

MARJORY STONEMAN DOUGLAS HIGH SCHOOL
PUBLIC SAFETY COMMISSION MEETING

BB&T CENTER
CHAIRMAN'S CLUB
1 PANTHER PARKWAY
SUNRISE, FLORIDA 33323

April 9, 2019
8:00 A.M. - 6:30 P.M.

APPEARANCES:

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

MARY MAYHEW - SECRETARY AHCA

CHAD POPPELL - SECRETARY DCF (ABSENT)

DAVID MICA - DCF CHIEF OF STAFF

SOMONE MARSTILLER - SECRETARY DJJ

JACOB OLIVIA - EVC OF K-12 PUBLIC SCHOOLS

MIKE CARROLL - FORMER SECRETARY DCF

JAMES HARPRING - UNDERSHERIFF/GC, INDIAN RIVER
COUNTY

PAM STEWART - COMMISSIONER OF EDUCATION

GRADY JUDD - SHERIFF, POLK COUNTY

DOUGLAS DODD - SCHOOL BOARD MEMBER, CITRUS COUNTY
(ABSENT)

LAUREN BOOK - SENATOR, DISTRICT 32 (ABSENT)

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, why don't we go ahead
3 and get started. We'll call the meeting to
4 order, and welcome everybody back to the 2019
5 Marjorie Stoneman Douglas Public Safety
6 Commission meetings. As we begin, as we always
7 do, why don't we rise for the pledge and a
8 moment of silence for the victims.

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

10 (Thereupon, the Pledge of Allegiance is recited.)

11 CHAIR: Everyone received a copy of the
12 minutes from our January 2nd telephonic
13 meeting. Hopefully you've had a chance to
14 review it. Do we have a motion to approve
15 those minutes?

16 UNDERSHERIFF HARPRING: Motion.

17 CHAIR: Motion by Commissioner Harpring.
18 Do we have a second?

19 CHIEF NELSON: Second.

20 CHAIR: Second by Commissioner Nelson.
21 All in favor aye.

22 (Aye)

23 CHAIR: Any opposed say. Okay, said
24 motion passes, and those minutes are approved.
25 I'm going to just briefly turn it over to our

1 general counsel Jason Jones for just a reminder
2 on Sunshine Law obligations. Jason.

3 COMM. JONES: Good morning, everyone.
4 This is just your annual reminder, I guess your
5 meeting reminder that this is a meeting that is
6 governed by the Sunshine Law, which means that
7 all conversations that you have about business
8 that will appear before the Commission needs to
9 happen in the open portion of the meeting. No
10 side conversations, no conversations at lunch,
11 or over text or anything, about what we're
12 going to discuss here at the meeting. We will
13 not be discussing anything in closed session
14 this meeting, but just a reminder that anything
15 that you do here, or receive, that is of a
16 confidential or exempt nature, you need to keep
17 that in a confidential status per the statute.

18 So if you have any questions regarding any
19 of that please get with me at a break. And for
20 our new members, if you do not fill out a
21 financial disclosure form as part of your
22 position please get with me, I will need to
23 give you one to fill out for the purposes of
24 this Commission. Thank you.

25 CHAIR: All right, thanks, Jason. As you

1 can see Senator Book is not with us. The
2 Legislature is in session so she will not be
3 able to join us for this meeting. I know
4 she'll be here again for our June meeting, but
5 that's the reason why Senator Book is not here.

6 I just want to welcome new members to the
7 Commission. We have DCF Secretary Simone
8 Marstiller, AHCA Secretary Mary Mayhew, another
9 ex-official member of the Commission is the
10 Department of Education Secretary, and that of
11 course is Commissioner Richard Corcoran, but
12 Jacob Olivia, the Chancellor of K-12 is going
13 to be representing Commissioner Corcoran. DCF
14 Secretary Chad Poppell's confirmation hearing
15 is this morning so he will not be with us
16 today, but David Mica is here from DCF, and
17 Secretary Poppell will be with us tomorrow.

18 And to all the new members, we appreciate
19 you joining us. Anything that we can do to,
20 you know, facilitate your knowledge base, and
21 help you get up to speed, we're all here for
22 you. The FDLE staff will provide you with
23 whatever you need, but we certainly appreciate
24 your participation, and the subject matter
25 expertise that you bring to the table to help

1 us as we continue with this work.

2 Since we submitted the initial report to
3 the legislature, we have made presentations to
4 the House and the Senate education committees.
5 We have spoken with the Senate President, and
6 with the Speaker of the House, and both the
7 President and the Speaker were very receptive
8 to many of the Commission's recommendations,
9 and very encouraging about the Commission's
10 work. We're going to provide you with some
11 details later today on the Bills that are
12 pending, and during this current legislative
13 session, as well as Governor DeSantis'
14 executive order that he entered on February
15 13th.

16 Over the last couple of months I've met
17 with, you know, Broward County Sheriff Gregory
18 Tony, and Sheriff Tony has already fulfilled is
19 commitment to transparency and cooperation in
20 the work of this Commission. Our investigators
21 have over the last month or so interviewed well
22 over fifty deputies at the Broward County
23 Sheriff's Office to clarify their active
24 assailant training pre and post February 2018,
25 and met with many other BSO personnel.

1 During the last couple of months I've met
2 with and had an opportunity to present to the
3 Florida Association of School Superintendents,
4 including a presentation at their February
5 School Safety Conference in Orlando. I can
6 tell you that the dialogue with the
7 superintendents is good. While there's room to
8 do more, and to do it better across Florida, I
9 believe that we've made great progress toward
10 enhancing school safety through these meetings,
11 and through the collaboration with the
12 superintendents.

13 One thing I can tell you for sure is that
14 the superintendents want the same thing that we
15 want, and that is the safest schools possible,
16 even if there may be some different lanes that
17 we're in to get to the end zone. But I can
18 tell you that they want safe schools, we want
19 safe schools, and as long as we have open lines
20 of communication, I'm confident we can get
21 everything and everybody to the place that we
22 all need to be.

23 And based on the feedback I can tell you
24 that many of the superintendents that have been
25 at the meetings, or attended the training, have

1 come up to me afterward and said that the
2 Commission's work, your work has informed their
3 views, and in some cases had changed their
4 views, and the facts matter, and that as they
5 learn the facts, and learn what happened here
6 and in other places, it's helping them to make
7 decisions, make better decisions, and in some
8 cases changing the way that they do business,
9 so all that is very positive.

10 At the request of the Broward County
11 School Board I met with them in a public
12 meeting, made a presentation to them. All of
13 you were notified of that in case you had an
14 opportunity or a desire to watch it live, and
15 it was a good several hour presentation and
16 discussion with the Broward County School
17 Board. Well, it took a year, but the week
18 before that presentation the Broward County
19 School Board passed an active assailant
20 response policy, and a safe spaces, or hard
21 corner policy. So that was passed back in
22 February, and while it did take a year at least
23 that it's in place.

24 And we had that discussion -- I had that
25 discussion with them about how long it takes

1 for them to get some things done, and that, you
2 know, a year to get that implemented in my
3 view, and I think most of your views from our
4 discussions here, is too long, but at least
5 that it is finally in place. And while it took
6 a year for the Broward County School Board to
7 get an active assailant response policy in
8 place you'll hear from Director Kelly's report
9 this morning there are still some districts in
10 the state of Florida that today do not have an
11 active shooter response policy, so we still got
12 work to do, and there's still room to make it
13 better than what it is.

14 We've also done presentations for law
15 enforcement agencies around the state to share
16 the lessons learned, and I can tell you from
17 the feedback that we are receiving as a result
18 of those presentations it is making a
19 difference, it is having an impact, and people
20 are changing are changing the way they do
21 business for the better.

22 There are some topics that we covered last
23 year that are unfinished, and over the next two
24 days we're going to receive updates on those
25 issues. And we'll also hear about some new

1 areas during the next couple of days that we
2 were unable to consider last year. As we close
3 tomorrow, we set aside time in the agenda to
4 have a discussion about this Commission's path
5 forward. We very much need your input and want
6 to have a robust discussion about where we go
7 from here, so please think about that as you
8 hear these presentations today and tomorrow.
9 And I'm sure some of you have already thought
10 about that in the couple months that we haven't
11 been meeting, but we really need your input on
12 where we go for the rest of this year, so we'll
13 have that discussion at the end of the day
14 tomorrow.

15 Before we begin this morning with the
16 presentations, I do want to follow up on some
17 of the things investigatively that have
18 occurred over the last couple months and get
19 you all up to speed before we begin with the
20 presentations. You will recall that there was
21 an issued raised, and a question that remained
22 lingering about the former School Board Chair
23 Abby Friedman, and whether she had received any
24 information from a parent about Nikolas Cruz,
25 and the allegation was that she had received

1 information and failed to act on it.

2 That was an unfinished issue. We hadn't
3 -- we didn't have the opportunity last year to
4 bring that in for closure, and it was in the
5 report, but it was left hanging. So if you
6 remember in December of 2016, and we didn't
7 name the two kids so I'm not going to name them
8 here now, their names are not important, but
9 there were two kids who brought information to
10 Jeff Morford, the then assistant principle at
11 Stoneman Douglas, and the information they
12 brought to Morford was that Cruz was a threat
13 to school safety, and it was specific
14 information that Cruz was, had violent
15 tendencies, and that he was going to shoot up
16 the school, that they had concerns based on
17 things that they saw, and the things that they
18 had heard, and if you recall Morford's response
19 to those kids was just Google autism.

20 So I'm just mentioning all of that just to
21 refresh you as to the incident that I'm talking
22 about. So after those kids talked to Morford
23 and he did nothing about it they went home, and
24 one of the kids' moms claimed that she called
25 the school and talked to somebody at the school

1 and had also called then School Board Chair
2 Abby Friedman and told Abby Friedman about it.

3 We have since been able to interview Abby
4 Friedman, and she denies that phone call ever
5 happened, that the discussion never happened,
6 and say that the only time that, and the first
7 time that she ever heard anything about Nikolas
8 Cruz was on February 14, 2018, and never talked
9 to this boy's mom, and never knew anything
10 about Cruz. So we have done our due diligence
11 in taking that investigatively as far as we
12 can. We re-interviewed the mom; she stands by
13 her story. Abby Friedman stands by her story.

14 There's really nothing else that we can do
15 with that other than to report back to you, you
16 know, what the results are, and you got one
17 person saying one thing and another person
18 saying another thing, and there's really no way
19 to resolve that. So I just wanted to close
20 that out. We'll of course make that part of
21 the minutes here, and when we decide whatever
22 report we do this year we can include that in
23 the supplemental report just to close out that
24 issue.

25 I can tell you that in addition to the

1 interview with Abby Friedman is that our
2 investigators over the last several weeks have
3 interviewed several Stoneman Douglas teachers.
4 Some of them were follow up interviews, and
5 some were new interviews, and people we hadn't
6 been able to get to last year. There's nothing
7 that has come out of those interviews that
8 changes any of this Commission's findings, any
9 of this Commission's recommendations, and in
10 fact some of the interviewed resulted in
11 information and evidence that supports the
12 findings, and buttresses those findings and,
13 and the determinations that this Commission
14 made. So it's all positive in that respect,
15 there's nothing that changes anything in these
16 new interviews that have been done.

17 Just to let you know the status of the
18 Broward County Public School's internal
19 investigation, it's still ongoing. There are
20 no results to that. I know that they have five
21 people that are under investigation, and they
22 retained a law firm out of Miami to conduct
23 that investigation. I can't tell you anything
24 more about it other than you know who the five
25 people are, and that they now include, that now

1 includes Ty Thompson, he's the fifth one, and
2 they're conducting that investigation. So I
3 don't have a timetable for when that's going to
4 be completed, but that investigation is under
5 way.

6 The Broward County Sheriff's Office
7 regarding the deputies that are under internal
8 investigation, that again is still ongoing, and
9 I don't have any updates for you other than it
10 is an ongoing investigation. I don't have any
11 updates specifically other than it's ongoing
12 too, FDLE's Office of Executive Investigations
13 is still in the process of their work, and when
14 they have a result, they'll let us know, but
15 that is also still an ongoing investigation.

16 As you know Governor DeSantis on February
17 13th asked the Supreme Court to enter an order
18 approving and empaneling a statewide grand
19 jury. The Supreme Court did issue that order.
20 We'll talk a little bit more about that
21 specifically, but I can tell you that we have
22 met with Nick Cox, the statewide prosecutor,
23 and his team, and are in the process of sharing
24 with them investigative information that we
25 have acquired so that that grand jury doesn't

1 have to re-trace steps and duplicate efforts.

2 So we are working with them to provide
3 them that information, and as far as I know
4 right now that grand jury has not yet been
5 empaneled, but we will continue to work with
6 them, and provide them with information that
7 they request so that that process is
8 facilitated. Not everything in the scope of
9 that grand jury investigation is within the
10 scope of our investigation, so they have a
11 little bit different scope. We'll talk a
12 little bit more about that this morning.

13 One of the things that you'll recall that
14 identified during our work last year was a
15 significant deficiency in the Board County
16 School's behavioral threat assessment process.
17 And if you recall that specifically surrounded
18 the September 2016 effort at a behavioral
19 threat assessment of Cruz at Stoneman Douglas.
20 And just to refresh your recollection of that,
21 and for those of you that are not totally
22 familiar with it, is that in September, on
23 September 28, 2016 Broward County Schools at
24 Stoneman Douglas, and specifically assistant
25 principal Jeff Morford initiated a behavioral

1 threat assessment of Cruz, and, and I'm just
2 going to sum it up in a very technical way, it
3 was messed up, okay?

4 There's no other way to describe it, it
5 was just totally messed up, and he didn't know
6 what he was doing, he was clueless. And if you
7 recall he got Denise Reed, one of the other
8 assistant principals, to help him with that
9 process. They implemented a level one threat
10 assessment. They then somehow morphed it into
11 a level two, but Morford didn't even know where
12 the paperwork was, he didn't know how to fill
13 anything out, and it morphed into a level two,
14 but on the 28th is when Board Sheriff's Office
15 and Henderson Behavioral Health went out to
16 Cruz's home that night and did a Baker Act
17 evaluation and determined he didn't meet the
18 criteria.

19 The next day, the 29th is when all the
20 forms came back from the teachers, and there
21 was a lot, and you remember this in closed
22 session, there was a lot of information in
23 those forms that identified a lot of troubling
24 behavior on Cruz, but the behavioral threat
25 assessment team was never made aware of it,

1 those that did the evaluation were never made
2 aware of it, et cetera. And then of course
3 when we interviewed Morford about this he
4 claimed I don't know anything, he claimed
5 amnesia, he's got no recollection of anything,
6 and said that this was the only behavioral
7 threat assessment that he ever did in this
8 thirty years in the Broward County or
9 Miami-Dade Schools.

10 And then of course we interviewed Ty
11 Thompson, as you recall, the principal, and
12 asked him how many behavioral threat
13 assessments were done at Stoneman Douglas, and
14 he had no idea, and he was clueless about it,
15 and then when he was asked about the threat
16 assessment process, and whether his
17 administrators should report information to him
18 about threats on campus, and whether he would
19 expect that, his response was, no, not really,
20 so it raised the question about whether this
21 entire messed up behavioral threat assessment
22 process was unique to Stoneman Douglas, or
23 whether this was a problem across the entire
24 Broward County public school system.

25 And that was a question that we had

1 unanswered, and I think we now have an idea
2 that it was not unique to the Broward County,
3 or I'm sorry, to Stoneman Douglas, but it is a
4 systemic problem across Broward County public
5 schools. And I think we know that because the
6 school system retained a consultant to review
7 the threat assessment process that they had,
8 and that consultant recently released a report,
9 and those findings are consistent with this
10 Commission's findings that the process is
11 seriously lacking, people are unfamiliar with
12 it, and it just simply was broken and didn't
13 work.

14 Now, that consultant requested a sampling
15 of six hundred forty-two behavioral threat
16 assessments over a three-year period that ended
17 in June of 2018, so in the three years
18 preceding there were six hundred forty-two
19 assessments. Of the files that they requested,
20 the consultant requested, twenty-three percent
21 of the files were not received at all, so you
22 got a consultant that was retained by the
23 district to do a review, said we want this
24 number of files, and they didn't get the files
25 in twenty-three percent of the asks, and that's

1 probably because the files don't exist, and
2 they probably don't exist because nobody knew
3 how to use the forms, nobody knew what they
4 were doing, like what we saw at Stoneman
5 Douglas.

6 And again this is not surprising given
7 that the process is not automated, the process
8 lacks district oversight, and as we learned at
9 Stoneman Douglas was individual school based.
10 Remember that the files stayed at the school,
11 they never went to the district, and there was
12 no district oversight. Now, of the files
13 received by the consultant for review, so
14 twenty-three percent just no-shows, they didn't
15 exist, they didn't get anything, but sixty-five
16 percent of the files that they did get had
17 exceptions or missing information, and again
18 that's on top of the twenty-three percent.

19 As an example of what the consultant
20 found, for the five reviewed high school high
21 risk assessments, so the consultant reviewed
22 five high risk, and you got different levels of
23 threat assessments, but of the five high risk
24 that were reviewed from the high schools one
25 hundred percent of those had exceptions, and

1 for one the school completed none of the
2 required documentation.

3 So overall, the number of threat
4 assessments I would say is relatively low for a
5 district with 270,000 students. In '16/'17
6 there were a hundred sixty-seven assessments.
7 In '17/'18 there were two hundred eighty-nine,
8 with, as you probably can figure and guess, the
9 majority of those were conducted after February
10 14, 2018. So with all of that as background on
11 what has happened, the district has acted on
12 our report, and the consultant's report and
13 recommendations to implement significant
14 changes to the district's threat assessment
15 process and has revised its policy.

16 One of the things that the district has
17 done is to contract for an automated system,
18 and I believe the district is spending about
19 \$600,000 to implement an automated behavioral
20 threat assessment system. That's very
21 important, because as you recall in our
22 discussions last year there is no consistency
23 with behavioral threat assessments across
24 Florida, different districts do it different
25 ways. Few, if any, and I say that if any, have

1 the automated system, and there's certainly no
2 process in place for sharing that information
3 either intra-district or inter- district, and
4 that is something we identified as a
5 recommendation, that there needs to be a
6 uniform statewide behavioral threat assessment
7 instrument, there needs to be a database, and
8 all that information needs to be available to
9 be shared.

10 AS you'll hear this afternoon, we'll recap
11 the legislation that's pending, and the Senate
12 Bill does move in that direction with
13 specificity, and the SB7030 does provide for an
14 instrument that is a uniform instrument to be
15 place by this summer. The House Bill doesn't
16 have that in it, and the Senate Bill does call
17 for a working group to identify a path forward
18 with a statewide database, so we'll talk more
19 about that.

20 We're going to ask -- we didn't have time,
21 I'm just sharing this with you to update you on
22 those things that have happened since we
23 haven't been meeting here in the last couple of
24 months, but we'll ask Broward County Schools to
25 come in in the June meeting and present more

1 about the consultant's report, but more
2 importantly about the changes they've made, the
3 implementation of the database, their knew
4 policy, their knew procedure, and how they're
5 moving forward with this.

6 So to their credit they have taken this
7 seriously, they have acted on it, and
8 recognized that this wasn't just an isolated
9 problem at Stoneman Douglas, that they truly
10 had a system wide problem, a systemic problem,
11 but they are acting on it. So we've got that
12 on the list of agenda items for June, and we'll
13 ask the district to come in and update us on
14 where they are in making hopefully significant
15 improvements to the behavioral threat
16 assessment process.

17 SHER. ASHLEY: Mr. Chairman, will we have
18 the ability to have a copy of that consultant's
19 report?

20 CHAIR: We'll get it for you. And we just
21 didn't had time to get it out. We will get you
22 a copy of that consultant's report, absolutely
23 we'll get that out to you. We'll e-mail it out
24 to you soon. It was just recently released, so
25 we'll get it out to you.

1 We asked you all for thoughts on anything
2 that was in the initial report that needed
3 clarification or fixing. We received only two
4 responses, one from Commissioner Schachter, and
5 Mr. Schachter asked that we clarify Section
6 10.1 Page 275 of the initial report where it
7 says there were nearly seventy, and this is the
8 quote from the report, nearly seventy incidents
9 documented in the Broward County public
10 school's incident system regarding Cruz. The
11 number is actually six nine. That number is
12 used elsewhere. And Mr. Schachter asked that
13 we clarify that with a specific number, so
14 we'll note that clarification. It will be part
15 of the minutes for this meeting.

16 We also received a request from the Baker
17 Act Reporting Center at the University of South
18 Florida to clarify a statistic in the report
19 regarding the annual number of Baker Acts in
20 Florida. On Page 269 of the report it states
21 that there were 199,944 Baker Act exams in
22 2017, and they asked us to clarify that these
23 were all involuntary exams and the word
24 involuntary was not used in the report.

25 Also for the clarification, the 199,944

1 involuntary exams are not 199,944 different
2 people, some people are Baker Acted, and they
3 receive multiple involuntary exams in a given
4 year. Again these clarifications are noted and
5 will be part of the minutes for this meeting.
6 None of those clarifications have any variant
7 on any of the findings or recommendations, and
8 they are are just that, clarifications. I
9 don't think they're material to anything, and
10 it doesn't change anything as far as the work
11 is concerned.

12 So those are the updates that I have for
13 you of what's been going on over the last
14 couple months since we met. Does anybody have
15 any questions or thoughts, comments, or
16 anything you want to bring forward? Mr.
17 Schachter?

18 COMM. SCHACHTER: Concerning former School
19 Board Member Abby Friedman, was, was she under
20 oath when you interviewed her?

21 CHAIR: No.

22 COMM. SCHACHTER: Did -- did the mother
23 call her cell phone, or call the work number;
24 do you know the answer?

25 CHAIR: Yeah. And we're working on that,

1 but it goes back to 2016, you know, she claims
2 that the phone call was made from a cell phone,
3 so we are working on that, and just to see if
4 we can identify whether that call was made, and
5 trying to match up those numbers; so that is
6 something that we are working on. You know,
7 Ms. Friedman says that she didn't talk to the
8 mother, and the mother says she did talk to Ms.
9 Friedman, you know, if we were able to verify
10 that there was a call made of course we'll
11 bring that forward. We are working on that.
12 But even if we show that there was a call of
13 course there's no way to identify in any
14 objective way what the content was, so --

15 COMM. SCHACHTER: I understand, but she's
16 -- she's -- she's saying she never spoke to
17 her, right?

18 CHAIR: Correct.

19 COMM. SCHACHTER: So I mean that would be
20 pretty easy to confirm, whether or not there
21 was a call actually made, and there was a
22 conversation, right?

23 CHAIR: Yeah. And we're going to have to
24 probably subpoena those records, and we're
25 looking at that. It does go back to 2016, and

1 depending upon who the cell phone carrier is,
2 et cetera. So we are looking at that, Mr.
3 Schachter, and we are following up on that.

4 COMM. SCHACHTER: Thank you. Did she
5 actually have her cell phone number? She said
6 she called her cell. Did you verify that --

7 CHAIR: She didn't have it. She couldn't
8 provide it to us. She said that she did call
9 -- she said she called from her -- and that's
10 another challenge, is going to be, is trying to
11 identify the numbers that were in existence at
12 that time, so our investigators are working on
13 that.

14 COMM. SCHACHTER: Thank you.

15 CHAIR: And we're going to -- we're going
16 to look into it, and I'll let you know.
17 Hopefully at the June meeting I'll be able to
18 give you some more information on that.

19 COMM. SCHACHTER: Thank you. Did you find
20 both of the parties credible?

21 CHAIR: Well, I can tell you that Abby
22 Friedman wouldn't meet in person, she would
23 only agree to a telephone interview, so it was
24 done via telephone. She found -- she said
25 there was no reason to meet, and she wouldn't

1 meet in person, so, you know, it was done over
2 the phone.

3 COMM. SCHACHTER: That's strange. Why?
4 Did she elaborate why she wouldn't meet us in
5 person?

6 CHAIR: Because she said there was no
7 reason for it, it was useless because she can,
8 she says unequivocally that she never received
9 a phone call, doesn't know this woman, never
10 talked to this woman, and the first time she
11 ever heard anything about Nikolas Cruz was
12 February 14, 2018, so there's nothing else to
13 talk about. And that's what her response was.

14 COMM. SCHACHTER: And there's no -- and
15 there's no -- and there's no, you know, e-mail
16 records, no correspondence.

17 CHAIR: No.

18 COMM. SCHACHTER: I wanted to ask you
19 about the, the threat assessment process that
20 you talked about, and the audit. Has that,
21 that process been fixed? You know we talked
22 about how the threat assessment, the 2016 was
23 completely botched. Has the district fixed the
24 fact that those teacher forms didn't make it
25 to, into the process at all?

1 CHAIR: Yeah, I think it's well on the way
2 to being fixed, and they have a pretty
3 extensive new policy, and I think it's best
4 left to let them present and give you all the
5 details on that. And again, this new system
6 that they're investing in which is automated,
7 which is be an additional module to an existing
8 system they have that will create a database
9 and workflow, and they do have processes in
10 place now where there is oversight, and that
11 the threat assessments do have to be reviewed
12 at certain levels, and there is district
13 involvement.

14 So from what I have seen of it, what I
15 know of it, they have made great strides toward
16 improving it from what it was. And, you know,
17 where it was was terrible, but they're making
18 great strides. But I think that it's best
19 left -- let them -- they're in the process of
20 implementing it, and I think that the right
21 time will be in June, when they've had a few
22 months to implement it, and they can come in
23 and provide detailed information about what the
24 policy contains, what they're procedures
25 contain, and the steps they've taken to ensure

1 that it's exponentially better than what it
2 was.

3 COMM. SCHACHTER: You know, as -- as we've
4 seen over the last year it's the problem with
5 the Broward County School is not the fact that
6 they don't have -- in a lot of cases they do
7 not have policies and procedures, but the ones
8 that they do have there are no fidelity checks,
9 there's no accountability check, so I have a
10 complete lack of confidence that even if they
11 have a system that it will be done properly by
12 all schools, so I would certainly love the
13 Chair and the Commission's input on how the
14 district makes sure that everything is being
15 done properly.

16 I understand this new system will, they
17 will not be able to advance in the electronic
18 system unless like, you know, complete A before
19 they go to B, but I think that needs to be
20 addressed.

21 CHAIR: So let's hear from them. Let's --
22 let's let them present, and then we'll go from
23 there. All right, anybody have anything else
24 before we move on? So I wanted to -- when we
25 learned about what's going on in different

1 places in the state one of the things that
2 shines, and I thought it would be a good way to
3 start this meeting, is on a very upbeat and
4 positive note, and that is to hear from some
5 students from Flagler County schools that have
6 really taken significant ownership in school
7 safety with, we have a member of the school
8 board who's here, a principal at the school,
9 the school superintendent, teachers, and these
10 students at this high school in Flagler County
11 have invested, and taken ownership in making
12 sure that they have a safe school, and taken
13 the initiative and developed their own
14 programs.

15 So I think that that's one of the things
16 that is being done right. It's really exciting
17 to see these kids and the staff, and the
18 elected officials, and everybody in Flagler
19 County, they've really stepped up, and are an
20 example, and should be an example for all of
21 Florida, and what is right, and what is good,
22 and how something good can come out of a very
23 tragic situation. So if you all would come on
24 up, I know Flagler County has a presentation
25 for us, and if you would introduce yourselves

1 and, anybody from the superintendent, or a
2 school board member, or anybody else wants to
3 come up, you're more than welcome, but we'll
4 turn it over to you all for your presentation
5 on the great work you're doing in Flagler
6 County.

7 And I know -- I see Sheriff Rick Staly is
8 here also. Sheriff, welcome.

9 FLAGLER COUNTY PRESENTATION

10 COMM. TAGER: Tim Tager, superintendent of
11 Flagler schools. Janet McDonald is with me,
12 who is our school board chair. And the thing
13 that really works well for us is we have a
14 great partnership with our Sheriff Rick Staly.
15 I appreciate him being here, appreciate the
16 partnership. And our students will shine for
17 themselves. I couldn't be prouder of the
18 students that are here before you today.

19 MS. MCDONALD: Good morning, everyone. I
20 just want to thank you very much for
21 highlighting this group of young men and women
22 and highlight a little bit about what they've
23 done. They've also tapped into some of our
24 other flagship students in making larger
25 presentations, hopefully across the district,

1 and across the state, and how more than just a
2 team of six incredibly young people can inspire
3 a whole school. Thank you.

4 CHAIR: All right. Sheriff, you want to
5 say anything?

6 SHRF. STALY: Good morning, Commission.
7 Sheriff Rick Staly, Flagler County. You're
8 going to hear from some great kids. We have a
9 great partnership. And I think you'll be
10 amazed, like I was when they presented to me,
11 and the thought process and education that they
12 went through on how to make their school safer.
13 Thank you.

14 CHAIR: Great. Well, thank you for being
15 here.

16 COMM. PATIN: Good morning.

17 CHAIR: Good morning.

18 STUDENT WILL: So we are Flagler Palm
19 Coast, Bulldog Patrol, is the name of our
20 group. We are a CMPS group from Flagler Palm
21 Coast High School. I'll just introduce each
22 one of us real quick so you know who you're
23 talking, or you're being spoken by, or to. So
24 this -- I'm Will. This is Sydni. This is
25 Gabby. This is Katia, Abby, and Nick.

1 So first of all, before we begin our
2 presentation on our project, and something
3 that's very near and dear to all of our hearts
4 I think in this room, I want to express the
5 thanks that we have for being invited to speak
6 with you guys today, and we're truly grateful
7 to be invited here, and we're humbled by this
8 experience, and we hope that this is a learning
9 process for all of us.

10 Our group, we came together to address the
11 challenge of school safety as a project. Like
12 I said it's near and dear to all of our hearts,
13 and at the beginning of this past school year
14 the administration from our school and our
15 county challenged us with the question if not
16 you then who, and we tried to really put this
17 question at the core of our project, and
18 develop our project around this.

19 From -- from that question we made our
20 slogan, which is Paws Up For Safety, Paws Down
21 For Violence, as at our school the mascot is a
22 bulldog. So I will turn it over to the next
23 person, and we will get started. Thank you.

24 STUDENT GABBY:: This project is dedicated to the
25 families, teachers, and students that have lost

1 loved ones from school disasters. As what Will said
2 before we are FPC Bulldog Patrol, a productive plan
3 to increase safety on Flagler Palm Coast High
4 School. We are also a community problem solving
5 group.

6 STUDENT NICK: We are from Flagler County
7 School District. We are one of two high
8 schools. We also have two middle schools, five
9 elementary schools, and charter and private
10 schools. We are a Title I public school with
11 over 2,600 students. Our district's mission is
12 to engage, educate, and empower. These are
13 three powerful words we have brought to our
14 plan.

15 Through the Future Problem-Solving Program
16 we were able to create our initiative, and the
17 Future Problem Solving Program international
18 mission is to develop the ability of young
19 people globally to design and achieve positive
20 futures through problem solving using critical
21 and creative thinking. These two plans work
22 seamlessly with the objective of our plan.

23 To give a more in depth look into why
24 community problem solvers specifically is
25 important in enabling us to take action in our

1 community and create change community problem
2 solving taught us how to deal with local
3 authorities, organize, and make a positive
4 impact.

5 STUDENT KATIA: In the beginning we had
6 heard of the Speak Up Initiative, which is a
7 forum that can be accessed through our district
8 website, so we wanted to do more. So at the
9 beginning of the year we were challenged with a
10 question; does knowledge of an issue bring with
11 it the responsibility to take action? Along
12 with that our school challenge question this
13 year; if no you then who, we said it's going to
14 be us.

15 STUDENT ABBY:: A major role I played in this
16 project was researching data and statistics, and we
17 were all appalled by what we found. This
18 information helped us form the school specific plan
19 we're working to establish. Our mission statement
20 became, since school shootings have tripled since
21 the year 2000, how may we increase safety measures
22 on our campus so that our school community is more
23 secure.

24 Our first step towards developing this
25 project was creating and distributing a school

1 safety survey to gather unique data to our
2 campus. We received feedback from students,
3 parents, teachers, and community members.

4 STUDENT SYDNI: We have developed these
5 questions to provide answers to the concerning
6 areas that our school has from the viewpoints
7 of others. With over four hundred responses we
8 have obtained plenty of responses that were
9 positive, and with some still concerns. Once
10 we got the data from Question 3, Questions 4
11 and 5 are really important because they gave a
12 layout of why students felt safe and why didn't
13 they feel safe. The responses were helpful for
14 guiding us to the directions that we wanted to
15 put forth in our initiative.

16 STUDENT WILL: One of the questions from
17 our survey that stood out to me was Question 9,
18 and if you see on the screen it says; do you
19 feel comfortable going to an administrator,
20 faculty, or staff member, when you learn about
21 a threat? And from the suggestions that we
22 gathered from this survey we actually found
23 that the students at our school were more
24 comfortable than they weren't to go talk to an
25 adult on our campus. And that's a very

1 comforting thing for us, because it's important
2 for the students to interact with their
3 teachers, their faculty, and the staff at their
4 schools.

5 Katia and I actually had an experience of
6 this while we were in our, one of our teacher's
7 classrooms, and we were actually working on a
8 report for this project, and two young ladies
9 came to the door and they knocked and asked to
10 speak to the teacher. And later that school
11 day we were supposed to have an assembly in our
12 gym, and they had reported a threat that
13 another student had made, and they wanted to
14 figure out who was best to, to tell about this
15 threat.

16 So they came down to actually our
17 teacher's classroom, and they specifically said
18 that they did that because they had heard about
19 our project and knew that we were keen on
20 safety, and that that teacher would know what
21 to do. And that was a really comforting thing
22 for us, and we knew that we were starting to
23 have an impact. And so students are actually
24 willing to take a stand for their safety if the
25 correct processes for them are there.

1 STUDENT GABBY:: The question that I thought had a
2 big impact on our project was Question 10, which
3 stated; do you feel more should be done by our
4 school community to protect students on our campus?
5 The majority of the students who answered yes
6 validated our mission.

7 The question that really stood out to me
8 was do you think there are any places with easy
9 accessibility for outsiders to enter without
10 being seen. Then it asked the students to list
11 all of the places that they knew how to get
12 onto campus without being seen. This gave our
13 district specific points that they could harden
14 to make our campus safer.

15 STUDENT NICK: We conducted research,
16 distributed our survey, and now have data
17 specific to our school based on our area of
18 concern. Our plan is tailored to Flagler Palm
19 Coast High School. This plan was developed by
20 students who walk the halls, who know our
21 peers, and needed to have an input in our
22 school security plan. We have a voice, and we
23 are advocates for ourselves and our peers.

24 STUDENT WILL: When we began developing
25 this project, we knew that one issue that we

1 needed to address was the longevity of the
2 things that we implemented. One way that we
3 wanted to do this was to create a school-based
4 security council at our school so that when we
5 graduate, as students that started the project,
6 that it can be continued so that our school can
7 continue to be safe no matter what the time
8 period is.

9 In order to improve this we needed
10 multiple perspectives, and as you can see on
11 the screen is our partnerships that we've
12 created at our school. So we have the
13 administration of our school, we have the
14 district safety coordinator from our district,
15 the director of domestic and homeland security
16 that works with our Sheriff's Office, the
17 school board district curriculum specialist,
18 our Embry Riddle University dual enrollment
19 program at our school, our Air Force Junior
20 ROTC program at our school, our Fire Academy
21 Flagship program at our school, the Sheriff's
22 Department, as well as our TV production class,
23 and students.

24 We utilize this plethora of resources to
25 empower students, as well as the great degree

1 of resources that we have. And we found that
2 our school had a lot of resources, they just
3 weren't bring brought together.

4 STUDENT GABBY:: The four main components of our
5 school safety plan are to order, purchase, assemble,
6 and distribute emergency kits, to get first aid
7 professional development training for our teachers
8 and staff, to create a school specific PSA video
9 with our TV production crew, and to request K-9
10 patrols and random sweeps.

11 STUDENT ABBY:: We form various connections and
12 resources within our community in order to establish
13 longevity, diversity, and include a variety of
14 perspectives. And we were very thankful to each and
15 every one of our partnerships for embracing the
16 importance of our mission.

17 STUDENT KATIA: The district holds
18 periodic closed-door meetings with our school
19 board. They discuss safety issues, and
20 students are not permitted to sit in, but they
21 offered us support, and helped mesh what
22 overall, what the district is going to do
23 overall with what we wanted to develop at our
24 school. We typically have, will bring the
25 following to our meetings, our Air Force JROTC,

1 our Embry Riddle, our Fire Academy, our
2 administration, a school board member, a
3 community representative, our district safety,
4 our school district safety consultant, and
5 selective students and parents. This component
6 of our project enables sustainability.

7 STUDENT NICK: As previously mentioned one
8 of the great resources we have on our campus is
9 our Embry Riddle Flagship program for the dual
10 enrollment for our students. One of the things
11 that they can do, the students can get involved
12 in with this program, is they can actually take
13 dual, or excuse me, Embry Riddle courses, and
14 receive dual enrollment credit for it. One of
15 the courses that they offer at our school is
16 the unmanned aerial systems, which is basically
17 their drone class, and they teach the students
18 how to operate drones, as well as the rules and
19 regulations, the federal regulations of drones.

20 So we wanted to utilize these drones as
21 added surveillance, especially during pep
22 rallies, or things where a lot of traffic is
23 moving on our campus, and students are
24 vulnerable to critical situations. And we also
25 use the drones to harden the perimeter of our

1 campus. I know that's one of the things that
2 our district is working towards, and I think
3 all of the districts in Florida right now are
4 working to harden the perimeter, and this is
5 one of the things that we want to implement as
6 well in addition to that.

7 A difference with the drones is that they
8 provide a real time feed, and instead of just a
9 security camera system where you can play back
10 something that happened, you know, last week,
11 or last month, we can actually monitor a live
12 feed of this, of what's going on on our campus.
13 And we actually, from the pictures on the
14 slideshow you can see we actually flew the
15 drones with the, not only the Embry Riddle
16 students, but also our Air Force Junior ROTC
17 program.

18 Our Air Force Junior ROTC program is
19 actually coordinated to work with the drones in
20 the case of an emergency, and if you look at
21 the, the two pictures on the bottom left and
22 middle you can actually see a phone, and they,
23 they have an app on the phone for, for the
24 drones, and that's what the students use to
25 monitor, and it tells them the altitude and,

1 you know, basically so that they know that
2 they're staying within the rules and
3 regulations.

4 We have an airport right across the street
5 from our school so there's air space conflicts
6 that we have to abide by when we fly the
7 drones, but they have very good communication
8 with the airport, and it's really cool to see
9 that they allow the students to, to learn all
10 about it.

11 STUDENT GABBY:: Part of our plan was to create,
12 purchase, assemble, and distribute emergency kits to
13 our faculty and staff. We met with Lieutenant
14 Keppler of our Fire Academy, who helped us find
15 essentials for our emergency kits. We later
16 researched the list of supplies to get the prices,
17 and the amount we need of each item. We took that
18 list to our security council, where we received a
19 generous donation of \$1,000 from our district safety
20 coordinator and her sister. With that money were
21 able to, we were able to purchase 210 kits for our
22 teachers.

23 We distributed our kits to our teachers at
24 a faculty and staff meeting, and more recently
25 we applied for a social innovation grant, and

1 we were awarded \$3,000 by United Way to advance
2 our emergency kits.

3 STUDENT NICK: The first aid training that
4 our teachers and faculty received was from
5 Lieutenant Keppler, which is the head of our
6 Fire Academy at our school, and he was able to
7 facilitate this training during a professional
8 development day for our teachers, and he
9 basically covered basic first aid in the case
10 of a critical situation happening on our
11 campus. And the idea, this was to compliment
12 the emergency kits that we implemented in all
13 of the classes, so the teachers knew how to use
14 them, and so they could basically mend the gap
15 of time for first responders to get to any
16 injuries that were on our campus.

17 When during our research and having
18 meetings we learned that even if -- we actually
19 have a fire station right across the street,
20 actually right by the airport, and so they can
21 get to our school within three to five minutes
22 of something happening, but they can't actually
23 come onto the campus until law enforcement has
24 cleared all the campus, so that was one thing
25 that we wanted to address, because even if

1 something could be prevented it might
2 unfortunately not, you know, be sustainable in
3 that case of that lapse of time.

4 STUDENT KATIA: We also partnered with our
5 Flagler County Sheriff's K-9 Unit. Because the
6 K-9s have such a strong sense of smell they can
7 detect narcotics, explosives, and other sorts
8 of weapons, so we met with the K-9 units, and
9 they agreed to do random sweeps of our campus.
10 The first time that they did a sweep there was
11 a lot of social media posts from our school
12 stating that the K-9s were on campus, and if
13 this causes people to not bring certain
14 paraphernalia onto our campus it would
15 definitely strengthen our, our perimeter, and
16 our campus, so we were actually ready to pay
17 for the K-9s before our Sheriff generously said
18 that he would bring them on our campus free of
19 charge.

20 STUDENT WILL: In order to get the word
21 out about our plan we received a lot of media
22 coverage so we can share our plan with other
23 schools and students. We were featured on
24 Fox35 Orlando News, Channel6 News, the Palm
25 Coast Observer, Flagler Live, and the Daytona

1 Beach News Journal, and here we would like to
2 show you our Channel6 News clip.

3 (Thereupon, a video clip is played in the open
4 commission meeting.)

5 STUDENT GABBY: Currently we are working
6 without TV production program to create a
7 school specific public service announcement and
8 safety videos. These safety videos are student
9 directed with actors and actresses from our
10 school community. The script was approved by
11 our school and district administration, as well
12 as law enforcement, and our school's district
13 safety consultant. These safety videos are
14 about what to do in a code red scenario.

15 STUDENT NICK: Coming up in the future we
16 would like to administer a follow up survey to
17 the original one that we made to see how our
18 project has affected students' opinion and
19 views of their safety on our campus, to see how
20 productive and effective our initiative has
21 been.

22 STUDENT KATIA: In June we will attend the
23 international future problem solving conference
24 hosted by the University of Massachusetts to
25 share our initiative with students from our

1 state and fourteen other countries. This is
2 important because we realize the challenges we
3 face are a global issue.

4 STUDENT WILL: Before we finish today, we
5 would like to share, each one of us would like
6 to share a personal quote that we've come up
7 with, and though -- of in regards to school
8 safety. I'll begin with mine.

9 "Violence is not conducive to a learning
10 environment, therefore safety is of utmost
11 concern on our school's campus, because at the
12 end of the day we are students, and just want
13 to come to school to learn."

14 STUDENT GABBY: "Failure will never
15 overtake me if my determination to succeed is
16 strong enough; only we can change our life."

17 STUDENT KATIA: "With the number of school
18 shootings growing it is vital that our school
19 culture changes. Too often we believe it will
20 not happen to us; knowing that it may is the
21 first step. The second is being proactive and
22 ready."

23 "The bigger the dream the more important
24 the team. The harder the conflict the more
25 glorious the triumph."

1 STUDENT NICK: If we don't prioritize
2 safety can we focus on anything else? With
3 this project we're able to go to school and
4 focus on learning without worrying about being
5 safe on our campus.

6 STUDENT GABBY: This is a topic that needs
7 to be addressed, so why shouldn't we as
8 students be the ones to do it.

9 STUDENT WILL: In closing, on behalf of
10 FPC Bulldog Patrol I would like to thank
11 everyone here with gratitude for allowing us to
12 come and present our safety plan with you. We
13 are humbled by this invitation and are truly
14 grateful for the opportunity to share what's
15 near and dear to our hearts. We hope to
16 inspire other schools and students to stand up
17 for their safety and create their own plans.
18 We hope to see safety groups develop at all the
19 schools in our district, and as I previously
20 mentioned at the end of the day while we are
21 empowered as young adults to make change; we
22 are still students, and we just want to go to
23 school to learn. Thank you.

24 CHAIR: Well, thank you all for being
25 here. Certainly you all are phenomenal, and

1 done great work, and you are an inspiration to
2 all. One question I have before opening up to
3 the Commissioners for any thoughts or questions
4 that they have is, is that do you have some
5 juniors and some sophomores lined up for
6 sustainability of this, and how, is there, how
7 is that going to work once you all are gone
8 here in a couple of months?

9 STUDENT NICK: Yes, sir. Actually only
10 two of us are seniors. Me and Katia are
11 seniors, and we have addition, in addition to
12 use we have two freshman and two sophomores.
13 We actually don't have any juniors on our team,
14 so we're sustainable for a couple of years, but
15 we're looking to implement, after all of us up
16 here have graduated, with the security council
17 that we made at our school to, to bring in new
18 students and get, to get involved.

19 CHAIR: So that's fantastic, so some
20 organizations can learn about succession
21 planning from you all too, so that's great.
22 Thank you. Commissioners, do you have any
23 questions, comments? Mr. Schachter, go ahead.

24 COMM. SCHACHTER: Thank you all very very
25 much. I think you highlighted the importance

1 of culture and climate on school campuses, and
2 that you can be the driver of change in making
3 sure that your school is safe. The question
4 that I had was do you have an anonymous
5 reporting app in your district? I know we have
6 statewide FortifyFL, but did you have, do you
7 have one in your district?

8 STUDENT WILL: Currently we don't have one
9 in our district. We -- we mentioned at the
10 beginning, yeah, the Speak Up Initiative that
11 we mentioned at the beginning, our district is
12 implementing that into our schools.

13 COMM. SCHACHTER: That's the app that
14 you're going to be using, it's called Speak Up?

15 STUDENT WILL: I don't think it's an
16 actual app.

17 STUDENT NICK: It's actually an anonymous
18 form that you can fill out online. It's -- I
19 don't believe it's currently an app, but it's a
20 form on the district website that's easily
21 accessible, so all you have to do is click on
22 it and then you can anonymously fill out the
23 form.

24 COMM. SCHACHTER: So what we found was
25 that there were thirty different people that

1 had prior knowledge that the murderer was going
2 to do this. There were six different instances
3 that Marjory Stoneman Douglas staff were told
4 that the murderer was going to shoot at the
5 school, and they did nothing in all these
6 different instances, so my question is if the
7 kids on campus know that there is a threat on
8 social media to do something bad on campus
9 what, how, what is the, you know, most common
10 way that they would communicate that to the
11 district and law enforcement?

12 STUDENT GABBY: We actually did have a
13 situation recently that there was a lot of
14 social media posts about a threat at our high
15 school, and a lot of them were actually being
16 forwarded to our teachers, so they were sending
17 them all to our teachers, and from there our
18 teachers were sharing it with school
19 administration and law enforcement.

20 COMM. SCHACHTER: Are you aware of
21 FortifyFL?

22 STUDENT GABBY: I am not.

23 COMM. SCHACHTER: Okay. FortifyFL is the
24 statewide anonymous reporting app that the
25 State has developed after the Marjory Stoneman

1 Douglas tragedy that is supposed to be the app
2 that kids are supposed to use around the state.
3 If the people that, you know, are wonderful
4 examples of school safety are not aware of
5 FortifyFL that is very very concerning to me,
6 Chair.

7 We have a vaping problem at Marjory
8 Stoneman Douglas, and I'm sure it's not, you
9 know, just specific to Marjory Stoneman
10 Douglas, I'm sure it's nationwide, well, I
11 guess let me ask you guys, do you guys have a
12 vaping issue on your campus?

13 STUDENT WILL: We actually have another
14 CMPS group that is working with E-cigarettes,
15 Jules, vaping, but we're not really entitled to
16 speak on that here. We would like to focus on
17 school safety, but --

18 COMM. SCHACHTER: Okay. Well, the reason
19 I'm bringing that up is because Marjory
20 Stoneman Douglas, due to the vaping problem
21 they locked the bathrooms on the first and the
22 third floor, and because of that kids who tried
23 to hide in those bathrooms on the third floor
24 could not hide, and were murdered because they
25 could not get into the bathroom. So my

1 question is, you know, I respect all of your
2 efforts, you guys are doing a great job, do you
3 have any ideas of ways that we could reduce
4 vaping on campus.

5 CHAIR: Mr. Schachter, I don't -- I don't
6 think we're putting these kids on the spot. I
7 think that we'll probably need to pass on that
8 question.

9 COMM. SCHACHTER: Okay. Okay.

10 CHAIR: And -- and let's just focus on, on
11 the good work they've done, and we can save
12 those questions for others.

13 COMM. SCHACHTER: Okay. Okay. Do -- does
14 your district teach you Run Hide Fight, or
15 ALICE by any chance?

16 STUDENT WILL: Yes, sir, they -- we
17 actually -- at the beginning of the school year
18 one of the, the things that actually kind of
19 sparked this project was a district wide video
20 that taught kids about critical situation, code
21 reds, and what, you know, those situations
22 would kind of look like, and they, they push
23 out the Run Hide Fight to the, to the students.
24 And that's actually kind of how we got the
25 inspiration for this project, is the video that

1 they showed us at the beginning of the year,
2 and we thought of, hey, if the district is
3 willing to do this let's give students some
4 power, and see what students have to say for
5 themselves about, and the ideas that we've had,
6 and we've been shocked at just our, our school
7 alone, of all the different perspectives we've
8 been able to, to hear about school safety.

9 COMM. SCHACHTER: For districts that would
10 say I think that, you know, we don't want to
11 teach our kids that because that might scare
12 the kids, do you, do you agree with that, or do
13 you think that that, that makes your school
14 safer?

15 STUDENT KATIA: I think it's important for
16 students to be aware of their options, and to
17 know that case of a scenario what would be
18 their best option, and what kind of options
19 they have, and what to do, because if they're
20 not prepared it doesn't help them.

21 COMM. SCHACHTER: Okay, thank you.

22 STUDENT WILL: We are actually including
23 the Run Hide Fight Initiative in our public
24 service announcements, we're working with our
25 TV production, we're including that into the

1 video to share that again with the students.

2 COMM. SCHACHTER: Okay, wonderful. And
3 then lastly, I think your program is so
4 fantastic. Changing the culture and climate on
5 campus is the most important thing, and, and
6 giving kids the, empowering them, the
7 confidence that, to know if that if they do
8 report of some kind of violence that it's going
9 to be taken seriously at administration. Would
10 you guys be open minded to helping Marjory
11 Stoneman Douglas initiate a program there,
12 number one, and number two, I'd like to, you
13 know, ask DOE if, if DOE has a program like
14 this on a statewide level, and, you know, if
15 they would be open minded to launching
16 something statewide, because culture and
17 climate is extremely, extremely important in
18 having the bind of the children on campus.

19 CHAIR: Well, I think the first part of
20 the question is probably above your pay grade,
21 but I think it's probably one for the
22 administrators and not for the students, as far
23 as them being willing to help Stoneman Douglas,
24 and also a question for the Broward school
25 district. But, you know, to the extent -- and

1 we need to wrap this up and move on, but to the
2 extent, Chancellor, or even if you want to
3 respond to any of that you're welcome to.

4 CHANCELLOR OLIVIA: So first I want to
5 thank the group for being here and testifying
6 in front of us today. It's a wonderful
7 initiative, and I think when you look at the
8 success that you have, in my experience working
9 with students the secret formula that you have
10 stumbled upon is the fact that students listen
11 to students, sometimes better than they listen
12 to adults, so when we look at how do we take a
13 program like yours, and use a term that we like
14 to refer to as make it scalable, how can you
15 help somebody like me that works at the State
16 level connect your voice with other student
17 voices so they can own the culture and climate
18 in their schools as well?

19 STUDENT WILL: Actually it -- I really
20 kind of like that you guys asked those
21 questions, because one of the things that we
22 experienced at our state competition for our
23 CMPS group was an interview kind of similar to
24 this, and one of the questions we asked was, or
25 they asked us was, well, how can we share this

1 with other people, how can we get this out, so
2 what we're actually working on, one of the next
3 phases of our project is putting together a
4 slide show, a report basically showing other,
5 to show other schools what process we used to
6 actually go about creating this plan, because
7 we want to let other people understand that not
8 everyone is going to have the same resources as
9 our school, not everyone is going to have the
10 same types of issues and challenges that we
11 have, but we want them to still be able to
12 address it, and go about it in a similar
13 fashion, and figure out what they can utilize
14 in their district, because as you mentioned one
15 of things we're really looking at here is
16 changing the culture of a school, and not, not
17 just trying to make it safer, but we have to
18 change the culture of the students, and the way
19 they look at the school, and how they empower
20 themselves.

21 CHAIR: Sheriff Ashley.

22 SHER. ASHLEY: Just quickly, one, I want
23 to first and foremost say you're great
24 ambassadors to your families, you're great
25 ambassadors to your schools and your

1 communities, and all of Florida. Is -- could
2 you make it a club, similar to where you have a
3 sponsored teacher, so it continues on and on
4 and on after, even after you're gone, where you
5 have some bylaws or rules that apply to you so
6 that we can all use this for our schools in our
7 school districts?

8 STUDENT KATIA: Similar to what we're
9 doing with the security council, by having all
10 of those different stakeholders involved in a
11 monthly meeting, this can continue on further
12 than us.

13 CHAIR: And Mr. Petty?

14 COMM. PETTY: So thank you for being here.
15 I'm not -- I'm not often at a loss for words,
16 but I can't thank you enough for stepping up
17 and doing what you're doing, and setting an
18 example for students around the state, and
19 around the nation. As I was previewing your
20 slides, I saw the drone slide, and I was going
21 to say you had me at drones, but there's so
22 much more here. I really think you've got a
23 model that needs to be replicated across the
24 state. I think the students have an important
25 voice in, in driving safety, and the culture

1 that you, you'd like to see in your schools.

2 And I think sometimes as adults we
3 struggle with how to force a culture on you,
4 and when you, when you tell us what you need to
5 be successful, I think that's really helpful.
6 I think the word I heard over and over and over
7 was partnership, and I want to commend you for,
8 for that spirit, and for taking this
9 initiative. So thank you. And thank you for
10 being here today.

11 CHAIR: Commissioner Carroll.

12 COMM. CARROLL: Thanks for being here.
13 And I can't -- I absolutely love those bulldog
14 blazers you got too. Quick question. You did
15 the survey, and I thought it was really well
16 put together. You asked a question about what
17 you perceived, or what students perceived as
18 soft sports, which I thought was pretty
19 insightful, because there's no one who knows
20 better how to sneak onto campus than the
21 students who attend school there, right? Were
22 you able to identify some weak spots, and was
23 the school able to address that?

24 STUDENT KATIA: So we actually received
25 close to four hundred responses on our survey

1 in total, and the majority of people who took
2 our survey also listed quite a few weak spots
3 on our campus, and they're actually working to
4 harden those now that we know what they are.

5 COMM. CARROLL: Okay, great. And you also
6 had a question on there about code reds. Has
7 your school -- some of you are seniors so
8 you've been through these code red drills
9 before. Were the code red drills improved any,
10 or is there any difference in the way you do
11 code red drills this year as compared to last
12 year?

13 STUDENT WILL: Yes, sir. Actually we're
14 working now to increase basically the situation
15 that a code red will be called in, so that
16 students are more informed as they go about the
17 school day, whether they're in the hallway,
18 they're in a classroom, they're in the
19 cafeteria. So we're really trying to make it
20 comprehensive so that they understand in all
21 situations.

22 From our survey we actually found that
23 students thought that we did fire drills enough
24 but they, some of them couldn't even remember
25 the last time that they had done a code red

1 drill in years past, so that's one of the
2 things we're addressing with the videos we're
3 making with our TV production program, is we're
4 identifying different situations. Say you're
5 in the hallway and a code red is called, what
6 to do, and those, those types of situations, so
7 that kids are empowered and can react in a
8 faster manner.

9 COMM. CARROLL: Great. And on your code
10 red drills, do they cover what's called hard
11 corners? Is that covered as part of your code
12 red?

13 STUDENT WILL: Yes. Actually our district
14 is actually working to mark the hard corners in
15 all of our classrooms, and we're including
16 those in our videos for when students are in a
17 building or a room that has hard corners.

18 COMM. CARROLL: Great. Do you guys plan
19 to do a follow up survey, because it appears as
20 though you did a lot of good work, and I would
21 love to see what the follow up survey
22 indicates, in terms of how students feel about
23 the, how the level of safety has improved as a
24 result of your work.

25 STUDENT WILL: Yes, sir. Actually that's

1 one of our future plans, is to create another
2 survey to see how we've, how far we've come,
3 and see if students' opinions have changed on,
4 on what we've implemented.

5 COMM. CARROLL: Thank you.

6 STUDENT WILL: Thank you.

7 CHAIR: Yes, Commissioner.

8 MS. LARKIN-SKINNER: Thank you, Mr. Chair.
9 I think what you're doing is extraordinary, and
10 it's an example of people accepting
11 responsibility, and trying to share that
12 responsibility with others. I want to
13 acknowledge not only you and your school, but
14 also the school district, as well as the
15 Sheriff's Office, and the other people who are
16 partners that you've established, as well as
17 the security council, because I think that your
18 model goes beyond just the students and what
19 you've done, and really is a lesson for every
20 community, because I know there are communities
21 where the county government, the school
22 district, and the local law enforcement are
23 fighting over who should pay for what, and the
24 reality is that it's our community, whichever
25 one we live in, and we're all responsible for

1 the safety and the learning, and the education
2 of our youth.

3 And so I think that -- I just want to
4 commend the Sheriff of Flagler County for his
5 role in this, and my hope is that everyone
6 that's involved as a partner can show every
7 other community in Florida and across the
8 nation what you've done, and how it should be
9 done in all of our counties.

10 CHAIR: Okay, anybody else? Well,
11 certainly we thank you all for being here. We
12 wish you much success as you move the program
13 forward, and hopefully it grows, and they're
14 able to expand it, not only across Flagler, but
15 it takes hold in other areas of the state. So
16 congratulations, and thanks for a job very well
17 done, appreciate you. Thank you. Thank you.

18 We're a couple minutes ahead here so why
19 don't we just, a couple of issues, and then
20 we'll take an early break, we'll come back, and
21 then we'll start when we come back from the
22 break with Director Kelly and his report. Just
23 one thing I want to mention, on the report that
24 you asked for, Sheriff Ashley, on the threat
25 assessments, is, is that I'm going to get that

1 sent out to you probably today as we're sitting
2 here, but I want to make everybody clear with
3 this, because I know when you read the first
4 page of it it's going to meet with some angst
5 because of the date that's on it, is that
6 report is dated, on the front page of it it
7 says December of 2018.

8 According to the district, is they were
9 back and forth with the consultant, and that
10 they didn't receive it, get it, it wasn't
11 finalized until February. We just got a copy
12 of it within the last week or so, so -- and I
13 know there's been some reports in the media
14 about whether the district sat on it or not.
15 I'm not getting involved in that, I don't know.
16 But the December 2018 date, the district says
17 that it wasn't received by them for publication
18 until February, and then again, we just
19 received it in the last week.

20 So when you see that December 2018 date it
21 is what it is, you know, and whether they
22 actually had it in December, and it was ready,
23 or whether it was February, I don't know, but
24 it's more the content that I think we should be
25 focused on. But I know some of you are going

1 to ask questions about that when you see it,
2 because it's going to say December 2018, and
3 why didn't we get it in 2018, December of 2018.
4 It's because we didn't have it until about a
5 week ago, and they just pushed it out in
6 February. All right, so we'll get that out to
7 you, hopefully today we can get that out to
8 you.

9 The other thing that I want to just make
10 mention of because it's come up a lot, and
11 Commissioner Carroll mentioned it in his
12 comments, about the hard corners, undoubtedly,
13 unquestionably that thing that we have referred
14 to as hard corners are vitally important, and
15 if they had been implemented, and we said this
16 in the report, they would have made a
17 difference.

18 And unfortunately, and as hard as it is to
19 say, there were kids who died at Stoneman
20 Douglas because they were either pushed out of
21 the hard corner or they couldn't get into the
22 hard corner, and because those areas were not
23 set up in the classrooms. And without
24 rehashing all that, we know those to be the
25 facts, and that's a sad state of the situation

1 but it is what it is, and we have made much of
2 it.

3 And in the presentations that we've done
4 in various areas the various components around
5 the state in the last several months, and even
6 I think just before the report came out, people
7 had concerns and questions, and there was a
8 misunderstanding to some degree about this
9 whole hard corner concept, so I want to share
10 with you all what I've been saying, and for
11 anybody that's listening, watching, so that we
12 message this correctly. Is, is that what we're
13 really talking about when we're talking about
14 that hard corner concept, we're talking about
15 the safest place in any room.

16 It doesn't matter what label you put on
17 it, whether you call it a safer place, whether
18 you call it a hard corner, whatever you want to
19 call it doesn't matter, the point is, is that,
20 and some people say, and they push back on this
21 and say, well, in this particular classroom,
22 and I'll use portables as an example, that
23 there is no opportunity for a hard corner in a
24 portable, well, forget about that, but in every
25 room, and I don't care if it's a portable, I

1 don't care if it's this room, don't care if
2 it's a cafeteria or a gymnasium, or whatever it
3 is, there is, in every single room there is
4 what is the safest place, and in that area that
5 is the safest place may not be a safe place, it
6 may be penetrable by rounds, it may be
7 something that people can see and access, but
8 it is the safest place in whatever the dynamics
9 of that room are given the dynamics of that
10 situation.

11 So if you take a room and there's windows
12 on that side to my left, and there's a door
13 over here on the right, and it is a first floor
14 room, if the threat is coming through those
15 windows then the safest place is not what you
16 would identify as the safe place if the rounds
17 were coming through that door, because if the
18 rounds are coming through that door then the
19 safest place may be that heard corner, which
20 may be over here, but if the rounds are coming
21 through that window it puts you right in the
22 line of sight.

23 So it's all fluid, is the point, and
24 people need to understand that concept as the
25 safest place in the room concept, and the

1 safest place might be a hard corner. The hard
2 corner is a subset of that terminology, a
3 subset of what we're calling it. So I just
4 want to throw that out because it has caused,
5 and I can tell you in talking about this quite
6 a bit in the number of presentations we've done
7 on it, it causes people to misunderstand what
8 the point is, and that every single room has
9 that safest place.

10 And what that safest place is, is to make
11 you as small and invisible as you can possibly
12 be. And we know that that works, and we know
13 that that would've worked at Stoneman Douglas,
14 and there are a whole bunch of places where the
15 hard corner is the right thing. And whether
16 that hard corner is marked, whether it's
17 identified in some other fashion, or it's just
18 known, is not as material as, is that people
19 know what the safest place is, and that the
20 teachers know, and the teachers train, and the
21 teachers have a plan as to how to get those
22 kids into whatever that safest place is.

23 So again I don't want to beat a dead horse
24 with it, but it keeps coming up, and up, and
25 up, and I want to try and get the message out

1 on that and clarify what we're saying. It's
2 the safest place. And when people say, well,
3 in this particular room we can't implement that
4 policy, we can't do it because we don't have a
5 hard corner, yes you do, you have the safest
6 place, and that safest place, as an example, if
7 it's a square room and there's nothing but
8 windows on one side, and there is no corner in
9 that room that is accessible, the safest place
10 may be lying flat on the floor underneath that
11 window if the threat is coming through that
12 window. That's a lot safer than being on the
13 other side of the room.

14 So again, people need to think, they need
15 to have a plan, and what we do know for sure,
16 if it's not contemplated, it's not thought
17 through, it's not planned, and it's not
18 drilled, then it's going to be a mess, and
19 they're not going to do anything. Muscle
20 memory matters, and you're going to do what you
21 think about, and what you trained to do. So
22 does anybody have anything you want to add to
23 that, or any comments, or thoughts? Yeah, go
24 ahead, Mr. Schachter.

25 COMM. SCHACHTER: Yeah, and I think that,

1 you know, obviously when we created this, this,
2 you know, rule, or, you know, put it in the, in
3 the report, we -- I think it needs to be
4 amended to get the point across that we don't
5 want to just prepare for this one incident,
6 because we have to all acknowledge that we
7 might be training our next school mass
8 murderer, and instead of everyone saying that
9 you go to that corner in every incident we need
10 to be training the students and the staff to be
11 situationally aware.

