--	--	--	---

allowed 12:20 121:15 145:6 allowing 295:12 alluded 247:2 alongside 158:23 alternative 116:1 alternatives 299:4 amazed 10:20 amazing 201:2 amazon 309:17 ambiguity 215:25 238:15 ambulances 118:21 127:1 205:25 206:8 america's 312:18 amount 90:16,17 91:1 107:2 117:1 124:24 126:8 133:2 152:20 153:1 197:10 201:1 283:10 ample 196:12 283:16 analogy 27:2 164:18 259:11 293:6 analysis 17:7 41:13 220:24 ancillary 201:13 anew 313:17 angry 172:1,2,2 239:22 animals 227:15,21 229:11 267:23 animation 277:23 277:25 286:4,5 animosity 8:7 ankle 29:9 ann 249:5 announced 7:14 202:7	announcement 10:9 annoying 171:13 annual 196:3 302:11 anonymity 268:25 269:3,7,11,18 anonymous 221:14 answer 4:4 12:10 16:3 38:24 50:3,3 57:6 77:24 78:5,11 95:12 96:10 97:23 134:17,20 137:19 145:21 146:14 153:6,18 154:18 158:7 210:5 232:14 248:3 252:17,18 270:5 290:24 291:1 291:9,19,22 292:3 299:19 300:19 316:24 answered 51:16 83:5 298:25 answering 21:24 230:15 268:12 answers 299:6,21 anticipate 218:3 anticipated 193:14 anxious 155:7 anybody 18:14 26:3 48:8 69:4 87:25 88:8 114:16 126:14 135:24 141:25 144:17 146:9 147:3 152:9 154:12,16 155:11 155:17,24 182:7,20 210:16,21,23 241:17 247:25 254:10 282:21 286:6,9 289:23	317:1,18 319:14 anybody's 274:4 287:4 anymore 190:7 303:25 anyway 9:14 68:14 73:11 172:12 265:8 278:1 apart 250:4 apologize 14:5 32:3 298:2 app 221:14,15 234:25 235:2,6,8 260:20 268:6 269:15 316:3 apparently 119:24 appear 148:14,21 148:25 149:2 154:21 289:20 appears 174:16 appendage 124:22 appendix 293:21 293:24 294:5,12,16 applaud 71:11 210:19 applicable 92:25 93:14 application 197:16 258:13 applications 221:9 applies 93:3 apply 101:8,23 112:2,3 131:5 applying 106:24 255:15 271:3 appointed 180:2 appointing 177:5 appreciate 3:4 10:12 12:16 13:8 35:6 50:16 56:24 58:4 229:3 269:23	310:18 appreciated 240:15 appreciates 33:25 appreciative 187:12 approach 294:16 approached 200:9 appropriate 56:14 81:9 140:17 141:22 155:2 199:14 213:7 213:9 214:13 215:3 222:24 228:4 302:6 appropriately 69:23 85:12 appropriation 224:18 approval 165:7 174:17,19 approve 165:8 265:6 approved 12:19 225:2,3,12 296:14 296:22 approving 302:4 approximately 5:12 100:4 104:7 104:10,19 105:23 108:20 109:4 318:7 apps 268:4 269:2 april 54:16,21 288:7 306:21 ar 147:4 182:13 304:1,9 area 17:22 23:25 53:7 72:4,6 107:25 125:21 139:22 140:14 165:24 191:25 205:14 296:17 areas 7:22 72:6 101:24 108:4
---	---	--	--

140:11 152:4 161:15 221:13 303:8 arena 86:20 argue 133:21 179:1 192:12,16 argument 192:4 arm 180:15 191:10 armed 95:25 96:25 243:20 arming 178:23 179:3 arr 184:5 arrange 234:10 243:6 arranged 257:23 arrangements 85:16,23 86:1 arrested 262:9,11 arrival 98:10 103:14 123:12 arrive 91:3 124:13 149:6 206:5 209:22 209:22 arrived 103:11 104:19 123:15,17 124:3,10 125:25 244:5 262:4 arriving 120:13 123:14 125:7 209:8 209:17 232:24 arrogance 299:24 arterial 93:24 article 166:7 articulable 146:19 asac 260:13 261:2 ashley 1:13 33:22 33:23 37:21 44:9 44:20 49:1,8 60:2 154:13,14 198:14 212:4,6,13 253:10	253:11,17 262:10 262:11,14,20 264:12 265:10 266:5 277:1,3,13 aside 40:11 69:3 125:6 305:14,15 asked 2:16 12:4 16:6 31:10 78:17 100:2 102:4 144:14 144:21,21 145:18 146:6,15 147:14,20 150:10,18 158:4,5 163:9 175:24 178:18 179:14,17 204:17 205:6 208:9 210:20 221:6,6 231:9 232:11 234:4 252:17 270:2 278:11 291:17,18 292:4 299:18 300:7 309:15,18 asking 30:10 52:6,8 55:25 91:10 110:1 141:4 145:19 154:1 207:24 236:1 237:2 257:5 271:5 308:14 aspect 28:24 68:3 175:6 aspects 147:21 150:10 300:10 assailant 139:21 181:24 235:17 236:11 239:18 251:24 assailants 291:21 assess 91:7 124:11 125:12 131:16 138:10 assessed 110:2,3 129:10,14 131:12 131:14 132:22	assessing 119:12,23 assessment 103:13 113:11 114:9 119:25 126:4,8 129:19,23 137:20 166:12,15 167:6 174:12 218:13 240:15 275:25 assessments 94:10 129:11 161:18 assign 171:10 175:17 246:24 254:15,15,15 assigned 52:24 53:21 70:7 77:14 94:24 95:19 97:14 100:9 101:10,12 115:11 141:5 170:16,23,23 171:2 201:12 234:24 247:18,24 250:3 252:21,24 253:7,12 253:15 assigning 18:14 171:1 assignment 33:21 assigns 203:13 assist 94:17 117:24 161:5 assistance 13:8 56:22 118:17 119:7 160:24 224:17 225:7 assistant 1:11 149:10 210:13 assisting 117:17 assists 222:17 assoc 1:21 associated 197:5 association 20:2 178:18 179:14	226:12 247:23 assume 35:9 47:17 assumed 124:5 assuming 290:21 assumption 53:15 112:19 assure 15:15 169:13 assured 10:15 assuring 297:4 astonished 265:1 attach 177:15 attacked 255:6 attackers 267:15 attempt 268:10 312:18 attend 35:25 101:18 317:2 attendance 237:7,8 attended 20:1 104:14 105:16 319:6 attendeess 1:9 attention 4:19 135:18 142:5 166:22 167:14 206:21 297:17 attorney 1:11 247:17 260:18 attorney's 70:19 attorneys 178:9 auburndale 1:10 72:15,22 audience 184:17 audio 91:5,7 107:20,22 109:25 277:20 auditory 91:10 august 161:19 162:6 163:6 173:11 187:6 193:19
---	--	--	--

195:19 196:5 197:16,19,23 217:25 225:5 302:2 authored 12:18 authorities 264:4 authority 70:22 73:7 160:22 164:12 164:13,14 176:11 265:23 authorized 160:25 196:17 320:7 authorizing 302:5 automatically 53:10 84:11 176:7 311:18 autonomy 37:22 autopsy 130:22 132:15 availability 19:9 available 13:20 42:12 46:25 66:5 104:4 108:24 127:18,22 134:15 197:3,11 198:12,18 230:6 258:7 268:14 296:9 avenue 235:8 302:10 average 116:7 197:11 awakening 265:7 award 193:21,22 197:11 awarded 197:18 aware 9:23 43:24 44:10 54:20 122:23 307:22 318:5,8 awareness 223:8 227:24 228:22,24	b b 184:19 back 7:8 9:16 17:8 19:5 26:8,19 34:2 45:21 56:3 59:4 70:4 72:18 73:22 74:2,18 75:10 77:16,24 78:23 82:6 88:15 89:21 92:16 102:3 103:8 103:19,24 109:24 111:11 119:20 124:25 136:1 146:5 148:10 150:13 155:3 157:13 158:13 162:12 163:7 171:5 172:8 172:8 173:12,15,16 173:16,25 189:4 190:4 197:16 201:23 205:7 219:5 234:8,9 237:4,22 239:19 241:7,10 243:19 247:11 250:20 252:16 257:20 265:19 270:6 272:1,16 275:21 276:4,11 277:9 287:12,21 289:10 290:23 291:8 292:7 297:12 300:18 301:2 304:21 311:5 313:14 317:24 318:1 backer 29:19 46:7 46:14,17,20 47:7 47:22 49:10 71:12 backer's 29:7 background 118:2	backgrounds 186:5 200:22 279:13 backpacks 304:5,9 backups 259:7 backwards 32:9 87:19 backyard 22:21 bad 38:9 72:13 87:5 210:6 254:20 308:4 309:2 bags 318:13 bailiwick 274:4 balances 290:6 306:5 308:5 ball 154:23 ballistic 13:19,21 band 88:5,5 154:25 bandana 261:18 262:7 bar 313:6,11,18 barricade 259:12 barrier 16:15,20 17:5 25:23 barriers 73:24 barrish 301:21,22 301:23 304:6,8 bartlett 1:11 base 111:18 224:19 based 27:9 67:14 81:11 91:5,8 92:15 92:18,22,25 93:1 101:14,21 103:11 103:12 106:12 107:19 108:19 109:10 123:12,22 127:15,17,17 129:4 129:5,6 134:4 135:8 136:5 151:13 152:5 209:9 215:22 218:10 221:13 222:8,15,25 223:22	224:16,24 228:8 246:6 258:17 272:8 bases 264:4 279:14 basic 215:13 basically 52:22 96:1 232:18 308:21 312:17 basics 84:18,20 basis 75:19 97:7 100:14 200:11 242:22 276:2 bathroom 214:5 battle 206:6 282:10 bay 259:7 bb 262:7 bb&t 1:3 beach 172:24 bear 305:15 beat 276:8 beating 77:13 becoming 95:18 119:8 139:19 beds 127:18 began 103:13 108:21 119:4,13 126:20 148:11 beginning 104:2 183:14 185:16 187:10 225:6 244:11 280:21 287:9 begins 125:10 288:20 begun 296:21 behaved 85:1 behavior 222:12 227:11,12 229:13 behavioral 152:21 166:15 223:1,18 275:25 319:2
--	--	--	--

believe 4:13 16:23 16:24 21:8 23:21 34:17 36:16 47:2 65:8 71:17 90:4 132:25 143:9 154:20 161:7 168:5 168:7 178:11 190:7 190:15 240:12 277:8 293:4 296:8 299:23 310:9 315:17 318:22 believed 25:23 122:11 129:23 146:3 believes 133:22 belt 5:19 bend 151:12 beneficial 116:20 214:21 benefit 48:12 116:20 bent 87:19 bertha 68:10 73:19 295:18 297:8,9 best 4:9 7:12 9:8,14 15:17 17:21 23:14 23:19 32:1,14 47:19 55:22 89:9 114:11 118:23 134:20 136:11 138:25 139:11 155:3 157:18 183:2 189:14 193:19 199:3,24 213:13 218:11 219:3 236:20 245:1,4,7 246:6,16 266:24 268:11,23 276:18 307:25 311:20 bet 220:7	better 3:18,21 4:3 5:10 6:6,22 7:9,24 13:24 15:12,13 16:2 17:14 33:5,7 33:14,17,18 67:1,5 67:8 74:23 75:1,2 88:6 90:8 135:25 136:5 180:7 190:3 204:17 232:9 254:16 259:16 beyond 171:22 177:7 bible 258:1 big 13:6 18:10 29:5 57:12 62:3 85:2 87:8 95:9 115:14 151:12 154:4 174:10 176:2 179:9 189:24 204:12 243:16 256:24 286:15 bigger 165:19 240:8 biggest 67:23 bill 158:10 161:13 178:24,25 199:3 222:4,7 223:7 224:15 245:12 246:14,21 288:15 binder 258:5 bipartisan 298:10 bit 70:21 78:14 79:20 88:24 94:4 121:1 128:18 158:11 164:19 167:20 169:2 175:22 203:18 217:24 222:5 240:20 258:20 272:24 288:5 289:4 304:17	black 22:24 131:20 131:21 318:13 blackburn 1:18 blacked 261:20 blame 18:14 blatant 166:24 blatantly 167:7 bleed 135:17 136:17 bleeding 5:15 6:3 blessed 226:11 blind 41:5 blood 59:19 blowing 42:21 board 1:19,20 12:20 14:3 57:23 58:13 70:9,20 73:20,21 121:21 122:21 156:20 161:12 164:14,15 165:6,9 166:10 167:3,16 170:15 171:8 174:9,17,18 174:20,25 177:11 177:13,19 178:8,9 178:17,19 180:3 184:23 192:1,19 214:12 221:22 225:2,12 246:22 256:11 263:20 264:3 board's 120:20 265:22 boards 178:5 191:25 193:2 bob 1:9 boca 23:23 62:18 bodies 108:3 112:1 112:1 body 107:21 143:5 159:10 171:10	227:16 293:18 294:13 314:4 bolt 13:10,12,15,17 13:17 bondi 260:18 book 1:19 82:23,25 84:19 95:3,11,23 96:4,8 98:2 114:22 114:24 138:13,14 140:19 141:17 152:11,12,19 168:10,11 171:20 172:7 173:1 175:21 176:6,12,20 180:6 183:7 213:23,25 217:19 239:14 249:1 251:14,18 252:10 263:9 278:4 279:1 280:23 292:14,20,24 294:15 308:9,16 309:10,15,18,21 borderlines 302:17 borders 23:22 bottom 67:3 bought 13:17 305:13 309:10 311:6,12 bounced 66:7 box 169:5 bradley 119:11,15 119:17 brainer 17:4 brave 76:14 308:10 break 82:9 88:15 98:9 147:13 150:12 243:8 271:25 288:5 breakdown 197:13 198:9 breaking 104:6 226:17
--	--	--	---

breathe 313:5 breathing 91:8 brevard 1:18 brick 17:24 204:12 bridge 87:8 briefed 116:12 131:25 briefly 73:3 90:2 157:15 bright 300:16 bring 26:6 27:6 73:22 74:2 161:11 167:1 183:7 273:11 295:21 297:16 300:18 314:23 bringing 251:23 brings 56:21 160:4 broad 270:10 broadcasting 248:23 broke 305:23,23 broken 219:11 252:5 brooks 159:25 160:2 brought 4:17 6:20 26:10,11 58:15 118:10 127:7,20 128:6,19 132:11,13 180:20 207:13 229:4 259:3 295:16 295:22 315:14 broward 4:14 8:4 10:19 20:1 28:3 38:5,6,13 44:17,21 45:4,5,8 46:2 48:18 48:20 49:3,13 50:4 53:23 62:23,24 63:9 74:11 75:9,17 85:8,10 89:24 94:10,12 99:4,17	114:3 118:14 119:11 121:20 127:6,10 152:13,15 152:19,24 153:4 167:22 198:11 210:22 231:7 249:6 249:12 251:19 285:4,4 296:3 299:17 300:1,6 302:5 306:8,19 308:15 316:5 bruce 1:11 301:22 brush 270:10 bsa 8:11,20,22 9:5 12:13 17:25 23:1,2 23:5 24:24 32:20 35:3 39:2,3,19 40:21 41:5,12 42:1 43:15,22 44:1 46:15 47:22 48:5,5 48:9 51:12,15,16 51:23 52:3 55:1,6 55:20 59:25 60:13 61:6,8 62:2,17 63:17 64:13 66:21 69:3,25 76:24 77:13,20 78:22 79:3,17 80:6 85:17 98:6 100:6 101:7 102:4 116:21 119:9 124:14 128:9 129:14 131:14,16 291:21 bsa's 10:16 39:9 40:21 44:2 52:14 67:13 80:2 136:22 bsafd 99:4 bucket 307:7 budged 192:17 budget 264:23,24 264:24 265:5	281:16,18 282:4 build 229:1 building 18:4,7 27:24 29:8 34:23 37:15,16 38:3 40:5 40:9 41:25,25 42:7 42:8 43:20,24 44:4 58:16 60:6 61:1,3 63:25 64:8,9 66:9 66:13,14,15,16 80:7 94:9 104:5 105:15,15,23,25 106:2,5,7 107:17 108:19 109:2 112:6 112:22 119:3,9 120:15 122:10 126:9,21 129:22,22 130:3 131:25 132:6 134:23 135:11 136:13 137:13 138:10 144:14 159:13 180:13 188:11 204:12 208:23 209:12,23 217:6 226:6,23,25 239:20 302:20 buildings 179:18 197:2,6 208:21,24 209:21 built 255:16 bulk 86:17 bullet 94:7 97:5,12 bulletproof 95:14 303:21 304:5,9 bullets 314:6 bumping 186:9 bunch 64:14,14 67:9 145:2 171:3 173:20 175:8 288:4 310:19	bureau 221:20 bureaucratic 143:17 bureaus 221:20 burton 35:8 36:22 37:9 43:2,9 58:15 58:22 59:6,17 80:25 81:24 82:1 burton's 35:15 bus 14:22 32:24 237:7 299:2 buses 57:24 58:6,13 business 194:25 209:3 234:3 busy 15:7,8 279:2 button 68:8 232:21 buttons 9:12 buy 13:17 33:13 309:11 bypasses 125:8
c			
c 320:1,1 cab 318:13 cad 8:25,25 9:1,18 11:25 12:1,4,5 21:13 23:4 53:5 66:4,5 67:13,19,21 80:14 calamities 84:8,8 calendar 287:16 calhoun 172:22 173:6 caliber 142:25 call 6:24 8:24 10:11 14:19 15:18 21:13 22:1,3,21,22 24:7 24:11,12 25:3,7,18 27:23 29:4 31:11 34:6 35:12 36:6,12 36:18 38:14 39:11 40:3 51:8,8,9,10,11			

51:13,15,16 52:10 52:12,16,16 53:2,5 53:9,12 61:17 62:25 63:1 65:13 66:2,3,4,7,17 70:25 71:3 82:20 87:7 100:14 101:14 130:21 210:2,9,16 210:24 211:20,25 212:7,14,18 213:1 241:2,9 244:3 258:22 271:16 called 2:1 30:17,21 47:5 51:23 62:19 97:8 127:23 201:3 214:11 226:2 241:13,13 258:1 267:17 308:18 316:20 318:24 caller 22:9,14 23:1 23:13 51:17,17,20 calling 21:17 47:4 62:19 64:10 83:21 118:15 163:15 calls 12:5 21:22 23:15 38:1 39:1,3 39:15,19,21 40:1,3 50:19 51:6 54:4,18 61:21,22 62:1,4,10 63:1,7 64:14 65:11 65:12,17,20,24 97:7 149:10,11 212:10 262:3 camera 122:9,20 159:10 208:6 cameras 14:11,12 14:20 74:11 120:22 121:22 123:4 154:22 campus 170:21 174:2 185:21 187:8	188:7 202:14,14 203:24 204:3,5,6 204:21 205:11,13 205:19 207:1,22 208:3,14,18 213:22 231:12 232:16,24 233:1 234:13,25 243:7,11,20 247:16 250:9,14 254:17 258:24 259:6,10 261:5 298:17 campuses 208:19 243:4 251:3 259:16 capabilities 96:1 capability 55:16 capable 27:4 capacity 18:18,25 26:20 153:24,25 154:8 228:6 229:1 capital 197:4 204:11,12 capsulization 105:18 captain 17:20,22 30:1 31:11,11 32:17 137:9 144:12 144:12 car 5:18 13:1 29:7 253:4,5 carcasses 229:11 card 243:25 308:12 311:3 315:2,3,14 315:14,22,22 cards 234:4 287:5 care 60:11 91:15 93:14 94:2,3,6 103:2,24 111:23 112:6 127:2 135:23 136:4 144:18,20 145:20 146:7,20 148:6 150:7 151:13	183:21 222:20,23 224:25 226:7,24,25 248:23 257:1 273:24 303:5,6,7 305:24 309:1 310:5 career 15:19 145:1 158:16 160:3 183:14 315:5 careful 245:16 298:5 307:8 cares 263:10 279:6 carr 160:17 carried 102:8 111:5 125:17 carries 282:15 carroll 1:16 142:1 142:2,17 153:8,19 189:2,3 227:3,4,5 229:3 233:7 240:5 240:6 267:22 272:23,24 276:8 277:4 281:7 301:9 carroll's 147:4 231:23 278:7,8 carry 12:20 91:20 93:23 102:5 108:14 281:10 carrying 59:20 112:1 cars 36:13 206:5 cart 125:19,19 carts 118:11 125:20 case 9:15 29:2 33:13 75:3 129:8 130:22 144:10 145:25 179:4 181:4 181:12 191:1 204:20 206:13 236:18 262:17 273:15,19 300:4	casel 228:16 cases 8:13 casualties 57:15 casualty 5:17,19 57:14,18 90:13,20 90:21 92:6 96:17 102:14 106:10 109:24 110:10 125:6 138:9 cat 22:7 150:19,20 151:7,9,14 152:1 152:14,25 153:2,17 153:21 154:7 192:14 catastrophes 90:22 catastrophist 83:9 catch 17:12 233:24 269:20 categories 152:8 category 291:15 caught 17:9,11 29:10 72:13 202:14 284:6 cause 107:13 169:9 212:16 caused 59:13 131:4 causes 18:19 19:13 40:17 caution 129:25 133:24,25 305:2 cautious 221:4 cctv 159:11 cell 51:8 83:15,21 83:22 censored 317:9 center 1:3 14:24 21:18,18,20,23 23:7 24:5,6,22 25:6 27:25 28:2 29:6 34:7 38:4 40:4 46:24 47:4 52:16
--	--	---	--

55:15 62:11 63:5,6 63:10 67:24 70:6,7 71:24 72:3 73:9 74:25 86:24,25 87:5 88:2,9 118:12 123:7 137:1 205:3 249:5 251:1,16 centers 45:1 48:18 118:16,19,22 127:6 127:8,9,13 141:15 181:1 centerstone 1:14 central 48:19 centralized 219:4 219:14,18 220:21 centric 141:6,7 ceo 1:14 certain 36:3 84:11 227:8 certainly 23:12 32:23 33:24 58:4 74:17 77:10 80:18 115:7 168:12 215:3 227:10 266:2 311:21 certainty 133:4 certification 238:16 certified 224:6 certify 320:6 cetera 22:24 63:23 64:1 67:4 97:21 132:14 145:3 152:6 215:3,8 249:10 288:17 296:25 chain 137:8 chair 1:9 2:2 16:9 20:10 21:15 22:10 22:15 24:2,24 25:13 28:13 33:22 33:23 44:23 45:10	45:24 46:13,18 47:6,11 48:2,11 49:9,20,23 50:11 50:12 52:20 56:6,7 61:11 65:1,6 66:20 67:16 68:14 69:19 70:17 73:10 74:7 74:13 76:16,17,19 80:22 81:2,21 82:5 82:22,25 84:18,20 86:9,13 88:20 95:2 95:12 96:18 98:4 98:23 107:3 109:12 112:10 114:24 115:5 120:3 121:8 121:13,18,23 122:1 122:5,25 131:8 138:12 139:3 140:19 141:10,25 144:9 147:7 150:18 152:9,12 154:12,19 155:7 156:7 161:23 162:1 165:19 167:9 168:10 169:19 172:6,8,21 173:2,9 174:14,14,22 176:18,23 177:11 178:3 180:5 181:3 184:14 185:7,13 188:3,4 189:2 193:6 195:10,20 210:18 211:22 212:1,12,17 213:21 213:24 214:14 217:7,21 218:18 219:23 220:4,6 221:17 225:19 226:2 227:4 229:24 230:7,16,19 234:12 235:11 236:5,6,22 237:1,25 238:3	239:24 242:14 247:12,21 248:6,13 248:16,25 249:1 250:21,24 251:7 252:20 253:10 254:10 255:2,9 256:13 257:13 259:23 260:8 262:10 263:9 264:13,21 265:14 266:13,17,20 269:22 274:22 277:1,7,14 278:4 278:10 280:1 282:20 283:14 286:21 287:7,22 289:24 290:2,8 291:5,25 292:13,19 292:22,25 294:21 295:16 297:18 301:20 304:6,12 308:8 309:4,24 310:24 311:12 312:9,14 313:20,25 316:15,17 317:20 319:13 chair's 58:4 chairman 75:14 157:3 chairman's 1:4 chairs 177:13 challenge 78:23 79:13 139:9,14,15 challenging 81:18 chambers 279:5 chance 33:16 67:18 135:25 282:24 291:23 chancellor 157:6 chances 136:5	change 9:17 10:2 21:11 47:17 72:8 84:17 164:23 166:19 177:14 231:23 275:3,12 291:20 306:7,13 307:17 changed 10:25 11:14 34:19 35:6 57:9 66:25 311:22 311:24 changes 7:24 16:14 50:15 76:21 88:4 194:12 208:3 298:6 298:22,23 changing 9:13 213:22 channel 10:16,18 10:23,24 19:9 23:5 24:21 28:3 45:3 46:16,25 49:4,13 49:15 50:5 55:9,15 75:24,25 77:22 270:3 channels 9:13 17:3 20:6,7 31:1 55:13 57:7,9 76:3 chaos 90:14 91:5 chaotic 31:4 89:9 charge 31:22,24 206:8 240:19 301:18 charged 262:9,12 charter 170:17 207:18 225:3 250:8 251:17 252:15 253:3 chase 163:4,13,13 chasing 5:3 162:10 164:8
--	--	--	--

cheated 272:24 check 130:9 133:12 169:4 308:23,24 checking 126:10 checklist 226:8 checks 130:11 290:6 306:5 308:5 cheek 314:7 chest 5:20 93:23 124:21 131:2 chief 1:10,11,21 2:4 2:8,8,22 7:14,16,17 7:20 15:8 16:20 17:8 19:15 20:4 21:2,15 22:5,11 23:20 24:23 25:12 26:13,14 28:12,25 29:7,19 30:20 31:24 32:25 33:23 34:15 38:22 39:25 40:12,17 44:9,9,18 45:8,9,15,16,23 46:3,5,6,6,7,14,17 46:20 47:7,22 48:1 48:3,24 49:6,10 50:11,12,13,25 51:2,11 52:5 53:14 54:3,6,7,24 55:18 55:23 56:5,8,19 57:6 58:18 60:24 61:6,10,18 64:20 65:4,7 67:11 69:4 69:18,20 70:3,13 70:18,20 71:12 72:16,18 73:2 74:18,20 75:18,19 75:20,21 76:2,4,7 76:15,15,19 77:6 78:11 79:7,24 81:23 86:7 88:13 93:16,21 111:17	144:23 145:18 204:5 243:5,5,14 244:12 269:25 287:12 290:11,19 291:1 298:20 299:22 301:15 chiefs 20:1,3 31:13 97:18,19 child 133:13,13,16 151:1 248:24 319:1 children 110:3 133:9 150:24 151:1 168:22,23 171:25 179:10 181:2 185:20,22 186:19 187:10,14 188:2 219:7 226:16 232:1 233:12,22 255:8 259:18 301:7 children's 305:17 choice 175:13 choose 170:22 218:5 choosing 165:11 218:3 299:12 chose 37:1 104:14 106:8 170:23 197:20 chosen 158:12 chris 1:10 christina 1:21 chronology 62:12 101:4 chuck 88:22 89:11 95:2,6 96:20 99:1 107:11 117:10 147:12 chuck's 136:8 chugging 313:14 chunks 281:4	circuit 1:11 circuits 222:20 223:4 circumstances 150:25 188:17 192:21 cities 70:8 85:15,25 citizen 318:15 citizens 74:24 301:17 citrus 1:19 151:17 188:21 235:7 city 1:10 4:14 10:4 10:19 13:5,5 26:1,4 26:5 36:1 70:10 72:25 85:14 264:2 265:21 296:14 302:3,3,6,9 clarification 50:20 77:12 clarified 263:8 clarify 24:17 25:21 48:4 82:20 98:3 263:8 264:17,18 266:6 clarifying 65:3 95:5,8 class 33:11 232:20 233:3 312:23,24 317:3 classroom 108:10 119:18 160:6 183:16 202:15 206:25 209:13,14 209:18 249:11 303:22 305:10,11 305:20 classrooms 113:17 160:5 310:7 clay 172:22	clear 55:1 59:17 67:18 121:8 122:25 146:17,17,18 170:20 171:7 197:8 263:1,6 291:19 318:11 cleared 207:6 clearer 171:11 clearing 109:7 clearly 62:21 70:12 71:12 112:13 194:18 209:20 239:16 293:11 299:7 click 5:18,19 clips 29:1 close 15:24 38:18 38:20 144:11 218:2 closed 221:3 296:25 closer 36:17 119:24 clot 5:13,14,20 clotting 5:14 club 1:4 coach 107:8 131:10 253:7 257:17 coaches 143:23 183:18,20 coaster 313:1,3 coconut 19:6 66:1 66:14 code 210:2,9,16 211:21 212:8,8,10 239:17,17 241:2,9 241:10,12,13,16,24 306:9,9,14,14 308:17 311:2,4,13 codified 222:9 coffers 175:14 coin 146:6
---	---	---	--