12 And you're absolutely right, if the threat
13 is coming from the outside window that's not
14 the safest place, so you know, we can't just
15 be, you know, so laser focused and, and not be
16 training the kids that every incident is
17 different, and every incident might have a
18 different safest or safer place.

19 CHAIR: Right. Yeah, that's the point.
20 Thank you. All right, unless anybody has
21 anything else let's take a fifteen-minute
22 break. We'll come back, and then Director
23 Kelly is up next with his report on the Office
24 of Safe Schools.

25 (Thereupon, a brief recess is had.)

1 CHAIR: We'll go ahead and get started
2 again. We have with us Damien Kelly, who as
3 you know is the Executive Director of the
4 Office of Safe Schools at the Department of
5 Education. Go ahead, Mr. Schachter.

6 COMM. SCHACHTER: Before we get started I
7 just want to reiterate I'm really concerned
8 that we had Assistant Principal Morford deny
9 that the mother of those two boys told him,
10 then they said they went and told Thompson, the
11 principal of that school, he denied it, and now
12 we've had a third individual, former School
13 Board Member Abby Friedman, deny it also.
14 Somebody is not being truthful in my opinion,
15 and I anxiously await the results of the
16 further investigation to find out if the phone
17 call was actually made.

18 CHAIR: Okay. We have with us Damien
19 Kelly, again, the Safety Director of the Office
20 of Safe Schools Florida Department of
21 Education, and I've asked Damien to present to
22 you an update on SB7026's requirements, where
23 we are today, and at the end, we did a survey
24 recently of the districts on a lot of key
25 questions concerning compliance with the school

1 safety requirements, some of them are on law,
2 and some of them are best practices.

3 One of the things I want to just clarify,
4 I guess, or provide some context for in
5 Damien's slides, and just know that in some of
6 his presentation, and then to your questions,
7 is, is that one of the things that we certainly
8 don't want to do is to expose any
9 vulnerabilities, or to potentially make any
10 situations worse, so the data that Damien is
11 going to present is high level statistical
12 data, and percentages, and please, I'm just
13 saying, just don't ask, you know, which
14 specific district, or which specific school, et
15 cetera.

16 I can tell you when you get to this, and
17 I'll just leave it here, is, is that when we do
18 talk about it, he's going to tell you about the
19 schools that are not in compliance with having
20 a safe school officer on every campus. I'm
21 just going to say across Florida, not in total,
22 but the majority of those are the charters, and
23 that does warrant some clarification because we
24 have talked in the past about the districts and
25 the district schools themselves, and some were

1 not in compliance until recently, but the bulk
2 of that's in the charters.

3 And that's probably about as specific as
4 we should get because, again, we don't want to
5 expose any vulnerability. So I know Damien is
6 going to share a lot of information, a lot of
7 good data with you, so I'll turn it over to
8 Director Kelly.

9 PRESENTATION DIRECTOR KELLY

10 DIR. KELLY: Thank you, Mr. Chairman,
11 Commission Members. I really should have asked
12 for a different spot on the schedule because
13 that's kind of a tough act to follow. When I
14 was fortunate enough to visit Flagler County
15 instead of touring schools the superintendent
16 suggested that I listen to the presentation by
17 the group of students that you just saw, and I
18 was wowed by everything that they were doing,
19 and that they had planned for the future, and I
20 just felt that last year we heard a lot of
21 things about what went wrong, and what wasn't
22 done right, as we sat here at these meetings,
23 and I really was hoping we could kick this year
24 off with something positive, so Chairman, thank
25 you for allowing us to do that.

1 I'm just going to go over briefly again
2 our, the mission of our office. Our main focus
3 is to support school districts and providing a
4 safe learning environment for students, and for
5 educators. Based on the Chairman's questions,
6 and what he wanted done for this presentation
7 I'm going to cover three areas, SB7026, the
8 executive orders issued by Governor DeSantis,
9 and the eighteen survey questions that the
10 Chairman wanted me to pose to the school safety
11 specialists. So the list that you see on here
12 are what we're going to cover, school safety
13 specialist training, social media monitoring
14 tool, centralized integrated data repository,
15 the USSS threat assessment training, the
16 Virginia model on suicide prevention training,
17 education facility security grants, the
18 guardian program, and FortifyFL.

19 While FortifyFL was just, was just brought
20 up in the last presentation I just wanted to
21 follow upon it. Every single school district
22 has received the information provided to us to
23 advertise FortifyFL. They -- they all
24 participate in providing the, the data that's
25 used in the app, and they have received posters

1 to be distributed to all of their campuses.
2 When you see a group like what we just saw
3 here, and they're not aware of FortifyFL, it
4 just lets me know that we have more work to do,
5 and we will keep working on that.

6 So we're going to go straight into the
7 training for school safety specialists. The
8 main thing on the slide that's important is the
9 April 2019 bullet, which is that a vendor
10 contract is anticipated, and Safe Plans LLC is
11 the vendor. The training dates will be
12 scheduled to maximize the school safety
13 specialist participation in this, and that we
14 have issued six FEMA independent study courses
15 that are prerequisites. One of the things I
16 can tell you about the training, I am just now,
17 we were just cleared actually this morning to
18 begin our dialogue with the vendor to, to
19 develop how we want this training to come out.

20 One thing I will share with you, it will
21 be age specific in all of the drills, and the
22 breakdown through the age specific drills are
23 PreK to K, first and second grade, third to
24 fifth grade, sixth to eighth grade, and ninth
25 to twelfth grade. What you see on the slide

1 here was what was in the ITN, and the follow up
2 on what you see on here is that the vendor's
3 approach to the active shooter response is
4 called ALERT-T, and that stands for Access,
5 Lockdown, Evade, Resist, and Tell. The program
6 prioritizes situation awareness using the UTA
7 loop, and I'm sure everyone is familiar with
8 OODA Loop, but it stands for Observe, Orient,
9 Decide, and Act. And I look forward to
10 beginning out discussions with this vendor as
11 we get this training up and running.

12 The social media monitoring tool, we were
13 forced into a re-bid situation, and as a result
14 of that the only thing I'm going to say on it
15 is the bullet that says 4/4/19 is that an
16 intent to award meeting took place, and that we
17 are currently at the conclusion of the
18 procurement process, and should be able to
19 announce a vendor shortly.

20 The centralized integrated data
21 repository, the identified vendor is SYNnex
22 Corporation in partnership with FivePoint
23 Solutions. A few bullets on this. The vendor
24 will build a centralized integrated data
25 repository solution that allows threat

1 assessment teams to query multiple sources.
2 The solution will provide a secured portal for
3 performing searches, dashboard analytics and
4 reporting, user access, and a secured web-based
5 platform that does not require software
6 installation. The system will integrate with
7 FDOE's social media monitoring data, school
8 incident records, Baker Act data, Florida
9 Department of Juvenile Justice data, law
10 enforcement's data, FortifyFL data, and connect
11 with additional data resources as identified.

12 And I spoke to the Chairman about this,
13 and I think probably for the August commission
14 meeting that we would make a presentation at
15 that, so that you can see the, you know, how
16 the system is going to work. We'll -- we'll
17 probably have somebody from our IT team come
18 down and, and do that presentation.

19 CHAIR: Hey, Damien, while you're here,
20 and just for context, because as, as opposed to
21 doing this at the end, while we're talking
22 about this, is, is that there is no doubt that
23 this integrated data repository is a good
24 thing, and a much needed thing, but I want to
25 make sure that everyone knows that it has its

1 limits. It is not all encompassing of an
2 integrated unified query tool that will cover
3 everything that the threat assessment teams
4 need, or that law enforcement needs, but make
5 no mistake -- and this was in the original
6 Bill, in 7026, and DOE was given a deadline I
7 think if last December 1st to do it, which was
8 probably an impossible deadline given all of
9 what it would take to put this together. We'll
10 talk about this afternoon.

11 The Governor's executive order gives them
12 until August 1st, and while we'll pull together
13 those sources of information in some fashion,
14 and I'm very anxious to see what that's going
15 to be, I think we all are, because it's so
16 important that everything be queried. In order
17 to make good decisions you have information,
18 and you have to have good information, and the
19 more one stop shopping you can do on that the
20 better off. So this pulling together DCF
21 information, DJJ information, DOE information,
22 and everything in one place, but what it's not
23 bringing together, and this is something that's
24 still a hole, and still a void, and we'll
25 probably bring this up because we didn't have

1 time to fit it on the agenda at this meeting,
2 but for the June meeting, is to follow up that
3 discussion about all of the other myriad of
4 sources and databases that are out there.

5 So as an example is, is that while a
6 threat assessment team, and again anxious to
7 see what this is going to be, will be able to
8 make a query and pull together all of DCF, DJJ,
9 DOE, and all the other plethora of sources,
10 it's not going to check the Plantation Police
11 Department, and the Palm Beach County Sheriff's
12 Office, and the Ocoee Police Department, and
13 all these other sources, as well as other
14 databases, and so there is still a lack of
15 integration of, especially local law
16 enforcement, because of the variety of records
17 management systems.

18 So again, as we sit in Broward County
19 today there are right now seven different,
20 seven different records management systems
21 being used by law enforcement agencies, so if
22 you take a cop on the street, or you take an
23 SRO at Stoneman Douglas High School, and that
24 SRO is on a threat assessment team, and they
25 are charged with finding all they can on Joe

1 Smith, then in order to make a thorough and a
2 complete query they would have to just check in
3 law enforcement in Broward County they would
4 have to check seven different systems, that
5 means seven, having seven different accesses,
6 seven different log insurance, seven different
7 passwords, and they can check. If they're just
8 checking the Broward County Sheriff's Office
9 database, okay, that's wonderful, but you still
10 got all these other systems out there.

11 And even with Coral Springs, remember
12 Coral Springs and Broward County Sheriff's
13 Office share use the same vendor for the
14 records management system but they don't share
15 a system. So there is a way that there's some
16 sort of a, a patch, it's called P to P, where
17 they can share some of that, but it's delayed,
18 so you could have a kid, as an example, that
19 Coral Springs takes a report on, or Coral
20 Springs completes a field interview report on,
21 and if Broward County Sheriff's Office checks
22 it today they're not going to find anything
23 because it's not in that system immediately.

24 And the whole point of this is, is that
25 this is a great thing, but nobody should be

1 under the impression that this is end all, be
2 all, fix it all, and that when this is up and
3 running all problems are solved on data
4 sharing, information access, and that the
5 threat assessment teams are going to have this
6 magic wand. It's not. And there's a lot of
7 work that still needs to be done to close the,
8 to close the holes, and making sure that not
9 just the threat assessment teams but the law
10 enforcement agencies entire threat assessment
11 process.

12 Including, you know, Commissioner
13 Swearingen, you all are tasked with, and we'll
14 talk about this in the Governor's letter, a
15 threat assessment process beyond just what the
16 schools are doing, and this plays into that as
17 well because there is, you know, no one stop
18 shopping. There's a state system that's called
19 LINKS, and LINKS is supposed to be able to
20 provide that one stop shopping; but it doesn't.
21 And as I've had discussions with FDLE about it,
22 you can go to most, I'd say most law
23 enforcement officers, especially on the street
24 in this state, and you ask them about LINKS,
25 they don't even have a clue what it is much

1 less be able to access it, so there's still,
2 there's still work to be done.

3 So I, you know, I'll stop, but we need to
4 be very clear about this, this is an excellent
5 step in the right direction. This is going to
6 be a great tool I hope, but it's only one piece
7 of a puzzle that's got a bunch of different
8 pieces that are yet to come together. Go
9 ahead.

10 COMM. SCHACHTER: The school disciplinary
11 system and civil citation, I know this is
12 probably not this area, but --

13 CHAIR: So I've had that discussion with
14 Secretary Marstiller, and I know what you're
15 talking about. We'll address that tomorrow,
16 and this is the discussion we've had, and
17 Secretary Marstiller, we'll address that
18 tomorrow, okay? It's still -- that is another
19 problem, you're right. But go ahead, Damien.

20 DIR. KELLY: All right, I want to talk
21 briefly about the Secret Service threat
22 assessment training. Before I go into it, I'd
23 like to thank Commissioner Petty and
24 Commissioner Schachter for your assistance in
25 getting the Secret Service to come down to

1 Florida. We were able to arrange three dates
2 between February 26th and the 28th, and
3 training took place in Manatee, Orange, and
4 Duvall Counties, and on those three days
5 approximately 850 people participated in the
6 U.S. Secret Service threat assessment training.

7 When -- when I talk to the districts, and
8 to the school safety specialists, which I talk
9 to them practically on a daily basis, currently
10 they're using a variety of threat assessment
11 models. It's either the Secret Service threat
12 assessment, the Virginia model, or the FBI, or
13 in some cases a combination of all three.

14 I'm very excited to be able to report that
15 with the assistance of Chancellor Olivia and
16 his team we have been able to come up with the
17 funding to plan for statewide threat assessment
18 training on the Virginia threat model, and
19 during those training the presenters will be
20 Dr. Dewey Cornell, who is the developer of the
21 Virginia model, and also we're going to have
22 Dr. Scott Poland, who is a national expert on
23 school crisis, youth violence, suicide
24 intervention, and the delivery of psychological
25 services in schools.

1 What we hope will take place here is that
2 at each of these sessions on day one, we will
3 have one hundred participants that will be
4 allowed to attend for the first opening
5 session, and then for the final two days of Dr.
6 Cornell's, that will be limited to thirty
7 people per session. And at the end of the
8 three sessions that we planned our hope is that
9 every district will have one person who has
10 been trained by Dr. Dewey Cornell in the
11 Virginia model, and then they will go back to
12 the district and conduct a trained to trainer
13 type model. As far as our records show this is
14 the first time that a training is going to take
15 place where both Dr. Cornell and Dr. Poland
16 are both going to be present. They will be
17 there separately, but it will be during the
18 same training sessions.

19 The educational facilities security grant,
20 the Department's grants management team
21 verified that the funds were awarded, and that
22 as these funds were awarded, they were tied to
23 each school's FSSAT. And I can report to you
24 that primary expenditures included security
25 systems, which were cameras and communications,

1 and also fencing and single point of entry.
2 Those were the main expenditures so far. You
3 can see that all of the almost \$99 million, a
4 little over \$5 million has been awarded, and
5 that, the reason for that is most of the
6 districts will wait until school is out to
7 start any major fencing projects, or any major
8 projects on campus. So we anticipate that
9 during the summer we will start to hear back
10 from districts, drawing down the rest of the
11 funding for their projects.

12 CHAIR: So I'm going to do it to you
13 again. Since we're okay on time, as opposed to
14 doing it at the end, just to update everybody,
15 so in the, so that \$98 million was the \$98
16 million in 7026 for school hardening grants.
17 And that's the \$98 million that had to be
18 awarded and distributed by January 15th,
19 correct?

20 DIR. KELLY: Correct.

21 CHAIR: And so in the current budget Bills
22 for the FY20 fiscal year for the House and the
23 Senate, in the House that \$98 million is zeroed
24 out, there is no dollars for hardening grants.
25 The Senate current Bill has reduced it to \$50

1 million, so I know that that's at play, as it's
2 called in state budget speak, and those numbers
3 are at play between the House and the Senate.
4 But as it stands right now today as we sit here
5 is, is that \$98 million in the house is zero,
6 and it's \$50 million in the Senate.

7 I can tell you that the safe school
8 allocation in the House is at \$161 million,
9 which is the current allocation, and in the
10 Senate it's \$230 million. So that's the, the
11 current picture with budget, and as far as
12 funding for the safe school allocation and this
13 money. But again it's still early in that
14 process, and there's still a lot to be done,
15 but so I'm just telling you where, where it
16 sits at the moment. Where it sits at the
17 moment is not necessarily where it's going to
18 end up at the end.

19 DIR. KELLY: The Coach Aaron Feis Guardian
20 Program, currently twenty-five Sheriffs
21 throughout Florida have trained guardians. The
22 application requests totaled almost, just a
23 little over \$9 million, and of that \$9 million
24 \$4.4 million has been paid out to Sheriff's
25 Offices based on invoices that we have

1 received. The districts report to me, and to
2 our office, that the guardian program has been
3 very successful, a very successful option for
4 providing a safe school officer at every
5 campus.

6 CHAIR: So along those lines, as far as
7 guardian program funding, when the budget Bills
8 first came out, on the surface, and, you know,
9 those of you that have been involved in it know
10 it better than I do, but the state budget is
11 complicated, to say the least, and the budget
12 Bills are complicated, to say the least, and it
13 appeared that the guardian funding for FY20 had
14 been zeroed out, and that there was no guardian
15 funding at all, but there is, it's on the back
16 of the Bills. And what they have done is
17 continue that original \$67 million so whatever
18 is left can be used again in FY20. So there is
19 guardian funding in the FY20, but it's in the
20 back of the Bill for just continuing to use
21 that \$67 million. So that's where it is, but
22 it is in there. Go ahead.

23 COMM. SCHACHTER: Do it every year, or --

24 CHAIR: You know, I don't know. That --
25 that -- you know that's certainly up to the

1 legislature, Mr. Schachter, is, is that \$67
2 million is non-recurring, so it has to be
3 looked at every year, and what they're doing
4 this year, or for FY20 is, is just to
5 reauthorize the balance that's left. You know
6 whether they'll do that next year, that has to
7 be on a year by year basis.

8 The only thing that's recurring in the
9 guardian funding is \$500,000. That's
10 recurring, and that is in there. And the
11 original intent of that was to use it for the
12 stipends, and that's what it was to be used
13 for. But the rest of it is all non-recurring
14 and has to be addressed on an annual basis. Go
15 ahead, Damien.

16 DIR. KELLY: Continuing on with the Coach
17 Aaron Feis Guardian Program, letters were
18 issued to Sheriffs by both Governor DeSantis
19 and Commissioner Corcoran back on February 13th
20 inviting them to continue to participate in
21 Guardian, or for Sheriff's Offices who had not
22 already agreed to participate to, to let us
23 know that they were interested in
24 participating. The new window of opportunity
25 for the guardian grant applications closed on

1 April 1st.

2 I can report to you the slide says that
3 twelve counties have expressed an interest in
4 applying; that's twelve new counties. That's
5 actually thirteen. We did have one come in
6 right at the tail end before, right after the
7 slide was made. Flagler County was the last
8 one to, to express an interest. And all funds
9 must be encumbered by September 13, 2019.

10 This is a list showing the current twenty-
11 five Sheriff's Offices that are participating,
12 and to the right you can see the proposed
13 counties that have let us know that they are
14 interested in Guardian. As I said Flagler was
15 one that came in at the very end. It was
16 something that the Sheriff of Flagler County
17 and I had discussed earlier, and finally they,
18 they contacted us to let us know they were
19 officially applying.

20 So FortifyFL, this is just an update.
21 You've seen this slide before. The -- the
22 actual total tips as of right before I started
23 speaking are 630. And I get every single tip.
24 I will say a lot of them are just students who
25 are just testing the app out to see if they'll

1 get a response to it, but we have had some
2 serious tips that have come in, and action has
3 been taken very quickly by school district
4 personnel, and by Sheriff's Offices. And I'm
5 actually pleased with -- I know the numbers
6 could be a lot higher, but it is being used.
7 And as I travel to some school districts, I
8 actually see the posters in the, in the lobby
9 of the school, or I'll see a poster outside the
10 school saying that FortifyFL is the app that
11 they're using, and I hope that this continues.

12 One addition to it is that the vendor has
13 a Spanish translation version in development,
14 and we'll look forward to that being available
15 shortly.

16 CHAIR: Hang on one second, and then Mr.
17 Schachter. One of the things that we need to
18 keep in mind with this, it says 604 tips, is,
19 is that there are a number, and I don't have
20 the exact number, but there are a number of
21 districts that are using, and I'll call them
22 potentially competing apps, or other apps, such
23 as Sandy Hook Promise. I can tell you, and
24 I'll just Pinellas as an example, is, is that
25 while it shows 604 tips statewide there have

1 only been three in Pinellas, but Pinellas is
2 using Sandy Hook Promise, and there are over
3 400 that I've received through Sandy Hook
4 Promise.

5 So I think that one of the follow ups,
6 Damien, that we need to have a discussion
7 about, is probably a survey to all sixty seven
8 safety specialists, and find out in each
9 district what are they using in addition to
10 FortifyFL, and the numbers they're getting,
11 because it appears that this number is
12 misleadingly low as to what is being reported,
13 and we don't have the full picture, because
14 when you look at this being implemented
15 October, mid-October is when Attorney, then
16 Attorney General Bondi kicked this off in
17 Orlando, and to only have 604 tips statewide
18 since October seems low, but I don't think it's
19 representative of all the information that is
20 coming forward.

21 We really need to get the full picture.
22 The only way to do that is to see which
23 counties have other apps, and they're suing,
24 and then of course to keep promoting it. So
25 but I think that's necessary to get a full

1 understanding. Go ahead, Mr. Schachter.

2 COMM. SCHACHTER: It was concerning to
3 hear that the Flagler kids didn't even know
4 that FortifyFL was in existence. What's even
5 more upsetting is that yesterday at the
6 Parkland Educational Advisory Board meeting the
7 newly appointed School Safety and Emergency
8 Preparedness Director of Broward County Schools
9 Brian Katz admitted and stated that they are
10 refusing to push out FortifyFL, and also the
11 other third-party app that we have in Broward
12 County which is called Safer Watch.

13 Former Sheriff Scott Israel adopted Safer
14 Watch prior to FortifyFL being in existence,
15 and then Safer Watch tried to contract with
16 Broward County so that they could use their app
17 as well. Broward County schools, it took them
18 ten months to sign their contract. They only
19 charged them \$1 but it still took them ten
20 months to sign it. And I am concerned because
21 do you have any idea, you know, in your
22 discussions with Broward County, why they're
23 refusing to advertise either Safer Watch or
24 FortifyFL, because we all know that this is the
25 number one most effective way to prevent the

1 next school shooting on the prevention side?

2 DIR. KELLY: I've had one meeting with
3 Chief Katz, and he's actually here today. I
4 had travelled down to Broward after he was
5 brought in as Chief, and after Sheriff Tony was
6 made the new Sheriff. I had very productive
7 meetings with the both of them, and I walked
8 away from there with a strong feeling that
9 Broward County had an extreme sense of urgency
10 moving forward. I mean this is our ground zero
11 for what happened in schools, and Chief Katz
12 did not express to me that -- we actually did
13 not go into FortifyFL, but he didn't bring it
14 up that that was something that they were not
15 actively pushing out in, in the districts.

16 The -- the districts who have their own
17 app, that they don't have the option to opt out
18 of FortifyFL, we've made it clear to them that
19 there has to be, they have to have a contact
20 listed on the app so that when a tip does come
21 in that the tip can get where it needs to be in
22 a quick manner. But we also couldn't, you
23 know, we didn't go out and say if you all, if
24 you have an app already, and it's successful,
25 stop what you're doing, you got to use our app.

1 That wasn't -- that wasn't a part of this.

2 But we will -- I was disturbed by what I
3 heard from the, a group, you know, who are as
4 safety conscious as the Flagler students are,
5 but I will tell you that we have gotten the
6 information out to every school district, and
7 now it's a matter of me following up with these
8 school districts as to whether they are in fact
9 pushing this out in the district and letting it
10 be known.

11 COMM. SCHACHTER: So the -- the gold
12 standard in apps in Safe To Tell in Colorado,
13 as you well know, and they've, they've stopped
14 hundreds of suicides. As you well know we've
15 had two horrible suicides in Broward County,
16 and hundreds of school shootings. What would
17 be your message to Broward County Schools upon
18 knowing that they are not publicizing this, and
19 are refusing to do so inside Broward County
20 Schools in the two apps; what would be your
21 message to them?

22 DIR. KELLY: Well, I mean it's clear that
23 this is an app that was, you know, FDLE was
24 tasked with putting this app together. It is a
25 successful app, and it's being used elsewhere,

1 and there's no excuse for it not being used
2 when it's available in the county.

3 COMM. SCHACHTER: Is there anything --

4 CHAIR: Let's -- let's just -- you know,
5 we need to hear from them. You know, you're
6 getting -- your opinion, you said that Safe To
7 Tell is the gold standard, again I'm sure that
8 there is others that probably have their own
9 views of it, so let's not, you know, say what
10 is the gold standard. But, you know, in
11 fairness to them, and we don't know, and we'll
12 ask, and we'll ask them to come forward and
13 explain it, but it could be there are work flow
14 process issues, there are other things that
15 have to be -- there was a lot work that was put
16 into FortifyFL to make sure that everything was
17 coming in, distributed the right way.

18 There could be a whole number of reasons
19 for that. Your point is made. I noted it.
20 We'll ask. And let's -- as opposed to guessing
21 let's let them explain why, and we'll ask them
22 to do that, okay?

23 COMM. SCHACHTER: Thank you.

24 CHAIR: Okay.

25 DIR. KELLY: And just -- just to follow

1 up on, Mr. Schachter, I will say again that I
2 did feel a great sense of urgency in both
3 meetings, and I have spoken with Chief Katz
4 several times, and he has reached out to school
5 safety specialists across the state to come up
6 with, with assistance in developing what
7 they're going to develop as they move forward
8 here in Broward, and I look forward to our
9 office working with them in the future.

10 COMM. SCHACHTER: Yeah, the -- if they had
11 the urgency, they would be pushing out this
12 app. That's the way to stop the next attack on
13 the prevention side, and they haven't done it,
14 and I'm very upset about that.

15 DIR. KELLY: I'm going to touch on the
16 Governor's executive orders. We've already
17 talked about the extension of the guardian
18 apps, and the implementation of the data
19 repository. On the third bullet there, DOE and
20 DJJ audit of diversion programs, the audit of
21 school district diversion programs began with a
22 brief survey, and coordination with DJJ is
23 under way. We'll be having a meeting I believe
24 next week to move forward on, of looking at
25 these programs.

1 The DOE compliance requirements for
2 1006.12, Commissioner Corcoran and Chancellor
3 Olivia, and Chancellor Hall, have all reached
4 out directly to school superintendents to
5 discuss compliance with the requirement of the
6 safe school officer. And the last topic on
7 this, the best practices for school hardening
8 and harm mitigation, the work group was formed,
9 a project outline drafted, resource materials
10 collected, a draft product outline has been
11 started, and on March 28th the work group had
12 their first conference call.

13 This work group was made up of federal,
14 state, and local subject matter advisors on
15 physical security, educational facilities,
16 student transportation, risk management, and
17 school district security, currently reviewing
18 the recommendations put forth by this
19 Commission, as well as recognized federal
20 guidance, such as the Partner Alliance on Safer
21 Schools, the US Department of Education, the
22 Department of Homeland Security, and Safe
23 School Design. The group is also researching
24 other nationally recognized supporting
25 documents regarding harm mitigation as it

1 applies to physical school security and site
2 hardening.

3 Now we're going to go into the survey that
4 the Sheriff tasked us with sending out to
5 school safety specialists. As you can see in
6 this slide school safety specialists are asked
7 to list all district schools, and to identify
8 whether there's a safe school officer on that
9 school's campus at all times while school is in
10 session. Remember when they were answering
11 these questions, again they were answering the
12 survey questions that the Chairman wanted posed
13 to them.

14 The first question on there was is a safe
15 school officer present at all times when school
16 is in session at every school in the district.
17 The slide says that there were -- actually 13
18 was, what was the slide should have had on it,
19 and since then, I explained to the Chairman
20 yesterday, I had one school district reach out
21 to us and have since corrected their situation.
22 They had one school in the district that did
23 not have a safe school officer, and they
24 entered into a contract with the local police
25 department to cover that.

1 CHAIR: So for everybody just remember
2 when we're talking about the safe school
3 officer there's a lot of confusion about that,
4 because we're using a lot of terms, and a lot
5 of terminology. As we're going to hear this
6 afternoon, and Damien has already referenced
7 about the school safety specialists, so there's
8 67 of those in the state of Florida. That's
9 what 7026 required, is that the superintendent
10 appoint somebody as the point person for school
11 safety, and that's the school safety
12 specialists.

13 Then each school in the state of Florida
14 is required to have a safe school officer. A
15 safe school officer is either a police officer
16 employed by a police department, a deputy
17 sheriff employed by a Sheriff's Office, or a
18 police officer employed by a school district
19 that has its own police department, or a
20 guardian. So any one of those four constitute
21 a safe school officer. And to put it in just
22 common speak it's a good person with a gun, and
23 each one is required to have at least one. And
24 it applies to elementary, middle, high, and
25 charter schools across Florida. It does not

1 apply to private schools. Charter schools are
2 public schools.

3 And we've had significant challenge in
4 many places, not all, over the last year, and
5 only recently did some even large districts
6 come into compliance with this as it related to
7 the true public schools that are under,
8 directly under the school board, meaning
9 elementary schools, or other schools. Where
10 the hole is largely today, and I said this
11 earlier, where the void is largely today is in
12 the charters, and so I think even over the last
13 couple of months the districts have made great
14 progress, because some were having one police
15 officer cover multiple schools, et cetera.

16 Again, some of this is still ongoing, and
17 I don't, certainly don't want to do anything, I
18 know we all don't, that would expose any
19 vulnerabilities any place, but so I'll leave it
20 there. But just -- that's the landscape, and
21 we still got work to do, and for the charters,
22 you know, for some of them the challenge is
23 from a financial standpoint, you know, and
24 being able either to hire a police officer or a
25 deputy Sheriff, or a dedicated guardian. But

1 I'll go back to, is that there's a solution,
2 but it's a solution they don't want to use in
3 some cases, and in some cases it may be a
4 county where the Sheriff is part of the problem
5 not the solution, which is what we're trying to
6 correct in legislation, where the Sheriff won't
7 do the Guardian Program, but the Guardian
8 Program offers the opportunity to do this at no
9 cost because the training is fully funded, and
10 if you use the existing staff, and you have an
11 existing staff member that you train as a
12 guardian, then cost is not an obstacle, it's
13 not a barrier.

14 You know, there are certain things that
15 people talk about, unfunded mandates coming out
16 of Tallahassee, and sometimes that's a fair
17 criticism. This is not an unfunded mandate, is
18 that you have an option available that is fully
19 funded, and if you just don't like that option
20 well then you either comply with that option,
21 in my view, or you come up with the money to
22 pay for it, but you don't get to just say no.
23 And this is part of the issue with those that
24 are not in compliance, is they don't like the
25 funded option. They want the other option, and

1 they say they don't have the funds available.
2 You know, you can't do it both ways. But we're
3 -- we're making great progress on this.
4 Sheriff Ashley, go ahead.

5 SHER. ASHLEY: And I can't cite the case
6 for you, but recently there is a case out of
7 appellate court here in Florida that school
8 districts are responsible for providing safe
9 school officer and school resource officers or
10 guardian for charter schools. So that is a
11 recent ruling, and --

12 CHAIR: Well, that's out of Palm Beach
13 County, and it's, it's somewhat complicated,
14 and somewhat controversial. It's a decision by
15 an Administrative Law Judge. The Palm Beach
16 County School Board and the charters got into
17 a, are in a disagreement in Palm Beach County.
18 I believe it's being appealed, and it's an
19 Administrative Law Judge decision. I'm
20 familiar with it. Anyway, we probably
21 shouldn't get too far into that, but it is what
22 it is.

23 And -- and there may be some things, and
24 it depends upon -- we're going to cover it this
25 afternoon, some things that are in SB7030 and

1 HB7093 that, I think that if they pass will
2 provide additional options, and you'll see
3 that, again, when we talk about it, that will
4 help some of these charters come into
5 compliance, and maybe resolve some of these
6 issues. But -- but it's largely that -- the
7 Palm Beach issue is largely fighting about
8 money, is what it is. Mr. Schachter.

9 COMM. SCHACHTER: Sheriff, can you -- and
10 this is a big picture question, but can you
11 explain to me why, you know, if we've developed
12 all these best practices this does not apply to
13 private schools, especially since the State
14 gives money to private schools in, in
15 situations?

16 CHAIR: Well, you know, the legislature
17 did not make this applicable to private schools
18 in 7026, so --

19 COMM. SCHACHTER: Do you think that they
20 should?

21 CHAIR: Well, you know, I think that
22 private schools need to be as safe as every
23 other school, but private schools also, and
24 there's ways to accomplish it, you know, I
25 think it raises a question about whether, let's

1 say the Guardian Program as an example, whether
2 sheriffs should be providing the Guardian
3 Program training fee to the private schools, or
4 whether the private schools should pay for it.
5 I think there's a lot of questions along those
6 lines that probably have to be addressed.

7 Some of that -- and it depends upon what
8 the legislature does this year, might get
9 addressed in these Bills, and how to accomplish
10 that as it relates to private schools. One of
11 the Bills has a provision in it that makes the
12 Guardian Program available to the private
13 schools, one does not. There's also a barrier
14 with the private schools right now because of
15 Florida's gun laws, and that the Guardian
16 Program doesn't apply, so that means concealed
17 carry permit holders can't carry on private
18 school campuses because concealed carry permit
19 holders are not permitted and using security
20 guards is not in compliance with the guardian
21 concept. They could hire off-duty police
22 officers to do it at the private schools.

23 It's all very complicated, and but for
24 whatever reason it wasn't included in 7026 that
25 all of this was applicable to private schools.

1 COMM. SCHACHTER: You know the State gives
2 money to a lot of religious institutions. The
3 Governor has been really wonderful about
4 providing funds for all children at all
5 schools. All schools should be safe, so, you
6 know, if there's any way that, you know, we can
7 try to fix, I think that that is a gap, and a
8 blind spot.

9 CHAIR: Yeah. All right, so that's the
10 situation as far as, you know, where we are
11 with the guardians. So go ahead and continue
12 on, unless anybody has got anything else. Go
13 ahead, Damien.

14 DIR. KELLY: They're going to try to, to
15 reboot the slides. The -- the answers were not
16 showing up. I don't know if you have the
17 answers in your book --

18 CHAIR: Yeah, they r.

19 DIR. KELLY: But the -- the answer on the
20 slide is showing no value, so --

21 CHAIR: Okay. Everybody's got it. So
22 you're on Page 20 I think next. There it is
23 right there. There's 19 --

24 DIR. KELLY: So I'm just going to follow
25 on with, with, still on 19, that some of the

1 responses that were given by the school
2 districts that responded no, where either that
3 part time law enforcement is assigned there,
4 which means they're not there from bell to
5 bell, they're there for a hours a day, or they
6 were contracting with private security
7 companies, or that they had the loss of
8 determination of a guardian, or a loss of an
9 SRO and the Sheriff's Office does not have
10 anyone to replace them yet. Or in a lot of
11 cases where the lack of funds to hire a safe
12 school officer was the answer that was given.
13 And finally that there were in some instances
14 where we didn't receive reports on all schools
15 in a particular school district.

16 SEC. MAYHEW: Chair.

17 CHAIR: I'm sorry, go ahead.

18 SEC. MAYHEW: I just wanted to ask are
19 there any work force challenges, just an
20 inability to fill these positions, law
21 enforcement challenges in recruiting and
22 retaining, that is exacerbating availability of
23 these --

24 CHAIR: Yeah, so we -- is that -- and we
25 did a survey back in December -- first of all,

1 law enforcement is challenged across the
2 country, not just here in Florida but across
3 the country in recruiting. There are probably
4 somewhere around 1,500 openings today for
5 police officers in the state of Florida. We
6 can't hire what we need right now. And
7 depending upon the numbers, but it's always a
8 challenge, but we use roughly, around 4,000
9 schools in the state of Florida, probably a
10 little more than half right now have SROs, and
11 just putting it into round numbers, just to put
12 a cop on every campus we would need 3,500
13 people that just simply don't exist, not to
14 mention the cost.

15 So this is why the Commission has
16 supported the Guardian, one of the reasons the
17 Commission has supported the Guardian Program
18 and using non- police officers in the Guardian
19 capacity to be that good person with a gun, and
20 because they are well trained, and they are
21 qualified. As far as being able to hire
22 guardians are concerned across Florida, I'd say
23 to some degree it's a mixed bag. And I can
24 tell you from personal experience in Pinellas
25 County we've had no problem filling our

1 positions. We have about 110 guardians.

2 I think Sheriff Judd would speak to Polk
3 County. They had, are in good shape. They've
4 been able to hire them. It doesn't mean that
5 you don't go through a selection process, and a
6 weeding out process. But some districts have
7 set the bar too high, so that they'll tell you
8 that we can't hire guardians. Well, when you
9 set the bar, and you require they have X number
10 of years in military, X number of years of law
11 enforcement, and you're making it something
12 that is in some cases post insurmountable,
13 then, yeah, of course you're going to have
14 problems.

15 And there are -- and as Director Kelly
16 will get to here in a second, is, is that there
17 are some districts that have authorized
18 existing personnel to be guardians, to be that
19 force multiplier, because two is better than
20 one, three is better than two, and four is
21 better than three. And a whole bunch of
22 districts just won't do it.

23 So there are plenty of options to comply
24 with this, plenty of options. The problem with
25 the options, some just don't like the options.

1 And there's a difference between not having
2 options available and just not wanting to use
3 what is available to you because you don't like
4 it. And as I have said many times, and will
5 continue to say, this needs to be viewed
6 through a lens of not what you like, not what
7 you want, not what you think should exist in a
8 perfect world, but what can you live with, and
9 I can't live with dead kids so we need to be
10 realistic about it, and we need to do what is
11 achievable, not what we think should happen in
12 that perfect environment.

13 And there is no perfect in this, and there
14 cannot be any perfect in this, but if we want a
15 different outcome than what happened on
16 February 14th of last year then we have to do
17 it differently, and we cannot expect a
18 different outcome if we don't affect change,
19 and we're not doing it differently. You know,
20 we all know the adage if you always do what
21 you've always done, you're going to get what
22 you always got. So you have choices; either
23 you change and you move toward a different
24 outcome, but if you don't change and you get
25 the same, or God forbid worse outcome, don't

1 sit there and complain about it, and be in awe
2 about why it happened again.

3 So this is the message that I know I can
4 tell you that I have been sharing, and trying
5 to get people to understand, especially those
6 that are just resistant, and just don't want it
7 because they don't like it, but they don't have
8 another answer. And when people say it should
9 be all cops, there are not enough, they don't
10 exist, and it would cost north of \$400 million
11 to put one cop on every campus. And even if
12 the money rained out of the sky they don't
13 exist.

14 And I'll stop with one more thought, is,
15 is that one of the issues that continually
16 comes up by the people that oppose this is they
17 say, and I've heard them -- and 7030, which is
18 the House Bill that, I'm sorry, the Senate Bill
19 which expands the Guardian Program to teachers,
20 will be up Thursday morning in the Florida
21 Senate, and you're going to have a whole bunch
22 of people that are going to stand up there and
23 testify in front of the appropriations
24 committee, and they're going to not tell the
25 whole story, not tell the truth, not share

1 accurate information, and they're going to say
2 that this shouldn't be done because these
3 people are not qualified, they're under
4 qualified, that -- and there's one woman who
5 stands up there all the time that says these
6 people only get eight hours of training; well,
7 that's is flat out not true.

8 Is -- is that every single one of these
9 guardians under Florida law is required to get
10 more firearms training, more firearms training
11 than a police recruit is required to get in the
12 police academy, and to qualify at a higher
13 percentage than police recruits are required to
14 qualify, so they are well trained, and they get
15 continuous training. So is -- is that it's --
16 it is an issue as far police officers not being
17 available, but it's not an issue as far as
18 guardians, either dedicated guardians they'll
19 be able to hire, or use existing personnel.

20 And people can come into compliance with
21 this, it's getting over their dislike. What do
22 you like worse, a bad situation, or at least
23 you got somebody there where people have a
24 fighting chance? Go ahead.

25 DIR. KELLY: The next slide, I have both

1 your district, your school district and the
2 Sheriff authorized the Guardian Program. For
3 some reason on the projector the numbers are
4 not showing up. It should say 36 no and 31
5 yes. A question you might have as to why there
6 are, there are 31 yes, this includes the six
7 Sheriff's Offices who had already let us know
8 or had let their district know that they were
9 going to participate in Guardian. So you have
10 six new ones included in, in this slide right
11 here. And since this slide was actually made
12 seven more have expressed an interest.

13 Does your school district authorize school
14 employees, principals, coaches, counselors, et
15 cetera, to perform Guardian duties in addition
16 to their regular duties? The numbers that you
17 should see are up there are 18 yes and 49 no,
18 and a further breakdown of that would be that
19 in eleven districts current staff are used as
20 guardians, in nine districts they're monitors
21 only, and in five districts they use a
22 combination of both.

23 Has guardian training taken place in your
24 district? 25 yes and 42 no.

25 CHAIR: So, Damien, just clarify that for

1 me for a second, what you just said. So where
2 -- it is only eleven districts, so if you take
3 a coach, an assistant principal, a counselor,
4 that are all now permitted under Florida law,
5 it's only eleven districts that are authorizing
6 those people; is that right?

7 DIR. KELLY: There's eleven, and then
8 there's five that have a combination.

9 CHAIR: A combination of both, right.

10 DIR. KELLY: Of both, yes, sir.

11 CHAIR: And then -- and then you said that
12 it's nine that are dedicated guardians that are
13 hired, they're school board employees, so when
14 we talk about here does your district authorize
15 employees is that, but were, the nine of them
16 are just dedicated, they weren't employed
17 previously as a coach or a counselor, or
18 something, they were specifically hired for
19 that purpose. So nine are dedicated, eleven
20 are the collateral responsibility, and five are
21 both; is that --

22 DIR. KELLY: Correct.

23 CHAIR: Okay. All right, thank you.

24 DIR. KELLY: Again, has guardian training
25 taken place in your district? 25 report yes,

1 and 42 no. Does your district have a written
2 active assailant response policy or procedure?
3 The numbers appear, should be 63 yes and 4 no.
4 And I'll drill down a little bit on the 4
5 districts that responded that they did not have
6 this policy. One said that the policy was
7 being developed for the 2019/2020 school year.
8 The second one reported that they're in the
9 process of writing the policy right now. The
10 third district reported that they call this a
11 crisis and safety plan rather than active
12 assailant response. And the fourth district
13 said that the policy is written and goes before
14 the school board later this month. So I feel
15 fairly confident that if we were to survey the
16 districts again by the beginning of the next
17 school year it will be 67 will say yes.

18 CHAIR: And -- and, you know -- and one of
19 them -- and, you know, they're not going to be
20 happy with me about this, but I don't really
21 care, is, is that Jacksonville is one of those,
22 and Jacksonville is the same one last year that
23 when it said every district will have a
24 behavioral threat assessment team at every
25 school, remember last summer that's the

1 district that was having a discussion about
2 whether it was a good idea to have threat
3 assessment teams, and we called them out on it
4 here, now they've got it. But still, that's a
5 large school district, and they're the one,
6 they're one of the ones that responded, is that
7 they don't have a written active shooter policy
8 in the Jacksonville school district. A year
9 plus after this, that's not acceptable.

10 COMM. SCHACHTER: So I mean do we have
11 any, and do you have any enforcement powers at
12 this point? Does 7030 give you any enforcement
13 powers? I know we talked about that at the
14 last meeting, about being able to withhold
15 funds; has that been implemented yet? Can you
16 --

17 DIR. KELLY: What 7030 discusses is
18 holding back the, the pay of the superintendent
19 if they were seen to be non-compliant in any
20 part of the statute. If -- if this was listed
21 as a part of the statute, that every single
22 school district had to have an active assailant
23 policy plan in place, then funding could be
24 withheld. But again I really feel like every
25 district will respond to us that they do have

1 this in place. I think they're just in the
2 process of writing it.

3 CHAIR: And that requirement now, to be
4 clear, even though it is certainly necessary
5 and best practice, the requirement today that
6 every district have one is not in law. It is
7 in the Bills pending in the legislature, but
8 it's not in law, so the answer to the question
9 is they, they can't enforce something, even
10 though there's no question it should be done,
11 and we've seen the consequences of that, and
12 we've been preaching about this for the last
13 year, but there is no requirement, so they
14 can't be held accountable for something that is
15 not in law.

16 COMM. STEWART: So my thought is there are
17 a few things in here that are not currently
18 part of law. Is part of the thinking in having
19 this as the survey so that we as a Commission
20 can see the gap --

21 CHAIR: Yes.

22 COMM. STEWART: -- and potentially that
23 give us more of a, of a impetus to get the
24 legislature to put it in law so that there is
25 enforcement authority?

1 CHAIR: Yeah, absolutely. And especially
2 these Bills are pending right now, and so we're
3 trying to make known here in why it's
4 important, and why the Commission in our
5 recommendations made the recommendations, they
6 weren't just to make them, there's a reason
7 behind them, and trying to make that known.

8 DIR. KELLY: The next slide, following on
9 from the last side, if so, has that policy and
10 procedure been distributed to all district
11 school employees. The numbers you should see
12 up there are 9 no and 58 yes. And there wasn't
13 much follow up in the comment section to give
14 us any indication as to why this hadn't take
15 place.

16 And then following on; if so, does the
17 policy or procedure clearly state that any and
18 all employees are authorized to initiate an
19 active shooter response, or code red, or a
20 lockdown? The numbers that you should see
21 there are 14 no and 53 yes.

22 Does your district have a policy or
23 procedure requiring that all classroom doors be
24 locked when occupied by students? The numbers
25 you should see here are 14 no and 53 yes. And

1 drilling down on some of the comments that were
2 made on this, these were some of the answers
3 that they gave. It's being implemented next
4 year. It's not in policy but it is a directive
5 by the school superintendent. It's not in
6 policy but it is listed as a best practice.
7 And some responded that it's unknown for
8 charter schools.

9 COMM. SCHACHTER: Chair.

10 CHAIR: Yes, go ahead, Mr. Schachter.

11 COMM. SCHACHTER: Can I just ask a
12 question to the presenter?

13 CHAIR: Yes.

14 COMM. SCHACHTER: Damien, going back a
15 couple of slides in the, in the slide that says
16 that are all school employees authorized to
17 initiate an active shooter response, why, did
18 you, did you follow up, or on the fourteen
19 schools that are not instructing all their
20 staff that they can call a code red, is there
21 any way to -- I'm just trying to wrap my head
22 around why they're not telling everybody that
23 they can call a code red knowing what happened
24 at Marjory Stoneman Douglas.

25 DIR. KELLY: We held a safety and security

1 convening that Sheriff Gualtieri came and spoke
2 at, and he made it very clear that this
3 Commission as a group decided that this is a
4 very important best practice, and every school
5 that I visited, it's one of the first questions
6 I ask when I get there, is that if something
7 happens on this campus who can initiate a
8 lockdown, or call a code red, and the majority
9 of the ones I go to, if they don't currently
10 have it in place there it's something that
11 they're planning to implement for, for Fall.
12 But to answer your question as to why it hasn't
13 already been done, sir, I don't know.

14 COMM. SCHACHTER: And the best practices
15 that you're developing, you're establishing a
16 work group to develop those best practices,
17 right?

18 DIR. KELLY: Yes, sir.

19 COMM. SCHACHTER: Will this be, this be an
20 example of one of the things that will be in
21 your best practices?

22 DIR. KELLY: Yes, sir. Absolutely.

23 COMM. SCHACHTER: And so is there any way
24 to, you know, make sure that all school
25 districts, you know, abide by those best

1 practices, I guess we would need it to be in
2 some law. Is there any plans for that?

3 CHAIR: So we're kind of jumping ahead a
4 little bit, but it's okay because, but you'll
5 see it this afternoon. What's in the Senate
6 Bill would require that every district have an
7 active assailant response policy that's
8 approved by the superintendent. It's submitted
9 to the Office of Safe Schools and would have to
10 be approved by the Office of Safe Schools so
11 there would be some continuity, and there would
12 be oversight. The House Bill doesn't have that
13 in it. We're trying to encourage the House to
14 adopt that, go in that direction. So that's
15 the -- that's what we're trying, trying to do
16 with that, in making sure that --

17 And there's actually a very problematic
18 piece in the House Bill. The House Bill, and I
19 pointed this out to the House staff last week
20 so they're aware of this, is that the House
21 Bill actually says that the principal on every
22 campus has to designate someone to activate the
23 active shooter policy, and someone to call 911.
24 That's a bad thing. It's so contrary to
25 everything that we've talked about, every

1 accepted practice and premise that everybody
2 needs to be empowered, so I've explained that
3 to them.

4 I understand how it got in there, and why,
5 but it is, it's a bad thing to have in the
6 House Bill.

7 COMM. SCHACHTER: Adding another layer to
8 the process, it's ridiculous.

9 CHAIR: It needs to -- everybody has to be
10 empowered, and we know that. And so they're
11 aware of that. I had a discussion with them
12 last week about that.

13 DIR. KELLY: And, Mr. Schachter, following
14 on from that, just to give you an example, I
15 visited a school last week on a separate matter
16 and spoke with the principal and assistant
17 principal, and the incident that I was there to
18 speak to them about, the day it happened they
19 weren't on campus. And it -- I followed on
20 from that because I thought about, about what
21 you're asking about, and I said, well, let me
22 ask you who, who can initiate a lockdown on
23 this campus, and they said, well, either of us
24 can, or the SRO. And I said, well, what would
25 have happened the day that you weren't here,

1 and let's say the SRO was in the back of the,
2 the school building, and you have somebody walk
3 in to the front of the school with a weapon.
4 And you could see that their, it was something
5 that their, their mind was starting to think
6 on, and they were saying -- this was a charter
7 school. And they said that they would bring it
8 up to their charter board and have that policy
9 changed so that anyone can initiate a lockdown.

10 COMM. SCHACHTER: I mean this Commission
11 should be making recommendations to make your
12 job easier, and so that you don't have to be
13 the enforcer of every one of these, you know,
14 recommendations, and have to go through to
15 every district and hold everybody's hand and
16 make them accountable. So if there's any way
17 that we can do that, or, you know, you give us
18 some recommendations that we can get to the
19 legislature, that would be appreciated.

20 CHAIR: Okay. And, Commissioner Stewart,
21 go ahead.

22 COMM. STEWART: And on this slide that's
23 up there I have the same question that
24 Commissioner Schachter does. This costs
25 nothing. Unless that does represent charter

1 schools that are under a different SREF, and it
2 may not have a lock on the door, but within our
3 traditional public schools I can think of no
4 reason that we would delay until next year
5 something that does not cost anything. And it
6 goes back to the question I had earlier, is
7 this to draw attention to things that are best
8 practices that cost nothing that need to be put
9 into law.

10 CHAIR: Absolutely. And these responses
11 are the, in the traditional public schools,
12 this response. This is not just a charter
13 issue, this is -- so it's absolutely -- and
14 that's one of the reasons why, though, we're
15 just telling you the numbers, and as you can
16 tell from this why we're not sharing any
17 specific locations, for obvious reasons.

18 DIR. KELLY: And just the last thing I
19 want to mention on, on this topic, I believe
20 Undersheriff Harpring has seen the video,
21 Sheriff, you've seen it, and Sheriff, you've
22 seen the video. I've studied the video of the
23 mosque shooting in New Zealand, I've spent
24 hours studying it, and if one thing, if there's
25 one thing to learn from that shooting is that

1 anytime a door was closed the shooter bypassed
2 it. He never ever entered a room. He did
3 shoot into rooms where the door was open, but
4 he never went into the room. And any door that
5 was closed he bypassed, and he stayed in the
6 open hall area, and then the open prayer room.
7 And it's something that I think law enforcement
8 that are in possession of it will use as a, as
9 a great learning tool on how, how we deal with
10 these active shooters moving forward.

11 The next slide, does each classroom door
12 with a window have a teacher accessible opaque
13 covering that may be quickly applied in
14 response to an active assailant response. The
15 numbers you should see up here are 31 yes and
16 36 no. And drilling down on some of the ones
17 that answered no, some said that they were in
18 the process of obtaining materials to cover the
19 windows. Some responded covering the windows
20 is left at the discretion of each teacher. And
21 some responded that they are in the process of
22 researching a solution to this issue.

23 CHAIR: And this goes -- Commissioner
24 Stewart, this just goes to your point, you
25 know, you know, a piece of construction paper

1 handles it; what do you need to research, you
2 know? I mean this is just -- it's the same
3 thing, they're just not moving on these things.
4 And you got 36 -- when you see 36 districts
5 that don't have this in place, and provide
6 something, anything -- we know being invisible
7 -- we know being invisible works and is a step
8 towards affective safety in these.

9 As Damien said we know in the Stoneman
10 Douglas incident Cruz only shot those he could
11 see. If he didn't shoot you, he didn't kill
12 you. You know, what happened in the recent
13 thing over in, in Newfoundland, he only shot
14 people he saw. He didn't go into any rooms.
15 We know from other incidents that it's line of
16 sight, and it's what's visible, so if they
17 can't see you -- it's certainly no downside to
18 it, and a lot of upsides to it, so why doesn't
19 every classroom in this state have something
20 that can be put over the door? It's -- it's --
21 it's mindboggling. But that's the response,
22 so.

23 COMM. SCHACHTER: And -- and, Chair, we
24 know that on the second floor nobody died, and
25 that's one of the reasons.

1 CHAIR: Right, because they were
2 invisible, that's right, it works. These
3 concepts work. We know the concepts work; they
4 just have to be employed.

5 COMM. SCHACHTER: Can we mandate this?

6 CHAIR: We can't, you know, we can't
7 mandate anything, so. Sheriff Judd, yeah.

8 SHER. JUDD: I was going to wait until the
9 end of Damien's presentation, but mental
10 therapy won't let me wait any longer. We need
11 to give every one of these districts a grade,
12 A-F. We need to publish it on social media.
13 We as a Commission. We need to publish it
14 monthly with traditional media across this
15 state. We need to ask the legislature to
16 require the school districts to publish it by
17 law on their websites, how well they're doing.

18 We need to not only do those things, but
19 we need to require by law that the school
20 districts put on their stationary that we're a
21 failure at keeping your children safe. Put a
22 disclaimer, we are failing, or we have a D, or
23 we have a C of keeping your children safe.

24 I talked to one of the presidents of one
25 of the colleges in our county, and he said the

1 number one question I'm asked when parents are
2 evaluating my college as to whether to send
3 children to school there are what kind of
4 education are they going to get. The second
5 question is what are you going to do to keep
6 them safe. Now, I can't imagine there's much
7 difference in those parents asking that of that
8 college president and what our parents are
9 asking for their children across this state.

10 We had pushing and mashing of teeth about
11 this, starting this guardian program, and we
12 got it passed through the legislature. August
13 13th, the first day of school, every public
14 school in Polk County had either, had either a
15 guardian on campus, or a school resource
16 officer for the few charter that had, were
17 working on putting guardians on campus but had
18 not successfully had one pass the training.

19 The support from the parents from day one
20 about seeing that guardian in the bus lane, in
21 the drop off lane of the kids, was
22 overwhelmingly positive, so these people that
23 are pushing back in the school systems against
24 this are pushing back against the parents and
25 the children. So the only thing that works

1 when all else fails is laws with accountability
2 and responsibility and penalties, and our
3 public humiliation. Well, this Commission can
4 publicly humiliate these school districts, and
5 these school boards, and these superintendents
6 that are absolutely not doing what they should,
7 and the sooner we get about that the quicker
8 the results will be.

9 And we've seen here the results of when we
10 offer to subpoena and bring people before this
11 microphone to explain to us why aren't you
12 doing what you need to do. Heck, I would love
13 one meeting where we just line the different
14 school districts up and have the superintendent
15 and the chairman of the commission stand there
16 and explain to us why are you one of the
17 percentage here that's, that's not
18 accomplishing these things. That's a great
19 start. And I'll take a breath, and I can make
20 it through the rest of Damien's presentation
21 now.

22 CHAIR: Yeah. Go ahead, Mr. Schachter.

23 COMM. SCHACHTER: So taking it a step
24 further, Sheriff, when I was recently in
25 Tallahassee I spoke to the, the President of

1 the Senate, you know, Galvano, I spoke to the
2 Governor's staff, I spoke to the Director of
3 FEMA, all about a school safety rating system,
4 because that's what you're talking about. If
5 we had a rating system where all the schools
6 were graded based on the safety of their
7 institution, do you have all these things that
8 the Office of Safe Schools says that you're
9 supposed to have, and if you don't you should
10 be held publicly, a grading system knowing
11 that.

12 You know we have a, when people go online
13 to look at how, their school, they say, oh,
14 Marjory Stoneman Douglas is an A rated school.
15 Well, that -- most of the public doesn't
16 understand that's only academics. There's no
17 reason Marjory Stoneman Douglas should have an
18 A rating if they had never had a code red drill
19 for all of 2017 and 2018, they've never, they
20 didn't train their teachers, they didn't train
21 their staff on how to respond during an active
22 shooter incident. And until we start
23 publicizing the grading of their school based
24 on the safety of their institution, and if
25 they're implementing all of the best practices,

1 especially if the legislature is not going to
2 mandate it, nothing will change.

3 And I -- I'd like to make that motion. I
4 don't know if you want to do it today or
5 tomorrow, but I'd like that to be a discussion
6 point, and a recommendation to come out of this
7 Commission to establish a school safety rating
8 system, because I think that would change the
9 safety. If the district, if the legislature is
10 not going to mandate it, we need to use that.
11 The public need to understand how safe our
12 institutions are.

13 CHAIR: Well, why don't you bring it up
14 tomorrow? Why don't we talk about it tomorrow?

15 COMM. SCHACHTER: Thank you.

16 CHAIR: Mr. Petty, go ahead.

17 COMM. PETTY: I think I'm in violent
18 agreement with Sheriff Judd. I think the only
19 thing I didn't hear you say was, that I was
20 hoping you would say, would be to make a motion
21 to do something like that. But I -- I would
22 like to ask you if you're willing to make a
23 motion. I do think as a Commission we should
24 publish out names of districts that are, that
25 are not in compliance. And I think it's

1 information the legislature needs to have, but
2 I also think it's a way to, to try to drive
3 compliance. If they're -- if they're going to
4 run away from the law, so to speak, and I think
5 they want to do that in the cover of darkness,
6 and I think we should sign some light on it.

7 SHER. JUDD: Commissioner, whenever the
8 Chair thinks it's appropriate for that I'll be
9 more than happy to make that.

10 CHAIR: So just -- just give some thought
11 to this, because here what you all are saying,
12 and what you want to do, but remember that some
13 of these things that we're talking about are
14 not now requirements in the law, they are best
15 practices. I think that there is 100%
16 concurrence that they are best practices, and I
17 think that there's a little bit of a rub, and
18 attention, and perhaps, you know, an issue with
19 calling them out on something that they are not
20 required to do, and that there is no
21 regulation, law, rule, anything.

22 And the other thing we have to be careful
23 about is, especially in some of the small
24 districts, and we have some very small
25 districts in this state, and I'm not saying

1 that the small districts are all the ones that
2 are not in compliance, I'm not saying that, but
3 in some of these, and as we looked at this
4 data, and you can look at some of them, and
5 just by identifying that district you create a
6 vulnerability in letting people know that there
7 is a huge hole, and that's something we have to
8 be very careful of.

9 So if you start putting all this together,
10 and let's say it's a particular district, and
11 they don't have opaque coverings, they don't
12 have locked doors, they don't have an active
13 shooter responsibility, they don't have, they
14 don't have, is, is that we don't want to signal
15 to somebody who's got the thoughts that they
16 may have that this is an easy target. So I
17 think that all has to go into the discussion
18 about whether and how that's done.

19 Perhaps, you know, is that -- again, I
20 know that we are making progress with the
21 superintendents, and with these districts. I
22 know that we're in a better place today than we
23 were even forty-five or sixty days ago. I know
24 that they are making some progress with these
25 things. Perhaps what it is is that maybe we

1 start with identifying these, and that we can
2 send letters, or reach out to the ones that are
3 not in compliance, do an update for June, and
4 see how makes progress between now and then.

5 But I'm with you, okay, believe me, that,
6 you know, it should have already been done,
7 that shouldn't, we shouldn't be sitting here
8 over a year later and not have compliance. But
9 before we, you know, go further with the
10 sledgehammer approach, maybe we see if we can
11 get some of these in compliance. Because
12 that's our goal, our goal is compliance. But
13 -- but again, it's compliance with something
14 that there is nothing in law to comply with.
15 That's another problem with this. Go ahead,
16 Sheriff.

17 SHER. JUDD: Mr. Chair, I would like to
18 respectfully give you a position. We had one
19 charter school in our county that was not going
20 to comply, and they said, well but if you call
21 us out you make us vulnerable, are you going to
22 think about that tomorrow when you read the
23 morning paper. And I called them out, and
24 miracles never cease, they put somebody on the
25 campus. So I think you don't call them out for

1 things that are not mandated by law, there's,
2 there's enough 7026 stuff here that's not being
3 complied with that they've had now almost a
4 year to comply with, or right at a year
5 probably by now, so and, and I understand that
6 you don't have to use a hammer on everything,
7 but there's enough, there's enough record here
8 of either passive aggressiveness or flat
9 refusal on the law where there's a, there's an
10 opportunity to start, and fire a few shots over
11 the bow before we hit them broadside.

12 But at the end of the day, at the end of
13 day our -- our mission is to investigate what
14 occurred and to make recommendations. We -- I
15 think we have the public position here that
16 when we obtain these best practices, and we
17 take it incrementally but we make the statement
18 we're going to hold you publicly accountable,
19 just so, so you will either be recognized as a
20 safe learning environment or not, and it's your
21 choice.

22 COMM. SCHACHTER: It's -- it's the carrot
23 and the stick, and I think that a school safety
24 rating system would be a tremendous carrot to
25 -- and we're talking -- we're not talking about

1 -- we're talking about opaque covering, you
2 know, a piece of construction paper. We're not
3 talking about bulletproof glass here.

4 CHAIR: I get it, you know. Well, why
5 don't we have that discussion more tomorrow?
6 Let's give this some thought, maybe we'll look
7 at some of the things in here that are in
8 compliance or not. You know it certainly can
9 be, and one of the things that we need to have
10 a discussion about tomorrow is, is that when do
11 we issue our next report. The only thing
12 that's in the law is we had to have the initial
13 report in, which we complied with, by January
14 1st, and we can issue other reports, and
15 supplemental reports at any time we want to.

16 I do think that it's something that we
17 should give some thought to, and probably a
18 self-imposed deadline. Remember this is a
19 quick turnaround year for the legislature, so
20 the legislative session ends May 3rd. Because
21 it's an election year next year the legislature
22 will meet in January, which means they're going
23 to come back, and think interim committee weeks
24 will probably start somewhere in September,
25 October, so as soon as the session ends in May

1 they're going to start filing Bills again
2 during the summer and they'll be right back at
3 it.

4 So that's a good thing in some aspects,
5 but I think that if we're going to see -- well,
6 first we need to see what passes this year, and
7 then -- but what I'm saying is we probably
8 should have another report in time for the
9 legislature to have the benefit of it, and
10 maybe impose a deadline on ourselves of another
11 report by September 1, or maybe October 1 at
12 the latest, so that they have the benefit of
13 these updated, and, and things like that.

14 I'm not sure that we could, if it's the
15 will of the Commission, to make a
16 recommendation about some type of a rating
17 system. I'm not sure that we have the
18 authority to come up with a rating system
19 ourselves, and to implement a rating system.
20 But we can make a recommendation the
21 legislature could do, like you're talking
22 about. But I'm not sure that we have the
23 authority to, to come up with a criteria and
24 start rating 4,000 schools.

25 COMM. SCHACHTER: Well, we're going to

1 come up with best practices, best practices,
2 the Office of Safe Schools does, and we have a
3 lot in here to use that we've identified as
4 best practices.

5 CHAIR: Right.

6 COMM. SCHACHTER: That's what they --
7 that's what they, they tasked us to do.

8 CHAIR: Right. But for us to come up
9 with, as a Commission to come up with the
10 criteria, and then identify those that are,
11 quote, not in compliance with something that
12 you're not required to do, although it's a best
13 practice, and then start rating schools, and
14 based on this criteria, you know, we got to
15 make sure that we don't get outside of our lane
16 on that.