coincident 118:1	238:19 241:18,21	command 7:4,5	215:18 233:10
collaborated 32:25	243:19 245:21	14:22 28:20,24	247:9 254:8 255:4
223:17,24	259:20 261:15	29:6,21,24 30:2,17	256:6 257:20
collaborates	264:9 271:25	30:22 31:19 32:15	262:25 264:22,25
222:13	275:21 276:4	32:17,24 33:5	277:8,24 278:12
collaboration	279:13 284:19	72:19 77:5 90:9	279:24 281:1 286:7
299:3	285:19,24 290:23	128:7,10 136:20,23	291:17 296:6,21
collaborative	291:8 297:12	136:23,24 137:2,4	297:6 298:19 299:5
228:17	305:20 312:19	137:9 145:3	299:20 300:8 302:3
collateral 117:4	comes 9:19 12:5	commander 11:18	303:1 320:16
colleagues 71:25	21:13 70:25 90:12	11:18,20 28:8,9	commission's
collect 237:5	94:6 97:2,24	34:25 58:20	149:18 154:15
276:22	111:23 176:23	commence 302:19	commissioner 1:12
collecting 237:9,17	206:23 228:7	commend 77:1	1:14 76:17 83:7
collection 271:10	235:24 242:16	86:4 177:4 188:20	84:2 100:3 102:4
collectively 213:12	275:7 303:25	301:15	137:20 140:20
collier 201:4	313:15	commendably 85:1	147:4 158:12,23
collins 160:12	comfort 73:8	comment 14:9	162:16,23 164:4
colonel 137:9	comfortable 232:1	28:17 86:15 133:19	168:6 172:19
color 186:21	259:17	142:20 163:8 273:5	176:21 178:3 183:9
colorado 267:9	coming 24:12 38:1	287:5,5,8 297:24	184:14 185:7
268:6 269:8	61:1,17,21 64:6,7,8	297:25 300:8	188:20 189:2
columbine 276:12	64:11,14 81:10	301:10 317:22	195:10 196:22
com 46:24	113:9 117:5,5	comments 128:3	197:20 204:10
combat 5:20	134:18 139:8	140:20 273:7 278:7	213:21 225:4
101:22	149:24 160:10	278:8 286:19,23	231:22 232:2 233:7
combination 158:9	190:20 215:12	300:1 316:23	234:12 236:22
271:14 272:2	235:13 257:23	317:25	238:4 240:5 244:16
combine 274:15	264:1,2,2,5	commission 1:2,9	247:5,12 249:2
combined 138:5	comm 164:5 166:20	1:21 2:24 3:6,15,23	259:24 260:15
come 10:7 12:15	168:5 172:20,22	7:19 13:5,5 26:1,4	267:22 269:24
20:21 25:6 28:2,19	173:4 174:14	26:11,22 27:9,12	276:7 278:8 287:7
29:23 38:3 49:14	176:10,13 185:6,8	27:16,17 28:19	301:9
49:17 50:5,6 52:14	195:11 205:3	33:25 44:10 68:24	commissioners
62:14 70:8 77:21	211:15,17,23 226:1	69:21 71:17 80:23	27:20 44:13 74:6
88:15 94:5 122:22	236:23 237:19	84:24 102:2 103:16	138:12 139:17
133:9 140:10	238:1 246:4 247:13	117:23 142:3	157:3 291:18
150:13 160:15	248:5 249:23	148:14 155:1,16	319:14
166:22 179:14	250:23 251:5,14	162:17 172:15,18	commissions 161:8
213:12,13 221:22	252:9	179:6,16 180:11	265:21,22
233:9,14 234:6		195:12 197:21	

commitment 83:2 committed 142:22 187:3 committee 16:4 281:11,22 282:14 289:21 309:5,6 committing 267:25 268:3 common 238:7 250:16 251:9 276:13 commonality 267:24 commonly 48:14 communicate 23:17 38:21 77:14 78:1,10 205:1,2,3,4 communicated 148:17 communicating 75:22 81:7 communication 8:19 21:18,18 23:6 44:25 46:23 48:13 53:20 55:21 62:11 63:5,6 71:10 106:20 121:7 137:12 268:13 281:13 communications 12:9 16:21 21:20 24:5,6,22 25:5 27:25 28:2 30:18 34:2,4,7 37:23 38:4 38:9 40:4 48:16,18 53:16 55:6 62:25 63:10 67:24 72:11 74:25 86:19,21,24 86:25 87:4 88:2,9 137:1,3	communities 72:8 153:13 269:5 community 15:22 35:24 37:10 103:3 118:13,18 136:7 151:13 154:9 222:16,21 233:17 233:19 274:10,13 316:25 compare 69:24 221:13 compatibility 77:16 compatible 49:19 compel 301:14 compile 220:25 complacent 169:17 complain 175:5 complaints 256:24 complete 118:8 187:16 completed 104:6 161:22 165:4 303:16 completely 164:5 245:20 completes 118:22 completion 4:22 5:8 302:20 complex 220:10 302:12 compliance 157:19 160:21 161:1,1,3,6 161:16 162:5,14 163:11 167:2 171:3 176:1 177:15 225:23 238:17 complicated 275:2 275:4 complicit 169:17	complied 165:18 comply 161:21 162:11 165:23 173:20,21 177:9 248:20 257:3 component 220:8 220:10 222:2,9 223:7 227:7 228:25 components 222:6 228:5,16 composition 166:16 comprehensive 194:5 compromised 298:7 computer 65:16 concentrate 299:12 concentration 96:2 concept 16:23 75:1 163:19 164:3 concern 19:13 40:18 57:12 59:15 72:5 79:15,15 128:23 210:18 213:1,3 240:7 246:8 concerned 20:4 85:13,24 139:4 149:15 245:9 255:4 284:16 288:2 316:25 concerning 56:16 86:18 243:15 317:16 concerns 26:9,12 26:14 74:21 89:2,5 128:25 129:1,2 144:15 162:24 285:14,17	concluded 148:23 288:23 296:17 319:17 conclusion 135:4 285:15 conclusions 137:11 285:25 concur 215:1 275:1 290:5 concurrence 196:10 273:12 282:21 condition 126:5 conditions 15:18 125:5 condolences 157:11 conduct 117:21 126:4 194:21 conducted 93:2 129:3,22 193:25 235:20,22 244:14 conducting 102:18 127:12 148:15 220:16 242:18 conference 131:6 178:18 conferences 158:4 confidence 72:1 85:6,9 188:16 269:10 confident 134:6,7 231:6 confidential 168:19 293:20,24 294:9 confidentiality 317:13 confirm 27:21 confirmation 124:18 130:18 confirmed 42:20 81:25 112:3 199:10
--	---	---	---

297:2 conflict 264:14 confused 42:8 confusion 31:21 47:14 85:20,22 121:2 122:2 124:2 conjunction 8:4 conscious 138:4 207:20 consciously 174:21 consensus 192:22 274:22 consequences 163:23 212:7 consider 17:10 32:11 37:20 86:4 103:8 105:7 195:12 274:9 282:1,18 310:20 consideration 54:25 91:19 96:13 considerations 119:6 135:4 considered 104:1 301:13 considering 166:11 consisted 219:6 consistency 189:15 217:9 consistent 18:9,11 97:4 console 10:16,18,24 24:21 39:8,9 44:24 45:3,4 consoles 45:1 50:9 consolidated 48:15 48:16 constant 303:11 constantine 316:18 316:19 317:20 318:3	constantly 53:25 164:8 constructed 302:18 303:15 construction 217:6 296:15,21 302:7 consultant 26:18 26:19 193:9 consulting 193:13 contact 34:25 131:2 202:24 301:25 303:12 contacted 148:22 203:1 contacts 261:25 contain 301:10 contained 298:7 contains 150:1 content 284:5 293:8 296:10 contention 60:16 context 107:3,10 111:19 112:11 114:21 166:2 continue 56:25 71:11 75:6 125:15 149:15 156:6 167:16 172:2 173:7 179:21,22 196:24 207:8 210:10 226:23,24 227:1 232:7 297:12 314:25 continues 109:4 continuing 225:15 226:5 228:20 contract 193:23,24 194:1 203:8 264:15 296:22 contracts 297:4	contradict 245:20 contrast 69:25 299:5 contribute 263:19 control 6:4 13:4 28:21,24 51:19 89:10 90:9 145:3 157:18 189:25 190:13,18 controls 190:22 219:14 controversial 180:8 controversies 142:15 controversy 130:20 134:1 convening 228:12 convening's 226:14 convention 11:24 306:23 conversation 52:9 54:15 226:9 314:23 conversations 50:18 67:15 103:19 convey 87:16 conveyed 148:19 cooperation 2:15 84:23 cooperative 87:19 coordinates 199:14 coordinating 132:5 222:17 copies 285:9 294:7 cops 73:2 112:15 132:20 182:4 copy 277:15,18,22 297:7 coral 2:5,16,21 6:18 8:8,21 9:4 17:20 24:20 25:25 26:4,4 28:10 29:24	30:6 36:25 37:25 39:1,18 40:11 44:3 44:15,16,21 45:2,3 48:21 53:8 61:2,21 62:10 63:24 64:2,5 66:13 67:13 69:2 69:12,22,25 70:13 71:8,22,24 75:8,16 77:15,17 78:15,19 79:3,17 85:4 86:5 86:19,25 88:1,8 89:25 94:1 99:6 102:10 114:2 116:22 128:9,21 130:5 132:10 144:23 205:9 270:3 285:3,3 298:20 303:6 core 16:1 20:12 24:20 47:15 312:18 corner 29:13 corners 207:4,6,7 305:8 correct 22:10 24:22 28:11 45:8,22 46:14,17,22 52:17 53:18 61:18 74:7 96:6 122:13 141:16 212:9,11 219:23 226:1 230:14 234:16 256:11 290:9 291:1,3,4 320:9 correctly 18:19 199:19 244:21 cost 198:3,7 263:6 costs 198:6 council 223:18 counsel 1:10 220:23
--	---	--	---

counseling 134:13 count 202:2 counties 153:16,21 172:18 203:11 234:20 country 188:24 233:11 306:21 county 1:13,17,18 1:18,19,20 4:14 10:20 12:1 16:21 17:9,11,12,19 19:3 19:23 20:1,5 28:3 38:5,6,13 44:17 45:5,8 48:18,20 49:3 57:25 62:23 65:21,24 70:5,6 71:9,23 72:1,7 73:15,15 74:3,4,6 74:12 75:17 76:8 85:8 94:10,12 116:5,10 121:20 127:6,10 139:10 151:14 152:14,15 152:19,24 153:4 154:6 166:13 167:22 172:22,23 172:23,24,24,24,25 172:25 173:6 187:7 188:21 197:22,24 198:9,11,13,14,15 198:15 200:18,19 201:5 207:16,16 208:10,15 209:7,15 210:22 215:5,6 231:8 234:19 235:7 249:6,12 250:7,14 251:19 252:25 257:22,23 259:7,7 259:11 261:11 263:5 264:1,22,23 264:25 265:22	285:4,4 295:18 296:1,21 297:1,3,9 297:21 299:17 302:5 306:8,19 308:15 315:6,7 320:4 county's 17:7 20:19 21:7 44:22 76:13 208:12,14 296:3,17 couple 13:23 19:8 29:1 39:15 65:5 75:14 90:3 99:24 100:19 101:3 103:7 103:9 128:6 135:2 147:12 148:1 167:20 181:22 189:3 241:7 243:13 267:7 270:9 271:7 271:19 277:6 279:12 287:20 289:1 291:7 303:13 304:15,18 307:11 courage 188:10 courageous 76:14 course 42:18 62:2 66:8 69:15 141:1 142:3 164:17 206:23 264:4 271:22 277:19 278:20 295:22 309:13 courses 218:8 235:19 court 222:20 223:4 255:19 courtesy 300:12 cover 81:9 217:23 261:3 280:6 coverage 153:12,21 255:11	covered 94:11 137:6 227:23 298:1 covering 144:22 315:23 coward 183:10 craft 168:15 crafted 238:14 crash 133:12 create 76:23 79:22 83:18 86:2 134:1 231:25 256:5 269:10 298:11 created 70:23 128:19 137:4,23 142:9 152:4 261:24 316:5 creates 188:15 269:19 creating 80:18 90:17 141:24 156:8 200:10 credits 244:15 creek 19:6 66:1,14 crime 14:24 104:9 115:24 123:7 158:25 159:9,10,13 230:1,4,22,25 231:2 234:13,14,20 234:25 235:5 crimes 115:25 criminal 117:20 151:4 crisis 135:16 151:23,24 218:13 315:10 critical 138:7 213:22 268:17 269:2 criticism 3:25 4:1 145:6,7,16 300:11	criticisms 144:16 criticize 133:24 criticized 146:1 critique 133:24 135:3 critiques 128:3 cross 51:2,3 314:7 crucial 37:15 cruz 34:5 84:5 104:4,7,20 105:2 105:20,24 143:24 148:10 154:17 181:19 182:11 317:17 318:21,25 cruz's 227:11 292:16,20 317:6 crying 214:6 cspd 99:5,6 culture 166:18 167:22,23 174:6 189:5,6 213:18,22 231:24,25 242:4 cultures 164:1 current 33:21 162:20 194:7 220:16 224:22 252:18 255:10,23 298:9 currently 68:18 160:22 220:19,23 258:11 268:15 299:17 curriculum 305:5 curtailed 189:12 custody 262:6 266:19 cuts 69:7 cutters 13:10,12,15 13:17,18 cutting 71:20
--	--	--	---

cycle 118:22 284:22 cycling 273:23	59:18 66:23 71:14 83:10 85:1 86:6 90:6 93:15 98:19 117:2 118:18 121:23,23 122:1,12 122:17 127:17 128:19 135:7 137:18 140:1 144:10 145:11 149:12 160:4 164:25 177:11 186:16 187:1,3,10 197:19 205:21 210:1,15 214:20 216:20,22 244:18 247:16 255:16 258:6 259:21 299:11 306:3 310:3 310:10,23 312:10 312:20,22 314:3 318:8,11 319:6	deaths 128:24 debate 166:10 168:24 debating 166:17 debriefed 6:21 deceased 92:7 119:16,24,25 124:18 126:6 129:15,17 131:13 131:22 133:5 december 149:19 149:21,21 194:2 197:17 220:1,3,4 220:25 226:22 272:13 278:6 283:13 285:19 286:2 289:6 303:17 303:17 decentralized 189:6 decide 11:21 155:15 170:5 175:1 206:8 242:9 314:16 decided 200:17 205:21 243:19 245:23 decides 288:18 decision 25:20 26:24 27:9 28:9 48:6 71:22 73:7,18 75:6 87:10 106:23 106:25 116:6 132:12,21,22,23 137:10 228:23 decisions 26:9 70:21 91:4 106:12 107:19 109:3 121:2 137:16,17 248:22 276:15 dedicate 92:4	dedicated 141:14 143:18 199:4 dedication 301:16 deemed 273:20 deeper 140:17 deeply 15:20 279:6 deescalated 138:19 defend 188:25 247:19 defense 102:8 319:9,10 defiance 171:13 deficiencies 134:20 define 157:21 310:4 defined 212:20 249:20,24 defines 127:10 defining 226:9 228:13 definitely 25:19 249:23 268:22 definition 102:19 249:3,4 definitions 93:4 degree 215:3,4,14 263:19 delay 35:4 68:23 122:2,8 142:4,13 142:18 146:11,20 196:17,22 302:16 delayed 58:9 82:17 120:20 303:14 delaying 80:18 delays 87:25 deliberately 167:4 delineate 265:9 delineation 127:15 deliver 224:12 delivered 178:20
d			
dad 313:19 dade 115:16 215:5 315:5,7 320:4 daggers 18:16 daily 22:18 35:15 97:7 200:11 damage 143:5 damien 147:18 150:13 156:7,24 161:23 162:3 163:1 177:5 180:5 181:14 193:6 196:25 201:6 210:19 219:23 235:11 242:14 257:13 259:23 266:15 269:22 damn 163:11 danger 9:10 dangerous 217:19 217:21,21 279:17 dark 315:21,23 darts 18:16 data 160:14 183:1 192:6,20 219:5,12 219:13,21 220:18 220:19,21 230:10 235:13,24 237:9 242:15 294:11 date 177:9,24 194:4 238:17 258:15 287:15,17 292:12 302:14,21 dates 218:4 daughter 243:11 dawned 202:20 day 15:19 17:18 28:18 35:21 55:11	days 9:21 81:19 103:7 167:21 183:9 253:2 256:22 257:3 271:19 277:6 287:20 288:11 303:13 304:15,18 307:11 dcf 1:16 147:20,21 150:11 152:10 282:2 dead 204:14 229:11 231:16 deadline 196:4,12 197:17 225:10 deal 3:3,19 7:16 37:18,19 157:8 176:2 179:17 306:3 death 130:19 131:4 284:2		

demand 172:15 301:18 demanding 239:23 demonstrate 99:25 113:9 114:7,14 demonstrated 99:13,17 152:4 299:8 301:17 demonstrates 91:15 105:6 denial 187:16 denominators 276:14 department 1:12 2:17,21 4:1,20 8:8 8:22 9:4 10:14 15:10,14,21 25:25 26:12,13 27:11 30:20 32:16 33:1 46:4 70:10 76:22 77:4 78:15 86:5 89:25 98:14 99:5,6 99:8 102:10 114:3 128:21 130:5 132:11 147:14 150:18 158:17,21 160:25 161:4,9 184:11,20,22,25 185:3 205:10 219:7 219:8,9 223:17,23 224:4 225:6 226:16 226:17 244:8 282:3 298:21 315:8 department's 4:7 departments 93:19 94:15,16 96:12 97:16 115:6 128:8 202:10 215:8 300:21 depend 115:12	depending 93:10 150:25 depends 49:17 96:14 depict 117:12 depiction 118:24 125:4 depicts 118:2 deploy 117:8 140:2 140:2 deployed 116:13 131:18,24 142:8 208:15 deployment 13:21 132:2,23 133:6 137:14 139:4,9,12 140:6,12 depression 268:1 dept 1:15 99:7 depth 199:1 242:22 deputies 8:22 25:7 38:6,19 49:3,14 50:4 53:7,10 55:6 64:13 69:11 72:22 77:14 112:23 114:4 117:15 118:5 187:18 200:3 205:12 232:24 270:3 deputy 23:4 42:6 44:1 46:5,6,7 58:25 59:22 63:20 81:25 82:2,15 93:20 133:9 144:23 145:18 159:25 170:14 171:23 204:1,2 249:15 254:1,5 255:5,17 255:19,19 describe 32:6	described 250:7 description 22:23 37:5,7 42:9,10 43:1 43:4,9 descriptions 42:25 deserve 318:22 design 153:9 designated 127:4 199:8 201:10,15 designation 91:18 designed 68:10 151:1 desire 298:22 desmond 1:18 despite 18:25 29:4 57:7 detail 3:24 95:17 128:14 293:19 detailed 194:5 details 51:14 71:2 130:25 261:11 289:16 detective 18:9 33:10 57:9 124:14 158:19 determination 130:15 131:7 132:25 155:10 276:20 determinations 129:13 determine 205:18 220:17,20 256:9 determined 16:1 131:12 detracting 211:8 develop 225:9 developed 219:1 developing 220:22 223:13 245:1,4 246:16	developmentally 214:12 develops 302:23 deviate 127:19,24 diagnosis 151:2 dial 9:7 14:11,18 dialogue 148:11 268:14 317:22,24 318:1 dictate 222:4 238:7 dictated 224:21 die 168:23,23 185:20 differ 8:16 79:25 difference 20:15 62:3 73:1 79:2 94:24 101:17 104:15 163:25 275:15 282:19 differences 20:14 different 17:5 20:11 36:20 45:25 61:14,15 64:24 66:9,17 73:8 79:17 83:13,25 116:14 128:8 141:3,20 142:24 154:11 158:3,3 162:19 191:9 208:2 211:20 212:3,4,15,15 214:4 217:15 221:7 227:16,16 247:4 254:1,18 264:3 279:13,14,14,15 310:13 316:22 differentiate 96:23 differentiating 16:16 differentiation 95:22 215:22
---	--	---	---

differently 60:15 147:2 193:4 247:3 263:12 310:21 differs 263:15 difficult 3:1,9 18:17 57:10 72:7 75:5 141:18 143:4 310:8 difficulty 174:19 digestible 281:4 digital 49:25 digress 162:15 diligence 162:7 diligent 221:24 diligently 260:20 dinged 239:11 dir 157:2 161:25 193:8 197:1 201:8 201:14 212:11 217:23 218:19 219:4 220:3,5,15 230:1,10,18,20 232:6 234:1,11,17 235:10,12 236:15 242:15 244:24 245:2,6,12 246:3 246:13,18,20 252:11,21 253:16 253:18 254:25 257:16 260:5,10,12 262:13,16 direct 98:11 112:3 122:13 222:14 238:14 286:19 299:19 directed 137:15 140:8 directing 209:9 direction 24:18 25:9,16,20 28:6,15 111:8 162:20,25	181:9 294:2 directly 137:19 231:10 232:12 309:7,8 director 70:19 147:19 158:13 159:25 162:8 163:3 165:14 166:25 173:13 221:22 237:1 250:6 directs 35:18 disabilities 222:12 223:2 disagree 8:17 26:3 41:6 61:13 64:20 disappointed 155:21 disarmed 6:19 disaster 72:9 disciplinary 150:22 discipline 102:24 161:10 165:16 169:11 disciplined 155:11 disclosing 172:17 disconnected 51:18 discount 85:9 discrepancies 285:13 discretion 189:10 discretionary 195:23 discriminating 102:23 discuss 109:23 198:6,25 200:7 203:9 274:19 discussed 105:5 106:19 108:9 130:3 130:25 198:22 206:11,12 294:17	308:1 discussing 5:1 259:9 317:12 discussion 21:1 26:16 29:19 31:13 86:17,18 97:17 100:22 148:24 149:5 150:14 178:1 202:4 238:21 239:3 288:8 289:6 293:9 296:2 300:25 316:11 discussions 97:18 147:9 149:7 156:17 162:2 163:1 193:10 196:8 disingenuous 175:19 217:22 dismembering 227:15 disorders 223:11 dispatch 9:19,23 11:4,5 22:2 24:10 39:12 40:19,21 42:19,25 44:3 46:8 47:3 50:17,21 51:8 51:24 52:11,13 55:15 65:11,18 70:6 71:24 73:6 118:16 262:3 dispatched 11:10 35:2,3 129:20 dispatcher 23:5 52:3,24 dispatchers 8:21 9:20 10:7 11:16 14:19 22:12 24:8 25:5 39:5 50:24 65:22 72:2 dispatches 34:8	dispatching 10:5 11:8 24:15 34:21 displaced 151:4 disregard 167:7 disrespect 171:23 disservice 238:24 248:8 distance 11:16 36:7 distilled 272:3 distinction 191:5 distributing 295:6 district 1:19 122:21 127:5 165:7 173:19 178:6 184:21 187:22 189:16 199:6,8,13 201:17 201:19 210:23 223:24 224:19 225:4,10 226:12 228:5 231:6,10 232:10,15 233:2 234:22 237:21 245:18 246:8,22,22 247:1 249:16,17 250:1 252:7,16,25 253:24 254:9 260:4 260:5,7 299:15 311:22 district's 224:1 districts 156:13 157:21 158:3 160:20 161:5,19,20 161:21 162:4,9 163:5,13 165:4 167:24 168:16 170:11,18 172:4 173:15 174:10,15 175:24 178:12 188:23 194:16 199:10,13 202:11 206:18 207:5 210:8
--	---	---	---

215:7 221:10 222:14 223:5 224:8 225:2,8,16 226:6 230:4,21 235:5,14 235:19 236:10,13 237:2 238:22 239:25 240:7 242:17,17,23 247:6 259:5 disturbance 223:10 223:14 disturbed 319:2 disturbing 233:8 dive 161:16 divergence 163:25 diverse 275:9 division 158:20 221:19 djj 282:2 doctor 130:4 documented 61:19 142:19 documents 302:7 dodd 1:19 178:3,4 188:20 234:12,13 234:18 259:24,25 260:7,11 doe 147:15 156:8 156:10 157:1 158:14 160:1,8,11 160:13,18 162:21 162:21 200:12,13 245:4 260:19 doing 39:11 52:19 52:23 65:14,18 80:11 81:8 85:18 87:22 89:12 106:25 109:10 113:2,12 114:9,11 146:2 153:2 156:21 169:16 170:20	172:5 188:23 201:16 203:20,22 209:2 211:9,10 213:11 216:4 229:16 233:2 237:15 238:5,6,9 238:11,22,23 240:9 240:11 241:20 246:7 248:7,18 254:12,14,21,23 255:12,25 265:4,11 273:9 278:5 280:9 293:11 307:3,4 314:24 316:14 dollars 226:2 268:21 274:10 301:6 domain 296:16 domestic 160:11 don 277:10,16 286:21 donna 271:17 door 63:16 104:5 118:10 119:10 137:15 184:5 306:10,15 311:5 312:3 doors 64:11 113:16 138:18 182:10 206:25 216:24 252:6 303:21,22 304:3,3 doubt 64:5 douglas 1:1,19 25:8 27:22,24 28:6 36:1 36:2,9,24 42:3,21 83:11 157:14 159:8 205:11 210:25 213:20 236:9 237:14,22 269:14 298:4 302:25	304:17 305:5 311:16 314:14 315:6 317:1 319:7 downloads 221:15 downs 313:3,13 draft 83:6 271:16 272:12,21 280:17 283:12,22 285:1 drafted 193:24 dragging 112:1 dressed 29:8 drill 197:9 211:19 212:2 214:1,1,2,3 217:17 230:13 232:9 236:12 241:3 241:3,7 246:11 251:24 drills 194:17 214:13 215:2,2,13 215:19 216:2,5,6 217:10,11,12 235:13,17,20,22,23 236:2 238:11 241:20 242:19,21 244:17,20 245:8,25 245:25 246:1,12 315:9 drive 29:25 36:9 100:4 179:8 258:6 286:10,13 driven 181:10 drives 181:4 286:9 driving 36:12 261:4 drop 171:17 dropping 187:9 259:17 drove 100:9,14 142:5 droves 118:14	dude 266:19 304:21 due 123:19 125:13 161:19 162:5 194:6 195:15,18 267:19 287:17 duffel 318:13 duplication 104:25 duties 94:22 101:12 201:13 duty 8:23 28:8 77:7 77:8 101:13 115:21 117:7,10 168:14 253:1 duvall 166:12 dwell 198:10 dwelled 200:6 dying 185:22 186:19 206:17
e			
e 210:3 269:25 286:15,16,19 320:1 320:1 e911 296:3 eagle 35:16,17 36:8 36:22 earbud 202:13 earbuds 202:8,15 202:17 earlier 54:4 67:15 90:8 102:4 161:8 195:14 270:1 308:1 317:12 earliest 64:19 280:18 early 32:14 61:15 61:16 62:8,15 148:10 155:22 193:14 287:21 easily 259:4 308:24			

east 63:16 64:23 104:5 118:10 119:10 easton 63:20 easy 187:24 275:13 echo 159:19 186:2 194:8 278:7 ecstatic 88:3 edge 71:20 educate 179:22 educated 176:22 educating 193:1 education 1:14 147:14 157:7 164:1 164:16 176:22 184:20,22,24 192:10,18 221:21 223:17 225:5 282:3 educators 157:24 179:23 183:13,18 183:20 186:7 effective 28:23 67:2 85:7 266:11 268:24 271:6 302:14 effectively 47:23 185:19 263:25 efficiency 23:12 efficient 135:24 efficiently 85:11 effort 117:15 196:18 221:25 233:21 efforts 124:19 138:5 298:10 eh 174:11,13 eight 39:2,18,20 41:23 51:14,23 77:1,9 105:24 126:18 200:25 208:20 221:3 230:23 253:6 268:1	eighteen 6:23 160:13 eighty 62:1 253:6 267:16 either 8:25,25 10:3 19:3 51:16 108:14 119:24 170:13 173:21 175:13 189:13 195:7 203:12 229:10 242:19 272:14 273:24 283:2 elapsed 107:2 elected 174:23,25 180:2 electronically 237:6 elementary 4:16 83:12,14 160:3 170:16 180:23 197:24 elements 294:11 eleven 60:6,19 104:12 136:13 eliminate 58:11 eliminated 133:4 else's 38:15 265:25 316:22 emerge 113:1 114:20 emerged 113:17 emergencies 71:4 emergency 39:12 57:5 65:18 128:22 141:24 158:2 235:16,23 315:10 emory 164:19 emotional 222:12 223:1,10,14 228:14 228:18 269:3	emotionally 7:7 emphasize 121:20 employed 170:15 260:2,3 employee 185:2 employees 15:22 15:23 260:6 empower 233:3 empowers 188:16 empty 182:11,14 183:3,6 242:1 ems 10:4,5 53:3,5 89:13 emt 133:8 emts 92:12 93:7 101:5 en 294:14 encapsulization 102:21 encompass 252:25 encounter 55:2 encountered 119:13,15 213:19 encourage 111:11 encouraged 14:13 15:4 243:4 endangered 299:16 endeavor 102:23 endeavored 296:5 ended 105:4 241:21 ends 231:15 enemy 14:8 enforcement 1:12 14:7 58:22 59:8 72:14 78:25 82:18 85:18 89:20,23 90:18 91:21 92:17 93:25 95:1 100:12 102:15,25 103:11 103:17,23,25 104:18 105:19,25	107:23 108:6,14 109:1,6 113:15 114:1,2,5,17,19 115:2 118:4 120:1 120:21 121:3,15,21 122:5,14,19 123:4 123:5,10,15 124:3 125:12 126:19 134:12,16 135:19 136:12 138:1,4 139:10 145:15 158:22 159:7 163:21 170:14 188:9 189:23 199:22,24 209:7,16 209:22 219:8 221:11 235:19 243:6 246:24 256:18 257:7 260:25 261:25 263:22,23 268:11 281:12 298:8 enforcement's 103:14 engage 301:14 317:22,23 318:1 engaged 113:10,11 279:9 engaging 209:11 227:14,20 english 312:23,24 ensure 153:20,22 160:20 222:24 enter 58:16 60:5,18 61:2 78:22,22 entered 60:1,19 104:5 105:2,23,25 108:7 119:9,10,18 129:22 entering 100:25 105:8 120:14
---	--	---	--