17 SHER. JUDD: Mr. Chair, let's bifurcate
18 that for a second. I would recommend first
19 that we rate them on what 7026 requires them to
20 do.

21 CHAIR: Right, I get that.

22 SHER. JUDD: And they're not complying
23 with that.

24 CHAIR: Right.

25 SHER. JUDD: Then we move forward on best

1 practices, because I -- I agree with you,
2 because this Commission recommends it as a best
3 practices is not a mandate, we don't have that
4 authority. The -- the school -- the various
5 school districts do, and we can bring the
6 Chairman of the Board here and say here's your
7 best practices, we're going to recommend it to
8 the legislature for a law, are you willing to
9 comply with it.

10 But I think it's an incremental process,
11 absolutely, but we see clearly that they're
12 not, that some districts have not, and have not
13 complied with the law, so start the rating
14 system based on what's already in law, and have
15 you complied or not, you've had a year, we've
16 given you -- I mean we -- we didn't roll in in
17 forty five days and start trying to hold people
18 accountable.

19 CHAIR: Right.

20 SHER. JUDD: So it's time to hold people
21 accountable that, that otherwise have clearly
22 demonstrated they don't care about the children
23 or the staff that teaches in their
24 institutions.

25 CHAIR: Sheriff Ashley, and then

1 Commissioner Carroll.

2 SHER. ASHLEY: Just for this Commission's
3 sake is I certainly agree in principal with the
4 proposal, but I also know about unintended
5 consequences. If we go down this road and we
6 actually name a school as being unsafe, or
7 grade them as being unsafe, can you actually
8 require students to attend that school? And so
9 I think we've got to be careful on how we go
10 about this whole process.

11 CHAIR: Commissioner Carroll, go ahead.

12 COMM. CARROLL: Just for point of
13 clarification, because I do support holding
14 folks accountable, but I think this Commission
15 ought to be focused at a systems level. I
16 don't think we should be in the business of
17 evaluating each individual school throughout --
18 we should be looking at school systems and
19 school districts, and as a district did they
20 put the policies and systems in place that keep
21 kids safe, and then it's really their
22 responsibility to make sure that every school
23 is up to a certain par.

24 But I don't think that this Commission
25 should ever get into rating each individual

1 school. We don't have the resources to do it,
2 first of all. I'd be more interested in
3 knowing is the school district following the
4 policies and edicts that were put out, and is
5 some of this best practice folded into some of
6 that, because I think some of the best practice
7 that we're talking about, it doesn't cost
8 anything, and it's a no brainer, and should be
9 rolled into without a lot of effort.

10 So I think you could do it, but I would
11 much strongly encourage this committee to stay
12 at a systems level, and not get into that
13 granular level of becoming the raters of each,
14 of all 4,000 schools en-masse.

15 COMM. SCHACHTER: Can I ask the, the
16 Commissioner a question?

17 CHAIR: Okay, go ahead.

18 COMM. SCHACHTER: Because the Office of
19 Safe Schools is having to do that exact thing,
20 they're having to go through on a granular
21 level and figure out, you know, how many
22 schools are safe and not, and so, you know, to
23 save Damien time, and instead of calling, you
24 know, all 6,000 schools, you know, would it,
25 would you be in favor of tasking the Office of

1 Safe Schools, since they are developing these
2 best practices anyway, then developing the
3 rating system.

4 COMM. CARROLL: Well, I don't want to get
5 into the discussion of rating systems, but I'm
6 sure on this survey that there are some school
7 districts that answered yes to every question,
8 and I'm sure that some have mixed responses,
9 and some of the ones answered no to most of the
10 questions, so I'm, I'm thinking that you have
11 some that have answered in the affirmative on
12 most of these, you have some where it's a mixed
13 bag, and then you have some that are in
14 catch-up mode.

15 That's the type of information I think
16 would, I would find useful as the
17 Commissioners, to know where about folk, where
18 folks are in this process, because the folks
19 who are answering mostly no to these questions,
20 they need a kick in the butt to move forward.
21 The ones that are a mixed bag, and they're
22 focused, I'd like to know why they're a mixed
23 bag. So, for instance, they may be a mixed bag
24 because they haven't solved the problem of
25 charter schools yet in their district. Okay,

1 well, that's a very specific topic and, and
2 that action plan to address that is very
3 different from you just have a mixed bag with
4 public schools within your school district.

5 So I do think that with the information
6 that Damien has gathered here he has the basis
7 to go through and give us an idea of where in
8 those big bucket levels some of these school
9 districts would start. I think Sheriff
10 Gualtieri is right, we don't even have a rating
11 system set up yet, so even before we would get
12 that set up I do think a letter to the, if you
13 put thee in big buckets, where you've got some
14 that are in non-compliance, some where it's a
15 mixed bag, and some doing real well, I think
16 you could send letters as a, as a starting
17 point to the ones who are doing real well
18 saying thank you, and, and keep us the good
19 work, and keep us apprised to the mixed bag to
20 figure out more about what their issues and
21 challenges are. And then to the ones that are
22 really behind the curve here, that that should
23 be our focus.

24 But to actually develop a rating tool that
25 can be implemented, there's a lot of things

1 that have to happen before that rating tool is
2 even developed, and we can do a lot in the
3 interim before that happens. So I'd just
4 rather keep this at a systems level rather than
5 a school level.

6 COMM. SCHACHTER: Your point is well
7 taken, but Damien needs help. He's already
8 sending letters, and calling, and they're still
9 not doing it. We have tasked -- you know, we
10 can make recommendations to the legislature,
11 but they're still not doing it. We need this
12 information to be coming out into the public,
13 and the public will put pressure on these
14 schools to make them safe.

15 CHAIR: So -- so let's, again, have this
16 discussion after you see, excuse me, what's in
17 both Bills. And we really need to see what
18 comes out of this legislative session too,
19 because there, there's an opportunity there,
20 and we'll see what the legislature does, to put
21 a lot of compliance teeth in place that DOE
22 does not now have. So a lot of that will
23 depend upon what the legislature does as well,
24 because it's their -- Sheriff Judd, go ahead.

25 SHER. JUDD: No, I agree with Commissioner

1 Carroll. It wasn't my intent to get down into
2 each school. DOE would, once the system is
3 created, we, we would stay at the district
4 level and say this district is not complying,
5 they're not moving forward, and let them say,
6 hey, 50% of the schools are there, 75% of the
7 schools are there, and, and put the matrix
8 together. But I agree we stay at the district
9 level going what are you doing a year later,
10 and you're not even making any effort to comply
11 with the law.

12 CHAIR: So -- so an example of this if you
13 would, and look at -- and, Damien, you can come
14 back to these, but just here's an example,
15 okay, is what you're, is that where there's a
16 difference between policy, practice, and what
17 is required, and that those are not -- this is
18 a clear example.

19 In Slide 29 it says does every school in
20 your district conduct an active assailant drill
21 at least one time per month. You have 24
22 districts that don't do that, and that is in
23 the law, it is in 7026. It says that every
24 district shall do an active shooter drill at
25 least as often as other drills are done, and

1 the other drills are done monthly.

2 People are using metal hoops, and
3 gyrations, and spin, and everything else,
4 that's clear, okay, it is clear, but you've got
5 24, that's in law, where when you look at the
6 preceding page, which is Slide 28, and it says
7 does your district have a policy or procedure
8 requiring a hard corner or safest area, you
9 have 14 no, that's not in law. That is, as
10 we've talked about, a practice, and a best
11 practice, undoubtedly effective, and
12 undoubtedly necessary, but there, there can be
13 accountability for what is in law, but there
14 can't be accountability for what is the best
15 practice. That's an example.

16 And perhaps what we can do, you know, with
17 these -- I can tell the response is going to be
18 from those that aren't doing drills every month
19 is, is because some don't like it, they don't
20 want it, they think it's too much, they're not
21 in agreement with it. There's process in this
22 state where Bills are filed, they go through a
23 committee, they go to the floor, the
24 legislature passes the law, and the governor
25 signs it. We weigh in in that process, but

1 once the law is in effect, we all abide by the
2 law. We don't pick and choose what like and
3 don't like, what we abide by and what we don't.
4 If we don't like it then we work to modify it.

5 The law is in place, it should be adhered
6 to. The law says drills every month, and
7 you've got 24 that aren't doing it every month.
8 You've got some that have decided, well, we'll
9 do it every semester, or we'll do it quarterly,
10 or we're going to just do it our way. So that,
11 that's a big difference though than the
12 practices, so perhaps we can focus on some of
13 those things that are currently in law, and
14 that are not being complied with, and that
15 might be the more appropriate way to go. Go
16 ahead, Mr. Petty.

17 COMM. PETTY: And, Mr. Chair, that's the
18 discussion you want to try to have tomorrow?

19 CHAIR: Yeah, let's -- yeah, let's just
20 get through this, and then -- because I want
21 you to see what's also in, in the pending
22 Bills, because I think that will help maybe
23 inform the discussion, and inform your views as
24 to a direction to go in, when you see what the
25 options are in these existing Bills that are

1 pending in the legislature.

2 SHER. JUDD: At the appropriate time I'm
3 ready to make a motion.

4 CHAIR: Okay. All right, let's see if we
5 can get through these, Damien.

6 DIR. KELLY: Okay. Slide 28 was our next
7 slide. You can see the question was does your
8 district have a policy or procedure requiring
9 the establishment and identification of a hard
10 corner or other safest area in each classroom.
11 14 districts responded no, 53 responded yes.
12 And looking into the comments section there
13 were two area that, that most touched on. Any
14 district that uses the ALICE program will not
15 respond that they use the hard corner because
16 ALICE training teaches them to spread out in
17 the classroom, to barricade the door, and to
18 prepare to counterattack, so moving everybody
19 to the safe corner goes against what ALICE
20 training is.

21 What I explained to the districts who are,
22 who have ALICE, is that this is just another
23 tool for your tool belt, in Marjory Stoneman
24 Douglas on the second floor, as you said, Mr.
25 Schachter, this is what happened, everybody

1 moved, they turned the lights out, they covered
2 the windows, they moved to the hard corner, and
3 lives were saved as a result of it. But this
4 is one of the reasons why they respond no to
5 this question.

6 And the other one you touched on it
7 earlier, Mr. Chairman, and that was some
8 answered no because not all classrooms have
9 what would be considered a hard corner. So if
10 they have classrooms in their schools in their
11 school districts that are not laid out like
12 they were in Building 12 then they, they
13 answered no to this. But I think everybody is
14 using, has, has embraced this, and will use it
15 moving forward. I just think right now for
16 this survey this is why they answered no to
17 these, to this question.

18 COMM. SCHACHTER: And those two excuses
19 account for all of those 14 no's?

20 DIR. KELLY: Yeah. Or some just didn't
21 give an, didn't give a response, but several
22 responded in this way.

23 Does every school in your district conduct
24 an active assailant drill at least one time per
25 month? As you can see there were 24 no's, and

1 43 that responded yes. The -- of the ones who
2 responded the, the majority of them said that
3 they either do four drills a year, if they
4 responded, no, they do four year, or one per
5 semester, was their response.

6 Are there schools in your district that
7 conduct active assailant drills where the
8 students do not physically move or react during
9 the drill? Ten responded yes, and 57 responded
10 no.

11 COMM. SCHACHTER: What is the thought
12 process of those 10?

13 DIR. KELLY: Some of them are -- there
14 wasn't a lot of comment given to this, but the
15 ones that I have visited, they're conducting an
16 active shooter discussion with, with class
17 members in lieu of a drill. And it's something
18 that I have addressed with them, and I think
19 rather than dwell on this, when the school
20 safety specialists' panel is here this
21 afternoon, you'll be able to get firsthand
22 insightful information on this from, from the
23 panel that we have.

24 COMM. SCHACHTER: All right, thank you.

25 CHAIR: Some just disagree with it. They

1 just don't like it. They don't like the drill
2 concept.

3 DIR. KELLY: The next slide was do you
4 conduct active shooter drills that require the
5 students to run, in addition to locking down,
6 hiding. And you have 41 that answered yes, and
7 26 answered no. And a lot of the responses, if
8 they gave a comment, the comment was that they
9 do not allow students to run during any drill
10 that they perform on campus, I would imagine to
11 prevent any injuries to, to students during
12 drills. So that's -- that was the reason they
13 responded no, because that's the, the policy
14 that they have.

15 CHAIR: I can tell you the reason for this
16 question was, and they were doing it here in
17 Broward, is, that it came up during the
18 discussion, is, is that, and maybe we shouldn't
19 use the word run, maybe we should have used
20 flee, or something to that affect, because, or
21 move, because some, they only thing that they
22 are training, the only thing that they were
23 training in these drills is to hide, to lock
24 down.

25 We know that the first, or one of the

1 first decisions that need to be made as far as
2 a reaction is do you flee, or do you hide,
3 lockdown and stay in place. That's an initial
4 decision that has to be made. But I think it's
5 fair to say that if all your training is
6 locking down that's what, the only thing that
7 they will do, is to lock down and not think
8 about that option. So the whole point is,
9 because the concept of the training is, and the
10 drills are, to make decisions, to make
11 decisions about what is the best reaction.

12 It may be to run, if you will, or to flee,
13 as opposed to staying in place and locking
14 down. That's the whole intent behind this so,
15 you know, to the extent that some of them
16 answered because we don't allow running, the
17 real, the core of question was is how many are
18 just doing drills where it is just a lockdown
19 drill as opposed to a get out of there drill.
20 And so maybe it wasn't as artfully worded, so
21 that may be a problem in the responses.

22 DIR. KELLY: Slide 32, the next question
23 was does every school employee have a
24 communication device on their person and/or a
25 device that is immediately accessible at all

1 times where he or she may immediately
2 communicate an observed threat and activate an
3 active assailant response. Now, as you can see
4 33 responded yes, and 34 responded no.

5 CHAIR: So -- so this is a problem. One
6 of the things that we have been I guess at this
7 point preaching is the, the need for immediacy.
8 And as we are looking at the long term is to
9 have immediacy and harm mitigation, and there
10 are three things that we have identified. The
11 first thing you have to do is to identify the
12 threat. The second thing is communicate the
13 threat. And the third thing is to react to the
14 threat.

15 If you can identify it, well, there's
16 nothing to communicate, and there's nothing to
17 react to. If you identify it but you don't
18 have the mechanism to communicate it then
19 people can't react. If you identify it and you
20 communicate it, but you don't have the right
21 policies, procedures, training, knowledge base
22 in order to react, then you're not going to be
23 able to respond effectively, and you're not
24 going to be able to mitigate the harm.

25 So we know we had that problem at Stoneman

1 Douglas. We had Medina who saw crazy boy with
2 a gun. We know he didn't call a code red. We
3 know only a handful of people had radios, and
4 we know that even if he had gotten on the radio
5 and communicated it, we know that there are
6 only speakers in the classrooms, not in the
7 common areas, and we know that we didn't have a
8 code red called until about three minutes and
9 fifty seconds into the whole thing, when it was
10 just about over with.

11 So today I know that we have, and when we
12 get to the next, one of the next slides here
13 about staffed and unstaffed ingress and egress
14 points, we have ingress and egress points that
15 are being staffed, but the people who are
16 staffing those ingress and egress points have
17 no communication device, so identify the
18 threat, right, communicate the threat, no, we
19 can't do it, so how are people going to react
20 to it.

21 So what it gets back to, as I've said, is
22 that where there's a will there's a way. And a
23 lot of them in their responses, either with
24 the, the survey or the responses we've had
25 individual, well, we're working on it, and

1 we're looking at RFPs, we're looking at ITNs,
2 we're looking at procurement processes, we're
3 looking at apps, we're looking at all this
4 stuff. Okay, that's all great, but what, what
5 about the interim? Go to Walmart and buy a
6 bunch of walkie-talkies, figure something out.

7 But if you have a whole bunch of people
8 that can identify the threat, and they are
9 empowered because anybody can call that active
10 assailant response hopefully, but if they can't
11 communicate it, and you've got a whole bunch of
12 districts that have vulnerability, and have
13 holes because say that not everybody has the
14 ability if they see something to be able to
15 communicate it, is not a good place to be.

16 COMM. SCHACHTER: And -- and, Chair,
17 that's why I recommended, and correct me if I'm
18 wrong, did we put this in the recommendation,
19 to have every, everybody have a key fob where
20 instantaneously, in two seconds they, the
21 immediate notification to law enforcement
22 happens? I think we did.

23 CHAIR: We put -- they need to be able to
24 communicate it, Mr. Schachter. How -- how --
25 and getting back to, I think to Commissioner

1 Carroll's point, I really think that we have to
2 do is stay at a level where we are making
3 recommendations, maybe strong recommendations,
4 you know, about what needs to be done, but they
5 need a latitude to figure out how to do it. So
6 it isn't one thing, it's not one device, it's
7 not one instrument. Personally I don't care if
8 they use cheap walkie-talkies or they use very,
9 very expensive elaborate apps on phones,
10 without using vendors' names, et cetera, that
11 are all the bells and whistles. They're all
12 good, just figure it out and get something
13 done.

14 We're, you know, fourteen, fifteen months
15 now after the incident, is, is that those are
16 the types of things that at this juncture
17 should be in place, because those are the types
18 of things that are going to mitigate the harm.
19 I don't care what you use.

20 DIR. KELLY: And the next slide is
21 actually very similar to the previous slide.
22 The only difference is it asks if they have a
23 device where they can receive communications,
24 and the response were identical, 33 yes and 34
25 no.

1 The next question asked was does every,
2 very school in your district have a requirement
3 that gates to fences surrounding the school be
4 closed and locked when not being used for
5 active ingress and egress. 57 responded yes,
6 and 10 responded no.

7 CHAIR: So in those 10 why even have a
8 fence? I mean if they -- if they don't have to
9 be closed and locked why even have a fence?

10 DIR. KELLY: The next slide; is there a
11 requirement that gates open for ingress and
12 egress be staffed at all times when open? 29
13 responded yes, and 38 responded no.

14 CHAIR: Same question. If you're opening
15 them, and like they did at Stoneman Douglas,
16 for two hours in the morning before school, and
17 for thirty minutes before dismissal in the
18 afternoon, and then you're opening them, and
19 you're just leaving them open so a guy like
20 Cruz who went there that knows how to exploit
21 it because he knew they were going to be open
22 and just walk through; why even have locked
23 gates, and they're not staffed, and you got to
24 -- and so, you know, again, there's a will,
25 there's a way.

1 What some of them will say is, is that,
2 well, we don't have the people. Yes, you do.
3 Yes, you do. If there's a will there's a way,
4 so that you don't leave a gate unstaffed so
5 that somebody can just walk through it, but --

6 COMM. SCHACHTER: Unfortunately we have to
7 realize that there is the mindset that it's not
8 going to happen on their campus. And that's
9 why I think this, this conversation is so
10 important.

11 DIR. KELLY: And that was the last
12 question on there. Just following on from
13 that, and the topic kind of lines up of what
14 you were speaking about, Sheriff. This past
15 Thursday at Taravella High School here in
16 Broward County a student reported to the SRO
17 that a former student was observed on campus
18 carrying a large bag. The school was
19 immediately placed on code red. Coral Springs
20 PD and Broward Sheriff's Office responded.
21 Parents were notified through parent link. The
22 all clear was given after the event was
23 investigated using real time video.

24 This data was provided to me by Chief Katz
25 after I requested it. The reason I requested

1 it is I, and I believe I forwarded you the
2 article, Sheriff, where the parents were
3 extremely appreciative of the school's
4 response, and the law enforcement response, and
5 I think it's a good indicator that, that here
6 in Broward County that things are changing. I
7 would like to thank Sheriff Tony, and Chief
8 Parry from Coral Springs, and Chief Katz, for
9 all of their efforts there.

10 And another thing I wanted to share with
11 you, back I the Fall I was invited to be a part
12 of a work group of former and current SWAT
13 operators, and former and current SROs, and
14 this work group was put together by FDLE, and
15 the aim of the group was to develop a new
16 single officer response to an active shooter on
17 campus. We met at a hotel in Tallahassee for
18 three days, and we worked out what we wanted to
19 see happen as we developed this new curriculum.

20 One of the things we agreed on was, was
21 that tactics didn't really need to change, but
22 a new mindset was what we were going to go
23 after, so we, we held some training in Orlando,
24 in Wakulla County, in Jefferson County, and
25 then next week we'll do one in Gainesville.

1 I'd like to say to Commissioner Swearingen our
2 utmost thanks for, to you, and to Director
3 Register, and to Deputy Director Yopp, and to
4 the entire sworn training unit, because the
5 training is some of the best I've ever seen,
6 and hopefully we will at some point be able to
7 look at some video of it.

8 It uses a lot of different stimulus as
9 these officers are put through the different
10 variations of the drill. It's extremely real.
11 There are some live fire drills, and then there
12 are some drills using just SIM rounds inside
13 of, of buildings, and, and I think it's
14 something that the Commission would gain a lot
15 from seeing moving forward.

16 And lastly, I'd just like to see if
17 there's some way that we can, I know I use this
18 all the time, the No Notoriety Campaign,
19 because I think it's not important to me who,
20 who conducts these mass shootings of our
21 students. I think that history should forget
22 them, and as we move forward, I would like to
23 see these names not be used as often as they
24 are, and eventually they'll, they'll fade off
25 into the distance.

1 So with that if there's any questions I'd
2 be happy to take them.

3 CHAIR: Anybody have any questions for
4 Director Kelly? Mr. Schachter, go ahead.

5 UNDER SHER. HARPRING: Just very quickly.
6 I know that many of us on the Commission
7 recognize the hard work that you do, but,
8 Damien, I just want to thank you. I know that
9 you've pretty much run the tires on your car
10 bald running around the state, and I think
11 you've been a silent warrior for most of the
12 public. But we really appreciate, and know
13 what you've been doing in these schools, and I
14 think the public should know that you have made
15 a very big difference for safety in the
16 schools, and I thank you for it.

17 DIR. KELLY: Thank you.

18 CHAIR: Sheriff Ashley, go ahead.

19 SHER. ASHLEY: Damien, thank you again. I
20 just want to echo that. Do you feel like you
21 have currently enough resources to do what
22 we're asking you to do?

23 DIR. KELLY: I think we -- as we move
24 forward our office will, initially will double,
25 if not triple, because if all of the, the tasks

1 that are in the upcoming Bills are in there we
2 will have to have a division that, that
3 basically does nothing but compliance and
4 audits, and we will need a lot more manpower to
5 get that done.

6 SHER. ASHLEY: Do you feel like that's
7 happening?

8 DR. KELLY: It is in the process right
9 now, yes, sir.

10 CHAIR: Go ahead, Mr. Schachter.

11 COMM. SCHACHTER: And I wanted to echo the
12 Commissioner's comments. Thank you for all of
13 your efforts, Damien. Since you brought up the
14 Taravella incident I just want to make two
15 comments that were disturbing in the
16 after-action report. And that is, number one,
17 there was only key in the knocks box, you know,
18 that's, that's bad. Number two, Coral Springs
19 Police Department still does not have access to
20 the cameras at Taravella High School. Coral
21 Springs Police Department still does not have
22 access to the cameras in the Coral Springs
23 schools, so that needs to be fixed. Thank you
24 very much.

25 CHAIR: Okay. All right, thank you,

1 Director Kelly, we appreciate it. It's about
2 12:10, so we'll break for lunch, and start
3 again right at 1:00. Thank you.

4 (Thereupon the meeting is in recess.)

5 CHAIR: We have with us this afternoon a
6 panel of four school safety specialists, and
7 remember we said that these are the people in
8 each of the sixty-seven districts that are
9 tasked with overseeing school safety. 7026
10 required that there be on appointed in every
11 district, and the school safety specialists
12 that we have here with us today represent a
13 cross section of districts across Florida, and
14 were asked to join us for a number of reasons,
15 including that they represent different areas
16 of the state, different ways of doing it large
17 and small.

18 We have David Crawford from Baker County.
19 Captain Rick Francis from the Seminole County
20 Sheriff's Office who is the school safety
21 specialist in Seminole County, which is again a
22 unique way of doing it, Daniel Hahn from Santa
23 Rosa County, and John Newman from the
24 Hillsborough County Schools.

25 And as you can see here, again we have big

1 and small, some of the differences, and I'll
2 let them get into this and explain it, but they
3 are very diverse in that Captain Francis is a
4 Captain with the Seminole County Sheriff's
5 Office but serves in that capacity. Chief
6 Newman is retired from the Tampa Police
7 Department, and oversees a very large security
8 force, who are not police officers, but a
9 security force within the Hillsborough County
10 schools that are also cross designated as
11 guardians. So there's a whole wide spectrum.
12 And also some of the districts, like
13 Hillsborough, does not use guardians, and Baker
14 County recently started using guardians, and
15 we'll hear from David Crawford a little bit
16 about that.

17 So what I think we would do to begin this
18 -- and it's always good to hear from, if you
19 will, the boots on the ground, the people that
20 are actually doing it, and that's why we
21 decided to do this panel, so that they could
22 make a presentation, then you could ask them
23 any questions that you wanted to. But I'm
24 going to begin with just very briefly asking
25 each of them to introduce themselves, tell us a

1 little bit about your district, the size of the
2 district, the number of schools. Then I ask
3 you each to as you introduce yourselves, and
4 introduce your district, is then to tell us if
5 you're using guardians, if you are how it's
6 going with the guardians, are there any
7 concerns with them, any issues that you've had,
8 if you have recently -- I know in the case of
9 Baker County there was a recent decision, why
10 and how that's going with the implementation of
11 them, and any problems, or any adverse
12 incidents.

13 So if you would kind of limit your initial
14 remarks to that, and then we're going to go
15 through and ask each of them very specific
16 questions about their role, and what is
17 happening in their districts. And then we'll
18 open it all up to you for questions. So why
19 don't we begin with Chief Newman, and we'll
20 just go down the line.

21 PANEL DISCUSSION SCHOOL SAFETY SPECIALISTS

22 CHF. NEWMAN: Thank you, Sheriff. To put
23 a name to a face, or a face to a name, my name
24 is John Newman. I'm the Chief for Security
25 Emergency Management for Hillsborough County.

1 We're the third largest district in the state.
2 We have about 215 - 216,000 students, about 277
3 campuses, to include our charter campuses,
4 25,000 employees, 17,000 of those are
5 educators. We do use the Guardian Program, as
6 the Sheriff alluded to. We had an existing
7 security division since the early '70's, that
8 we just took those folks and got them guardian
9 certified through the cooperation of Sheriff
10 Chronister from Hillsborough County.

11 And, you know, the panel, we really
12 appreciate the opportunity to come here, and
13 you'll hear in this, you know, about some of
14 the challenges that we've had with the Senate
15 Bill, and some of the growing pains that we're
16 going through, and be able to share that with
17 you. So thank you very much for your time.

18 CHAIR: Okay. And one of the things just
19 for clarify, you know, I want to just make sure
20 that everybody understands as we go down the
21 line here because this is a unique model, is,
22 is that you all have a security department, and
23 all of your, what are now guardians, were
24 already in place, and they are what are known
25 as under security guard licensing D&G licensed

1 guards.

2 CHF NEWMAN: That's correct.

3 CHAIR: Which means that they are security
4 guards, which means they also carry firearms.
5 And if you look at the folks, is, is that they
6 look like they're wearing a police uniform, but
7 they are security guards, and they're D&G
8 licensed, to then when this took effect is the
9 Sheriff and the School Board authorized the
10 Guardian Program, but it's only as to your
11 existing guards, it's not for existing school
12 personnel other than these dedicated guards,
13 and then they went through the added guardian
14 training that the Sheriff put out; is that
15 correct?

16 CHF NEWMAN: That's correct. So all of
17 our folks -- at the time we had 119. We have
18 147 elementary so we were woefully short. We
19 still had -- we still did psych exams,
20 prescreening to include background checks,
21 medical, if you're a driver you're going to be
22 OTETA certified, so we did a lot of the
23 mandates that came out of the legislation, in
24 terms of we wanted those folks to get that type
25 of vetting before they came on with us, and

1 they had to have a Class D&G, so the Sheriff
2 agreed to guardian certify the existing 119
3 people that I had.

4 CHAIR: Do you know of any other district
5 in the state that has the same model that
6 Hillsborough has?

7 CHF. NEWMAN: No. And I know some -- I
8 get a lot of phone calls from of our school
9 safety specialists asking us how we do it, how
10 we work. You know, there was some up-front
11 costs that we incurred, like, you know, it's,
12 you know, for hiring, for equipment, for
13 training.

14 CHAIR: Sure.

15 CHF. NEWMAN: But the model has worked for
16 us, and it's been in existence. When I got the
17 district early 2014 it was really to put a
18 security officer in every elementary following
19 the Sandy Hook event. The then superintendent
20 wanted to have a four year plan to do exactly
21 what the Senate Bill last year called for, is
22 to have an armed ASA on every campus, so when
23 this Bill was passed last year, and gaveled in,
24 we just picked up where we had stopped, because
25 had stopped after a year, new board, new

1 direction, they didn't want to have somebody on
2 every campus. So we already had a template for
3 it, which made it very easy.

4 CHAIR: Okay. All right, Daniel.

5 DIR. HAHN: My name is Daniel Hahn. A
6 little bit about my background. I started off
7 as a soldier twenty-two years. I was a
8 military policeman for five years, then I went
9 into Special Forces, which is a name for a
10 colloquialism known as Green Berets in the
11 Army. I became an emergency manager in Santa
12 Rosa County, where I served for twelve years
13 before taking this job as the Safety Director.
14 I give you that background so you understand
15 that I'm not afraid of guns.

16 Our district is, is extra large. You
17 might have picked that up. We are medium. We
18 have about 32 schools. We have 30,000
19 students. We have about 3,000 faculty. We do
20 not use guardians, and currently there is no
21 plan to do so. Our Sheriff has law enforcement
22 in every one of our schools.

23 CHAIR: Next we have, from Baker County we
24 have David Crawford. David.

25 DIR. CRAWFORD: Hi. Thank you for having

1 me here today. I'm David Crawford from Baker
2 County, and my background, I was a principal
3 for many years, a high school principal for a
4 lot of years, and after that going to the
5 district level, I became responsible for the
6 operations area, and in that area school
7 safety. We have a small school district, and
8 we like it that way. We have 7 schools, and
9 between 5 - 6,000 students, and it would be
10 very easy in your mind kind of to set us to the
11 side, except that 30 out of the 67 school
12 districts in the state of Florida are small
13 school districts. There are a lot of us out
14 there.

15 We were not a guardian program. We were
16 pretty -- based on our knowledge a year ago we
17 were pretty strong that we did not want to be a
18 guardian program. The Sheriff was of that
19 mind, the superintendent, the board, myself,
20 because at that point, all we understood was an
21 either/or model, and that was either you have a
22 certified sworn trained law enforcement officer
23 or a guardian. That was kind of our mindset
24 then, and we wanted a certified trained sworn
25 law enforcement officer at each one of our

1 campuses.

2 But we watched carefully over the past
3 year, we learned a lot, and the work of the
4 Commission, the report that you all sent out
5 really made a great impact on our thinking in
6 this area. From the report we began to learn
7 about the model of the force multiplier model.
8 We're still committed to having a school
9 resource deputy. We want a trained certified
10 sworn law enforcement officer at each one of
11 our schools, but we want the force multiplier.
12 We want the plus two, the plus three. We have
13 very large campuses, spread out, and we --
14 we're very excited.

15 We just based on the governor's executive
16 order extending the deadline for making an
17 application we have submitted our application
18 at the beginning of last week, and Director
19 Kelly's office said that the application looked
20 good, so we, we are going forward. We have
21 identified those individuals, and we, we're
22 real looking forward -- we're going to do the
23 covert model. We're not going to do the overt
24 model; we're going to do the covert model. So
25 thank you for your work, it's made a difference

1 for us.

2 CHAIR: All right, thanks. So you're
3 going to use existing personnel. So you'll
4 have an SRO, a sworn officer --

5 DIR. CRAWFORD: That's correct.

6 CHAIR: -- and then that two is better
7 than one, three is better than two concept, so
8 you'll have, open it up to personnel under the
9 existing law that will be guardians as a
10 collateral responsibility, so whether it's an
11 assistant principal, a counselor, a coach, or
12 something, those are the people you're talking
13 about that Baker County is now going to
14 implement; is that right?

15 DIR. CRAWFORD: Yes, that's correct.

16 CHAIR: Are there any restrictions on the
17 personnel, other than the teachers, because the
18 people who are predominantly teachers under the
19 current law are not permitted, does the
20 district impose any other restrictions, or
21 anybody that is interested can apply, and then
22 they'll go through a process?

23 DIR. CRAWFORD: That is -- yes.

24 CHAIR: Anybody. Okay, there's no, no
25 additional restrictions on it, okay.

1 DR. CRAWFORD: That's right, you got it
2 down.

3 CHAIR: Yeah, thank you, appreciate that.
4 And the last one from an introductory comment,
5 this is Captain Rick Francis from Seminole
6 County. Captain.

7 CPT. FRANCIS: Thank you very much.
8 Seminole County School District has roughly
9 68,000 students, 8,000 employees that we're
10 responsible for serving, and 66 schools.
11 What's unique about Seminole County is three
12 years ago the Sheriff's Office assumed the
13 ultimate role for school safety and security,
14 and I was very fortunate to be blessed to
15 handle that responsibilities. We have a
16 dedicated officer or deputy in every single one
17 of our schools for the last three years, and
18 we're very fortunate to be just ahead of a lot
19 of other districts in aspects when 7026 was
20 signed. We were in almost 100% compliance the
21 day that Bill was signed. So we continue to
22 look at other innovative measures to make our
23 school safer as we move forward.

24 CHAIR: Okay. All right, thanks, Captain,
25 appreciate it. So one question we want to ask

1 everybody, as it relates to 7026 and the many
2 requirements that are in it, and I know that
3 you all have some thoughts on this, so why
4 don't we just go back down and begin with Chief
5 Newman again, is if you would tell us from your
6 perspective, from your district's perspective,
7 what are the things that are working well with
8 7026, and the areas that you think the
9 legislature got right, and that you have
10 favorably implemented? So we'll just go ahead
11 with that as the question.

12 CHF. NEWMAN: When school opened this
13 year, we had an armed ASA in every campus.
14 We've always enjoyed, and we talked about this,
15 the four of us, and the school safety
16 specialists at the FADS conference, what's
17 worked well for us is partnerships. And I'm --
18 sometimes I'm taken aback when a county calls
19 me and they're having, how'd you get this, you
20 know, and they're having a problem, whether
21 it's with the school district or with law
22 enforcement. We haven't had that problem in
23 Hillsborough County. As a matter of fact in
24 the Bay area we all pretty much know each
25 other, and we all had a can-do type of

1 attitude, so having an armed ASA on every
2 campus when the school opened this year was the
3 priority, and that we, we got that done.

4 We had to hire a lot more law enforcement.
5 We put them on, you know, contracts monthly,
6 and March 5th we rebated the last of the
7 additional law enforcement officers that we
8 needed to cover the sites. So what's worked
9 well for us is we already had a model with our
10 security program, being able to get those folks
11 guardian certified an on campus didn't, it's
12 not that it was seamless, it was a big, it was
13 a heavy lift, but making sure we had somebody
14 on every campus was, was a huge win.

15 The other thing the Florida Safe School
16 Assessment Took, Hillsborough County has used
17 that now for almost three years. I was -- it
18 wasn't mandatory. We were using it with the
19 RTSTF with FDLE, and Sylvia allowed us to get
20 on that platform, so we had insider baseball
21 knowledge of how that platform worked before it
22 became a legislative mandate coming out of 7026
23 for vulnerabilities and site assessments. So
24 having some of those legacy, or pre-staged
25 borders, or outlines, or templates, really

1 worked well for us.

2 The most difficult for us is the mental
3 health, and I think it's, when you read it in
4 the Bill we have a very good mental health team
5 with the school district, but there was a lot
6 of moving parts to it, about connecting those
7 wrap around services both on your campus to
8 when the student leaves the campus,
9 self-reporting, having the courts, you know,
10 report, you know, mental health referrals, and
11 then the youth mental health first aid
12 training. You know the Bill says all. I got
13 26,000 employees, you're going to, when you're
14 going to go ahead and train all employees, we
15 have to figure out how to get that done.

16 But I would say the strongest thing for us
17 is that we had somebody on every campus when
18 school opened, and we've maintained that.

19 CHAIR: Okay. So why don't we do this,
20 just for ease, because you kind of touched on
21 it instead of separating it, so at the same
22 time is, is that the what's working well, what
23 is not working well?

24 CHF. NEWMAN: You all discussed it a
25 little bit this morning. Fidelity. You know

1 we have a lot of the procedures and policies in
2 place that, you know, we want the gates to be
3 manned, you know, I, I come from -- I have --
4 my wife and daughters are teachers; my Sunday
5 afternoon dinner conversations are a bit wild.
6 But there's always been, been those rules that
7 you will have a safe corner, we used to call it
8 line of sight, but whether or not it's being
9 done with fidelity, and I think that's the
10 challenge for us, is we have these things, we
11 have these requirements and protocols that we
12 want our schools to follow, but going out there
13 to make sure that they're practicing what we're
14 asking them to do is the lift for us.

15 Now, we were doing lockdown drills with
16 our staff prior to February 14th of last year,
17 but now they've become obviously much more
18 frequent, but getting our campuses, each and
19 every one of them to do what they're supposed
20 to do, and do it the way that the we expect
21 them to do, is a little bit of a challenge.

22 CHAIR: You know, it comes to mind, and
23 it's not my intention to put you on the spot
24 with that, but is, is that why, you know, is it
25 the accountability thing, is it something from

1 the school board, is it something from the
2 superintendent, I mean, you know, is that if
3 people are being told to do it they do it, and
4 if they don't do it there's consequences. And
5 generally when there's consequences then people
6 get in line.

7 So why -- why do you think that -- I mean
8 is it a culture thing, what is it --

9 CHF. NEWMAN: Yeah, I definitely think
10 it's a cultural thing. You know I'm reminded
11 that, you know, teachers didn't sign up for
12 this, and we get to them on, when they're
13 onboarding, we talk to our, our new employees,
14 so it's hard for them to really understand what
15 we're talking about. I think they embrace that
16 bubble of grace that they live in, that nothing
17 bad is going to happen. Even when we started
18 doing the training, probably twenty months ago,
19 on Run Hide Fight, then following it up with
20 some of our lockdown drills, you, you learn
21 that they weren't doing it the way that we just
22 got finished covering it.

23 What happened last year is a game changer.
24 I'm seeing a bigger attitude adjustment about
25 taking things a bit more serious. And it's not

1 that the principals or the administrators, or
2 the teachers don't care, I just think they're
3 really -- it's their culture, and it's the way
4 they're processing it. It's very good where I
5 work. I mean, I have a lot, I get a lot of the
6 right kind of questions after a presentation.
7 I've got three presentations due tomorrow, but
8 it's really, it's a cultural, for me it's a
9 cultural shift for these educators.

10 CHAIR: How do you shift that culture?

11 CHF. NEWMAN: Every day I beat the drum.
12 That's all I can do.

13 CHAIR: So would you talk a little bit
14 about, and we'll go down this, cause as we go
15 down with each of you, ask you to talk about
16 this, would you talk about, because it is a
17 requirement of 7026, how it's going whether it
18 falls into that category of going well or not
19 so well, the behavioral threat assessment
20 teams, and the behavioral threat assessment
21 process of the Hillsborough schools?

22 CHF. NEWMAN: So the grounders for us,
23 what we call the district behavioral threat
24 assessment team, is we have, we have an
25 identified threat assessment team on every

1 campus. They're identified at FSSAT, because
2 that's where we load our crisis emergency
3 management plans for each school, so they have
4 to identify who is on their BTAT, and then of
5 those folks that are on there, they have to
6 identify who's had the youth mental health
7 first aid training. So we have somebody on
8 every campus.

9 It's been a little bit of an education
10 curve for me, because I did not realize that's
11 not part of the student record, so until we
12 come up with an automated system, we'll be
13 uploading the behavioral threat assessments
14 into FSSAT so there's some governance. Us law
15 enforcement people, you write a report, the
16 sergeant approved it, you know, there's
17 certain, certain levels before it could be
18 completely done. Here we were doing behavioral
19 threat assessments, and the principal to hold
20 onto them, and there wasn't a lot of
21 information sharing, and there wasn't a lot of
22 governance.

23 So by putting it into the FSSAT people
24 would be notified that a behavioral threat
25 assessment was done on a specific student, and

1 they have to open that to be able to read, to
2 find out what's going on, so we don't have any
3 deliberant indifference issues where
4 recommendations were made and not followed up
5 with. So that for us is a little bit of a
6 challenge. We're using the FSSAT as the
7 reporting vessel, just take a paper- based
8 system and put it into the, into the platform,
9 but it, it's very silo driven, right down to
10 the intelligence and data sharing, and that's a
11 challenge.

12 CHAIR: Okay. If you have any thought to,
13 or do you support a statewide uniform minimum
14 tool?

15 CHF. NEWMAN: Yes.

16 CHAIR: Okay. Talk -- talk to us a little
17 bit about your compliance, and how you all are
18 accomplishing SESIR reporting, and what
19 challenges you have, and how it's done,
20 especially at the school level, because we know
21 SESIR incidents are, we're going to hear more
22 about this tomorrow, but they're required to be
23 reported by the schools. Do you feel like that
24 they are being accurately reported? Is there
25 any resistance to reporting? Is there a

1 culture problem in reporting? Do you think
2 there's full transparency? Just talk to us
3 from your perspective in the Hillsborough
4 schools on SESIR.

5 CHF. NEWMAN: Well, SESIR falls to our
6 director of administration, so our principal
7 reports SESIR to that director, and they report
8 it. I really think it's bad data in, bad data
9 out, and there's a lot -- there needs -- there
10 could be an improvement on the training to the
11 principals on how to report SESIR. They
12 confuse it with criminal code all the time. I
13 only get involved with SESIR when there's some
14 clarification on what's a weapon, you know, you
15 know, so somebody might put a, a butter knife
16 and call, you know, or a firearm, and call that
17 a weapon not a firearm, so they ask me to look
18 at it.

19 But when I look at it, it kind of looks
20 like they're not terribly trained or well
21 versed on certain definitions, but the district
22 overall does a good job with SESIR, but it's
23 site based, and the principals put that data
24 in.

25 CHAIR: So -- so do you -- is there any --

1 do you hear anything, anything in the climate,
2 and I'll get to a question later about the
3 climate of overall security, is there any
4 reluctance to report because of how it's going
5 to make the district look, or the school look?
6 Is there any of that discussion among
7 personnel, where they're underreporting, or not
8 reporting because of some perception issue?

9 CHF. NEWMAN: You know, you hear that,
10 whether or not the district is reporting or
11 not, but when I look at the SESIR reports
12 there's reports in there, and they seem to
13 accurately -- I'm not on all the campuses, so
14 it seems to accurately reflect what's going on
15 with the campus, but then when you look at some
16 of your, you know, tell surveys, you'll hear,
17 well, we're not always reporting. And we all
18 -- our district also has a reporting mechanism
19 for behavior, so there's reporting vessels that
20 the district uses, and they appear to be used,
21 you know, with a lot of frequency, I just can't
22 speak to the accuracy of them.

23 CHAIR: All right, so my last question is
24 on drills. Your district, that is doing drills
25 every month as required?

1 CHF. NEWMAN: So in the beginning of the
2 year when the governor's declaration came out
3 the original letter was twice per semester, is
4 what we had read, and then I, I listened and
5 watched all these Commission hearings, and I
6 saw Director Kelly stand up and say we're going
7 to do it as frequently as ever other, every
8 other drill, which would be the fire, obviously
9 the fire drill, so starting January we started
10 doing them every month, just like a fire drill.

11 CHAIR: How are they going for you?

12 CHF. NEWMAN: Well, you know, I look at
13 them, because we have a lot of sites with
14 cameras and I watch them, and we're working
15 with the principals as to what to look for, you
16 know, like administrators should be walking
17 down the hallways checking the doors, looking
18 in, and doing some, see if they're doing what
19 they're supposed to be doing. I'd like to get
20 to some option-based training, you all talked
21 about it earlier, where they run, yeah, we, we
22 evacuate them, so we actually leave the
23 classroom, but I would like to be able to do
24 some option based training.

25 We're not there yet. I would -- I'm going

1 to work before I can run, no pun intended, kind
2 of guy. But they're going well. And there is
3 a discussion, I'd like to see a blend of the
4 drills, because, you know, sometimes, like the
5 fire drills, we do them every month, they're
6 almost a road exercise, so, you know, but we do
7 them every month. They've gotten a lot better.
8 I have parents that struggle with why we're
9 doing it, especially at that K1-2-3 level, you
10 know, they, their child comes home, and their
11 parents are telling us that they want to opt
12 the child out, but overall the district is
13 going a good job compared to where they were
14 maybe October of last year, with these drills
15 being done much better.

16 CHAIR: So having seen really both, I
17 guess monthly and non-monthly, what's your
18 view, what do you support; do you think that
19 they should be done monthly, or do you think
20 they should be done with less frequency?

21 CHF. NEWMAN: I really think it's the
22 grade level, you know, and I say that because
23 our middle schools and high schools are much
24 different than the elementary, so, you know,
25 the fire drills I think are done too

1 frequently. And I know there's a lot of
2 conversation with state fire marshals, and
3 their, their goal, and says the reason why we
4 haven't had fires in fifty some odd years is
5 because we do the drills every months.

6 I think there could be a good blend.
7 Normally I would say let's leave it to the
8 discretion of the site administrator, I've
9 since changed my mind. But I think there's a
10 balancing act we need to find, and I'm not
11 exactly sure what that is. I do think once a
12 month for a fire drill and a active shooter
13 drill is a bit much, but I'm not sure where the
14 balance is. I think it's worth a discussion.

15 CHAIR: Do you have different age
16 appropriate drills, in other words different
17 types of drills at the elementary schools
18 versus the middle and high schools?

19 CHF. NEWMAN: No, they all -- they do the
20 lockdown drills the same, in the same amount of
21 number. But like I said I'd like to look at
22 the drills, once we get used to the lockdown
23 drill, to do some option-based drills. But
24 we're going to get everyone used to the lock
25 down drills first.

1 CHAIR: Okay, thanks, John. Appreciate
2 it. Daniel, same question. Just begin with,
3 you know, what's working well, what's not
4 working well, and try and cover some of these
5 other areas, and I'll guide you through
6 anything you missed.

7 DIR. HAHN: Sure. Absolutely. I think
8 that one of the things that works well is the,
9 the openness that the law leaves us to do
10 things that aren't dictated. We're doing a lot
11 of things in our district that are not even
12 discussed in the law that are working well to
13 increase safety and security, and things I, in
14 an open forum I'd rather not talk about, but it
15 leaves us enough discretion to innovate. Like
16 our SWAT team came up with the recommendations
17 last summer, said can you do XY&Z. We
18 implemented XY&Z in the schools because it
19 speeds up response for law enforcement
20 personnel. So not dictating every iota of what
21 we should be doing is a positive.

22 I agree with everything he said about the
23 fire drills. We haven't -- we're -- back to
24 military analogy, and I apologize for that,
25 we're fighting the last war. The next war

1 should be how to protect kids from gunfire. I
2 think it's not fire drills that save kids now,
3 it's, it's the fact that we build schools so
4 they don't burn, so there's a lot of reasons
5 why we can probably back off on some fire
6 drills, especially at the, adjust them based on
7 grades, so that we can do other drills.

8 I try and never lose fact, lose sight of
9 the fact that schools exist to teach, and the
10 more time we do stuff that's not teaching
11 that's not mission specific, and we need to
12 remember what our mission is in schools, it's
13 to teach. That's not to say that we shouldn't
14 drill, we should drill, but I'm with him, we
15 probably drill a little much. Other things
16 that work is I love having the behavioral
17 health teams spelled out, you know,
18 administrator, teacher, somebody in
19 psychological first aid, or a psychologist
20 counselor type, and law enforcement.

21 One of the reasons why I'm a firm advocate
22 of the SROs is because then you have that green
23 uniform, vested in the school, knows the
24 students, knows the faculty, attending those
25 behavioral health, instead of pulling somebody

1 in every month that might be just a street cop
2 that was told to show up for a meeting that's
3 mandated by law. And also it gives us the
4 ability to teach children, if you think long
5 term, I'm a planner, you know, a dozen years
6 from now, they go through school seeing the
7 green uniform as a good guy, they get out of
8 school, cops are good guys now, and may
9 influence behavior in post school activities,
10 and so I think that the behavioral health teams
11 oriented the way they are is really beneficial.

12 Again, the way John stated it is the
13 mental health training requirement, I've only
14 got 2,000, 3,000 teachers, but teaching them a
15 six-hour block instruction; I can't imagine how
16 he's going to do it. That can be a challenge,
17 especially when their certification lasts so
18 long, and we only have so many instructors.
19 But those are some of the things that I really
20 like with the law. There are challenges, but
21 so far, we're complying.

22 CHAIR: Can you think -- can you think of
23 any specific challenges other than what you
24 said, anything else?

25 DIR. HAHN: No, it's really, you know,

1 I've got -- I've got schools that are near
2 chemical plants. I'd like to maybe take one of
3 their fire drills and focus on what happens
4 when the alarm goes off at the chemical plant,
5 that we don't need, you know, five miles down
6 the road ever. So being able to tailor in the
7 district what's needed is probably more
8 important to me.

9 CHAIR: Is there anything that's
10 preventing you from doing that now?

11 DIR. HAHN: Other than the fact that it's
12 just adding more drills. We're already
13 mandated to do so many.

14 CHAIR: So do you all differentiate
15 between elementary school and middle and high
16 school?

17 DIR. HAHN: No, but I'd love to.

18 CHAIR: So what, what's stopping you from
19 doing that?

20 DIR. HAHN: I've been on the job since
21 July, and I haven't had time to catch up.

22 CHAIR: Okay. Because there are districts
23 that are doing it. I know that if you need to
24 check around there are some that have different
25 ones. And it's always nice not to reinvent the

1 wheel, and if you can get somebody to help you
2 out --

3 DIR. HAHN: Oh, I'm with you.

4 CHAIR: So -- okay, so on the, on the
5 drills though, and so, you know, you've been
6 there since July and you've seen the drills
7 now, and you're doing the drills monthly --

8 DIR. HAHN: Right.

9 CHAIR: -- is, is that -- and maybe, you
10 know, a theme we're hearing here is, is that
11 maybe for the elementary schools, maybe the
12 frequency is a little bit different than the
13 middle and high schools perhaps. Is that -- is
14 that what you, your thoughts?

15 DR. HAHN: I would -- I would say that
16 that's so. We presented some information on
17 this several months ago, a group of us, my
18 peers, in that we would really like to see the
19 changes in the grade level drills. We just
20 feel like, I think Rick says it best, from the
21 time they start first grade to graduating
22 they've done over three hundred drills, you
23 know, that, that last few years they're like,
24 yeah, it's old hat, we're not going to take it
25 seriously. But if we can tweak things as

1 they're growing up maybe that will work better.

2 CHAIR: And -- and decision-making drills,
3 so it doesn't have to be the same thing every
4 month, right, is the decision making drills are
5 good too. And what about as far as the, let's,
6 let's talk about it here, about your threat
7 assessment teams, how is that working?

8 DIR. HAHN: So far fantastic. I get every
9 report from our school psychologist when he's
10 called out. And law enforcement, if they do
11 their own assessment on a child that does not
12 have a psychologist do an assessment, I get all
13 those reports. They -- they take everything
14 seriously. We've had FBI contact us about an
15 out of town new student, and, and telling us,
16 hey, this guy said this over in Mississippi,
17 you might want to watch him. So we're really
18 taking every, every threat is taken seriously,
19 and I really appreciate our, our principals,
20 and the law enforcement taking that seriously.

21 And to regress just slightly, we don't
22 use, we don't use FortifyFL because right after
23 Parkland we started our own. We've gotten 275
24 tips this year alone on our Speak Out Program.
25 And one of our deputies in Navarre, which is on

1 our coast, told the PIO at the Sheriff's
2 Office, he said that tip saved two lives, two,
3 two kids that were going to do a suicide pact,
4 we got a tip on it. So the reporting app,
5 regardless of what's being used, I don't care
6 what they use, if it's promoted properly, I
7 think it's working well, and I think it's very
8 beneficial. And I appreciate Damien's crew in
9 not forcing us to shift in the middle of the
10 school year after we promoted what we were
11 using, it's working.

12 CHAIR: Do you have a database at all, or
13 is it automated in any way? Is it a manual
14 threat assessment instrument, process?

15 DIR. HAHN: Right now it's manual. I
16 would love to build up to something different,
17 but again, everything takes time. I got to
18 work on that.

19 CHAIR: Sure. Sure. And so talk to us a
20 little bit about SESIR and reporting. Do you
21 have a view as far as the SESIR reports are
22 concerned?

23 DIR. HAHN: I don't. And I apologize for
24 that.

25 CHAIR: That's fine.

1 DIR. HAHN: I don't have any knowledge --

2 CHAIR: What -- what about the FSSAT, have
3 you been involved in that at all?

4 DIR. HAHN: I was. I came on three days
5 before we mandatorily had to turn it in last
6 year, so I saw it done. And I actually did
7 the, the County, the District version, because
8 it was due later. And I reviewed all the
9 school FSSATs, and I'm preparing them to
10 continue doing those annually, and filling them
11 to appropriately. I think having a tool like
12 that's appropriate.

13 I think there are things that don't need
14 to be in there, like why does that state need
15 to know what size generator a school has, you
16 know, there's things that need to be changed,
17 but generally I think it's not a bad program to
18 have, and a process to go through.

19 CHAIR: The Commission is going to hear
20 more about that tomorrow morning, and
21 modifications are going to be made. One last
22 question for you on the, on the threat
23 assessment teams. You said you don't have an
24 automated system. Do you have a threat
25 assessment instrument that all the schools are

1 using, so in other words, when the team meets,
2 are they using some type of a validated
3 instrument to go through to ask the questions
4 in the evaluation of the student?

5 DIR. HAHN: I'm not sure the determination
6 of the need for a threat assessment, but I know
7 you're psychologists, school psychologists have
8 a form that they go through, and I know that
9 law enforcement has their form, and sometimes I
10 get one of each on a student, sometimes I get
11 just the psychologist on a student, and I keep
12 every one of them annotated by the school.
13 I've started an Excel spreadsheet to see which
14 schools have the most, hoping that I can find
15 trends. I know it's, it's not going to happen,
16 but I'm a data guy, I'm going to try.

17 CHAIR: Okay. So there's not one
18 instrument. It sounds like you have a
19 combination of assessments that are being done
20 on different forms.

21 DIR. HAHN: I know that the psychologist
22 uses his instrument, and I know law enforcement
23 used their reports, and I get both.

24 CHAIR: So and everything that's done at
25 the school level -- and how many schools again

1 in Santa Rosa?

2 DIR. HAHN: Thirty-two.

3 CHAIR: Thirty-two. And so out of all
4 thirty-two schools is, is there anything that
5 sits at the school itself with principal, or
6 does everything come to you?

7 DIR. HAHN: The principal gets a copy, and
8 I get a copy.

9 CHAIR: Right. And so if you see
10 something then you can go back to the principal
11 with it?

12 DIR. HAHN: Right. Or I can notify the
13 next school year, you know, if the student is
14 moving on.

15 CHAIR: Okay. All right, anything else
16 you want to add, or --

17 DIR. HAHN: No, sir.

18 CHAIR: Okay. All right, David, so same
19 questions for Baker County, what's working
20 well, what's not working well, and then we'll
21 go through the specifics.

22 DIR. CRAWFORD: If you don't mind, I'll
23 lead, since we're on the threat assessment.

24 CHAIR: Sure. Absolutely.

25 DIR. CRAWFORD: We'll lead with that. We

1 did -- we actually set up threat assessment
2 teams over the course of the summer, before
3 school ever began, and we are doing the best we
4 could. We had identified, you know, as the
5 law, the folks that should be sitting there.
6 We had a method that we had cobbled together to
7 make sure that we retained the necessary data.

8 But early on in the school year we made
9 connection, and we're very thankful for the
10 Office of Safe Schools for the abundance of
11 information that Damien and his folks, small
12 districts are absolutely dependent upon them,
13 that they provide us. I made contact with
14 Sandy Hook Promise, which as you know that
15 organization, and they free of charge brought
16 to, brought to, I think it's probably about
17 seven or eight districts in our consortium,
18 we're part of a small school district
19 consortium, NEFEC, they brought to that
20 consortium the Virginia model of training,
21 which was a great blessing to our schools.

22 And all of our schools threat assessment
23 teams attended, as did I and the
24 superintendent, so that we all were able to be
25 trained on the Virginia threat assessment

1 model. And it's -- it's been very, very
2 helpful, very, very effective, and we're very
3 grateful to Sandy Hook. And I wanted to say
4 their name. Are you all familiar with that
5 model; is there any more you want me to say
6 about that?

7 CHAIR: We had a presentation on the
8 Virginia --

9 DIR. CRAWFORD: Okay. So that's very,
10 very beneficial to small school districts.
11 We're very dependent on resources outside
12 ourselves, key partnerships like with Sandy
13 Hook, law enforcement. One of the things that
14 came from 7026 that's very helpful to small
15 school districts is collaboration with guys
16 like these. That was very helpful. 7026
17 forced us to collaborate and speak to each
18 other inter- district in ways that we never had
19 before, and we've drawn a great deal from them,
20 and we're very thankful for that.

21 Things that have worked well for us in
22 7026, being small makes us nimble, we're able
23 to move more quickly than an aircraft carrier
24 like Hillsborough County, it's much more
25 difficult. So by the time school got here, and

1 7026 gave us the track to run on, we had all of
2 our exclusionary fencing in place, we had
3 secured single points of entry in place,
4 audio/visual buzz-in systems in place.

5 By the first week of June we had a school
6 resource deputy at each one of our schools. We
7 have a great partnership with the Sheriff's
8 Department. It's been lockstep. We had all of
9 our leaders trained on new active assailant,
10 trained by the end of June, and we were able to
11 implement all of that training to all of our
12 staff before schools came back in session. And
13 we were able to do that because we're small, we
14 could, you know, act far more quickly than
15 larger districts can, where that'd be more
16 problematic with them. We had our safety
17 committees that already met a couple of times
18 during the course of the summer making
19 preparations by schools, school specific,
20 modifying the training, so all of that went
21 very, very well.

22 One of the things that was really great
23 for us out of 7026, or kind of out of 7026,
24 which is going to be a problem for us as small
25 school districts, it's really going to be a

1 problem -- and I want to speak from my heart to
2 yours; this is going to be an issue for us. We
3 were able to do school hardening -- now, we did
4 school hardening before money ever thought
5 about coming from the state, and the money that
6 we expended, you know, on economy of scale the
7 money that we expended out of discretionary
8 funds, which we have very little of, we're the
9 third lowest funded district in the state of
10 Florida, and getting all the exclusionary
11 fencing, you know, cameras, the single points
12 of entry, that was very costly for us. It
13 would be like Duvall County spending \$36
14 million out of their discretionary funding.

15 If I was to tell you how much it was
16 Broward County would say, oh, that's nothing,
17 but to us it was a great deal, and we can't
18 make many of those hits. So when -- when the
19 school hardening, the capital outlay came along
20 with school hardening, that was a gift. We are
21 able to do things that I won't share here at
22 the table that we're doing to harden, but if we
23 don't see that again we are in trouble. We're
24 in trouble because what is used by -- and you
25 all are the tip of the spear, you can make

1 things happen in Tallahassee.

2 If we don't continue to get at least for
3 another three years school hardening dollars,
4 those thirty small districts, here's what's
5 going to happen. We use our discretionary
6 capital outlay millage, \$1.5 million, we use
7 that to do things like school hardening. Well,
8 for small school districts there's not enough
9 of that to go -- there's just not enough of
10 that to go around. We only get, you know, \$194
11 per FTE, and small school districts are going
12 to be way below -- the mean in the state is
13 like \$613 per FTE, you know, twice as much as,
14 as we receive. So that if we don't have school
15 hardening dollars to come to use for the next
16 several years we're going to be shut down.

17 For instance -- this is the last thing
18 I'll say about that. We, to build new
19 buildings in a small district we depend on
20 special facilities grants from the State of
21 Florida. When you get one of those your
22 capital outlay millage goes away for three
23 years. We're trying to get special facilities
24 funding. We need to build a school; all of our
25 schools are ancient. We hope that we're going

1 to get it, but if we get it then the money that
2 we would have used for continuing to harden our
3 schools, and we have many needs in that area,
4 will go away for three years, we won't get any
5 for the next three years.

6 And we need the legislature -- we're
7 thankful safe schools money is going to
8 continue to come to help fund our SROs, but
9 that capital outlay money, it is critical to
10 us, and we, we hope that maybe you can be a
11 voice for the legislature to continue that.
12 Thank you.

13 CHAIR: So do -- also just touch on drills
14 in Baker County, are you all doing drills, and
15 --

16 DIR. CRAWFORD: Yes, we -- we have been
17 doing, from the first week of school we've been
18 doing Run Hide Fight drills. We -- our drills
19 allow teachers to make decisions based on
20 what's presented them in the drill as to
21 whether they need to flee, or they need to run,
22 whether they need to fortify or, you know,
23 whether they need to fight. And we've --
24 that's the way we've been drilling all year
25 long. We stand up our command post each time,

1 and again, you know, because we're small and
2 nimble we could begin with options-based
3 drills, whereas that's more problematic for our
4 larger districts.

5 The strength in the quick changes in small
6 districts comes from the fact that
7 superintendents are so closely connected to
8 schools. Our superintendent has really been
9 driving the ship, and when guys like me,
10 principals, teachers, hear and see principals
11 on a very personal level all the time, and
12 every time they see him, they're speaking about
13 security and safety of our children being the
14 most fundamental commitment we have. When the
15 person who is at the strategic apex is always
16 saying that, and you're small, and they can be
17 seen, it makes a difference, so --

18 CHAIR: Remind us again, how many schools
19 in Baker County?

20 DIR. HAHN: We have seven.

21 CHAIR: Seven, yeah, so it's very small.
22 What do you -- what's your take on the drills
23 being done every month; is that the right
24 number, or should it be less, should it be
25 done, what's your take on it?

1 DIR. HAHN: We -- we are, you know, we're
2 very passionate about our drills, and doing
3 them right and correct, but we are concerned
4 about drill fatigue, we are.

5 CHAIR: And at all levels, or especially
6 at one level versus another, or across the
7 board?

8 DIR. HAHN: Probably secondary.

9 CHAIR: Too much at the secondary or --
10 secondary meaning middle, high?

11 DIR. HAHN: Yes, they -- yeah, middle,
12 high, the attitude of, of the kids, you know,
13 it's okay, we've got this, we know what Run
14 Hide Fight is, you know, we've been doing this
15 every month.

16 CHAIR: Right. Maybe back it off a little
17 bit?

18 DIR. HAHN: Yes, sir.

19 CHAIR: What about at the elementary? Are
20 you doing different drills too, at elementary
21 versus --

22 DIR. HAHN: Well, we do Run Hide Fight,
23 but they speak to the children far differently
24 in Pre-K, you know --

25 CHAIR: So it is a different, it is a

1 different set of drills that you're doing. The
2 other two districts didn't have different
3 drills, but you do have a different way it's
4 done in the elementary schools?