125:25 entire 71:9 84:16 168:12 169:14 298:14 entities 151:9,11 167:21 entity 22:2 48:15 48:17 115:2 entrance 107:6 244:2 entry 41:3 42:13 44:7 64:21 112:5 119:3 126:19 208:5 envelope 293:6,7,8 293:13,14,20 317:11,11 environment 31:4 89:10 111:23 157:23 164:1,2 166:19 269:19 eoc 54:5,17 61:22 eocs 54:20 equipment 17:15 27:5 73:5 75:2 96:25 97:15 100:10 100:12,16,17 296:19,24 302:8 equipped 97:25 er 132:10 eric 313:21,23 ernest 304:12 ernie 182:6 310:25 314:2,4,13,15 ernie's 314:3 erred 133:23 error 121:6,6 133:25 errors 8:19 escorted 111:7 especially 3:2 52:25 169:23	188:17 272:9 285:21 298:9 305:4 311:16 essence 66:11 211:10 essential 57:24 58:12 establish 29:23 31:19 32:15 224:5 246:24 273:19 established 30:22 30:23 32:16 92:8 94:13 112:14 136:20 153:17 219:6 226:19 establishing 7:4 90:8 223:8 establishment 221:23 et 22:24 63:23 64:1 67:4 97:21 132:14 145:3 152:6 215:3 215:8 249:10 288:17 296:24 evacuate 7:1 evacuated 108:11 108:12 evacuation 212:14 evaluate 111:18 291:24 evaluated 126:17 evaluating 220:19 evaluation 74:22 137:25 193:17 eve 271:20 evening 77:2 event 5:17,25 6:19 6:24 7:15 9:11 10:1 10:3 11:9,19 12:25 13:13 15:20,25 25:4 27:15 28:21	57:14,18 62:3 63:3 127:15 135:12 138:22 141:8,20 226:22 242:25 events 102:14 181:24 310:13 eventually 208:1 313:15 everybody 28:17 48:19 49:23 66:2,5 73:7 74:15 112:14 118:17 124:20,21 130:11 154:14 155:21 171:21 194:18 212:7,10 219:3 233:22 238:23 255:25 264:10 282:20 316:19,22 318:11 319:4 everybody's 48:12 288:3 evidence 121:16 181:15 187:6 222:25 224:24 227:14 evidenced 223:22 evident 200:20 evolution 96:16 evolved 5:24 evolves 194:15 ex 207:19 exact 70:13 172:5 exactly 234:4 246:21 266:16 269:8 318:7 examination 8:3 examine 3:16,23 7:21 299:5 examined 130:9	examiner 129:12 131:6 examiner's 134:5 example 51:12 53:4 55:10 63:18 94:1 106:9 167:13,18,18 168:4 207:15 214:25 215:9 220:13 233:2 241:8 243:8 248:21 266:15 274:25 288:18 examples 167:19 exception 20:3 exceptional 221:21 exceptionalities 249:9 252:1 exceptions 91:23 96:9,11 excerpt 88:19 exchanged 234:3 excited 198:21 excluded 111:24 exclusive 201:11 exclusively 94:8 excuse 194:25 218:17 225:17 236:5 244:23 262:8 excuses 195:1 execute 302:6 executed 47:7 194:1 executive 70:19 157:6 159:2,5 exercise 204:22,23 243:7 exercises 92:11 199:12 242:23 exist 25:14 255:13 existing 220:19 224:23
--	---	---	--

expand 219:1 273:19,19 expanded 13:21 220:20 expanding 222:14 expect 77:5 163:22 169:25 expectation 100:13 106:4 250:3 expectations 90:13 expected 99:22 102:6 306:9 expecting 316:20 expects 247:15 expedited 124:23 expeditiously 297:1 expense 12:22 experience 110:22 116:4 131:5 133:11 135:16 191:17 306:25 experienced 211:13 experiences 101:22 116:14 139:18 experiencing 223:14 expert 160:14 expertise 92:22 99:10 110:21 expires 320:17 explain 74:11 88:25 156:8 193:3 308:16 explained 81:5,6 explanation 65:10 81:12 exposure 91:9 expressed 128:22 128:25 expressions 119:22	extensive 186:4 extensively 81:14 275:22 extra 305:13 extract 111:22 extracting 92:2 extraction 93:12 103:21 104:16 106:9,24 107:8 111:10 extractions 111:25 extreme 249:8 extremely 2:18 20:17 56:16 58:9 62:9 183:12 205:24 246:6,10 267:20	f	f 320:1 face 20:25 21:1 105:20 171:5 faced 92:18 106:12 107:1 facilitate 47:1 94:13 224:1 facilitated 224:5 facilities 179:20 252:14 facility 247:1 302:9 facing 100:1 106:15 fact 29:4 35:9 41:16 72:1 148:2 165:20 173:15 181:18 190:21 202:4,7 244:15 256:8 267:19 293:15 factor 255:16,24 facts 37:19 181:11 181:11 190:9 285:16	factual 285:12,14 285:20 286:1 failed 44:24 54:4 185:3 299:15 fails 9:16 failure 310:5 failures 300:23 310:3,4,5 fair 38:23 80:12 120:23 285:21 290:2,3 fairly 209:1 240:16 283:11 faith 22:12 240:10 fall 9:16 56:3 74:4 264:16 falls 73:15 false 137:23,23 232:17 familiar 48:12 78:20 120:4 251:16 278:18 familiarization 204:23 familiarize 205:15 families 3:1 107:15 110:8 140:24 141:9 141:14,19 146:18 157:11 180:14 219:8 222:24 223:1 226:16 301:19 family 15:22,24 141:2,5,6 218:15 313:7,10 fan 181:8 fantastic 37:4 far 24:2 67:12,13 70:1 74:15 75:4 77:19 87:8 95:24 121:15 139:3 140:17 141:11	144:5 146:12 149:15 168:3 179:23 216:25 250:4 258:13 262:23 271:2 278:22 294:10 310:14 314:25 fashion 265:9 271:20 fast 36:13 168:3 177:19 194:10 313:4 fatal 39:17,20 105:12 fate 143:11 father 300:16 fault 48:4 273:13 favor 162:23 179:5 296:18 favours 238:23 fbi 32:2 148:7,8 149:11 154:21 233:14 fdle 1:21 88:22 159:1 160:12 197:15 288:2 fdoe 193:16,17,18 193:20,24 219:5 220:18 fdoe's 220:23 fe 307:20 feature 227:9 february 4:12 25:15 28:21 67:3 67:10 80:19 157:13 194:4,4 292:7 federal 220:17 318:9,14 feds 228:11 feedback 283:1,25 284:25 285:12
--	---	----------	--	---	---

feel 20:16 67:15 87:5,5 134:6,6 136:17 168:13 173:5 174:14 206:6 231:5 232:1 259:17 269:14 281:1 308:4 315:25 feeley 29:23 31:8 feeling 137:21 feels 133:22 155:24 feis 253:7 257:17 fell 54:4 felony 262:12 felt 12:11 74:22 79:8 129:24 132:4 133:21 135:9,10 145:4 190:3,5 fema 218:7 female 124:16 125:10 126:1 129:7 129:8,25 131:11 fence 198:3,4 252:4 fencing 197:25 198:1 208:5 ff 320:16 field 5:13 13:10,18 56:4 63:23 64:4 65:7 fifteen 62:6 88:14 92:7 100:3 119:1,5 fifty 18:24 70:7 126:19 230:4,20 235:14 267:18 302:12 fight 72:5 188:22 213:5 281:23 282:10 fight s 281:19,25 figure 71:2 196:15 206:15,16 232:19 248:15,18 258:15	265:12,15 286:16 figures 199:15 file 185:3 fill 175:14 filled 52:3 225:21 310:12 filling 230:14 236:18 film 305:13 309:11 311:8 final 133:18 137:25 140:22 143:16 193:20 280:20 finally 291:22 303:9 financing 263:3 find 80:25 126:14 129:5 141:21 150:1 155:14 207:1 245:19 247:17 256:6 265:1 298:6 301:8 317:16 finding 141:19 226:6 findings 194:3 211:14 finds 119:25 fine 45:10 67:4 176:7 257:10 308:25 313:24 finish 7:19 247:10 finished 234:2 fire 8:22 9:4,24 10:5,9,14 11:3,5,8 30:19,20 32:16 33:1,4,5,14 34:21 35:2,2 42:16 46:10 47:9 50:21 79:20 79:21 85:17 89:13 90:4 94:15,16,23 95:23 96:12 97:16	97:18,18 98:13 99:5,7,8 128:21 130:5 132:10 137:2 137:3 204:19 205:17,17 209:22 216:4 241:14,16,23 245:25 246:12 285:3 306:6 firearm 102:7 firearms 102:5 298:18 fired 39:18,20 40:23 41:18 63:17 63:22 104:10,23 105:9,21 112:13,15 164:16 315:20 firefight 183:5 firefighter 96:5 97:14,25 101:13 105:19 firefighters 90:7 93:7 95:13 97:2,6 101:5 firefighting 92:1 firehouse 101:12 firetruck 97:13 first 2:3 14:18 16:12 31:10 34:5 34:16 47:24 51:11 58:17,19 61:17 62:4 66:2,18 75:11 89:16 90:19 91:2,3 92:23 93:3,10,11 93:21 94:7 104:8 105:16,22,22 106:11 107:5,6,7 107:24 108:10 110:2,5,11 117:14 118:25 119:2,9,13 119:14 123:14 124:6 125:2 126:3	126:10,19 129:8 130:8 131:9,12,13 137:25 138:2 139:3 142:21 149:25 172:17 188:12 189:20 191:3 195:22,25 197:19 198:9 203:19,24 204:19 211:16 222:9 223:20 224:2 224:7,13 227:6 235:20 242:24 244:4 257:19 261:17 266:3 271:13,14 272:12 272:21 306:23 307:11 fish 38:17 253:5 five 36:11 47:9 82:22 119:4 120:8 158:15 177:25 181:20 183:3 186:14 187:7 188:18 210:5,7 224:6 228:19 235:14 242:8 258:11 273:22 274:11 305:9 fix 8:19 15:9,10 23:21 24:3,4 56:15 57:21 71:14,15 252:4 281:5 fixed 58:3 197:4 fixes 8:2 flag 227:21 229:18 flat 27:4 fled 105:25 flexibility 215:4,15 flfd 99:7 flight 184:6
---	---	---	--

float 254:1	folks 45:20 118:8	formalized 141:16	105:23 108:11
floater 253:22,24	118:20 138:20	format 277:22	120:8 133:13 141:3
floating 254:6,17	143:3,10,22 190:12	former 171:23	141:3 160:8 182:2
floor 104:8,21	191:8,16 192:7,19	243:18	183:12,12 188:12
105:2,3,9 107:24	193:1 224:11	forms 225:21	193:16 210:6 215:7
108:8,10 118:25	227:13 314:16,24	formula 264:6,19	232:23 249:11
119:2,13 120:19	follow 84:22	fort 99:7 102:4	253:9 254:18
122:7 123:25 124:1	149:16 169:25	131:17,23	274:11
125:17 126:2,3,10	170:6,6 231:15	forth 45:21 77:17	fourteen 40:22
126:11,13,14 129:8	251:9 279:24 292:9	82:6 124:19 281:15	41:17 112:5 119:2
131:11 142:13,18	297:19 298:11	317:24 318:2	151:10 300:16
146:21,22 188:13	followed 138:8	forthcoming 87:18	315:15
202:1,3 310:11	163:9	fortifyfl 221:8,14	fourth 124:10
315:21	following 74:18	229:4 231:2 232:13	146:21 234:23
floored 10:17	207:2 296:4	232:20 233:19	fragile 251:22
floors 126:18	follows 14:16 156:6	235:1,2,8 260:13	frame 73:24 74:1
florida 1:5,12,14	219:11	261:24 267:3,8	109:3 148:21
1:21 38:16 85:15	font 280:4	268:10,15 316:7	216:15
86:1 96:20 97:25	foolish 306:18	fortunate 159:21	framework 215:13
158:21 168:17	footage 159:11	fortunately 111:3	franklin 124:13
169:22 170:18	318:6,9	forty 39:3 77:1,9	125:18 151:18
178:12,17 179:13	football 63:22 64:3	105:24 126:18	frankly 110:15
184:18 185:18,24	64:7 65:7	133:11 146:10,20	131:3 143:23
218:25 222:19	forbid 27:22 85:4	147:1,6 155:25	fray 281:23
223:16 226:12	255:6	181:23,24 199:9,12	free 206:22,24
245:4 256:4 258:12	force 8:14 94:11,12	203:10 252:13	207:2 313:1
267:10 298:14	96:14 97:9 128:12	305:7,9	frequency 44:16,17
302:3,10 320:3	135:5 142:8	forum 200:10	44:22 240:22
flow 53:16	forced 244:1	forward 4:7 7:13	frequent 215:23
fluff 301:13	forces 113:22	154:4 197:14	273:22
fly 120:12 192:15	206:13,19	199:18 226:5 228:6	fresh 244:16
flying 41:5	foregoing 320:7	247:8 282:4 297:6	friday 155:19
focus 74:14 84:20	forever 121:24	307:15 308:2	178:1 254:12
86:20 88:23 160:24	192:17 265:5	fought 185:22,23	friend 310:21
270:23 275:22	forget 286:3	185:23 186:15	friendly 79:20,21
276:1	forgive 318:3	found 29:13 30:20	friends 8:4,12,12
focused 80:14	forgot 304:21	55:23 89:6 119:18	8:13 15:24 313:8
141:7 224:24 228:9	form 97:9 219:22	130:18 177:17	313:10
fog 31:5 91:4	312:18	four 34:6,12 41:25	front 16:25 36:14
fold 16:13	formal 256:10,25	62:14 63:2 77:1,9	71:18 74:10 203:7
	288:19,19	104:11 105:11,21	233:9 276:1 280:6

frozen 201:25 fruit 275:23 frustrated 18:2 30:10 145:2 frustrating 254:13 fssat 160:10 161:17 161:22 169:4 172:19 174:3 178:20 193:8 194:6 194:7,12,19 197:7 199:10,12,17,19 230:3,20,24 235:14 236:3,16,19 275:24 294:8 295:9 fssats 162:5 166:2,3 168:21 195:15 294:17 fsu 243:9,19 fsupd 244:3,5,7 full 115:18 116:19 126:8 226:23,25 295:2,8 307:7 315:9 fully 33:15 116:11 116:12 122:23,23 193:3 fumbled 154:23 function 113:15 fund 175:11 197:4 209:4 funded 175:12 274:9 funders 73:18 funding 153:16 161:10 175:2 264:1 264:2,3 265:2,2,18 274:5,15 301:1 318:17 funds 176:16 198:11	furious 239:22 further 56:6 68:24 99:10 118:12 185:1 197:13 289:9 298:10,16 future 150:7 194:7 195:7 fyi 11:19 <hr/> g <hr/> g 209:13 gain 161:3 gainey 164:19 game 170:9,22 186:21 187:17 254:15 274:16 games 169:20 170:7,19 171:6 172:4 173:25 216:10 238:8 248:2 250:22 251:1 gamesmanship 248:1 gaming 240:7 gang 158:19 gap 255:10,18 garner 313:22,23 314:1,10 316:16 garnez 313:21 gate 29:15 gathered 52:4 gathering 234:5 gauze 5:20 gc 1:17 gear 95:21 102:16 geared 89:20 227:7 gears 298:19 general 1:10 89:23 103:21 111:12,19 115:9 131:1 135:22 136:1,7,8 178:25 220:23 242:6	260:18 273:15 generally 91:22 263:12,14 generate 221:9 generated 8:25 generations 312:19 geographic 221:13 getting 13:24 14:23 22:7 30:11 37:25 53:6,8,10 54:2 58:8 58:11 59:2,20 63:13 65:11 114:12 118:7 122:9 134:12 134:24 140:17 144:18 146:21 151:19 162:11 174:19 193:1 206:4 217:2 271:2 279:16 294:11 gilchrist 172:23 gina 300:16 girl 62:18 girlfriend 305:23 305:23 girls 250:1 give 7:19 10:8,10 13:13,14 22:22 23:7,7 34:4 43:4 67:17 68:6 87:20 100:20 120:21 121:21 135:8 147:15 162:21 163:11 173:10 178:9,19 179:15 193:11 196:12 206:22,24 207:2,15 222:5 232:13 239:5 243:9 261:22 276:2 286:8,11,12 289:6 289:8 290:18	given 4:19 12:8 14:21 35:12 40:3 42:6 55:4 68:1 106:3 109:9 111:7 135:24 136:4 158:10 178:17 199:4 200:23 285:9 285:11 gives 99:3 108:25 124:23 125:4 126:7 165:22 184:19 213:1 giving 39:6 184:11 190:17 194:25 239:1 257:7 glad 279:21 glimpse 109:9 global 138:21 140:9 glue 32:5 gnaws 181:13 go 2:2 6:3 16:12 33:12 36:14,20 37:1 40:8 41:19 46:18 48:2 49:11 50:17 52:1 56:2 60:20 64:16 69:21 71:24 74:19 76:1,3 78:23 88:20 90:1 93:8,8 94:20 95:8 95:10,18 98:4,25 100:25 101:4,10 102:3 103:5 107:10 108:5 109:11,12,13 109:16 111:11 113:20,21,22,24 114:23 117:10 119:20 120:5,15 121:18 124:25 130:5 131:13,16 139:25 141:2 142:1
--	--	--	---

150:22 151:23 155:3 162:19 165:17 167:19 169:9,18 171:8,12 172:13,21 173:12 173:15,16,16 177:3 178:3 180:5 182:21 182:22 185:7,13 186:3 187:2 188:3 189:4 195:10 196:25 199:1 203:15,17 204:24 206:6 207:1 210:24 211:16 212:4,5 213:16,24 218:18 225:18,19 229:14 235:11 236:6,19,22 237:10 239:13,20 240:5 241:6,7 242:14 244:1 247:12 248:9,10,17 248:25 250:12 252:7 253:10 255:2 255:19 256:1,11 257:13 260:14 266:13,21 271:7 272:14,15 274:10 276:11 278:3 282:3 286:5,22,25 287:7 288:1 289:2,19 295:9 301:2 303:20 306:10,14,22,24 308:8,22 309:24 311:5 313:8 goal 167:1 goals 157:25 228:11 god 27:22 35:10 85:3 87:23 172:3 255:6	goes 3:7 7:6 21:17 31:7 35:19 83:23 84:6 93:11 99:21 103:24 110:22 125:9 136:1 160:5 162:12 172:8,8 173:24 205:7 233:11 237:22 241:14 311:18 319:11 going 2:4 6:2 9:3 9:22 10:14 11:15 14:15 15:11 16:7 17:13 20:20,21 21:23 22:1 26:25 27:6,6,7,8,19 28:2 28:7,9 31:3,5 32:1 33:13 34:24 36:13 37:10 41:6 42:16 51:9 52:14 53:6 55:7 57:19 58:5 59:7 63:4 64:17,22 64:23 66:8,17,22 67:13 68:16 70:14 70:16 71:11,19,23 73:4,10,12 74:14 74:24 75:23 88:22 89:16,17 90:3,12 91:20 92:19,24 96:22 98:24 103:5 103:9 108:5 109:19 109:23 111:17 112:15,16 114:8 116:11,16,17 117:9 122:19 123:21 124:2 125:7 126:13 128:13,18 130:25 139:8,12,15,16,24 140:2 141:1 142:20 145:4 147:5,19,23 148:25 149:1,2	155:5 156:7 158:6 158:8,9 160:7,19 163:2 167:14,16 169:15 170:8 171:16,16,17 173:25 174:1,3,4,4 174:5,11 175:17 176:4 179:10 180:7 181:8 182:5,23 184:17 188:11 189:7 191:10 193:11 194:8,20 195:7 201:4,23 203:4,7 205:5,18 205:25 206:8 209:2 210:10,21,23 211:1 213:17 214:14,17 215:19,24 216:7,9 217:3 218:5,5 220:8,12,12,14 222:4 226:8,20,24 227:1,1,2 231:21 232:8 237:4 239:2 239:7,8 242:6,7,10 245:10,19 246:15 247:19 250:19 251:11,12 253:20 254:3,4,10 256:9 257:22 259:19,20 261:22 265:16 266:8,23 270:19 271:3,5,6,18,21 272:1 275:8,13,15 276:5 277:10,11,19 279:8 280:3,4,5 281:15,18,19 282:3 282:13,22,23 283:19,25 284:2,3 284:8,21 285:6,22 285:24,25 288:1,6 288:10,11,20 289:4	289:23,25 292:15 292:22 294:2,7,7 298:3 301:24 302:1 303:1,2,3,5,6,7,9 303:10 304:11 306:22 307:5,8,17 307:23 308:6 313:6 317:23 318:1 gold 267:9 golf 118:11 125:18 125:19,20 gonzalez 320:6,15 good 17:1,18,18 26:24,25 27:13 34:3 35:19 49:9 51:12 56:21 67:6 77:13 102:20 153:3 170:21 174:1 188:7 192:9,23 203:4 213:11 221:16,17 231:16 254:16 259:10,15 270:13 271:4 273:2 276:14 278:5 279:16 299:1 308:24 313:22 314:24 gotten 14:19 112:7 214:8 252:4 governance 219:12 governing 73:20 government 26:1,5 301:4 governments 265:12 governor 161:14 170:4 177:1,24 298:13 gps 20:14 67:14,19 67:20 grab 51:21 80:2
---	---	--	--

grabbed 29:22 39:7 grade 234:23 grady 1:18 grandparent 305:22,25 306:2 grant 197:15 granted 212:8 grants 197:3,18 great 8:15 89:5 179:17 202:20 203:2 207:23 208:5 208:6 211:10,22 212:1 218:23 232:25 266:20 270:13 271:4 greater 165:25 green 8:11 308:19 308:19 309:1 315:3 315:14,22 greenleaf 121:10 ground 53:17 209:21 298:2 302:4 302:8 group 29:14,15 41:2,8,12 42:13 43:6 44:6 60:1 64:22 102:17 155:18 193:13 199:4 200:8,17 219:12,16,20,20 228:16 271:8 272:15 273:9,13,18 280:24 314:4 groups 73:8 219:6 219:11 275:11 grow 16:2 gualtieri 1:9 52:8 190:10 257:19 guarantee 307:6 guardian 170:16 178:21 179:5 180:8	185:14 249:15 250:18 256:8 257:17 258:2,21,22 guardian's 266:6 guardians 175:10 187:8,13,19 253:7 258:13 259:2,6 260:2,2,3 263:4 265:20 guardianship 189:18 191:5,6,15 193:4 guatieri's 194:8 guess 16:12 54:5 60:12,20 80:23 90:6 100:2 111:1 115:1 134:20 152:22 163:8 181:6 181:18 265:16 293:5 guidance 189:8 278:23 294:25 guidelines 90:1 92:3,4,8,17 197:15 242:6,10 guilt 87:5 gun 6:20,25 19:18 29:9 72:19 170:21 174:2 181:20 182:11,14 183:3,6 183:11 185:20 186:13 188:7 189:25 190:12,22 254:16 261:19 262:7,7 gunfire 106:15 184:1 guns 18:4 100:17 189:23,24 190:2,15 190:19 259:10,15	gunshot 41:21,23 143:7 gunshots 6:2 61:3 241:12 guy 19:17 42:16 51:24 52:2 55:20 55:20,24 58:24 59:9 62:20 72:21 170:21 174:1 182:6 188:7,8 189:23 192:11 254:16 guy's 22:23 guys 30:13 33:4,5 33:14 42:18 43:24 67:22,23 72:13 76:7,12,13 80:6,6 98:14 104:22 107:17 133:19 203:1 207:19 237:17 259:10,15 298:1 305:14 307:10,22,23 316:24	handguns 142:22 handheld 39:8 204:25 handing 275:23 handle 3:21 186:13 handled 2:17 127:24 handles 51:1 160:10,14 handling 51:6 handout 148:1,3 hands 132:9 146:13 313:9 hang 38:12 259:23 haphazard 180:17 happen 9:6 24:25 25:1 55:7 57:19 60:8 71:5 89:1 90:23 116:17 117:9 138:23 139:2,13,16 164:25 168:7,9 171:16 172:9 182:1 204:7 205:19 206:10,15 233:25 288:25 290:7 301:8 303:2,2,10 309:8 happened 18:21,21 37:2 44:10 57:17 57:17 58:1 67:2,10 71:16 85:3,7 88:25 100:8 112:4 115:22 133:15 148:8 168:8 183:24 188:13 200:16 210:14 243:18 279:7 303:18 307:21 happening 38:2,20 120:11 165:20 170:25 202:22 253:23 264:11 274:13
		h	
		hairs 67:4 half 30:5 166:8 243:10 280:11,14 hall 107:24 hallway 119:17 182:8,10 202:5,15 310:11 hammer 30:12 171:18 hamper 59:10 hampered 37:17 59:10 hand 94:25,25 239:17 handcuffs 176:21 handgun 143:8 191:12 243:21	

happens 15:2 23:10 72:5 131:9 167:15 168:17,17,22 169:6 205:22 254:11,11 254:20 264:14 267:6 269:21 311:2 happenstance 100:8 happy 10:13 27:8 35:5 56:9 157:3 200:14 277:24 296:9 306:4 hard 21:7 109:23 138:15 141:21 163:19 195:19 207:4,6,6 209:13 284:9 298:6 305:8 313:5 hardening 266:25 275:5 276:1 hardest 310:1 hardship 2:25 harm 213:11 harpring 1:17 198:13 201:6,9 283:8 286:18 hash 215:19 hat 244:13 hate 19:15 36:19 37:17 80:9,10 haunts 310:10 haven 72:21 he'll 46:18,19 98:25 289:18,19 head 69:12 298:25 319:5 headed 157:17 headquarters 149:11 heal 3:8	health 134:13 152:21 157:9 222:3 222:9,15 223:8,15 223:18,19,20 224:2 224:7,13,16,17,20 224:25 225:14 226:17 227:6 228:1 228:8,25 273:10,23 274:6 275:2,4,18 281:20,23 292:17 292:20 298:17 319:3 healthcare 219:10 heap 307:5 hear 2:4 6:2 17:2 19:15 40:17 46:21 56:9 61:1 66:19 87:24 88:3,11,15 97:10 99:11 106:14 106:16 118:14 157:9 189:19 202:6 229:5,20 234:9,9 256:23 281:7 289:5 290:20 306:5 317:17 318:23 heard 3:25 7:14 14:4 19:4 24:16 31:2,8 41:4 42:18 43:12 44:3,5 52:12 59:1 62:17 64:2 65:20 75:3 81:2,3 90:7 106:13 107:4 107:9,16 111:16,17 142:4 143:14 186:6 198:5 200:2 214:3 231:9,14 233:6 238:21 241:10,11 247:4 273:18 290:11,13 291:10 295:11 298:19,21 307:12 310:19	319:8 hearing 39:11 51:14 63:1,13 143:24 159:17 256:10 316:1 319:1 hearings 3:22 296:4 heart 3:7 85:19 146:3 312:17 heather 271:16 286:22,23 heavier 276:5 heavily 217:12 247:10 317:9,9,9 heavy 317:19 heck 30:14 heightened 123:20 heinrich 6:16,16,17 6:17 held 163:17 193:21 248:6 254:20 300:22 hello 316:19 helmets 13:22 96:13 help 5:22 8:17,18 12:9,18 13:4,6,7 16:4 32:1 68:25 91:11 108:17 110:1 119:23,23 134:13 134:24 140:3 146:4 151:1,24 165:1 184:16 190:12 205:5 206:3 209:4 214:15,19 223:9,13 225:8 276:17,22,24 278:12 298:11 301:5,14 307:16 helped 6:13 56:23 68:24 168:15 226:13 258:9	helpful 32:3 helping 2:19 315:9 helpless 310:3 helps 5:15,15 111:9 henderson 152:21 hendry 197:22,23 259:7 henry 73:19 295:19 297:8,9 henry's 68:11 hernando 151:18 heroic 183:12 hey 11:19 18:6 29:20 38:13 42:16 43:4 44:2 47:5 51:24 53:8 59:3 95:2 308:25 hide 155:5 188:22 213:5 hiding 214:5 high 1:1 6:18,25 13:3 38:2 83:22 85:4 101:23 102:9 103:3 142:25,25 157:14 159:8 170:17 172:1 180:24 189:17 214:21 216:16 231:4 270:24 276:2 281:8 284:4 298:4 303:4 317:2 higher 140:13 153:23 177:6 192:22 227:23 279:4 highlighted 104:24 142:16 highlights 111:1 highly 102:22 highway 38:16
--	---	---	--

hinder 13:7 hip 191:12 hired 26:18 164:16 259:3 history 4:7 192:5 194:7 311:15 hit 30:12 34:22 232:22 hixon 107:8 131:10 hoc 97:9 hold 22:16 46:20 95:2 180:1 256:17 256:17 257:12 289:23 306:6 313:8 holding 184:4 261:19 holistic 298:15 hollywood 68:18 68:21 295:12 296:14 297:15 holmberg 36:25 63:21 home 40:15 117:5 150:23 151:4 179:9 181:4 259:20 308:6 homicide 158:19 honest 175:20 honestly 310:18 316:20 honor 278:9 312:19 honored 316:13 hoody 42:10 hook 44:2 123:2 155:1 276:13 hoops 15:3 hope 14:16,25 15:1 15:1,5 21:11 38:23 66:23 136:9 179:8 214:15 235:7 255:11 275:1	hopefully 58:10 88:24 89:1 111:9 285:8 316:24 hoping 231:3 307:14 horrible 3:3 136:10 186:6 horrific 5:16 7:15 9:10 11:9,19 15:20 22:17 25:4 138:22 horrifying 84:1 horror 19:4 hospital 125:22 130:17 hospitalizations 151:5 hospitals 93:13 118:15 127:4,22 host 35:2 hosted 200:19 225:7 hot 95:1 100:25 101:2 112:21 113:21,22,23 114:15 124:9 125:25 135:9,11 hotlines 230:5,23 hour 19:24 30:6,6 116:8,13 128:17 200:25 266:18 288:7 hours 4:24 9:21 47:8 77:1,10 210:7 297:8 house 27:3 156:17 161:14 169:23 196:9 295:2 hubbub 63:5 huge 181:9 227:21 humanistic 100:20	hundred 39:1,15 61:19,24 70:7 77:25 81:13 113:18 133:3 136:14 139:5 163:15 195:24 202:2 215:7 224:6 224:10 225:23 250:8 252:13,22 253:6,9,12 260:23 260:24 261:2 268:7 271:18 288:6 310:12 hundreds 187:11 187:11,12,20,21,21 189:10 268:8 hung 51:17 hurricane 3:4 173:1,2,5,11 hybrid 259:1 260:3	144:17 146:10,14 223:9 228:15 233:17 identifying 144:2 219:13 identity 261:21 262:22 idly 171:24 iff 160:8 illness 151:2,3,6 223:11 illuminating 304:19 illustrating 113:7 image 261:16,19,20 262:15 310:9 images 90:21 imagine 3:9 134:23 155:20 immediacy 47:15 immediate 131:4 135:18 190:10 191:2 221:9 256:21 299:25 immediately 12:6 28:7 35:12 51:21 132:16 133:5 179:12 192:7 202:16 242:2 257:12 299:12 imminent 296:16 impact 135:21 136:18 impacted 79:1 82:17 137:16 impeded 137:1 implement 165:15 211:7 242:11 270:20 implementation 73:25 147:16,18
		i	
		ics 33:18 ics100 33:9 idea 40:6 50:8 85:21 109:1 124:24 166:24 178:23 192:23 203:4 209:6 235:3 306:6 ideal 47:18 ideation 267:25 identifiable 146:19 identification 91:13 110:4 identified 57:22 89:22 99:15 102:8 119:15,19 126:6 131:19,21 152:3 197:6 218:8 222:22 296:11 identifies 104:9 identify 82:8 109:18 138:9	

150:12 152:1,8 153:10 156:20 219:17 222:1 226:14 implemented 50:16 76:22 150:19 151:8 151:21 202:12 implementers 314:15 implementing 156:11,14 199:11 213:14 224:2 269:6 implore 298:13 299:4 300:8 301:7 import 164:9 importance 6:9 229:8 important 3:16 6:10 9:3 12:13 14:17 15:2 18:7 20:17 30:3 40:2 60:7,9,22 68:3 87:16 115:1 117:16 140:21 141:23 144:5 168:21 176:2 188:2 191:4 194:11 205:24 229:21 233:24 246:6 267:2 267:5,14,20 268:4 268:23 271:1 278:21,22 279:4,18 281:2 282:6 284:5 294:24 301:12 308:7 314:17,20 319:4,7 importantly 212:21 254:22 298:23 impose 161:2 imposed 301:5 impossible 220:6	impression 41:14 41:15 48:9 122:6 145:13 169:22 199:1 improper 132:23 improve 7:23 88:7 improved 84:25 88:7 improvement 178:14 improvements 67:6 78:7 improving 154:7 197:5 298:17 inability 78:9 inaccurate 82:16 inadequate 128:24 246:10 inappropriate 114:15 inception 3:22 incidences 96:17 138:9 incident 9:22 10:6 11:1,15 18:25 22:17,18 23:23 33:5 45:18 58:20 60:3 75:23 90:13 90:24 91:17,18 92:7 93:5,15 94:7 109:25 110:10 116:16 122:18 127:13 129:21 130:23 139:6 178:13 218:15 262:6 incidents 6:14 102:14 106:10 142:6,22 182:1 include 194:3,6 200:15 218:12	235:16 252:15 292:18 294:7,15 included 4:16 152:24 235:16 includes 73:6 including 156:18 210:20 225:3 283:12 incompatibility 78:9 inconsistent 96:19 98:1 240:12 241:25 incorporate 246:17 271:22 272:5,21 incorrect 137:21 increase 178:12 increased 151:11 incredible 72:11 independent 218:7 india 255:5 indian 1:17 172:23 198:13 indicate 82:2 indicated 235:15 indicates 192:7 213:13 indisputable 62:22 individual 97:14 100:15 120:2 143:2 161:18 164:15 173:12 185:21 189:9 198:8 242:1 245:10 282:25 285:23 286:13 291:18 individually 230:13 individuals 99:15 100:21,23 117:9 118:9 120:13 128:25 133:20 145:24 169:9	179:11 183:25 211:20 226:18 300:22 ineffective 28:23 influence 58:4 inform 122:8 230:21 information 14:21 18:1 22:8,14,22,25 23:7,8,10 27:10 37:15 38:7,8 39:7 39:10,24 40:2,8 41:16 42:12 43:10 43:12,14 44:7 51:21 52:4,15,24 53:11,16,22 54:1 55:14,16 58:23 59:22 60:1,17 61:7 61:8,16 62:23 63:9 64:12,15 66:5 67:2 81:11,15,23 82:3 82:16 105:1,13 106:3 136:22 146:5 148:8,9,14,18 149:3,16,23 172:20 207:3 212:16 220:25 222:21 230:3 237:18 266:7 266:7,8 268:19 269:4 279:16 285:6 287:14 288:21 289:7 291:12,13 293:13,14,20 294:4 294:12 301:11 informed 149:1 160:16 296:6 302:22 infuriated 171:22 initial 47:15 69:25 110:6
---	--	---	--

initially 43:2 107:14 129:14 148:24 192:1 265:20 initiate 45:7 228:4 initiated 151:23 212:3 initiative 234:22 initiatives 301:1 injured 103:22 108:11 injuries 106:6 108:1,13 111:2 126:15 138:7 injury 90:17 inner 317:10 inordinate 133:1 input 70:22 196:13 232:10 inputting 65:15 insert 88:19 inside 7:4,21 94:8 101:2 106:2,5 121:22 137:18 150:23 222:2 244:4 293:6,8,13,19 315:19 inspector 159:2,5 installation 296:20 installed 12:22 instance 11:6 13:6 52:2 167:3 231:21 300:10 institute 233:16 instruct 139:24 instructed 202:16 308:18 insufficient 56:13 integrated 219:5 220:21	integration 282:13 intel 266:7,12 intellectually 175:20 intelligence 92:20 106:13,14,18,22 intend 33:15 279:23 intended 6:20 144:24 220:11 238:5 250:25 intending 216:19 intensive 102:23 150:23 242:22 intent 153:19 193:22 194:6 251:10 intention 171:7 intentional 15:16 intentionally 263:2 intentioned 240:9 intentions 136:12 interact 75:24 268:14 interagency 222:19 interested 156:18 162:22 257:10 interesting 235:6 304:15 interests 288:3 interim 71:15 74:16 280:6 287:10 intermittent 173:7 internal 134:17 148:15 149:3 288:15,16,22 internally 222:15 international 90:23 internet 27:4 173:7 interoperability 12:12 49:24 50:2	76:23 interoperable 12:13 interpret 239:5 interpretation 257:2 interpreted 247:3 interpreting 170:11 238:25 255:14 interrogation 317:7 interrupt 39:25 intervention 158:1 228:9 interventions 222:21 interview 65:15 80:24 82:1 96:12 interviewed 81:15 99:14 100:24 129:1 129:9 interviewers 111:21 interviews 92:16 93:2 99:13,16 101:19 102:19 103:11 117:20,21 127:12 135:8 introduced 234:3 257:21 introducing 190:1 invested 7:8 investigate 5:5 155:4 159:6 160:25 investigated 4:22 5:8 investigating 102:2 investigation 2:20 129:3,4 134:19 148:23 149:4 159:4	159:9 232:18 288:19,20,23 290:1 investigations 159:3,6 288:16 investigative 99:13 99:16 investigator 130:24 134:5 159:15 investigators 111:13 117:21 invitation 193:15 217:25 292:12 invite 203:16,24 204:19 205:15 287:11,20 297:21 invited 306:24 invoices 258:17 involved 69:10 143:21,23 153:7,9 159:4 233:20 240:24 261:11,12 283:11 312:16 involvement 98:11 151:5 299:13 iota 146:10 irrespective 281:16 island 42:3 israel 2:11 16:6,10 20:25 21:3 25:22 78:17,23 79:14 287:11 288:12,17 290:22 291:22 299:7,22 300:10 israel's 290:17 issue 16:16,17 19:11 20:10,11,12 20:13 45:20 49:20 50:3 54:9,22 55:4 58:2 67:14,19,20 67:20,21 69:1 77:12 79:18,19,23
--	---	--	--

79:25 80:9,21 122:13,16 136:19 137:14 146:11 173:6 174:7 175:2 181:7 189:4,24 192:18 193:3 210:11 253:18,20 253:20 265:18 295:24 304:23 317:11 318:24 issued 5:9,13,17 8:20 96:5 197:15 218:1,7 issues 15:9,10 16:18 19:2,2 34:2 36:3 55:2,21 56:16 67:19 68:14 71:10 71:11 73:4 76:24 80:18 86:2 97:20 123:20 142:12 144:15 145:3 146:23 178:22 192:12,17 195:1,13 262:19 281:13 294:19 298:16 317:5 319:3 issuing 96:13 it'd 265:8 it'll 279:2 items 13:23 281:5 290:12 itn 218:2 221:2	289:11,12,13 292:7 jason 1:10 jeans 22:24 jefferson 207:16 250:7,14 jennifer 286:22 287:1,2,2 316:17 jeopardize 298:8 job 175:15 203:11 211:10 259:4 273:2 315:7 jobs 305:3 join 26:17 joined 80:6 157:5 159:22 207:22 208:21 joining 158:14 joint 24:7 76:5 302:4 jointly 274:9 joke 184:12,13 262:8 jones 1:10 256:6 jordan 17:20,23 31:11,12 32:18 journalist 318:16 judd 1:18 69:19,20 70:4 74:5,8 79:2 86:11 133:7 154:19 154:20 163:9 177:3 177:4 183:9 184:15 185:13,14 189:21 248:9,10,14,17 256:3 257:4,9 258:19 266:14,18 276:7 277:4 280:13 287:16 290:3,5 291:3 295:11 297:14 judd's 74:21 189:19	judicial 1:11 judicious 270:17 270:22 278:23 juggles 160:15 julie 160:12 july 193:18 224:4 296:5 jump 15:3 98:17 214:14 jumping 216:11 298:2 juncture 64:24 112:12 114:22 122:6 271:25 284:12 junctures 61:14 june 193:17 225:6 225:10 257:20 junior 243:11 juniors 35:25 jurisdiction 3:19 11:12 30:4,13 31:23 32:22 34:24 38:15,16 45:6 55:3 87:11 139:23 140:10 256:19 262:17 jurisdictional 69:14 jurisdictions 69:8 justice 1:16 151:5 219:9 justin 1:15 juvenile 1:15 219:9	86:15 keen 3:21 keep 5:18 23:2 72:2 83:19 100:10 115:13 176:22 180:16 181:2 183:15,22 184:1,8 184:9,9 185:22 202:22,23 207:24 214:7,21 216:11,16 251:23 279:18 280:15 296:5 298:11 301:6 302:22 313:6,14 keeping 184:10 308:3 313:11 keeps 58:8 160:16 kelly 147:18 150:13 156:7 157:2 161:25 165:14 166:25 173:13 177:5 193:8 197:1 201:8,14 212:11 217:23 218:19 219:4 220:3 220:5,15 221:22 230:1,10,18,20 232:6 234:1,11,17 235:10,12 236:15 237:2 242:15 244:24 245:2,6,12 246:3,13,18,20 250:6 252:11,21 253:16,18 254:25 257:16 260:5,10,12 262:13,16 kelly's 162:8 kept 15:8 41:22 72:13 kevin 1:21 kevlar 96:5,13
j	jacksonville 166:10 166:13 174:11 jacob 157:7 221:18 jail 273:24 james 1:17 january 197:18 201:4 218:3 220:2 287:21,24 288:3	k k 157:7 221:19 kapusta 147:20,23 150:8,17 152:17 153:5 kathy 11:23 21:12 49:10 52:20 62:12	

key 221:12 283:12	know 2:25 3:13	79:24 80:1,1,3,7,8	216:25 217:2,22
keys 14:1,1	4:18 5:2 6:13,15,15	81:12,13 83:4,8,9	218:20,24,25 219:2
kicked 193:23	6:24 7:11,17 8:14	83:20,21,23,24,25	220:11 226:4 227:2
kicking 87:22	9:2,8,9,9,13,20,24	84:2,4,9,24 85:20	229:1,4,7,10 231:3
kid 4:23 6:24 154:8	10:13,19,20 11:6,7	86:20,21 87:21,23	231:6,8,17,22
kid's 182:24	11:7,17 14:5,23,23	87:24 88:3 89:4	232:4,11,12 233:5
kids 83:15,21	15:2 16:5,25 18:13	94:19 104:3,11,21	233:18 234:18,20
109:25 143:15,19	19:2,3,12,13,14,18	109:14,18,21	236:21 238:2
144:3 176:22	21:2,8 22:16 23:25	110:14 114:10	239:12,23 240:1,2
180:16,20 182:8,16	26:2,3,25 27:2 29:1	115:16,19 117:17	240:4,12 243:7
183:15,19 184:2,6	29:3,15,21 30:7,15	121:4 123:6 124:8	244:18 246:7 248:1
184:8,10 190:4,6	30:16,16,21 31:7,7	127:21 128:4 131:5	249:3 251:1,2,22
214:4,13 227:18	31:8,13,17,18,21	132:2 134:13	251:24 255:7 256:9
229:7,10,16 231:24	31:22 32:1,5,6,6,12	136:11 138:16,18	256:13 257:5,7
239:19 241:15	32:13,14,14,16,17	139:1,3 140:8,20	259:22 260:13
248:22 254:2,24	32:18,19,19,21,23	140:25,25 141:2,17	261:3,17 262:23
269:13 273:20,21	32:23,25,25 33:1,2	141:18,20 142:21	263:5,5,9,10,13,24
305:7,9 307:20	33:3,25 34:8,15,20	143:8,19,25 145:10	263:24,24 264:6,21
310:12 312:11,13	34:23 35:3,8,9,16	145:20,20 146:8	265:6,7,25 266:2,3
killed 244:10	35:24 36:5,14,18	147:22 149:23,24	266:11,22 267:5,22
killer 5:23 29:12	36:20 37:6,19	149:25 150:1	270:12 271:13,21
56:11 61:4 79:9	38:22 39:12,13,17	152:13,19 153:5,10	272:20 273:7,11
186:20	39:23 40:5,7 41:3,5	154:14,18 155:8,9	274:2 275:9 277:15
kill 206:16	41:6,7,11,11,12,12	159:13 162:9,14,22	277:16,23 278:16
227:15,20	41:14 42:6,14	163:1,8,19,21	279:1,3,7,15,23
kind 8:6 16:13,13	43:17,18,20,20	165:21 166:1 167:9	280:4,9,11,12,15
50:17 52:9 86:7	45:15 46:4 49:6,10	168:13 169:19,21	281:2 283:10,21
100:20 108:5 111:1	49:11 51:18,20	170:10 172:10,11	284:14,15,21,24
147:13 162:14	52:1 53:23 55:7,23	173:14 174:10,12	286:7 287:22,22
164:10 173:25	56:3,13,20 57:4,8	174:12,13,13 175:1	289:3,10,21 290:2
174:5 189:25 264:6	57:12,16,25 58:19	175:5,23,25 179:20	290:9,10,21 291:5
269:24 279:25	58:24,25 59:3,6,9	180:7,25 181:5,7	292:5,6 294:22,23
kinds 80:15 293:17	59:10,13,14,21	181:14 183:9	295:5 297:10
319:2	60:4,12,13,18,21	188:25 191:20	303:11,19 304:25
kits 5:17,19 93:22	61:11,20 62:8,20	192:2,13,14 195:21	307:2,4 309:15
knew 31:11 41:22	63:10 64:8 65:15	195:22 196:2,4	311:14 313:16,16
42:22 58:2 63:24	65:16,19,20,25	201:24 202:24	314:3,18,23 315:13
66:3 122:11 267:15	66:4 67:17 69:6,6	203:20 206:7	316:4,4 317:14,15
304:19	69:11 71:15 74:1	207:23 208:1 211:2	318:25 319:11
knock 254:13	74:14 75:5,10,12	211:11 212:2 213:2	knowing 132:5
	75:15,22 77:12,19	213:18 214:2,4,18	182:25 183:1,1

259:18 knowledge 135:15 156:22 223:23 267:18 279:14 290:14,18 known 60:13 64:12 64:13 66:3 120:23 123:8 127:2 139:19 227:11,13,17 318:19,20 knows 38:6 74:15 156:12 319:4 kozlowski 43:3 kratzen 43:25 44:1 63:20,21 64:2	314:4 318:12 larger 13:3 84:13 115:10 141:20 180:22 largest 90:22 larkin 1:14 larry 1:13 lasted 244:11 lastly 69:2 307:10 latasha 160:17 late 12:16 164:25 165:18 lately 221:6 latest 297:3,5 latitude 317:21 lauderdale 99:8 102:5 131:18,23 303:7 launch 290:1 lauren 1:19 law 1:12 9:23,25 14:7 35:3 58:22 59:8 72:14 78:25 82:18 85:18 89:20 89:23 90:18 91:21 92:17 93:25 94:25 100:11 102:15,25 103:10,14,17,23,25 104:18 105:19,25 107:23 108:6,14 109:1,5 113:14 114:1,1,4,17,19 115:2 118:3 120:1 120:21 121:3,15,21 122:5,14,19 123:4 123:5,10,15 124:3 125:11 126:19 134:12,16 135:19 136:12 138:1,4 139:10 145:15 158:22 159:6	160:21 161:7,14 163:20 165:11,22 166:14 167:7 170:5 170:14 171:7 178:6 188:9 189:22 199:21,24 209:7,16 209:21 216:1 219:8 221:10 222:10 235:18,21 236:24 240:14 243:6 246:24 254:22 255:10 256:17,20 257:1 260:24 261:25 263:21,22 268:11 269:8,17 281:12 288:22 298:6 laws 170:2 184:23 298:9,11 lawyer 247:22 248:11,15,17 lawyering 239:4 lawyers 238:24,25 239:2,3 layers 226:10 laying 98:23 layout 108:23 205:6 leaders 299:1 300:19 leadership 156:17 169:24 196:9 226:15 300:9 301:16 310:4 leading 300:7 leads 51:4 leakage 267:17 leap 22:12 87:8 learn 3:17 7:12 16:1 190:8	learned 7:2,3 10:17 76:25 77:8 78:14 79:11,19 84:16 105:12 125:1 181:11 201:2 231:18 238:12 learning 101:22 157:22,23 181:1 200:24 228:14,18 233:12 lease 302:4 leave 48:8 147:23 190:4 246:8 271:8 286:11 leaves 35:20,20 leaving 245:9 lecture 103:20 led 132:25 145:6,15 235:19 leeway 198:24 left 2:6 7:16 82:22 133:1 197:21 310:2 legal 15:3 176:15 193:25 219:20 220:15 247:6 legally 269:6 legend 116:18 legislation 187:25 legislative 278:19 281:16,17 282:4 legislator 168:13 legislature 156:23 162:19 163:6 167:11,11 168:12 169:14,22 171:5,14 171:15 174:2 175:11 176:19 177:1,8,21 185:17 185:24 196:2 216:1 238:5 247:11 256:5 268:22 269:9
I			
la 182:9,9 lack 136:24 137:2 237:22,23 299:8,24 300:8 lacking 174:17 283:4 ladies 211:16 lady 160:9 lag 65:16 laid 26:10 73:24 82:10 108:25 land 182:9 landing 123:17,19 124:5,12,14 126:2 lanes 282:12 language 78:18,19 79:5,13 191:9 201:9,14 213:3,4 239:18 240:16 273:17 274:20 lapels 314:19 lapses 67:9 large 10:19 70:9 153:23 187:22 195:5 197:9 258:5			

270:18 275:13 276:3 278:20 279:13 295:4 298:14 301:7 legislatures 172:15 264:18 legitimately 173:5 lens 299:22 leon 172:23 208:12 208:14,15 252:25 lesser 27:1 70:15 139:7 lesson 238:12 305:25 lessons 7:2,3 letter 68:11 149:24 165:16 247:21 292:12 295:14,17 295:23 296:7,11 297:7 level 26:1 71:10 73:8 78:6 80:16 90:9,23 91:15 93:20 101:7 103:23 110:20,21 111:23 112:6 127:5 140:13 153:25 156:22 214:22 216:17 228:13 229:15 240:25 260:4 263:20 270:24 273:3 276:2 279:4 281:9 282:8 284:4 levels 92:22 93:14 101:23 222:19 224:22 liberty 86:14 151:18 library 243:12,20 244:4	lieutenant 29:22 41:10 140:13 life 72:10 94:2,3,6 119:22 127:2 135:23 143:15 144:4 145:5 312:22 313:1,2 lift 187:24 276:5 lifts 71:9 light 8:1 75:8 lights 303:5 311:10 311:19 limit 36:10,13 164:21,22 308:1 limitations 220:18 limited 295:3 limits 293:12 lina 233:8 line 23:2 27:5 28:1 51:25 67:3 111:18 212:5 222:4 282:7 lines 42:21 52:7 54:5,14 61:23 140:16 165:1 169:20 297:20 link 225:14 linked 39:9 links 277:20 linton 1:21 lipstick 186:23,24 liriano 11:23 49:16 49:21 50:7,22 51:1 51:3 52:18,22 53:19 54:10 55:8 77:19 list 74:17 93:8 173:9 275:20 listed 223:21 261:17 listen 3:10 12:7 34:15 186:11	listened 3:24 listening 19:21 77:2 168:16 254:11 300:25 310:1 listing 144:20 litany 26:21 144:20 literally 183:20,25 184:4 308:6 little 10:21 78:14 79:19 88:24 94:4 98:10 112:10 121:1 128:14,18 158:11 164:7,19 175:22 179:15 191:11 195:15 203:18 217:24 222:5 224:10 240:20 258:14,16,20 260:12 272:24 288:5 289:4,9 304:16 live 33:14 76:10 123:8 163:20 268:13 272:9,17 273:6 283:3 284:1 lives 5:16,22 60:8 96:3 107:20 136:16 182:24 183:21 301:11 310:17 312:20 315:24 living 4:25 187:15 243:19 load 286:12 local 127:4 209:3 221:10 222:13,18 222:23 242:24 265:12 located 54:17 126:17 302:9 location 41:24 136:22,25 295:12	296:12 locations 250:2,4 lock 84:11 206:24 lockdown 106:7 210:2 212:9,14 213:4,6,8,9,9 locked 13:1 203:7 210:17 locking 213:6 locks 252:5 log 194:17 195:4 logistics 196:15 logon 195:9 lollipops 214:6 lombardi 26:15,16 long 21:21 65:17 87:15 97:23 120:16 120:17 135:20 140:1 220:14 279:8 281:24 315:3 longer 108:6 117:3 look 6:6,11 7:10,21 11:25 19:12 21:4 26:16 29:10 30:7 31:25 36:16 41:13 41:17 43:16 65:12 69:5 78:24 80:6,21 83:7 85:2 89:16 90:12,16 93:4,9 96:24 103:9 108:16 116:2 124:8 140:22 165:6 166:4,6 178:7 180:9,21 184:17 195:7 197:11 198:16 205:6 209:2 214:18 215:20 217:14 228:8 243:17 252:2 266:2 271:21 272:7 276:11 281:3 282:24,25 284:3,4
---	---	---	---