5 DIR. HAHN: No. We have a different way
6 that we speak to the students while we're doing
7 the drills.

8 CHAIR: Right. Okay. Okay.

9 DIR. HAHN: The language that we use is
10 different.

11 CHAIR: Okay. What about SESIR, again,
12 you have seven schools so it's more
13 centralized. Like you said it's, it's a little
14 bit more intimate, if you will, so --

15 DIR. HAHN: It is. So I'm able, and I do
16 look at our SESIR data. I'm responsible for
17 that reporting, and so I try to make sure that
18 we're all seeing is the same way, that we're
19 all assessing it the same way, is that, is that
20 abusive behavior, is that, you know, battery.
21 And being smaller it's, it's easier to get that
22 done. It'd be far more problematic for John's
23 district to achieve that kind of same --

24 CHAIR: Who is responsible in your
25 district for doing, completing the school

1 specific FSSAT? Was that done at the principal
2 level, was that done by you; who drove that
3 process?

4 DIR. HAHN: That's done centrally. That's
5 done out of my office.

6 CHAIR: And was law enforcement engaged
7 with you in doing the FSSAT?

8 DIR. HAHN: Yes. Yes, they did. They
9 did. The undersheriff and myself spent so much
10 time together after 7026, and before. We met
11 on February 15th, on Friday morning in the
12 superintendent's office, sheriff, the
13 undersheriff, myself, at 7:00 in the morning we
14 were there thinking about Parkland, of course,
15 and every day since then. But anyway, the joke
16 in the school district now is that the
17 undersheriff and I are, one of us is going to
18 claim the other one on their income tax as a
19 dependent this year, we're just going to figure
20 out who gets the most. Yeah, we, they were so
21 helpful.

22 CHAIR: So I just want to go back for a
23 second to Daniel, and to John, just to follow
24 up on that too. In your FSSATs that were done
25 school specific was law enforcement, like in

1 the City of Tampa, example, you got Tampa, you
2 got Temple Terrace, you got Plant City, you got
3 other ones throughout the County. Were those
4 police departments, or the sheriff's offices,
5 were they specifically involved in doing those
6 assessments, or was it solely done by the
7 district?

8 CHF. NEWMAN: We did -- we were the
9 primary point with principals, even though
10 Plant City helps us out, and so does Temple
11 Terrace, in the unincorporated, the Sheriff's
12 Office, prior to the FSSAT being mandatory in
13 7026 we didn't have to worry about single user
14 sign on protocols with DOE, so we have the 911
15 centers, you know, all the staff, the law
16 enforcement agencies were able to access FSSAT.
17 When that changed, because now it became a
18 mandated program, we had to book them off of
19 it. But they were involved. They knew what
20 the FSSAT was. We -- if they were on our
21 campus they were, they walked around and did
22 the vulnerabilities with us.

23 When we would do our public safety, the
24 thirty-six months public safety walk throughs,
25 until next year we make some initial changes,

1 but they were involved, but we were actually
2 the lead on it.

3 CHAIR: Okay. Daniel.

4 DIR. HAHN: And similar, although most of
5 the work was done prior to my hiring I knew the
6 Sheriff's Office was involved. I know that
7 they were there when we were submitting them
8 after I was hired. And since then, very
9 similar rapport, I've got people that if I
10 don't call them in a day they're wondering if
11 I'm mad at them, because we talk all the time.

12 CHAIR: Okay. All right. Thanks. All
13 right, Captain Francis, do you want to --

14 CAPT. FRANCIS: Yes, sir. First, I'll
15 touch on threat assessments. We've been doing
16 threat assessments for five years in Seminole
17 County, like locking classroom doors, and
18 having an SRD, SRO. After 7026 we did move to
19 an online reporting system that's automated. I
20 like to say we have a very robust system. We
21 looked at -- we kind of had it going on in
22 every school, no district oversight prior to
23 the Parkland tragedy, so after 7026 the big
24 difference for us, we made an oversight team at
25 the district level, made that process

1 automated, and we made it -- it is very time
2 intense for the school threat assessment teams
3 to do, it's a five hour required block training
4 that we put on for them to be on the team.

5 And, and we simply us the Google document
6 forms, so they populate the general information
7 about the threat, they can upload the, you
8 know, if it's a Snapchat picture, whatever the
9 case may be. There's certain, three key
10 questions that we have which, which will
11 trigger an immediate threat assessment team
12 meeting, versus something that could maybe wait
13 until later on in the day, law enforcement
14 engagement, and stuff like that.

15 As soon as the complete that initial form
16 it auto-populates a second form which walks
17 them through the process A-Z. It gives any
18 possible stressor that could be there, any type
19 of behaviors. And one thing that we did
20 differently that we weren't doing prior to 7026
21 is, and it just came to me that it was
22 something we missed, is that we will go back
23 and talk to -- if I have -- if that child has
24 seven periods we're going to talk to every
25 single teacher independently and get their

1 assessment of that child. My belief is that in
2 the past possibly teachers have been reluctant
3 to support something, or simply that's just
4 Rick being Rick, whatever the case may be, and
5 blowing that off, and not report it, so we ask
6 them to provide feedback into that assessment
7 process.

8 Again with, you know, if there's coaches
9 involved, counselors, we have a pretty, a very
10 robust system to make sure that we are not
11 missing anything. And then we walk them
12 through that case management system. Obviously
13 mental health is involved with that. And it is
14 literally a check, you know, the box, and then
15 what applies, and then it populates down there.
16 I do not use the scoring system, and the reason
17 for that is simply we looked at all our threats
18 from last year, and ran them through our
19 process, and then tried to use the score, a
20 scoring rubric, and of the individuals that we
21 had significant interest in did not score so
22 well, so we do not currently have a scoring
23 matrix.

24 The nice thing about it, as soon as that
25 form is generated, I get a text, I get a

1 e-mail, along with the rest of the district
2 care team, so we see every single threat that
3 comes in, and it helps that process. I have a
4 lieutenant that is solely responsible every day
5 following up on these, making sure that there's
6 nothing missed from the law enforcement
7 standpoint, from the administration standpoint,
8 mental health, et cetera.

9 And that just is -- and we present the
10 same, FADS here recently that you attended, to,
11 you know, kind of highlight that program. And
12 that is simply the Virginia Tech model, we've
13 taken stuff from the FBI, Secret Service, and
14 our, you know, we've been doing it for a number
15 of years, we've learned what works, what
16 doesn't work, and molded that into our model.

17 CHAIR: So is it -- is -- does every
18 threat assessment report go to you, or go to
19 somebody in the district, or is it, again is it
20 school specific, where it stays there, and its
21 principal --

22 CAPT. FRANCIS: It does not stay at the
23 school. So the principal of that threat team,
24 so say they have six members there, they'll
25 meet -- they have a threat, they'll meet.

1 Let's say it's not an immediate threat, no
2 firearm, whatever the case may be, and they
3 will, the principal is our team leader for our
4 schools, and they will give assignments. Dan
5 -- I'm going to have Dan talk to all the
6 teachers, I'm going to have John do this. And
7 so they go out, go forth and conquer, and then
8 come back and present their findings, and then
9 we load that into that, their findings into our
10 second form.

11 So as I was saying it's a live document,
12 so their editable documents, so they're
13 constantly adding that. So any time there's an
14 addition made we're seeing those changes, and
15 so we can see that live. So the minute it's
16 originally generated we're getting
17 notifications, and any time that there's, the
18 document has been saved, we're getting those
19 additional things, so we can see that. And
20 then every month, the month following we sit
21 down as a team, the district team, and we will
22 go over every single threat for that month, the
23 prior, and talk about, by level, you know,
24 primary level, secondary level, with the
25 executive directors, and stuff like that, and

1 make sure we didn't miss anything.

2 Our mental health, Dr. Walsh is involved
3 with that process, so we make sure that -- and
4 we've gone back to the schools. That
5 lieutenant that I mentioned is reviewing these.
6 If there's something that's not done she's
7 sending them a message saying, hey, you know,
8 we noticed this is not complete, can you make
9 sure that, you know, for example, parent
10 notification, you know, you know, the, you
11 know, there's pretty clear language, that has
12 to be done, so if that was not done immediately
13 we make sure that's getting done.

14 A lot of times, you know, of course we're
15 pulling secondary law enforcement, because we
16 always felt it important, especially on
17 something this significant, we're going out to
18 the house, and those are handled through a
19 different reporting format, but all that stuff
20 is gathered back in there. It's not part of
21 the student file, and it's confidential.

22 CHAIR: So I'm not trying to ask you a
23 hard question, and you may not know the answer
24 to this, how many -- last year, do you know how
25 many threat assessments were done in Seminole

1 schools?

2 CAPT. FRANCIS: Yes, sir, 100. Just under
3 100. This year we're at -- today we're at 267.

4 CHAIR: 267. Is that the school year or
5 calendar year?

6 CAPT. FRANCIS: That's for school year.

7 CHAIR: School year. And how many
8 students in Seminole?

9 CAPT. FRANCIS: 68,000.

10 CHAIR: 68,000 so -- and you're at 260 --

11 CAPT. FRANCIS: 267 today.

12 CHAIR: Yeah, okay.

13 CAPT. FRANCIS: And it was kind of
14 interesting. Prior to Parkland we were at 19,
15 and the rest the 80 plus we're at was post
16 Parkland. And we have a very robust See
17 Something Say Something, and, you know, and,
18 you know, with the proper training, you know,
19 the way that the law is written it say that if
20 anybody is threat to self or other, so a simple
21 Baker Act, and not that a Baker Act is simple,
22 but a simple Baker Act with no other mitigating
23 circumstances in theory should be a threat,
24 listed as a threat assessment.

25 CHAIR: So yours have really ramped up

1 since Parkland, the number of threat --

2 CAPT. FRANCIS: Absolutely.

3 CHAIR: Okay. All right. All right, with
4 that. What's your feeling about -- you said
5 you have an automated system now, so do you
6 have, is that something that's propriety or did
7 you --

8 CAPT. FRANCIS: That was something I
9 developed. We just simply --

10 CHAIR: You developed it. It's not vendor
11 driven then.

12 CAPT. FRANCIS: It's not vendor driven.
13 We actually -- we -- we have an IS person that
14 works with us, and we, I said this is what I
15 want, we built it out. It's simply Googled
16 forms that we've added and made it automated.

17 CHAIR: So what's your -- what's your
18 position on this, if there was a, because
19 there's a discussion about it and I'm curious
20 to see what your position is on it, is, is a, a
21 validated statewide behavioral threat
22 assessment instrument that would be a floor
23 with minimum criteria? Not necessarily a
24 ceiling, because I think, and I don't want to
25 put words in your mouth, and most people would

1 say this, is it's important to have local
2 control, and be able to make things adaptable
3 on a local level.

4 So if there was a validated minimum
5 instrument that was consistent statewide,
6 what's your thought about that?

7 CAPT. FRANCIS: I think it's a great idea.
8 I mean I think, you know, for example I've had
9 a threat that we've worked in that individual's
10 parents withdrew them, took them to another
11 school district, well, I'm on the phone with
12 that school safety specialist from that, of
13 that area, and making sure they're
14 understanding what we are dealing with, or have
15 dealt with in the past. I think it needs to be
16 standardized. We need to have that information
17 sharing.

18 The nice thing about our process is for
19 that lay person it walks them through step by
20 step, and, you know, what should they be
21 asking, what they should be looking at, and
22 ensures that we're not missing anything.

23 CHAIR: Are there gaps today, because
24 there is no statewide database, and there's
25 only a few districts that have any type of

1 database at all, but you said you're on the
2 phone, and you talk, and you communicate,
3 what's your view of that issue, of threat
4 assessment sharing inter- district?

5 CAPT. FRANCIS: I think it's, it's a
6 hundred percent better. I know it was
7 mentioned earlier. You know right after 7026
8 when they identified, this is my position, you
9 know, of course I've been in it for three
10 years, and we went from a handful of us doing
11 it to, you know, sixty-seven plus. We got
12 together as a group and kind of talked about
13 best practices, and opened up some information
14 sharing, and there's not a day that doesn't go
15 by normally that there's not an e-mail about,
16 hey, what about this, anybody doing this, and
17 so there's a constant information sharing going
18 on.

19 We have -- and, you know, as is this
20 table, we have a good representation of what
21 works. What works in my county is definitely
22 not going to work for David because of his
23 size, so we're very conscious, even when we're
24 talking holistically, we're talking about
25 everybody inclusive, and making sure that we're

1 not leaving anybody behind.

2 CHAIR: So would you talk about the
3 drills, your view, and how you guys are doing
4 it in Seminole, and you've heard the others,
5 and just general comments about the drills?

6 CAPT. FRANCIS: So I've been since day
7 one, when the 7026 came out it said that we'll
8 do lockdown drills as much as we do other
9 emergency drills. There's -- in lies two
10 problems. First of all fire codes, like
11 mentioned earlier, the last time we lost a
12 child in a fire was 1958. Schools don't burn.
13 We have advanced fire suppression in most of
14 our schools, and yet we're still bound to those
15 fire codes, fire drills, like we do ten a
16 month, so if you start doing the math, we do
17 ten fire drills, we do ten lock down drills,
18 now I'm going to sprinkle in a unification
19 drill, I'm going to sprinkle in a weather
20 related drill; we're going to wear our kids
21 out.

22 And our kids aren't stupid, so let's say
23 at the secondary level, they know what to do,
24 it's evident. Now, drills work, I'm a firm
25 believer you have to drill. You have to drill

1 during inconvenient times. You got to make it
2 work. You have to have great communication
3 when you're drilling, and stuff like that, so I
4 think there is a balance. I love the concept.
5 That's how we, we've met with our fire
6 professionals and worked on some language to
7 identify fire drills, fire training, et cetera,
8 by levels, and I think the emergency drills
9 should take that same lead.

10 CHAIR: So -- so do you have a, a thought,
11 or a recommendation on frequency, let's say at
12 the elementary level versus the --

13 CAPT. FRANCIS: So primary level I would
14 say six, one within the first thirty days. And
15 then at the secondary level four, again a fifth
16 being the one within thirty days. So you're
17 doing one a quarter at the secondary level, and
18 an additional one within the first thirty days,
19 make sure everybody is on, on the same page.
20 And then at the primary level we're doing a
21 total of six, and then one additional within
22 thirty days.

23 CHAIR: And do you all do any decision-
24 making drills, or are they all the same?

25 CAPT. FRANCIS: Yes, sir. We've done a

1 lot of -- what's worked for us is the holistic
2 all hazard approach when we come to
3 emergencies, and we teach a lot about relation
4 to the threats. So if I'm in Building 1 and
5 the threat is in Building 7, I have a lot of
6 options. If I'm in 7 my option is a little bit
7 more limited. So we talk a lot about adults
8 making adult decisions -- you know, we -- when
9 I inherited -- and we're kind of speaking about
10 this before, is I inherited a district that
11 everything was broad stroked, so what worked in
12 that high school was going to work in the
13 elementary, and that makes no sense. And
14 every, every school has to have its own
15 emergency operations plan, and how it addresses
16 things, but I do believe you have to have that
17 flexibility within that program.

18 CHAIR: All right, talk to us about SESIR,
19 and how it's done at Seminole.

20 CAPT. FRANCIS: I think garbage in garbage
21 out. I don't think we have a problem with
22 that. I can speak for Seminole County. But
23 I've seen it, especially with new principals,
24 and I've heard, you know, from other peers
25 where, you know, a simple thing like a

1 discipline issue, two different principals are
2 calling that differently, and I think we have
3 to ensure that a principal is not going to get
4 penalized for calling a spade a spade, you
5 know, we have this problem, let's document it,
6 let's move on.

7 You know, we have a very transparent
8 relationship with our principals, and our
9 school board, and our superintendent, and our
10 executives, so I think we don't have that
11 problem, but I want to make sure that we don't
12 penalize for reporting.

13 CHAIR: So you've been around and doing
14 this for a while, so if you heard the notion,
15 at least anecdotally, that some schools don't
16 report some incidents because they don't want
17 to be characterized as being problem schools,
18 have you heard that sentiment out there?

19 CAPT. FRANCIS: I've heard it, yeah. I've
20 heard it. I won't see a lot -- you know, the
21 biggest thing is, you know, I've seen a new
22 generation of principals. I know it was
23 mentioned earlier that, you know, part of my
24 normal conversation where I'm meeting with
25 principals every year, I know none of them

1 signed up to be school safety specialists,
2 emergency managers, yet we're making them to do
3 that, so there's been a big change.

4 The new principal groups that I'm seeing
5 the last few years, they're more in tune to
6 getting the job done, get a job right, school
7 safety is their top priority, they realize
8 that. I mean, when I inherited the school
9 district, I had principals that were concerned
10 about how their courtyard looked than, you
11 know, perimeter fencing, I mean that's reality.
12 Those things have changed. And it's
13 unfortunate that a tragedy like Parkland has to
14 -- I know it was mentioned in a Commission
15 meeting before that that was our 9/11, and, you
16 know, it is. And I think every day we're
17 further from that event we lose traction in
18 certain extents, so we just got to make sure
19 guys like us are, and ladies are, you know,
20 beating that drum as loud as we can.

21 CHAIR: So other than -- other than
22 hearing that anecdotally you've never seen a
23 situation, heard of situation, there's never
24 been, nobody has ever been disciplined in
25 Seminole County Schools for telling somebody to

1 underreport, non- report, or any issues with
2 that?

3 CAPT. FRANCIS: No, sir.

4 CHAIR: Okay. Okay. And -- because we're
5 going to talk more about SSER tomorrow, but I
6 just want to get all of your perspectives on
7 that. FSSAT, school specific, district wide,
8 again we'll hear more, there's going to be some
9 changes, how did you guys do it, was the
10 Sheriff's Office involved, were the police
11 departments involved, what's your process?

12 CAPT. FRANCIS: So obviously if I'm
13 involved the Sheriff's Office is involved.

14 CHAIR: Right.

15 CAPT. FRANCIS: It's -- I was not a big
16 fan of that product. I've used a lot of other
17 models. DHS. There's a lot of great school
18 assessment models that we've been using, you
19 know, like Dan mentioned it was, you know,
20 more, there was more of an emergency management
21 asset to it, and I was fortunate enough the
22 Office of School Safety allowed me to be part
23 of that retooling of it, so I hope that some of
24 those, and I know, I think they're going to
25 talk about it tomorrow, some of those

1 suggestions are brought forward.

2 I think it's a good tool. I think it
3 could be a great tool if properly applied. I
4 just think we're missing a lot of things more
5 geared towards, you know, I don't think for a
6 school safety standpoint, if that's our mission
7 with it, how, you know, my generator size is,
8 is irrelevant.

9 CHAIR: Okay. And the last question I had
10 for all of you, and then we're going to open it
11 up to Commissioner's questions, and to the
12 extent you may have already covered it, but I
13 want to throw it out and see if you want to add
14 to this, what's the current climate in the
15 schools among administrators and staff, is one
16 aspect of it, and the other aspect is among
17 students. So what's the attitude towards
18 school safety, what's the climate about school
19 safety, what's the feeling, the sentiment
20 through the schools? And anybody, any or all
21 of you want to answer that?

22 DIR. HAHN: I'll tell you as the new guy,
23 because obviously John and Rick have been doing
24 this, but as the new guy anything I say at
25 principals' meetings, and I'm given a slot at

1 every principal meeting monthly, and every AP
2 meeting monthly, when I say something the
3 superintendent will usually come up behind me,
4 100% support. And I don't have any pushback
5 from principals, they, they do what I ask them
6 to do for the most part quickly. It might not
7 be the way I would like it done, but it gets
8 done. I'm not going to be pushing tactics and
9 techniques so long as it's achieved. But the
10 culture is amazing, the support that I'm
11 getting for school safety. I've gotten --

12 CHAIR: So it's embraced. It's embraced.

13 DR. HAHN: Absolutely.

14 CHAIR: Okay. John, anything you want to
15 --

16 CHF. NEWMAN: Same thing in Hillsborough
17 County, we, you know, the students this
18 morning, they were, they were first rate. We
19 actually put out a survey. Our students come,
20 our middle school and high schools councils,
21 and they're asking the right questions, you
22 know, what are you going to do about older
23 schools that, you know, the esthetic and the
24 design really doesn't lend itself to safety, so
25 they're asking the right questions. I get

1 great support from the, you know, the
2 superintendent, his office, his staff.

3 The students, the ones that really care,
4 you can tell because they're, they're all about
5 it. It doesn't mean that we can't do it
6 better, but I've got nothing but support since
7 we've had to create this position.

8 CHAIR: What about the teachers?

9 CHF. NEWMAN: For the most part the
10 teachers are on board. As a matter of fact I
11 hear a little bit of, you know, we don't do
12 that, you know, you should say that we don't do
13 that, you know, tell somebody that you see a
14 door propped open, or tell somebody this isn't
15 working. And sometimes I think they're a
16 little reluctant to say something to their
17 principal or their staff, so they'll call me,
18 and I'll fix it. But overall the feeling is
19 they're very much around safety, but I just
20 still think they have to turn that into action.
21 I think that's where we got into that
22 conversation about culture.

23 CHAIR: Okay. David, or Rick, you want to
24 add anything to that?

25 DIR. CRAWFORD: Our staff, the response

1 has been, and from our community and parents,
2 has been thankfulness. We have not had any
3 pushback. Our community has been very grateful
4 for the inroads made into additional security
5 and safety measures.

6 CHAIR: Yeah. Rick.

7 CAPT. FRANCIS: The only thing I'd like to
8 add, you know, we have a very supportive school
9 board, superintendent. One thing that's
10 changed by mind after the Parkland tragedy was
11 I would get in front of a student body and talk
12 about, you know, whatever, if you're in a
13 hallway what are you doing in a lockdown, and
14 even though we've said it a hundred times that
15 message still was not getting drilled down.
16 Because I spend a lot of time at the principal
17 level, a lot of time at the, you know, training
18 of our SRDs and SROs, and after Parkland the
19 superintendent and I really went on a big PSA
20 kick on just driving that message straight to
21 the kids, skipping all levels and going,
22 driving that message to them, drive it to the
23 parents, go home, have these conversations, and
24 making -- and also having a lot of our safety
25 initiatives student led.

1 I mean and that's something that we 100%
2 embrace. I could sit there and talk all day
3 long about what's right, you know, I'm the guys
4 who has locked community gates that have been
5 open at an elementary school for thirty years,
6 but that's the right thing to do, but we get
7 the student base on board with it, it helps our
8 message tremendously.

9 CHAIR: Okay. All right, so we'll begin
10 with questions. I think Sheriff Ashley is
11 first.

12 SHER. ASHLEY: Thank you all for what you
13 do. And I certainly don't want to monopolize
14 but I have a ton of questions. First on
15 guardians, are all of you paid guardians, or
16 the ones that do guardians, paid guardians or
17 volunteer guardians?

18 CHF. NEWMAN: Ours -- our area school
19 district employees so they are paid.

20 SHER. ASHLEY: Are they paid as employees
21 doing something else, or totally guardianship?

22 CHF. NEWMAN: No. They were -- they were
23 school security, so they kept their job
24 classification. They just got the guardian
25 certification, which made them eligible for the

1 \$500 stipend.

2 SHER. ASHLEY: Is -- is that a cheaper
3 route than hiring law enforcement?

4 CHF. NEWMAN: Sure. So even with a 50%
5 FTE in Hillsborough County, my 50% FTE ran me
6 about \$66,500 for a deputy or an officer. The
7 FTE for a ten-and-a-half-month employee runs me
8 about \$44,000. So the unit cost is about
9 \$24,000 per officer was significant, and we,
10 and that includes the package, the car, the
11 whole nine yards. So to put those, our guys on
12 those campuses, not only was a good idea, it's
13 also cost effective.

14 SHER. ASHLEY: So was Baker County going
15 to augment with --

16 DIR. CRAWFORD: Volunteers, ours are
17 volunteers.

18 SHER. ASHLEY: So -- so along that line is
19 who provides weapons in that scenario?

20 DIR. CRAWFORD: The Sheriff's Department
21 will be providing the weapons.

22 SHER. ASHLEY: Will the Guardian Program
23 pay a stipend towards that, or will they -- I
24 mean who keeps track of it them, the Sheriff's
25 Office?

1 DIR. CRAWFORD: The Sheriff's Department,
2 that's correct.

3 CHAIR: Sheriff, I just want to clarify so
4 there's no confusion to anybody listening to
5 this. We're talking about volunteers; we're
6 not talking about people coming in off the
7 street and volunteering in the school.

8 SHER. ASHLEY: Right, we're talking about
9 volunteer employees.

10 CHAIR: We're talking about current,
11 current employees who volunteer. I just want
12 to make -- because that will get confused so --

13 DIR. CRAWFORD: They have other positions
14 --

15 SHER. ASHLEY: They were just adding
16 another certification to their already --

17 DIR. CRAWFORD: That is correct.

18 SHER. ASHLEY: And then the school
19 district versus Sheriff's Office or Police
20 Department ratio, are most of those 50/50 on
21 your contracts to provide law enforcement
22 services to the school district?

23 CHF. NEWMAN: 50/50 in pay or deployment?

24 SHER. ASHLEY: In the contract. So you're
25 going to provide an SRO for your school, who

1 pays for that SRO?

2 CHF. NEWMAN: So law enforcement charges
3 50%, we pay that, the school district.

4 CAPT. FRANCIS: So one of the things that
5 unfortunately at Seminole, we are a little
6 penalized for being proactive. We could use
7 any of our new, the new SRO funds to supplement
8 our prior position, so all of ours are 50/50,
9 with the exception of the added layer, we put a
10 second one in our high schools, that's 100%
11 paid by the school district using the new SRO
12 money.

13 SRF: And I promise I won't get too -- the
14 Baker Act, so by its very definition a Baker
15 Act is a threat to themselves or to others.
16 How long -- what's the typical amount of time a
17 Baker Act before they can come back to school,
18 a patient?

19 DIR. CRAWFORD: Boy, it's real individual.
20 It just -- it depends. Most of ours are
21 shorter, probably on average, they put them in
22 a CSU for three days, and then --

23 CHAIR: Hey, David, if you would talk into
24 the microphone, because that way the TV people
25 can hear it was well.

1 DIR. CRAWFORD: I'm so sorry. Sure.

2 CHAIR: That's okay. No problem.

3 DIR. CRAWFORD: I would say probably for
4 us the average Baker Act, the person in a CSU
5 would be around three days, two to three days,
6 and then we hold a threat assessment team
7 meeting, because we do see that either as a
8 threat to themselves or others, and we assess,
9 you know, when they should return to school
10 based on the results of the threat assessment
11 team. And that's highly individualistic as
12 well.

13 SHER. ASHLEY: And the last question, so I
14 don't monopolize, is FERPA, who determines at
15 your school what a student record is?

16 CHF. NEWMAN: Ours is district based so
17 you'll -- quite honestly, I'll get phone calls
18 all day long, am I allowed to release this
19 information? Yes. But usually our counsel,
20 but it's in a director for the school district,
21 we have a principal's package that will explain
22 what the rules are for FERPA.

23 SHER. ASHLEY: So the principal at each
24 school determines what a student record is, or
25 the school district?

1 CHF. NEWMAN: For us it's the school
2 district.

3 SHER. ASHLEY: And in that would a, would
4 your security video, security monitoring, would
5 that be a student record, un-releasable?

6 DIR. HAHN: By FERPA, if I read the law
7 correctly, we can release anything that is, is
8 --

9 CHAIR: Hey, Dan, use the microphone, if
10 you would please.

11 DIR. HAHN: Sorry. If I read the law
12 correctly for FERPA we can release anything
13 that's safety related. If that person is a
14 threat to themselves or others all of that is,
15 is shareable. It has nothing to do with our
16 student records. Student record is more
17 applicable to their academics.

18 SHER. ASHLEY: So if the Chair will let me
19 elaborate a little bit on that, 21 districts,
20 or at lease that I was -- 21 districts in
21 Florida, school districts, out of the 67 allow
22 law enforcement agencies to pipe in, funnel in,
23 to, to view their security video at their
24 schools. So we can pull up a school in our
25 dispatch center wherever an incident may be

1 happening, wherever there's a lockdown, and we
2 can see what's happening at that school.

3 The others say that that is a student
4 record, and is not viewable by law enforcement,
5 so I'm just trying to determine who is making
6 these decision on what a student record is,
7 what FERPA applies, and when it doesn't.

8 DIR. HAHN: All I can tell you is that
9 the, we're getting ready to put our cameras
10 into the Sheriff's Office dispatch so they can
11 see everything, so it will be 22 of us, or 23
12 of us. And the Secret Service when I went to
13 the Jacksonville training said no one has ever
14 been charged under FERPA ever, ever.

15 SHER. ASHLEY: I would just again, I know
16 we mentioned and discussed this at length in
17 our initial report, but I would certainly like
18 this commission to recommend, or make that
19 recommendation that our legislators make it
20 known that this is not a student record, and
21 that it ought to be viewable by law
22 enforcement. And I thank you all for what
23 you're doing. Hope you all stay on top of --

24 CHAIR: Yeah, and I just want to clarify.
25 I mean I gave you that number, 21, and so we

1 know of 21, hopefully soon to be 22, but in the
2 balance of them, I can't tell you for sure that
3 in the balance of districts it's because
4 somebody has absolutely said FERPA applies, and
5 not one of FERPA's exceptions. It might be in
6 some of those counties that the Sheriff or law
7 enforcement hasn't asked, so I just want to be
8 clear about that.

9 But as we know in some of the districts at
10 least the barrier to it is, is some lawyer
11 opining that FERPA applies, and not applying
12 the exceptions, but, you know, most of us
13 believe that FERPA doesn't apply to it and that
14 it's permissible, and that it should happen.
15 But that is still a big issue. I know Mr.
16 Schachter just raised it. It's still an issue
17 here on Broward County. To some degree, the
18 Sheriff's Office is the one that has access
19 today, the City police department don't. But
20 okay, Commissioner Harpring, go ahead.

21 UNDER SHER. HARPRING: Thank you, Sheriff.
22 Gentleman, thank you for being here. I'd like
23 to know for those -- first, do you have any
24 municipalities that are involved in providing
25 law enforcement officers, SROs? For the public

1 at home, you're nodding your head yes. In that
2 regard do any of you have a unified SRO command
3 structure system with the municipalities, or
4 are they for all intents and purposes operating
5 independently on their own protocols with their
6 own departments, and in terms of, of
7 communication, are they involved in providing
8 information to your SRO units?

9 CAPT. FRANCIS: If I may? So I have six
10 different municipalities, so which to say the
11 Sheriff has 65% of the schools, the rest the
12 cities have. They still have their chain of
13 command that they report to, but I have
14 oversight of the school safety and security of
15 my team, so they're, we have a standardized
16 contract that all SRDs, SROs, the same
17 language, the same expectations of service on
18 the campus, and, and also the same, we have a
19 very robust training requirement for them to be
20 in our schools, so when we do training, you
21 know, once a quarter, everybody, the Sheriff,
22 the City, all participate together.

23 So anything we're doing, as far as, and we
24 have a monthly meeting with the supervisors,
25 we're all on the same page, we're talking the

1 same language. I have oversight over it. They
2 still -- so there's a discipline issue, or
3 whatever, will work through their chain of
4 command, however that, you know, through,
5 directly the chief, of their deputy chief,
6 whatever the case may be, but, you know, I
7 think it's important that we're same, we're
8 there getting the same training, they're
9 getting the same message, and, you know,
10 example, what our expectations are as far as,
11 you know, locked doors, all that, it's getting
12 driven down the same way.

13 UNDER SHER. HARPRING: Okay. And can --

14 DIR. HAHN: Very similar, sir. In fact
15 we've got a safety round table that the Sheriff
16 and both police chiefs are members of, so when
17 we're discussing school safety they're
18 involved, and they, they see the same thing,
19 and they're getting the same information. They
20 might run things differently on a, on a, the
21 city police might have different ways of doing
22 things, maybe they don't want to carry long
23 guns where, this is an example only, where the
24 Sheriff will authorize it. That's immaterial
25 to me.

1 But they're all getting the same
2 information, and they're treated the same, and
3 they're going to be coming and training the
4 same, they're going to be going through the
5 same threat assessment training, the youth
6 mental health training, it will all be the
7 same.

8 UNDER SHER. HARPRING: Chief.

9 CHF. HEWMAN: Hillsborough County, Tampa
10 PD and Hillsborough County Sheriff's Office are
11 the two primary law enforcement agencies that
12 we work with. We're all -- we have no
13 interoperability issues, we're all on the same
14 system, we're all part of a big, a
15 bidirectional amplifier project right now.
16 We're all faced with lousy signal strength in
17 some of our older buildings so we're taking
18 care of that this summer. We do a lot of joint
19 training. As a matter of fact this summer we
20 have several joint trainings.

21 We might set up -- HSO might set up a
22 different incident command for an event than
23 TPD, in terms of maybe style, but we're in
24 frequent contact with each other so there's,
25 there's no silo base response when it comes the

1 agencies. Even with Temple Terrace in Plant
2 City who are not staffed on our campus, we
3 still include them all the time with everything
4 that we're doing.

5 UNDER SHER. HARPRING: And you mentioned
6 comms a little bit, at least by reference, do
7 you have a unified regional or countywide PSAP
8 and dispatch, or are those separate for your
9 municipalities?

10 CHF. NEWMAN: No, it's countywide, and I,
11 they, it gets piped through my office. I hear,
12 hear all the agencies talking to each other
13 every day, so yes, ours is countywide.

14 DIR. HAHN: Both of your municipalities
15 have their own PSAP, and so does the county for
16 EMS and Fire, and then the Sheriff, law
17 enforcement, and the County itself. However,
18 everybody is on 8mghz. We share -- even the
19 City of Pensacola and Escambia County next
20 door, we all purchased into the same program.
21 We can all talk to each other. There are no
22 deficiencies in communications between us.
23 There's even a joint active assailant book that
24 all the dispatches share, and the Sheriff's
25 Office will assume control of any issue that

1 takes place in the school regardless of
2 jurisdiction, except in one city, so we work
3 amazing well together.

4 UNDER SHER. HARPRING: And final question,
5 just briefly, we've talked about information
6 silos and communication, have you identified
7 any issues that, that you're aware of related
8 to students moving from school to school, and
9 important information about that student,
10 whether it's mental health, behavioral,
11 criminal information, not traveling with that
12 student either to the SRO, to the
13 administration, or to your units generally?

14 CHF. NEWMAN: Multi, from county to
15 county, if I have somebody come from an outside
16 county in we have, and we don't get notified
17 what that student was bringing with him, in
18 terms of a record, our juvenile transition
19 people are usually a couple days behind, or if
20 a student drops out, so a student drops out,
21 gets arrested for a felony, drops out of
22 school, a judge might order that student to
23 re-enroll as part of what he was going through
24 in the courts, and the student re-enrolls at a
25 different school, there's a gap.

1 We've done a good job in the county
2 closing the gap, but when we have kids that are
3 coming either from foster care or from outside
4 our county in, we consistently don't get all
5 the data at the same time that we need it.

6 DIR. CRAWFORD: Everything that John just
7 said, plus our greatest concern is the
8 hesitancy of mental health professionals still
9 to share pertinent information that could
10 inform us about the real and credible threat;
11 we're still having significant issues of that
12 despite the statutory language that came out
13 last year. There could be some additional help
14 there, that'd really be appreciated.

15 UNDER SHER. HARPRING: It probably doesn't
16 provide much solace, but I know that many of us
17 think that FERPA and HIPAA are routinely over
18 applied out of fear and lack of real good
19 guidance in that regard, and we continue to
20 struggle with it. But good luck. Thank you.

21 CHAIR: All right, anybody else? Yes,
22 Commissioner Bartlett, go ahead.

23 ASA BARTLETT: Have any of you explored,
24 or do you have any single points of entry
25 schools, and how is that working?

1 DIR. CRAWFORD: We do. All -- all of our
2 schools are single points of entry. We've done
3 that through exclusionary fencing and proper
4 signage that leads everybody to the single
5 point of entry at our frontal offices. Those
6 are secured and hardened in appropriate ways
7 that meet industry standards. We use
8 audio/visual. They have to identify who they
9 are with proper identification. Without that
10 they cannot gain access. And then we pass them
11 through our system, in which we certify that
12 they're safe to be on campus as we run their
13 ID.

14 One of our schools, a high school, which
15 is more problematic, we solved that with a
16 security booth. We installed a security booth
17 with a person up front, and you have to come by
18 the security booth. That allows for the
19 constant inflow if in and off campus traffic
20 for a high school. We were able to get that
21 done before school started this year at each of
22 our schools. That was critical.

23 DIR. HAHN: We just finished all
24 thirty-two of our schools two weeks ago, single
25 point access at every school. The high

1 schools, we put in a few extra doors for
2 movement between buildings, because they're
3 more campus oriented than a single building.
4 But we've got single point access, same thing,
5 show your ID, no ID no entry.

6 ASA BARTLETT: Any -- any attempt to check
7 any packages, or carrying items, you know, like
8 backpacks, or anything like that?

9 DIR. CRAWFORD: Are we wanding everybody
10 that comes through; we are not.

11 CHAIR: And I imagine in Hillsborough it's
12 about, it's a challenge. You got so many
13 schools, and they're so, so diverse that you
14 don't have, not every school has a single point
15 of access in Hillsborough.

16 CHF. NEWMAN: No, some of the schools by
17 design, you know, we probably, we have quite a
18 few vestibule projects that are on, on the
19 board right now to get done, because you can't,
20 I mean the school itself, the entryway allows
21 you right in the middle of it. The high
22 schools are the most difficult ones. We are
23 insisting on a closed campus protocol, but it's
24 taking a lot of target hardening, a lot of work
25 from our facilities group.

1 We take the FSSAT and use it every month
2 at our, we used to call it the fence committee,
3 now it's a safety and construction committee,
4 so you make a capital outlay request for a
5 safety feature, there's a number of people
6 sitting around that room, including law
7 enforcement, and CPTED certified employees say
8 that's a good idea, that's not a great idea.
9 We got a lot of vestibule requests from some of
10 our schools that have an open floor concept
11 that we're working on that will probably be
12 done before the first of next year. Again that
13 was mostly our older schools.

14 But we're still asking the high schools,
15 look, you open a gate, you got to put somebody
16 there, you know, and it's going to be a little
17 bit more difficult for them, but they know that
18 that's what we're going to, you know, mandate
19 with them once all these upgrades are done on
20 their campuses.

21 CHAIR: Okay. Anything else, Commissioner
22 Bartlett? Okay, Commissioner Schachter, we've
23 got a couple minutes, go ahead.

24 COMM. SCHACHTER: Thank you, gentlemen,
25 for, for joining us today. I just have a

1 couple of questions, since you guys are the
2 experts and, you know, do this for a living.
3 Have you done anything specifically to prevent
4 an assailant from bringing a gun onto campus in
5 your specific districts?

6 CAPT. FRANCIS: We are looking at, you
7 know, I think when you talk to lay person
8 there's a belief that adding magnetometers to
9 every school is going to stop an active killer.
10 There is AI technology out there that is in my
11 opinion more robust than a magnetometer, that
12 uses learned, or machine learned technology to
13 look for weapons of mass destruction, stuff
14 like that, so we are looking into those, and
15 currently running a beta test.

16 DIR. HAHN: The simple answer is no, but
17 I'm going to tell you that I firmly believe in
18 a concept that, again, I learned in the
19 military, which is win their hearts and minds,
20 and so reaching out to kids, and you've heard
21 us talk about that, you saw kids here earlier,
22 reaching out to them, and getting them to
23 report when they see things, hear things, have
24 somebody that they trust, they can talk to,
25 that's going to be the way we solve those

1 issues.

2 We have to mitigate it up front, and, and
3 I really do believe that's the best way to
4 handle those situations, because as I tell
5 people that poke holes in, in our systems, and
6 it's easy to poke holes in all of our security
7 systems, I tell them there is no 100% fix.
8 You're going to find, if you want in, you're
9 getting in, but we're doing the best we can
10 with the equipment we've got, the people we've
11 got, the money we've got, and that's all we can
12 do. The rest of it's, it's just human nature,
13 it's winning the hearts and minds of the
14 students to, to report things when they see it.

15 COMM. SCHACHTER: Hillsborough, are you
16 doing anything specifically?

17 CHF. NEWMAN: No, we actually -- we
18 explored it. I had a conversation with the
19 chief up in Chicago, because they actually do
20 their mags at every school, but it's a lottery.
21 So you find out that morning one out of every
22 six kids are going to get searched.

23 COMM. SCHACHTER: Random.

24 CHF. NEWMAN: Random. It's a random with
25 a lottery, and they get a pre-sent number, you

1 know, and they have a huge school district.
2 But even then, they're still getting weapons in
3 their schools. If we have a student that, you
4 know, they have issues, you know, let's say
5 it's a, we do a threat assessment, you can't
6 bring a backpack in, you're not allowed to be
7 assigned a locker, we do those type of
8 reactionary, but in terms of preventing, or
9 even we use the metal detectors, no, we're not
10 going to.

11 CAPT. FRANCIS: Can I add something to
12 the, to the discussion about magnetometers,
13 metal detectors, you know, we've had this
14 discussion, and we may eventually end up going
15 down that road, but it's important to realize
16 if you add that feature to a school, and you
17 have to have staff to cover every exit/entrance
18 to that school, because, you know, Johnny
19 calls, says, hey, I'm running late, pop a door
20 for me, you've defeated everything that you're
21 doing.

22 You need to have law enforcement present
23 because if you're looking for a gun you should
24 have law enforcement present when you find a
25 gun, and then if you're doing it right you have

1 unmarked, or plain clothes investigators in the
2 school, because that kid that turns around and
3 walks away is a good clue that you might need
4 to talk to him a little bit more.

5 DIR. CRAWFORD: And at-risk students, the
6 students that we've identified through threat
7 assessment that are at risk, they are handled
8 differently. We search them. They're
9 excluded, as John said, from bringing any items
10 on campus at all. We've done away with
11 lockers.

12 COMM. SCHACHTER: How do your teachers
13 communicate that there's a code red on campus,
14 or life threatening emergency? If they were to
15 see somebody with a gun how do they communicate
16 to the rest of the campus, and to law
17 enforcement?

18 CAPT. FRANCIS: We have soft panic app
19 that uses multimedia interoperability, so
20 every, we're at about 87% participation in our
21 district, that so every teacher can declare an
22 emergency, every faculty member for that matter
23 can --

24 COMM. SCHACHTER: From the app?

25 CAPT. FRANCIS: Excuse me?

1 COMM. SCHACHTER: From the app.

2 CAPT. FRANCIS: From the app, which
3 obviously ties into 911, ties into our video
4 systems. We're getting instant notifications.
5 We have several layers from my office to the
6 Sheriff's executive group, Fire executive
7 group, emergency manager, et cetera.

8 DIR. CRAWFORD: Our soft app, and it's on
9 my phone right now, the RAVE app, it will, it
10 goes, we have an agreement with the Sheriff's
11 department, it goes to every sworn law
12 enforcement officer on duty, off duty, they're
13 all coming. It's geo located, and they're all
14 coming right then. Anyone can press it.

15 DIR. HAHN: I'm surveying schools right
16 now. I've gotten about half the schools
17 surveyed. The teachers are responding,
18 answering a question, many questions, but one
19 of them is would you put an app on your phone.
20 Well over 90% compliance. And that goes back
21 to the Commissioner's, the Chairman's question
22 about the culture. Teachers are not afraid to
23 say I'm going to participate in this, because
24 we're looking at some form of an app as well.

25 CHF. NEWMAN: We just got an RFP approved

1 for technology very similar to what you
2 described earlier. That will be starting by
3 the new school year.

4 COMM. SCHACHTER: The key fob?

5 CHF. NEWMAN: So everyone will have
6 technology to be able to do that. Right now at
7 a certain level in the school, otherwise they
8 have to use either their own personal cell
9 phone, or whether they can get to the PA system
10 in their own classroom, but that, that's short
11 lived. That was a gap that we saw, but we had
12 some implementation, priorities first, so the
13 RFP just got out. It will go to our Board next
14 month, and then hopefully before the next
15 school year that technology will be in place.

16 CHAIR: All right, we got time for --

17 SHER. ASHLEY: I missed a question.

18 CHAIR: Go ahead, Sheriff.

19 SHER. ASHLEY: I'm a parent, I just moved
20 here, and I want to know how safe the school is
21 that my kid is about to go to. Where do I go
22 for that information, how many threats have
23 been reported that year, how many robberies and
24 fights, were do I go for that information?

25 DIR. CRAWFORD: In our school district

1 you're going to be directed to me, and I'll
2 make an appointment with you, and I'm going to
3 go over our safety and security protocols and
4 --

5 SHER. ASHLEY: But there's no data,
6 there's no website, nowhere where I can get how
7 many incidents happened at that school?

8 DIR. CRAWFORD: It is not published on, on
9 the web.

10 COMM. SCHACHTER: I thought -- I was just
11 talking to Damien's assistant, either SESIR,
12 but then there's another group of information
13 where it actually talks about that. I don't
14 know the name of it, but she says it's on the
15 DOE website.

16 CHAIR: Well, we'll talk about SESIR
17 tomorrow.

18 COMM. SCHACHTER: No, it wasn't -- it
19 wasn't SESIR, so I wasn't --

20 CHAIR: He didn't rely on that, but --

21 COMM. SCHACHTER: Okay. You know, as far
22 as -- do you guys use dogs in your school,
23 K-9s?

24 CHF. NEWMAN: No, we don't.

25 COMM. SCHACHTER: No.

1 DIR. HAHN: We have a K-9 available as
2 part of our contract, and right now the K-9
3 officer is an SRO, but when we replace him as
4 an SRO, we have a dog dedicated to the school
5 district that will be going around. So next
6 year we'll have a dog, a dedicated dog.

7 CAPT. FRANCIS: For us we have, obviously
8 all the Sheriff's Officers and police
9 department are assets, so we run K-9s through
10 our schools. We also have a comfort K-9
11 program that we operate in our schools, and we
12 have a couple of SROs that have K-9s.

13 COMM. SCHACHTER: Wonderful. We talked
14 about a school safety rating system. You know,
15 you guys talk about how do you keep the
16 pressure up, and keep the security mindset, and
17 you guys having to constantly beat the drum.
18 Do you think a school safety rating system to
19 educate the public is something that would be
20 effective and help your job?

21 DIR. HAHN: No.

22 COMM. SCHACHTER: Negative.

23 CHF. NEWMAN: I think everyone needs to
24 stay awake at night like we do, and the ones
25 that aren't in compliance, you know, I don't

1 understand why. I agree with Sheriff Judd on
2 that, I don't know how you would do it without
3 exposing a vulnerability. We all feel the
4 frustration when we're sending out e-mails or
5 correspondence and we're not getting compliance
6 from some of our peers. It's a little
7 frustrating, because like I said, that's what
8 drives us every day.

9 I can't speak for them. It's not -- it's
10 not a bad idea. I think it's got to get
11 massaged and worked out by the very talented
12 people sitting around this table. I just would
13 be really mindful not to expose a
14 vulnerability, but every now and then you're
15 like, what the heck, you know, why are we not
16 in compliance, or why are we not, why, where
17 are you at moving towards that. You have to
18 move towards that, there's no other option. I
19 think that's some of the frustration that you
20 all talked about this morning.

21 That will be some of the frustration that
22 at least the four of us up here, and the Office
23 of Safe Schools feels, because I offer no
24 apologies, if we're not doing something that
25 we're supposed to then it's on me, so I -- I'm

1 not saying it's not a bad idea, I just want to
2 see how you're going to deliver it, and without
3 exposing a vulnerability. But if you're not in
4 compliance I can't, I can't imagine why, and I
5 appreciate your frustration. I don't know the
6 answer.

7 DIR. CRAWFORD: Folks -- folks are trying
8 to get it done, and to be real I don't think
9 they're going to be concerned about
10 accountability, proper accountability, whatever
11 that looks like.

12 CHAIR: Okay, the last word is Daniel's,
13 and then we've got to break, so.

14 DIR. HAHN: Okay. I was just going to say
15 that John said we can't speak for our peers,
16 but during our teleconference last week,
17 Sheriff, we did, we did survey our peers, and
18 Rick has a few bullet points, if you don't mind
19 us reciting those from our peers.

20 CHAIR: Sure, go ahead.

21 CAPT. FRANCIS: There was just -- let me
22 pull back up --

23 DR. HAHN: While he's pulling that up, I
24 would say that the reason I disagree with the
25 rating system is because there's so many of us

1 that are doing stuff that is not in the law
2 that is excellent. How would you capture that?
3 You can't, and then therefore we're not getting
4 credit for amazing things that are not covered
5 in the law.

6 CHAIR: So -- so just for clarification,
7 and what he's talking about is, is that when we
8 had a telephone conference last week I asked
9 them to check with, we have 4 of the 67, so we
10 have 63 other school safety specialists not
11 represented here, and I asked them to check
12 with them around the state to get some feedback
13 from their peers, meaning the other safety
14 specialists. So, Rick, go ahead.

15 CAPT. FRANCIS: Yeah, I'll try to make
16 sure I don't duplicate something that's already
17 been discussed. And I'm just going to run
18 through their bullets. If there's a need for
19 further explanation, I'll do that. Distinction
20 between a school and a program that, that the
21 need for an SRO, or SSO, or a guardian, they
22 look for that determination. With FSSAT due
23 date change, make it more feasible to be
24 completed once the revision comes out.

25 There's some language coming out in 7030

1 regarding holding the administrator, school
2 boards, and superintendents accountable, but
3 there's no talk of due process with that, so
4 there's a discussion about that. Greater
5 latitude for suspension/expulsion when dealing
6 with student threats and behavior issues,
7 especially when dealing with ESE students.

8 Remove requirements to promote and make
9 FortifyFL the reporting app, they're looking
10 for, you know, all systems that others are
11 using. Stop discussing trade secrets, IE. hard
12 corners, in open forum. Sustain Guardian
13 training funding. Financial means to address
14 aging infrastructure, I know some, my average
15 school is thirty years old. School safety
16 should be a local layered approach. Eight
17 percent of efforts should be placed on
18 prevention, twenty percent response. School
19 funding should be left to schools.

20 We need to have tools and ability to
21 identify dangerous people on our campus and be
22 empowered to remove them from the campus. And
23 with the new 7030 there's some language in
24 change Florida Statute 1006.13 to remove the
25 provision that most misdemeanors to be handled

1 as a code of school conduct violation, the
2 requirement is the law is not changed, or the
3 request is the law is not changed, as most
4 misdemeanor violations should remain under the
5 student code of conduct, IE., fights, and the
6 consideration for using the PREPARE model.

7 Thank you, sir.

8 CHAIR: Yes. Okay.

9 SHER. ASHLEY: He just mentioned one part
10 I just wanted to ask about; the being empowered
11 to remove dangerous, or threats from our
12 schools. What, what in general or specific was
13 discussed there?

14 CAPT. FRANCIS: I think I know this. We
15 saw this a couple times, and again not all
16 districts responded, which I assume to be a
17 common theme, but the, I think when we're
18 dealing with ESE kids my opinion is, you know,
19 getting back to calling a spade a spade, if,
20 regardless is it's an ESE student or not if
21 there's a threat to the school then we should
22 be empowered. I think that's where the
23 conversation is coming, where I think some of
24 the districts may be having a little bit more
25 of an issue when you're dealing with ESE

1 students. And obviously there's a wasted, you
2 know, plans, and stuff like that that have to
3 be attended, but if there's a threat there
4 should be ability to remove that student.

5 SHER. ASHLEY: And ESE being a wide
6 spectrum, is it EBD kids in general, or just
7 the whole spectrum?

8 CAPT. FRANCIS: I think it would be a
9 widespread. I think it would be widespread.

10 SHER. ASHLEY: All right. Well, many
11 thanks to all of you for coming. I know that
12 your thoughts have been insightful, and have
13 helped us out, so we appreciate it. Why don't
14 we take a break? It's 2:40 now. Let's start
15 again in fifteen minutes. Well, start again at
16 2:55. We still got a lot to cover the rest of
17 the day.

18 (Thereupon, a brief recess is had.)

19 CHAIR: All right, I think we got
20 everybody. We're going to just update you all
21 now on some of the things legislatively, et
22 cetera, that are implemented or pending that
23 affect school safety. So there's actually
24 seven things. The first is Governor DeSantis'
25 2000, I'm sorry, February 13, 2019, his

1 executive order directive that he issued via
2 letter to FDLE on the same day, the Supreme
3 Court's order empaneling the statewide grand
4 jury, and there are four Bills that I want to
5 talk about that are pending in the legislature.

6 There's a couple of other things up there,
7 but these are the major ones that we want to
8 update you on. The first involves the
9 Governor's executive order, and that directs an
10 immediate statewide audit of all 67 school
11 districts regarding their discipline and
12 diversion programs. This of course includes
13 what we had a lengthy discussion about,
14 programs like PROMISE, and/or the PROMISE
15 program itself. The requirement is, is to
16 determination eligibility and impact, and
17 whether there's evidence to support the
18 continuation, closure, or regulation of
19 diversion programs.

20 You all remember that as we talked about
21 there are many different variations of the
22 diversion programs, but they are all, what
23 they're talking about here, pre-arrest
24 diversion programs. Some call them civil
25 citation programs. Some call them by different

1 names. It doesn't matter what they call it,
2 it's a pre- arrest, pre-arrest diversion
3 program.

4 Remember the PROMISE program was a, is a
5 arrest diversion program, but it's also a
6 school based behavioral program that deals with
7 behavioral issues that are not criminal issues,
8 so it's two different things. And with the
9 PROMISE program is that it has set every year,
10 and you got four bites at the apple, and that
11 got re-set every year, so that's really sparked
12 the discussion here of course, about the
13 PROMISE program, and the Governor is directing
14 that the Department of Education in conjunction
15 with the Department of Juvenile Justice do this
16 review, and the Department of Juvenile Justice
17 is required to have a report submitted by July
18 1st.

19 So I've talked to Secretary Marstiller
20 about that, and since the report will be due on
21 July 1st is, is that we'll probably have
22 somebody from DJJ to come in at our August
23 meeting and present the results of that report
24 so that we have benefit of it, and can have
25 discussion, and in case, there's any further

1 recommendations that need to come from us
2 regarding that, but it's an overview of all of
3 these programs.

4 The other thing that it does, and Damien
5 mentioned this, in the executive order is
6 reopen the grant application period table
7 first, of course that's come and gone, and
8 there were thirteen districts that have applied
9 for funding I believe since the grant period,
10 and all that money has to be spent by September
11 13, so it's an expansion really of the
12 opportunity to use the existing money.

13 DOE has to establish a best practices for
14 school hardening and harm mitigation, and it
15 specifically says in the EO is using the tiered
16 approach that we recommended in our report, and
17 ranging all the way from that harm mitigation
18 all the way to advanced security measures, they
19 have to have a report in by July 1st. So again
20 we all them to come back and update us on
21 what's in that report.

22 The integrated data repository we talked
23 about, that was originally required by 7026,
24 and that has to be up and running by August
25 1st. We really don't know exactly what that's

1 going to look like. In the letter that the
2 Governor sent to FDLE, again it talks about the
3 integrated data repository, and that FDLE also
4 develop training for front line and senior
5 officers to fully execute threat assessment
6 strategies throughout Florida.

7 So this threat assessment requirement that
8 FDLE is required to implement is beyond just
9 the threat assessment teams that are in the
10 schools, but is more of a threat assessment
11 process across Florida. And then there's some
12 other requirements in there about assisting
13 local law enforcement with threat assessment
14 strategies, so, and this is all pretty
15 straightforward. Does anybody have any
16 questions on that? Commissioner Swearingen, is
17 there anything you want to add to that at all,
18 or any you want to elaborate on?

19 COMM. SWEARINGEN: Yeah, I just would like
20 to point out we had our first meeting April 4th
21 to begin developing the strategy. This will be
22 very much a local issue, so FDLE recognizes
23 that, so we requested the FSA and the FPCA to
24 provide three each to this strategy team, which
25 they did, so we met on April 4th. We'll meet

1 again probably in May. That was to get law
2 enforcement on the same page. We'll probably
3 have our second meeting in May, and we will
4 bring in the other partners that will play a
5 role in the development of this strategy, so
6 DCA, DCF, DJJ, DOH, DOE, the other partners
7 that, that be involved.

8 What we've decided is we want to use
9 existing structures and not reinvent the wheel.
10 So some agencies already have threat assessment
11 teams, like Palm Beach County, but in those
12 areas, the rural areas that don't have a threat
13 assessment team probably aren't going to have
14 the funding, let's use the regional domestic
15 security task forces who have all of those
16 partners already, and let's use fusion centers
17 to share information so that we're not creating
18 yet another repository. So I think that's
19 pretty much where we are, Sheriff.

20 CHAIR: Okay. Thanks for the update.

21 COMM. SCHACHTER: Can you -- I'm sorry.
22 Can you just explain to me, so we've got the
23 digital threat assessment that we're developing
24 for the state so that we don't have all these
25 written forms, and then this --

1 CHAIR: Who -- who's developing that?

2 COMM. SCHACHTER: Well, the --

3 CHAIR: There's nobody developing that
4 now.

5 COMM. SCHACHTER: Broward -- Broward
6 County is doing one. They're paying \$600,000
7 to have one developed.

8 CHAIR: No. No, and be clear with that,
9 is, is that they, there is a module that's
10 already developed by a vendor that's going to
11 be added to an existing system that they have
12 that will be an automated threat assessment.
13 So just be clear as to what it is. That --
14 that's what it is.

15 COMM. SCHACHTER: Okay. Okay. And then
16 this, this piece, this is going to tie in -- is
17 this going to tie in with FortifyFL?

18 CHAIR: No.

19 COMM. SCHACHTER: Or this is totally --

20 CHAIR: No. Totally separate. There is
21 nothing to --

22 COMM. SCHACHTER: This is going to -- it's
23 going to be a proactive --

24 CHAIR: So -- so -- so you have
25 school-based threat assessment teams that are

1 hopefully receiving information and being
2 proactive, and identifying kids within the
3 school that have behavioral issues, et cetera,
4 that may be a threat at varying levels. That
5 team is required by law, its composition is set
6 forth in statute, it was required by 7026, and
7 every school has to have one.

8 Then again, we know that it's a law
9 enforcement officer, a school administrator, a
10 teacher, et cetera. And there is no set
11 criteria, though, for how those threat
12 assessment teams do their work. There's no
13 standardized behavioral threat assessment
14 instrument. There's no validated instrument
15 that is in use in all the districts. There is
16 no database. There is no set process, whether
17 you have a level one, a level two, whether it's
18 centralized within the district, whether it can
19 be school specific, and the records stay in the
20 schools, there's none of that. It just says
21 there has to be a team, this has to be on it,
22 but there's nothing more than that.

23 So what we have had discussion about is,
24 and part of the initial report in the
25 recommendation was that there be a centralized

1 system, that there be a validated risk
2 assessment instrument that sets the floor, not
3 the ceiling, so you have minimums, and that the
4 State consider a statewide database so that
5 there could be intra-district and
6 inter-district sharing of information, and that
7 as these threat assessments are done, and you
8 could have work flow set up, and you could have
9 accountability measures, et cetera. But that
10 was purely a recommendation, and we'll talk
11 about now here in a minute what's in 7030 in
12 that regard, but that is really different from
13 what the Commissioner and FDLE are tasked with
14 doing under the Governor's directive, in that
15 is more about threat assessments that are
16 generally done through RDSF, which is a
17 regional domestic security task force, what's
18 going on in the state, what's going on in the
19 community, and law enforcement related threat
20 assessments, but it's not focusing on the
21 schools.

22 It's not school centric. It can encompass
23 what's happening in the schools, but it's not
24 school specific, or school centric, it's much
25 broader than that. So, Commissioner, have I

1 characterized it correctly?

2 COMM. SWEARINGEN: Yeah, that's correct.

3 So what the Governor recognizes is that
4 targeted violence can happen anywhere, school
5 is just one location. So if you look in
6 Florida, we've had instances of targeted
7 violence -- Pulse was targeted violence. Fort
8 Lauderdale Airport was targeted violence. The
9 deputies being shot in Gilchrist County,
10 Sebring Bank was a targeted violence incident.
11 So what he wants to focus on is not necessarily
12 just the location but targeted violence in
13 general, so what, what we are attempting to do
14 is to bring together the same resources that
15 are going to be in schools. It's going to be
16 multidisciplinary, do the same thing at the
17 state level to look at those folks that are
18 outside of schools.

19 Keep in mind Nikolas Cruz had graduated,
20 so he could just as easily have chosen to do
21 that somewhere else rather than go back to, to
22 his, to his school. So that's what the
23 Governor wants to look at, is to make sure
24 we're looking at this holistically. So schools
25 will be involved, and the regional domestic

1 security task forces will probably be talking
2 with the teams in the schools because we're
3 going to want to know about those folks as
4 well.

5 But we're not trying to reinvent the
6 wheel, so that's why we're trying to us
7 existing structures, you know, the Chair
8 mentioned LINKS earlier, which is a system that
9 sort of ties all of our RMSs together. So what
10 we want to make sure of going forward, and I
11 don't want to get too far in the weeds on this,
12 there's a lot of ways that we can as law
13 enforcement document things in a standardized
14 way to help when we're searching, so when we
15 enter into LINKS we're all searching the same
16 parameters, so we know when we get back a
17 threat, so how we code that, how we word that,
18 if there's a violent persons filed within FCIC
19 to enter some of these folks into.

20 If we choose to go that route, I mean
21 we're not, nobody's, I'm not saying we're going
22 that route. There are a lot of options in how
23 we -- so we don't want to reinvent the wheel
24 and create yet another repository that's going
25 to be, you know, something else that people can

1 throw information into and create yet another
2 silo, so we will be a part, schools will be a
3 part of this, which is why I said the next
4 meeting.

5 Damien, DOE, they will be invited to this,
6 but we're looking at it from a holistically
7 statewide picture, not just in schools.

8 COMM. SCHACHTER: Thank you.

9 CHAIR: Yeah, which is more law
10 enforcement driven. Of course the threat
11 assessment teams have a law enforcement
12 component, but this is more law enforcement
13 driven. All right, so I mentioned earlier
14 about the statewide grand jury, and that the
15 Supreme Court's order authorizes the
16 investigation into crimes that are related but
17 not limited to, or may investigate the things
18 that are related to, whether refusal or failure
19 to follow the mandates of school related safety
20 laws such as the Stoneman Douglas Act results
21 in unnecessary and unavoidable, or avoidable
22 risk to students across the state. So that's
23 the first thing.

24 The second thing is, is that whether
25 entities that have and/or continue to commit

1 fraud, deceit by taking state funds but not
2 implementing the safety measures that are
3 required, and knowingly fail to act. So those
4 are the first two things the grand jury can
5 look at, and then the third and fourth things
6 are whether fraud and deceit continues to be
7 committed, or was committed by mismanaging,
8 failing to use, or diverting
9 multimillion-dollar funds from multimillion
10 dollar bonds specifically for school safety
11 initiatives.

12 And then the last thing is whether school
13 officials, and we'll talk about this a lot
14 tomorrow morning, whether school officials
15 violated, and continue to violate law by
16 systemically underreporting incidents involving
17 criminal activity to the Department of
18 Education. So those are the things that are
19 within the scope of the grand jury
20 investigation. As you can see from those is
21 that some of them touch on, and may overlap to
22 a degree, what our work has been, but the grand
23 jury scope is also broader, and it gets into
24 areas that we were not tasked with getting
25 into.

1 So that's what the grand jury is going to
2 investigate, and I believe in the near future,
3 as I said, they will be empaneling a grand jury
4 that will get under way, and we'll continue to
5 work with them. So that's what the, the four
6 things that are within the scope of the grand
7 jury investigation.

8 So let's talk about 7030. So the
9 provisions in 7030 are very different than the
10 provisions in 7093, which is the House Bill.
11 7030 will be up in the Senate, in
12 appropriations, its final stop in the Senate on
13 Thursday morning, and everything that is here
14 are the provisions that are in the current
15 version that will be heard by the House, or
16 Senate appropriations committee on, on
17 Thursday.