298:15 308:2 looked 7:8 18:3 26:22,23 29:20 54:25 108:19 109:8 142:23 153:15 197:10 203:3,5 206:19 208:17 317:7 looking 7:18 14:7 14:15,20 30:14 83:17 106:21 108:17 109:4 112:25 116:13 126:12,20 141:7 153:10 228:12 229:8,9 249:13 252:11 267:12 305:21 307:15 314:18 looks 22:20 311:19 loop 144:11 loosely 181:19 loot 274:21 lose 306:2 loses 72:10 loss 53:15,19 lost 3:7 15:24 23:10 144:3 157:11 166:9 301:11 306:1 312:20,22 lot 3:25 15:11 18:4 27:13 31:3,3,5 35:10,24 36:4 37:10 39:16,16 43:21 44:13 60:17 63:8 76:25 77:8 80:13 81:6,11 82:4 83:10 85:5 86:2,17 86:20 89:4,15 94:11 101:20 102:17 109:14	114:6,12 135:5 140:25 142:21 155:20 159:11 162:7,7,7 177:6 179:2 181:10 183:8 184:18 186:25 188:5,10 191:23 192:25 202:10,24 204:8,11 205:11,12 206:1,12,18,21 208:18,19 210:17 227:10,11 231:1,16 231:18,20 233:24 239:1 243:3 245:17 253:2 265:21 266:23 271:22 274:5 278:20,22 279:20,21 289:1 298:1 304:22 314:18,19,19 316:9 318:8 lots 59:13 227:14 237:6 lounge 105:4,8 love 164:6 loved 3:7 15:25 157:12 low 275:23 lower 199:16 lunch 147:13,19,24 150:12 154:15 155:25 lystad 1:21 48:25 50:11,12,25 51:2 52:5 53:14 54:3,7 54:24 56:5	magazine 182:13 182:14 magnet 306:16 311:18 312:3 magnets 311:6,12 311:13 magnitude 100:1 mail 210:3 269:25 286:15 mailed 149:8 286:16 mails 286:19 main 9:5 10:15,23 46:25 53:9 67:14 maintain 24:7,9,9 55:5 102:6 179:19 maintained 101:1 maintenance 297:4 major 19:2 23:23 275:12 majority 38:1 181:25 182:1 255:12 maker 73:18 makers 71:22 170:1 makeup 151:7 making 42:13 53:14 71:5 73:7 75:11 91:4 107:19 109:3 121:5 123:1 153:11 162:17 184:9 195:8 221:24 228:23 231:22 266:23 268:24 278:8 281:25 283:17 305:18 male 124:4,15,20 125:8,16 malicious 133:19	mall 69:13 man 42:9,10 80:10 181:18 308:10 manage 77:20,25 139:12 managed 151:8,11 management 218:14 228:23 273:15,20 315:10 manager 140:14 160:17 managers 179:14 mandate 175:7,18 177:12 190:16 264:19 308:15 mandated 200:12 216:5 242:5 mandates 175:5 177:23 189:9 mandating 195:21 245:11 mandatory 33:9 manipulated 217:12,16,17 manipulating 9:12 251:13 manner 185:4 298:15 manpower 125:13 125:14 268:21 manually 237:10 map 223:2 237:3 margate 11:20 19:5 marjory 1:1 35:25 36:8,23 38:1 42:3 83:11 157:13 159:7 205:11 213:19 236:9 237:14,21 298:4 311:16 319:7 mark 209:15 244:6
--	---	---	---

marked 207:5 markham 98:7 116:23 marking 209:20 marrying 274:12 marsha 1:20 martin 1:20 172:24 mass 5:17,19 47:13 57:14,18 90:12,20 90:21 92:6 96:17 102:14 106:10 109:24 110:10 115:1 125:6 138:9 189:1 233:25 massacre 18:22 157:12 188:5 300:1 massacred 171:25 masse 294:14 massucci 2:7 88:17 88:22 89:14 95:16 95:24 96:7,9 98:9 98:17,21 99:2 107:12 109:20 110:19,25 117:11 120:7,25 123:12 130:11 133:18 134:10,15 135:2,22 136:19 142:11 147:10 match 110:8 250:14 material 2:6 271:15 285:10 290:24 matter 34:3 79:12 190:21 196:15 288:25 317:12 matters 157:20 285:7 max 1:13 maximize 218:6	maximum 302:11 mayhem 169:10 mazzei 41:2,8,9,10 41:11 60:1,18,18 64:22 mazzei's 42:13 43:6 44:6 mckeone 46:6 mcnally 33:1 144:23 145:18 mean 17:3 37:22,24 44:11 60:20 62:6 72:22 114:25 120:6 139:2 153:24 170:24 171:21 180:20 211:12 227:10 231:13 239:20 240:19 245:24 246:5 247:24,25 248:14 251:22 253:25 256:21 266:18 276:8 280:13 284:10 meaning 23:21 108:14 192:3 239:4 261:15 meaningful 195:16 196:13 means 39:2 154:5 171:10 182:4 196:13 254:15,15 280:20 308:19 meant 5:5 247:8 measurement 216:8 measures 145:5 243:23 mechanism 185:12 194:16 236:25 237:5,8 257:11	mechanisms 139:11 media 4:17 89:6 118:6 127:20 132:13 221:2,7,11 221:12 261:14 medic 92:4 95:18 96:23 101:7 114:16 115:3 119:11,15,17 124:10 125:6 126:3 129:9,15,24 medical 2:6 39:12 65:18 88:16,23 89:3,11 90:2 94:9 94:14 100:16 103:1 103:10,13,23 104:2 113:11,23 114:18 118:9,13,13,18 124:6 125:15 128:23 129:12 130:4 131:6 134:5 135:15,18,23 136:4 136:7,8 142:5 144:18,19 145:20 146:2,7,20,22 147:8 249:9 medically 251:21 medicine 102:22 155:6 medics 90:18 91:20 92:13 94:5,8,20 95:14 96:21,22 98:6 99:18 100:5 100:24 101:3,5 102:10,12,25 104:19 105:20 109:15,16 110:7 112:7 113:25,25 114:14 115:11 119:7,9 123:9,13 123:16 124:5,9	125:17,24 126:8,16 129:20,23 131:13 131:16,18,23 132:21 134:11 135:9 137:15,18 138:4,8 145:14,14 145:23 medina 37:3,4,7,8 37:13 43:10 58:23 58:23 meet 223:16 234:15 240:18 256:21 257:25 272:13 283:17,18 288:3 289:13 297:11 meeting 1:2 2:1 20:2 32:2 149:19 149:21 156:4 167:3 193:21 200:17,18 201:3 202:11 257:19 271:12 278:6 284:10 285:19 287:24,24 289:14 291:8 292:6 294:18 297:21 319:17 meetings 197:21 204:9 206:23 225:8 232:7 257:20 284:23 296:5 meets 71:8 melissa 1:14 member 1:19,20 41:9 101:15 102:15 164:14 182:20 210:9 219:7 286:7 members 1:9 2:13 2:24 3:6 15:17,21 15:23,24 99:17 100:6 101:8 103:2 123:14 175:1 178:8
---	---	---	--

179:2 180:3 192:19 211:1 212:3 233:19 299:17 316:25 memory 244:19 memphis 158:16,17 men 15:13 76:14 188:10 mental 134:13 151:2,2,6 157:8 222:3,8,15 223:8 223:11,14,19,20 224:2,7,13,16,17 224:20,24 225:13 227:6 228:1,8,25 273:10,23 274:6 275:1,3,18 281:19 281:23 292:17,20 298:17 304:23 mentality 262:21 mentally 305:19 mention 213:18 244:25 267:7 316:1 mentioned 56:11 57:13 79:2 81:24 161:8 209:19 213:21 244:17 280:12 287:16 mercenary 91:12 merge 70:15 merging 16:20 merit 89:7 message 19:23 34:12,13 168:2 178:20 179:8 191:24 207:10 261:14 282:2 316:7 messages 269:17 316:2 met 20:2 26:14 31:12 98:15 199:21 203:11 219:25	225:10 metal 204:13 method 231:14 methodology 177:22 methods 75:22 mgt 193:13 miami 115:16 215:5 315:5,7 320:4 michael 1:16 michigan 306:24 microphone 52:21 mid 115:9 194:2 middle 169:8 170:16 180:24 182:9 190:1 311:12 mike 144:8 275:9 miles 23:5 36:9 288:6 military 101:21 207:19 miller 17:17 286:22 287:1 million 136:15 175:9,10 197:3 224:18 258:14,16 296:23 mind 16:3 29:5 32:9 64:5 80:3 115:14 121:4 166:9 181:17 196:2 216:11 244:16 279:19 280:16 305:15 310:10 mine 8:12 57:12 256:8 minimization 91:1 minimize 89:15 104:25	minimum 50:20,22 198:16,17 minute 21:13 62:4 70:18 88:15 100:3 107:18 109:5 123:15 126:7 146:11,20 155:25 244:5,6 minutes 34:6,12 36:11 60:4,6,19 62:4,5 63:2 82:22 104:7,20 105:22,24 108:18,21 112:5 119:3,4 120:8 126:18,20 128:17 136:14 147:1,6 148:1 155:22 182:2 188:13 244:11 295:18 mirror 7:10 misconception 115:14 145:22 164:12 misconceptions 191:23 missed 31:6 missing 249:21 mission 157:21 misstatement 121:1 mistake 132:19 mistakenly 232:22 mistakes 15:15,16 155:4 misunderstanding 318:4 mix 192:15 mixed 316:1,7 mobile 150:19 151:22 152:2,3 296:24	mobiles 45:17 49:14 mock 144:13 mode 113:10,11 model 12:19 162:20 224:11 255:23 260:3 267:13 modeled 267:8 modifications 92:14,18,20 mom 62:19 moment 29:10 30:5 103:10 301:3 momentarily 59:21 moments 93:11 money 175:15,17 175:24 196:18 197:10 203:5,6 248:19 309:12 monitor 9:18,20 monitoring 221:2,8 221:11 montalto 297:23 298:1 301:20 month 166:8 287:25 303:16 monthly 101:18,25 216:4,5,7 240:18 242:19,21 months 5:25 6:23 15:7 77:10 236:8 236:13 237:13,21 252:18 280:10,10 289:2 311:23 moon 192:12 morford 121:9 mormelo 125:7 126:3 morning 2:3 22:19 36:10 180:21 196:8 290:11 298:19
---	---	--	---

morphed 181:7 motion 132:7 motivate 287:18 motor 55:23 motorola 11:24 296:22 297:3 motorola's 297:3 move 7:13 8:1 24:5 58:13 61:3 72:2 110:2,5,25 147:7 147:11 154:4 169:6 197:13 228:6 276:17 278:16 280:19 287:4 295:15 moved 104:20 105:3 108:22 110:2 114:10 123:19 126:2 184:1 216:24 242:11 movement 25:14 91:11 104:6 107:21 178:11 moves 25:17 movie 120:4,5 moving 25:8 28:6 28:14 32:18 52:17 94:2 108:7 109:1 117:13 120:8 123:25 124:4 162:25 196:11 199:18 226:5 247:8 297:1 msd 18:22 42:1 57:17 169:4 180:10 180:11 299:15 multi 69:13 117:14 150:21,22 222:11 multiple 69:7 94:16 143:2,10 251:3	municipal 204:3 302:20 municipalities 153:23 murdered 300:17 murderer 120:17 189:1 murdering 267:23 murders 233:25 muscle 244:18 mutilation 227:20 mutual 55:15 76:2 96:16 myth 116:18	296:19 need 3:16 7:12,13 12:3,11,11,14 13:17 14:6 29:21 29:23 33:17,18,18 35:23 56:17,17,19 57:20 60:6 77:11 78:2,2 82:24 86:3 87:20 107:20 127:18,24 134:14 134:25 144:18 145:21 146:16,18 146:25 152:5 153:3 154:1,25 163:17 167:10 170:3 174:23 178:14 184:12 186:1 188:14 189:7 190:24 192:7,10 205:5 208:12 209:18,23 213:15 216:14,15 217:4 227:24 229:1 231:23,24,25 232:3 240:13,25 248:14 249:8 251:3,6,7 252:2 262:22 263:7 264:17 266:6,9 281:8 282:13 283:15 285:6,8 295:5,7,7 301:6 307:4 315:25 316:8 316:10 needed 10:22 77:16 89:7 128:4 187:6 227:2 240:22,23,23 243:24 284:19 298:12 300:12 needs 53:24 57:19 57:23 58:13 60:8 84:16 136:16	139:20 140:13 146:17 152:16 153:24 154:9 167:11,13 168:4 171:4 176:19 177:20 179:23 188:25 189:8 194:12 211:5,5 212:20,25 228:19 233:20,22 241:4,5 256:15 280:2 282:7 282:8 288:24 306:19 negative 128:20 negotiate 193:15 218:1 negotiation 193:23 negotiations 193:18 neighboring 31:12 nelson 1:10 70:18 73:3 74:19,20 75:19,21 76:4,15 nelson's 72:16 nervous 317:4 network 222:11 223:23 never 18:24 21:3 69:5 110:8 121:14 135:10 136:3 139:15 159:18,20 190:23 198:1 202:19,20 205:13 217:3 241:20 250:19 255:17,17 307:19 309:3 new 7:20 20:19 68:9 152:24 173:22 187:2,2 217:6 220:22 252:5 297:1 302:19 311:25
--	---	--	---

nice 27:3 218:24 nidelis 320:6,15 niermann 1:15 night 12:16 40:15 78:17,21 165:8 291:20 308:6 nikolas 84:4 317:5 317:17 318:20,25 nims 90:4,5 nine 15:7 39:3 77:10 104:8 126:19 195:24 236:8,13 237:13,21 260:23 267:19 311:23 nineteen 34:10,11 35:11,13 108:20 223:3 224:8 ninety 92:5 125:3 187:7,7 224:6 253:9 nolan 124:13 125:18 non 57:24 58:12 105:11 124:16 160:25 177:15 nonsense 171:3,4 171:19 175:8 normal 100:11 187:2 229:13 north 23:6,9 29:17 30:23 32:17 35:24 37:10 48:19 66:21 303:7 northwest 17:19 151:13 302:10 nose 314:6 notation 92:13,15 106:3 note 93:16 111:9 126:24 141:10	notes 17:16 21:14 200:6 293:10 320:9 notice 69:21 261:13 290:14 notification 100:4 notifications 221:10 notified 185:2 262:1 notify 11:17 28:7 38:18 262:3 notion 92:19 116:16 165:23 229:5 november 1:7 149:9 173:24 193:25 218:2 number 19:1 31:15 31:16,17 40:1 43:13,14,18 50:15 61:21 92:23 127:16 127:18 128:10 130:8,8 151:11 173:12 178:5 179:17 180:14 185:9 188:6 195:5 195:6 206:23 208:24 229:10 250:5,20 251:2 252:14,21,23 253:6 268:10,23 270:25 293:15 numbers 82:8,11 160:15 177:6 209:10,20 231:4 250:11,13 numerous 113:7 162:1 300:1 306:20	o objecting 68:19,22 objection 67:14 objective 194:13 obligation 174:15 obscures 311:14 observation 135:23 225:20,25 observations 91:6 91:7 103:12 observer 3:21 obstacles 302:17 obvious 185:16 obviously 7:7 17:3 31:20 36:12 41:9 56:13 57:16 59:7 66:7 109:15,16 120:18 135:19 154:22 188:6 203:1 261:20 287:10 307:22 319:1 occur 12:25 51:19 53:1 69:15 303:21 occurred 3:4 6:15 18:12 32:13 37:13 40:16 43:5 47:24 52:6 72:12 93:15 100:18 103:6 119:16 130:19 157:12 299:10 300:23 occurring 11:19 34:23 40:7 64:22 101:25 102:1 occurs 177:16 256:3 october 148:21 173:19 193:23 196:5 261:23 offer 65:19	offered 32:24 offering 16:12 118:16 285:22 offers 193:20 269:3 office 8:5,7 13:2 28:4 46:24 48:13 50:4 53:23 54:13 62:24 70:20 74:25 85:10 89:25 99:5 99:18 119:12 147:17 156:9 157:1 157:15,17,25 158:11,14 159:2,24 160:16,17,19 163:4 200:19 215:12 221:23 257:6 262:24 285:5 300:6 303:21 304:2,3 316:6 officer 4:15 5:24 6:1,2 13:11 19:19 20:17 23:11 32:11 34:10 35:8,15 36:22 43:8,25 55:12,21 56:10 58:19 59:8 67:25 68:1,4 78:25 79:16 79:19 80:20,24 81:24 82:1,19 93:19 110:20 158:15 170:13,13 170:14,14,15 171:24 175:6 188:9 204:4 206:2 217:16 244:5,8 249:14 250:17 252:13 253:14 254:6 288:15 officers 4:9 5:9,14 5:17 6:12 11:22 12:20 14:4 19:5
---	---	---	---

20:16 32:10 33:17 34:8 37:23,23 38:19 40:6,20,21 42:22 43:21,22 49:3,6 52:16 56:14 57:1,4 60:5,10 64:6 65:8 68:8 69:10 72:14,16 74:24 80:4 82:19 84:25 87:9,11 92:18 93:6 106:21 107:6 109:17 110:7,17 111:14,18,25 112:23 113:5,9,12 114:2,3 117:15 118:5 131:11,15 137:15 138:1,17 145:15 205:10,13 206:3 244:7,14 246:25 252:24 253:1 263:4,22 265:3 318:12 offices 12:24 258:3 official 318:15 officials 32:21 174:23 302:6 317:14 oh 35:10 41:15 98:20 110:19 203:3 251:7 280:23 okaloosa 1:13 198:14 okay 24:24 28:13 45:24 48:24 49:20 49:23 50:11 51:4 52:5 53:14 54:3,24 57:11 65:2 67:21 67:22 68:18 69:19 75:21 76:4 78:4,13 80:12 81:17 88:20 98:20 99:2 117:10	117:11 121:13,14 121:18 122:25 130:14,14 132:17 147:11,12 173:11 175:5 176:4 182:13 217:7 229:22 230:19 234:18 241:23 245:7 246:5 246:15,19 251:7 252:20 253:17 256:25 260:11,11 265:4 277:12,25 282:20 284:7 286:25 287:3 292:22 297:23 302:2 303:3,18,25 304:8,12 305:19 312:8 313:25 318:3 318:3 319:13 old 50:9 300:17 305:11 oliva 157:7 221:16 221:18,18 225:18 225:24 226:3 228:1 229:23,24,25 once 23:16 29:16 34:11 47:7 69:22 95:19 101:9 110:4 111:10,22 124:3 138:18 240:1 242:20 246:9 248:20 270:14 288:20 290:5 292:11,11 ones 3:7 15:25 151:16 157:12 170:1,2 201:1,15 201:20 202:17 238:4 240:9 314:20 ongoing 97:17 114:7 149:7 226:9	262:16 online 143:20 oops 295:20 open 197:22 243:25 303:15 opened 86:16 opening 103:19,19 314:5 operate 24:3 73:9 95:1 operated 54:12 122:11 operating 72:3 145:13 156:10,13 212:22 operation 7:6 47:16 85:18 300:2 operational 151:15 151:17 154:6 operations 46:5,6 69:9 76:6,10,11 136:25 137:13 158:25 204:10 operative 164:4 operator 18:2 96:2 96:24 259:13 operators 120:9 opinion 78:24 79:10 80:17 120:25 135:15 204:2 236:17 243:16 248:11 285:15 opinions 178:10 275:10 opportunity 126:4 157:4 181:21 194:11 196:12 272:10 274:17 279:20 285:11,19 290:24	oppose 162:24 186:17 247:20 opposed 26:5 52:11 52:15 97:19 190:15 200:10 opposition 190:17 optimistic 196:21 option 213:7 273:5 274:21 282:22 options 213:15 orcat 17:8 21:9 48:6,11,13,14,22 54:12,13 62:23 73:14 75:5 orchestrating 53:13 order 2:1 3:17 4:2 44:25 111:12 161:1 179:24 216:14 288:17 296:23 319:15 orders 89:23 103:21 111:19 ordinarily 150:24 organization 2:18 organized 158:25 185:18 original 63:1 originally 132:21 181:8 191:9 ought 78:5 80:16 266:16 304:1 outcome 6:9 outer 317:11 outlays 197:4 outlined 228:18 247:16 outlines 223:2 outside 87:11 105:14 138:18 183:11 209:14,16
---	--	---	---

293:6,14 overall 84:25 overarching 174:7 oversight 157:19 160:23 161:2 162:13,21 256:5,16 overstep 262:18 overused 175:4 overview 158:11 276:23,23 overwhelmed 63:7 ownership 298:18	parallel 28:10 paramedic 94:3 99:21 129:9 133:15 133:21 paramedics 91:19 92:12 94:21 101:6 110:23 113:19 parameters 109:24 212:22 paren 296:24,25 parent 1:13,20 247:15 parents 187:9 233:22 239:22 259:16 park 35:24 37:11 83:11 98:7 116:23 206:5 parked 253:4 parking 35:24 36:4 37:10 59:13 82:4 parkland 8:22 9:22 10:6 17:18,21,22 21:17 23:22 24:20 25:6 51:9 77:14,18 77:20 85:13,14,21 98:15 168:9 208:2 267:11 270:2 296:17 303:5,9 parkland's 9:5,18 parkway 1:4 parry 2:4,8,22 16:22 21:2 22:5,11 23:20 24:23 25:12 28:12,25 34:15 38:22 40:12 44:18 45:9,23 46:3 48:1,3 49:6 50:13 51:11 54:6 55:18 56:19 57:6 58:18 60:24 65:4,7 67:11 69:4	70:3 75:18,20 76:2 76:7 77:6 78:11 79:7,24 86:7 269:25 290:11 291:1 298:20 301:15 parry's 244:12 290:19 299:22 part 43:23 53:20 82:14 89:8 109:8 120:10 132:1 139:20 140:4,5,6 146:22 162:8 179:9 179:21 190:13 211:19 224:20 225:22 226:20 234:15 245:14 246:23 278:13 286:1 304:19 306:10 309:20 310:1 314:2 315:7 participate 170:3 participates 48:20 participating 220:24 participation 218:6 particular 83:23,24 91:18 93:22 122:12 122:17 142:6 181:5 195:3 261:9 283:4 295:24 particularly 153:22 189:12 317:6 parties 269:1 partner 14:8 246:23 274:18 partnership 209:3 parts 227:16 247:4 279:15 party 193:8	pass 93:20 101:9 235:4 253:2 273:13 passed 264:9 passing 148:2 157:10 286:8 passion 276:19 passionate 144:24 patch 24:25 25:1 44:24,25 45:7,11 45:13 47:3,5,8,23 50:10 53:24 78:2 patches 47:1,9 patching 31:1 50:8 52:11 path 118:8 175:12 patient 92:6 126:25 137:22 patient's 126:25 patients 94:14 127:7,9,10,14,16 138:5,10 patrick 51:13 52:3 patrol 38:16 93:19 93:20 110:20 158:18 205:14 pay 177:10 203:6 206:21 301:5 paycheck 177:18 paying 263:3 payment 185:1 payouts 258:17 pdf 277:17,17,19 286:6 pediatric 127:9,10 pembroke 66:8,15 people 3:24 8:12 18:16 19:9 20:7 21:6,7,25 24:10 28:1 56:21 63:9,12 67:17 70:7,22 74:9 74:11 87:21 91:1
---	---	---	---

91:10,11 97:8 99:9 103:22 113:8 114:13 115:18 117:5,7 118:23 119:21,23 136:11 136:15 138:22 139:8,24 141:4,14 143:21 144:13 145:8 162:10 163:17 164:11 169:25 170:2 171:18 175:3,5 177:18 179:19 182:3 184:7 186:14 187:21 188:12,16 188:19 190:14,20 191:1,14 192:3 193:2,5 194:25 211:12 212:15 216:3 227:16 231:16,25 238:22 239:21,22 240:18 240:23 244:2 248:21 250:21,22 251:10 269:19 274:20 278:18 280:24 284:18 288:4 295:4,6,7 306:20 307:1 308:22,25 309:2 311:7 314:18,20 317:21 318:5,8,10 perceive 110:13 percent 18:24 77:25 113:18 133:4 139:6 225:23 230:23 267:17,19 268:1 percentage 263:15 percentages 236:21	perception 123:24 137:24 142:10,13 178:25 179:1 perfect 15:14 22:15 perfectly 139:16 154:24 performance 80:9 performed 127:1 performing 113:14 114:17 period 31:4 65:14 70:15 periodically 20:22 permeates 167:17 permeating 174:6 permission 196:22 permissions 195:5 permit 296:15 perry 42:6 243:14 person 6:19 21:19 22:20 23:8 24:12 24:13,13 28:1 60:25 65:25 73:13 73:13 111:22 114:8 114:8 141:5 144:5 145:21 146:1 189:24 211:24 223:13 227:19 229:13 267:15,18 274:16 287:1 personal 109:21 135:14 144:6 236:17 305:10 personality 186:13 personally 2:12 87:13,17 88:1,9 109:23 145:18 153:7 186:12 254:21 306:17 309:3	personnel 8:23,23 13:11,18 57:24 58:12 75:2 92:17 92:24 93:5 113:23 115:22 146:12 223:9,12 224:14 227:12 268:13 299:10 perspective 20:18 28:20,23 68:4 72:12 110:10 128:20 137:23 138:21 140:9 263:18 peterson 37:8 43:12 55:22 59:3 59:23 63:16 81:25 82:2,15 petty 1:20 76:18,19 77:8 78:4,13 79:11 80:12 81:17,22 82:12 184:14,16 185:10 225:17,19 225:20,25 244:17 269:24 278:12 287:6,7,8 289:12 289:25 291:4,15 292:11 297:20 309:24,25 310:22 petty's 140:20 232:2 philosophical 190:17 philosophically 190:14 philosophies 8:16 phone 23:16 24:13 31:9 38:4,10,12,13 39:6 42:21 149:10 149:10 173:13 269:15	phones 31:18 83:15 83:21,22 phonetic 102:21 photo 141:3 184:3 261:14 photos 159:9 181:15 phrase 19:16 physical 197:1,5 269:3 physically 305:19 physician 128:22 128:22 130:15 132:10,11 physiology 136:2 pick 24:4 200:4 213:14 216:19 picking 187:9 pickup 318:6 picture 29:6 84:13 85:2 95:9 98:23 106:8 118:1,3 180:22 pictures 108:16 143:22 229:12 piece 43:14 141:23 150:17 192:18 206:24 249:22 273:10 274:3,6 pig 186:24,24 piggyback 142:20 pine 42:3 pinellas 198:15 257:22,23 pines 66:8,15 place 4:13 8:2 11:4 11:10 25:4,11 38:17 72:19 83:18 83:24 84:10 115:6 139:11 140:7 141:19 153:4
--	---	--	---