18 The first is, is that, and we talked about
19 this, this is part of the commission's
20 recommendations, is that if the school board
21 votes to implement the Guardian Program the
22 Sheriff shall establish it. That takes away
23 the issue in those places where the school
24 board wants the Guardian Program but the
25 Sheriff won't do the training, and as we said

1 the Sheriffs need to be part of the solution,
2 not part of the problem, so there's a provision
3 in there for that.

4 It also eliminates the prohibition on
5 teachers from being guardians, and it says that
6 a Sheriff who establishes and changes the
7 terminology, I don't think it really makes that
8 much of a difference, but the current
9 terminology is, is that the Sheriff shall
10 appoint, it changes appoint to shall certify as
11 guardians employees, or contract employees.
12 This is a new provision. Right now under the
13 Guardian program the law requires that any
14 guardian be an employee of the school district,
15 so this would broaden it, and allow contract
16 employees.

17 One of the things that has been heard,
18 from the charter schools especially is, is that
19 they need greater latitude and flexibility to
20 ensure that there are guardians, or that good
21 guy with a gun on the campus, and they want the
22 ability to use private security, and be able to
23 contract with people. So you'll see more about
24 that here in a minute, and what that entails,
25 but this is where it begins, allowing for

1 contract employees.

2 AS you see with Captain Francis is
3 technically, technically Seminole County is not
4 in compliance with the law currently because it
5 says that the school safety specialist has to
6 be employed by the district, and so the
7 provision here --school safety specialists
8 appointed -- in here -- and actually that's --
9 it says -- I'm sorry, it's a different
10 provision. It says the superintendent's
11 discretion a guardian may be appointed, and the
12 guardian may not serve at the school unless
13 he's appointed by the superintendent.

14 So the -- the intent behind this -- and I
15 know we've had some discussion. I know,
16 Sheriff Judd, we've had some discussion about
17 this. The whole idea here is that the school
18 superintendent should have control over who the
19 guardians are in their district and where they
20 go, just like for Sheriff's, is that we control
21 where our deputies are assigned, be it a
22 guardian at X school unless superintendent is
23 okay with that person being at the school,
24 since they are responsible, and they are school
25 district employees.

1 So that's the intent behind this, and it
2 just says that, so in other words is that if a
3 Sheriff certifies a guardian that's fine, and
4 the guardian is slated for a certain school,
5 but it's up to the superintendent as to whether
6 that person actually works at that school, so
7 that's the intent behind that. Promoting the
8 FortifyFL Act, we've talked about that.

9 The DEO Commissioner shall review the
10 school hardening. This -- this begins this
11 topic, and in the Bill it's kind of hard, and
12 I'm just taking you through this as it is set
13 up in the Bill, but it creates a school
14 hardening and harm mitigation work group, and
15 by September 1, 2019, is this group is supposed
16 to submit a report to the Governor or
17 legislature. Well, if you go back to Governor
18 DeSantis' executive order, is that he has
19 instructed DOE to submit a report by July 1st
20 on really the same thing.

21 So this school hardening and harm
22 mitigation work group that's in the Senate Bill
23 is not in the House Bill. I don't know what's
24 going to happen with it, and because of the
25 Governor's executive order they may do away

1 with this. I don't know, that's something that
2 they're going to have to work out, but this
3 does appear to be a duplication of the report
4 that DEO has to submit by July 1st.

5 Line 245, the Commissioner shall oversee
6 compliance with the requirements of the Public
7 Safety Act, et cetera, and it goes on in here
8 to give the Commissioner of the Department of
9 Education significant oversight authority, and
10 compliance authority. The difference between
11 the Senate Bill and the House Bill is, is that
12 the, both of them address accountability, both
13 of them address putting teeth into what's now
14 not there in the law, but they do it in
15 different ways.

16 Is, is that the Senate Bill is very DOE
17 commissioner centric, where the House Bill goes
18 about it in a different path. And this is just
19 something that they're going to have to get
20 worked out. I'm not going to go through it
21 here line by -- just suffice it to say, is that
22 both have accountability measures, they just
23 have a different path of getting it done. DOE
24 providing training on the FSSAT, which is
25 improved, that's a good thing. And here we're

1 back to again now convene the school hardening
2 and harm mitigation work group, and this is
3 what it is supposed to do, and the work group
4 is supposed to under this Bill, is submit a
5 report to the Office of Safe School Director
6 Damien Kelly by August 1st, and then the report
7 is supposed to go from DEO into the
8 legislature.

9 So again I don't know whether this is,
10 what's going to happen with this, you know, it
11 may not be a bad idea to continue this anyway,
12 but again this isn't in the House Bill so I
13 don't know how the Senate and the House are
14 going to reconcile this, especially against the
15 backdrop that DOE is required to submit a
16 report by July on these best practices and harm
17 mitigation.

18 Safe Schools, it has to provide technical
19 assistance on SESIR. If a district doesn't
20 comply with those reports then the Commissioner
21 shall notify the School Board, and the School
22 Board shall withhold the superintendent's pay,
23 and impose other sanctions that the
24 Commissioner or State Board may impose. Again
25 as I was telling, just said, is, is that this

1 Bill in a number of components, a number of
2 aspects, give a really significant oversight
3 authority to the DOE commissioner, and as you
4 can see here the DOE commissioner in essence
5 would have the power to directly impose
6 sanctions.

7 And you'll see when I get to the House
8 Bill it doesn't do that, it takes kind of a
9 curvy path, but it gets it to the same place.
10 And here if there wasn't compliance the
11 commissioner notifies the School Board, and it
12 says that if the commissioner determines and
13 notifies the School Board then the Board shall
14 withhold the pay and impose other sanctions.
15 We'll see how they work this out.

16 And this gets into the behavioral threat
17 assessments on Line 317. So by August 1st --
18 and this is not in the House Bill. It says by
19 August 1st the Office of Safe Schools shall
20 establish a statewide behavioral threat
21 assessment instrument, along with the necessary
22 forms. So this provides a specific date by
23 which this is to occur, and addresses that
24 there will be a statewide behavioral threat
25 assessment instrument, and again the

1 accompanying forms. And then by August 1st of
2 next year, of 2020, is that the Office of Safe
3 Schools is to evaluate each district's threat
4 assessment procedures for compliance, and if
5 they are not in compliance to notify the
6 district superintendent. So the Office of Safe
7 Schools would have to conduct an audit, if you
8 will, or a compliance check, and make sure that
9 all of the programs that have been put in place
10 are adhering to the right protocols, and the
11 right practices, and that they are using this
12 standardized form.

13 This is what we talked about, is that the
14 Office of Safe Schools is to put together a
15 threat assessment database work group to make
16 recommendations. They have to have a report in
17 by December 31st, and it has to address
18 restrictions and authorities on information
19 sharing, including FERPA, HIPAA, et cetera, so
20 a cost estimate is also to be included. So
21 this would be I think, you all have your own
22 opinions on it, but it very much tracks our
23 report, this would be very consistent with what
24 our recommendations were, that we have a
25 statewide instrument, and that we move forward

1 with developing, or the State move forward with
2 developing a statewide database. So this is
3 what the Senate Bill does, but again the House
4 Bill doesn't have this provision in it.

5 The Office of Safe Schools monitors
6 compliance with the requirements related to
7 school safety, and report non-compliance to the
8 Commissioner and the State Board of Education.
9 Safe Schools has to review and approve each
10 district and charter's active assailant
11 response policy, and report deficiencies to the
12 Commissioner and the State Board of Education.
13 And then when you get back into other
14 provisions of this, if they are not in
15 compliance then the Commissioner has, again,
16 direct compliance authority, so it's provided
17 in a line directly to the Commissioner, so this
18 would provide that oversight to make sure that,
19 one, that every district has a policy, and that
20 the policy contains the correct things. And
21 the House Bill doesn't have it.

22 Requires that students receive SEDNET
23 evaluation within forty-five days after a
24 referral, that was a direct recommendation from
25 this commission. This is what I was talking

1 about before, I mixed it up with the other
2 provision, but it says the school safety
3 specialists must be a school administrator.
4 That is the law today. Again, in Captain
5 Francis' situation as an example is, is that
6 he's a Captain in the Seminole Sheriff's
7 Office, so this just adds must be a school
8 administrator or a law enforcement officer
9 employed by the Sheriff's Office, and if that
10 is the case the person also has to be approved
11 by the Sheriff. So it just provides greater
12 flexibility as to who the school safety
13 specialists could be.

14 Each district must have that written
15 active assailant policy, and it must be
16 recommended by the superintendent, and
17 modifications on a school specific basis, and
18 they have to be submitted by August 1st to DOE.
19 When the statewide threat assessment instrument
20 is developed it has to be used by all the
21 teams, schools have to develop SESIR policies,
22 and the State Board of Education must establish
23 rules for SESIR reporting. It makes it clear
24 that the safe school officer must be present at
25 charter schools, and not -- I don't think

1 there's really ambiguity up to this point, but,
2 you know, to the extent that there was this
3 removes any ambiguity.

4 This gets back to who can be a guardian,
5 and it adds contract employees licensed under
6 Chapter 493.6301, they may receive guardian
7 training by a Sheriff's Office. So this is
8 exactly what Chief Newman was talking about
9 that's going on in Hillsborough, is they have
10 their security guards, and they are licensed
11 under 493.6301, and they are employed though,
12 those people are employed by the Hillsborough
13 County Schools, so that's why that makes it
14 lawful under the current law, because the
15 current law requires they be school board
16 employees, which they are, and they've also
17 received the guardian training by the Sheriff
18 in Hillsborough County so they are in
19 compliance.

20 But what this would allow is a contract
21 employee who is a guard who is not a school
22 district employee to also be a guardian as long
23 as they went through the Sheriff's training,
24 and met all the criteria and the curriculum
25 that is required for a guardian. So again it

1 provides flexibility, because if we got a
2 charter that needs to fill a guardian spot,
3 they can contract with a private security firm,
4 and then that person would have to go through
5 the Sheriff's guardian training, and then they
6 would be in compliance.

7 It talks about the FSSAT being the primary
8 assessment tool, provide annual training, and
9 it makes clear that the FSSAT must be submitted
10 by a date specific. Now, in the Senate Bill is
11 it says by August 1st. In the House Bill it
12 talks about October 1st. I don't think it's as
13 explicit as it needs to be. I think that -- I
14 know that there's a preference by many, if not
15 all of the school safety specialists in the
16 districts, that they use a date of October 1st
17 as opposed to August 1st, because what's
18 happening is, is that we're winding down on the
19 school year now, and we'll hear more about it
20 at the FSSAT tomorrow, but assume that they get
21 a revised instrument up and running, and it is
22 available for them to start entering data into
23 in June, the school year has ended, a lot of
24 people are on vacation, they're not there for
25 the summer, et cetera, and then they've got to

1 work over the summer where school is not
2 session, and scramble, especially in large
3 districts that have a couple hundred schools,
4 to get the assessment done on every campus, get
5 the instrument completed, and get it in by
6 August 1st.

7 I think the general consensus is, is that,
8 to use the October 1st date, that way that they
9 come back, they have time as the school year
10 begins, and then they can get the FSSAT in by
11 October 1st. So this is something that again
12 is going to have to get worked out, and we'll
13 try and work with the legislature on.

14 By December 1st DOE reports on FSSAT
15 submission compliance. This is something that
16 fixes, for Sheriff Ashley, this fixes it for
17 you, it fixes it for Seminole, because under
18 the current law for the Safe School allocation,
19 remember the original allocation was \$65
20 million, then the second allocation was the \$98
21 million, and the second \$98 million could only
22 be used for new SROs, well, in those districts
23 like Okaloosa and Seminole that already had
24 SROs in every school, they weren't able to use
25 that second allocation. This fixes that, and

1 the money can be used for safe school officers,
2 and it is retroactive back to July 1, 2018, so
3 the entire Safe School allocation money could
4 be used for any safe school officers, and that
5 fixes that issue.

6 The same thing with what's on Line 923,
7 any new Safe School funds can be used for new
8 SROs, and the guardians, must be available to
9 the district school board that chooses such an
10 option. So that gives you just a, it's a quick
11 overview of 7030, the important provisions of
12 it. Let me just run through 7093. Or, Sheriff
13 Judd, go ahead.

14 SHER. JUDD: Before you go to 7093, on
15 Line 136 and 179, I certainly agree that the
16 superintendent ought to be clearly in charge of
17 where their folks work, but 136 said Sheriffs
18 who establish a guardian program shall certify
19 his guardians, school employees, or contract
20 employees. During the evaluation process, and
21 the background process, there were a few people
22 who the school board says we don't have any
23 problem with them, even after we did our
24 complete background, and we said, well, we got
25 a lot of problem with them. The only thing

1 that stopped me from having to certify them was
2 the fact that I had the authority to say you
3 may like them okay but I'm not certifying that
4 they ought to have a gun and walk around on a
5 school campus.

6 So I'm -- I fear that 136 says, look, if
7 the superintendent sends them to you and they
8 can pass the Guardian program you've got to
9 certify them. And what I'm saying is that, you
10 know, once again everything worked out find
11 because I had the ultimate authority, and I
12 say, and I was able to say, well, they may meet
13 your standards but they didn't complete the
14 background, and I'm not going to take the
15 responsibility. So that's my fear between
16 those two lines.

17 CHAIR: So -- so these -- and you can see
18 there are some quotes up here in some of this,
19 but this is me paraphrasing what's in there.
20 We'll go back and take a look at it, and in
21 those different sections, and they're far
22 enough apart in the lines, is that I hear you
23 on it, I think everybody would concur with
24 that. And the only difference, and it said
25 shall certify, yeah, it says shall certify in

1 this Bill. The existing law says shall
2 appoint, so there's not a lot of difference,
3 the shall is still there. It's just exchanging
4 the word certify versus appoint, and I think
5 that's far enough apart.

6 So I hear you, I agree with you, and we'll
7 take a closer look at it, and to the extent
8 that it needs that clarification we'll ask them
9 to do it, because it is important that these
10 people who the districts refer for training,
11 that the Sheriff have the ability to make sure
12 that the people that they are certified are
13 people who should be certified, because not
14 only is it the responsibility, and incumbent on
15 the superintendent, but because you are
16 certifying them it makes it incumbent upon you
17 as the Sheriff, and so you should have some say
18 in that.

19 SHER. JUDD: And quite frankly in, in the
20 best light for the superintendent, they look at
21 an employee through one set of eyes. We look
22 at them through another set of eyes. It's like
23 do I want -- and we're the ones with the
24 experience of whether this person should have a
25 gun and be around kids.

1 CHAIR: Well, and you're going to have a
2 lot more information, because I can tell you
3 that we, you know, the way that we're doing it,
4 and I think you're probably doing it the same
5 way, but you can comment on it, and others, is
6 that the school district is doing the initial
7 screening of the guardians, they do an initial
8 screening then they send them over to us. But
9 we're doing the psych, we're doing the
10 polygraph, we're doing the drug screen, we're
11 doing the background check, and we're doing
12 that, so we've got exponentially more
13 information to make an informed decision on
14 than what they had, because we're tasked with
15 putting them through that background process.

16 So this is where it's important that there
17 be a vetting, when you have more information.

18 SHER. ASHLEY: Mr. Chair.

19 CHAIR: Yeah, go ahead, Sheriff Ashley.

20 SHER. ASHLEY: In that same vein still
21 about guardians, certifying new guardians, I'm
22 assuming as the years go on, we'll have to
23 certify new ones, and re-certifying current
24 guardians, when the guardian funding is gone
25 who's responsible for paying for that training?

1 CHAIR: Well, you know, and that's going
2 to be an issue. There's, you know,
3 undoubtedly, you know, when I first looked at
4 the budget Bills this year, you know, I made a
5 few phone calls because I was concerned about
6 it, and we didn't have that information. And
7 what it looked like at first blush, because it
8 just wasn't there, and we didn't have access to
9 the back of the Bill, and it looked like the
10 guardian training money had been cut. That was
11 of great concern.

12 So the answer is, down the road is, is
13 that the legislature will either have to refund
14 once the \$67 million is gone, again this is
15 going to have to be dealt with on an annual
16 basis, and if they don't fund it eventually
17 down the road at some piece, which again we
18 have no indication they're not going to, it
19 just has to be addressed ever year, is then it
20 would have to be decided between the Sheriff
21 and the school district who was going to pay
22 for it, who's going to pay for the guns, who's
23 going to pay for the equipment, who's going to
24 pay for the drug screens, who's going to pay
25 for, you know, all those things that are

1 required to be done, the psychs and everything
2 else, and that's just something that would have
3 to get decided.

4 Everybody has their view on it. You know
5 my view is, is that it's up to the district to
6 pay for it, but that's just my view. But
7 hopefully we won't have to get there, and let's
8 just hope that the legislature continues to
9 fund it, and we'll, the training, and the whole
10 selection process, and all that equipment. So
11 the answer -- so that was my long-winded answer
12 to an I don't know.

13 SHER. ASHLEY: The only reason I mention
14 that, because it could, it could play into
15 whether you want to go down that road to start
16 with or not, so I think getting that question
17 answered would be helpful.

18 CHAIR: Right. And I don't think we can
19 an answer, because, you know, it's
20 non-recurring funds, and the legislature has to
21 visit it every year. I can tell you that, you
22 know, certainly from my discussions with the
23 people that are in the top leader, leadership
24 positions today, and the ones that we've talked
25 to that will be in in the foreseeable future

1 are extremely supportive of this. And again, I
2 can't speak for them certainly, but, you know,
3 everything they've indicated to us is, is that
4 I, I don't see them not funding the training
5 aspect of this.

6 SHER. ASHLEY: And I just -- on that same,
7 maybe increasing, or making it part of the Safe
8 School funding.

9 CHAIR: Well, you know, and I don't know,
10 you know, that's something they can have
11 discussion about. I'm not sure that -- frankly
12 I'm not sure that's a good idea, whether it
13 should mix in the guardian funding in with the
14 Safe School allocation, you know, because if
15 you mixed it in with the Safe School
16 allocation, right now this funding, this money
17 is separate, it's delineated, you apply for it,
18 and the money goes, because it is training
19 dollars, it's background, it's polys, it's drug
20 screens, it's all of the stuff you have to do,
21 all the equipment, and it's going directly from
22 DOE, and it goes directly to the Sheriff,
23 because the Sheriff is responsible for it.

24 If you put it into the Safe School
25 allocation then the money is going to go from

1 DOE to the school board, and not to the
2 Sheriff, and then the school board technically,
3 because if it's unrestricted in the Safe School
4 allocation, and Chancellor Olivia or
5 Commissioner Stewart can chime in on this, but
6 if it's, if it's unrestricted, and it's in the
7 Safe School allocation, and it goes to the
8 district, they can use it for whatever they
9 want, and they don't even have to use it for
10 guardian money.

11 But by keeping it separate it's got to be
12 used for guardian money, and we're ensured of
13 its use, as opposed to getting mixed into the
14 pot with everything else, so I --

15 SHER. ASHLEY: Both of the Safe School
16 funds, the first one is there's eight different
17 reasons you can use Safe School dollars, and
18 the second one is the single reason why you use
19 Safe School dollars, so again they can
20 certainly enumerate it in the Safe School.

21 CHAIR: Well, they could, yeah, so --
22 Chief --

23 CHF. LYSTAD: -- anybody else on the same
24 Bill.

25 CHAIR: You're up, go ahead.

1 CHF. LYSTED: So, and just to go back to
2 Line 475 which talks about the school safety
3 specialists, I just want to make sure that law
4 enforcement would support the fact that that
5 way it's written right now would exclude those
6 that have their own police district, school
7 police agencies, such as Miami-Dade, Palm
8 Beach, that have it, since it has to be an
9 employee of the Sheriff's Office that would
10 not, that would not work as a school safety
11 specialists for those districts that have their
12 own policing agencies.

13 CHAIR: Well, let's -- let's get to 7093,
14 because 7093 addresses the issue, but it does
15 it more broadly, and I think 7093 addresses
16 your concern. So they're going to have to get
17 that reconciled, because I think you have a
18 point, and the issue, and your point is well
19 taken, is, is that -- and it says right now it
20 has to be a school administrator, so --

21 CHF. LYSTED: 7030.

22 CHAIR: 7030 does. Right now -- right now
23 it has to be a school administrator. What this
24 is proposing, a school administrator or a law
25 enforcement officer employed by a Sheriff's

1 Office, but your point is, is it should go
2 further to a law enforcement officer employed
3 by a school board police department, et cetera.

4 CHF. LYSTED: Right.

5 CHAIR: I think 7093 -- so it's something
6 they're going to have to reconcile, so. Does
7 anybody else have any questions on 7030, or
8 anything else you want to talk about before I
9 move on? Okay.

10 So very different, first is 7093, the
11 House Bill, keeps it discretionary for a
12 Sheriff to establish a guardian program, and
13 does not make it mandatory. It does eliminate
14 the ban on teachers from being guardians, and
15 it gets back again Sheriff's certify as opposed
16 to appoint. Here's a big, big shift, and we
17 addressed this last year, and the Criminal
18 Justice Standards and Training Commission
19 indicated that it wasn't viable, they didn't
20 want it, it wouldn't work for a whole host of
21 reasons.

22 And I had discussions again with the House
23 staff last week, I asked them to reconsider
24 this because it takes the entire Guardian
25 Program, and all the criteria that is now in

1 Chapter 30, which is Chapter 30 regulates the
2 Sheriffs, and moves it over to Chapter 943 and
3 puts it under the Criminal Justice Standards
4 and Training Commission, and it says that the
5 Criminal Justice Standards and Training
6 Commission develops the training, develops the
7 guidelines. Now, it does set minimums, but it
8 puts it in the entire CJSTC process.

9 I don't think it's good. I don't think
10 there's a reason for that. It should stay in
11 Chapter 30. We're not even one full year into
12 this, and it is a huge shift. CJSTC is a
13 commission. It takes a while to get things
14 through CJSTC, and CJSTC exists to certify and
15 deal with other issues concerning law
16 enforcement officers and correctional officers
17 and putting the Guardian Program under CJSTC is
18 just creating bureaucratic mess as far as I'm
19 concerned. And CJSTC, the feedback they gave
20 us last year when we talked about this, they
21 didn't want it, and so it's not suited for
22 that.

23 So, you know, in my feedback, and you all
24 tell me if anybody feels differently or
25 otherwise, and cause you all should be able to

1 weigh in on this, but I gave them my view of
2 it, which is leave it where it is, don't mess
3 with this, and leave it in Chapter 30.
4 Commissioner Schachter.

5 COMM. SCHACHTER: Sheriff, I would just
6 like a guardian to be able to, if they're
7 working in Broward County be able to shift
8 counties. Does that have anything to do with
9 this issue, and are they able to do that?

10 CHAIR: Well you can't just shift
11 counties. If you're working -- if you're -- if
12 you're employed by the Broward County School
13 Board, you can apply to the Palm Beach --

14 COMM. SCHACHTER: I just don't want them
15 to go through, have to go through a whole new
16 training.

17 CHAIR: Why?

18 COMM. SCHACHTER: I'd like the training to
19 be consistent, and --

20 CHAIR: Well, the training -- and again
21 the training is a, is a minimum, so right now
22 the training is 144 hours, but there might be
23 some that are doing more than 144 hours, and if
24 you're going, if you're a guardian in a
25 district that's doing the basics but the

1 Sheriff in the next county, and the school
2 board in the next county are doing more than
3 that, then I do think that they should be
4 required to go through the training in the
5 county they're moving to, because the training
6 might be more enhanced and advanced, and they
7 also have to abide by the policies, and they
8 should get trained on those policies and, and
9 go through that training.

10 So I mean others can weigh in on that, but
11 I, I don't think it's just where you can just
12 seamlessly go from one to another.

13 COMM. SCHACHTER: But you're opposed to
14 having a standard, a minimum standard across
15 the state.

16 CHAIR: No, I didn't -- listen to what I
17 said. That's not -- there is a minimum
18 standard. I support the minimum standard, but
19 that is the, that's the floor, it's not the
20 maximum, so it's the minimum. I wholeheartedly
21 support it, and I think the 144 hours that's in
22 there now is good, but I can tell you as an
23 example we do much more than that with Shoot
24 Don't Shoot scenarios, and shoot houses, and
25 simunition (ph) rounds, and all kinds of things

1 that we put the grounds through to push them,
2 to test them, to make sure that we've got the,
3 the highest level of people. And if somebody
4 is in another county where they don't do that,
5 I want them to go through that in our county,
6 so that way everybody is trained the same, and
7 the same techniques, and all the other things
8 that are important in that, so --

9 COMM. SCHACHTER: I understand. I agree.

10 SHER. ASHLEY: Mr. Chair, I'm afraid that
11 if it went through Criminal Justice Standards
12 of Training Commission that may be considered
13 auxiliary officers, which could mess with our
14 accreditation standard.

15 CHAIR: Yeah. There -- there's no -- I
16 mean there's no talk of that, and they would
17 have to specifically do it, they can't just
18 become, but it definitely puts it into the
19 CJSTC process and system, and you know how it
20 takes to get through CJSTC, it takes a long
21 time, and you have votes an everything and all
22 to go with it, and, and to what end, why, what,
23 you know, what are they accomplishing by this?
24 I don't see anything served with it, it doesn't
25 serve a purpose, so again I think we really

1 need to get this to remain where it is in
2 Chapter 30.

3 UNDER SHER. HARPRING: Sheriff, I agree,
4 in regard to CJSTC not being the best entity
5 for which this should lie, and I clearly
6 recognize that the minimum standards are what
7 they are as established in the statute last
8 year that initially created the Guardian
9 Program. The only thing I think that should be
10 considered is standardization, because the
11 minimum is of course what is stated, but I
12 think some uniformity statewide should be
13 considered, and whether that's through a
14 combined effort of FSA and the Police Chief's
15 Association, I think some sort of standardized
16 generally accepted generally recognized
17 guardian training is going to be better in the
18 long run than just accepting the minimum. The
19 minimum is our base line, but I think there
20 probably should be -- and that's just my
21 personal opinion.

22 CHAIR: It does -- it does now. It says
23 -- first of all it says that all of the
24 guardians have to be trained by law enforcement
25 instructors, so you have to be a CJSTC

1 instructor in order to train the guardians. It
2 says specifically of 8 hours of precision
3 pistol. It's got very specific requirements,
4 and it's 96 hours of firearms, so there are,
5 there are specific requirements here.

6 UNDER SHER. HARPRING: No, and I -- I
7 clearly understand what the minimums are in the
8 statute, and what those requirements are. I'm
9 just making the comment that I believe that a
10 generally accepted standardized training that
11 is accepted by all the Sheriff's Offices that
12 are going to do the training is probably better
13 in the long run from a risk management
14 standpoint, and from a training standpoint.
15 But I agree that CJSTC is not the place that it
16 should lie, but as always in my opinion in this
17 scenario while the statute indicates what the
18 minimum is we should probably outline something
19 a little better, something a little more that
20 is uniformly accepted, because if whatever,
21 whatever lies in the future happens adversely
22 to someone, or a guardian program, and
23 something happens, I just think that probably
24 through, as I said FSA or the Police Chief's
25 Association, some standardized, that's

1 accepted, some standardized training that looks
2 the same everywhere you go is, is a good thing
3 to consider.

4 CHAIR: Yeah. Sheriff Judd, go ahead.

5 SHER. JUDD: I think as it result, as it
6 relates to the House Bill, this does not
7 consider the initial intent of the legislature,
8 the Speaker of the House, the Governor last
9 year, because they wanted someone directly
10 accountable to the people, and to the system,
11 and if you put it in CJSTC you've got it in a
12 commission that is managed by FDLE, that is
13 appointed, and it, and it wanders into the
14 bureaucratic abyss.

15 The original philosophy was when we set
16 up, and I agree with the hours being stated
17 across the board for the whole, the entire
18 state, the philosophy was, and it was echoed
19 over and over and over, was we want somebody
20 directly accountable, and the one that you can
21 get to that's directly accountable both by, to
22 the Governor, his authority, which we just saw
23 here in Broward County, and ballot box, the
24 people, was the Sheriff, so I just don't want
25 this mandate, which I think is very important,

1 to be pushed off into a bureaucratic process
2 where nobody has easily got access to it or the
3 process.

4 CHAIR: Commissioner Larkin-Skinner, go
5 ahead.

6 COMM. LARKIN-SKINNER: So do we -- is it
7 appropriate for us to make motion that the
8 commission recommend to the Senate, the author
9 of the Bill to change that language to match
10 the House, I mean the -- sorry, the Senate, the
11 House to match the Senate.

12 CHAIR: So -- so -- so here's where --
13 well, so here's where it is now. I mean we've
14 communicated this to them, you know, we could
15 do that, is the House Bill was a committee Bill
16 that came out of education, so once it was a
17 committee Bill that came out of education it
18 only got one reference in the House, and that
19 was to House appropriations. It was heard last
20 week, and now it's already on the floor, and it
21 was connected -- actually two weeks ago it was
22 up in the House on the floor. Last week it got
23 TP'd, temporarily postponed. It will be back
24 up again.

25 We have shared this, but if it's the

1 consensus of the group that this body
2 recommends that, you know, we can share that,
3 that it is a consensus by motion, if somebody
4 wants to make that, that this group feels
5 strongly that the current Guardian Program
6 should remain in Chapter 30 and not be moved
7 over, we can certainly share that as well with,
8 with Representative Sullivan, who is the Chair
9 of Education, who's the one that shepherding
10 the Bill through the process.

11 COMM. LARKIN-SKINNER: Okay, I would like
12 to do that, because I actually read this
13 before, and because I've been tracking it, and
14 when I first read the language I cringed, and
15 I'm not law enforcement, and I don't have the
16 knowledge you have, so hearing what you all had
17 to say today made me cringe even more, so I
18 would make a motion that the commission make
19 known our desire for HB7093 language to be
20 changed, or amended, or to match the Senate.
21 I'm not sure which, what we want to go for, or
22 just to match what's currently in SB7026 last
23 year.

24 CHAIR: So I would suggest -- it's your
25 motion, you can frame it however you want. I

1 would suggest the motion to this effect, that
2 the Guardian Program remain in Chapter 30 and
3 not be moved to Chapter 943.

4 COMM. LARKIN-SKINNER: Okay, that is my
5 motion.

6 CHAIR: Second on that?

7 COMM. SCHACHTER: Second.

8 CHAIR: Okay, all in favor?

9 (AYE)

10 CHAIR: Any opposed? Same. Okay, so that
11 motion passes. We'll make sure that the House
12 is aware of this commission's view on that, and
13 ask that they consider -- I know they already
14 are considering it, and ask they take, that
15 it's so important to us that we've passed a
16 motion on it and asked them to consider leaving
17 it in Chapter 30 and the way it is. So we'll
18 make sure that that word gets up there, and
19 that they are aware of that. Commissioner
20 Petty.

21 COMM. PETTY: And, Mr. Chair, just to echo
22 something that Sheriff Judd said, that that
23 was, the original intent of that was to have --
24 and I know we've got exceptions with certain
25 counties, but the intent was to have an elected

1 official, an elected accountable official be
2 responsible for that. So I would -- I would
3 remind the legislature in our letter of that.

4 CHAIR: All right.

5 COMM. CARROLL: Just a quick question,
6 because --

7 CHAIR: Commissioner Carroll, go ahead.

8 COMM. CARROLL: -- I don't have any
9 insight to this, but do you have any insight as
10 to why the two Bills, because they're
11 significantly different, not just on this
12 issue, but there's a couple of issues that this
13 committee would disagree with the House's
14 version of that Bill. Is there any insight on
15 how that Bill came to be so different than the
16 Senate's?

17 CHAIR: No. It was -- the only thing I
18 can say is, is that -- well, they both came out
19 of education committees. The House Bill came
20 out much later than the Senate Bill, but I
21 really can't share any insight with you on
22 that. In talking to some of the House's staff
23 on this I think they had some things in mind
24 that they were trying to accomplish, I'm just
25 not sure it's the right way to accomplish some

1 of those. I think that they had their reasons
2 for it, but as I explained to them, and we'll
3 talk a little bit more as we go through some of
4 these things, there's other ways to do it.

5 And I also believe that this is so new
6 that there shouldn't be any seismic shifts, any
7 major movement in this, let it all develop.
8 And we know that this is a quick turnaround
9 year for the legislature, they'll be right back
10 at it again in the Fall, and let's let it take
11 effect. But something like this, and another
12 thing that we're going to get to here in a
13 second about, as we talked, I referenced it
14 earlier, about designating somebody to call
15 that active assailant response, that's just so
16 contrary, and again in talking to them I think
17 that they were hoping to try and get it to the
18 right place, but it just doesn't seem that it
19 moved in that direction, so, you know, but they
20 are very different.

21 The next thing that we need to just talk
22 about here, again this is, this is consistent
23 with the Senate version, allows Class D&G
24 security guard licensees to be appointed as
25 guardians, and to carry a concealed firearm if

1 so desired. So this gets back again, and talks
2 more about CJSTC, and offered by -- and this is
3 where they were going with this, because they
4 were trying to -- again, if you go back to the
5 very first item in the 7093 presentation it
6 says that it keeps it discretionary for a
7 Sheriff to establish a Guardian Program.

8 So they were trying to get around, or away
9 from the notion that sheriffs should be
10 required to do it, and so their way of getting
11 around that, and leaving it discretionary for a
12 Sheriff, was to move it over to CJSTC, to allow
13 CJSTC to develop their curriculum, and here in
14 Line 153 to allow the CJSTC training centers,
15 the law enforcement training centers, the
16 police academies around the state, that they
17 could offer the training.

18 So it says provide that the guardian
19 training may be offered by a CJSTC training
20 center sheriffs -- and this is another thing
21 that became very convoluted in the House Bill,
22 is it says and school districts that are the
23 employing agency for SROs. Well, as I said to
24 the House staff last week, in reading this this
25 is at a minimum ambiguous, at a minimum

1 extremely confusing, and if it's read the way
2 I'm reading it very problematic, because nobody
3 is an SRO, you're either a police officer or
4 you're a deputy sheriff. SRO is an assignment.
5 It's like the marine unit, traffic, K-9, et
6 cetera.

7 And so it's creating this new, I don't
8 know what it is, new thing of an SRO, and it
9 says that it provides that the guardian
10 training be offered by a district that is the
11 employing agency for SROs, so that could be
12 read to mean that a district can employee an
13 SRO even if the district doesn't have a police
14 department. So does that mean that just school
15 districts can go out and hire their own SROs
16 without having a police department? It doesn't
17 make any sense. It doesn't fit.

18 So I explained them that, that last week,
19 so, again, and asked them just to keep all this
20 intact, similar to the motion that we just
21 passed, just leave it to where it is and don't
22 tinker with this, for a whole host of reasons.
23 So, because that, that's confusing. At best
24 it's confusing, at worst is, is it creates
25 something that shouldn't be, because you

1 shouldn't have an SRO employed by a school
2 district who doesn't have a police department.

3 You know, Office of Safe Schools, the
4 FSSAT, we don't need to talk about that.
5 Coordinate with FDLE. This is the data
6 repository. We know that has to be done under
7 the Governor's executive order by August 1st.
8 Grants for hardening based upon recommendations
9 of the FSSAT, now it's kind of interesting
10 because it says here in the policy Bill, if you
11 will, which is this Bill, the Office of Safe
12 Schools may award grants to districts for site
13 hardening based upon the recommendation of the
14 FSSAT, but in the budget Bill the House has
15 zero dollars in there for these grants, so, but
16 again that's still work in progress.

17 This is one that I think is a problem, I
18 don't think it's a good provision, is, but I
19 understand what they were trying to do. So it
20 says there the Office of Safe Schools is to
21 define the types of public schools and campuses
22 subject to 1006.07 and 1006.12, so this puts it
23 on the Office of Safe Schools, which I would
24 suggest puts it on the Commissioner of
25 Education, to make a determination of what

1 types of schools have to do drills, and what
2 types of schools have to have that good person
3 with a gun, or have to have that safe school
4 officer, or have to have the cop or the
5 guardian.

6 The law is clear today, and the law is
7 clear today about the drills. There certainly
8 can be discussion about the frequency, but it
9 is also clear that there has to be that good
10 person with a gun, a cop or a guardian, on
11 every elementary, middle, high school, and
12 charter campus. Who wants to be making the
13 decision as to what schools get excluded,
14 because if you have a charter school, and that
15 charter school only has 25 kids, are those kids
16 lives any less valuable than the school that
17 has 1,000 kids?

18 Who wants to say that any school of a
19 certain size, and there's a threshold, is that
20 if you're at this school you don't get
21 guardians, or cops, but if you're this size you
22 do? Where do you draw that line? How is that
23 done? And I think it puts, you know, the
24 Office of Safe Schools and DOE in a very, very
25 untenable position, almost an unworkable

1 position, and if some, if you make a decision
2 that this school is excluded and something bad
3 happens at that school, I don't know, how do
4 you live with yourself? How do you -- how do
5 you answer to the parents? How do you answer
6 to the community?

7 So, you know, is that I -- anyway, what do
8 you -- anybody think differently on that?
9 Yeah, Sheriff?

10 SHER. ASHLEY: I thought the last -- the
11 panel discussed that, on trying to define what
12 a school is, versus a program. I'm not sure
13 if, if they went with that, or if they went
14 with that or not.

15 CHAIR: Well, but to just -- for the
16 Office of Safe Schools to define the types of
17 school subject to these two requirements, you
18 know, and there is a difference between a
19 program and a school, and there might be some
20 room here to tweak at the language a little
21 bit, but to totally put it within the
22 discretion of DOE is, I don't think it's
23 workable. I mean I don't know, you know,
24 Chancellor Olivia, I don't know if you want to
25 comment on that at all, or your thoughts on

1 that. I don't want to put you on the spot,
2 but, you know, does DOE -- that's probably not
3 a great place to be, having to make that
4 decision. And maybe the decision is if they,
5 if it says you have to define the types then
6 the decision, we just leave it the way it is.
7 I don't -- I don't know.

8 CHANC. OLIVIA: I -- I concur, I think
9 that needs a little bit of work. And it's a
10 lot of burden to put on the Office of Safe
11 Schools. If anything it may be better in State
12 Board.

13 CHAIR: Yeah. Commissioner Stewart, any
14 thoughts on that, I mean you were in that seat
15 recently?

16 COMM. STEWART: Yeah, if I were still in
17 DOE and that became law everywhere that there
18 is a student would be subject.

19 CHAIR: All right. And the same thing
20 about drills. So, you know, again, it's clear
21 today, it's unambiguous today, and, you know,
22 law that clearly defines what needs to happen
23 and not leaving it to individual discretions is
24 probably a better play, so.

25 SHER. ASHLEY: Chair.

1 CHAIR: Yeah, go ahead.

2 SHER. ASHLEY: I think -- or at least the
3 issue that keeps coming up is so the law says
4 you have to have a, a school resource officer
5 or a guardian, a good guy with a gun, but does
6 that apply just to the school day, the school
7 hours, or school students, or school events, or
8 school programs, I mean --

9 CHAIR: Right. So -- so that, that type
10 of stuff, you know, I think that might be fair,
11 and you can have some discussion about further
12 clarifying and defining that. You know from
13 what I see around the state is that most are
14 defining that as, is the regular school day,
15 and it leaves them some flexibility and
16 judgment for extracurricular events. But that
17 -- you know, that's certainly within fairness,
18 you know, if somebody wanted to try and define
19 that, so I don't see that as a problem if
20 somebody wanted to do that, but that isn't even
21 contemplated by this. Mr. Schachter.

22 COMM. SCHACHTER: I mean we are -- we are
23 leaving a huge gap, you know, where all of the
24 after school activities and athletic events are
25 not going to be required to be staffed by law

1 enforcement, we could be creating a big problem
2 where, you know, unfortunately somebody could
3 go and attack a facility that is really, you
4 know, a real soft target with no protection at
5 all. Is there any way that our commission can
6 address that; that's a major vulnerability in
7 my mind.

8 CHAIR: Well, you know, again, there's no
9 perfect, and there has to be a degree of
10 reasonableness, and you know, if you put that
11 where do you draw the line, is that if you get
12 a chess club that's meeting at 7:00 at night,
13 and it's six students, and they're the only
14 ones on campus, do they get it, do you have to
15 have a cop there because the chess club is
16 meeting, and that's different than the football
17 game?

18 Right now it's up to each school in each
19 district to make that determination, and they
20 are doing it, but there's only so much you can,
21 you can require.

22 COMM. SCHACHTER: I think that after
23 school there is no security there, and so that,
24 that's what I'm afraid of.

25 CHAIR: Not everywhere. There is.

1 COMM. SCHACHTER: Really?

2 CHAIR: There is. There is in a lot of
3 them. I know there is, you know, so, you know,
4 it may not, it may or may not be everywhere for
5 everybody, and some districts are doing more
6 than others, but, no, there is, there are
7 staffing by law enforcement or guardians after
8 regular school hours; I can tell you that.

9 COMM. SCHACHTER: Not in Broward County
10 they're not.

11 CHAIR: Well. So --

12 COMM. SCHACHTER: At football games, yeah,
13 but that's it.

14 CHAIR: Moving on then on to the Line 269,
15 verified accuracy of SESIR data, we'll talk
16 more about that. It includes charter schools,
17 and that's in drills, and in the safe school,
18 so that clarifies that, to the extent that it
19 needs clarification. Here's on that you asked
20 about earlier, Mr. Schachter. This is not in
21 the Senate Bill, but it says a private school
22 may employer contract for the employment of
23 guardians, so this is in the House Bill, but
24 this provision is not in the Senate Bill.

25 This is another one that we talked about,

1 frequency, again this is in the House Bill that
2 provides flexibility, active assailant drills
3 conducted in accordance with the requirements
4 of the Office of Safe Schools, and deletes as
5 often as other emergency drills. You know,
6 this again puts the Office of Safe Schools in
7 the position of having to make a determination
8 how frequent drills are done. I, you know, I'm
9 not sure that, that that's a good provision.
10 It just takes it away from what is clear now.

11 And again there could be discussion that
12 maybe what's in there now is too much in
13 certain context, but it takes the certainty and
14 puts it in total uncertainty and puts it
15 totally within the discretion of the Office of
16 Safe Schools, so again this is the in House
17 Bill, it's not in the Senate Bill.

18 Now getting, Chief Lystead, to your
19 question, or comment, you know, from before,
20 reach district is required to have that school
21 safety specialist, but the person doesn't have
22 to be a school administrator, so that give the
23 district flexibility. It doesn't have to be
24 somebody employed by a Sheriff's Office, it
25 could be anybody, so the House version

1 encompasses what your concern is, so, again,
2 that's going to have to get reconciled
3 somewhere between the two Bills.

4 The FSSAT required that it be used -- now
5 here's -- here's what I've been talking about a
6 couple times, at Line 525, requires that each
7 principal designates school personal who can
8 declare an emergency, and a threat to school
9 safety, and has to designate school personnel
10 who must contact the primary emergency response
11 agency. I very, very strongly suggested to the
12 House staff that that must come out. That is
13 just the antithesis of everything that we've
14 talked about, that everybody needs to be
15 empowered, and when you have something like
16 that in law it is going to tell these
17 principles that they have to designate the
18 people, and you're going to end up with
19 individual people designated as opposed to
20 everybody is empowered, so I don't think that
21 that is helpful at all, and I think it hurts
22 what we're trying to accomplish.

23 COMM. SCHACHTER: Yeah, that -- that's
24 completely contrary to all best practices, I
25 would agree with you on that.

1 CHAIR: So Line 548 maintains that an SRO
2 must be Florida certified -- but this gets back
3 to what I said a few minutes ago, that an SRO
4 may be employed by a district school board, so
5 that doesn't make any sense. And you can split
6 the cost of the SRO, but everybody does that
7 now anyway, and it all has to be mutually
8 agreed, so I don't know that that really
9 accomplishes anything.

10 Again employer contract for guardians.
11 Guardians shall have a CCW permit or be a Class
12 D or a Class G licensee, gets back to using
13 security personnel. A guardian may not serve
14 unless appointed by the superintendent, that
15 same issue that's in the Senate Bill, and by
16 May 1st of each year DOE has to provide access
17 to the FSSAT. We'll talk more about that
18 tomorrow. But it does say in here, and I
19 suggested this in the discussion I had with the
20 House, it says DOE must review all FSSAT
21 results submitted before October 1st. Again
22 it's ambiguous. It kind of indicates that the
23 FSSAT has to be in by October 1st, but it
24 doesn't say that. The Senate version says it
25 has to be in by August 1st. So this needs to

1 get reconciled, and I suggested to them it's
2 better to use a specific date, and just say get
3 it in by this date. It's clear, it's
4 understandable by all, and you can't have
5 confusion over that.

6 Deficiencies in reporting, non-compliance,
7 same thing on the fix for Okaloosa, Seminole,
8 and the other counties about the second Safe
9 School dollars, that you can use it for
10 existing SROs. Districts have to comply with
11 the FSSAT before they can get their allocation
12 money. And this is where the compliance
13 differs. You saw a lot of the Senate Bill, and
14 again I'm just kind of giving you excerpts from
15 it, and paraphrasing it a little bit, what it
16 is supposed to give in the DOE Commissioner
17 very specific and direct sanction authority and
18 accountability measures, is that this goes to
19 the Educational Practices Commission, it can
20 impose a fine for non-compliance.

21 So it doesn't give the Commissioner direct
22 oversight and sanction authority, is that it
23 refers it to this Educational Practices
24 Commission if a person knowingly failed to
25 comply with the requirements. So I have no

1 idea, and so maybe Chancellor Olivia, or
2 Commissioner Stewart, you can enlighten us,
3 because I have no idea what the Educational
4 Practices Commission is, never heard of it.

5 COMM. STEWART: So the authority of the
6 Educational Practices Commission currently only
7 covers those who hold a Florida Educator
8 Certificate, so they would have to do more than
9 just do that, they would have to into the EPC's
10 statute and make a change.

11 CHAIR: Okay. So that Practices
12 Commission, is that a commission, obviously
13 within DOE, that is like a regulatory on
14 licensing, and --

15 COMM. STEWART: It's a -- it's a group of
16 twenty-five volunteers made up of law
17 enforcement, parents, school board, and five
18 sit at each of those hearings and hear the
19 cases of educator misconduct.

20 CHAIR: Okay. So anyway that's the
21 framework that's set up in the House Bill, is
22 to use this Educational Practices Commission as
23 opposed to direct accountability. All right,
24 so anybody have any, any further questions,
25 comments? Those are the two big school safety

1 Bills that are pending, and the House Bill has
2 not been set for the floor again, it hasn't
3 been set on the agenda, but it could any day.
4 Go ahead, Mr. Schachter.

5 COMM. SCHACHTER: Yeah, I totally agree
6 with you on the Line 525 on, on the House Bill.
7 If that was to become law that would be
8 extremely bad for the safety of our children in
9 schools, so I know you're our conduit to the
10 legislature, if you think that you would like
11 another motion to include that in your letter,
12 or any of these other provisions that we feel
13 extremely strong about --

14 CHAIR: I don't think -- I don't think
15 it's necessary at all, so -- I don't think it's
16 necessary. I think we made the point on that
17 one. All right, anybody have anything else?
18 We'll move on. So Senator Book is the Chair of
19 Children, Families, and Elder Affairs, and her
20 committee introduced a Bill -- remember we
21 talked about how mental health providers may
22 report threats of harm to law enforcement?
23 This would require that they do that. This
24 Bill is up in the Senate Rules Committee. It's
25 the last stop on Wednesday of this week,

1 tomorrow, and then it will go the Senate floor.

2 Right now there is no House companion, but
3 I know Senator Book is working on that, and
4 trying to figure out a way to get it through
5 the House, so that is a good thing. I think it
6 was a committee, it was a commission
7 recommendation, and Senator Book has gotten
8 that Bill through the Senate, so we'll have to
9 see what happens with it.

10 SEC. MAYHEW: I just wanted to share with
11 the commission that there is HB361 and SB1418
12 that address Chapter 394 Florida Statutes,
13 which is the mental health law, that do have a
14 provision requiring providers, mental health
15 providers to report to law enforcement and any
16 potential victim that is specifically
17 identified that may be of threat to harm,
18 harmed by someone else. It also requires law
19 enforcement to then respond appropriate to that
20 report, and it also requires a release of the
21 records that are pertinent to the threat and
22 law enforcement's investigation.

23 CHAIR: Do you know where they are? Have
24 they moved at all, those Bills?

25 SEC. MAYHEW: Actually the House Bill was

1 just passed today, but I can --

2 CHAIR: Yeah, that's all right. I know --
3 I know Senator Book is working on this, so, you
4 know, she's, she's addressing it.

5 SEC. MAYHEW: So what Senator Book did,
6 what happened is because she doesn't have a
7 companion Bill in the House for 7048 her
8 language was actually adopted in SB1418 to go
9 under Chapter 394 in the mental health side,
10 versus on the education side, which is where
11 she was, she was working.

12 CHAIR: Yeah. I know she's working on it,
13 and, you know, trying to track the web of all
14 of these, and I just wanted to bring it to
15 everybody's attention, that it's out there, and
16 I've talked to her, and I know she's got a
17 plan, so she's extremely competent, and will
18 I'm sure figure out a way to get it through.
19 So I just want to bring it to your attention,
20 that this was a commission recommendation, and
21 she's moving it along, and hopefully she can
22 get it through because it is an important one.
23 So she -- she knows how to navigate it through
24 the process, so we'll rely on her to get it
25 done.

1 The next one we want to talk about are two
2 Bills, 5636 and 441. So these are probably a
3 good segue way into the next topic that we're
4 going to discuss this afternoon, which is 911
5 and radio communications. So, you know, I
6 always talk about the perfect world doesn't
7 exist, well, it doesn't exist as it relates to
8 this issue either, and the chances of any Bill
9 passing, and probably shouldn't, that required
10 consolidation of the 911 centers and the public
11 safety answering ports across Florida, one,
12 it's unrealistic, it would never pass, there
13 would be a huge fiscal with it, and all kinds
14 of reasons why, well, in the perfect world that
15 might be a good idea, it's just not something
16 that is feasible.

17 So what we wanted to do was to craft
18 something that would take where we are to a
19 better place, although it won't be a perfect
20 place is, is that it would be a better place
21 than where we are today. So both of these
22 Bills address issues with the 911 system and
23 radio interoperability. So the first provision
24 of the Bill says that every 911 center that
25 reasonably takes calls for first responder

1 agencies for which that 911 center does not
2 have dispatch, does not dispatch calls, that
3 they have the ability to communicate with a
4 first responder agency by radio.

5 So we know that what happened here in
6 Broward County was we had the calls going into
7 the Coral Springs communication center, Coral
8 Springs transferred the calls over the Broward
9 County Sheriff's Office, and Coral Springs,
10 like others, didn't have direct radio
11 capability to dispatch the Broward Sheriff's
12 Office deputies who were responsible for
13 responding to Parkland. So this is no
14 different than what we have in Pinellas County,
15 what happens on Orange County, what happens in
16 Palm Beach County, which happens in a whole
17 bunch of places, is that you have PSAPs, public
18 safety answering points, 911 centers that take
19 calls into that call center for a whole host of
20 reasons, and those calls coming into that 911
21 center, that 911 center doesn't dispatch for
22 the police department that it's taking the call
23 for so they have to transfer it.

24 And all this is saying is, is that 911
25 center has to have the ability -- it doesn't

1 even say they have to do it. It says they have
2 to have the ability to communicate directly
3 with that agency. So what it says is, is that
4 the Coral Springs dispatch center, the PSAP has
5 to have the ability to communicate directly
6 with the Broward County Sheriff's Office. It
7 says that in Pinellas County, our 911 center
8 which takes calls for the St. Petersburg Police
9 Department, we don't dispatch for the St.
10 Petersburg Police Department, we have to have
11 the ability to come up on their channel.

12 There's a variety of ways to accomplish
13 that. One way to accomplish it is, one end of
14 the spectrum is full consolidation. Most
15 places, if not all, it's never going to happen.
16 It could be by putting radio channels in the
17 consoles in those communicate centers, or it
18 could be as simple as having a portable radio
19 in there where they could come up on the
20 portable radio. The whole idea here is to make
21 it as painless as possible, as doable as
22 possible, and not require anybody who doesn't
23 want to go through any extensive hoops but make
24 sure that the ability is there to communicate.

25 Then at the same time is to leave it to

1 local control of all the stakeholders as to how
2 that is implemented. So what the Bill says is
3 that the Sheriff in every county will convene
4 the stakeholders, and the stakeholders will
5 come up with the criteria under which that this
6 will happen. So is this going to happen in
7 your every day run of the mill calls, or is
8 this going to happen in only those most
9 serious, and hopefully anomaly situations like
10 the shooting at Stoneman Douglas?

11 So use us as an example, is that somebody
12 wakes up at 3:00 in the morning in the City of
13 St. Petersburg and they look out their back
14 window, and they see a guy getting ready to
15 break into their house, and the person is
16 freaking out, and they're yelling, and they
17 call 911. When that call comes in to our
18 communication center we're going to take the
19 information, we're going to say hold on, we're
20 going to transfer them to the St. Pete Police
21 Department, and they're going to tell their
22 story all over again to the call taker of the
23 St. Pete Police Department, and then that call
24 taker is going to pass it up to the dispatcher,
25 and then they're going to dispatch the St. Pete

1 Police.

2 So that call, that process could continue,
3 or you could have, dependent upon what's
4 decided by the stakeholders, is that you could
5 have a situation where when that call comes in
6 and the person is freaking out that our
7 dispatcher in our communications center gets on
8 the St. Pete channel and says you got a
9 burglary in process at this address, get your
10 units rolling that way, and we're going to
11 transfer you a call.

12 It doesn't tell -- this Bill in the law is
13 not going to tell any county, or any
14 jurisdiction about how they have to do this.
15 It says that you have to have the ability to do
16 it, you all sit down at a table and reach
17 consensus, and figure it out, draft an
18 inter-local agreement and file it with FDLE
19 demonstrating compliance. So it leaves it to
20 local control on a county basis but requires
21 that the ability be there.

22 The third thing the Bill does is, is that
23 it says that law enforcement agencies are
24 required to share their primary dispatch
25 channels unless technologically prohibited. So

1 you can't have a situation where you've got, in
2 a county you've got a, let's say a city police
3 department, they want the sheriff's office
4 primary dispatch channels, the sheriff won't
5 give it to them, or vice-versa, it eliminates
6 that to make sure that those primary dispatch
7 channels are available to other law enforcement
8 agencies.

9 So those are the three things the Bill
10 does. It passed this morning in the House
11 under HB441. It's got one more stop in the
12 Senate, and then it should move to the floor.
13 We've had a lot of discussion -- I've had a lot
14 of discussion over the last couple weeks with
15 the fire chiefs. The police chiefs are in
16 support of it, the 911 groups. And we have
17 modified this Bill quite a bit, you know, and
18 rightfully so, to accommodate a number of
19 requests from various associations. So when it
20 was up this morning it was supported by
21 everything, by everybody, and I think that this
22 is a significant step from where we are, and
23 will take us to a much better place, so I'm
24 pretty confident that both these Bills will
25 pass and, and make through both chambers.

1 Anybody have any questions on, on that?

2 Mr. Schachter.

3 COMM. SCHACHTER: I understand that the
4 SOP for when the call came into Coral Springs
5 was if it was law enforcement, they transferred
6 to BSO, but did they not have the capability to
7 place the call to, to BSO without transferring
8 the call?

9 CHAIR: No. To get up on the radio
10 channel and dispatch it, no.

11 COMM. SCHACHTER: No.

12 CHAIR: Not then. They do now, and you'll
13 hear about that here in a few minutes, it's
14 changed.

15 COMM. SCHACHTER: And then my last
16 question is was there any consideration to
17 putting in a transmit all button, or mandating
18 a transmit all button?

19 CHAIR: What are you talking about?

20 COMM. SCHACHTER: I've spoken to a number
21 of 911 operators, and they say that in their
22 community they have on their, their module,
23 there's a transmit all button, they push it,
24 and that, that they're able to transmit on all,
25 to all the agencies at the same time.

1 CHAIR: Well, you know -- and I don't know
2 what they're talking about with that, but what
3 they might be -- but -- but again that 911
4 center, or that PSAP, or that has to be
5 dispatching for those agencies. Again, you
6 have -- you have PSAPs that are taking calls
7 for agencies they are not dispatching for.

8 COMM. SCHACHTER: I understand. I
9 understand.

10 CHAIR: So that wouldn't work. And -- and
11 there is a problem, there is an operational
12 problem with somebody else coming up on your
13 channel. You've got a dispatcher on your
14 channel for a reason. If somebody else is all
15 the time coming onto your channel and trying to
16 dispatch your units that's a whole other
17 problem. That would cause -- that would --
18 that would be unworkable operationally.

19 COMM. SCHACHTER: It wouldn't be all the
20 time; it would just be in mass casualty
21 incidents.

22 CHAIR: Well, it -- well, it depends upon
23 what the criteria is. That's why that this
24 needs to be left to local control, let the
25 sheriff and the police chiefs, and the fire

1 chiefs, and all the stakeholders, sit down at
2 the table, figure out what works in that
3 county, because what works in Miami-Dade County
4 ain't going to work in Lafayette County, and
5 vice-versa. You got very different dynamics,
6 and very different needs, and so all we're
7 saying here is, is that let it be done locally,
8 figure out what works, get it the best place
9 you can, but let's move the needle slightly and
10 get it to a better place. That's all this is
11 saying. Okay. All right, anything else there?

12 COMM. PETTY: Mr. Chair, on this 441 is
13 there a date by which this needs to be
14 completed? I'm just looking through the bill,
15 and I'm trying to find a date.

16 CHAIR: Well, they have to -- they have to
17 submit the compliance report, I believe it's in
18 there, by January 1st. So January 1st, because
19 they have to submit a compliance report, or
20 file the MOU with FDLE by January 1st. All
21 right, any other questions on any of that, as
22 far as the pending legislation, et cetera?

23 All right, so we've got probably will be,
24 that took a little longer than I expected, but
25 probably be about the last thing that we're

1 going to do today is talk about -- John, do you
2 need this? Talk about the radio system and 911
3 update, so remember that the, even though
4 they're interrelated the 911 issue is different
5 from the Broward Sheriff's Office radio issue.
6 The Broward Sheriff's Office radio issue is an
7 antiquated system, resulted in the throttling,
8 resulted in the balking, in a capacity issue on
9 that radio system.

10 Remember that in Broward County is that
11 you have a regional communication system,
12 north, center, north, central, and south. And
13 you have Plantation and Coral Springs that do
14 not participate in the regional communications
15 system. There's been some recent reports that
16 Margate and Coconut Creek are considering
17 withdrawing from ORCAT and the regional
18 communications system. ORCAT, just for record,
19 just for refreshing you all on it, is the
20 Office of Regional Communications and
21 Technology. Sergeant Suess is going to get
22 into that here, and explain more about it, but
23 it is the regional system.

24 So we've had discussions over the last
25 several weeks with various stakeholders,

1 including those representing ORCAT, Coral
2 Springs Police Department, Broward Sheriff's
3 Office, and Plantation Police Department.
4 We've also reviewed the Fitch report, which
5 you'll hear about, and we sent you all copies
6 of the Fitch report from 2016 as read ahead
7 material.

8 Now, most of what you're going to hear
9 about today from Sergeant Sues in this
10 presentation is from ORCAT members, and ORCAT
11 member cities that we've talked with so far,
12 and the ones we've talked about, talked with so
13 far, are the ones that have concerns and
14 criticisms of the system, and even criticisms
15 of the County. The County has also expressed
16 some concerns about the system users. But one
17 of the things I need to stress to you is, is
18 that we have not, and I say this again, we have
19 not interviewed all ORCAT participants, so
20 there are some cities that are members of ORCAT
21 that we haven't talked to, we haven't been able
22 to get to yet, and interviewed in this process,
23 and I've committed to Bertha Henry, the County
24 Administrator, that we will interview others to
25 ensure that we have a well- rounded

1 perspective.

2 But I can tell you that -- and we'll do
3 that, but it is clear nevertheless that there
4 is discord, and there is significant discord in
5 this community over the communications, and
6 whether the current system is working, and
7 whether it is working properly under ORCAT.
8 And give you an example, is last month Sunrise
9 Mayor Mike Ryan authored an op-ed in the
10 Sun-Sentinel, and this is a quote from Mayor
11 Ryan that was in the Sun-Sentinel a couple of
12 weeks ago.

13 And here's the quote: Today friction and
14 distrust persist as it relates to our 911
15 system between county technology employees,
16 which is ORCAT, and our public safety
17 professionals, which are the participating
18 agencies.

19 Well, friction and distrust are not
20 ingredients for success, but that tone
21 permeates among the system participants. It
22 doesn't really matter what the cause is, or why
23 they are at this juncture, but they need to get
24 this fixed, because if they keep going the way
25 they are nothing is changing, and the ones that

1 are at risk, the ones that are suffering are
2 the users of the system, and that's the police
3 officers, the deputy sheriffs, the dispatchers,
4 and really the public that's relying on an
5 effective communications system to get them the
6 help.

7 ORCAT resolved some of these problems when
8 it was implemented in 2014, but in some cases
9 because of the governance structure it may even
10 be worse than it was before this came into
11 effect. The Fitch report from 2016 -- so
12 remember what I just told you that Mayor Ryan
13 said a few weeks ago in that op-ed, and this is
14 what the Fitch report in 2016 said; is noted
15 that the ORCAT governance structure keeps the
16 system from achieving significant additional
17 improvements, that the governance structure
18 seems to be at the heart of many of these
19 issues. So this is not new, this has been
20 around since the Fitch report in 2016, but
21 nothing is getting fixed with this.

22 So I want to highlight a couple things,
23 and then I'm going to let Sergeant Suess go and
24 get through his presentation here, but here's a
25 couple things that were in the Fitch report

1 from 2016. Here's one of the things it says.
2 It was a question in a survey to the
3 dispatchers, so these are the people who are
4 doing it, these are the boots on the ground,
5 these are the people talking on the radio,
6 these are the people within ORCAT, within the
7 County's regional communications system, and
8 there's the question that was asked.

9 The regional communications system, and
10 this is December 2016, the regional
11 communications system is equipped and prepared
12 to handle large scale emergencies such as
13 Hurricanes and mass shooting incidents? And
14 41% of the dispatchers disagreed, or disagreed
15 strongly with that statement. So in 2016 you
16 had 41% of the people who are doing it that
17 said that this system was not equipped to
18 handle a mass casualty incident.

19 You're going to see a slide in the
20 presentation that gives all of the data, but
21 again we want to highlight this because it's
22 pretty glaring considering what happened in
23 February of last year. Here's another one, is
24 that 19% of the dispatchers in the 2016 survey,
25 19% responded that the regional communications

1 center's policies and procedures are easily
2 understood and applied. So only 19% of the
3 people understood the policies, and that they
4 were easily applied.

5 So all we want to do today is bring you up
6 to speed on what we've been doing over the last
7 couple months, interviews, and to update you on
8 where things are, and where things are not, as
9 it relates to the entire 911 system, and
10 specifically to the radio tower issue between
11 the County and Hollywood, which is still
12 unresolved. This is not to bring it full
13 circle. This is to update you. Sergeant Suess
14 will go through these slides. And then in June
15 we will bring in all of the players, and we
16 will in that meantime have interviewed others
17 and be able to update you on the situation in
18 Coconut Creek, with Margate, with others that
19 we need to talk to.

20 So I didn't want to wait because this is
21 too important of an issue, there's too much
22 that has gone on here in the last couple of
23 months, but we're not bringing everybody in in
24 this meeting. We'll bring people in in the
25 June meeting. And again, all we want to do

1 here today is get you updated on where we are.
2 Go ahead, Sheriff Judd.

3 SHER. JUDD: Let -- let me make this
4 statement just before we start the presentation
5 for those who are not familiar with
6 communications systems, and certainly with
7 joint communications systems. Historically
8 the, there's friction between the field units
9 and the communications people inside, because
10 the people on the communications inside are
11 having to rely on what they're being told by
12 people that are exercised over being victims,
13 and they're trying to communicate to the people
14 in the field.