179:23 180:18 190:11,22 191:1 200:18 225:8 230:6 230:21,25 241:4,11 241:22 243:12,23 245:20 249:7 251:11 257:11 263:16,16 281:19 284:1 287:3 290:7 placed 129:16 296:22 placement 68:19 places 117:6 118:24 123:13 169:19 176:2 plain 213:2,4 239:18 plan 139:21 141:24 194:20 205:23 219:18 242:21 254:3,4 292:5 plane 133:12 planner 160:12 planning 158:2 242:25 307:3 plans 224:20,24 225:2,3,9,12 226:19,21 228:8 232:4 267:15 plant 179:13,18 plantation 20:4 48:21 54:18 71:9 71:22 planted 84:6 plate 167:5 169:1 215:11 play 94:5 170:7 173:25 248:2 250:25 playbook 307:12 307:13,14,16,25	played 65:21 169:21 170:9 216:10 248:1 players 71:18 playing 170:19,22 171:6 172:4 216:5 238:8 250:22,22 254:14 please 18:15 61:9 283:23,24 284:3,24 298:5 300:10 302:23 303:1 304:7 304:10 305:3 306:6 309:2 314:21 pleased 258:8 pleasure 229:25 plenty 181:21 318:10 podium 71:18,21 poem 312:23 313:2 point 2:20 4:11 21:24 22:6 30:9,16 30:18 32:20 39:14 40:10,13,14 41:2 44:15 46:14 47:12 47:16 48:3 51:9 61:15 64:16 81:21 82:7,15 94:7 113:6 113:24 121:12,17 121:19 123:1 124:2 126:5 128:10,11,13 129:16 130:4 146:24 147:5 164:6 165:5 169:12 172:9 180:21 181:4 184:10 208:5 211:22 212:1,17,18 213:25 217:1 231:23 232:2 237:12,16 238:15 244:12 248:5	251:15 268:12 pointed 46:11 74:21 93:17 125:13 202:1 205:8 207:23 pointing 18:4 points 19:18 61:10 101:3 103:9 112:25 128:6 135:3,7 249:24 poking 164:10 polan's 137:9 police 1:10,21 2:16 2:21 8:8 11:6,9 14:4 20:1 25:25 26:12,13 27:10 33:16 46:9 50:21 70:10 72:21,22 78:15 86:5 89:25 90:10 93:6,18,25 99:6 102:10 109:17 114:2 118:16 158:15,17 170:14 204:4,5,19 205:10 205:13 206:2,2,4 215:8 243:6 244:8 252:25 254:6 285:3 288:14 298:21 315:8 318:12 policies 78:14 79:17,22,24 80:2,4 89:18,19,22 141:13 180:18 299:15 310:4 policy 11:10,12 12:19,22 34:17,18 78:18,19,21,22 79:4,5,8,15 80:16 170:1 202:13 210:8 210:12,12,15 211:5 211:6,11,18 270:24 291:20 306:8,20	311:21 312:1 politics 70:11 polk 1:18 198:15 259:11 population 152:5 portable 49:4,18 309:11 portables 45:15,17 46:16 49:14,17 305:12 portion 62:8,9,15 125:15 position 4:9 70:13 78:8 81:9 99:10 146:8 148:13,20 177:18 179:7 182:3 182:24 183:2 200:24 201:12 232:9 270:19 positions 18:17 298:7 positive 25:17 27:14 298:22 possession 262:6 possibility 37:14 85:10,22 possible 8:1 19:20 130:7,12 140:24 175:23 possibly 26:7 79:18 299:16 post 7:4,5 29:21,24 30:2,17,22 31:19 32:15,17 72:19 100:7 136:23,24,24 149:18 208:2 218:15 posted 193:22 277:7,9,10,11,11 277:16,17,17
---	---	--	--

postings 221:12 potential 78:9 79:20 126:11 133:2 264:13 268:8 potentiality 84:4 potentially 55:2 80:20 82:18 123:25 138:7 195:14 pour 307:7 pouring 15:11 power 3:8 71:18 powerpoint 184:4 271:9 277:5,18,22 286:6,8,12,24 powerpoints 272:2 powers 1:20 257:7 practical 106:17 practice 9:8,14 17:1 23:14,19 138:24,25 268:11 268:24 practices 157:18 189:15 218:11 219:3 223:23 236:20 245:1,5,8 246:7,16 266:24 276:18,25 307:25 311:20 practicing 211:23 pre 84:6 preamble 290:15 290:19 precedence 241:16 precluded 288:21 predisposition 191:18 predominantly 86:18 prefer 190:25 194:9	prepare 6:13 12:9 184:21 prepared 277:5 preparedness 158:2 218:15 preparing 96:15 prerequisites 218:8 prescribed 185:5 prescriptive 240:13 240:17,21 presence 296:8 present 79:18 157:4 288:9 presentation 2:3,21 17:16 55:19 81:4 81:16 82:10,14 88:16,21 89:13 90:15 93:17 94:5 95:5,6 99:12 101:1 104:1 105:13 108:2 117:19 147:11 157:1,6 182:12 198:23 200:1 201:23,25 207:13 234:2 243:14 244:13 290:16 304:20 presentations 111:15 136:21 199:23 234:7 271:9 300:3,15 presented 104:22 159:16 178:8 229:11 presenting 157:8 president 1:21 295:1 pressure 112:3 presumption 106:1 124:17	pretested 191:17 pretty 58:21,21 77:13 100:13 118:7 118:7 142:18 162:18 189:17 192:11 240:21 prevent 3:20 prevention 158:1 233:24 267:1,14 prevents 190:23 previous 50:18 162:13 173:21 244:13 255:23 272:3 previously 45:17 148:12,19 173:17 195:23 primarily 93:6 118:10 134:4 138:3 142:11 160:10 228:9 primary 44:16,22 96:3 103:1,17 124:5 142:14 157:25 256:19 principal 207:18 207:22 208:9 210:13,14 250:15 256:12 prior 4:11,12 5:16 6:19,23 7:15 9:25 14:1 27:15 60:17 105:5,7 117:22 123:16 158:14 160:10 220:22 prioritization 110:15 282:9 prioritize 274:24 275:17 priority 8:24 52:10 52:25 123:3	private 260:23 294:5 privilege 158:22 proactive 71:12 76:21 probable 65:10 probably 67:7 78:4 78:20 85:5 96:23 107:18 115:11 123:15 140:12,18 145:1 148:20 166:8 198:21 199:2,16,24 247:9 264:17 292:5 problem 18:18,20 18:21,23 20:8,9 21:8,16,21 46:11 49:25 51:22 60:5 66:12 80:1 87:14 131:17 133:6 140:5 140:7 163:17 165:19 166:1 167:23,23 173:23 173:24 174:6 180:4 212:16 255:22 284:16 297:16 problems 18:10 26:21,22,23 47:24 59:12 106:20 137:5 137:12 166:4 204:11 218:21 223:15 procedure 11:11 100:11 125:6 236:11 procedures 89:18 89:20,22 119:20 130:3 138:8 219:22 230:21 231:19 235:15 299:10 proceed 272:22
--	--	--	---

proceeding 296:16 proceedings 156:5 320:8,10 process 2:15 22:4 81:18 87:18 92:21 95:16,17,19 96:12 101:9,10 106:9 119:8 120:10 123:18 125:10 126:10 130:19 134:18 140:23 151:19 166:23 170:3 180:1 182:23 185:11 235:2 241:5 256:25 270:21 278:19 288:24 289:2,17,19 processes 288:16 289:21 procured 297:3 prodding 162:8 164:10 173:14,14 173:14 product 249:19 283:16 productive 215:17 215:18 products 280:14 profession 92:2 102:21 professional 2:18 70:10 71:7,13 87:18 300:12 professionalism 2:14 professionally 69:24 professionals 165:21 199:4 professions 96:16	proficiency 93:20 102:7 profiles 186:18 profound 299:8 program 31:17 48:5 94:13 101:8 101:20 178:21 179:5 180:9 185:15 189:18 191:5,7,15 193:4 218:25 223:21 230:25 233:18 234:14,14 257:17 258:2,9 260:17 299:14 programmed 10:16 10:18,24 45:19 46:10 49:13 programs 222:3,9 222:25 223:22 230:5 231:2 233:16 298:17 progress 71:5 156:2 296:6 progressive 161:10 165:15 169:11 project 49:24 209:4 promise 299:14 promptly 184:25 pronounced 129:15 proper 77:23 properly 195:4 230:15 property 265:24 302:9 proponent 181:10 185:15 189:22 proposals 256:4 propose 278:24 proposed 189:21 protect 117:24 179:24 187:14	255:8 262:21 269:6 protected 113:13 269:11 292:18 304:2,4 314:5 protecting 262:15 269:1 protection 90:4 protective 95:20 102:16 158:24 204:9 protects 269:17 protocol 25:4,10 45:7 127:7,19 protocols 140:11 protracted 281:25 proud 197:25 307:20 314:10 prouder 76:11 provide 9:24 11:3,3 82:15 94:9 103:25 148:13 150:9,22 153:12,20 167:12 186:18 257:25 270:6 273:16 277:24 283:2 285:12 provided 13:10 82:2 148:4 225:6 225:14 226:4 236:25 258:5 271:10 287:14 299:21 300:9 providers 124:6 222:16 274:14 292:17 293:17 provides 222:13 223:12 providing 74:23 97:5 103:1 146:7 157:22,22 160:24 300:13 302:12,12	302:13 provisions 103:20 103:22 104:17 156:11 224:1 prowler 22:19 psap 21:23,24 psaps 65:23 psc 1:10 psychological 186:18 psychologicals 186:5 ptt 20:20 public 1:2 4:15 21:23 57:19 110:16 115:15 146:17 179:2 180:10 199:15 230:22 249:12 251:19 256:16 260:21,23 277:6,12 287:5 293:12 297:23,25 298:4 302:7 312:17 312:21 317:15,22 319:10 public's 319:10 pull 9:11 pulled 99:24 128:5 132:5 pulse 91:8 110:5 119:19 120:1 129:24 130:10,12 130:16 132:4 133:12,21,22 137:21 pupillary 91:8 purchased 13:19 pure 113:14 purely 285:25 purpose 89:3 161:2 199:5
--	--	---	---

purse 130:17 push 20:20 68:10 196:24 207:8 210:11 265:19 313:6 pushed 17:13 27:13 27:15,17 232:21 314:4 pushing 68:8 207:3 pustizzi 7:14 17:8 26:13,14 31:24 55:23 put 4:9 8:2 9:14 12:5 20:7 41:19 42:24 44:1,5 48:9 55:25,25 57:2 68:21 74:17 82:18 83:18 107:9 110:6 110:14 112:10 114:21 118:11,20 124:19 139:11 141:11 143:2 164:7 180:18,19 182:3 186:22,24 191:10 193:5 198:1 204:15 204:15 214:9 215:10 216:1 220:9 230:11 234:6 239:17 242:6 245:13 251:3 252:5 259:5 266:16 269:14 271:19 281:15 282:4 288:11 293:20 294:6 306:11,16 311:13 312:5 314:21 puts 243:14 309:7 putting 53:4 83:6 190:5 198:2,6 281:14 307:24	q quad 249:11 qualifications 99:20 qualify 212:23 quantity 293:16 quarrel 20:18 21:5 285:24 quarterly 238:10 242:20 256:22,23 question 16:6,7,10 16:11,15,18 20:13 20:24 22:9 28:16 38:23,24 42:14 49:2,9 51:5 60:4,12 60:16,23 61:5 77:11 80:23 81:22 83:4 84:14 95:3 96:15 97:3 100:2 102:3 127:21 134:9 137:19 142:2 145:19 146:15 152:18 153:6,18 158:5 163:8 184:1 201:7 210:22 221:5 225:17 227:3 230:2 231:7 237:3 241:18 241:20 245:3 249:2 251:15 252:17,19 259:24 260:1 270:1 270:1 291:22 questionable 300:18 questionnaire 235:25 236:4 242:16 questions 4:3,4,6 12:3,10 16:3 27:20 44:14 50:17 56:6 75:14 78:16 84:21 92:9 95:5,8,9	138:11 141:25 144:20 147:10 152:9 154:12 179:17 198:24 230:15 236:1 290:25 291:9,13 292:3 298:25 299:18 300:5,19 316:21,23 quick 5:13,14,20 72:17 81:18,19 114:9 131:4 142:2 201:6,7 227:3 259:22,25 284:24 285:1 quicker 94:14 135:23 136:4 quickest 275:16,16 quickly 91:7 108:5 118:20 209:1 313:23 quiesced 32:22 quiet 214:7 quit 51:17 quite 110:15 131:3 143:23 167:6,20 169:2 243:22 304:19 quote 258:19 259:8 quotes 81:6 99:24 100:19 110:6	53:12 55:24 56:2 56:16 57:25 58:8 59:1 63:17 67:20 67:25 68:9 71:2,7 77:2,12,15,23 106:21 123:22 137:12 204:13 206:3 213:8 270:4 281:13 296:3 302:8 radios 17:21 18:24 19:22 20:15 24:9 44:23 45:14 46:9 48:6 50:5 57:3,14 77:20 78:1 80:14 204:24,25 296:24 rained 241:23 raise 82:12 raised 89:2,6 123:22 137:19 144:16,17 244:9 ran 23:8 29:7 37:12 116:24 241:10 range 90:22 106:6 ranges 235:18 ranking 32:21 rare 206:25 rarely 299:19 rates 152:6 rating 21:4 ratio 263:15 rationale 81:8 raton 23:23 62:18 reached 249:16,17 react 160:6 reacted 60:15 reaction 265:21 read 66:6 78:20 80:2,3 142:24 240:10 272:25,25 279:9 302:24 312:21,24 313:25
		r r 320:1 radio 9:4,6,11 10:7 16:16 17:17,23 18:5,10,23 19:7,20 19:23 20:10,11,13 20:23 30:19 31:15 31:16 39:7,8,8,9,10 40:16,19,20 42:15 44:1 46:10 48:10	

318:23 readable 271:20 reader 301:14 reading 121:6 reads 178:25 ready 94:17 154:14 179:11 real 14:21,24 41:22 52:15 53:25 59:14 73:2 106:14 121:2 123:6 211:24 227:3 235:6 244:22 realistic 270:15 realistically 264:7 264:8 realities 117:12 reality 110:9 116:3 133:14 145:9 187:16 188:8 270:18 realize 35:4 178:22 realized 29:16 really 15:9 17:18 20:12 24:19 34:3 68:24 74:1 85:19 85:24 88:3 89:3,6 104:15 114:5 115:1 139:17 162:20 171:8,13 176:14 177:19 179:8 187:24 191:13 206:20 207:17,23 211:3,4 216:13 226:9,17,19 228:12 228:18 238:19 251:21 266:6 270:11,23 276:21 280:7,21 284:5,9 305:24 314:1,10 316:8	reason 12:2 44:24 82:12 110:6 120:18 154:20 248:10 264:12 267:13,14 303:14,17 reasons 19:8 67:10 156:21 185:16 reassessing 125:11 reassessment 129:18 reassessments 126:22 recall 150:21 receive 149:20 155:14 224:20 225:22 245:22 received 38:25 39:19 81:24 105:11 149:9 154:16 193:16,20 198:19 224:19 244:3 258:18 261:1,13,13 269:24 296:20 299:6 receives 221:14 receiving 40:4 53:9 recess 156:3,5 rechecking 92:21 92:21 recklessly 261:5 recognizable 259:4 recognize 72:24 78:7 227:8 228:3 282:6 recognized 51:22 recommend 233:13 269:5,9 311:21 recommendation 80:22 138:20 140:9 167:10 177:8 180:14 193:21	203:22 208:17,23 214:18 216:23 217:5 263:1 268:16 273:15 281:20 282:1 recommendations 7:20 150:14 162:18 214:10,23 215:9 266:9,24 270:9,16 270:17,23 271:11 272:4,8,11 273:1 273:14 274:7,25 276:25 280:18 281:9 282:16,17,18 283:13 284:25 286:24 287:19 305:1,2 314:22 recommended 215:22 recommending 219:16,21 298:5 reconcile 61:9 250:20 reconstruction 104:9,22 105:5 recorded 54:8,14 54:19,23 recording 54:16 recover 218:15 recovering 143:6 recreate 276:16 rectified 47:20 54:22 rectify 195:7 259:14 red 210:2,9,16 211:21 212:8,9,10 227:21 229:18 239:17 241:2,9,10 241:12,13,16,24 306:9,14 308:12,19	309:1 311:2,4 315:2,14,22 redacted 317:9 redactions 317:19 redirect 140:14 redundancy 89:15 144:21 redundant 88:24 reed 42:14,15 reexamine 299:20 refer 103:8 271:14 reference 90:5 99:3 99:9 125:20 217:6 referenced 274:1 references 41:21 41:23 63:14 referencing 233:7 referred 48:14 referring 300:2 reflect 89:21 92:16 reflection 104:15 299:24 refrain 283:24 refresh 52:9 refresher 48:23 refusal 120:21 refuse 70:8 refused 121:21 regard 57:22 189:8 241:1 285:23 298:3 299:9 regarding 157:20 236:2,2 288:22 290:15 296:2 300:5 317:5,19 regards 34:1 35:7 262:25 region 127:5 151:13 223:6 226:18
---	--	--	---

regional 19:4 21:19 23:6 24:6 48:13,17 54:12 62:24 75:1 127:6 222:18 225:7 regionalization 16:24 23:25 26:19 30:25 80:13 regionalized 23:22 71:7,24 73:6 regionalizing 17:10 regionally 99:23 regions 223:3 224:9 registry 223:22 regrouping 120:9 120:11 regular 75:19 94:22 101:11,13 109:17 241:20 319:15 regulation 190:18 reinforce 124:25 reiterate 86:23 144:9 296:25 reiterates 137:8 related 16:17 173:3 222:8 224:15 relates 167:21 185:14 relation 60:2 relationship 8:15 102:24 183:17 228:24 relationships 183:18 relative 286:20 relatively 135:12 relay 17:25 52:14 52:24 53:22 55:13 relaying 53:11 55:16	released 130:24 193:16 297:5 releases 35:17 relevant 62:9 119:8 261:25 relied 99:15 relief 255:15,24 reluctant 192:1 remain 282:12 remaining 296:13 remarkable 72:25 266:19 remedy 56:18 remember 30:9 32:2,4,12 33:10 35:1 55:21 62:17 62:25 65:12,23 82:15 123:23 159:16 173:17 189:20 191:21 201:24 304:10 305:3 308:4 314:17 314:22 315:16,19 remind 143:20 301:4 314:13 removal 103:22 137:22 remove 120:1 138:3 177:10 202:17 removed 107:14,23 119:2 124:23 128:15 130:1 removing 109:6 238:15 rent 302:11 reoccurring 137:11 repeated 43:5 repeater 198:7 204:15	repeaters 198:6 repetition 110:21 replies 193:17,18 report 74:15,16 134:5 140:22 143:16,17 149:14 156:19,23 161:20 162:4 180:11 185:4 194:3 227:24 232:16,17 235:20 236:25 237:6,7 247:10 269:15,20 270:9 271:15 272:5 272:12 276:12,12 276:13 278:14 279:8,25 280:17 285:2 287:10,13 288:1 292:23 293:2 293:18,22 294:4 301:10 307:15 319:5 320:7 reportable 227:9 reported 133:17 134:3 148:9,11 199:13,17,19 227:18 230:4,24 236:16 242:18 252:16 318:10,25 reporter 320:6,15 reporters 269:4 reporting 28:5 51:25 134:7 162:12 166:5 230:3 232:1 268:25 269:1,13 reports 74:5 130:22 184:22,24 268:7 269:7,12 280:13 293:3 294:3 318:15,16 repository 157:18 219:5 220:22	representatives 223:25 representing 224:8 represents 247:22 reprogrammed 9:5 request 14:1 68:25 75:11 237:1 300:15 requested 10:15 requesting 154:3 requests 47:3 258:13 281:16,18 282:4 require 93:19 115:9 184:20 required 53:3 184:23 216:7 225:1 225:21 254:22 requirement 170:12 217:11,16 217:17 219:24 220:1 223:16 225:11 226:8 234:16 requirements 161:7 requires 102:23 235:21 238:16 requiring 103:3 296:13 rescue 59:20 85:17 91:25 94:11,12 96:14 97:9 113:10 113:20,22 128:12 135:5 142:8 205:17 205:17 206:13,19 209:22 research 102:18 299:3,13 researched 270:4 residence 262:5
---	---	--	---

residents 85:20 resistant 97:6,12 resolution 302:2 resolved 255:25 resonate 182:18 resource 4:15 171:24 249:14 250:17 263:4 265:3 resources 140:15 152:15,20,22 153:1 186:1 252:4 respect 3:12 107:15 189:18 227:5 respective 300:24 respects 140:6 175:3 280:22 respond 43:22 73:12 80:5 96:16 98:18,21 101:14 102:13 179:12 204:21 210:21 244:20 responded 6:12 7:1 42:19 43:23 56:14 69:22,23 86:6 89:24 90:19 94:16 respondents 221:4 responder 93:3,10 93:21 235:21 responder's 306:23 responders 90:19 91:2,3 92:23 105:16,22 106:11 110:5,11 124:6 203:24 204:19 242:25 responding 10:10 23:4,18 63:6 97:7 98:6 112:8 115:19 115:20,23 134:12 138:1,2	response 2:7 5:24 6:1,9 28:10 53:3,5 56:10 69:25 70:1 72:24 79:1,2,21,23 80:19 82:17,17 85:5,6 88:16,23 89:3,13 90:2 91:9 94:14 98:25 103:10 103:13 104:2 107:21 114:18,20 117:3 118:9 128:23 131:15 146:2,23 150:20 151:22 152:2,3 155:8 159:7 165:10 190:11 191:2 192:8 213:10 233:1 242:25 245:15 252:12 269:25 281:12 315:10 responses 210:5 241:25 responsibilities 101:18 218:13 responsibility 39:23 87:6 103:1 103:17 117:4 147:22 168:14 201:11,22 263:14 263:21 264:16 266:1 responsible 21:25 45:6 54:13 156:12 156:14 219:13,16 219:21 228:23 263:3 298:18 responsive 124:17 rest 159:21 restaurants 186:9 restrained 300:11	restrict 20:6 result 57:16 72:10 72:12 104:12 151:6 202:11 243:25 254:7 266:20 resulted 128:24 232:23 results 132:14 134:2 136:10 149:3 retirement 7:15 reunification 140:23 141:15 218:16 review 79:14 93:1 111:12,13 121:1 123:13 124:7 128:2 148:16 155:2 165:9 193:9,25 194:5,9 220:16 222:19 280:16,17 283:16 283:22,22 285:8 300:14 reviewed 40:15,18 41:1 44:11 104:3 117:20 129:10 132:9 159:9 181:15 193:20 reviewer 121:4 reviewing 44:12 220:23 299:14 reviews 194:19 revisit 74:13 richard 1:12 rid 269:18 ridge 35:17,18 36:8 36:22,25 ridiculous 163:3 248:8 rifle 12:25 rifles 5:9,11 12:20 12:24 100:17	right 2:2 3:17 7:11 17:5 18:18 24:18 25:16,20 28:15 29:22 34:20 36:7 42:12 43:17 47:6 48:11 50:11 55:22 59:17 62:6 70:17 71:1,19 75:4 76:17 79:13 82:21 106:22 107:16 114:10 118:17 123:10 132:20,22 134:2 139:25 142:17 147:7 148:6 156:1 165:13 176:6,8,12 176:25 180:5 189:13,14 193:12 194:10 196:4,20 199:1 203:2 212:12 216:21 229:6,24 230:19 237:16 239:12,24 248:13 248:16 250:20,23 250:24 251:11 254:23 255:12 257:13 266:8 269:22 271:17 273:3 281:24 287:3 289:24 290:2,8,10 292:22,24 295:3,6 295:7 297:18,23 302:1 306:7 310:22 319:11,13 rightfully 112:20 rights 288:15 rigorous 182:22 riled 171:15 risk 82:19 101:23 102:9 103:3 151:3 167:6 186:19 190:5 190:6 197:7 310:16
---	--	---	---

risks 273:20 river 1:17 172:23 198:13 road 52:17 155:23 274:12 289:9 roadmap 283:9 robbery 158:19 robson 144:12 robust 4:8 role 96:3 115:9 124:6 222:10 roles 218:12 roll 65:24 rolled 61:22 roller 313:1,3 ronald 301:21,22 roof 208:24 room 4:25 22:1 24:11 43:13,14,17 50:24 66:2 67:7 88:6 121:10 122:9 122:20 126:13,13 128:22 171:21 189:20 200:20 239:1,5 240:20 242:1 308:21,24 309:20,20 311:19 315:17 rooms 108:25 109:7 241:11 315:21 rospierski 182:6 184:2 304:13,14 308:9,15,17 309:13 309:16,19,23,25 310:18 311:4 312:2 312:9 314:8 rospieski 312:12 rossman 121:13,14 rotc 42:11	round 142:25 266:3 rounds 104:10,23 105:9,21 143:2 route 36:23 280:20 routine 19:14,16 35:16 rowing 191:21 rtf 100:23 rule 136:7,8,8 196:3 246:10 ruled 137:10 rules 184:23 rumenik 159:25 rumors 142:4 run 37:3 54:11 70:5 77:4 120:19 184:6 188:22 200:13 206:8 213:5,10 runcie 2:11 14:6 198:5 287:12 288:13 289:18 290:22 299:7,7 301:2 runcie's 14:13 290:16 runners 17:25 running 9:9,10 40:6 47:9 84:5 120:14 151:20 169:7 214:5 239:19 258:10 260:17 297:2 runs 48:15,17 73:5 rushed 196:19 ryan 1:20	110:19,25 117:11 120:7,25 123:12 130:11 133:18 134:10,15 135:2,22 136:19 142:11 safe 72:14 83:19 147:17 156:9 157:1 157:16,17,22,22 158:14 159:24 160:1,19 163:4 170:12,13 175:6 176:22 180:16 181:2 183:16,16 184:2,8,11 215:12 217:15 221:23 225:13 246:25 252:12 257:5,6 259:19 262:24 267:8,12 284:13 298:12 301:7 305:12 306:12 308:22 313:11 safer 111:22 saferwatch 316:2,4 safes 12:22 safety 1:2 20:18 21:23 23:11 68:4 79:16,19 80:20 100:16 157:20 178:12 179:16 180:10,19 189:8,12 198:20 199:2,5,9 199:14,15,20 200:8 200:21 201:18 202:12,18 203:15 204:18 207:8 210:4 217:24 218:9,11,12 218:14,21 222:2 223:25 230:5,23 231:10 232:8 233:15 234:6 236:1	243:3 245:4,14 248:23 252:23 253:23 256:16 262:2 269:3 281:11 298:5,15 301:1,3 301:19 302:8 303:1 305:17,18 309:5,6 313:7 sake 154:15 salaries 161:11 salary 185:1,12 sally 191:11 samhsa's 223:21 sanction 160:23 sanctions 161:2 167:12 175:22 257:3 sandy 123:2 276:13 santa 307:20 sat 20:25 21:9 70:20 satisfied 289:14 297:14 save 5:15,22 60:8 95:9 107:20 136:16 182:24 207:11 312:11 saved 110:13 261:19 310:17 315:24 saving 96:3 145:5 saw 3:11 8:20 17:15 18:3 28:25 29:1,8 32:8 34:16 42:16 55:19 58:25 80:19 111:3 120:9 120:10 131:15,19 143:21 159:20 182:11 199:23 210:14 227:14 242:1 310:11
	s		
	s 304:2 sa 89:14 95:16,24 96:7,9 98:9,17,21 99:2 107:12 109:20		

sawgrass 116:24 saying 23:5 33:11 35:6 41:22 42:19 44:16 53:8 59:25 61:6,10 64:3,10,20 66:6 122:21 141:12 144:7 181:6 186:10 186:16 191:13 211:9 216:6 217:1 236:12 239:11,25 248:18 251:5 275:17 281:8,21 304:2,4 318:23 sayings 192:13,16 says 22:20,23 23:8 29:20 58:19 61:2 78:21,22 165:22 166:14 201:15 213:5,8 236:24 246:14,14 247:24 256:6 257:1 261:13 282:1 295:25 308:25 sb7026 147:15 150:17 161:13 298:9 scale 139:7 141:20 315:9 scared 57:13 303:24,25 scenario 23:3 93:11 scene 30:5,6,9 38:7 55:6 58:17,20 92:6 100:15 104:9 129:21 159:9,10,13 209:8 244:5 schachter 1:13 56:7,8,25 57:11 59:24 61:5 64:25 65:2 67:12 68:12 68:18 69:17 98:4,5	98:13,20 109:12,13 110:17,24 120:3,16 121:11,17,19,24 122:4,23 123:1 130:7,14 131:8 133:8 134:8,11,22 135:14 136:9 144:7 146:24 168:6 172:13,14 188:3,4 211:16 213:16,17 217:5 218:17,20 231:7,13 233:5 234:10 244:23,25 245:3,7,24 246:5 246:15,19 255:1,3 257:4 266:21,22 278:12 310:24,25 311:11 312:7,14,15 313:2,19,20 scheduled 17:12 194:3 school 1:1,19,20 4:14,15,24 6:18,20 6:25 7:2,5 12:18,19 12:21,23 13:16 14:3,12 15:23 27:14 29:14,17,18 35:20 36:4,6 37:12 38:2 41:3 42:13 43:7 57:23 58:13 58:24 62:19 83:14 84:5 85:4 93:15 98:12 101:11,11 120:20 121:3,21,22 122:20,21 123:2 127:3 151:25 157:14,20 159:8 160:3,20 161:5,18 161:18 162:6 165:6 166:10,16 167:3 169:8 170:12,13,15	170:17 171:8,9,23 172:1 174:17,18,25 175:6 177:11,13 178:5,8,9,11,17 179:13,16,18,18 180:3,13,23,24,24 181:20,25 184:21 185:20 186:8,14 187:8,22,22 188:23 189:8,12,16,16 191:24 192:1,5,6 192:19 193:2 195:3 195:15 197:2,6,12 197:19,24 198:3,7 198:8,8,11,20 199:2,6,8,9,13,20 200:8,21 201:18 202:12,18 203:13 203:15,25 204:18 205:4,7,23 207:1,8 207:15,17,18 210:4 210:7,16,22 211:20 211:25 217:15,24 218:9,11,12,21 221:10 222:1,8,14 222:15 223:9,24 224:8,14,16 225:1 225:2,3,12,15 226:12 227:12,25 228:5,8 230:5,22 231:1,9,11 232:7 233:15 234:5,22 235:14,25 236:10 236:13 237:21 240:7 241:17 242:17 243:3,22 245:4,10,13,18 246:22,22,25,25 248:24 249:3,4,12 249:13,21,24 250:1 250:5,7,8,11,17	251:2,16,17,17 252:12,14,23 253:22 254:4,9 255:16 256:12 258:24 259:18 260:4 261:15,25 262:2 263:3,20 264:3 265:2,22,24 267:16,24 268:2,9 275:5 281:11 298:4 298:12,15 300:17 301:3 307:18 308:13 309:5 311:15,17 312:17 312:21 317:2 schoolers 83:22 schools 13:3,25 84:11 147:17 156:9 157:1,16,17 158:14 159:24 160:1,20,21 161:21 163:4,14 166:12 171:2 173:12 179:24 189:5,11 190:2 191:14 194:16 197:4,21,23 198:19 199:9 203:16,17 208:20 210:11 215:12 221:23,25 222:23 225:13 230:6,24 242:7,8,9 250:10,15,18 251:20 252:15,22 252:24 253:3,7,13 253:14 254:2,18 256:7,17 257:6 260:24 262:24 274:5,14 285:4 299:17 306:8 science 136:1
---	--	---	--

scott 161:14 screaming 106:16 206:3 screen 9:18 27:4,4 46:25 67:24 screwing 29:20 sealed 143:11 317:13 seals 5:20 search 81:19 91:25 searches 221:12 seasoned 159:23 seats 97:13 sec 84:22 150:17 152:17 153:5 176:5 176:6,8 236:5,7 237:16,20 second 13:2 14:18 27:16 65:9 71:1 95:2 104:20 107:24 108:8 110:3 122:7 123:18 124:1,16 128:11 129:24 132:17 162:15 200:3 201:3 219:15 223:7 259:23 266:5 273:4 276:3 282:22 314:2 315:21 secondary 179:7 seconds 34:11,11 35:11,13 51:14,23 71:2 79:12 92:5,7 104:8 105:24 107:18 109:5 125:3 244:6 secret 233:10 secretary 1:15,15 1:16 82:23 84:20 142:1 147:20,23 150:8,16 152:10,13 153:8 154:2 175:25	176:1 177:4,23 196:16 227:4 272:22 278:7 section 17:19 156:19 216:12 224:15 236:20 275:1 283:4 317:23 sections 222:7 274:24 282:25 secure 135:11 161:6 secured 296:12 securing 298:16 security 58:24 59:9 160:12 179:10 197:1,5,6 200:22 207:19 218:11 243:23 301:6 sednet 222:10,10 222:12,17 223:25 224:9 274:4,8 see 3:10 4:18 7:22 7:23 8:10,11,12 9:20 12:6 20:8,15 22:20 35:23 68:1,7 70:1 75:4 90:3 107:8 111:5 113:2 113:17 119:14 150:6 151:16 156:1 159:18,19,20 161:17 163:2 165:3 168:19,21 182:12 183:23,24 184:24 195:2 197:12 198:10,19 199:7 202:21 203:23 204:7,14,15,24 215:23 217:14 229:6,17,19 230:25 239:3,16 242:15 246:13 250:13	253:8 257:14 258:15 260:22 263:17,20 264:11 272:18 276:10,13 276:24 284:15 289:7 292:16 294:1 294:22,22 295:15 296:6 299:23 307:18 308:24 311:9,18 318:11 seeing 107:10 209:10 269:12 311:7 318:10 seek 248:11 seen 4:16 108:23 159:11 181:15,16 192:4 199:25 243:13 300:3 sees 269:16 segments 90:16 select 186:17 218:5 selected 191:8 193:13 selecting 191:16 self 102:8 131:18 131:23 132:2,23 133:6 137:14 139:4 139:8,12 140:1,2,5 140:11 228:22,22 299:24 sell 202:25,25 semester 240:1 242:20,23 seminole 200:18,19 209:7,15 sen 82:25 84:19 95:11,23 96:4,8 98:2 114:24 138:14 140:19 141:17 152:12,19 168:11 171:20 172:7 173:1	175:21 176:6,12,20 180:6 183:7 213:23 213:25 217:19 239:14 249:1 251:18 252:10 278:4 279:1 280:23 292:14,20,24 294:15 308:9,16 309:10,15,18,21 senate 156:17 161:15 169:23 196:9 222:7 senator 1:19 82:23 95:3,10 96:18 114:22 138:13 143:13 152:10 168:10 186:2 187:25 213:24 239:13 248:25 251:14 263:9 278:3 292:13 308:8 senator's 142:20 send 9:1 11:21,22 36:2 46:22 87:10 149:2,17 155:2 210:3 231:17 232:22 259:12,13 272:7,19 274:20 286:25 287:2 292:12 295:14,19 297:21 sending 227:15 282:2 senior 1:15 82:23 84:21,22 175:25 176:5,8 236:5,7 237:16,20 257:24 sense 33:25 163:10 163:10,11 167:25 237:23 238:7 250:16 251:9 264:8
---	--	--	---