15 The people in the field are frustrated
16 because they're not always getting the
17 information they're comfortable with because
18 the people in communications can't get the
19 information. So as we go through this if any
20 of those issues arise you just have to say,
21 okay, that's, that's part of the system. But
22 here -- here's the focus we need to look at. I
23 just came through the consolidation of a system
24 like this, and best friends who, from the
25 different police departments and fire

1 departments who all sat with my staff around
2 the table, best friends vehemently disagreed on
3 some topics, but they came together to get it
4 done.

5 So -- so you're going to see when you look
6 at an agency the size of Broward that only
7 2014, only four years ago consolidated all but
8 a couple of agencies -- this is a monumental
9 task of great proportion if you have everyone,
10 if you have, if you have a representation on a
11 merge commission, if you all agree, if there's
12 no, and you're all friends, there's going to be
13 a lot of angst.

14 If there's anything less than 100% buy-in
15 by the representatives from the city, and
16 everyone understands at the end of the business
17 arguments that they're all friends, then it
18 only gets worse from there. But under the best
19 of circumstances a merge like this is very,
20 very, very stressful, and changing this culture
21 takes a long time, and they've only been into
22 it four years. So just balance that when you,
23 and then you see whether or not the
24 infrastructure that's in place, or the
25 committees that's in place, did they put the

1 right culture change procedures and processes
2 in place -- and I harken back to if only 19%
3 understand there's a huge problem there.

4 So we need to look at, at a system and a
5 process, not at the end, end conflict that may
6 be between dispatchers and response units.

7 CHAIR: Now, we'll let John get started,
8 you know, but, but some of this is, it seems
9 like talking to people, and from what we've
10 heard, unfortunately I think some of this has
11 become personal, and they've got to figure out
12 a way around this. They've got to get --
13 they've got to be bigger than that, and they've
14 got to get through this problem.

15 But there will be -- there'll be
16 opportunity here for the questions, and to
17 weigh in, but let's let Sergeant Sues get
18 started, and then, and then we'll take
19 questions.

20 COMM. SCHACHTER: Sheriff, can you just
21 tell us why the Fitch report was started in the
22 first place, who initiated that, and why?

23 CHAIR: He'll get into it.

24 COMM. SCHACHTER: He will? Okay.

25 CHAIR: Go ahead.

1 PRESENTATION - BROWARD COUNTY EMERGENCY

2 COMMUNICATIONS

3 SGT. SUESS: Thank you, Sheriff. As we go
4 through this presentation as Sheriff Gualtieri
5 pointed out I think it's important to note
6 you'll see the overwhelming majority of slides
7 in here, and the texts are actual, they're
8 quotes from either the Fitch report or letters
9 back and forth between the government entities.
10 Very little of what you'll see in here are
11 conclusions or findings by the investigative
12 team, so please keep that in mind.

13 So a little background, just a refresher,
14 and then for the new commission members,
15 there's thirty-one municipalities in Broward
16 County, some of them have their own police and
17 fire departments, some contract with
18 neighboring municipalities, and others contract
19 with BSO. And again as a reminder, they
20 provide both police and fire services. In 2002
21 the voters chose to consolidate emergency
22 communications, often referred to as
23 regionalization; we'll get into that a little
24 more.

25 In 2013 the process began to establish a

1 regional system, and in 2014 the formal
2 implementation of ORCAT, or the Office of
3 Regional Communications and Technology, took
4 place. This consolidated eight smaller public
5 safety answering points, or PSAPs, or
6 communication centers, into three separate
7 facilities, north, central, and south. It's
8 worth noting BSO was already providing some
9 regional services to municipalities that chose
10 to not have their own PSAP.

11 These regional communication centers are
12 staffed by BSO personnel, and ORCAT provides
13 technology, funding, and oversight for these
14 systems. It is funded by the County, and often
15 you will hear probably throughout this
16 presentation, either my words or quotes, that
17 the ORCAT and County are often used
18 interchangeably, so please just be aware of
19 that. As a reference point, the Fort
20 Lauderdale Airport shooting took place in
21 January of 2017.

22 So this slide sort of lays out the ORCAT
23 CAD membership. You'll see on the far left
24 column a lot of municipal police departments,
25 and then under the umbrella of the Broward

1 Sheriff's Office a lot of contract cities, and
2 then their district offices at Port Everglades,
3 Fort Lauderdale Airport, and the courthouse.

4 CHAIR: John, just for the new commission
5 members just explain what CAD is.

6 SGT. SUESS: Yeah, so CAD is computer
7 aided dispatch. So essentially when a 911 call
8 is made the call taker gets that information,
9 they enter it into a computer. Simultaneously
10 a dispatcher is able to see those call notes
11 and relay that information to deputies or
12 police officers, or firefighters, as the case
13 may be.

14 And then you see the two non-member
15 agencies of ORCAT, Coral Springs and
16 Plantation, and we'll get more into that, and
17 their reasons for that, shortly. Then also
18 within ORCAT you have the RMS memberships, or
19 records management systems, so that's, you
20 know, any police report that is generated is
21 going to be documented through your records
22 management system, your RMS. And again you can
23 just see some of the differences. There's a
24 few exceptions there, and I'm not going to go
25 into every single one of them right now, but

1 they are, are there for your reading. Just for
2 the sake of familiarity the location of Coral
3 Springs and Plantation, where they are within
4 Broward County. And you can see the numerous
5 municipal boundaries here on this map.

6 So we're going to talk about sort of the
7 current status of interoperability. There have
8 been some changes made since February 14, 2018,
9 and some I would venture to say even since the
10 last time we all met. So the regional system
11 ORCAT, you'll see at the bottom of this, is
12 largely interoperable with P25 Phase I systems,
13 which is the system that Coral Springs Police
14 Department uses. Plantation Police Department
15 is on a P25 Phase II. It's my understanding
16 that's pretty much the latest and greatest
17 technology.

18 So part of the issue is on a P25 Phase II
19 radio Plantation officers can communicate to
20 Broward deputies on their radio. The
21 difficulty is that the Broward deputies often
22 time, or actually they cannot then transmit
23 back to a P25 Phase II radio. This is largely
24 just a technological restriction. To ask me
25 anything more detailed than that, I don't have

1 that inform, but just so you understand the lay
2 of the land.

3 ORCAT is working to upgrade to the P25
4 system. The current obstacle is the radio
5 tower placement in Westlake Park in the City of
6 Hollywood. This is ORCAT's primary location
7 where they would like to erect the tower. It
8 has already received approval from the FAA and
9 FCC, and when we met with some of the senior
10 staff at ORCAT they explained if they could get
11 this location that the P25 system can be
12 operational by December of 2019. This is the
13 only site by where a, where the P25 system
14 could be active. There are other locations
15 being explored, but those are going to be, it's
16 going to take much longer to implement.

17 So ORCAT was directed to conduct a site
18 study at the Surf Hotel in Hollywood as an
19 alternative. When we met with ORCAT they
20 explained if they do that that the construction
21 process is going to take longer, and it's going
22 to cost more. There was an engineering report
23 completed recently on March 29th. I'll share
24 some more information on that briefly.

25 Concurrently, and I think in a great deal of

1 foresight, Hollywood has also initiated the
2 Chapter 164 proceedings with the City of
3 Hollywood, and so what that essentially would
4 do is, it's a forced arbitration between the
5 County and the City, and then the first step in
6 the process really would be a meeting between
7 the County Commission and the City Council of
8 Hollywood to try and come to some resolution.

9 So ORCAT provided us with a copy of the
10 engineering report. It is an engineering
11 report, so there are parts of it that I
12 certainly did not understand, but I think if
13 nothing else this excerpt from the executive
14 summary does not paint that as a timely, or an
15 ideal location, stating that it is viable, but
16 it's going to result in a sub-optimal system,
17 would be a much higher lifetime cost, and a
18 much longer timeline for implementation. So
19 essentially everything, all the concerns ORCAT
20 had were validated by this engineering report.

21 So as you may recall there are several
22 non- public safety entities on the public, or
23 on the County radio system. In 2013 it was
24 recognized that some of those entities needed
25 to be removed from the public safety system.

1 As an example, some of them, mosquito control,
2 wastewater, aviation. There were a lot of
3 radios purchased at that time that have not yet
4 been implemented. They have begun the process.
5 Some of those radios have to be reprogrammed,
6 and they anticipate that the significant users
7 of that system that are not public safety
8 entities should be off by June of this year, so
9 by the next commission meeting we should have
10 an update on that.

11 COMM. SCHACHTER: Detective, is Hollywood
12 the only city that were remaining, is standing
13 out and resisting?

14 SGT. SUESS: That's my understanding,
15 they're the only one, yes, sir. I think once
16 that tower is up then it, then the process can
17 continue.

18 COMM. SCHACHTER: And this is not -- I
19 mean they, they just initiated this survey, but
20 they've known about this for years, right, that
21 we needed to put a tower in Hollywood?

22 SGT. SUESS: I couldn't answer that
23 question. Perhaps in June one of the County
24 employees may have a better idea. So the
25 School Board radio system is going to require

1 input from both the School Board and ORCAT as a
2 whole. The School Board has set a deadline for
3 August of 2019, and in our meeting with ORCAT
4 they described that timeline as very ambitious.

5 So BSO and ORCAT are continuing to work
6 together to try and remedy some problems. BSO
7 is reprogramming all their radios so there's
8 going to be three channels, and we've done
9 something similar in our county, but this
10 provides deputies the opportunity, and for
11 those of you that weren't here at that time,
12 and just as a refresher, a lot of times if a
13 deputy or a law enforcement officer is going
14 from one district to another they may need to
15 change radio channels.

16 That's not always very easy on portable
17 radios, especially if you're driving at a high
18 rate of speed in a high stress environment, so
19 BSO is reprogramming all of theirs so with the
20 simple rotation of a dial to the last three
21 channels there's three separate channels they
22 can get on, emergency operations, staging, and
23 tactical. So at the appropriate time, which is
24 going to vary depending on that particular
25 response, all law enforcement officers can

1 change to whatever channel their specific role
2 requires.

3 They're working to establish a uniform
4 fleet map so all radios in the ORCAT system
5 have the same fleet map. So in theory every
6 agency's radio fleet map will mirror other,
7 other agencies. ORCAT currently uses emergency
8 medical dispatching EMD. They're in the
9 process of implementing emergency police
10 dispatching, and emergency fire dispatching.
11 So a very quick explanation, it's basically a
12 set script that call takers use to answer
13 questions when a 911 call comes in. It removes
14 certain variables. There's pros and cons to
15 both systems, but that is the currently lay of
16 the land. And then text to 911 was recently
17 implemented.

18 So we met, and I've continued dialogue,
19 both with Angie Mize at the Broward Sheriff's
20 Office, she's the current acting director of
21 communications, and Kathy Liriano, the director
22 of communications for Coral Springs. What I
23 can tell you about them, and to be honest
24 everyone we've spoken with, everyone is making,
25 or trying to make strides in improving the

1 situation. There is obviously some
2 disagreements, and discord, on the best way to
3 do that, but Ms. Mize and Ms. Liriano certainly
4 gave the impression that the two of them have a
5 very good working relationship and are actively
6 working on making improvements to their
7 interoperability.

8 They currently have each other's systems
9 on their consoles, so if they need to transmit,
10 if BSO needs to transmit on Coral Springs'
11 channel then they have that ability to do so.
12 The inverse is also true. Both agencies have
13 the ability to patch each other's channels, and
14 monthly testing of this process is performed.
15 BSO and Coral Springs have discussed the
16 circumstances under which that patching would
17 take place. There is not a formalized
18 memorandum of understanding, but they have
19 documented training, at least on the BSO side.
20 And I'm not saying Coral Springs does not, I
21 just know that BSO made it a point to mention
22 that to us.

23 Parkland 911 call routing remains the same
24 as it was on February 14, 2018. Both ORCAT BSO
25 and Coral Springs have held meetings and

1 engaged in the City of Parkland on that process
2 to discuss possible alternatives.

3 COMM. SCHACHTER: And, John, before you
4 move on, this is also the case with Plantation
5 too, right?

6 SGT. SUESS: We're getting there.

7 COMM. SCHACHTER: Okay, thank you.

8 SGT. SUESS: Yes, sir. So Coral Springs
9 currently broadcasts over BSO's channel for
10 Parkland 8A when Coral Springs dispatches Coral
11 Springs fire into the City of Parkland.
12 They've gotten some feedback from the deputies
13 in Parkland, and apparently that's very well
14 received. They appreciate having that shard
15 information, so that's a step in the right
16 direction.

17 All Parkland deputies have been issued
18 pagers which alert them to Coral Springs fire
19 calls in the City of Parkland. Coral Springs
20 communications center trains to notify the
21 patrol shift commander of any major incidents
22 in adjoining jurisdictions. At that point the
23 shift commander can then make the decision are
24 we going to send our officers outside of the
25 city to respond as well.

1 Coral Springs uses OSSI for their records
2 management system. This is the same system as
3 BSO, the same vendor, but they are not part of
4 ORCAT. In meeting with Coral Springs, and I
5 believe that their concern had been shared here
6 in the November meeting as well, is Coral
7 Springs wants to have interoperability between
8 their records management system and their CAD
9 system so they can put what are, at our agency
10 we call them hot files, I think other agencies
11 call them different things, but if we know John
12 Doe is anti-law enforcement, and has made
13 threats to law enforcement, when his name gets
14 queried in the CAD then the dispatchers are
15 aware of that, and they can notify the law
16 enforcement officer who is with John Doe, hey,
17 use extra precaution, this person has made
18 threats against law enforcement, be aware of
19 that.

20 The fact that they are on separate RMS
21 systems does result in some delay for officers
22 and deputies to see each other's reports. It
23 depends on approval processes, name
24 candidating, work schedules even, so there is
25 some delay, but they are able to access each

1 other's records when needed.

2 So between BSO and Plantation, as I
3 explained earlier Plantation is on the P25
4 Phase II system, and then you have the ORCAT
5 system. There is not as much communication
6 interoperability. BSO is reprogramming some
7 radios, and I believe issuing new radios as
8 well, but that allows more interoperability
9 between those two agencies. Plantation and BSO
10 also have each other's channels in their
11 consoles, and they are able to transmit. The
12 Plantation channel is at only one workstation
13 on the regional communication center currently.

14 COMM. SCHACHTER: Can you elaborate? What
15 does that mean?

16 SGT. SUESS: So at any communication
17 center you'll have several areas, depending on
18 the size, where dispatchers sit. So it's my
19 understanding that the BSO channel was at one
20 dispatcher, and I think it may actually be a
21 supervisor's workstation. So it's just at that
22 location where they can transmit onto a
23 Plantation PD channel.

24 When we spoke with the communications
25 manager for Plantation Police Department he

1 explained that it's nearly a daily basis that a
2 BSO Deputy will get on their channel and
3 transmit, he said, you know, maybe something as
4 simple as they roll up on a crash and they'll
5 just notify Plantation PD, hey, at this
6 intersection there's a crash, I'm here, will
7 you send one of your officers please. There is
8 no currently -- or there is currently not a
9 written policy or MOU addressing how or when
10 the channels will be patched. And Plantation
11 PD's records management system, they are on a
12 separate system, they don't use OSSI so there
13 is no interoperability with that system
14 currently.

15 So some background on the ORCAT structure
16 in their system. In 2002 the voters voted to
17 amend the County charter, and this largely was
18 specific to fire rescue, and establishing a
19 closest unit response to ensure that the
20 closest firefighter unit is able to get to the
21 scene regardless of jurisdiction. Within law
22 enforcement it's not as straightforward, there
23 are more jurisdictional issues than there are
24 with fire response. And you see these slides
25 contain some of those changes to the charter

1 system.

2 An outline of the nine members that should
3 be represented on that fire rescue council, and
4 you'll see there's various representation
5 there. The summary of the 2002 changes to the
6 Broward County Charter, there's a summary in
7 the appendix. It short of outlies, I guess
8 it's safe to say, sort of an executive summary
9 of those changes that they made to the County
10 Charter system.

11 So in 2011 the Broward County Consolidated
12 Communications Committee, that's often referred
13 to as the 4C's committee, was established to
14 evaluate the feasibility of establishing the
15 regional communications system. There were
16 twenty-two members. That included individuals
17 from the Board of County Commissioners, League
18 of Cities, Police and Fire Chief's Association,
19 and the Fire Rescue Services Council that was
20 established in 2002. They presented a report
21 to the County Commission on March 7, 2012, and
22 within that report you will see that the
23 specifically cited misdirected calls as being
24 one of the main motivating factors for
25 establishing this Commission. And that's

1 exactly what happened on February 14, 2018, the
2 misdirected calls from Parkland being routed to
3 the PSAP that does not cover that area.

4 CHAIR: John, just for clarification,
5 okay, so it's two things -- you're right, and
6 it is -- but in that situation it isn't
7 misdirected in that it's misdirected and
8 unintentional. That was done by design, okay,
9 so that is design, but the misdirected calls,
10 the true misdirected calls would be a situation
11 where you've got somebody that is in a specific
12 area, I'll just use, I don't know, let me --
13 I'll just use Palm Beach as an example.

14 You've got somebody that's in the City of
15 Delray Beach, and they have sixteen different
16 PSAPs in Palm Beach County, so you're in the
17 City of Delray Beach and you call 911, but
18 because of where you are and the cell tower you
19 hit is, is that your 911 call goes to Boca.
20 That's a misdirected call, because you're
21 physically in the City of Delray but it goes to
22 the tower, and it goes to Boca, Boca gets it,
23 and then you give the address, and Boca says
24 not us, not it, then they got to transfer it
25 back to Delray.

1 That's -- when we're talking about that --
2 and you can some that happen here. One of the
3 calls, you all probably don't remember but we
4 played it for you, was a call, a 911 call that
5 came in from the school, and it went to Boca
6 and, I'm sorry, into Palm Beach County. It's
7 because of the cell towers that it hits. That
8 is when it is unintentionally going to a
9 communication center, so it's misdirected.

10 But here is, is that what happened on
11 February 14th was, it's the same affect, but it
12 wasn't misdirected in it was inadvertent, it
13 was the specific process that's set up. So I
14 just want to make sure you clarify that.

15 SGT. SUESS: Okay, thank you. I want to
16 point out in particular that this committee
17 developed a consensus on principles of
18 governance, operations, and funding, and it's
19 important to point that out as we move along.
20 So there were four different systems of
21 governance which they considered. Two of them
22 were identified as the most preferred options,
23 the first one and the second one, the first one
24 being run by Broward County government, and the
25 second one being run by the Broward Sheriff's

1 Office. The last two were essentially ruled
2 out in the recommendations of this committee.

3 The committee recommended that they be
4 terminated, or sunset, and that a
5 implementation board, or an I-Board be
6 established. That took place on March of 2012.
7 There were thirty-two members from city and
8 county government, police and fire chief's
9 associations were represented as well. In
10 February of 2013 the I-Board issued their final
11 report, and we'll cite some of their findings
12 here shortly. They set a goal for the regional
13 system to be active by October 1, 2013.

14 So from the I-Board report you will see
15 they identified that Coral Springs and
16 Plantation have stated they prefer to maintain
17 their own PSAP, and Coral Springs said from the
18 beginning their concern was that the level of
19 service that will be provided by the countywide
20 E-911 system will be lower than currently
21 provided by the City of Coral Springs. In
22 September 2013 the County and the Broward
23 County Sheriff's Office entered into an
24 agreement, so the contract, it's a 167-page
25 contract signed by Bertha Henry, the County

1 Administrator, Sheriff Israel, and Kristin
2 Jacobs, the County Mayor at that time.
3 Municipalities are able to join in this
4 agreement through inter-local agreements, and
5 as mentioned earlier this is a service which
6 Broward County funds and pays for. The
7 salaries for the communications personnel is
8 advanced to the Sheriff's Office each month as
9 they pay the communications employees.

10 So from that agreement, if we look at it,
11 and this is a quote from the agreement, I want
12 to draw your attention in particular to the
13 red, it says; the County shall provide for the
14 management, administration, and oversight of
15 the consolidated regional E-911 system, and
16 operator, being BSO, shall provide system
17 services as described in this agreement, and
18 we'll go over that here in just a second. So
19 you'll see this puts a great deal of authority
20 and control in the hands of the County, and on
21 the next line; conversely BSO is largely
22 restricted to day to day operations,
23 specifically hiring, training, supervision and
24 direction, and discipline of the personnel.

25 Within that same operator agreement there

1 is several pages that outlie the different
2 responsibilities between the County and the
3 Sheriff's Office as the operator. So just an
4 example, that top row, you have the trunked
5 radio system, and it talks about what the
6 County's responsibilities are, the blue box,
7 and then the Sheriff's Office responsibilities
8 in the green box.

9 CHAIR: So just -- just to clarify there
10 too, when we talked, what I said earlier,
11 you'll see here in a second, when, when it was
12 19% of the people who said that the policies
13 weren't easily understandable under this
14 framework, those people were the Sheriff's
15 Office employees who said that, not ORCAT
16 people who said that, because the Sheriff's
17 Office people are the ones that are employed by
18 the Sheriff's Office for the operational side,
19 but ORCAT has oversight authority. So I just
20 want to point that out to you, that that's not
21 ORCAT. And -- and the same people who said
22 they weren't prepared for an active shooter,
23 and John will get into it, because in the
24 survey it differentiates between management
25 personnel survey and the line people, and it's

1 the line people who said they weren't prepared
2 for an active shooter situation, but those
3 would be the BSO employees who were employed as
4 the dispatchers.

5 SHER. JUDD: So in this is the, is the
6 County or the Sheriff responsible for the
7 maintenance and technology side of this? I
8 mean they'[re oversight?

9 SGT. SUESS: That would be the County, and
10 Angie Mize uses the, and I'll misquote her, but
11 she says basically, you know, if it lives and
12 breathes it's the Sheriff's Office
13 responsibility, if you plug it into a well it's
14 the County's responsibility. That's sort of
15 the shorthand phrase that she uses.

16 So if we move ahead, this is sort of a
17 chain of command showing some of the
18 relationships between the two organizations.
19 So on the left in the blue you'll see the
20 County side of things, or ORCAT. So you've got
21 the County Commission, the County Administrator
22 Bertha Henry, the Assistant County
23 Administrator Alfonso Jefferson, he presented
24 here in the summer of last year, along with
25 ORCAT Director Tracy Jackson. Mr. -- and we'll

1 talk more about Mr. Jackson here shortly. He
2 also spoke here in front of the commission.
3 The Assistant Director Bayag, and then there's
4 four gentlemen who answer to him that really
5 sort of head the, the technical side of things.

6 And then at each of the original sites,
7 the north, central and southern locations, they
8 have individuals there as well that handle the
9 technical side. So that T you see there is
10 just sort of my shorthand to identify they're
11 responsible for the technical side of things.
12 On the other side Sheriff Tony, and the Colonel
13 Sukowsky. Beneath the Colonel, Colonel Nicole
14 Anderson under community services, oversees
15 Angie Mize, who is the current Acting Director.
16 She's only been the Acting Director for just a
17 couple months I believe. They largely, Ms.
18 Mize largely interacts with Mr. Bayag, and then
19 the four gentlemen that handle those specific
20 issues like CAD, radio, operations, and then
21 BSO has site managers at each location that
22 handle more the operations side of things.

23 So within the ORCAT system there is an
24 operational review team. Currently that is
25 chaired by Chief Rosa here at the Sunrise

1 Police Department. The members are comprised
2 of three from law enforcement, three from fire
3 rescue, and a City manager. And as defined on
4 the ORCAT website they're responsible for
5 vetting all operational issues that could
6 impact the regional system for issue
7 resolution, analysis, and reporting. There are
8 also three governance boards within the ORCAT
9 structure, one for CAD, one for law enforcement
10 records, and one for fire rescue records. They
11 are chaired by ORCAT staff, but those are
12 non-voting members, and each agency receives
13 one vote.

14 Part of the issue that we came across in
15 discussion with some of these stakeholders is
16 the fact that each member does receive one
17 vote, so as an example, you have Hillsboro
18 Beach, they have a population, residential
19 population of about 2,000 people, they get the
20 same equal vote as the Broward Sheriff's
21 Office, which obviously serves a much larger
22 population, and a great deal more number of
23 employees. So you'll -- you'll hear more about
24 that shortly, but that's something to please
25 keep in mind.

1 Later today, or perhaps tomorrow morning,
2 we're going to talk about some interviews that
3 we did with Broward Sheriff's Office deputies
4 that were largely focused on the active shooter
5 training, but while we were speaking with those
6 deputies we also spoke about some of the
7 communications issues, and these were
8 interviews we just did this past month.

9 We asked the deputies to describe the
10 effectiveness of your radio on any given day.
11 You'll see there's a broad range of responses
12 here from good to horrible, not good, normally
13 effective, pretty good, okay. A lot of
14 individuals that work in law enforcement can
15 attest to the fact that depending where you are
16 there are, sometimes there are just dead spots,
17 for reasons that I cannot necessarily explain,
18 but some of the answers that we did get were
19 specific instances outside of February 14th and
20 the airport shooting.

21 A deputy was performing CPR in the airport
22 and was trying to transmit but was unable to.
23 I am confident that airport building provides
24 some obstacles to effective radio
25 communication, so that's unique circumstances

1 there. The beaches also were identified as
2 poor reception. There were ten deputies, and
3 these are all independent interviews, that
4 explained various instances where the radios
5 would just go down for periods of time ranging
6 from thirty minutes to five hours. These
7 deputies said that they all know when that
8 happens they're just supposed to go back to
9 that district office, and at that point their
10 dispatch then pairs by cellphone, or in person
11 by their sergeant.

12 So in trying to wrap our head around this
13 it was, there was no, this was not a mass
14 casualty incident, this was your average day.
15 I recall one sergeant saying that he was just,
16 he was with a shoplifting suspect and for
17 seemingly no reason the radios just went down,
18 and were down for several hours. There's, as
19 far as I know, no explanation for that, but
20 perhaps that's something we will cover in our
21 additional interviews. Yes, sir?

22 COMM. SCHACHTER: And so this was not
23 attributed to throttling, during these
24 instances of radio failure?

25 SGT. SUESS: I honestly don't know what

1 it's attributed to, I don't. But it was --
2 they all sort of painted the same picture when
3 we spoke to them, about just sometimes hour's
4 long periods where the radios just went down.

5 CHAIR: We heard that last year too. And
6 some of those of them going down, those are
7 fairly recent incidents, right?

8 SGT. SUESS: Yes, sir. Yeah, there was
9 one of them I think in the past couple of
10 months.

11 CHAIR: Right, so fairly recent. But --
12 but to your point, and I want to stress this,
13 these are, from everything that we know this is
14 in addition to the throttling problem. So
15 today is that if we had another whatever, mass
16 casualty incident, significant response
17 incident, and you had a tremendous amount of
18 people responding on the BSO channel, there is
19 nothing that's in place, and no reason to think
20 that that same throttling capacity, barking
21 issue wouldn't happen again, because nothing
22 has changed. So these are daily occurrences,
23 but there is nothing from any of this that
24 indicates -- this is a different issue. This
25 is just the system is poor, and they've had

1 issues with this antiquated system. But the
2 capacity issue, the throttling issue is
3 different than this.

4 COMM. SCHACHTER: And like for instance at
5 the airport, and on February 14th, it was
6 around the same time where school was getting
7 out, and you have 3,000 buses keying up on the
8 system, none of these instances are attributed
9 to around that same time, would you say, or is
10 there no commonality --

11 SGT. SUESS: We didn't get the specifics
12 about what time of day this happened. It seems
13 to be -- in our conversations there seem to be
14 no rhyme or reason.

15 CHAIR: When -- when the system goes down,
16 when it's down for four or five hours, as it
17 was explained to us before, is that that's not,
18 that's not -- the capacity issue will resolve
19 itself once the capacity reduces, so in order
20 for it to be down for four or five hours due to
21 throttling or capacity you have to have four or
22 five hours of sustained excessive use, so this,
23 you know, again I'm no expert, but I know
24 enough about it, and I've learned enough about
25 it that this appears these issues are distinct

1 from the capacity issue.

2 COMM. SCHACHTER: And let me ask you, I
3 mean you guys, you know, law enforcement, is
4 this, this is anomaly, this is not like happens
5 in all of the systems, right?

6 SHER. ASHLEY: I will say this though, for
7 the commission, is I know how much money AT&T,
8 Sprint, Verizon, and the rest of the
9 communications companies spend trying to, to
10 get coverage in an area, and they spend
11 billions and done succeed, and we have far less
12 resources to try to build a system where we can
13 communicate in all areas, high rises, from sun
14 spots to whatever issue it may be that creates
15 an inability to communicate. That is not this
16 issue. This -- this does not appear to be
17 that.

18 SGT. SUESS: Right. No, this is -- you
19 know, when we spoke with these deputies, we
20 sort of filtered that out for presentation
21 purposes. Pretty much every cop knows you go
22 into a hospital or a school, your radio is not
23 going to work that well a good number of times.
24 This is completely different, as best as we can
25 -- and as the Sheriff mentioned there's more

1 work to be done on this. We're going to look
2 more into these issues and try and identify
3 what reasoning there may be. It was shocking
4 to us that these deputies knew there was sort
5 of an unofficial policy; if this happens go
6 back to the district office. I've never
7 experienced anything like that.

8 COMM. SCHACHTER: And so it's not 911 that
9 goes down, it's the radio, the police officers'
10 radios, so they go back to get like orders,
11 like on like handwritten pieces of paper that
12 say go to this address; is that what happens?

13 SGT. SUESS: More or less. More or less,
14 yes.

15 UNDER SHER. HARPRING: John, is there a
16 differentiation between handhelds and the
17 radios in the vehicles?

18 SGT. SUESS: In terms of quality? We
19 didn't get into that, sir.

20 COMM. SCHACHTER: Were there any instances
21 where, you know, really bad things happened as
22 a result of those failures during that time;
23 did we get into that --

24 SGT. SUESS: Not that we learned of it.
25 And I'll talk more about the group that we

1 interviewed. It was a random group of
2 fifty-five deputies of varying years of
3 experience. We pretty much took three from
4 each district. And so again this wasn't really
5 the primary focus of the interviews, but no one
6 identified anything specific, any particular
7 heinous consequence of this. So we'll move
8 ahead to the --

9 CHAIR: Hey, John -- yes, Sheriff, go
10 ahead.

11 SHER. JUDD: How often is this occurring?
12 I mean any system can fail for no explicable
13 reason. Is this a, a normal occurrence, I mean
14 six times a year, or once every six years?

15 SGT. SUESS: I would -- we got varying
16 answers. There were some that were very
17 confident about it, and, you know, when we
18 asked them the question any examples of your
19 radio not working I recall one deputy sort of
20 laughing, like oh, yeah, let me tell you, and,
21 you know, he pretty much explained over about
22 five years it's happened three or four times
23 that he recalled. Some of them, you know, they
24 hadn't been here as long, so they recalled one
25 instance. And some deputies said, no, I don't

1 recall that ever happening, but you know, they,
2 this may have happened on midnights, when they
3 were working days, so.

4 SHER. JUDD: I understand that you have to
5 balance that, because not long ago, back to
6 Sheriff Ashley's statement, the, the radios,
7 the from not AT&T but Verizon, went down all
8 over central Florida, everything just quit, so
9 that can happen, cause it's an electronic
10 system, so you have to balance that. If it's
11 happening every other month, or six times a
12 year, well, that's problematic, but you know,
13 two times, three times in five years.

14 COMM. SCHACHTER: Yeah, I -- it's all
15 perspective. You know when -- last year when
16 we were investigating the whole issue here I
17 remember I as at one of the PSAPs, and they
18 were talking about one of the times when the
19 system went down, I think it was for an hour
20 and a half, there was, there was one gentleman
21 that actually passed away during this time, and
22 they were in the process of going to get the,
23 the company that fixes the system when it goes
24 down when all they had to was just flip in the
25 backup system, and the manager just forgot to

1 do that, you know, so I'd like to get the dates
2 of when that happened, or are we talking about,
3 you're saying, you know, three, once every
4 year, or once every couple of years, is that,
5 it's not like it's happening every week, or
6 every month, right?

7 SGT. SUESS: Correct. Yes, sir.

8 CHAIR: You know, and we -- let him get
9 going here, but you know what I'd really like
10 to have happen, is not have any more discussion
11 about this, is to have Hollywood approve the
12 tower and get a new system in place by December
13 of 2019, and then we don't have, then we don't
14 have to rehash all this, okay, that's what
15 really needs to happen. I don't want to sit
16 here and continue to have this discussion about
17 all of the problems, just fix the thing, and
18 then we can move onto other things. But that's
19 the hold up, and it really, it's water over the
20 damn. But the reason why we're having the
21 discussion is, is because it's still prevalent,
22 it's still here, and it's not getting fixed.

23 SHER. JUDD: And -- and, Mr. Chair, I was
24 going to wait until the end of the
25 presentation, but now is the time to bring

1 Hollywood, or send them the letter that we sent
2 to Tamarac, and say, look, a tower is 300'
3 tall, the grades are 6' deep, what are you
4 doing to do to get that tower in this location.
5 You know the County is paying the, what, \$57
6 million for the system. If they fail to do
7 that, if the City Commission fails to do that
8 then let's march all of them in here publicly
9 and have a series of questions for them, and
10 let them answer to us, and to the public, why
11 they think they want to hold up a very robust,
12 very professional system that the County is
13 trying to install.

14 This -- it is absolutely unacceptable,
15 period. What Hollywood is saying is, hey, for
16 whatever our excuse is it's more valid than the
17 lives of everyone in Broward County that's
18 going to ultimately one day depend on that
19 system for an emergency response.

20 CHAIR: Yeah. And no matter how you look
21 at -- whatever all -- and the whole purpose of
22 going through is because we're saying we got
23 two things, one, is you've got an unstable
24 system that has problems, and whether it's
25 every week, every month, every year, or

1 whatever, and you got a whole bunch of
2 deputies, and we've heard this before, so you
3 got problems, and on top of that you got the
4 big issue of throttling. So you take the, the
5 daily issues, and ups and the downs, and it's
6 down for four or five hours, and all this, and
7 whatever else happening, and you go the
8 throttling issue, the whole thing needs to be
9 put to, put to bed, put to rest, and be gone.
10 And -- and that's -- and that's the whole
11 purpose of going through this, is because it
12 just isn't happening.

13 SHER. JUDD: Right. And that's why if, if
14 Hollywood doesn't act on their own that's why
15 we need you to line them up, and bring every
16 one of the Commissioners here, and have a
17 series of questions, and let them explain to
18 the people of Hollywood that elected them, and
19 Broward County, why their decision is more
20 important than the safety of the people in
21 their city.

22 CHAIR: Mr. Petty, go ahead.

23 COMM. PETTY: I would -- I would motion
24 that we write a letter and invite them to our
25 June meeting.

1 CHAIR: And -- and we will, you know,
2 that's why I said, you know, really the goal
3 is, you know, to get this landscape out, and,
4 and my intention is, and consistent with what
5 you're saying is, is to get, if it's not
6 resolved, is to get anybody and everybody here
7 in June and try and get this thing resolved if
8 we can, and get them in here. So I -- I agree
9 with you, you know.

10 SHER. JUDD: And I'll second that, because
11 they have plenty of Commission meetings between
12 now and June to direct their City Manager to
13 get with ORCAT and say if this is where the,
14 the engineers for Motorola says this system has
15 to be for optimum performance figure out how to
16 get it there.

17 CHAIR: And what my understanding is, and
18 this is just, you know, is that the main
19 opposition to the park is, is that, is the
20 aesthetics of it, it's too big of a tower,
21 people just don't like it, it's ugly. Well,
22 you know, we got towers all over the place, and
23 they're a necessity. I mean that's really all
24 it comes down to, is they got some residents
25 that don't like it, and this is what the, the

1 issue is, so we'll do it. Hey, John, why don't
2 you keep going? Let's see if we can get
3 through this.

4 SGT. SUESS: Yes, sir. So the Fitch
5 report, there were three of them, and I'll
6 direct you to those here in a minute. We sent
7 you the Phase II report, it was the final
8 report in December of 2016. So they were
9 contracted in January of 2016 to perform an
10 assessment of the regional system. The
11 assessment was not to exceed \$100,000. You've
12 got the three reports listed there. You
13 received the Phase II report for review last
14 week.

15 To access those other reports, if you go
16 to the ORCAT website you see that green arrow
17 directs you to updates, and then program
18 updates, if you click on that link there's
19 actually quite a few letters that will show
20 some of the dialogue between the County and the
21 municipalities, some of which we will address
22 here today. So the report included an
23 assessment of personnel, training facilities,
24 quality assurance, metrics, funding,
25 technology, and management. Portions of this

1 were highly technical, written much like an
2 engineering report.

3 There were some interviews, which Sheriff
4 Gualtieri referenced, that included surveys
5 with the personnel, and within this letter
6 they, or I'm sorry, within this report they
7 made many recommendations, twenty-one of which
8 ORCAT has said they are going to implement, and
9 they provided the manner in which they were
10 going to implement this to the different
11 municipalities. So one of the things that they
12 analyzed, and I'm just going to touch on this
13 briefly, is some call intervals, so the time
14 from which a 911 call rings in a communication
15 center until the first responder is notified.

16 So within that there is three separate
17 intervals, P1, P2 and P3. So you've got from
18 when the call rings until it's answered, until
19 it's answered until the information is sent to
20 a dispatcher, and the time from when the
21 dispatcher notifies the first responder,
22 whether it's police, fire, or EMS. Fitch had
23 some positive things to say about this. In
24 fact that BSO, or the Broward system actually
25 exhibits some of the best performance seen in

1 large 911 centers across the nation when
2 looking at the P1 interval.

3 The P2 interval was problematic because of
4 some technology restrictions at the time, but
5 that CAD system was replaced in the year
6 following the issuance of the December 16
7 report. And Fitch noted that in the P3
8 interval BSO performs well. So Fitch conducted
9 some interviews, which are referred to as the
10 level one interviews. This was senior level
11 stakeholders from Broward County, the Sheriff's
12 Office, law enforcement agencies, fire rescue,
13 and municipal leaders. On the overall
14 performance they said it is clear the majority
15 of stakeholders believe the system has improved
16 its overall performance, nonetheless, there
17 remain concerns that the existing processes and
18 governance structures keep the system from
19 achieving significant additional improvements.

20 As for operational issues, and this is
21 where a great deal of the contention seems to
22 lie, Fitch said the County staff is essentially
23 attempting to run operations of the law
24 enforcement and fire rescue agencies. They
25 identified examples in which the County's work

1 was intruding into areas that are clearly
2 operational in nature, and that law enforcement
3 and fire rescue agencies have in many ways
4 acquiesced control to the County by agreeing to
5 a somewhat limited and ambiguous role for input
6 into the system's operations.

7 Interagency relationships were an area
8 that was definitely addressed by Fitch. They
9 identified that there's a consensus among the
10 parties that, quote, something is broken.
11 Every group indicated there is a lack of trust
12 between system participants. One of the major
13 concerns shared by all stakeholders is that the
14 state of relations among the various parties,
15 and the stakeholders other than Broward County
16 attribute much of this to the County's role in
17 system oversight.

18 Fitch addressed the management by the
19 Board Sheriff's Office and said that
20 stakeholders have expressed concern with the
21 quality of services being provided by the
22 Sheriff's Office as the system operator. Some
23 concerns revolve around dispatcher competency,
24 and the application of policy and procedures
25 currently used by call taker and radio operator

1 personnel. There was a perception the
2 collective bargaining and labor issues also
3 impeded effective management.

4 When you look at the level one interviews,
5 they continue to address some of the metrics
6 versus quality issues, and there was a concern
7 by many communities, was that too much emphasis
8 is being placed on performance metrics in lieu
9 of assuring quality services. BSO and the
10 participating cities believe that the County's
11 application of these performance measures has
12 in some way been unreasonable and punitive.
13 There was the perception that relevant and
14 meaningful performance measures is an area of
15 significant friction between the parties. The
16 County's focus on metrics and managing change
17 processes has led the Sheriff's Office to
18 expend extraordinary effort to address process
19 issues rather than dealing with more
20 substantive issues of staffing, training, and
21 stronger regional E-911 oversight.

22 So Fitch went on to discuss some matters
23 associated with level two and three interviews,
24 so with some mid-level and supervisory
25 personnel at the County, BSO, and some of the

1 end users. There was a consistent theme that
2 there were positive attributes noted
3 consistently, and that the E-911 personnel were
4 dedicated, wanted to succeed, wanted to do a
5 good job, and they felt that failure was not an
6 option, however they consistently noted that
7 there were problems with teamwork, personnel
8 integration, inefficient procedures and
9 processes, ongoing training and accountability,
10 quality improvement, equipment failures and
11 emergency procedures, staffing and work
12 schedules, and work environment and respect.
13 These are all direct quotes from that report.

14 Fitch spoke about some of the problems
15 with working relationships. One theme that
16 emerged throughout the level two and three
17 interviews was the silos, or lack of teamwork.
18 The expression I don't look at that, or someone
19 else deals with that, was a common response.
20 Policies affecting fire, law, and EMS agencies,
21 are not communicated to field personnel in a
22 timely manner, causing conflicts between the
23 field and BSO, similar to what Sheriff Judd
24 referenced earlier. Duty officers, which are
25 supervisors within the communications center,

1 are often mired down in administrative duties,
2 and not focused on supervising personnel and
3 maintaining situational awareness, and that
4 personnel perceive excessive involvement by the
5 County in operational issues.

6 When it came to equipment and working
7 conditions CAD operational issues, lock up,
8 slowdowns, and reboots, were a part of daily
9 operations. It is worth pointing out, again,
10 this was before 2017 when a new CAD system was
11 implemented. End users admit they don't report
12 problems based on their experience based on no
13 response to their prior complaints about
14 equipment issues. Dispatch personnel expressed
15 limited knowledge or training on manual mode
16 procedures in the event of a CAD failure for an
17 extended duration, and dispatchers reported
18 that mandatory overtime was assigned, which was
19 resulting in burn out and high stress levels.

20 So as Sheriff Gualtieri referenced there
21 were surveys that were sent out to the
22 dispatchers and management, so you'll see on
23 the following pages there is some bar graphs
24 here to address some of the specific issues
25 that Fitch asked. So you'll see at the top is

1 the question, or statement, I believe we
2 provide a good level of service to citizens who
3 call 911, and you'll see on the left is the
4 response by dispatchers, the green is agree or
5 strongly agree, the blue is neutral, and then
6 the red is disagreed or strongly disagreed.
7 Then on the right half is the response by the
8 managers. So you'll see overwhelmingly there
9 is a positive response that they believe they
10 provide a good level of service.

11 When I began my current job, the initial
12 training I received prepared me well for the
13 work. The numbers started to go up in the
14 disagree or neutral columns about the training
15 that they had received. The ongoing training I
16 receive continues to enhance my skills.
17 Similarly you'll see here there is not much
18 positive feedback for the ongoing training that
19 the employees were receiving. As Sheriff
20 Gualtieri referenced this was a question asked
21 specifically about mass shootings. The
22 regional communications system is equipped and
23 prepared to handle large scale emergencies such
24 as Hurricanes or mass shooting incidents. The
25 survey was prior to the Fort Lauderdale Airport

1 shooting, and of course the Stoneman Douglas
2 shooting, but you will see that they're, among
3 the dispatchers either disagree or strongly
4 disagree 41%, and those that were just neutral
5 28%. But even among the managers 24%, a
6 quarter of them disagree or strongly disagree.

7 The work methods we utilize help improve
8 the efficiency in our work. A very high number
9 by the dispatcher. 58% of them disagree that
10 the work methods improved their efficiency.
11 And then the managers in terms of agree or
12 disagree, and their neutral response, are also
13 quite high. Policies and procedures are easily
14 understood and applied. 65% of dispatchers
15 either disagreed or strongly disagreed
16 regarding policies and procedures. A very high
17 number of the managers as well, 43%.

18 CHAIR: So then you wonder why you got a
19 problem. And -- and to your question, Mr.
20 Schachter, this report, because he didn't get
21 to it yet, but this report was commissioned by
22 the County. The Fitch report was commissioned
23 by the County.

24 COMM. SCHACHTER: Oh, it was? That's what
25 I was curious about. Wow.

1 CHAIR: Yeah, so --

2 SGT. SUESS: The technology and
3 information system we use are reliable and
4 appropriate to the job. Again very high
5 numbers both from the dispatchers and managers
6 as to the disagreeing, or strongly disagreeing
7 with that statement. Again, this was in 2016,
8 prior to the implementation of the new CAD
9 system, but there are obviously still
10 technology and equipment issues prevalent
11 within ORCAT.

12 CHAIR: Your Honor, and, and then people
13 ask the question, and I was one of them I guess
14 last year that did, you know, why, why would
15 Coral Springs and Plantation not want to join.
16 Well, there you go, who'd want to join this,
17 you know.

18 SHER. JUDD: Mr. Chair, would it be
19 possible to resurvey these folks, we use these
20 same exact questions?

21 CHAIR: Well, we'd have to -- I mean,
22 yeah, probably have to -- we'd have to get
23 permission from Sheriff Tony and from the
24 County to do it again. I'm just trying to set
25 all this out for you all now, and --

1 SHER. JUDD: I think that would be
2 interesting, to compare it today to then, and
3 --

4 CHAIR: Yeah. Well, I can tell you -- I
5 can tell you that -- and we'll get into this a
6 little bit here, and you'll see, because the
7 investigators in the last few weeks have talked
8 to some people, and the tone, the sentiments,
9 the comments, the whole dynamics is no
10 different in the last three weeks than it was
11 -- now, we didn't do surveys, we didn't get to
12 malign people, but everything that the Fitch
13 report is setting up here and characterizing,
14 the whole climate seems to be no different
15 today than it was in 2016 when they issued this
16 report. So I mean we can consider that, but it
17 would have, it would have to go out to the
18 line, malign people, and they would have to
19 agree to that, if we want to get in that
20 business.

21 SHER. JUDD: And -- and certainly if, if
22 did the -- if we did the survey, we send staff
23 down there so it was done in, you know, it
24 wasn't a supervisory handled thing. I would
25 like to compare do they think -- and I realize

1 some people we surveyed would be different, or
2 maybe we find the same ones that were surveyed
3 before --

4 CHAIR: Yeah, we have to get with Fitch.
5 That's another thing we're going to do is talk
6 to Fitch, but I go back to, and, you know,
7 where are we going to stop with this? Where --
8 where does our job end? When are they just
9 going to fix it down here, and stop this
10 fighting, stop the bickering, stop everybody
11 not getting along, stop making it personal, and
12 fix this tower issue, and people get to the
13 table, sit down and work out these issues they
14 have? And that's what needs to happen, you
15 know, and, and it is frustrating because it
16 doesn't seem to have changed in the last few
17 years, and you got all this butting, head
18 butting going on, and the users, you can see by
19 this the users and the providers of the
20 services are the ones that are suffering from
21 it, so.

22 SHER. JUDD: And that's exactly where I'm
23 going with this. If we surveyed them now using
24 Fitch's questions, or have Fitch come in and
25 survey the same exact questions, I believe

1 Sheriff Tony would agree, I'm not speaking for
2 him but I know, I know he's certainly making
3 leaps and bounds of changes, and then we can go
4 to the County, we can go the stakeholders, and
5 go look, here is a survey that mirrors the last
6 survey of three years ago, you're not, you're
7 not getting better, or you are, and here's the
8 issues that were brought up then, and you all
9 have to get in a room and fix this.

10 Because if there's no trust and, then
11 you've got, you've got to get someone, or some
12 groups of one, in charge of this system, and
13 say, look, let me tell you how we're going to
14 fix this, we're all going to sit together in
15 this room and we're going to work through these
16 issues, and if you don't I'm going to fire you,
17 and I'm going to fire you, and I'm going to
18 fire you, and then I'll hire three more that
19 will sit in this room and fix these issues.
20 That's how you fix this.

21 CHAIR: Oh, I know. Yeah. Yeah.

22 COMM. SCHACHTER: I'm just curious, there
23 were twenty-one recommendations on the Fitch
24 report, were those instituted --

25 CHAIR: I don't know. I don't know.

1 SGT. SUESS: Some of them are in the
2 process. And we have documentation from, from
3 the County about those twenty-one specific
4 recommendations.

5 CHAIR: And again, that's where you hear
6 about Coconut Creek and Margate, and the recent
7 reports about them wanting to get out of this,
8 well, no kidding, you know.

9 SGT. SUESS: And they're -- some of these
10 changes have been made, and there was a
11 restructuring of ORCAT. They instituted that
12 operational review team, but some of the
13 preliminary findings, as the Sheriff referenced
14 we're not done with this yet, but some of the
15 preliminary findings are despite these changes
16 in the organizational structure things still
17 are not, things haven't improved, as the
18 Sheriff said, and that some of the decisions
19 made by ORCAT are at time arbitrary and --

20 COMM. SCHACHTER: Does it seem strange to
21 you law enforcement gentlemen that the
22 operational people are, are running the show,
23 as opposed to, you know, the end users, which
24 are you guys utilizing the system?

25 SHER. JUDD: Well, let -- let me

1 characterize this in, in maybe a different way.
2 If the County, or when the County puts this \$57
3 million or whatever dollars into a Motorola
4 system, if the understanding of the policies
5 and the procedures by 43% of the supervisors
6 don't change, and the understanding of the
7 policies and the procedures of 61%, or whatever
8 it was of the operators on the ground don't
9 change, it doesn't make any difference that
10 you've got a new system. What you have is you
11 have a process problem here. You have an
12 organization problem. And what you really have
13 here is a leadership problem.

14 And that's when the leaders, the leaders
15 have to, a leader, or leaders have to come to a
16 room, and there has to be someone who has the
17 authority to say, look, you all are failing,
18 and failure is not acceptable, and we're going
19 to start seeing a remarkable improvement
20 because, heck, we started this meeting on 8:00
21 Monday morning, we're going to start seeing
22 remarkable improvement on the way we're going
23 to do this by Friday afternoon or next Monday
24 I'm going to have a new set of people here
25 doing this.

1 And so I applaud the County that's saying
2 we're going to, we're going to buy a new
3 system, but throwing \$57 million out there, and
4 if you accept these surveys like they are, it's
5 not that the people don't want to do the job,
6 they just don't have the systems and processes,
7 and supervision in place doing what needs to be
8 done. I think the heart and soul of the person
9 answering that phone and dispatching that, that
10 law enforcement officer, is there. We need to
11 look at the bosses.

12 CHAIR: Look at the next -- look to the
13 next slide. 73% of the people, so --

14 SGT. SUESS: So equipment problems are
15 handled appropriately, and I get feedback on
16 the problems I report. 73% of dispatchers
17 either disagreed or strongly disagreed. 54% of
18 managers, same category. Only 8% of
19 dispatchers agreed.

20 SHER. JUDD: And that's why I'd like to
21 survey. Maybe they took this to heart and
22 they've been working really, really hard to fix
23 this, and we'll have a different end result,
24 but if, if it mirrors this, or comes close to
25 this, you know, I know the solution.

1 SGT. SUESS: So at the end of the survey
2 there was a summary by Fitch, and it stated in
3 there supervisory personnel felt most strongly
4 that the initial consolidation was rushed, and
5 this resulted in a multitude of problems that
6 remain today, and that overall the results
7 above highlighted an organization that has
8 significant moral problems, and frustration
9 with lingering staffing, training, and
10 management issues.

11 So in June of 2017 the Broward County
12 Police Chief and Fire Chief's Associations
13 issued a joint statement. They opened the
14 statement saying their joint position is
15 offered in the spirit of cooperation and
16 collaboration, our common goal is to better
17 ensure the long-term stability of the original
18 E-911 system and all of its components. I've
19 seen consistently in the individuals we have
20 spoken with that they want to maintain this
21 regional system, they want to continue with it,
22 but things have to change, and have to improve.
23 The Police and Fire Chief's joint statement
24 cited many successes that come along with
25 regionalization, increased cohesion and sharing

1 of workload, structural redundancy, virtual
2 elimination of transferred calls, quality
3 control efforts, new CAD system, and joint
4 police and fire operational review committee.

5 However, they continue, and cite the Fitch
6 report in stating that one of their primary
7 concerns is that ORCAT is making operational
8 decisions when they have no operational
9 expertise in E-911 call taking, police and fire
10 rescue dispatching, and the operational
11 requirements of the police and fire rescue
12 services. It is important to note that since
13 this time ORCAT hired Mr. Tracy Jackson. He is
14 currently the ORCAT director. Mr. Jackson has
15 experience as a firefighter, paramedic, and an
16 administrator.

17 The joint statement by the Police and Fire
18 Chiefs continued, stating that day to day
19 operation of the system must be predominantly
20 the responsibility of the public safety
21 professionals. This is a key component of
22 other models of consolidation. They describe
23 that ORCAT has limited public safety
24 experience, and the responsible, responsibility
25 of, or I'm sorry, the responsible County

1 administrators have none, there is a need for
2 significant public safety experience on the
3 part of the County administration.

4 So in response the Police and Fire Chiefs
5 proposed the creation of a public safety
6 communications advisory council. And I'm not
7 going to go through each one of these, but
8 you'll see essentially their job is to oversee
9 the communications system and replace the
10 current structure. The commission would be
11 comprised of individuals from police, fire,
12 Sheriff's office, EMS, local government
13 officials, business community, and a director
14 of public safety communications. This proposed
15 position would oversee all of the regional
16 communications system, and you'll see here a
17 multitude of responsibilities for that
18 position.

19 So this was a proposal by the Police and
20 Fire Chiefs to restructure ORCAT, and have this
21 individual, the director of public safety,
22 answer directly to the County Commission. So
23 there was some response to that proposal by the
24 Police and Fire Chiefs. In mid-2017 Mayor Ryan
25 here in Sunrise and Ms. Henry both spoke before

1 the Human Services and Public Safety Committee
2 of the Charter Review Commission. Mayor Ryan
3 spoke in favor of this proposal, and Ms. Henry
4 largely spoke in opposition. She provided a
5 letter to the Charter Review Commission listing
6 some of her reasons for opposition, which
7 included that the Broward County City Managers
8 Association resoundingly rejected this
9 proposal.

10 Ms. Henry did not cite any of the
11 specifics for these reasonings. And I'm not at
12 all contesting that's the case, I'm just
13 letting you know there were no specific reasons
14 for this rejection by the City Managers
15 Association. She also cited that Fitch &
16 Associates did not recommend the creation of
17 the Office of the Director of Public Safety,
18 and that such a new position, quote, will
19 require working with many agencies under the
20 auspices of the County Administrator, and
21 bifurcating reporting responsibilities will
22 inevitably be counter- productive, end quote.

23 Ms. Henry included in the letter her
24 opposition to the Public Safety Commission's
25 Advisory Counsel, stating that this would

1 potentially conflict with the fundamental
2 activities and flow of decision making proposed
3 by Fitch. She also cited the recommendation to
4 sunset the 4C Committee and replace it with an
5 operational review team. As I mentioned
6 earlier this is something that has been
7 implemented, and they do have an operational
8 review team.

9 Again, in some of the discussions we've
10 had with these public safety professionals
11 there's a concern that despite recommendations
12 by the Operational Review Team that ORCAT and
13 the County still make some decisions, being the
14 final, the final vote, the final say so to
15 speak.

16 So on September 19, 2017 Ms. Henry spoke
17 in front of the Charter Review Commission.
18 This is the last known action with the Charter
19 Review Commission as it relates to the Chiefs'
20 proposals. After the shooting, the Stoneman
21 Douglas shooting, on April 18, 2018 Mayor Ryan
22 e- mailed the County Commissioners here in
23 Broward County, he cited that successful
24 efforts were made to defeat the proposals by
25 the Police and Fire Chiefs Associations, and

1 asked the County Commission to put these issues
2 on the ballot, quoting reported outages of the
3 911 system, sometime under extraordinarily
4 unbelievable circumstances, the throttling of
5 radios during major events, and the radio tower
6 failures that resulted in unreported radio
7 failures.

8 So after the shooting there's been
9 continued dialogue between some of these
10 agencies. In May of 2018 the County
11 Administrator Ms. Henry sent a letter -- I'm
12 sorry, the Police and Fire Chiefs Association
13 sent a letter to Ms. Henry. BSO was also a
14 part of the origin of this letter. They said,
15 and again this is May of 2018, we believe there
16 exists a lack of planning, a lack of oversight,
17 a lack of funding, and no clear vision for one
18 of the most important components of public
19 safety. The Fire Chiefs referenced that they
20 believe communications equipment is being held
21 hostage until the Fire Chiefs Association
22 delivers a written agreement on closest unit
23 response. During the County Commission meeting
24 it was alluded to that first responders should
25 scale back the use of radio system during large

1 scale incidents, this is not practical but a
2 great impediment to the proper handling of a
3 large-scale incident. This letter also
4 included twenty-eight action items for which
5 they were seeking answers from the County.

6 Ms. Henry responded the Police and Fire
7 Associations, and the Sheriff's Office. She
8 cited ongoing work with the Police Foundation
9 to compile various after-action assessments of
10 the February 14th response. She pointed to
11 work with mission critical partners to
12 determine if there are new stopgap measures
13 that can be implemented, and addressed the
14 twenty-eight action items that were inquired by
15 the public safety professionals.

16 In September of 2018 the Sunrise Police
17 Chief and Sunrise Fire Chief issued a joint
18 statement, or a letter to Ms. Henry. They said
19 they cannot support the proposed renewal of the
20 current contract due to uncertainty of the
21 outcome on a variety of unresolved issues, and
22 are deeply concerned about how this has been
23 proposed, reflecting a lack of input by the
24 respective public safety professionals
25 demonstrating fundamental misunderstandings as

1 to the appropriate role of the County, and
2 raising the specter of setting unilateral
3 operational decisions and performance standards
4 without regard to the impact of our collective
5 agencies.

6 So as Sheriff Gualtieri referenced over
7 the early part of this year we came and met
8 with some of the stakeholders. There are
9 continued meetings that are going to take
10 place. As I referenced --

11 CHAIR: So -- so to be clear, these are
12 like -- these are results of discussions like
13 in the last three weeks.

14 SGT. SUESS: Yes, sir.

15 CHAIR: So these are -- this is fresh,
16 okay, so just put that in context.

17 SGT. SUESS: As I referenced earlier each
18 of these stakeholders expressed the strong
19 desire to improve, however as Fitch found every
20 group indicated that there was a lack of trust
21 between the system participants. We found that
22 same tone to be prevalent during the times we
23 met with these stakeholders. There was very
24 much an us versus them mentality. In our
25 interview, in our meeting with ORCAT and

1 individual in that meeting said we need to
2 improve on this, and by we, I mean they.

3 BSO referenced that ORCAT prohibits them
4 from direct contact with the vendors.

5 SHER. JUDD: What -- what vendors?

6 SGT. SUESS: So, from the technology
7 vendors. I don't recall if they cited any
8 particular one, but the individuals we met with
9 at BSO wanted to have some communication with
10 the vendors to learn more about what
11 capabilities program ABC offers.

12 SHER. JUDD: I'm just trying to
13 understand. ORCAT prohibits Broward County
14 Sheriff's Office dispatchers from contacting
15 vendors?

16 SGT. SUESS: Yes, sir. Not necessarily
17 dispatchers, but communications personnel, yes,
18 sir. I'm sure it's supervisors or managers,
19 but that was --

20 SHER. JUDD: I'm sorry, under what
21 authority?

22 SGT. SUESS: I think more -- this is --

23 CHAIR: I think it's probably under the
24 guise of the governance agreement. So you got
25 to, you know, look at this, that whole 160 page

1 governance agreement, because they get to
2 decide on, as Sergeant Suess says they get to
3 decide on all the stuff that is, you know,
4 plugged in, and BSO is the operator, but
5 they're the manager, so the --

6 SHER. JUDD: But ORCAT works for the
7 County.

8 CHAIR: Yeah, ORCAT -- ORCAT is the Office
9 of Regional Communication Technology. It's a
10 County entity, and they are responsible for all
11 the infrastructure, all the technology, all the
12 stuff. And so BSO is really a contract
13 operator, they employ the people to do the, to
14 do the action, but all the equipment -- and --
15 and so what --

16 SHER. JUDD: I'm just trying to clarify.
17 Are they -- are they trying to prevent
18 communicators from contacting vendors because
19 they can't contract on their behalf, or is, is
20 there something more?

21 SGT. SUESS: The impression I got is more
22 so that BSO was looking to communicate with the
23 vendors for on technical matters, to find out
24 what certain programs are capable of, but they
25 had been told by ORCAT not to have

1 communication with those vendors.

2 SHER. JUDD: Thank you.

3 SGT. SUESS: When it comes to decision
4 making -- and again this is from our meetings
5 that we had with some of the stakeholders down
6 here. As I referenced decisions by ORCAT often
7 seem to be contrary to decisions made by the
8 operational review team and the governance
9 board. I feel these decisions are sometimes
10 made with little or no explanation. They use
11 the phrase that they don't know what happens,
12 quote, behind the curtain. This results in
13 frustration for law enforcement and fire
14 agencies, as many decisions made by ORCAT
15 affect operational issues.

16 A phrase that we heard from several of the
17 public safety agencies was tail wagging the
18 dog, and as I referenced earlier that one size
19 fits all policy, where regardless of the size
20 of the agency they are dictated to by ORCAT on
21 how things should be performed. One of the
22 stakeholders used the phrase, that there was a
23 bureaucratic inefficiency in everything they,
24 being ORCAT, do. So this next slide was
25 attached to a letter by Ms. Henry to the Chair

1 of the Human Services and Public Safety
2 Subcommittee of the Charter Review Commission.

3 When I saw this chart, the first thing I
4 thought of is that phrase that was used by a
5 public safety professional, bureaucratic
6 inefficiency in everything they do. So this is
7 the operating guideline. This is a draft
8 document for the governance workflow, so
9 basically -- and it's difficult to see at, at
10 the level at which it's printed on your
11 document, but it's the work flow for how if a
12 problem or an issue is identified, the route by
13 which that decision is investigated and
14 resolved, and ultimately it ends up being
15 signed off by, by agency heads, and implemented
16 by ORCAT.

17 CHAIR: So -- so John and I sat with this
18 and tried to figure it out. We had to come up
19 with our own tree to try and follow this. It's
20 impossible. This is -- this is supposed to be
21 what solves these problems in these
22 bureaucratic inefficiencies, is this document.
23 I have a hard time following it. It's --

24 SHER. JUDD: The only thing that would
25 clear this up is about two bottles of wine.

1 SGT. SUESS: And it's probably not legible
2 on your documents, and we can get a full-page
3 copy of this to, to anyone that would like it.
4 But it says it was developed based on the
5 recommendation of the assessed -- it was
6 developed based on the recommendation of --

7 So as we continued to meet with these
8 stakeholders some operational issues really
9 just largely mirrored the Fitch report. There
10 was an encroachment by ORCAT on operational
11 issues. There were some organizational changes
12 made after the Fitch report, which I've
13 referenced a couple times here, but a lot of
14 these stakeholders reference that still not
15 much has changed.

16 As I spoke earlier as of March of 2019
17 there were problems with the radios and the CAD
18 going down. The media has covered some of
19 these to a certain extent and talks about them
20 in fairly real time. Some of the examples that
21 were given by the stakeholders, FDLE security
22 requirements, is that FDLE very much mandates
23 law enforcement agencies in Florida about, we
24 obviously have access to a great deal of very
25 valuable information, but there is a great deal

1 of restriction on how we can use that
2 information, who gets access to it, there's
3 logs that have to be maintained, so on and so
4 forth.

5 Several of these agencies referenced how
6 ORCAT often tries to identify themselves as
7 having, they exercise control over this. And
8 Commissioner Swearingen, please feel free to
9 weigh in at any point. But this information is
10 very much, has to be maintained by law
11 enforcement agencies. It can't be a county
12 government organization. And that results in
13 large problems where an agency's credentials
14 can be revoked if they violate some of these
15 policies.

16 Commissioner, is there anything you want
17 to add on that, or --

18 COMM. SWEARINGEN: Nope, you hit it on the
19 head.

20 SGT. SUESS: Okay. Okay. There is
21 currently an issue where the County wants to
22 shut down some channels during slow hours in
23 the night, and they cite this as a cost saving
24 measure. Some of the police chiefs do not want
25 to do this, for operational reasons it's a

1 decision that they have made, and this is an
2 issue that is still being debated, and they're
3 still trying to explore whether this will or
4 will not happen.

5 CHAIR: Well, isn't there something there
6 -- because remember the County is paying for
7 this. But wasn't there something there where
8 in part, I'm just taking a step further, just
9 get it all it, is, is that the County wanted to
10 shut down and consolidate some of these
11 channels, and the police chiefs believe that
12 for operational needs that they should exist,
13 and then there was a reply by the County that
14 then they were going to start charging the
15 cities if they wanted to keep the channels
16 open, so, correct?

17 SGT. SUESS: Yes, sir.

18 CHAIR: So, you know, I mean that's the
19 type of stuff that's going back and forth, is,
20 is that they're saying, no, shut it down, you
21 don't need it. They're saying we need it
22 operationally, and they're saying, then they're
23 going back and saying, well, if you want to
24 keep it then, you know, we agreed to pay for
25 all this, but if you're going to make us keep

1 it open then you're going to have to pay for
2 it. I mean this is the -- this is the type of,
3 I guess dialogue, it's the type of discussion
4 that's going back and forth, so.

5 SGT. SUESS: Yes, sir. Some other
6 examples that we were given is BSO K-9. So K-9
7 units in particular often go to other
8 jurisdictions to assist. Not every agency has
9 a dog working 24/7, so one of the examples we
10 were given is that BSO K-9s were having to go
11 down to Hollywood, to Hollywood PD to assist
12 them. And I don't recall the nature of the
13 call. Despite both BSO and Hollywood being
14 members of ORCAT the BSO K-9 deputy is not able
15 to see the Hollywood PD CAD notes on their
16 computer in their car. Those CAD notes
17 obviously contain a great deal of very valuable
18 information that those K-9 deputies want and
19 need to have when they're responding to the
20 call. It's those types of decisions that when
21 speaking with the Sheriff's Office they said we
22 want our K-9 deputies to have this information,
23 but the County is pushing back against us.

24 COMM. SCHACHTER: Why -- why would they
25 not let them have operational intelligence so

1 they can go on the call and know what they're
2 walking into?

3 SGT. SUESS: I don't have an answer for
4 that, Mr. Schachter. What I can tell you is
5 that BSO said they were able to, they came up
6 with a workaround, and they've got a way to
7 make that happen now, and I don't know the
8 specifics of it --

9 CHAIR: Wait -- wait. But, John, doesn't
10 it have to go back to -- and this is part of
11 bureaucracy, it has to go back to one of the
12 committees, and there has to be votes on it.
13 Everything has got to be voted on, isn't that,
14 is that part of this, or no?

15 SGT. SUESS: That specific avenue was
16 explained when BSO was looking to add some call
17 signs --

18 CHAIR: Okay, that's the next topic.

19 SGT. SUESS: Yes, sir. But I -- the
20 impression I get is, yes, everything would have
21 to be voted on. And as the Sheriff referenced
22 BSO was explaining to us how they wanted to add
23 some call signs for one of their unit, so that
24 call sign has to be put into the system so that
25 anybody can query it and reference it whenever

1 they need to. Well, that really affects just
2 the Sheriff's Office, not anyone else, but BSO
3 can't do that without getting approval of
4 ORCAT. Whereas if it was BSO's system, and
5 they maintained it, then they walk down the
6 hall and tell the communications center
7 supervisor add these extra call signs.

8 COMM. SCHACHTER: Yeah, so as the -- I
9 mean the County is the gatekeeper on all this
10 stuff.

11 SGT. SUESS: More or less. Yes, sir, it
12 sounds like it. And then one of the other
13 issues that was identified frequently in
14 talking about just being able to make changes
15 quickly are commonplace. So if, I'll use
16 myself as an example, I know Broward County
17 much better than I ever thought I would, but if
18 I'm down here and something happens to me, and
19 I call 911 and say I'm at Publix, a lady was
20 just robbed, I need some help here. They ask
21 me what's the address. I don't know what the
22 address is. I'm at the Publix. I'm in Coral
23 Springs. This is -- this is where I need
24 somebody.

25 Well, dispatchers can type in Publix, and

1 they can get a list of various addresses of
2 Publix in their system. It's often called
3 commonplaces, so it allows them to change, to
4 just take a commonplace name and identify
5 different addresses. That's something that the
6 County updates once a month, whereas some of
7 the cities, I know Coral Springs, for example,
8 they have the ability, whenever they want to
9 update those commonplaces, if a business
10 changes names, it's not Albertsons now it's
11 Publix, they can go do that immediately, and
12 right away, whereas with ORCAT, this is one of
13 the examples they cited, some of the
14 bureaucracy gets in the way, and that is by no
15 means an easy resolution.

16 Now, as I was saying that something popped
17 in my mind. Both Coral Springs and Plantation,
18 they continue to attend these meetings that
19 ORCAT holds, the operational review teams and,
20 and the governance board meetings. They're
21 trying to stay involved. They're trying to
22 communicate and continue dialogue, so it's
23 important to think they're -- it's important
24 for you to know that they are also actively
25 participating in some of these meetings, and

1 continuing dialogue.

2 Finances became an issue, Coral Springs
3 referenced it. The Fitch report very much is a
4 cost saving analysis and not so much analyzing
5 really how to improve the regional system. And
6 we had some other agencies express concern that
7 the County's primary concern is just the, not
8 just, but the primary concern is the financial
9 aspect of this.

10 So Coral Springs and Pinellas, or
11 Plantation Police Department provided us with
12 reasons for why they did not join ORCAT, and
13 why they still do not. As I mentioned earlier,
14 they do still attend some of these meetings,
15 but both cited that they have superior
16 equipment. They both have P25 systems that
17 have greater technological capabilities. They
18 are both concerned about the frequency with
19 which ORCAT systems go down. Plantation PD
20 expressed a concern about placing all your eggs
21 in one basket, and if that basket, that
22 regional system goes down, then there is no
23 redundancy. The failure to promptly respond to
24 problems identified through the airport
25 shooting were cited, and as referenced earlier

1 their current ability to make quick changes for
2 operational needs.

3 COMM. SCHACHTER: Detective, can I just
4 ask you, in the Marjory Stoneman Douglas
5 shooting is it true that they tried to patch
6 and it didn't work, and so Coral Springs helped
7 because they were on a different system?

8 SGT. SUESS: I missed that last part. I'm
9 sorry, sir?

10 COMM. SCHACHTER: And it helped that Coral
11 Springs was not on the regional system because
12 they were able to initiate the patch.

13 SGT. SUESS: Well, Coral Springs didn't
14 experience any problems with their radios, so
15 they were able to communicate without any
16 issue.

17 COMM. SCHACHTER: Right. Right.

18 CHAIR: No. No, the patch failed because
19 the Broward County Sheriff's Office didn't have
20 the Coral Springs channel in their console.
21 That's why the patch failed, because they were
22 relying on patching for interoperability, but
23 you can't patch what you don't have. It wasn't
24 installed in the Broward Sheriff's Office
25 console. That's why the patch failed.

1 COMM. SCHACHTER: Was there any advantage
2 to, on February 14th, to having Coral Springs
3 be operational, that didn't throttle, not be on
4 the system, as they're saying to have a --

5 CHAIR: Well, you're talking about a lot
6 of different issues. But of course, and we
7 heard about that extensively last year, is, is
8 that the Coral Springs system nowhere near
9 reached capacity. It didn't throttle. It
10 wasn't even close. They had plenty of space on
11 their system.

12 SHER. ASHLEY: Well, any -- if it's any
13 indication they certainly responded better
14 because they had more communication, and more
15 information to do so with.

16 CHAIR: Right. Right.

17 SGT. SUESS: So in terms of
18 dissatisfaction with ORCAT the Sun-Sentinel in
19 June of 2016 issued an article about Fort
20 Lauderdale and Pembroke Pines were
21 contemplating leaving the regional system.
22 Currently, as you're aware, Coral Springs and
23 Plantation are not members. And we've gone
24 over their reasons for why they do not want to
25 join the system. Currently Margate and Coconut

1 Creek are actively evaluating whether to leave
2 the regional system and contract with the City
3 of Coral Springs, or to build their own PSAP.
4 And as the Sheriff referenced earlier there was
5 the op-ed just last month by the Mayor of
6 Sunrise addressing some of the concerns with
7 the operation of the regional system.

8 That is the conclusion of the
9 presentation.

10 CHAIR: So the plan -- the plan is, at
11 this juncture is to continue with these
12 interviews, meet with people, and I'm going to
13 -- we've committed to the County Administrator
14 to talking with Fitch, and talking with some of
15 the people that she's asked us to, and we will.
16 And the thought is, is to try and get that done
17 over the next month or so and then bring
18 everybody in in June, bring the County
19 Administrator in, bring, ask Mayor Ryan to come
20 in, ask everybody, and get as many people as we
21 can in here in June, and try and get their
22 responses directly, and you can ask them your
23 questions directly, but make June as much time
24 as we need to commit, and heavy on this issue
25 of communications, and see what we can do the

1 facilitate resolution of the multiple issues.

2 Again, you got the ORCAT and the
3 operational, and everything we've talked about
4 extensively, and then you got the radio issue
5 over here. They're interrelated, but they're
6 separate issues. Sheriff Judd, go ahead.

7 SHER. JUDD: In line with that let me
8 reiterate my request, and that's that either we
9 get with Fitch or we use Fitch's questions.
10 It's not that laborious to get folks together
11 in that communications system. And once again,
12 I'd like a snapshot. This survey is old. I
13 would like to see if they looked at this Fitch
14 report, and somebody that obviously at our
15 30,000 foot level we don't know about, some
16 people have been busting their butt, and in
17 fact things are remarkably better than this, or
18 if it mirrors what the Sergeant told us, that
19 it really hasn't gotten any better, so that,
20 that we have some data so that we can show
21 these folks in June, look, here's a survey two
22 years later, you've not, you've not improved
23 it. And I believe that would, that would --
24 and it's not that difficult to do, it's just we
25 have to make sure that if, whether we, whether

1 we want Fitch to do it or whether we administer
2 it, that it's, that whoever, when we go back to
3 those that it's administered to that it's
4 appropriately administered, or we still won't
5 get the right survey results.

6 CHAIR: I'll get with Sheriff Tony on it.
7 They're his people. They're his employees, so
8 I'm hoping that he'll be receptive to that, but
9 I'll get with Sheriff Tony.

10 COMM. SCHACHTER: I'm going to be working
11 on this between now and June, and so I just
12 wanted your opinion on what needs to happen.
13 Aside from putting everybody in the room and
14 saying figure this out what do you think?

15 CHAIR: Commissioner Carroll, go ahead.

16 COMM. CARROLL: I'm kind of dismayed at
17 what I've just heard because up until now I
18 thought this was pushing the locals to fix some
19 of the infrastructure, put up the towers that
20 they were delaying in putting up, bringing the
21 radios up to P25 or higher status. This points
22 more to infrastructure governance and
23 leadership, and there's a lot of stuff that
24 needs to be fixed that goes way beyond the
25 technology here, and those issues are going to

1 be as difficult, or more difficult to address
2 than the issues that I thought we were facing
3 around technology.

4 Technology issues are relatively easy to
5 fix; somebody put up the tower, somebody make
6 an investment in a new system. This is about
7 getting all parties to agree on how this thing
8 should be governed, what level of input folks
9 should have, what should be the level of
10 responsiveness of this system to the end users.
11 Those are fundamental questions every system
12 has to answer, and they haven't answered them
13 yet. So there's a -- this issue is, it's
14 dismaying to me because it's a different issue
15 than I thought we were looking at before.

16 CHAIR: Yeah. And I -- you know, I don't
17 know if any of us know the answer, you know,
18 the question is can it be fixed, you know, with
19 the current players, and the relationships, and
20 the lack of relationships and finger pointing,
21 and the personal nature it's become in some
22 regards, you know, I think that's a valid
23 question. I don't know the answer to it. Go
24 ahead.

25 SHER. JUDD: So number one, we agree we

1 need to send the letter to Broward County, and
2 if they don't resolve this issue, we march all
3 of the commissioners in with a series of
4 questions for them. And then the second thing
5 is, once again, we're looking at data from this
6 Fitch report that's old, so we need a, we need
7 to make sure that, that really haven't embraced
8 this, and they, and they're working hard under,
9 under the covers of all of this other stuff to
10 fix it.

11 What we're hearing is anecdotally no, but
12 it would be nice to have that. And at that
13 point in time we, we need to then get the, the
14 leadership, and the decision makers, and the
15 bosses in here, and go, look, here it is,
16 here's the Fitch report you paid a lot of money
17 for, it's not gotten better, you can put your
18 \$57 million into hardware and software, but if
19 you haven't fixed these operational issues it's
20 not going to get any better. And I think it's
21 one of the responsibilities of this commission,
22 and I'll put this in Polk County vernacular,
23 that we ride them like a rented mule until it
24 gets better.

25 CHAIR: Mr. Petty, go ahead.

1 COMM. PETTY: I was trying to think of a
2 way to make this more complicated than it is,
3 but I just couldn't come up with one. I'm lost
4 between commissions and committees and advisory
5 councils. I have no idea who is charge of
6 this, and like who would make the decision, and
7 who we would ride like a rented mule.

8 COMM. SCHACHTER: It's the County
9 Commissioners that employ the County
10 Administrator Bertha Henry.

11 COMM. PETTY: Okay. I mean I agree -- I,
12 you know, there was a motion on the table
13 before to write letter. I think we ought to,
14 Mr. Chair, I think we ought to vote on that.
15 I'd be for setting up an extra table here and
16 just bringing them all in, and we could watch
17 them work. Perhaps that might be the way that
18 we could get them to solve some of these
19 problems. And if they have any questions they
20 can turn around and ask us.

21 CHAIR: Yeah, I don't know -- we can. I
22 don't know if we need -- we're all in the
23 agreement, I don't think we need a motion, that
24 we're going to follow up with Hollywood, we're
25 going to bring them in if they don't get it

1 resolved. We're going to bring in all the
2 stakeholders. We're going to continue this. I
3 think that, that we've got to delve deeper into
4 this unfortunately. I think it's sad that we
5 have to do that. These are issues that should
6 have been resolved a long time ago, but we're
7 just going to have to dig into it, and babysit,
8 and hold some hands I guess, and see if we can
9 help facilitate it.

10 But ultimately, we don't have the power to
11 do it, other than the power of the commission
12 as a public body, but we can't require, it's
13 nothing we can pass. This is something they
14 should all be doing themselves, and, and we
15 know that. Sheriff Ashley, go ahead.

16 SHER. ASHLEY: The twenty-one
17 recommendations, have they implemented all of
18 them?

19 SGT. SUESS: I know -- the answer is I
20 don't know, but I have seen some documents that
21 provide basically a progress report on each
22 one, so we do have some documentation about
23 that.

24 COMM. CARROLL: I'd be curious to see if
25 those recommendations --

1 CHAIR: Again, there is so much here. I
2 wanted to bring this to you all now, you know,
3 understanding that this is nowhere near
4 complete. I didn't want to wait until June. I
5 thought this was important enough to update and
6 get to you, but this is work in progress that
7 is unfinished, and just to, again, set the
8 stage and update you where we are.
9 Commissioner Bartlett, go ahead.

10 ASA BARTLETT: Well, Mr. Chairman, my
11 question was really just, I mean we've, we've
12 made findings of fact. We've pointed out
13 deficiencies. We've made findings of what
14 needs to be done to fix it. I mean do we have
15 to fix it though? How far do we go with this?

16 CHAIR: Well, that's what I said earlier,
17 where, where does out --

18 ASA BARTLETT: You know, so --

19 CHAIR: Right, where's our --

20 ASA BARTLETT: I mean they've got
21 problems, and they're not willing to resolve
22 them. I don't know that us pushing on them is
23 going to change anything, and, you know,
24 there's other issues to look at with regard to
25 this, so I don't know.

1 COMM. SCHACHTER: You know, I do -- I do
2 want to say thank you to the Chair, and also
3 thank you, Detective, because after you
4 uncovered all of these 911 issues a lot of
5 those issues were fixed between Coral Springs,
6 Parkland, and BSO. And how that you've brought
7 these issues to the forefront the community has
8 to fix them and thank you for doing everything
9 that you've done to bring these to, to the
10 attention of all of us.

11 COMM. PETTY: Just one more.

12 CHAIR: One more, go ahead.

13 COMM. PETTY: Just -- and just one more
14 comment, as a resident of Broward County I'll
15 say this to, to our elected officials, and
16 those that have responsibility for this,
17 whoever they are, whatever commission or
18 council they sit on, we deserve better than
19 this.

20 CHAIR: So with that we're not obviously
21 going to get to the last presentation for
22 today, we'll try and get to tomorrow, and that
23 has to do with the training, and more responses
24 from the interviews with the deputies that our
25 investigators did over the last few weeks. So

1 we'll start again at 8:30 tomorrow morning, and
2 we'll try and make up some of that time. So
3 we'll be in recess until 8:30 tomorrow morning.

4 (Thereupon, the meeting is in recess.)
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C E R T I F I C A T E

(STATE OF FLORIDA)

(COUNTY OF MIAMI-DADE)

I, NATHANIEL TORO, 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.

Nathaniel Toro

NATHANIEL TORO, Reporter

Commission: GG 111434

Expires: 06/04/2021

&	144 293:22,23	2	215 164:2
& 393:15	294:21	2,000 187:14	216,000 164:2
0	147 165:18	361:19	22 232:11 233:1
06/04/2021 422:19	14th 108:16 175:16	2,600 33:11	23 232:11
1	355:11 362:19	20 104:22	230 85:10
1 1:5 91:19 135:11	365:5 396:10 411:2	2000 34:21 256:25	24 143:21 144:5
135:11 218:4	153 304:14	2002 339:20 352:16	145:7 147:25 382:5
272:15 282:2	15th 84:18 204:11	353:5,20	24,000 227:9
356:13	16 19:5 376:6	2011 353:11	24/7 405:9
1,000 42:19 307:17	160 398:25	2012 353:21 356:6	245 273:5
1,500 106:4	161 85:8	2013 339:25 344:23	25 111:24 112:25
1.5 199:6	164 344:2	356:10,13,22	307:15
10 37:2 148:12	167 356:24	2014 166:17 333:8	25,000 164:4
155:6,7	17 19:5,7	337:7 340:1	26 149:7
10.1 22:6	17,000 164:4	2016 10:6 14:18,23	26,000 174:13
100 130:15 171:20	17381 422:15	24:1,25 26:22	260 212:10
212:2,3 223:4	179 282:15	331:6 333:11,14,20	267 212:3,4,11
226:1 229:10 244:7	18 19:7 111:17	334:1,10,15,24	269 22:20 312:14
337:14	394:21	374:8,9 383:7	26th 82:2
100,000 374:11	19 104:23,25	384:15 411:19	270,000 19:5
1006.07 306:22	212:14 334:24,25	2017 22:22 128:19	275 22:6 190:23
1006.12 96:2	335:2 338:2 358:12	340:21 380:10	277 164:2
306:22	394:16	390:11 392:24	28 14:23 144:6
1006.13 254:24	194 199:10	394:16	146:6 382:5
110 107:1	1958 216:12	2018 5:24 11:8	28th 15:14 82:2
111434 422:18	199,944 22:21,25	17:17 19:10 26:12	96:11
119 165:17 166:2	23:1	63:7,16,20 64:2,3,3	29 143:19 155:12
12 1:19 4:12 147:12	1:00 161:3	128:19 282:2 342:8	29th 15:19 343:23
12:10 161:2	1st 77:7,12 88:1	348:24 354:1	2:40 256:14
13 88:9 97:17	134:14 258:18,21	394:21 395:10,15	2:55 256:16
256:25 259:11	259:19,25 272:19	396:16	2nd 2:12
136 282:15,17	273:4 274:6 275:17	2019 1:8 2:4 74:9	3
283:6	275:19 276:1	88:9 256:25 272:15	3 35:10
13th 5:15 13:17	278:18 280:11,12	343:12 346:3	3,000 43:1 167:19
87:19 126:13	280:16,17 281:6,8	370:13 402:16	187:14 365:7
14 11:8 19:10 26:12	281:11,14 306:7	2019/2020 113:7	3,500 106:12
116:21,25 144:9	315:16,21,23,25	2020 276:2	30 168:11 292:1,1
146:11 147:19	329:18,18,20	21 231:19,20	292:11 293:3 296:2
342:8 348:24 354:1		232:25 233:1	300:6 301:2,17
		210 42:21	30,000 167:18
			413:15

300 371:2 31 111:4,6 123:15 317 275:17 31st 276:17 32 1:23 150:22 167:18 33 151:4 154:24 33323 1:6 34 151:4 154:24 36 111:4 123:16 124:4,4 198:13 38 155:13 394 319:12 320:9 3:00 324:12 3rd 134:20	50/50 228:20,23 229:8 500 227:1 500,000 87:9 525 314:6 318:6 53 116:21,25 146:11 54 389:17 548 315:1 5636 321:2 57 148:9 155:5 371:5 388:2 389:3 416:18 58 116:12 382:9 5th 173:6	70's 164:7 7026 77:6 84:16 98:9 102:18 103:24 133:2 136:19 143:23 161:9 171:19 172:1,8 173:22 177:17 196:14,16,22 197:1 197:23,23 204:10 205:13 206:18,23 207:20 215:7 216:7 259:23 263:6 7030 109:17 114:12 114:17 253:25 254:23 264:11 269:8,9,11 282:11 290:21,22 291:7 7048 320:7 7093 269:10 282:12 282:14 290:13,14 290:15 291:5,10 304:5 73 389:13,16 75 143:6 7:00 204:13 311:12	9/11 220:15 90 247:20 911 119:23 205:14 247:3 321:4,10,22 321:24 322:1,18,20 322:21,24 323:7 324:17 326:16 327:21 328:3 330:2 330:4 332:14 335:9 341:7 347:13,16 348:23 354:17,19 355:4 356:20 357:15 367:8 375:14 376:1 378:21 379:3 381:3 390:18 391:9 395:3 407:19 420:4 923 282:6 943 292:2 301:3 96 297:4 98 84:15,15,17,23 85:5 281:20,21 99 84:3 9s 44:6,12,17 249:23 250:9,12 405:10
4	6	8	a
4 35:10 113:3,4 253:9 4,000 106:8 135:24 139:14 4.4 85:24 4/4/19 75:15 400 90:3 109:10 41 149:6 334:14,16 382:4 42 111:24 113:1 43 148:1 382:17 388:5 44,000 227:8 441 321:2 329:12 475 290:2 49 111:17 493.6301 279:6,11 4c 394:4 4c's 353:13 4th 260:20,25	6 371:3 6,000 139:24 168:9 600,000 19:19 262:6 604 89:18,25 90:17 61 388:7 613 199:13 63 113:3 253:10 630 88:23 65 234:11 281:19 382:14 66 171:10 66,500 227:6 67 86:17,21 87:1 98:8 113:17 168:11 231:21 253:9 257:10 286:14 68,000 171:9 212:9 212:10 6:30 1:9	8 297:2 389:18 8,000 171:9 80 212:15 850 82:5 87 246:20 8:30 421:1,3 8a 349:10 8mghz 237:18	a.m. 1:9 aaron 85:19 87:17 aback 172:18 abby 9:23 11:2,2,3 11:13 12:1 23:19 25:21 31:25 34:15 39:11 70:13 abc 398:11 abide 42:6 118:25 145:1,3 294:7 ability 21:18 33:18 153:14 187:4 254:20 256:4 270:22 284:11
5	7	9	
5 35:11 84:4 168:9 50 84:25 85:6 143:6 227:4,5 229:3	7 168:8 218:5,6 353:21	9 1:8 35:17 39:9 44:5,8 85:23,23 116:12 250:1,2,10 305:5 405:6,6,14 405:18,22	

322:3,25 323:2,5 323:11,24 325:15 325:21 348:11,13 408:8 410:1 able 4:3 11:3 12:6 24:9 25:17 28:17 33:16 42:21,21 43:6 47:3 53:8 56:11 58:22,23 62:14 75:18 78:7 80:19 81:1 82:1,14 82:16 99:24 106:21 107:4 110:19 114:14 148:21 151:23,24 153:14 153:23 158:6 164:16 173:10 179:1 182:23 188:6 195:24 196:22 197:10,13 198:3,21 203:15 205:16 214:2 240:20 248:6 270:22 281:24 283:12 292:25 293:6,7,9 327:24 331:21 335:17 341:10 350:25 351:11 352:20 357:3 405:14 406:5 407:14 410:12,15 absent 1:18,23,23 absolutely 21:22 58:13 69:12 116:1 118:22 122:10,13 127:6 137:11 185:7 194:24 195:12 213:2 223:13 233:4 371:14 abundance 195:10 abusive 203:20	abyss 298:14 academics 128:16 231:17 academies 304:16 academy 38:20 40:1 42:14 43:6 110:12 accept 389:4 acceptable 114:9 388:18 accepted 120:1 296:16 297:10,11 297:20 298:1 accepting 61:10 296:18 access 66:7 75:4 76:4 80:4 81:1 160:19,22 205:16 233:18 240:10,25 241:4,15 286:8 299:2 315:16 350:25 374:15 402:24 403:2 accessed 34:7 accesses 79:5 accessibility 37:9 accessible 49:21 68:9 123:12 150:25 accommodate 326:18 accompanying 276:1 accomplish 102:24 103:9 302:24,25 314:22 323:12,13 accomplishes 315:9 accomplishing 127:18 179:18 295:23 account 147:19	accountability 28:9 127:1 144:13,14 175:25 252:10,10 264:9 273:12,22 316:18 317:23 379:9 accountable 115:14 121:16 133:18 137:18,21 138:14 254:2 298:10,20,21 302:1 accreditation 295:14 accuracy 181:22 312:15 accurate 110:1 accurately 179:24 181:13,14 achievable 108:11 achieve 33:19 203:23 achieved 223:9 achieving 333:16 376:19 acknowledge 61:13 69:6 acquiesced 377:4 acquired 13:25 act 10:1 15:16 22:17,21 72:13 75:9 76:8 184:10 197:14 212:21,21 212:22 229:14,15 229:17 230:4 267:20 268:3 272:8 273:7 372:14 acted 19:11 21:7 23:2 acting 21:11 347:20 360:15,16	action 33:25 34:11 89:2 141:2 160:16 224:20 394:18 396:4,9,14 399:14 activate 119:22 151:2 active 5:23 7:19 8:7 8:11 75:3 113:2,11 114:7,22 116:19 117:17 119:7,23 123:10,14 128:21 131:12 143:20,24 147:24 148:7,16 149:4 151:3 153:9 155:5 157:16 184:12 197:9 237:23 243:9 277:10 278:15 303:15 313:2 343:14 356:13 358:22 359:2 362:4 actively 92:15 348:5 408:24 412:1 activities 187:9 310:24 394:2 activity 268:17 actors 45:9 actresses 45:9 acts 22:19 actual 49:16 88:22 339:7 adage 108:20 adaptable 214:2 add 68:22 194:16 222:13 224:24 225:8 245:11,16 260:17 403:17 406:16,22 407:7 added 40:21 165:13 213:16 229:9 262:11
--	---	--	---

adding 120:7 188:12 210:13 228:15 243:8 addition 11:25 41:6 48:11,11 89:12 90:9 111:15 149:5 210:14 364:14 additional 27:7 76:11 102:2 170:25 173:7 210:19 217:18,21 225:4 239:13 333:16 363:21 376:19 address 32:10 38:1 43:25 56:12 58:23 81:15,17 141:2 254:13 273:12,13 276:17 311:6 319:12 321:22 325:9 354:23 367:12 374:21 378:5,18 380:24 407:21,22 415:1 addressed 28:20 47:7 87:14 103:6,9 148:18 286:19 291:17 377:8,18 396:13 addresses 218:15 275:23 290:14,15 408:1,5 addressing 60:2 320:4 352:9 412:6 adds 278:7 279:5 adhered 145:5 adhering 276:10 adjoining 349:22 adjust 186:6 adjustment 176:24 administer 45:16 414:1	administered 414:3 414:4 administration 32:14 38:13 40:2 45:11 50:19 54:9 180:6 209:7 238:13 357:14 392:3 administrative 101:15,19 380:1 administrator 35:19 184:8 186:18 254:1 263:9 278:3 278:8 290:20,23,24 313:22 331:24 357:1 359:21,23 391:16 393:20 395:11 412:13,19 417:10 administrators 16:17 54:22 177:1 182:16 222:15 392:1 admit 380:11 admitted 91:9 adopt 119:14 adopted 91:13 320:8 adult 35:25 218:8 adults 47:21 55:12 58:2 218:7 advance 28:17 43:1 advanced 216:13 259:18 294:6 357:8 advantage 411:1 adverse 163:11 adversely 297:21 advertise 73:23 91:23 advisors 96:14 advisory 91:6 392:6 393:25 417:4	advocate 186:21 advocates 37:23 aerial 40:16 aesthetics 373:20 affairs 318:19 affect 108:18 149:20 256:23 355:11 400:15 affective 124:8 affirmative 140:11 afraid 167:15 247:22 295:10 311:24 afternoon 20:10 77:10 98:6 101:25 119:5 148:21 155:18 161:5 175:5 321:4 388:23 afterward 7:1 age 74:21,22 184:15 agencies 8:15 78:21 80:10 205:16 231:22 236:11 237:1,12 261:10 290:7,12 322:1 325:23 326:8 327:25 328:5,7 332:18 337:8 341:15 347:7 348:12 350:10 351:9 376:12,24 377:3 379:20 393:19 395:10 397:5 400:14,17 402:23 403:5,11 409:6 agency 304:23 305:11 314:11 322:4 323:3 337:6 350:9 361:12	400:20 401:15 405:8 agency's 347:6 403:13 agenda 9:3 21:12 78:1 318:3 aggressiveness 133:8 aging 254:14 ago 64:5 131:23 168:16 171:12 176:18 189:17 240:24 299:21 315:3 332:12 333:13 337:7 369:5 386:6 418:6 agree 25:23 53:12 137:1 138:3 142:25 143:8 185:22 251:1 282:15 284:6 295:9 296:3 297:15 298:16 314:25 318:5 337:11 373:8 381:4,5 382:11 384:19 386:1 415:7 415:25 417:11 agreed 44:9 87:22 157:20 166:2 315:8 389:19 404:24 agreeing 377:4 agreement 129:18 144:21 247:10 325:18 356:24 357:4,10,11,17,25 395:22 398:24 399:1 417:23 agreements 357:4 ahca 1:17 4:8 ahead 2:2 48:23 62:18 68:24 70:1,5 81:9,19 86:22
---	--	--	--

87:15 91:1 101:4 104:11,13 105:17 110:24 117:10 119:3 121:21 127:22 129:16 132:15 138:11 139:17 142:24 145:16 159:4,18 160:10 171:18 172:10 174:14 233:20 239:22 242:23 248:18 252:20 253:14 282:13 285:19 289:25 298:4 299:5 302:7 310:1 318:4 331:6 336:2 338:25 359:16 368:8,10 372:22 413:6 414:15 415:24 416:25 418:15 419:9 420:12 ai 243:10 aid 39:6 43:3,9 174:11 178:7 186:19 aided 341:7 aim 157:15 ain't 329:4 air 38:19 39:25 41:16,18 42:5 aircraft 196:23 airport 42:4,8 43:20 265:8 340:20 341:3 362:20,21,23 365:5 381:25 409:24 alarm 188:4 albertsons 408:10 alert 75:4 349:18	alfonso 359:23 alice 52:15 146:14 146:16,19,22 allegation 9:25 allegiance 2:10 alliance 96:20 allocation 85:8,9 85:12 281:18,19,20 281:25 282:3 288:14,16,25 289:4 289:7 316:11 allow 42:9 149:9 150:16 200:19 231:21 270:15 279:20 304:12,14 allowed 83:4 173:19 221:22 230:18 245:6 allowing 47:11 72:25 270:25 allows 75:25 240:18 241:20 303:23 351:8 408:3 alluded 164:6 395:24 alternative 343:19 alternatives 349:2 altitude 41:25 amazed 31:10 amazing 223:10 238:3 253:4 ambassadors 56:24 56:25 ambiguity 279:1,3 ambiguous 304:25 315:22 377:5 ambitious 346:4 amend 352:17 amended 69:4 300:20	amnesia 16:5 amount 42:17 184:20 229:16 364:17 amplifier 236:15 analogy 185:24 analysis 361:7 409:4 analytics 76:3 analyzed 375:12 analyzing 409:4 ancient 199:25 anderson 360:14 anecdotally 219:15 220:22 416:11 angie 347:19 359:10 360:15 angst 63:4 337:13 annotated 193:12 announce 75:19 announcement 45:7 announcements 53:24 annual 3:4 22:19 87:14 280:8 286:15 annually 192:10 anomaly 324:9 366:4 anonymous 49:4 49:17 50:24 anonymously 49:22 answer 23:24 104:19 105:12 109:8 115:8 118:12 211:23 222:21 243:16 252:6 286:12 287:11,11 287:19 308:5,5 345:22 347:12	360:4 371:10 392:22 406:3 415:12,17,23 418:19 answered 37:5 123:17 140:7,9,11 147:8,13,16 149:6 149:7 150:16 287:17 375:18,19 415:12 answering 97:10 97:11 140:19 247:18 321:11 322:18 340:5 389:9 answers 35:5 104:15,17 117:2 362:18 368:16 396:5 anti 350:12 anticipate 84:8 345:6 anticipated 74:10 antiquated 330:7 365:1 antithesis 314:13 anxious 77:14 78:6 anxiously 70:15 anybody 23:14 28:23 30:1,2 62:10 65:11 68:22 69:20 104:12 153:9 159:3 170:21,24 212:20 215:16 216:1 222:20 228:4 239:21 260:15 289:23 291:7 292:24 308:8 313:25 317:24 318:17 323:22 327:1 373:6 406:25
--	---	--	---

anytime 123:1 anyway 101:20 140:2 204:15 274:11 308:7 315:7 317:20 ap 223:1 apart 283:22 284:5 apex 201:15 apologies 251:24 apologize 185:24 191:23 app 41:23 49:5,13 49:16,19 50:24 51:1 73:25 88:25 89:10 91:11,16 92:17,20,24,25 93:23,24,25 95:12 191:4 246:18,24 247:1,2,8,9,19,24 254:9 appalled 34:17 apparently 349:13 appealed 101:18 appear 3:8 113:3 181:20 273:3 366:16 appearances 1:11 appeared 86:13 appears 60:19 90:11 365:25 appellate 101:7 appendix 353:7 applaud 389:1 apple 258:10 applicable 102:17 103:25 231:17 application 85:22 169:17,17,19 259:6 377:24 378:11 applications 87:25	applied 42:25 123:13 222:3 239:18 259:8 335:2 335:4 382:14 applies 97:1 98:24 208:15 232:7 233:4 233:11 apply 57:5 99:1 102:12 103:16 170:21 233:13 288:17 293:13 310:6 applying 88:4,19 233:11 appoint 98:10 270:10,10 284:2,4 291:16 appointed 91:7 161:10 271:8,11,13 298:13 303:24 315:14 appointment 249:2 appreciate 4:18,23 30:15,15 62:17 159:12 161:1 164:12 171:3,25 185:1 190:19 191:8 252:5 256:13 349:14 appreciated 121:19 239:14 appreciative 157:3 apprised 141:19 approach 75:3 132:10 218:2 254:16 259:16 appropriate 130:8 145:15 146:2 184:16 192:12 240:6 299:7 319:19 346:23 383:4 397:1	appropriately 192:11 389:15 414:4 appropriations 109:23 269:12,16 299:19 approval 343:8 350:23 407:3 approve 2:14 277:9 370:11 approved 2:24 45:10 119:8,10 178:16 247:25 278:10 approving 13:18 approximately 82:5 apps 89:22,22 90:23 93:12,20 95:18 153:3 154:9 april 1:8 74:9 88:1 260:20,25 394:21 arbitrary 387:19 arbitration 344:4 area 37:17 66:4 81:12 123:6 144:8 146:10,13 168:6,6 169:6 172:24 200:3 214:13 226:18 354:3,12 366:10 377:7 378:14 areas 9:1 35:6 62:15 64:22 65:4 73:7 152:7 161:15 172:8 185:5 261:12 261:12 268:24 351:17 366:13 377:1 arguments 337:17 armed 166:22 172:13 173:1	army 167:11 arrange 82:1 arrest 257:23 258:2 258:2,5 arrested 238:21 arrow 374:16 artfully 150:20 article 157:2 411:19 asa 166:22 172:13 173:1 239:23 241:6 419:10,18,20 ashley 1:16 21:17 56:21,22 62:24 101:4,5 137:25 138:2 159:18,19 160:6 226:10,12,20 227:2,14,18,22 228:8,15,18,24 230:13,23 231:3,18 232:15 248:17,19 249:5 255:9 256:5 256:10 281:16 285:18,19,20 287:13 288:6 289:15 295:10 308:10 309:25 310:2 366:6 411:12 418:15,16 ashley's 369:6 aside 9:3 414:13 asked 13:17 16:12 16:15 22:1,5,12,22 36:9 37:10 55:20 55:24,25 58:16 62:24 70:21 72:11 97:6 126:1 155:1 161:14 233:7 253:8 253:11 291:23 301:16 305:19 312:19 334:8 362:9
---	---	---	--

368:18 380:25 381:20 395:1 412:15 asking 120:21 126:7,9 159:22 162:24 166:9 175:14 214:21 223:21,25 242:14 asks 17:25 154:22 aspect 222:16,16 288:5 409:9 aspects 135:4 171:19 275:2 assailant 5:24 7:19 8:7 113:2,12 114:22 119:7 123:14 143:20 147:24 148:7 151:3 153:10 197:9 237:23 243:4 277:10 278:15 303:15 313:2 assemble 39:5 42:12 assembly 36:11 assess 230:8 assessed 402:5 assessing 203:19 assessment 14:16 14:19 15:1,10,25 16:7,16,21 17:7 19:14,20 20:6 21:16 26:19,22 73:15 76:1 77:3 78:6,24 80:5,9,10 80:15 81:22 82:6 82:10,12,17 113:24 114:3 173:16 177:19,20,24,25 178:25 190:7,11,12 191:14 192:23,25	193:6 194:23 195:1 195:22,25 207:2,11 208:1,6 209:18 212:24 213:22 215:4 221:18 230:6 230:10 236:5 245:5 246:7 260:5,7,9,10 260:13 261:10,13 261:23 262:12,25 263:12,13 264:2 267:11 275:21,25 276:4,15 278:19 280:8 281:4 374:10 374:11,23 assessments 16:13 17:16,19 18:21,23 19:4,6,23 27:11 62:25 173:23 178:13,19 193:19 205:6 206:15,16 211:25 264:7,15,20 275:17 396:9 asset 221:21 assets 250:9 assigned 105:3 245:7 271:21 380:18 assignment 305:4 assignments 210:4 assist 405:8,11 assistance 81:24 82:15 95:6 274:19 assistant 1:14 10:10 14:24 15:8 70:8 112:3 120:16 170:11 249:11 359:22 360:3 assisting 260:12 assoc 1:25 associated 378:23	associates 393:16 association 6:3 296:15 297:25 353:18 393:8,15 395:12,21 associations 326:19 356:9 390:12 394:25 396:7 assume 237:25 255:16 280:20 assumed 171:12 assuming 285:22 assurance 374:24 assuring 378:9 at&t 366:7 369:7 athletic 310:24 attached 400:25 attack 95:12 311:3 attempt 241:6 attempting 265:13 376:23 attend 45:22 58:21 83:4 138:8 408:18 409:14 attended 6:25 195:23 209:10 256:3 attendeess 1:12 attending 186:24 attention 122:7 130:18 320:15,19 357:12 420:10 attest 362:15 attitude 173:1 176:24 202:12 222:17 attorney 1:14 90:15,16 attribute 377:16 attributed 363:23 364:1 365:8	attributes 379:2 auburndale 1:13 audio 197:4 240:8 audit 26:20 95:20 95:20 257:10 276:7 audits 160:4 augment 227:15 august 76:13 77:12 126:12 258:22 259:24 274:6 275:17,19 276:1 278:18 280:11,17 281:6 306:7 315:25 346:3 auspices 393:20 author 299:8 authored 332:9 authorities 34:3 276:18 authority 115:25 135:18,23 137:4 273:9,10 275:3 277:16 283:2,11 298:22 316:17,22 317:5 357:19 358:19 388:17 398:21 authorize 111:13 112:14 235:24 authorized 107:17 111:2 116:18 117:16 165:9 422:7 authorizes 267:15 authorizing 112:5 autism 10:19 auto 207:16 automated 18:7 19:17,19 20:1 27:6 178:12 191:13 192:24 206:19 207:1 213:5,16
---	--	---	--

262:12 auxiliary 295:13 availability 105:22 available 20:8 89:14 94:2 100:18 101:1 103:12 108:2 108:3 110:17 250:1 280:22 282:8 326:7 avenue 406:15 average 229:21 230:4 254:14 363:14 aviation 345:2 avoidable 267:21 await 70:15 awake 250:24 award 75:16 306:12 awarded 43:1 83:21,22 84:4,18 aware 15:25 16:2 50:20 51:4 53:16 69:11 74:3 119:20 120:11 238:7 301:12,19 340:18 350:15,18 411:22 awareness 75:6 380:3 awe 109:1 aye 2:21,22 301:9	126:24 134:23 135:2 143:14 152:21 153:25 157:11 172:4 185:23 186:5 194:10 197:12 202:16 204:22 207:22 210:8 211:4 211:20 229:17 247:20 252:22 255:19 259:20 265:21 266:16 272:17 274:1 277:13 279:4 281:9 282:2 283:20 286:9 290:1 291:15 299:23 303:9 304:1 304:4 315:2,12 324:13 338:2 339:9 342:23 354:25 363:8 367:6,10 369:5 385:6 395:25 404:19,23 405:4,23 406:10,11 414:2 backdrop 274:15 background 19:10 165:20 167:6,14 168:2 282:21,24 283:14 285:11,15 288:19 339:13 352:15 backpack 245:6 backpacks 241:8 backup 369:25 bad 50:8 110:22 119:24 120:5 160:18 176:17 180:8,8 192:17 251:10 252:1 274:11 308:2 318:8 367:21	bag 106:23 140:13 140:21,23,23 141:3 141:15,19 156:18 baker 15:16 22:16 22:19,21 23:2 76:8 161:18 162:13 163:9 167:23 168:1 170:13 194:19 200:14 201:19 212:21,21,22 227:14 229:14,14 229:17 230:4 balance 87:5 184:14 217:4 233:2 233:3 337:22 369:5 369:10 balancing 184:10 bald 159:10 balking 330:8 ballot 298:23 395:2 ban 291:14 bank 265:10 bar 107:7,9 380:23 bargaining 378:2 barking 364:20 barricade 146:17 barrier 100:13 103:13 233:10 bartlett 1:14 239:22,23 241:6 242:22 419:9,10,18 419:20 base 4:20 151:21 226:7 236:25 296:19 baseball 173:20 based 6:23 10:16 18:9 37:17 38:3 73:5 76:4 85:25 128:6,23 136:14 137:14 168:16	169:15 179:7 180:23 182:20,24 184:23 186:6 200:19 201:2 230:10,16 258:6 262:25 306:8,13 380:12,12 402:4,6 basic 43:9 basically 40:16 42:1 43:9,14 56:4 59:14 160:3 347:11 359:11 401:9 418:21 basics 293:25 basis 82:9 87:7,14 141:6 278:17 286:16 325:20 352:1 basket 409:21,21 bathroom 51:25 bathrooms 51:21 51:23 battery 203:20 bay 172:24 bayag 360:3,18 bb&t 1:3 beach 45:1 78:11 101:12,15,17 102:7 261:11 290:8 293:13 322:16 354:13,15,16,17 355:6 361:18 beaches 363:1 beat 67:23 177:11 250:17 beating 220:20 becoming 139:13 bed 372:9 began 37:24 95:21 169:6 195:3 339:25 381:11
b	b 28:19 babysit 418:7 back 2:4 7:21 11:15 15:20 24:1,25 41:9 62:20,21 63:9 65:20 69:22 83:11 84:9 86:15,20 87:19 100:1 105:25 114:18 117:14 121:1 122:6 126:23		

beginning 32:13 34:5,9 49:10,11 52:17 53:1 75:10 113:16 169:18 182:1 356:18 begins 270:25 272:10 281:10 begun 345:4 behalf 47:9 399:19 behavior 15:24 181:19 187:9 203:20 254:6 behavioral 14:16 14:18,25 15:15,24 16:6,12,21 17:15 19:19,23 20:6 21:15 113:24 177:19,20,23 178:13,18,24 186:16,25 187:10 213:21 238:10 258:6,7 263:3,13 275:16,20,24 behaviors 207:19 belief 208:1 243:8 believe 6:9 19:18 46:19 49:19 95:23 101:18 122:19 132:5 157:1 218:16 233:13 243:17 244:3 259:9 269:2 297:9 303:5 329:17 350:5 351:7 360:17 376:15 378:10 381:1,9 385:25 395:15,20 404:11 413:23 believer 216:25 bell 105:4,5 bells 154:11	belt 146:23 beneath 360:13 beneficial 187:11 191:8 196:10 benefit 135:9,12 258:24 berets 167:10 bertha 331:23 356:25 359:22 417:10 best 27:3,18 36:14 53:18 71:2 96:7 102:12 115:5 117:6 118:4,14,16,21,25 122:7 128:25 130:14,16 133:16 136:1,1,4,12,25 137:2,7 139:5,6 140:2 144:10,14 150:11 158:5 189:20 195:3 215:13 244:3,9 259:13 274:16 284:20 296:4 305:23 314:24 329:8 336:24 337:2 337:18 348:2 366:24 375:25 beta 243:15 better 6:8 7:7 8:13 8:21 28:1 55:11 58:20 77:20 86:10 107:19,20,21 131:22 170:6,7 183:7,15 190:1 215:6 224:6 296:17 297:12,19 309:11 309:24 316:2 321:19,20 326:23 329:10 345:24 386:7 390:16	407:17 411:13 413:17,19 416:17 416:20,24 420:18 beyond 61:18 80:15 260:8 414:24 bickering 385:10 bid 75:13 bidirectional 236:15 bifurcate 136:17 bifurcating 393:21 big 37:2 102:10 141:8,13 145:11 159:15 161:25 173:12 206:23 220:3 221:15 225:19 233:15 236:14 291:16,16 311:1 317:25 372:4 373:20 bigger 46:23 176:24 338:13 biggest 219:21 bill 20:12,15,16 77:6 84:25 86:20 109:18,18 119:6,12 119:18,18,21 120:6 164:15 166:21,23 171:21 174:4,12 269:10 272:11,13 272:22,23 273:11 273:11,16,17 274:4 274:12 275:1,8,18 277:3,4,21 280:10 280:11 284:1 286:9 289:24 291:11 298:6 299:9,15,15 299:17 300:10 302:14,15,19,20 304:21 306:10,11 306:14 312:21,23	312:24 313:1,17,17 315:15 316:13 317:21 318:1,6,20 318:24 319:8,25 320:7 321:8,24 324:2 325:12,22 326:9,17 329:14 billions 366:11 bills 5:11 84:21 86:7,12,16 103:9 103:11 115:7 116:2 135:1 142:17 144:22 145:22,25 160:1 257:4 286:4 302:10 314:3 318:1 319:24 321:2,22 326:24 bind 54:18 bit 13:20 14:11,12 30:22 67:6 113:4 119:4 130:17 162:15 163:1 167:6 174:25 175:5,21 176:25 177:13 178:9 179:5,17 184:13 189:12 191:20 202:17 203:14 218:6 224:11 231:19 237:6 242:17 246:4 255:24 303:3 308:21 309:9 316:15 326:17 384:6 bites 258:10 blazers 58:14 blend 183:3 184:6 blessed 171:14 blessing 195:21 blind 104:8
--	---	--	---

block 187:15 207:3 blowing 208:5 blue 358:6 359:19 381:5 blush 286:7 board 1:22,24 7:11 7:17,19 8:6 9:22 11:1 14:15 15:14 23:19 29:8 30:2,12 38:17 39:19 40:2 70:13 91:6 99:8 101:16 112:13 113:14 121:8 137:6 165:9 166:25 168:19 176:1 202:7 219:9 224:10 225:9 226:7 241:19 248:13 269:20,24 274:21,22,24 275:11,13,13 277:8 277:12 278:22 279:15 282:9,22 289:1,2 291:3 293:13 294:2 298:17 309:12 315:4 317:17 345:25 346:1,2 353:17 356:5,5,10 356:14 377:19 400:9 408:20 boards 127:5 254:2 361:8 bob 1:12 boca 354:19,22,22 354:23 355:5 body 225:11 300:1 418:12 bondi 90:16 bonds 268:10 book 1:23 4:1,5 104:17 205:18	237:23 318:18 319:3,7 320:3,5 booth 240:16,16,18 boots 162:19 334:4 borders 173:25 bosses 389:11 416:15 botched 26:23 bottles 401:25 bottom 41:21 342:11 bound 216:14 boundaries 342:5 bounds 386:3 bow 133:11 box 160:17 208:14 298:23 358:6,8 boy 152:1 229:19 boy's 11:9 boys 70:9 brainer 139:8 break 3:19 62:20 62:22 69:22 161:2 252:13 256:14 324:15 breakdown 74:22 111:18 breath 127:19 breathes 359:12 brian 91:9 brief 69:25 95:22 256:18 briefly 2:25 73:1 81:21 162:24 238:5 343:24 375:13 bring 4:25 10:4 23:16 24:11 34:10 39:3,24 44:13,18 48:17 77:25 92:13 121:7 127:10 129:13 137:5 245:6	261:4 265:14 320:14,19 335:5,12 335:15,24 370:25 372:15 412:17,18 412:19 417:25 418:1 419:2 420:9 bringing 51:19 77:23 238:17 243:4 246:9 335:23 414:20 417:16 broad 218:11 362:11 broadcasts 349:9 broaden 270:15 broaden 264:25 268:23 broadly 290:15 broadside 133:11 broken 17:12 377:10 brought 10:9,12 33:13 39:3 73:19 92:5 160:13 195:15 195:16,19 222:1 386:8 420:6 broward 5:17,22 7:10,16,18 8:6 12:18 13:6 14:23 16:8,24 17:2,4 20:24 22:9 28:5 54:24 78:18 79:3,8 79:12,21 91:8,11 91:16,17,22 92:4,9 93:15,17,19 95:8 149:17 156:16,20 157:6 198:16 233:17 262:5,5 293:7,12 298:23 312:9 322:6,8,11 323:6 330:5,6,10 331:2 337:6 339:1	339:15 340:25 342:4,20,21 347:19 353:6,11 355:24,25 356:22 357:6 361:20 362:3 371:17 372:19 375:24 376:11 377:15 390:11 393:7 394:23 398:13 407:16 410:19,24 416:1 420:14 bruce 1:14 bsa 5:25 327:6,7 339:19 340:8,12 346:5,6,19 348:10 348:15,19,21,24 350:3 351:2,6,9,19 352:2 357:16,21 359:3 360:21 364:18 375:24 376:8 378:9,25 379:23 395:13 398:3,9 399:4,12 399:22 405:6,10,13 405:14 406:5,16,22 407:2 420:6 bsa's 349:9 407:4 btat 178:4 bubble 176:16 bucket 141:8 buckets 141:13 budget 84:21 85:2 85:11 86:7,10,11 286:4 306:14 build 75:24 186:3 191:16 199:18,24 366:12 412:3 building 60:17 121:2 147:12 218:4 218:5 241:3 362:23
--	--	--	---

buildings 158:13 199:19 236:17 241:2 built 213:15 bulk 72:1 bulldog 31:19 32:22 33:2 47:10 58:13 bullet 74:9 75:15 95:19 252:18 bulletproof 134:3 bullets 75:23 253:18 bunch 67:14 81:7 107:21 109:21 153:6,7,11 322:17 372:1 burden 309:10 bureaucracy 406:11 408:14 bureaucratic 292:18 298:14 299:1 400:23 401:5 401:22 burglary 325:9 burn 186:4 216:12 380:19 bus 126:20 buses 365:7 business 3:7 7:8 8:21 138:16 337:16 384:20 392:13 408:9 busting 413:16 butt 140:20 413:16 butter 180:15 butting 385:17,18 button 327:17,18 327:23 buttresses 12:12	buy 153:5 337:14 389:2 buzz 197:4 bylaws 57:5 bypassed 123:1,5 c c 125:23 422:1,1 cad 340:23 341:5,6 350:8,14 360:20 361:9 376:5 380:7 380:10,16 383:8 391:3 402:17 405:15,16 cafeteria 59:19 66:2 calendar 212:5 call 11:4 20:16 23:23,23 24:2,4,10 24:12,21 25:8 26:9 65:17,18,19 70:17 89:21 96:12 113:10 117:20,23 118:8 119:23 132:20,25 152:2 153:9 175:7 177:23 180:16,16 206:10 224:17 242:2 257:24,25 258:1 303:14 322:19,22 324:17 324:17,22,23 325:2 325:5,11 327:4,7,8 341:7,8,10 347:12 347:13 348:23 350:10,11 354:17 354:19,20 355:4,4 375:13,14,18 377:25 381:3 391:9 405:13,20 406:1,16 406:23,24 407:7,19 called 2:1 10:24 11:1 25:6,9 49:14	59:15 60:5,10 75:4 79:16 80:18 85:2 91:12 114:3 132:23 152:8 166:21 190:10 408:2 calling 67:3 130:19 139:23 142:8 219:2 219:4 255:19 calls 166:8 172:18 230:17 245:19 286:5 321:25 322:2 322:6,8,19,20 323:8 324:7 328:6 349:19 353:23 354:2,9,10 355:3 391:2 camera 41:9 cameras 83:25 160:20,22 182:14 198:11 232:9 campaign 158:18 campus 16:18 34:22 35:2,25 37:4 37:12,14 40:8,23 41:1,12 43:11,16 43:23,24 44:9,12 44:14,16,18 45:19 46:11 47:5 50:7,8 51:12 52:4 54:5,18 58:20 59:3 71:20 84:8 86:5 97:9 106:12 109:11 118:7 119:22 120:19,23 126:15 126:17 132:25 149:10 156:8,17 157:17 166:22 167:2 172:13 173:2 173:11,14 174:7,8 174:17 178:1,8 181:15 205:21	234:18 237:2 240:12,19 241:3,23 243:4 246:10,13,16 254:21,22 270:21 281:4 283:5 307:12 311:14 campuses 49:1 74:1 103:18 164:3,3 169:1,13 175:18 181:13 227:12 242:20 306:21 candidating 350:24 capabilities 398:11 409:17 capability 322:11 327:6 capable 399:24 capacity 106:19 162:5 330:8 364:20 365:2,18,19,21 366:1 411:9 capital 198:19 199:6,22 200:9 242:4 capt 206:14 209:22 212:2,6,9,11,13 213:2,8,12 214:7 215:5 216:6 217:13 217:25 218:20 219:19 221:3,12,15 225:7 229:4 234:9 243:6 245:11 246:18,25 247:2 250:7 252:21 253:15 255:14 256:8 captain 161:19 162:3,4 171:5,6,24 206:13 271:2 278:4 278:6
---	---	---	---

capture 253:2	category 177:18	ceo 1:17	154:10 209:8 217:7
car 159:9 227:10	389:18	certain 27:12 44:13	247:7 256:22 263:3
405:16	cause 177:14	100:14 138:23	263:10 264:9 273:7
care 65:25 66:1,1	292:25 328:17	178:17,17 180:21	276:19 280:25
113:21 137:22	332:22 369:9	207:9 220:18 248:7	291:3 305:6 329:22
154:7,19 177:2	caused 67:4	272:4 301:24	chad 1:18 4:14
191:5 209:2 224:3	causes 44:13 67:7	307:19 313:13	chain 234:12 235:3
236:18 239:3	causing 379:22	347:14 399:24	359:17
careful 130:22	ccw 315:11	402:19	chair 1:12 2:2,11
131:8 138:9	cease 132:24	certainly 4:23 20:1	2:17,20,23 3:25
carefully 169:2	ceiling 213:24	28:12 47:25 62:11	9:22 11:1 21:20
carrier 25:1 196:23	264:3	71:7 86:25 99:17	23:21,25 24:18,23
carroll 1:20 58:11	cell 23:23 24:2 25:1	115:4 124:17 134:8	25:7,15,21 26:6,17
58:12 59:5 60:9,18	25:5,6 248:8	138:3 226:13	27:1 28:13,21
61:5 64:11 138:1	354:18 355:7	232:17 282:15	30:12 31:4,14,17
138:11,12 140:4	cellphone 363:10	287:22 288:2	47:24 48:19 51:6
143:1 302:5,7,8	center 1:3 22:17	289:20 300:7 307:7	52:5,10 54:19
414:15,16 418:24	231:25 304:20	310:17 336:6	56:21 57:13 58:11
carroll's 154:1	321:24 322:1,7,19	344:12 348:3	61:7,8 62:10 69:19
carrot 133:22,24	322:21,21,25 323:4	384:21 386:2	70:1,18 76:19
carry 103:17,17,18	323:7 324:18 325:7	411:13	81:13 84:12,21
165:4 235:22	328:4 330:12	certainty 313:13	86:6,24 89:16 94:4
303:25	349:20 351:13,17	certificate 317:8	94:24 98:1 101:12
carrying 156:18	355:9 375:15	certification	102:16,21 104:9,18
241:7	379:25 407:6	187:17 226:25	104:21 105:16,17
case 7:13 41:20	center's 335:1	228:16	105:24 111:25
43:9 44:3 53:17	centers 205:15	certified 164:9	112:9,11,23 113:18
101:5,6 163:8	261:16 304:14,15	165:22 168:22,24	115:3,21 116:1
207:9 208:4,12	321:10 322:18	169:9 173:11 242:7	117:9,10,13 119:3
210:2 235:6 258:25	323:17 340:6,11	284:12,13 315:2	120:9 121:20
278:10 341:12	376:1	certifies 272:3	122:10 123:23
349:4 393:12	centerstone 1:17	certify 166:2	124:23 125:1,6
cases 7:3,8 28:6	central 330:12	240:11 270:10	127:22 129:13,16
82:13 100:3,3	340:7 360:7 369:8	282:18 283:1,9,25	130:8,10 132:17
105:11 107:12	centralized 73:14	283:25 284:4	134:4 136:5,8,17
317:19 333:8	75:20,24 203:13	285:23 291:15	136:21,24 137:19
casualty 328:20	263:18,25	292:14 422:6	137:25 138:11
334:18 363:14	centrally 204:4	certifying 283:3	139:17 142:15
364:16	centric 264:22,24	284:16 285:21,23	143:12 145:17,19
catch 140:14	273:17	cetera 16:2 25:2	146:4 148:25
188:21		71:15 99:15 111:15	149:15 151:5

153:16,23 155:7,14 159:3,18 160:10,25 161:5 164:18 165:3 166:4,14 167:4,23 170:2,6,16,24 171:3,24 174:19 175:22 177:10,13 179:12,16 180:25 181:23 182:11 183:16 184:15 185:1 187:22 188:9 188:14,18,22 189:4 189:9 190:2 191:12 191:19,25 192:2,19 193:17,24 194:3,9 194:15,18,24 196:7 200:13 201:18,21 202:5,9,16,19,25 203:8,11,24 204:6 204:22 206:3,12 209:17 211:22 212:4,7,10,12,25 213:3,10,17 214:23 216:2 217:10,23 218:18 219:13 220:21 221:4,14 222:9 223:12,14 224:8,23 225:6 226:9 228:3,10 229:23 230:2 231:9 231:18 232:24 239:21 241:11 242:21 248:16,18 249:16,20 252:12 252:20 253:6 255:8 256:19 261:20 262:1,3,8,18,20,24 266:7 267:9 283:17 285:1,18,19 286:1 287:18 288:9 289:21,25 290:13	290:22 291:5 293:10,17,20 294:16 295:10,15 296:22 298:4 299:4 299:12 300:8,24 301:6,8,10,21 302:4,7,17 308:15 309:13,19,25 310:1 310:9 311:8,25 312:2,11,14 315:1 317:11,20 318:14 318:18 319:23 320:2,12 327:9,12 327:19 328:1,10,22 329:12,16 338:7,23 338:25 341:4 354:4 358:9 364:5,11 365:15 368:9 370:8 370:23 371:20 372:22 373:1,17 382:18 383:1,12,18 383:21 384:4 385:4 386:21,25 387:5 389:12 397:11,15 398:23 399:8 400:25 401:17 404:5,18 406:9,18 410:18 411:5,16 412:10 414:6,15 415:16 416:25 417:14,21 419:1,16 419:19 420:2,12,20 chaired 360:25 361:11 chairman 21:17 72:10,24 73:10 76:12 97:12,19 127:15 137:6 147:7 419:10 chairman's 1:4 73:5 247:21	challenge 25:10 32:11 34:12 99:3 99:22 106:8 175:10 175:21 179:6,11 187:16 241:12 challenged 32:15 34:9 106:1 challenges 46:2 56:10 105:19,21 141:21 164:14 179:19 187:20,23 chambers 326:25 chanc 309:8 chance 2:13 52:15 110:24 chancellor 4:12 55:2,4 82:15 96:2,3 289:4 308:24 317:1 chances 321:8 change 23:10 34:1 46:16 47:21 49:2 56:18 108:18,23,24 129:2,8 157:21 220:3 253:23 254:24 299:9 317:10 338:1 346:15 347:1 378:16 388:6,9 390:22 408:3 419:23 changed 7:3 61:3 121:9 184:9 192:16 205:17 220:12 225:10 255:2,3 300:20 327:14 364:22 385:16 402:15 changer 176:23 changes 12:8,15 19:14 21:2 46:19 189:19 201:5	205:25 210:14 221:9 270:6,10 342:8 352:25 353:5 353:9 386:3 387:10 387:15 402:11 407:14 408:10 410:1 changing 7:8 8:20 8:20 54:4 56:16 157:6 332:25 337:20 channel 323:11 325:8 327:10 328:13,14,15 347:1 348:11 349:9 351:12,19,23 352:2 364:18 410:20 channel6 44:24 45:2 channels 323:16 325:25 326:4,7 346:8,15,21,21 348:13 351:10 352:10 403:22 404:11,15 chapter 279:6 292:1,1,2,11 293:3 296:2 300:6 301:2 301:3,17 319:12 320:9 344:2 characterize 388:1 characterized 219:17 265:1 characterizing 384:13 charge 44:19 195:15 282:16 386:12 417:5 charged 78:25 91:19 232:14
---	--	---	--

charges 229:2 charging 404:14 chart 401:3 charter 33:9 98:25 99:1 101:10 117:8 121:6,8,25 122:12 126:16 132:19 140:25 164:3 270:18 278:25 280:2 307:12,14,15 312:16 352:17,25 353:6,10 393:2,5 394:17,18 401:2 charter's 277:10 charters 71:22 72:2 99:12,21 101:16 102:4 cheap 154:8 cheaper 227:2 check 28:9 78:10 79:2,4,7 188:24 208:14 241:6 253:9 253:11 276:8 285:11 checking 79:8 182:17 checks 28:8 79:21 165:20 chemical 188:2,4 chess 311:12,15 chf 163:22 165:2,16 166:7,15 172:12 174:24 176:9 177:11,22 179:15 180:5 181:9 182:1 182:12 183:21 184:19 205:8 223:16 224:9 226:18,22 227:4 228:23 229:2 230:16 231:1 236:9	237:10 238:14 241:16 244:17,24 247:25 248:5 249:24 250:23 289:23 290:1,21 291:4 chicago 244:19 chief 1:13,14,18,25 2:19 92:3,5,11 95:3 156:24 157:7,8 162:5 163:19,24 172:4 235:5,5 236:8 244:19 279:8 289:22 313:18 360:25 390:12 396:17,17 chief's 296:14 297:24 353:18 356:8 390:12,23 chiefs 235:16 326:15,15 328:25 329:1 391:18 392:4 392:20,24 394:19 394:25 395:12,19 395:21 403:24 404:11 child 183:10,12 190:11 207:23 208:1 216:12 children 54:18 104:4 125:21,23 126:3,9,25 137:22 187:4 201:13 202:23 318:8,19 chime 289:5 choice 133:21 choices 108:22 choose 145:2 266:20 chooses 282:9	chose 339:21 340:9 chosen 265:20 chris 1:13 christina 1:25 chronister 164:10 cigarettes 51:14 circle 335:13 circuit 1:14 circumstances 212:23 337:19 348:16 362:25 395:4 citation 81:11 257:25 cite 101:5 356:11 391:5 393:10 403:23 cited 353:23 390:24 393:15 394:3,23 396:8 398:7 408:13 409:15,25 cities 234:12 331:11,20 341:1 353:18 378:10 404:15 408:7 citizens 381:2 citrus 1:22 city 1:13 205:1,2,10 233:19 234:22 235:21 237:2,19 238:2 324:12 326:2 337:15 343:5 344:2 344:5,7 345:12 349:1,11,19,25 354:14,17,21 356:7 356:21 361:3 371:7 372:21 373:12 393:7,14 412:2 civil 81:11 257:24 cjstc 292:8,12,14 292:14,17,19	295:19,20 296:4,25 297:15 298:11 304:2,12,13,14,19 claim 204:18 claimed 10:24 16:4 16:4 claims 24:1 clarification 22:3 22:14,25 71:23 138:13 180:14 253:6 284:8 312:19 354:4 clarifications 23:4 23:6,8 clarifies 312:18 clarify 5:23 22:5,13 22:18,22 68:1 71:3 111:25 164:19 228:3 232:24 355:14 358:9 399:16 clarifying 310:12 class 38:22 40:17 148:16 166:1 303:23 315:11,12 classes 43:13 classification 226:24 classroom 36:17 59:18 65:21 116:23 123:11 124:19 146:10,17 182:23 206:17 248:10 classrooms 36:7 60:15 64:23 147:8 147:10 152:6 clear 63:2 81:4 92:18 93:22 115:4 118:2 143:18 144:4 144:4 156:22 211:11 233:8 262:8
--	--	---	---