283:17 sensitive 140:24 sensitivity 138:16 sent 11:23 12:2,14 21:12 68:11 87:9 231:11 235:25 237:2 242:17 295:23 sentiment 263:17 263:18 separate 16:18 65:23 102:16 250:10,11,15,18 september 148:21 193:22 sequence 124:8 310:13 sequencing 128:16 sergeant 6:15,16,17 17:16 41:9 42:15 43:3 81:4 82:7 121:13,14 182:12 199:25 201:24 205:8 277:5 286:7 286:11 sergeants 77:21 series 194:21 198:23 serious 8:24 51:22 111:2 seriously 4:21 5:1 33:19,20 163:12 167:6 170:10 178:6 232:3 279:10 serve 150:23 160:23 179:3 served 223:5 serves 157:17 service 2:24 3:5 9:24 11:3,4,5,6 74:23 94:23 153:25	154:9,10 233:10 293:17 services 150:23 153:13 154:17 221:21 222:15,18 222:25 223:19 249:7 292:17,21 293:15,16 sesir 166:4,5 session 200:25 216:12 233:14 236:20 281:3 set 35:1 40:24 41:18 85:14,22 87:3,12,15 90:1 108:4 116:11,12,12 132:6 170:2 196:4 196:4 264:6 287:15 289:8 292:12 297:20 setting 30:1 293:1 293:19 settings 273:24 seven 81:13 108:18 153:20 160:11 203:10 208:20 215:7 230:9 250:8 252:14,23 253:12 268:7 280:10 seventeen 312:20 seventh 312:6 seventy 77:9 104:10 225:11 268:1 severability 302:13 severe 108:13 136:2 severely 189:11 shaken 15:25 share 150:4 155:15 166:20 202:9 261:8	263:6 266:12 278:17 289:16 294:13,24 shared 38:8 40:9 132:15,16 222:23 242:20 263:14,21 293:22,25 295:3 sharing 202:22 219:21 220:18 288:21 307:25 shave 36:15 shawn 46:7 she'll 234:9 shelter 296:20 310:17 sheltered 241:11 shelved 200:5 sher 33:23 37:21 39:25 44:9,20 49:1 49:8 69:20 70:4 74:5,8 86:11 133:7 154:14,20 177:4 185:14 201:6,9 212:13 248:10,14 248:17 253:11,17 256:3 257:9 262:11 262:14,20 264:12 265:10 266:5,14,18 276:7 277:3,13 283:8 286:18 290:5 291:3 295:11 297:14 sheriff 1:9,13,18 2:11 16:5,6,10 20:25 21:2,5 25:22 26:15,16 33:22 41:15 45:25 46:17 47:16,25 52:7 60:2 61:7 69:19 73:12 74:20 78:17,23 79:1,14 86:10	89:14 90:5 107:12 111:16 125:13 146:25 154:13,19 161:15 163:9 170:15 172:16 177:2 184:15 185:13 189:19,21 190:9 193:10 194:8 194:13,23 198:12 198:14,22 203:12 203:12 204:3 207:21 208:8,10 212:4,6 230:2 232:23 243:5 247:2 248:9 252:16 253:10,19 255:1 256:2 257:4,18,24 258:18,19 259:8 262:10 276:6 277:1 277:3 280:13 283:8 286:18 287:6,11,16 288:12,17 290:3,17 290:22 291:22 295:9 299:7,21 300:1,9,14 308:3 sheriff's 8:5,7 9:1 28:4 46:23 49:3 50:4 53:23 62:24 74:25 85:10 89:24 93:18 99:5,18 114:3 119:12 200:19 204:1,2 205:12 249:14 258:3 285:5 300:6 316:5 sheriffs 164:20 258:8,11 260:1 sherif 16:22 shields 13:20 shift 11:18,18,20 28:8,8 34:25 35:22
---	--	--	--

50:23 shines 299:24 shirt 22:24 29:9 shock 32:12 shocked 143:1 shoot 4:24 18:6 182:15 189:24 311:17 shooter 25:8 27:24 28:5 34:9,21 38:20 40:23,24 41:18,19 42:17,20,24 51:25 53:1 65:9 78:16 79:9 81:10 82:3 83:23 84:5 106:1 112:22,25 113:17 114:20 120:23 122:7 123:9,24 158:6,9 169:7 181:19 199:11 204:21 209:12 211:19 218:1 232:16,22 235:12 235:17,22 241:1 242:19 243:1 244:14 245:15,15 245:25 261:6 318:21 shooter's 299:13 shooters 246:11 261:5 267:24 268:2 311:17 315:13 shooting 6:21 34:9 40:7 41:22 42:2 53:4,9 63:25 72:15 100:5 101:24 108:21 112:18 113:2,5 119:4 120:16,18 126:20 159:8 192:5 205:22 206:14 208:13	243:9,12 267:11 307:12 shootings 12:18 123:3 192:6 267:16 268:9 311:15 short 31:4 57:6 116:25 155:25 167:12 295:21,25 shortcomings 299:9 shortly 124:10 246:13 283:11 shot 37:1 39:18,20 72:16,20 104:11 105:10 142:24 143:3,10 147:4 169:8 182:16,17 188:12 206:4 244:2 244:10 shots 40:23 41:18 61:1 63:17,22 64:10 112:13,14,15 112:17,19 315:20 show 107:2 186:13 197:25 238:10 300:4 showed 277:5 showing 91:11 113:8 119:22 shown 229:12 shows 31:2 34:5 117:14 183:1 223:4 246:20 sick 143:23 side 9:23,25 20:23 46:2 50:18,21,21 51:20 89:11 131:10 133:23,25 146:6 184:5 192:20 216:24 251:8 308:19,19	sidearm 191:21 sides 50:25 192:3 sign 267:23 306:11 306:13,15 311:6 312:4 signal 204:17 signature 320:13 signed 161:13 297:9 significance 6:8 significant 6:8 9:22 10:1,3,6 11:15 25:13,14 28:13 30:16 37:2 40:13 43:16,19,19,21,23 78:7 94:24 139:14 227:21 significantly 28:15 signs 119:22 223:10 228:3 231:24 233:13,17 silent 315:24 similar 75:25 similarities 231:1 simple 97:23 106:23 163:24 195:8,9 simply 17:6,6,14 70:11 simultaneous 53:3 simultaneously 108:10 114:19 sincere 133:20 sing 314:1 single 5:24 6:1 56:10 143:7 144:14 162:11 199:20 202:13 205:23 208:5 211:24 231:6 231:11 237:14 247:15	sir 25:12 28:12 33:6 40:12 45:9,23 52:1 56:19 67:11 77:6 109:22 120:15 130:6 134:10 157:2 161:25 201:8 218:19 219:4 220:5 220:15 225:24 235:10 242:15 244:24 245:2,6 253:16 254:25 262:13 310:7,17,22 316:16 sit 3:10 49:2 59:11 175:16 215:18 272:14 site 68:21 192:8 296:15 sitting 4:25 19:21 24:14 33:10 83:20 177:25 situation 10:4 11:2 11:8 21:22 36:17 37:24 47:18,19 56:18 68:7 79:22 92:25 94:17 103:18 105:17 106:14 113:19 122:18 151:24 183:3 190:9 212:13 244:21 250:6 255:13,18 259:12,14 261:7 304:17 situations 102:9 103:4 235:16 six 47:8,9 50:23,24 104:23 105:10 128:17 181:24 187:7 199:9,12 210:7 218:7 244:7 252:13 253:6
--	--	--	--

260:22 280:10 315:4 sixteen 127:11 160:1 195:24 sixth 1:11 sixty 92:5 105:9 125:2 153:20 165:4 165:5 203:10 210:5 210:7 215:6 230:8 size 115:12 280:5 sized 115:9 skills 138:2 223:12 228:15,24 skillsets 93:8 skin 274:16 skinner 1:14 skip 137:7 sledge 30:12 slide 82:8,11 86:12 91:15 99:2 105:18 107:1 117:14 125:2 126:7 161:17 162:13 165:3 166:25 180:9 193:12 197:8 198:17 199:7 236:8 236:12 242:16 246:13,20 250:12 250:13 252:11 260:14,22 slides 81:14 89:16 93:9 94:21 108:4 113:7 117:12 157:8 193:7 205:9 slightly 197:2 310:13 slow 313:4 slowed 59:10,11,21 small 70:11 95:21 smaller 72:8 115:6 242:21	smart 254:2 smarter 184:18 smear 186:25 sniper 105:7 snippets 143:14 snuff 99:22 soaked 59:19 soberon 30:1 social 4:17 221:2,7 221:11,12 228:13 228:17,23 261:14 socks 276:9 sole 199:5 201:10 201:22 solution 140:4 219:17 solve 21:16,20 73:4 somebody 19:5 21:16 22:21 23:14 23:17 27:23 28:4 33:3 38:14 71:1 122:20 140:12 148:20,25 163:14 163:22 167:13 168:4 182:15 183:4 190:23 206:7 207:1 213:5,7 248:2 254:3 255:20 257:11 258:23 261:4 265:25 268:17 319:6 somewhat 100:7 108:9 son 7:6 231:8 song 314:2 soon 155:13 311:10 sooner 60:7,10,14 60:14 147:3 sop 10:25 11:14,17 34:20 35:6 53:21	sops 89:22 103:20 111:12,19 125:1 sorry 48:3 152:18 156:13 183:12 185:6 202:10 208:7 213:23 280:24 292:14 sort 160:13 164:23 souls 312:20 sounds 39:16 176:20 source 274:5 south 29:18 30:23 32:15 37:11 48:19 southeast 29:13 space 141:21 225:9 span 13:3 sparked 130:20 speak 9:7 10:21 158:4 168:12 200:11 203:13,14 306:22,25 speakers 202:5 speaking 135:12 169:14 263:13 311:1 speaks 77:3 195:13 special 2:7 88:16 88:21 147:10 158:21 180:25 specialist 198:20 199:2,14,21 201:18 203:15 210:4 217:25 218:9 231:10 253:23 262:3 specialists 199:9 200:8,21 202:12,18 204:18 207:9 218:12 223:25 232:8 233:15 234:6	236:1 243:3 245:14 specialized 102:22 specialty 100:11 101:16 specific 40:3,5,9 63:18 82:8,11 91:25 92:1 113:8 129:2 146:19 177:20 221:13 232:14 238:14 273:12,14 274:20 277:14 289:16 291:10,16 294:11 299:15 specifically 53:22 75:16 153:6 256:16 272:11 281:12 specification 103:6 specificity 164:24 241:1 242:5,12 290:12 294:8 specifics 98:24 146:12 147:16 150:4 specify 266:10 specifying 245:8 speculate 36:19 60:24 80:10 speculation 35:10 speed 8:1 36:9,13 spend 15:11 144:1 160:11 248:19 spending 77:2 196:17 spent 90:17 104:7 158:20,24 198:2 315:5 spinning 84:14 spirit 251:9 split 67:4 136:21
---	--	---	---

spoke 179:13 304:16 spoken 201:16,21 266:25 sponsorship 318:17 spot 309:9 spots 204:14 spotty 17:21 spring 148:10 springs 2:5,16,21 6:18 8:8,21 9:4 17:20 24:20 25:25 26:4,5 28:10 29:25 30:6 37:25 39:2,18 44:3,15,16,21 45:2 45:3 48:21 53:8 61:2,22 62:11 63:24 64:2,5 66:13 67:13 69:2,22 70:1 70:14 71:8,22,25 75:8,16 77:15,17 78:15,19 79:3,18 85:4 86:5,19,25 88:2,8 89:25 94:1 99:6 102:10 114:2 116:22 128:9,21 130:5 132:10 144:24 205:9 270:3 285:3,3 298:21 303:6 spurts 93:24 square 69:13 sro 6:17,18 13:2 27:14,16 35:16 59:2 209:11 253:14 259:6 262:3,4 sros 12:24 204:17 243:4 252:21 253:12 265:18 stabilize 118:20 151:24	staff 1:21 2:13 80:24 86:23 87:4 87:20 88:14 137:2 137:3 180:15 181:25 182:4,19 202:16 210:8 211:1 212:3 218:14 227:8 235:19 257:21,24 260:16,18,19 276:10 278:13 288:2 297:6 298:12 299:16 staffing 50:20,22 127:17,25 stage 111:14 119:21 stages 64:19 280:19 staging 139:21 140:11,14 stairs 18:1 113:16 184:6 stairwells 113:1 stake 74:9 stakeholder 196:13 stakeholders 139:23 275:10 stand 6:6 16:25 74:10 154:22 155:5 162:9 165:12 190:4 319:15 standard 91:14 138:8,24 214:11 267:10 standardization 215:21 standardized 214:10 215:2 standards 92:3 99:19,22 157:19 218:22	standing 32:7 58:25 138:18 182:7 183:11 254:9 standpoint 23:13 232:25 283:9,23 285:14,15,16,20 286:1 stars 314:19 start 2:23 9:12 14:7 16:8 25:8 28:6 77:11 84:12 106:23 113:3 119:8 148:2 155:25 157:10 166:23 176:20 177:12,13,17 206:20 217:2 239:19 271:2 272:1 274:12 276:17 307:24 313:17 started 14:20 32:5 32:5 88:20 89:19 89:21 108:7 119:12 124:4 158:16 160:3 183:14 289:22 307:16,19 314:2 starting 112:2,2,9 124:15 126:9 168:1 168:2 starts 110:19,20 165:16 227:19 state 1:11 38:19 55:9 70:19 85:15 85:25 92:4 96:19 115:3 123:21 150:20 151:10,15 153:11,21 161:12 163:2,5 164:15 168:16 170:1,11,17 170:25 176:3 181:1 184:23 185:18 218:10 220:17	222:18 231:21 242:9 258:7 263:12 263:18 264:5 279:15 281:15 282:11 298:13 301:18 320:3 state's 161:5 stated 17:17 134:19 165:15 statement 187:5 266:15 statements 132:13 299:21 302:24 317:6,13 states 136:15 267:11 269:5 statewide 189:11 statistics 173:18 stats 39:15 status 106:7 156:20 statute 176:13 184:19 196:6 224:21 260:9 263:1 263:7 264:18 statutes 220:17 225:1 statutorily 294:9 statutory 160:22 stay 38:3,10 281:8 stayed 38:12 81:6 126:22 stays 24:13 35:18 steel 303:21 step 24:17 25:15,20 155:16 172:17 175:13 stepped 7:8 steps 165:17 steven 312:14 stewart 158:13 161:8 162:16 164:5
---	---	---	---

166:20 168:5 172:20,22 173:4 174:14 176:10,13 177:5 185:6,7,8 195:11 197:20 211:15,17,23 226:1 236:22,23 237:19 238:1 246:4 247:5 247:13 248:5 249:23 250:23 251:5,14 252:9 stole 209:6 stone 34:22 63:3 stoneman 1:1 25:8 27:22,24 28:5 35:25 36:8,24 38:2 42:3,20 63:3 83:11 157:13 159:7 205:11 210:25 213:19 236:9 237:14,22 269:14 298:4 302:25 311:16 314:14 319:7 stood 55:22 171:24 stop 5:15 19:7 29:11 61:4 110:12 112:17 135:17 136:16 158:6,8 161:23 162:15 171:4,18 206:16,17 250:22,22 267:5 280:19 282:23 311:7 313:15 stopped 112:19 120:18 181:25 188:19 268:9 stopper 234:13,25 stoppers 234:20 235:6	stopping 112:16 stops 19:14,16,17 storck 249:5 store 12:23 stories 19:4 story 23:16 37:16 41:24 43:24 314:3 straight 36:24 37:1 209:17 strange 256:7 strategic 112:24 strategies 228:19 strategy 219:17 street 53:9 63:12 115:25 186:10 strengthen 267:3 268:10 strengthened 298:10 stress 32:12 striking 11:16 strong 162:18 178:20 200:22 stronger 190:22 strozier 243:12,20 244:4 structure 46:4 306:11 structured 156:9 158:12 stuart 1:14 stubborn 192:11 stuck 32:4 student 108:22 117:17 118:3,4 202:13 218:14 221:21 230:1,24 231:2 237:7 243:18 244:4 261:12,16 312:22 317:2 319:8	students 64:9 108:11,12 109:6 111:4,6 117:19,22 117:23 135:17 157:23 183:17 188:15 195:17,18 199:6 202:3,6,7 222:11 223:1 227:8 228:7,14,22 229:2 232:20 233:4 234:23 235:7,18 243:8 244:19 249:12 250:9 251:20 298:12 299:16 303:23 305:20 306:12 308:20 310:2,6,16 314:5 study 26:18 218:7 299:4 stuff 17:2 20:22 33:11 45:21 65:7 68:17 107:15 168:17 194:17 204:8 227:22 229:16 240:4,4 242:4,13 273:4 275:20 279:4 293:7 294:13 306:2 subject 277:4 subjecting 269:7 submission 197:17 submit 172:18 225:2 241:19 265:5 submitted 271:12 subordinates 299:2 subscriber 296:23 subsequently 145:12 substance 223:11 223:15,19	substantive 283:22 succeed 300:21 success 72:11 243:16 269:2 300:2 successful 4:10 243:15 267:4 268:5 268:20 sucking 124:20 sudden 30:12 suess 18:9 81:4 82:7 182:12 200:1 201:24 205:8 286:7 286:11 suffering 106:6 138:6 sufficient 125:9 152:14 153:1 suggest 155:19,24 168:8 187:14 214:17 216:13 270:11 295:13 suggesting 301:10 suggestion 65:20 171:20 281:14 307:4 suggestions 32:24 suicide 267:25 268:3,8 summaries 288:12 summarize 141:12 296:10 summary 118:25 summer 148:18 178:18 198:2 302:22 sunrise 1:5 66:16 super 271:1 307:20 superintendent 1:18 2:11 122:15 161:12 168:1 169:3 171:9 177:10
--	---	---	---

184:21 185:2 198:5 201:18 203:14 208:7,8 237:13 238:16 246:23 254:9 256:12 287:12 288:13 289:18 290:16,22 300:14 superintendent's 161:11 247:23 superintendents 151:25 164:17 177:14 180:1 199:8 226:13 247:14 249:25 superior 70:2 supplant 224:22 supplement 224:22 support 157:21 187:24 220:21 221:25 222:14 224:1,16,23 225:8 226:3,5,10,13 227:2 228:7,21 supporting 222:2,8 supportive 27:13 supports 222:22 supposed 192:15 256:1 303:15 311:5 311:7 312:5 suppression 115:24 sure 16:9 18:6 35:19 54:14 65:6 66:1 67:18 71:20 80:2 95:12 96:21 127:25 134:24 141:6,10,15 143:16 144:22 150:17 152:17,18 153:11 154:16 173:9 174:22,22 187:17	187:25 196:1 214:9 217:7 219:2 221:24 229:16 231:22 234:19 258:3 264:8 266:17 268:4 278:9 280:1 289:17 292:9 294:21 295:5,8 305:18 308:17,23 surprised 66:9 survey 10:11 210:25 252:12 survivability 133:2 135:25 136:5 survivable 126:15 131:3 138:7 survive 104:12 105:11 108:1 136:3 147:5 317:1 survived 104:13 119:6 125:23 132:17 survivors 126:12 suspect 43:1,10 244:9,10 262:5 suspect's 262:4 suspend 177:9,11 suspending 177:13 177:14 sustain 143:5 sustainability 219:18 swat 18:1,2 69:3 75:17,24 76:6,7,9 76:12,13 94:25 95:20 96:2,24 98:14,18,19,22 100:6 101:11,15 102:13,17 103:2 113:25 115:7,19,20 115:21,22 116:2,2 116:6,6,17,21,22	117:3,7 120:9 145:14 159:1 208:11,11,14 259:13,13 swat's 69:9 swearingen 1:12 83:8 84:2 158:24 204:10 260:16 swipe 243:24 switch 49:4,11 55:12 switched 57:9 switching 298:18 sylvia 160:8 symptom 165:25 symptoms 174:7 system 10:7 11:25 17:7,7 19:23 20:19 21:1 26:17 27:1 30:19 47:10 48:16 49:19,25 50:9,10 54:11,13 57:25 58:6,8,12 65:24 68:9 70:15,23 71:7 75:5,12 83:18 84:10,16 85:14 87:3,12,14 91:13 91:16,24 131:20 137:9 184:8 213:8 219:14,19 220:20 220:22 222:20 226:7,23,25 270:21 273:23 275:4 296:3 296:19 297:2 systematically 109:2 systems 17:6 71:20 80:14 83:18 204:14 208:6 220:19 222:23	t t 320:1,1 table 151:16,16 tabled 165:9 174:21,21 tabletop 92:10 tac 91:20 92:13 94:5,7 95:14,18 96:21,22,23 98:6 99:18 100:5,24 101:3,5,7 102:10 102:12 104:18 105:20 109:15,16 112:7 113:24 114:16,25 115:3,3 115:8,11 119:7,9 123:13,16 124:5,8 124:10 125:24 126:8 129:9 135:9 138:4,8 145:13,23 tactical 7:5 45:20 46:11 59:12 79:18 79:22 94:20 102:22 102:25 112:24 136:25 137:13 tag 129:16 131:20 131:21 138:10 tagged 119:16 125:11 tagging 91:16,24 131:20 tags 91:21 126:12 take 18:15 22:11,17 22:18,18 25:3 27:6 33:19 36:11 54:18 59:7 64:17 78:24 80:3 86:14 87:6,13 88:1,9,14 109:22 127:14 148:1,6 150:7,15 155:6 164:10 178:6
---	--	--	---

179:23 182:19,25 183:5 206:7 217:7 220:8,14 237:12 241:3 253:13 256:13 271:25 272:4,6 274:20 275:14 277:9 279:10 280:25 281:19 282:23,25 287:18 289:1,4 294:17 297:10 298:14 301:15 303:5,6,7 304:9 306:15 311:5 313:4 taken 4:20 33:19 36:23 107:25 118:21 130:2 155:12 204:8 232:3 261:10 262:5 taker 22:22 24:11 takers 62:25 63:2 takes 167:5 241:15 268:21 talk 15:1 20:20 21:2 32:10 46:19 49:4,6 52:2,20 68:10 77:16 84:3 91:17,20,24 94:18 95:17 106:10 108:2 108:3 110:16 115:18 128:14,18 142:7 143:13 146:25 149:22 157:15 179:7 191:6 215:24 216:13 233:18 235:4,5 242:3 268:18 270:8 274:3 287:23 294:8 294:19 295:1,2 299:3 305:8 307:1 308:12	talked 21:3,10 51:6 59:11 69:6 71:14 80:13 93:21 103:15 109:14 116:21 122:15 129:11,12 138:16 142:6 169:2 169:3 175:22 183:8 183:10 187:18,19 187:19,20 188:18 208:9 240:14 243:2 253:19 266:22 267:21,22 294:20 306:20 talking 22:3 23:25 24:11,19 51:17 63:19,22 64:3,9,18 65:1 66:10,18 71:1 75:23 83:20 90:24 96:21 115:20 120:13 143:25 166:1 167:25 180:12 183:22 186:10 191:7 229:19 244:17,18 249:9 314:12 315:12 talks 233:11,12 tall 22:24 tallahassee 244:8 275:8 284:13,20 tamarac 68:20,20 68:25 295:14 296:14 301:25 302:3,10,20 303:8 303:12 taravella 6:25 7:6 29:2 target 266:24 276:1 targeted 273:19 task 8:14 94:11,12 96:14 97:9 113:22	128:12 135:5 142:8 143:25 206:13,19 215:11 283:19 tasking 215:10 taught 188:5 228:14,19 tax 264:3 301:5 taxing 264:4 265:23 taylor 172:25 teach 231:24 233:3 233:16 304:25 teacher 160:4 180:14 182:19 183:15 186:12 191:20 232:19 233:21 239:16 258:24 304:15 305:16 309:14 311:4 312:4 314:14 315:4 teacher's 185:17 309:20 teachers 64:10 105:4,8 135:16 144:3 160:6 171:25 178:23 179:3 180:12 186:7,8 187:20 188:15,22 191:10 233:3,12 242:1 255:8 305:3 305:4,15 307:5 309:7 310:2 315:18 teaching 188:21 232:19 team 18:2 69:7 73:5 94:25 95:20 98:18,19,22 102:17 103:2 106:24 107:5 107:7 114:25 115:4 115:22,24,25 116:2	117:8 131:9 132:1 151:7,14 152:14 153:21 154:7 159:1 159:21 160:9 176:15 208:12 210:3 259:13 306:12 308:22 315:11 teams 75:17 76:9 91:25 95:24 99:10 102:13 115:7,8,18 115:18 116:19 150:19,20,21,22 151:9,22,23 152:1 152:2,3,15,25 153:2,17 166:12,15 174:13 222:19 240:15 247:6 275:25 teaser 279:25 tech 276:12 technical 160:24 194:5 195:1 219:17 225:7 technology 17:10 48:14 75:7 219:15 297:4 318:24 teeth 162:21 164:7 179:25 184:11 237:11 tell 4:6,20 6:5,7 8:8 8:9 11:18 16:22 23:15 24:2 26:8 27:12 28:19 33:8 38:23 39:16 40:18 43:17 58:15 59:18 60:25 62:21 73:11 96:18,20 97:3,16 116:3 132:8 133:3 133:7 139:5 140:1 144:11,23 145:17
---	--	---	---

149:12 150:2,11 163:21 176:14 177:6 178:10 181:5 187:17 190:8 191:3 196:10 204:1,4 208:22 209:13,17 210:23,24 211:1 216:3 217:10 232:11 237:25 238:3 241:15 247:14 255:14 264:21 267:8,12 271:13 278:1 280:3 283:14,18 284:8 287:25 288:4,14,24 301:23,24 302:1,15 302:25 310:8 311:1 317:3 telling 20:5 55:25 164:19 189:19 239:8 315:18 319:5 tells 163:7 193:12 239:20 ten 5:10,12 50:24 62:5 71:2 92:7 105:10 126:7 158:24 210:25 271:9 288:6,10 tend 280:24 tending 113:6 114:5 tennessee 158:16 tentatively 293:1 term 91:3 93:3 104:14 106:13,17 120:12 181:19 194:2 213:4 253:21 253:21 302:11 terminate 51:10 terms 131:1 238:14 240:20 241:5 259:1	terrible 143:12 299:11 terrific 43:9 terrifies 84:1 test 204:13,24 tested 191:8 testified 3:25 45:16 testify 233:9 testifying 50:14 testimonies 233:6 testimony 3:10 12:8 14:13 15:5 19:22 25:23 31:9 32:19 37:6 38:25 41:4 54:4 290:19 296:4 298:20 299:23 texas 243:19 text 19:22 269:17 thank 2:9,19,22 3:5 3:13,14 14:9 28:14 33:23,24 37:21 48:1 49:8 50:12,13 50:14 52:21 56:5,8 56:15,20 57:11 59:24,24 65:2 69:17,20 70:3 76:15,15,19,20,20 77:6 78:13 81:17 82:25 83:1,3 84:23 86:7 88:13 89:14 95:11 98:2 107:12 110:24 114:24 130:14 134:25 138:14,14 140:19 144:7 147:12 152:12 157:2 172:3 187:23 188:4 229:23,24 234:11 246:19 249:1 252:10,20 253:17	257:18 258:10 260:11,15 277:13 278:4 301:9,20 304:8,12 308:11 309:21,21,22 310:8 310:17,25 312:8,9 312:10,11 313:18 313:20 316:12,12 316:15,16 319:11 319:13,16 thanking 2:23 thanks 2:12 89:12 147:11 156:24 269:22,23 313:19 theirs 24:1 47:4 50:6 theme 18:11 137:11 themes 18:9 theories 36:20 theory 36:21 therapists 293:10 thing 2:10 14:10 22:8 24:1 30:18 31:10 58:10 60:8,9 60:11 64:24 67:7 67:23 77:22 86:9 95:4 118:18 141:23 147:25 148:5 158:8 160:2 167:4 170:8 172:5 174:16 175:4 176:25 183:22 189:13,14 190:11 192:9 197:7 199:3 206:11 207:12 211:2 215:24 221:5 235:6 239:12 247:13 250:24 254:23 265:8 266:5 267:2,21 274:23 277:15 280:5 284:6 285:2 292:4 295:8	308:6 310:22 315:3 315:15,25 318:4 things 3:11,17 4:13 5:21 6:5,7,7,11,13 7:23 21:11 27:14 27:18 30:8,10 31:5 31:6 32:6,8 33:15 34:16 37:18 44:8 45:25 55:7,18 56:23 61:12,13 65:5 66:25 67:9 68:23 70:24 74:21 77:7 80:15 83:13 83:25 84:3,4,6,9,15 84:24 113:2 115:13 139:1,5,7,20 142:4 142:19 147:1,13 152:23 154:11 156:16 164:8 166:21,23 168:18 169:17 177:14 178:15 181:3,13,17 183:23,24 188:6 189:3 194:15 200:5 203:9,19 206:14 207:24 211:4 214:4 214:16 217:15 227:24 232:1,2 237:6,8 267:7 270:25 275:14,19 275:23,24,24,25 276:14 278:21,22 279:23 281:1 284:17 285:13 288:25 290:13 291:6,7,16 292:1,4 292:16,21 293:3,9 293:17,23 294:10 305:2 306:4 307:17 314:12 316:9
--	--	--	---

think 5:2,10 6:10 6:12 8:5 15:2 16:4 16:4 19:19 24:3 25:16 27:8 29:14 30:3,15,15 31:8,20 33:6 38:25 39:14 41:4 42:6 43:3,15 44:13 45:15 46:13 47:9 51:11 56:12 58:5,18,21 62:21 62:22 63:20 65:9 66:20,21 77:3 78:4 80:5,7,15,16,19 83:5,16,25 84:1 85:1,19,24 86:3 87:7,15,25 88:5 89:21 90:7,11,20 94:10,19 95:12 103:15,18 105:5 112:13 115:14 123:23 128:16 135:18 136:6,20 139:9,17,18 140:21 141:12,22 142:14 143:11 144:1 146:25 147:3 154:4 164:23 167:10 169:21 171:14,20 171:21 172:14,17 174:18 176:3,18 177:19 179:9,21 181:9 183:7 184:2 184:19 185:11 188:4 189:6,11,17 190:9,13 191:4,22 191:23,25 192:2,8 192:10,14,18,21,25 194:10 195:11 196:2,14,23 199:20 200:1,2 201:14 202:19,21 203:21	204:4 206:17,19 207:13 209:2,19 211:3,9,17 212:17 212:17,22 213:11 213:20 214:16,20 215:8,16 216:20,21 217:9 218:20,23 219:24,25 220:12 229:21 230:11 231:19 232:6,23 237:4,11,16 238:1 238:13,19 239:14 240:6,25 242:3,11 243:9 247:7 249:21 250:16 252:1 253:18 255:24 257:5 258:1 259:14 259:16 262:14,20 262:22 263:2,13,16 263:20 264:16 265:7,9 266:9,25 267:2,4 268:16 270:13,15,16,21,22 272:17 273:2,3,8 273:25 274:11,15 274:23 276:8,21 278:5 279:1,5,16 279:18 280:23,25 281:9,21,24 282:1 282:6,11,16 283:5 284:12,14 287:3 288:9 289:4,14 290:8,10 291:5,15 291:16,23 292:11 294:23 295:5 300:3 304:5 305:7,9 306:17 307:23 310:19 316:8 319:3 319:7 thinking 4:8 29:5,6 71:12 80:11 83:10	84:12 100:21 125:5 145:7 191:11,14 239:6 287:9 third 104:21 105:2 105:3,8 120:19 122:7 123:25 125:17 126:2,11 128:13 129:19 142:13,18 146:21 193:8 201:25 219:20 224:15 310:11 thirteen 104:13 119:5 151:9,22 158:20 thirty 39:1,15 61:19,25 106:4 125:2 136:14 195:24 210:7 230:23 244:6 252:23 253:12 257:3 305:6,6,7,9 thought 42:7 52:12 55:5 65:8 102:20 117:16 128:4 132:3 150:4 164:16 190:1 202:19 208:4 243:23 246:10 268:2 273:2,18 289:13 292:25 297:10 thoughts 270:10 278:17,24 thousand 5:5,6 242:8 252:13,22 253:8,11 260:22 268:7 thousands 189:10 threat 4:21,24 5:4 5:7 106:15 166:11 166:15 174:12	218:13 240:14 275:25 threats 4:16,22 three 37:16 39:19 39:21 41:21,24 42:4 43:12,23,25 44:4 48:17 56:12 60:3 62:5,13,16 63:2 65:23 70:8 72:6 106:4 124:8 127:8,9,13 131:17 136:14 142:14 165:5 171:2 181:23 183:12,19 219:6,11 222:7 224:10 250:10,11,15,18 252:13,22 253:8,11 254:1,18 271:18 274:11 280:11,14 287:5,18 318:12,12 threefold 158:1 throttle 55:9 57:15 throttling 18:12,19 18:20,20 19:10 55:2,4 56:1 57:12 58:11 throw 34:22 281:22 313:9 throwing 18:15,16 299:2 thrown 318:13 thumb 258:6 286:9 286:10,13 thurmond 51:13 52:3 tie 29:9 92:19 100:2 tier 228:13 276:3 tiered 226:10 tight 313:8 time 3:1 5:3 7:7,10 14:21,24 15:11
--	---	---	---

19:15 20:16 26:15 29:2 31:4,24 34:18 35:22 36:15 37:17 39:17,19 42:22 47:2,10,20,21 50:24 52:15,23 53:13,17 54:1 57:10 58:7 64:17 64:21 65:13,14 66:19 68:2 72:17 73:23,24 74:1 80:11 87:15 90:16 90:16,18 98:7,10 98:14 102:1 107:2 108:18 109:3 112:21 113:4,12,19 114:18 115:18,20 116:4,5,7,8,19 117:1 121:3 123:6 123:21 124:24 133:2 135:20 139:6 141:18 144:2 148:21 165:17 180:7,23 182:6 183:14 185:4 186:8 189:20 190:1 196:18 202:3 216:15 220:14 231:5 239:25 240:2 241:24 243:11 244:9 252:7 254:5 258:3 267:17,19 269:23 272:6 275:21 276:4 279:2 279:21 283:16 284:10 289:5 291:7 292:2 297:12 300:13 304:7 313:17 315:12 316:8,12 319:12	timeline 193:11 243:17 261:22 timelines 34:5 290:7 timeliness 125:1 128:9 136:23,24 137:7 timely 89:8 times 49:16 60:20 61:8 87:24 103:3,8 104:3,4,24 113:8 131:17 133:13 141:3 143:10 148:18 163:15 176:15 181:21 183:3 187:12 188:18 206:1 212:4 241:7 243:13 249:18 253:2 279:12 289:1 293:16 313:5,12,12 timing 60:23 timothy 1:15 tinkering 273:8 tip 231:4 261:9,12 261:23,24 262:1,1 269:16 tips 221:15 261:1,2 261:3 269:20 tipster 268:18 tipsters 269:1,11 tired 178:2 toc 137:1 today 2:23 12:10 12:17 27:21 32:8 33:24 34:19 49:2 50:13 56:9 70:14 76:20 78:12 90:24 111:17 150:3 155:23 157:4 161:20 170:25	185:25 186:14 198:23 200:7 210:25 224:9 254:2 255:13 261:1,9,16 270:1 286:11 290:19 298:2 299:23 300:25 301:17,23 303:1 304:20,24 305:20 306:1 308:1 312:25 316:21 toggling 45:21 told 14:2 17:8,13 46:8 51:24 54:21 59:3 145:11,12 148:12 149:7,25 173:17 176:15 187:11 241:18 253:22 254:7 261:2 284:14 285:16 286:4 316:2,6 tolerated 169:16 tomorrow 57:18 261:15 tone 42:2 tony 297:23 tool 194:14 221:2,8 221:11 tools 178:15 top 27:4 69:12 193:19 topic 142:1 147:8 198:21 209:25 214:19,20 243:2 270:7 275:7 276:23 topics 157:10 271:11 294:6 tornado 246:3,4,5 total 153:14 203:5 253:8,16 258:14	totality 83:17 180:22 tough 4:3,4 143:6 265:8 298:25 299:18 toured 21:6 tourniquet 104:17 tourniquets 5:21 112:2 124:16 tower 68:19,21 295:12 296:13,16 301:24 302:8,18,23 303:3,10 304:11 towers 296:12 tradition 263:11 traditional 258:22 traffic 19:7,14,16 19:17 35:18 tragedy 3:16 4:12 4:18 102:2 136:10 180:11 298:24 300:7 301:12 312:15,16,16,16 trails 83:12 train 56:10 69:3,5 69:8 75:17 102:12 102:13 186:18 188:14 213:5 224:10 258:12 310:5 trained 6:3 22:13 32:10,11 51:2,3 57:1,3,3 59:8 75:2 87:2 92:11 101:6 109:18 110:18 135:17 136:16 144:25 179:11 185:21 186:20 187:8,13 191:8,19 211:6 212:21 224:12 268:13
---	---	--	--

trainer 224:11	42:23 43:1 123:22	trooper 253:4	turn 8:10 27:19
trainers 224:7	transmit 18:8	trouble 300:20	28:16 46:18,19
training 4:8 5:23	transmitted 184:25	troy 306:23	48:24 52:20 58:7
5:25 33:9 56:11	transparency 2:14	truck 113:20 318:6	70:16 73:10 89:11
58:19 61:2,2 69:14	transport 125:21	true 8:9 22:16 33:4	156:24 174:3
76:5,11 92:10,22	126:25 255:20	35:15 43:8 47:22	turned 35:12
93:21 98:7,15,19	transportation	71:3 74:9 320:8	118:14 189:9
99:19 100:7 101:19	93:13 108:2 126:24	truly 5:5,6 13:7	turns 313:13
101:21,25 102:6,24	127:1	154:20	tv 27:4,7
103:24 109:14	transported 118:11	trumped 12:14	twelfth 234:23
110:11 112:8	125:22 127:3,16	trunk 13:1,12	twelve 62:5,10,14
116:22,23 117:2	130:17	trunks 54:17,18,19	62:16 236:9,13
157:19 182:22	trapped 182:9	trust 14:4 186:17	twenty 51:14,23
186:4 188:15 195:8	trauma 93:22	trusted 14:7	76:25 77:9 104:11
199:11 204:22	118:21 127:6,7,8,9	truth 42:17 90:11	109:5 119:3 128:17
217:24 218:2,4,9	127:13 141:7	try 4:2,9 56:3 68:16	158:15 181:23
218:10,24 223:9,12	traumatic 141:8	69:8 78:11 89:15	188:12 210:6 230:8
224:3,5,13 227:6,7	travel 2:25 258:6	90:15 95:7 104:25	232:23 258:11
228:2,7,21 235:12	301:5	107:20 125:12	260:23,24 267:11
235:18 241:2	treat 124:11 132:12	171:4 214:15	273:22 305:9 315:4
242:19 244:15	138:2 145:15	215:19 236:23	twists 313:13
245:13,14 255:5,21	146:13	243:6 247:20	twitch 110:1
trainings 245:17	treated 145:8,10	262:21 271:19	two 4:24 6:23 16:13
trains 69:7	treating 145:24	283:23,24 304:5	17:6 19:10 27:18
traits 227:8	227:13	trying 22:6 26:6	42:23,25 43:1 44:8
transcript 320:8	treatment 118:22	39:22 40:10 44:14	45:24 61:9 62:4,13
transcription 320:9	224:25 228:10	52:11,15 72:20	70:11 72:6,8 77:9
transcripts 317:8	274:14	73:25 121:20	81:19 89:23 90:6
transfer 22:4 23:9	tree 81:7	126:14 140:5,18	92:10 95:24,24
52:12 61:18	tremendous 152:20	144:25 196:15	104:7,19 107:1
transferred 22:1	249:8,8	202:24 209:11	109:5 119:14 125:2
23:1 25:18 51:12	tremendously 32:3	247:17 259:3	125:24 127:3,8
51:15 315:6	165:2 267:5	270:12 275:3,11	128:19 129:20
transferring 53:2	trend 97:5 213:2,3	tryout 95:19 101:9	130:8 135:4,7
53:12	triage 93:11 107:25	101:9	142:6,6,12,15,19
transfers 21:19	108:4 118:12,19	tube 27:7	152:8 154:10 159:1
transmission 18:8	125:21 129:16	tuesday 12:7 19:21	159:22 165:4 174:8
42:5 44:5 77:3	205:18	19:24 86:16,22	188:13 193:19
transmissions	tried 29:25 32:14	88:10 159:15 165:8	206:14 224:6 244:2
17:17 40:16,19,20	38:9 105:6	tune 67:4	244:6,11 249:5
40:22,24 41:1,18			252:22 253:11

256:22 258:20 259:5 260:23,24,24 261:1 268:7,14,23 271:24 280:11,14 293:3 294:3 305:20 314:6 type 49:18 116:1 136:6 138:22 141:23 143:5 154:9 154:10 184:7 190:24 194:17 203:9 236:11 283:24 293:5 typed 21:14 232:21 types 86:1 typically 311:16 typing 23:3	59:25 60:16 70:12 72:7 92:13 108:17 109:21 111:10 121:11 122:4 129:1 136:11 142:17 152:18 164:5 166:14 169:11 175:2 176:10 190:19 193:2 211:12 223:10 228:22 229:7,17 237:19 268:20 283:15 292:15 296:2 311:22 312:2 understandably 68:5 understanding 16:19 44:19,20 46:22 48:7 100:20 101:20 103:16 130:23 236:7 289:15 understated 117:18 117:25 understood 52:13 99:18,25 100:24 128:1 192:20,21 undocumented 61:23 undoubtedly 37:25 unequivocal 63:15 unequivocally 146:13 unfamiliar 112:11 205:10 unfolded 59:16 unfortunate 3:19 72:15 176:23 unfortunately 51:16 75:3 111:3 231:13,18	unfunded 175:4,7 175:18 unified 128:7,10 136:19 137:4 uniform 42:11 59:19 116:1 158:18 uniformed 206:2 uniforms 8:11 unilaterally 87:10 unincorporated 85:8 uninjured 108:12 109:8 unintended 212:6 union 97:20 unions 185:18 186:7 unique 11:1,2 102:24 160:2 166:3 304:17 unit 4:8 9:6 38:17 38:18 100:11 101:16 102:12 207:14 208:15,22 209:9 united 136:15 units 5:13 296:24 universal 91:14 universe 152:21 unloaded 181:20 181:20 unnecessary 128:24 137:22 unquestionable 63:15 unquestionably 271:1 unrecorded 61:24 unusual 4:23 19:25 100:7 305:21	unwilling 68:6 upcoming 226:22 228:11 update 53:20 147:15,21 148:7 150:3,10,18 178:17 178:19 196:7 222:5 257:16 259:22 260:12,14 289:8 295:23 296:10 306:19 updated 53:25 updates 77:23 179:15 193:14 upgrade 75:12 upgrades 297:5 upload 173:8 uploaded 174:20 ups 313:3 upsetting 58:9 upside 313:13 urban 116:18 urgency 34:1 163:10 237:23 299:8 use 17:25 27:2 79:6 91:3 104:16 117:13 120:12 170:23 175:12,15 181:18 194:7,7 208:12 213:2 216:7,18 223:15 253:21 274:5 282:22 288:5 293:5 294:25 302:4 316:7 user 219:12,22 users 19:1 20:6 273:22 uses 12:1 usually 50:23 97:11 158:5
u			
u 264:21 u.s. 233:10 ultimately 73:4 74:2 105:20 124:22 137:8 un 63:14 159:19,20 168:21 183:23,24 unable 111:4 173:8 unacceptable 13:16 unarmed 102:11 unaware 10:2 unbelievable 311:24 unbelievably 314:16 uncommon 166:21 underreporting 166:5 undersheriff 1:17 understand 4:2 11:2 18:13,19 20:10,13,14 30:3 54:10 57:2,20 58:1			

utah 11:23 12:14 21:12 utilization 100:22 152:5 utilize 117:6 utilized 91:16 94:8 104:18 138:1	victim 1:13,20 39:6 105:14 107:24 114:11,11 119:19 123:17,18 124:4,11 124:16 125:8,16,21 126:1 129:7,7,14 129:15,17 130:1,2 130:9,16 131:11 141:6 142:9 victims 41:21,23 43:13,25 44:4 59:20 104:11,12,13 105:10,10,11 106:5 107:14 112:16 113:6 114:6 117:13 119:1,5,14 124:11 126:17 128:15 138:3 video 17:15 28:25 29:1 32:8 93:1 99:16 109:9 111:24 112:4 120:10 121:5 121:10 122:14 123:13,20 124:7 129:11 238:10 239:15 277:21 310:9 314:9 videos 111:6 126:21 159:10,10 235:18 view 28:20 61:10 70:5 71:6 79:4 82:16 87:1 147:5 290:24 311:14 viewed 225:12 viewing 239:2 violate 165:11 virginia 276:12 virtually 117:22 visibility 106:16	visible 194:18 vision 160:5 194:14 visit 197:20 203:16 203:17 210:10 249:5 visited 83:3 197:24 207:21 visiting 232:15 visits 158:3 visual 91:5,6,10 107:21 109:25 125:4 voice 56:21,21 203:2 voices 319:1,5 void 46:2 62:22 144:19 145:20 146:9,19 155:12 voids 67:8 volition 105:15 108:16 volume 283:10 volumes 77:3 volunteer 258:25 volunteered 127:14 127:23 volunteers 258:12 vote 273:4 274:21 vulnerabilities 249:10 vulnerable 252:3,6 252:7	walk 51:7 108:15 111:4,6,7 159:12 243:24 261:9 306:14 314:21 walked 27:3 walking 191:12 202:14 walkways 208:22 wall 192:14,15 want 2:9 3:5,13 7:20,21,22,23,24 7:25,25 9:11 14:10 15:9,12,12 16:14 16:22 20:6 24:16 25:21 27:18,21 33:12 35:7 44:13 48:4,8,8,24 50:14 67:16,17 68:6,23 70:4,25 71:1 72:2 73:11 77:11 80:4,5 82:20 83:3 84:12 86:4,14,22 88:11 95:6 104:25 112:17 114:6 130:20 133:10 134:23 140:3,3,4,7 141:5 143:20 147:9 148:2 157:15 160:20 161:23 168:24 175:9 176:15 177:4 180:15 183:22 184:8 186:3,14,22 186:23 187:2,15 188:20 191:13 198:10 200:4 202:9 203:17 204:7 206:7 207:14,25 212:23 214:6,8 217:13 229:15 231:4 245:16,18 250:12 257:18 258:10
v			
v2k 318:24 valentine's 210:15 variance 296:13 variances 302:15 302:16 variety 93:4,5 129:4,5 261:3 various 227:17 271:11 294:5 vehicle 318:9,14 vehicles 100:9,15 127:2 velocity 142:25 vendor 193:16,17 218:4 vendors 193:19 202:24 verbal 138:3,6 vernacular 213:13 verse 313:2 version 97:24 108:6 245:22 259:1 277:19 293:22,23 293:25 294:1 295:3 versions 258:20 versus 20:19 62:5 78:18 79:5 vests 95:14 97:6,12 vet 226:19 veterans 159:23 vetted 6:21 vice 157:6			
		w	
		waist 191:22 wait 7:18,25 150:6 165:10 waiting 114:20 149:5 165:6 234:8 wake 33:17,17 298:24	

259:8 260:15 262:18 267:7 272:22 273:10,16 277:14,18,22,23 278:1,6,15,16 279:24 280:25 281:2 283:1 285:18 285:21 286:10,19 286:21,25 290:21 293:2,3 301:4 303:10,18,20,24 305:14 307:10,23 308:11 310:7,7 314:11,13 315:2,19 317:15 wanted 12:6 18:5,6 29:11,11 31:18 41:11 86:11 87:16 98:2 114:21 118:17 127:25 133:13,16 145:1,4 146:3 161:16 175:12 197:7 198:25 249:22 258:19 261:8 292:14 wants 11:21,22 15:10 182:20,21 248:2 263:10 war 31:5 91:4 warm 94:15 96:8 washington 172:25 215:5 waste 203:5 watch 59:4 113:16 113:16,16 230:1,4 230:22,25 231:2 234:14 239:15 watched 3:23 239:15 314:8 watching 113:1 123:7 304:24 305:1	water 282:15 waves 280:2 way 13:8 29:18 31:25 35:1 37:1,9 41:16 45:4 55:14 55:16 56:14 66:24 68:9 73:3 77:4 83:16 85:6,13 89:9 90:23 93:12 96:24 97:21 134:4,20 138:23 139:1 143:2 143:18 167:2 178:24 180:17 186:22 194:13 196:20 206:9,9,15 206:17 219:25 220:7 238:6,13 248:19 253:3 255:14 256:1,20,20 268:14 270:13,20 271:4 280:2,9 286:17 292:1 293:18 300:20 301:8 305:7 308:21 311:25 ways 17:5 267:3 271:7,24 we've 4:16 5:7,10 5:11,23 6:11,14 11:14 13:19,21 15:14 21:3 23:24 24:23 40:5 46:8,9 50:18 52:8 66:13 66:14 68:22 69:6 71:16,17,21 72:13 76:25 77:8 79:11 80:12 84:15 94:11 103:15 104:3 105:4 106:19 112:13 130:3 132:9 149:7 155:19 175:21	183:8 192:4 206:11 211:13 221:24 226:14 231:14,19 234:25 235:1 240:3 242:11,12 262:20 266:22 278:11 279:20 287:14 288:6 294:19 306:7 312:4 weak 201:1 weakest 306:10 309:9 weapon 183:21 244:9 weapons 190:24 wear 95:20 wearing 22:23 29:9 102:16 115:25 202:8 261:18 webinars 194:22 website 149:18 225:13 277:8 286:4 wednesday 19:25 weeds 140:18 271:2 279:17 284:6 week 9:21 11:24 30:21 41:4 89:18 92:10 105:14 106:19 111:15 136:21 137:6 159:12 161:9 165:10 195:14 199:24 206:12 244:13 272:7,20 276:9 283:6 287:15 300:3 310:1,11 week's 207:10 weeks 148:22 162:3 249:5 289:1 300:15 weigh 139:18 247:9 263:10	weighed 247:23 weighing 247:6 weight 281:10 welcome 2:8 317:25 went 11:24,25 18:3 18:24 19:4 21:6 29:3,24 32:7 33:8 36:24 39:2 40:15 43:6,6 55:10,22,23 60:21 80:6 82:13 99:20 107:5,6 108:6 111:25 131:9 132:1,3,20 133:11 135:10 143:19 146:5 183:25 197:23 241:5 243:20 249:5 west 64:23 107:5 108:7 131:10 westglades 83:12 84:7,7 255:5,6 311:11 whatsoever 318:17 wheel 276:16 wheelchairs 251:25 wheels 132:7 white 260:13 261:2 318:6 whittington 13:11 wholeheartedly 16:23,24 wide 153:11 173:19 242:10 widespread 58:21 wife 315:12 wiggle 239:1 240:20 wiggling 239:10 wildlife 38:17 253:5
--	--	--	---

wilford 120:5 wiling 258:25 willing 48:9 180:15 182:21,22 186:3 208:25 209:4 willingness 76:23 window 18:3 22:20 305:13 windows 209:15 216:23 311:9 315:23 winter 72:21 wisely 178:13 wish 3:8 33:19 34:17 wishes 309:6 withhold 161:10 176:16 185:1,12 withholding 175:24 witness 233:5 women 15:13 76:14 188:10 wonder 30:13 wonderful 226:3 249:6 300:16 wondering 60:13 152:23 word 59:7,9 79:6 167:19 168:2 170:23 179:22 247:18 wording 246:21 274:1 words 42:24 86:8 159:17 194:8 221:12 312:22 wordsmith 283:24 284:2 work 3:15 7:19 17:24 28:22 36:21 56:2 68:15,16,22	76:6,9,10 77:24 89:5 94:21,25 102:10,15 124:15 125:7,8 138:15 142:3 144:2 154:7 155:20 167:2 177:7 179:15 192:25 195:3 200:4 219:6 219:11 221:19,20 221:24 225:15 226:11,23,24,25 227:1 229:21 241:3 253:3 266:16 275:22 276:5 278:19 279:21 280:15 283:10 284:9 worked 8:13,20 28:22 87:2,12 158:18 178:16 179:6 185:17 204:9 260:19 298:6 315:8 workgroup 219:15 220:16 working 7:5 13:24 13:24 14:23 21:8 56:15 97:21 102:9 118:5 124:9 125:5 151:19,25 158:23 159:23 161:4 196:24 226:15 233:23 242:24 253:1 258:23 271:17 works 45:4 130:4 156:2 270:21,21 278:10,11,14 297:13 workshop 245:22 workshops 194:22	world 22:15 163:20 165:22 188:2 worn 159:10 worries 309:23 312:12 worry 303:2 305:16,17,18 worse 190:2 310:14 worst 15:18,18,19 worth 280:14 wound 131:2,2 136:2,6 143:7 wounds 93:24 105:12 124:21,22 wrap 82:24 214:15 304:7 write 225:9 written 211:5,18 wrong 169:18 217:18,20 219:24 257:2 295:22 318:22 wrote 312:23	year 5:16 6:19 17:12 54:16,22 56:11 158:25 160:18 162:11 173:23 187:24 194:23,24 195:16 195:21,22 196:1 204:13 220:9 225:5 234:24 243:10,10 246:9 265:5,6 268:6 275:22 287:9 300:17 302:19 306:22 312:6 yearly 5:23 years 5:10,12 6:23 14:2 56:12 75:8 96:10 133:11 158:15,20,24 159:1 160:2,9,11,13 173:21 177:25 181:23 264:25 274:11 280:11,14 281:25 300:6 302:12 315:5,15 yelling 82:6 yellow 306:9,14 308:12,18 yesterday 2:6 14:6 14:14 15:5 16:5 17:15 25:22 31:3 33:4 44:6 55:19 56:12 59:12 61:7 80:9 81:3 82:13 108:20 109:9 111:16 121:9 122:15 123:23 138:17 140:21 149:11 169:3 171:22 183:10 198:5 207:14 209:20,25 239:16
---	---	--	---

295:11 299:6,18 yesterday's 32:19 37:6 young 143:22 227:19 229:13 273:21 younger 150:25 youth 222:3 223:8 223:20 224:2,7,13 228:1,25
z
zero 306:7 zone 96:8 100:25 101:2 112:21 113:21 114:15 124:9 126:1 135:10 135:11 305:12 zones 94:15 95:1 101:24 113:22,23