262:13 278:23 280:9 307:6,7,9 309:20 313:10 316:3 332:3 376:14 395:17 397:11 401:25 cleared 43:24 74:17 clearly 116:17 137:11,21 282:16 296:5 297:7 309:22 377:1 click 49:21 374:18 climate 49:1 54:4 54:17 55:17 181:1 181:3 222:14,18 384:14 clip 45:2,3 close 9:2 11:19,23 58:25 80:7,8 389:24 411:10 closed 3:13 15:21 39:18 87:25 123:1 123:5 155:4,9 241:23 closely 201:7 closer 284:7 closest 352:19,20 395:22 closing 47:9 239:2 closure 10:4 257:18 clothes 246:1 club 1:4 57:2 311:12,15 clue 80:25 246:3 clueless 15:6 16:14 cmps 31:20 51:14 55:23 coach 85:19 87:16 112:3,17 170:11	coaches 111:14 208:8 coast 31:19,21 33:3 37:19 44:25 191:1 cobbled 195:6 coconut 330:16 335:18 387:6 411:25 code 45:14 52:20 59:6,8,9,11,15,25 60:5,9,11 116:19 117:20,23 118:8 128:18 152:2,8 156:19 180:12 246:13 255:1,5 266:17 codes 216:10,15 cohesion 390:25 collaborate 196:17 collaboration 6:11 196:15 390:16 collateral 112:20 170:10 collected 96:10 collective 378:2 397:4 college 126:2,8 colleges 125:25 colloquialism 167:10 colonel 360:12,13 360:13 colorado 93:12 column 340:24 columns 381:14 combination 82:13 111:22 112:8,9 193:19 combined 296:14 come 7:1 12:7 20:25 21:13 27:22	29:22,23 30:3 43:23 46:6,13 47:12 61:2 62:20 62:21 64:10 69:22 74:19 76:17 81:8 81:25 82:16 88:5 89:2 92:20 94:12 95:5 99:6 100:21 102:4 110:20 129:6 134:23 135:18,23 136:1,8,9 143:13 164:12 175:3 178:12 194:6 199:15 200:8 210:8 218:2 223:3,19 229:17 238:15 240:17 258:22 259:1,7,20 281:9 314:12 323:11,19 324:5 344:8 385:24 388:15 390:24 401:18 412:19 417:3 comes 109:16 142:18 175:22 183:10 201:6 209:3 236:25 241:10 253:24 324:17 325:5 347:13 373:24 389:24 400:3 comfort 250:10 comfortable 35:19 35:24 336:17 comforting 36:1,21 coming 45:15 66:14 66:17,18,20 67:24 68:11 69:13 90:20 94:17 100:15 142:12 173:22 198:5 228:6 236:3	239:3 247:13,14 253:25 255:23 256:11 310:3 322:20 328:12,15 comm 3:3 23:18,22 24:15,19 25:4,14 25:19 26:3,14,18 28:3 30:10 31:16 48:24 49:13,24 50:20,23 51:18 52:9,13 53:9,21 54:2 57:14 58:12 59:5 60:9,18 61:5 68:25 70:6 81:10 86:23 91:2 93:11 94:3,23 95:10 102:9,19 104:1 114:10 115:16,22 117:9,11,14 118:14 118:19,23 120:7 121:10,22 124:23 125:5 127:23 129:15,17 133:22 135:25 136:6 138:12 139:15,18 140:4 142:6 145:17 147:18 148:11,24 153:16 156:6 160:11 242:24 244:15,23 246:12 246:24 247:1 248:4 249:10,18,21,25 250:13,22 260:19 261:21 262:2,5,15 262:19,22 265:2 267:8 293:5,14,18 294:13 295:9 299:6 300:11 301:4,7,21 302:5,8 309:16 310:22 311:22 312:1,9,12 314:23
---	--	---	--

317:5,15 318:5 327:3,11,15,20 328:8,19 329:12 338:20,24 345:11 345:18 349:3,7 351:14 363:22 365:4 366:2 367:8 367:20 369:14 372:23 382:24 386:22 387:20 403:18 405:24 407:8 410:3,10,17 411:1 414:10,16 417:1,8,11 418:24 420:1,11,13 command 200:25 234:2,13 235:4 236:22 359:17 commander 349:21 349:23 commend 58:7 62:4 comment 116:13 148:14 149:8,8 171:4 285:5 297:9 308:25 313:19 420:14 comments 23:15 48:23 64:12 68:23 117:1 146:12 160:12,15 216:5 317:25 384:9 commission 1:1,12 1:25 2:6 3:8,24 4:7 4:9 5:20 12:13 31:6 45:4 72:11 76:13 96:19 106:15,17 115:19 116:4 118:3 121:10 125:13 127:3,15 129:7,23 135:15 136:9 137:2	138:14,24 158:14 159:6 169:4 182:5 192:19 220:14 232:18 277:25 291:18 292:4,6,13 295:12 298:12 299:8 300:18 311:5 316:19,24 317:4,6 317:12,12,22 319:6 319:11 320:20 337:11 339:14 341:4 344:7 345:9 353:21,25 359:21 360:2 366:7 371:7 373:11 392:10,22 393:2,5 394:17,19 395:1,23 401:2 416:21 418:11 420:17 422:18 commission's 5:8,9 7:2 9:4 12:8,9 17:10 28:13 138:2 269:19 301:12 393:24 commissioned 382:21,22 commissioner 1:15 1:21 2:17,20 4:11 4:13 22:4 58:11 61:7 64:11 80:12 81:23,24 87:19 96:2 121:20,24 123:23 130:7 138:1 138:11 139:16 142:25 153:25 158:1 233:20 239:22 242:21,22 260:16 264:13,25 272:9 273:5,8,17 274:20,24 275:3,4 275:11,12 277:8,12	277:15,17 289:5 293:4 299:4 301:19 302:7 306:24 309:13 316:16,21 317:2 403:8,16 414:15 419:9 commissioner's 160:12 222:11 247:21 commissioners 48:3,22 140:17 353:17 372:16 394:22 416:3 417:9 commissions 417:4 commit 267:25 412:24 commitment 5:19 201:14 committed 169:8 268:7,7 331:23 412:13 committee 109:24 134:23 139:11 144:23 242:2,3 269:16 299:15,17 302:13 318:20,24 319:6 353:12,13 355:16 356:2,3 391:4 393:1 394:4 committees 5:4 197:17 302:19 337:25 406:12 417:4 common 50:9 98:22 152:7 255:17 379:19 390:16 commonality 365:10 commonplace 407:15 408:4	commonplaces 408:3,9 comms 237:6 communicate 50:10 151:2,12,16 151:18,20 152:18 153:11,15,24 215:2 246:13,15 322:3 323:2,5,17,24 336:13 342:19 366:13,15 399:22 408:22 410:15 communicated 152:5 299:14 379:21 communication 6:20 42:7 150:24 152:17 217:2 234:7 238:6 322:7 324:18 330:11 340:6,11 351:5,13,16 355:9 362:25 375:14 398:9 399:9 400:1 411:14 communications 83:25 154:23 237:22 321:5 325:7 330:14,18,20 332:5 333:5 334:7,9,11 334:25 336:6,7,9 336:10,18 339:2,22 340:3 347:21,22 349:20 351:24 353:12,15 357:7,9 362:7 366:9 379:25 381:22 392:6,9,14 392:16 395:20 398:17 407:6 412:25 413:11 communicators 399:18
--	---	---	---

communities 57:1 61:20 378:7 community 33:4,24 34:1,1,22 35:3 37:4 39:12 40:3 45:10 61:20,24 62:7 225:1,3 226:4 264:19 308:6 327:22 332:5 360:14 392:13 420:7 companies 105:7 366:9 companion 319:2 320:7 company 369:23 compare 384:2,25 compared 59:11 183:13 competency 377:23 competent 320:17 competing 89:22 competition 55:22 compile 396:9 complain 109:1 complaints 380:13 complete 28:10,18 79:2 207:15 211:8 282:24 283:13 419:4 completed 13:4 19:1 253:24 281:5 329:14 343:23 completely 26:23 178:18 314:24 366:24 completes 79:20 completing 203:25 compliance 70:25 71:19 72:1 96:1,5 99:6 100:24 102:5	103:20 110:20 129:25 130:3 131:2 132:3,8,11,12,13 134:8 136:11 141:14 142:21 160:3 171:20 179:17 247:20 250:25 251:5,16 252:4 271:4 273:6 273:10 275:10 276:4,5,8 277:6,7 277:15,16 279:19 280:6 281:15 316:6 316:12,20 325:19 329:17,19 compliant 114:19 complicated 86:11 86:12 101:13 103:23 417:2 complied 133:3 134:13 137:13,15 145:14 compliment 43:11 comply 100:20 107:23 132:14,20 133:4 137:9 143:10 274:20 316:10,25 complying 136:22 143:4 187:21 component 40:5 267:12 391:21 components 39:4 65:4 275:1 390:18 395:18 composition 263:5 comprehensive 59:20 comprised 361:1 392:11 computer 341:6,9 405:16	concealed 103:16 103:18 303:25 concept 65:9,14 66:24,25 103:21 149:2 150:9 170:7 217:4 242:10 243:18 concepts 125:3,3 concern 37:18 46:11 239:7 286:11 290:16 314:1 350:5 356:18 377:20 378:6 394:11 409:6 409:7,8,20 concerned 23:11 70:7 91:20 106:22 191:22 202:3 220:9 252:9 286:5 292:19 396:22 409:18 concerning 23:18 35:5 51:5 70:25 91:2 292:15 concerns 10:16 35:9 65:7 163:7 331:13,16 344:19 376:17 377:13,23 391:7 412:6 conclusion 75:17 412:8 conclusions 339:11 concur 283:23 309:8 concurrence 130:16 concurrently 343:25 conditions 380:7 conductive 46:9 conduct 12:22 83:12 143:20 147:23 148:7 149:4	255:1,5 276:7 343:17 conducted 19:9 37:15 313:3 376:8 conducting 13:2 148:15 conducts 158:20 conduit 318:9 conference 6:5 45:23 96:12 172:16 253:8 confidence 28:10 54:7 confident 6:20 113:15 326:24 362:23 368:17 confidential 3:16 3:17 211:21 confirm 24:20 confirmation 4:14 conflict 46:24 338:5 394:1 conflicts 42:5 379:22 confuse 180:12 confused 228:12 confusing 305:1,23 305:24 confusion 98:3 228:4 316:5 congratulations 62:16 conjunction 258:14 connect 55:16 76:10 connected 201:7 299:21 connecting 174:6 connection 195:9 connections 39:11
---	---	--	--

conquer 210:7 cons 347:14 conscious 93:4 215:23 consensus 281:7 300:1,3 325:17 355:17 377:9 consequence 368:7 consequences 115:11 138:5 176:4 176:5 consider 9:2 264:4 298:3,7 301:13,16 384:16 consideration 255:6 327:16 considered 147:9 295:12 296:10,13 355:21 considering 301:14 330:16 334:22 consistency 19:22 consistent 17:9 214:5 276:23 293:19 303:22 373:4 379:1 consistently 239:4 379:3,6 390:19 console 410:20,25 consoles 323:17 348:9 351:11 consolidate 339:21 404:10 consolidated 337:7 340:4 353:11 357:15 consolidation 321:10 323:14 336:23 390:4 391:22	consortium 195:17 195:19,20 constant 215:17 240:19 constantly 210:13 250:17 constitute 98:20 construction 123:25 134:2 242:3 343:20 consultant 17:6,8 17:14,20,22 18:13 18:19,21 40:4 45:13 63:9 consultant's 19:12 21:1,18,22 contact 92:19 190:14 195:13 236:24 314:10 398:4 contacted 88:18 contacting 398:14 399:18 contain 27:25 352:25 405:17 contains 27:24 277:20 contemplated 68:16 310:21 contemplating 411:21 content 24:14 63:24 contention 376:21 contesting 393:12 context 71:4 76:20 313:13 397:16 continually 109:15 continuation 257:18	continue 5:1 14:5 38:7 57:11 86:17 87:20 104:11 108:5 171:21 192:10 199:2 200:8,11 239:19 267:25 268:15 269:4 274:11 325:2 345:17 370:16 378:5 390:21 391:5 408:18,22 412:11 418:2 continued 38:6 347:18 391:18 395:9 397:9 402:7 continues 57:3 89:11 268:6 287:8 381:16 continuing 86:20 87:16 200:2 346:5 409:1 continuity 119:11 continuous 110:15 contract 19:17 74:10 91:15,18 97:24 228:24 234:16 250:2 270:11,15,23 271:1 279:5,20 280:3 282:19 312:22 315:10 339:17,18 341:1 356:24,25 396:20 399:12,19 412:2 contracted 374:9 contracting 105:6 contracts 173:5 228:21 contrary 119:24 303:16 314:24 400:7	control 214:2 237:25 271:18,20 324:1 325:20 328:24 345:1 357:20 377:4 391:3 403:7 controversial 101:14 convene 274:1 324:3 convening 118:1 conversation 24:22 156:9 184:2 219:24 224:22 244:18 255:23 conversations 3:7 3:10,10 175:5 225:23 365:13 conversely 357:21 convoluted 304:21 cool 42:8 cooperation 5:19 164:9 390:15 coordinate 306:5 coordinated 41:19 coordination 95:22 coordinator 38:14 42:20 cop 78:22 106:12 109:11 187:1 307:4 307:10 311:15 366:21 copies 331:5 cops 109:9 187:8 307:21 copy 2:11 21:18,22 63:11 194:7,8 344:9 402:3 coral 79:11,12,19 79:19 156:19 157:8 160:18,20,22 322:7
--	---	---	---

322:7,9 323:4 327:4 330:13 331:1 341:15 342:2,13 347:22 348:10,15 348:20,25 349:8,10 349:10,18,19 350:1 350:4,6 356:15,17 356:21 383:15 407:22 408:7,17 409:2,10 410:6,10 410:13,20 411:2,8 411:22 412:3 420:5 corcoran 4:11,13 87:19 96:2 core 32:17 150:17 cornell 82:20 83:10 83:15 cornell's 83:6 corner 7:21 64:21 64:22 65:9,14,18 65:23 66:19 67:1,2 67:15,16 68:5,8 69:9 144:8 146:10 146:15,19 147:2,9 175:7 corners 60:11,14 60:17 64:12,14 254:12 corporation 75:22 correct 24:18 36:25 84:19,20 100:6 112:22 153:17 165:2,15,16 170:5 170:15 202:3 228:2 228:17 265:2 277:20 370:7 404:16 422:9 corrected 97:21 correctional 292:16	correctly 65:12 231:7,12 265:1 correspondence 26:16 251:5 cost 100:9,12 106:14 109:10 122:5,8 139:7 227:8,13 276:20 315:6 343:22 344:17 403:23 409:4 costly 198:12 costs 121:24 166:11 council 38:4 42:18 48:16 57:9 61:17 344:7 353:3,19 392:6 420:18 councils 223:20 417:5 counsel 1:13 3:1 230:19 393:25 counselor 112:3,17 170:11 186:20 counselors 111:14 208:9 counter 393:22 counterattack 146:18 counties 62:9 82:4 88:3,4,13 90:23 233:6 293:8,11 301:25 316:8 countries 46:1 country 106:2,3 county 1:16,21,22 1:22,24 5:17,22 7:10,16,18 8:6 12:18 13:6 14:15 14:23 16:8,24 17:2 17:4 20:24 22:9 28:5 29:5,10,19,24	30:6,9 31:7 32:15 33:6 44:5 61:21 62:4 72:14 78:11 78:18 79:3,8,12,21 88:7,16 91:8,12,16 91:17,22 92:9 93:15,17,19 94:2 100:4 101:13,16,17 106:25 107:3 125:25 126:14 132:19 156:16 157:6,24,24 161:18 161:19,21,23,24 162:4,9,14 163:9 163:25 164:10 167:12,23 168:2 170:13 171:6,8,11 172:18,23 173:16 192:7 194:19 196:24 198:13,16 200:14 201:19 205:3 206:17 215:21 218:22 220:25 223:17 227:5,14 233:17 236:9,10 237:15,17 237:19 238:14,15 238:16 239:1,4 261:11 262:6 265:9 271:3 279:13,18 293:7,12 294:1,2,5 295:4,5 298:23 312:9 322:6,9,14 322:15,16 323:6,7 324:3 325:13,20 326:2 329:3,3,4 330:10 331:15,15 331:23 332:15 335:11 339:1,16 340:14,17 342:4 344:5,7,23 345:23	346:9 352:17 353:6 353:9,11,17,21 354:16 355:6,24 356:8,22,23,25 357:2,6,13,20 358:2 359:6,9,20 359:21,21,22 371:5 371:12,17 372:19 374:20 376:11,22 377:4,15 378:25 380:5 382:22,23 383:24 386:4 387:3 388:2,2 389:1 390:11 391:25 392:3,22 393:7,20 394:13,22,23 395:1 395:10,23 396:5 397:1 398:13 399:7 399:10 403:11,21 404:6,9,13 405:23 407:9,16 408:6 410:19 412:13,18 416:1,22 417:8,9 420:14 422:4 county's 334:7 358:6 359:14 376:25 377:16 378:10,16 409:7 countywide 237:7 237:10,13 356:19 couple 5:16 6:1 9:1 9:10,18 20:23 23:14 48:8,14 62:18,19 99:13 117:15 197:17 238:19 242:23 243:1 250:12 255:15 257:6 281:3 302:12 314:6 326:14 332:11 333:22,25 335:7,22
--	--	---	--

337:8 360:17 364:9 370:4 402:13 course 4:11 11:20 16:2,10 24:10,13 90:24 107:13 195:2 197:18 204:14 211:14 215:9 257:12 258:12 259:7 267:10 296:11 382:1 411:6 courses 40:13,15 74:14 court 13:17,19 101:7 court's 257:3 267:15 courthouse 341:3 courts 174:9 238:24 courtyard 220:10 cover 60:10 73:7,12 77:2 97:25 99:15 101:24 123:18 130:5 173:8 185:4 245:17 256:16 354:3 363:20 coverage 44:22 366:10 covered 8:22 43:9 60:11 147:1 222:12 253:4 402:18 covering 123:13,19 134:1 176:22 coverings 131:11 covers 317:7 416:9 covert 169:23,24 cox 13:22 cpr 362:21 cpt 171:7 cpted 242:7	craft 321:17 crash 352:4,6 crawford 161:18 162:15 167:24,25 168:1 170:5,15,23 171:1 194:22,25 196:9 200:16 224:25 227:16,20 228:1,13,17 229:19 230:1,3 239:6 240:1 241:9 246:5 247:8 248:25 249:8 252:7 crazy 152:1 create 27:8 33:16 34:1 38:3 39:8 42:11 45:6 47:17 61:1 131:5 224:7 266:24 267:1 created 38:12 69:1 143:3 296:8 creates 272:13 305:24 366:14 creating 34:25 56:6 261:17 292:18 305:7 311:1 creation 392:5 393:16 creative 33:21 credentials 403:13 credible 25:20 239:10 credit 21:6 40:14 253:4 creek 330:16 335:18 387:6 412:1 crew 39:9 191:8 crimes 267:16 criminal 180:12 238:11 258:7 268:17 291:17	292:3,5 295:11 cringe 300:17 cringed 300:14 crisis 82:23 113:11 178:2 criteria 15:18 135:23 136:10,14 213:23 263:11 279:24 291:25 324:5 328:23 critical 33:20 40:24 43:10 52:20 200:9 240:22 396:11 criticism 100:17 criticisms 331:14 331:14 cross 161:13 162:10 cruz 9:24 10:12,14 11:8,10 14:19 15:1 15:24 22:10 26:11 124:10 155:20 265:19 cruz's 15:16 csu 229:22 230:4 cultural 176:10 177:8,9 culture 46:19 49:1 54:4,16 55:17 56:16,18 57:25 58:3 176:8 177:3 177:10 180:1 223:10 224:22 247:22 337:20 338:1 curious 213:19 382:25 386:22 418:24 current 5:12 84:21 84:25 85:9,11 88:10 111:19	157:12,13 170:19 222:14 228:10,11 269:14 270:8 279:14,15 281:18 285:23 300:5 332:6 342:7 343:4 347:20 360:15 381:11 392:10 396:20 410:1 415:19 currently 45:5 49:8 49:19 75:17 82:9 85:20 96:17 115:17 118:9 145:13 159:21 167:20 208:22 243:15 271:4 300:22 317:6 347:7,15 348:8 349:9 351:13 352:8 352:8,14 356:20 360:24 377:25 391:14 403:21 411:22,25 curriculum 38:17 157:19 279:24 304:13 curtain 400:12 curve 141:22 178:10 curvy 275:9 cut 286:10
d			
d 125:22 315:12 d&g 164:25 165:7 166:1 303:23 dade 16:9 290:7 329:3 422:4 daily 82:9 352:1 364:22 372:5 380:8 damien 70:2,18,21 71:10 72:5 76:19 81:19 87:15 90:6			

98:6 104:13 111:25 117:14 124:9 139:23 141:6 142:7 143:13 146:5 159:8 159:19 160:13 195:11 259:4 267:5 274:6 damien's 71:5 125:9 127:20 191:8 249:11 damn 370:20 dan 210:4,5 221:19 231:9 dangerous 254:21 255:11 daniel 161:22 167:4,5 185:2 204:23 206:3 daniel's 252:12 darkness 130:5 dashboard 76:3 data 34:16 35:1,10 37:16 71:10,12 72:7 73:14,24 75:20,24 76:7,8,9 76:10,10,11,23 80:3 95:18 131:4 156:24 179:10 180:8,8,23 193:16 195:7 203:16 239:5 249:5 259:22 260:3 280:22 306:5 312:15 334:20 413:20 416:5 database 20:7,18 21:3 27:8 79:9 191:12 214:24 215:1 263:16 264:4 276:15 277:2 databases 78:4,14	date 63:5,16,20 253:23 275:22 280:10,16 281:8 316:2,3 329:13,15 dated 63:6 dates 74:11 82:1 370:1 daughters 175:4 david 1:18 4:16 161:18 162:15 167:24,24 168:1 194:18 215:22 224:23 229:23 day 9:13 15:19 36:11 43:8 46:12 47:20 59:17 83:2 105:5 120:18,25 126:13,19 133:12 133:13 171:21 177:11 204:15 206:10 207:13 209:4 215:14 216:6 220:16 226:2 230:18 237:13 251:8 256:17 257:2 310:6,14 318:3 324:7 357:22,22 362:10 363:14 365:12 371:18 391:18,18 days 8:24 9:1 82:4 83:5 131:23 137:17 157:18 192:4 217:14,16,18,22 229:22 230:5,5 238:19 277:23 369:3 daytona 44:25 dca 261:6 dcf 1:18,18,20 4:7 4:13,16 77:20 78:8	261:6 dead 67:23 108:9 362:16 deadline 77:6,8 134:18 135:10 169:16 346:2 deal 34:2 123:9 196:19 198:17 292:15 343:25 357:19 361:22 376:21 402:24,25 405:17 dealing 214:14 254:5,7 255:18,25 378:19 deals 258:6 379:19 dealt 214:15 286:15 dear 32:3,12 47:15 debated 404:2 deceit 268:1,6 december 10:6 63:7,16,20,22 64:2 64:3 77:7 105:25 276:17 281:14 334:10 343:12 370:12 374:8 376:6 decide 11:21 75:9 399:2,3 decided 118:3 145:8 162:21 261:8 286:20 287:3 325:4 decision 101:14,19 150:4 163:9 190:2 190:4 217:23 232:6 285:13 307:13 308:1 309:4,4,6 349:23 372:19 394:2 400:3 401:13 404:1 416:14 417:6	decisions 7:7,7 77:17 150:1,10,11 200:19 218:8 387:18 391:8 394:13 397:3 400:6 400:7,9,14 405:20 declaration 182:2 declare 246:21 314:8 dedicated 32:24 99:25 110:18 112:12,16,19 165:12 171:16 250:4,6 379:4 deep 371:3 deeper 418:3 deeply 396:22 defeat 394:24 defeated 245:20 deficiencies 237:22 277:11 316:6 419:13 deficiency 14:15 define 306:21 308:11,16 309:5 310:18 defined 361:3 defines 309:22 defining 310:12,14 definitely 44:15 176:9 215:21 295:18 377:8 definition 229:14 definitions 180:21 degree 38:25 65:8 106:23 233:17 268:22 311:9 delay 122:4 350:21 350:25 delayed 79:17
--	---	--	--

delaying 414:20	339:17 340:24	designate 119:22	157:19 213:9,10
deletes 313:4	depend 142:23	314:9,17	262:7,10 278:20
deliberant 179:3	199:19 371:18	designated 162:10	355:17 402:4,6
delineated 288:17	dependent 195:12	314:19	developer 82:20
deliver 252:2	196:11 204:19	designates 314:7	developing 34:24
delivers 395:22	325:3	designating 303:14	37:24 95:6 118:15
delivery 82:24	depending 25:1	desire 7:14 300:19	140:1,2 260:21
delray 354:15,17	106:7 346:24	397:19	261:23 262:1,3
354:21,25	351:17 362:15	desired 304:1	277:1,2
delve 418:3	depends 101:24	despite 239:12	development 39:7
demonstrated	103:7 229:20	387:15 394:11	43:8 89:13 261:5
137:22	328:22 350:23	405:13	develops 292:6,6
demonstrating	deployment 228:23	destruction 243:13	device 150:24,25
325:19 396:25	depth 33:23	detailed 27:23	152:17 154:6,23
denied 70:11	deputies 5:22 13:7	342:25	dewey 82:20 83:10
denies 11:4	190:25 265:9	details 5:11 27:5	dhs 221:17
denise 15:7	271:21 322:12	detect 44:7	dial 346:20
deny 70:8,13	341:11 342:20,21	detective 345:11	dialogue 6:6 74:18
deo 272:9 273:4	346:10 349:12,17	410:3 420:3	347:18 374:20
274:7	350:22 362:3,6,9	detectors 245:9,13	395:9 405:3 408:22
department 1:15	363:2,7 366:19	determination	409:1
4:10 38:22 70:4,20	367:4 368:2,25	46:15 105:8 193:5	dictated 185:10
76:9 78:11,12	372:2 405:18,22	253:22 257:16	400:20
96:21,22 97:25	420:24	306:25 311:19	dictating 185:20
98:16,19 160:19,21	deputy 98:16 99:25	313:7	died 64:19 124:24
162:7 164:22 197:8	158:3 169:9 171:16	determinations	difference 8:19
227:20 228:1,20	197:6 227:6 235:5	12:13	41:7 59:10 64:17
233:19 247:11	305:4 333:3 346:13	determine 232:5	108:1 126:7 143:16
250:9 258:14,15,16	352:2 362:21	396:12	145:11 154:22
268:17 273:8 291:3	368:19 405:14	determined 15:17	159:15 169:25
305:14,16 306:2	desantis 5:13 13:16	determines 230:14	201:17 206:24
322:22 323:9,10	73:8 87:18 256:24	230:24 275:12	270:8 273:10
324:21,23 326:3	272:18	develop 32:18	283:24 284:2
331:2,3 342:14,14	describe 15:4 362:9	33:18 39:23 47:18	308:18 388:9
351:25 361:1	391:22	74:19 95:7 118:16	differences 162:1
409:11	described 248:2	141:24 157:15	341:23
department's	346:4 357:17	260:4 278:21 303:7	different 6:16
83:20	deserve 420:18	304:13	14:11 18:22 19:24
departments 205:4	design 33:19 96:23	developed 29:13	19:24 23:1 28:25
221:11 234:6	223:24 241:17	35:4 37:19 50:25	49:25 50:2,6 53:7
336:25 337:1	354:8,9	102:11 113:7 142:2	57:10 60:4 69:17

69:18 72:12 78:19 78:20 79:4,5,6,6 81:7 108:15,18,23 122:1 127:13 141:3 158:8,9 161:15,16 183:24 184:15,16 188:24 189:12 191:16 193:20 202:20,25 203:1,2 203:3,5,10 211:19 219:1 234:10 235:21 236:22 238:25 257:21,25 258:8 264:12 269:9 271:9 273:15,18,23 283:21 289:16 291:10 302:11,15 303:20 311:16 322:14 329:5,6 330:4 336:25 350:11 354:15 355:20 358:1 364:24 365:3 366:24 375:10 384:10,14 385:1 388:1 389:23 408:5 410:7 411:6 415:14 differentiate 188:14 differentiates 358:24 differentiation 367:16 differently 108:17 108:19 202:23 207:20 219:2 235:20 246:8 292:24 308:8 differs 316:13 difficult 174:2 196:25 241:22	242:17 401:9 413:24 415:1,1 difficulty 342:21 dig 418:7 digital 261:23 diligence 11:10 dinner 175:5 dir 72:10 81:20 84:20 85:19 87:16 92:2 93:22 94:25 95:15 104:14,19,24 110:25 112:7,10,22 112:24 114:17 116:8 117:25 118:18,22 120:13 122:18 146:6 147:20 148:13 149:3 150:22 154:20 155:10 156:11 159:17,23 167:5,25 170:5,15 170:23 185:7 187:25 188:11,17 188:20 189:3,8 190:8 191:15,23 192:1,4 193:5,21 194:2,7,12,17,22 194:25 196:9 200:16 201:20 202:1,8,11,18,22 203:5,9,15 204:4,8 206:4 222:22 224:25 227:16,20 228:1,13,17 229:19 230:1,3 231:6,11 232:8 235:14 237:14 239:6 240:1 240:23 241:9 243:16 246:5 247:8 247:15 248:25 249:8 250:1,21	252:7,14 direct 277:16,24 316:17,21 317:23 322:10 373:12 374:6 379:13 398:4 directed 45:9 249:1 343:17 directing 258:13 direction 20:12 81:5 119:14 145:24 167:1 303:19 349:16 357:24 directions 35:14 directive 117:4 257:1 264:14 directly 96:4 99:8 235:5 275:5 277:17 288:21,22 298:9,20 298:21 323:2,5 392:22 412:22,23 director 8:8 38:15 62:22 69:22 70:3 70:19 72:8,9 91:8 107:15 128:2 158:2 158:3 159:4 161:1 167:13 169:18 180:6,7 182:6 230:20 274:5 347:20,21 359:25 360:3,15,16 391:14 392:13,21 393:17 directors 210:25 directs 257:9 374:17 disagree 148:25 252:24 302:13 381:14 382:3,4,6,6 382:9,12 disagreed 334:14 334:14 337:2 381:6 381:6 382:15,15	389:17,17 disagreeing 383:6 383:6 disagreement 101:17 disagreements 348:2 disasters 33:1 disciplinary 81:10 discipline 219:1 235:2 257:11 357:24 disciplined 220:24 disclaimer 125:22 disclosure 3:21 discord 332:4,4 348:2 discretion 123:20 184:8 185:15 271:11 308:22 313:15 discretionary 198:7,14 199:5 291:11 304:6,11 discretions 309:23 discuss 3:12 39:19 96:5 321:4 349:2 378:22 discussed 88:17 174:24 185:12 232:16 253:17 255:13 308:11 348:15 discusses 114:17 discussing 3:13 235:17 254:11 discussion 7:16,24 7:25 9:4,6,13 11:5 78:3 81:13,16 90:6 114:1 120:11 129:5 131:17 134:5,10
--	--	---	--

140:5 142:16 145:18,23 148:16 149:18 163:21 181:6 183:3 184:14 213:19 245:12,14 254:4 257:13 258:12,25 263:23 271:15,16 288:11 307:8 310:11 313:11 315:19 326:13,14 361:15 370:10,16,21 405:3 discussions 8:4 19:22 75:10 80:21 91:22 287:22 291:22 330:24 394:9 397:12 dislike 110:21 dismayed 414:16 dismaying 415:14 dismissal 155:17 dispatch 231:25 232:10 237:8 322:2 322:2,11,21 323:4 323:9 324:25 325:24 326:4,6 327:10 328:16 341:7 363:10 380:14 dispatcher 324:24 325:7 328:13 341:10 351:20 375:20,21 377:23 382:9 dispatchers 333:3 334:3,14,24 338:6 350:14 351:18 359:4 380:17,22 381:4 382:3,14 383:5 389:16,19 398:14,17 407:25	dispatches 237:24 349:10 dispatching 328:5 328:7 347:8,10,10 389:9 391:10 dissatisfaction 411:18 distance 158:25 distinct 365:25 distinction 253:19 distribute 39:6 42:12 distributed 37:16 42:23 74:1 84:18 94:17 116:10 distributing 34:25 district 1:23 17:23 18:8,11,12 19:5,11 19:16,18 20:3,3 21:13 26:23 27:12 28:14 30:25 33:7 34:7 37:13 38:14 38:14,17 39:17,22 40:3,4 41:2 42:19 45:11,12 47:19 49:5,7,9,11,20 50:11 52:14,19 53:2 54:25 56:14 60:13 61:14,22 63:8,14,16 71:14 71:25 73:21 83:9 83:12 89:3 90:9 93:6,9 95:21 96:17 97:7,16,20,22 98:18 105:15 111:1 111:1,8,13,24 112:14,25 113:1,10 113:12,23 114:1,5 114:8,22,25 115:6 116:10,22 119:6 121:15 129:9 131:5	131:10 138:19 139:3 140:25 141:4 143:3,4,8,20,24 144:7 146:8,14 147:23 148:6 155:2 161:11 163:1,2,4 164:1 166:4,17 167:16 168:5,7 170:20 171:8 172:21 174:5 177:23 180:21 181:5,10,18,20,24 183:12 185:11 188:7 192:7 195:18 196:18 198:9 199:19 203:23,25 204:16 205:7 206:22,25 209:1,19 210:21 214:11 215:4 218:10 220:9 221:7 226:19 228:19,22 229:3,11 230:16,20,25 231:2 245:1 246:21 248:25 250:5 263:18 264:5,6 270:14 271:6,19,25 274:19 276:6 277:10,19 278:14 279:22 282:9 285:6 286:21 287:5 289:8 290:6 293:25 305:10,12,13 306:2 311:19 313:20,23 315:4 341:2 346:14 363:9 367:6 368:4 district's 19:14 33:11 172:6 276:3 districts 8:9 19:24 41:3 53:9 57:7 70:24 71:24 73:3	82:7 84:6,10 86:1 89:7,21 92:15,16 93:8 99:5,13 101:8 105:2 107:6,17,22 111:19,20,21 112:2 112:5 113:5,16 118:25 124:4 125:11,16,20 127:4 127:14 129:24 130:24,25 131:1,21 137:5,12 138:19 140:7 141:9 143:22 146:11,21 147:11 153:12 161:8,13 162:12 163:17 168:12,13 171:19 188:22 195:12,17 196:10,15 197:15 197:25 199:4,8,11 201:4,6 203:2 214:25 231:19,20 231:21 233:3,9 243:5 255:16,24 257:11 259:8 263:15 280:16 281:3,22 284:10 290:11 304:22 305:15 306:12 312:5 316:10 distrust 332:14,19 disturbed 93:2 disturbing 160:15 diverse 162:3 241:13 diversion 95:20,21 257:12,19,22,24 258:2,5 diversity 39:13 diverting 268:8 division 160:2 164:7
---	--	---	--

djj 1:19 77:21 78:8 95:20,22 258:22 261:6 doable 323:21 document 207:5 210:11,18 219:5 266:13 401:8,11,22 documentation 19:2 387:2 418:22 documented 22:9 341:21 348:19 documents 96:25 210:12 402:2 418:20 dodd 1:22 doe 54:13,13 77:6 77:21 78:9 95:19 96:1 142:21 143:2 205:14 249:15 259:13 261:6 267:5 272:19 273:16,23 274:15 275:3,4 278:18 281:14 288:22 289:1 307:24 308:22 309:2,17 315:16,20 316:16 317:13 350:12,16 dog 250:4,6,6 400:18 405:9 dogs 249:22 doh 261:6 doing 15:6 18:4 30:5 52:2 57:9,17 57:17 61:9 72:18 76:21 80:16 84:14 87:3 92:25 108:19 125:17 127:6,12 141:15,17 142:9,11 143:9 144:18 145:7 149:16 150:18	159:13 161:16,22 162:20 175:15 176:18,21 178:18 181:24 182:10,18 182:18,19 183:9 185:10,21 188:10 188:19,23 189:7 192:10 195:3 198:22 200:14,17 200:18 202:2,14,20 203:1,6,25 204:7 205:5 206:15 207:20 209:14 215:10,16 216:3,16 217:17,20 219:13 222:23 225:13 226:21 232:23 234:23 235:21 237:4 244:9,16 245:21,25 251:24 253:1 262:6 264:14 285:3,4,6,9,9,10,11 285:11 293:23,25 294:2 311:20 312:5 334:4,16 335:6 371:4 388:25 389:7 418:14 420:8 dollar 268:9,10 dollars 84:24 199:3 199:15 288:19 289:17,19 306:15 316:9 388:3 domestic 38:15 261:14 264:17 265:25 donation 42:19 door 36:9 39:18 66:12,17,18 122:2 123:1,3,4,11 124:20 146:17 224:14 237:20	245:19 doors 116:23 131:12 182:17 206:17 235:11 241:1 double 159:24 doubt 76:22 douglas 1:1,22 2:5 10:11 12:3 14:19 14:24 16:13,22 17:3 18:5,9 21:9 50:3 51:1,8,10,20 54:11,23 64:20 67:13 78:23 117:24 124:10 128:14,17 146:24 152:1 155:15 267:20 324:10 382:1 394:21 410:4 downs 372:5 downside 124:17 dozen 187:5 dr 82:20,22 83:5,10 83:15,15 160:8 171:1 189:15 211:2 223:13 252:23 draft 96:10 325:17 401:7 drafted 96:9 draw 122:7 307:22 311:11 357:12 drawing 84:10 drawn 196:19 dream 46:23 drill 60:1 113:4 128:18 143:20,24 147:24 148:9,17 149:1,9 150:19,19 158:10 182:8,9,10 184:12,13,23 186:14,14,15	200:20 202:4 216:19,20,25,25 drilled 68:18 225:15 drilling 117:1 123:16 200:24 217:3 drills 59:8,9,11,23 60:10 74:21,22 143:25 144:1,18 145:6 148:3,7 149:4,12,23 150:10 150:18 158:11,12 175:15 176:20 181:24,24 183:4,5 183:14,25 184:5,16 184:17,20,22,23,25 185:23 186:2,6,7 188:3,12 189:5,6,7 189:19,22 190:2,4 200:13,14,18,18 201:3,22 202:2,20 203:1,3,7 216:3,5,8 216:9,15,17,17,24 217:7,8,24 307:1,7 309:20 312:17 313:2,5,8 drive 130:2 225:22 driven 179:9 213:11,12 235:12 267:10,13 driver 49:2 165:21 drives 251:8 driving 57:25 201:9 225:20,22 346:17 drone 40:17 57:20 drones 40:18,19,20 40:25 41:7,15,19 41:24 42:7 57:21
---	--	---	--

drop 126:21 drops 238:20,20,21 drove 204:2 drug 285:10 286:24 288:19 drum 177:11 220:20 250:17 dual 38:18 due 11:10 51:20 177:7 192:8 253:22 254:3 258:20 365:20 396:20 duel 40:9,13,14 duplicate 14:1 253:16 duplication 273:3 duration 380:17 duties 111:15,16 380:1 duty 103:21 247:12 247:12 379:24 duvall 82:4 198:13 dwell 148:19 dynamics 66:8,9 329:5 384:9	402:16 409:13,25 412:4 419:16 early 62:20 85:13 164:7 166:17 195:8 397:7 ease 174:20 easier 121:12 203:21 easily 49:20 265:20 299:2 335:1,4 358:13 382:13 easy 24:20 37:8 131:16 167:3 168:10 244:6 346:16 408:15 415:4 ebd 256:6 echo 159:20 160:11 301:21 echoed 298:18 economy 198:6 ed 332:9 333:13 412:5 edicts 139:4 editable 210:12 educate 33:12 250:19 education 1:21 4:10 5:4 31:11 62:1 70:5,21 73:17 96:21 126:4 178:9 258:14 268:18 273:9 277:8,12 278:22 299:16,17 300:9 302:19 306:25 320:10 educational 83:19 91:6 96:15 316:19 316:23 317:3,6,22 educator 317:7,19	educators 73:5 164:5 177:9 effect 145:1 165:8 301:1 303:11 333:11 effective 45:20 91:25 144:11 196:2 227:13 250:20 333:5 362:13,24 378:3 effectively 151:23 effectiveness 362:10 efficiency 382:8,10 effort 14:18 139:9 143:10 296:14 378:18 efforts 14:1 52:2 157:9 160:13 254:17 391:3 394:24 eggs 409:20 egress 152:13,14,16 155:5,12 eight 110:6 195:17 254:16 289:16 340:4 396:4,14 eighteen 73:9 eighth 74:24 eighty 19:7 either 20:3 64:20 82:11 91:23 98:15 99:24 100:20 105:2 108:22 110:18 120:23 126:14,14 133:8,19 148:3 152:23 168:21,21 230:7 238:12 239:3 248:8 249:11 286:13 305:3 321:8 339:8 340:16 382:3	382:15 389:17 413:8 elaborate 26:4 154:9 231:19 260:18 351:14 elder 318:19 elected 29:18 301:25 302:1 372:18 420:15 election 134:21 electronic 28:17 369:9 elementary 33:9 98:24 99:9 165:18 166:18 183:24 184:17 188:15 189:11 202:19,20 203:4 217:12 218:13 226:5 307:11 eleven 111:19 112:2,5,7,19 eligibility 257:16 eligible 226:25 eliminate 291:13 eliminates 270:4 326:5 elimination 391:2 embrace 176:15 226:2 embraced 147:14 223:12,12 416:7 embracing 39:15 embry 38:18 40:1,9 40:13 41:15 emd 347:8 emerged 379:16 emergencies 218:3 334:12 381:23 emergency 39:6 41:20 42:12,15
e			
e 21:23 26:15 51:14 209:1 215:15 251:4 356:20 357:15 378:21 379:3 390:18 391:9 394:22 422:1,1 earlier 88:17 99:11 122:6 147:7 182:21 215:7 216:11 219:23 243:21 248:2 266:8 267:13 303:14 312:20 351:3 357:5 358:10 379:24 394:6 397:17 400:18			

43:2,12 91:7 163:25 167:11 178:2 216:9 217:8 218:15 220:2 221:20 246:14,22 247:7 313:5 314:8 314:10 339:1,21 346:22 347:7,9,10 371:19 379:11 empaneled 14:5 empaneling 13:18 257:3 269:3 emphasis 378:7 employ 399:13 417:9 employed 98:16,17 98:18 112:16 125:4 271:6 278:9 279:11 279:12 290:25 291:2 293:12 306:1 313:24 315:4 358:17 359:3 employee 150:23 227:7 270:14 279:21,22 284:21 290:9 305:12 employees 111:14 112:13,15 116:11 116:18 117:16 164:4 171:9 174:13 174:14 176:13 226:19,20 228:9,11 242:7 270:11,11,16 271:1,25 279:5,16 282:19,20 332:15 345:24 357:9 358:15 359:3 361:23 381:19 414:7 employer 312:22 315:10	employing 304:23 305:11 employment 312:22 empower 33:12 38:25 56:19 empowered 47:21 60:7 120:2,10 153:9 254:22 255:10,22 314:15 314:20 empowering 54:6 ems 237:16 375:22 379:20 392:12 en 139:14 enables 40:6 enabling 33:25 encompass 264:22 encompasses 314:1 encompassing 77:1 encourage 119:13 139:11 encouraging 5:9 encroachment 402:10 encumbered 88:9 ended 17:16 280:23 ends 134:20,25 401:14 enforce 115:9 enforcement 1:15 8:15 43:23 45:12 50:11,19 61:22 77:4 78:16,21 79:3 80:10,23 105:3,21 106:1 107:11 114:11,12 115:25 123:7 153:21 157:4 167:21 168:22,25 169:10 172:22 173:4,7 178:15	185:19 186:20 190:10,20 193:9,22 196:13 204:6,25 205:16 207:13 209:6 211:15 227:3 228:21 229:2 231:22 232:4,22 233:7,25 236:11 237:17 242:7 245:22,24 246:17 247:12 260:13 261:2 263:9 264:19 266:13 267:10,11 267:12 278:8 290:4 290:25 291:2 292:16 296:24 300:15 304:15 311:1 312:7 317:17 318:22 319:15,19 325:23 326:7 327:5 346:13,25 350:12 350:13,16,18 352:22 361:2,9 362:14 366:3 376:12,24 377:2 387:21 389:10 400:13 402:23 403:11 enforcement's 76:10 319:22 enforcer 121:13 engage 33:12 engaged 204:6 349:1 engagement 207:14 engineering 343:22 344:10,10,20 375:2 engineers 373:14 enhance 381:16 enhanced 294:6	enhancing 6:10 enjoyed 172:14 enlighten 317:2 enroll 238:23 enrollment 38:18 40:10,14 enrolls 238:24 ensure 27:25 219:3 270:20 331:25 352:19 390:17 ensured 289:12 ensures 214:22 entails 270:24 enter 13:17 37:9 266:15,19 341:9 entered 5:14 97:24 123:2 356:23 entering 280:22 entire 16:21,23 80:10 158:4 282:3 291:24 292:8 298:17 335:9 entities 267:25 339:9 344:22,24 345:8 entitled 51:15 entity 296:4 399:10 entrance 245:17 entry 84:1 197:3 198:12 239:24 240:2,5 241:5 entryway 241:20 enumerate 289:20 environment 46:10 73:4 108:12 133:20 346:18 379:12 eo 259:15 epc's 317:9 equal 361:20 equipment 166:12 244:10 286:23
--	---	---	---

287:10 288:21 379:10 380:6,14 383:10 389:14 395:20 399:14 409:16 equipped 334:11 334:17 381:22 erect 343:7 escambia 237:19 ese 254:7 255:18,20 255:25 256:5 especially 40:21 78:15 80:23 102:13 109:5 116:1 129:1 130:23 179:20 183:9 186:6 187:17 202:5 211:16 218:23 254:7 270:18 274:14 281:2 346:17 essence 275:4 essentially 341:7 344:3,19 356:1 376:22 392:8 essentials 42:15 establish 34:19 39:12 129:7 259:13 269:22 275:20 278:22 282:18 291:12 304:7 339:25 347:3 established 61:16 296:7 353:13,20 356:6 establishes 270:6 establishing 118:15 352:18 353:14,25 establishment 146:9 esthetic 223:23	estimate 276:20 et 16:2 25:2 71:14 99:15 111:14 154:10 209:8 217:7 247:7 256:21 263:3 263:10 264:9 273:7 276:19 280:25 291:3 305:5 329:22 evacuate 182:22 evade 75:5 evaluate 276:3 353:14 evaluating 126:2 138:17 412:1 evaluation 15:17 16:1 193:4 277:23 282:20 evc 1:19 event 156:22 166:19 220:17 236:22 380:16 events 310:7,16,24 395:5 eventually 158:24 245:14 286:16 everglades 341:2 everybody 2:4 6:21 29:18 63:2 84:14 98:1 117:22 120:1 120:9 146:18,25 147:13 153:13,19 164:20 172:1 215:25 217:19 234:21 237:18 240:4 241:9 256:20 283:23 287:4 295:6 312:5 314:14,20 315:6 326:21 335:23 373:6 385:10 412:18,20 414:13	everybody's 104:21 121:15 320:15 evidence 12:11 257:17 evident 216:24 ex 4:9 exacerbating 105:22 exact 89:20 139:19 383:20 385:25 exactly 166:20 184:11 259:25 279:8 354:1 385:22 example 18:19 29:20,20 57:18 61:10 65:22 68:6 78:5 79:18 89:24 103:1 118:20 120:14 143:12,14 143:18 144:15 205:1 211:9 214:8 235:10,23 278:5 294:23 324:11 332:8 345:1 354:13 358:4 361:17 407:16 408:7 examples 51:4 368:18 376:25 402:20 405:6,9 408:13 exams 22:21,23 23:1,3 165:19 exceed 374:11 excel 193:13 excellent 81:4 253:2 exception 229:9 exceptions 18:17 18:25 233:5,12 301:24 341:24	excerpt 344:13 excerpts 316:14 excessive 365:22 380:4 exchanging 284:3 excited 82:14 169:14 exciting 29:16 exclude 290:5 excluded 246:9 307:13 308:2 exclusionary 197:2 198:10 240:3 excuse 40:13 94:1 142:16 246:25 371:16 excuses 147:18 execute 260:5 executive 5:14 13:12 70:3 73:8 77:11 95:16 169:15 210:25 247:6,6 257:1,9 259:5 272:18,25 306:7 344:13 353:8 executives 219:10 exempt 3:16 exercise 183:6 403:7 exercised 336:12 exhibits 375:25 exist 18:1,2,15 106:13 108:7 109:10,13 186:9 321:7,7 404:12 existence 25:11 91:4,14 166:16 existing 27:7 100:10,11 107:18 110:19 145:25 164:6 165:11,11
---	---	--	---

166:2 170:3,9 259:12 261:9 262:11 266:7 284:1 316:10 376:17 exists 292:14 395:16 exit 245:17 expand 62:14 expands 109:19 expansion 259:11 expect 16:19 108:17 175:20 expectations 234:17 235:10 expected 329:24 expend 378:18 expended 198:6,7 expenditures 83:24 84:2 expensive 154:9 experience 32:8 36:5 55:8 106:24 284:24 368:3 380:12 391:15,24 392:2 410:14 experienced 55:22 367:7 expert 82:22 365:23 expertise 4:25 391:9 experts 243:2 expires 422:19 explain 94:13,21 102:11 127:11,16 162:2 230:21 261:22 330:22 341:5 362:17 372:17 explained 97:19 120:2 146:21 303:2	305:18 343:10,20 351:3 352:1 363:4 365:17 368:21 406:16 explaining 406:22 explanation 253:19 347:11 363:19 400:10 explicable 368:12 explicit 280:13 exploit 155:20 explore 404:3 explored 239:23 244:18 343:15 explosives 44:7 exponentially 28:1 285:12 expose 71:8 72:5 99:18 251:13 exposing 251:3 252:3 express 32:4 88:8 92:12 409:6 expressed 88:3 111:12 331:15 377:20 380:14 397:18 409:20 expression 379:18 expulsion 254:5 extended 380:17 extending 169:16 extension 95:17 extensive 27:3 323:23 extensively 411:7 413:4 extent 54:25 55:2 150:15 222:12 279:2 284:7 312:18 402:19	extents 220:18 extra 167:16 241:1 350:17 407:7 417:15 extracurricular 310:16 extraordinarily 395:3 extraordinary 61:9 378:18 extreme 92:9 extremely 54:17,17 157:3 158:10 288:1 305:1 318:8,13 320:17 eyes 284:21,22	facts 7:4,5 64:25 faculty 35:20 36:3 42:13,24 43:4 167:19 186:24 246:22 fade 158:24 fads 172:16 209:10 fail 268:3 368:12 371:6 failed 10:1 316:24 410:18,21,25 failing 125:22 268:8 388:17 fails 127:1 371:7 failure 46:14 125:21 267:18 363:24 379:5 380:16 388:18 409:23 failures 367:22 379:10 395:6,7 fair 100:16 150:5 310:10 fairly 113:15 364:7 364:11 402:20 fairness 94:11 310:17 fall 118:11 157:11 303:10 falls 177:18 180:5 familiar 14:22 75:7 101:20 196:4 336:5 familiarity 342:2 families 32:25 56:24 318:19 fan 221:16 fantastic 48:19 54:4 190:8 far 11:11 14:3 23:10 54:22 61:2 83:13 84:2 85:11
		f	
		f 125:12 422:1 faa 343:8 face 46:3 163:23,23 faced 236:16 facilitate 4:20 43:7 413:1 418:9 facilitated 14:8 facilities 83:19 96:15 199:20,23 241:25 340:7 374:23 facility 73:17 311:3 facing 415:2 fact 12:10 26:24 28:5 55:10 93:8 172:23 186:3,8,9 188:11 201:6 224:10 235:14 236:19 283:2 290:4 350:20 361:16 362:15 375:24 413:17 419:12 factors 353:24	

86:6 101:21 104:10 106:21 110:16,17 150:1 187:21 190:5 190:8 191:21 197:14 202:23 203:22 234:23 235:10 249:21 266:11 283:21 284:5 292:18 329:22 331:11,13 340:23 363:19 366:11 419:15 fashion 56:13 67:17 77:13 faster 60:8 fatigue 202:4 favor 2:21 139:25 301:8 393:3 favorably 172:10 fbi 82:12 190:14 209:13 fcc 343:9 fcic 266:18 fdle 1:25 4:22 80:21 93:23 157:14 173:19 257:2 260:2 260:3,8,22 264:13 298:12 306:5 325:18 329:20 402:21,22 fdle's 13:12 fdoe's 76:7 fear 239:18 283:6 283:15 feasibility 353:14 feasible 253:23 321:16 feature 242:5 245:16 featured 44:23	february 5:14,24 6:4 7:22 11:8 13:16 19:9 26:12 63:11 63:18,23 64:6 82:2 87:19 108:16 175:16 204:11 256:25 334:23 342:8 348:24 354:1 355:11 356:10 362:19 365:5 396:10 411:2 federal 40:19 96:13 96:19 fee 103:3 feed 41:8,12 feedback 6:23 8:17 35:2 208:6 253:12 292:19,23 349:12 381:18 389:15 feel 35:13,19 37:3 60:22 95:2 113:14 114:24 159:20 160:6 179:23 189:20 251:3 318:12 400:9 403:8 feeling 92:8 213:4 222:19 224:18 feels 251:23 292:24 300:4 feis 85:19 87:17 felony 238:21 felt 35:12 72:20 211:16 379:5 390:3 fema 74:14 128:3 fence 155:8,9 242:2 fences 155:3 fencing 84:1,7 197:2 198:11 220:11 240:3 ferpa 230:14,22 231:6,12 232:7,14	233:4,11,13 239:17 276:19 ferpa's 233:5 fidelity 28:8 174:25 175:9 field 79:20 336:8 336:14,15 379:21 379:23 fifteen 69:21 154:14 256:15 fifth 13:1 74:24 217:15 fifty 5:22 152:9 184:4 368:2 fight 52:14,23 53:23 176:19 200:18,23 202:14 202:22 fighting 61:23 102:7 110:24 185:25 385:10 fight's 248:24 255:5 figure 19:8 36:14 56:13 139:21 141:20 153:6 154:5 154:12 174:15 204:19 319:4 320:18 325:17 329:2,8 338:11 373:15 401:18 414:14 file 211:21 325:18 329:20 filed 144:22 266:18 files 17:19,21,24,24 18:1,10,12,16 350:10 filing 135:1 fill 3:20,23 15:12 49:22 105:20 280:2	filling 106:25 192:10 filtered 366:20 final 83:5 238:4 269:12 356:10 374:7 394:14,14,14 finalized 63:11 finally 8:5 88:17 105:13 finances 409:2 financial 3:21 99:23 254:13 409:8 find 25:19 42:14 70:16 79:22 90:8 140:16 179:2 184:10 193:14 244:8,21 245:24 283:10 329:15 385:2 399:23 finding 78:25 findings 12:8,12,12 17:9,10 23:7 210:8 210:9 339:11 356:11 387:13,15 419:12,13 fine 191:25 272:3 316:20 finger 415:20 finish 46:4 finished 176:22 240:23 fire 38:20 40:1 42:14 43:6,19 59:23 133:10 158:11 182:8,9,10 183:5,25 184:2,12 185:23 186:2,5 188:3 216:10,12,13 216:15,15,17 217:5 217:7,7 237:16 247:6 326:15
---	--	--	---

328:25 336:25 339:17,20 347:10 349:11,18 352:18 352:24 353:3,18,19 356:8 361:2,10 375:22 376:12,24 377:3 379:20 386:16,17,18 390:12,23 391:4,9 391:11,17 392:4,11 392:20,24 394:25 395:12,19,21 396:6 396:17 400:13 firearm 180:16,17 210:2 303:25 firearms 110:10,10 165:4 297:4 firefighter 352:20 391:15 firefighters 341:12 fires 184:4 firm 12:22 186:21 216:24 280:3 firmlly 243:17 first 11:6 26:10 32:1 34:24 39:6 43:3,9,15 44:10 46:21 51:21 54:19 55:4 56:23 63:3 66:13 74:23 83:4 83:14 86:8 96:12 97:14 105:25 118:5 126:13 135:6 136:18 139:2 149:25 150:1 151:11 174:11 178:7 184:25 186:19 189:21 197:5 200:17 206:14 216:10 217:14,18 223:18	226:11,14 233:23 242:12 248:12 256:24 257:8 259:7 260:20 267:23 268:4 269:18 286:3 286:7 289:16 291:10 296:23 300:14 304:5 321:23,25 322:4 338:22 344:5 355:23,23 375:15 375:21 395:24 401:3 firsthand 148:21 fiscal 84:22 321:13 fit 78:1 305:17 fitch 331:4,6 333:11,14,20,25 338:21 339:8 374:4 375:22 376:7,8,22 377:8,18 378:22 379:14 380:25 382:22 384:12 385:4,6,24 386:23 390:2 391:5 393:15 394:3 397:19 402:9 402:12 409:3 412:14 413:9,13 414:1 416:6,16 fitch's 385:24 413:9 fits 400:19 five 12:20,24 18:15 18:20,22,23 33:8 43:21 85:20 88:11 111:21 112:8,20 131:23 137:17 167:8 188:5 206:16 207:3 277:23 317:16,17 363:6 365:16,20,22 368:2	368:22 369:13 372:6 fivepoint 75:22 fix 80:2 104:7 224:18 244:7 316:7 370:17 385:9,12 386:9,14,19,20 389:22 414:18 415:5 416:10 419:14,15 420:8 fixed 26:21,23 27:2 160:23 332:24 333:21 370:22 414:24 415:18 416:19 420:5 fixes 281:16,16,17 281:25 282:5 369:23 fixing 22:3 flagler 29:5,10,18 29:24 30:5,9,11 31:7,18,20 33:3,6 37:18 44:5,25 62:4 62:14 72:14 88:7 88:14,16 91:3 93:4 flagship 30:24 38:21 40:9 flat 68:10 110:7 133:8 flee 149:20 150:2 150:12 200:21 fleet 347:4,5,6 flew 41:14 flexibility 218:17 270:19 278:12 280:1 310:15 313:2 313:23 flip 369:24 floor 51:22,23 66:13 68:10 124:24 144:23 146:24	213:22 242:10 264:2 294:19 299:20,22 318:2 319:1 326:12 florida 1:6,15,17 1:25 6:3,8 8:10 19:24 22:18,20 29:21 41:3 57:1 62:7 70:20 71:21 76:8 82:1 85:21 98:8,13,25 101:7 106:2,5,9,22 109:20 110:9 112:4 161:13 168:12 173:15 198:10 199:21 231:21 254:24 260:6,11 265:6 315:2 317:7 319:12 321:11 369:8 402:23 422:3 florida's 103:15 flow 94:13 264:8 394:2 401:11 fluid 66:23 fly 42:6 fob 153:19 248:4 focus 47:2,4 51:16 52:10 73:2 141:23 145:12 188:3 265:11 336:22 368:5 378:16 focused 63:25 69:15 138:15 140:22 362:4 380:2 focusing 264:20 folded 139:5 folk 140:17 folks 138:14 140:18 140:18 164:8 165:5 165:17,24 173:10 178:5 195:5,11
---	--	--	---

252:7,7 265:17 266:3,19 282:17 383:19 413:10,21 415:8 follow 9:16 12:4 45:16 60:19,21 72:13 73:21 75:1 78:2 90:5 94:25 104:24 116:13 117:18 175:12 204:23 267:19 401:19 417:24 followed 120:19 179:4 following 25:3 39:25 93:7 116:8 116:16 120:13 139:3 156:12 166:18 176:19 209:5 210:20 376:6 380:23 401:23 foot 413:15 football 311:16 312:12 forbid 108:25 force 38:19 39:25 41:16,18 58:3 105:19 107:19 162:8,9 169:7,11 264:17 forced 75:13 196:17 344:4 forces 167:9 261:15 266:1 forcing 191:9 forefront 420:7 foregoing 422:7 foremost 56:23 foreseeable 287:25 foresight 344:1	forget 65:24 158:21 forgot 369:25 form 3:21 34:18 39:11 49:18,20,23 193:8,9 207:15,16 208:25 210:10 247:24 276:12 formal 340:1 formalized 348:17 format 211:19 formed 96:8 former 1:20 9:22 23:18 70:12 91:13 156:17 157:12,13 forms 15:20,23 18:3 26:24 193:20 207:6 213:16 261:25 275:22 276:1 formula 55:9 fort 265:7 340:19 341:3 381:25 411:19 forth 35:15 63:9 96:18 210:7 263:6 339:9 403:4 404:19 405:4 fortify 200:22 fortifyfl 49:6 50:21 50:23 51:5 73:18 73:19,23 74:3 76:10 88:20 89:10 90:10 91:4,10,14 91:24 92:13,18 94:16 190:22 254:9 262:17 272:8 fortunate 72:14 171:14,18 221:21 forty 17:15,18 131:23 137:17 277:23	forum 34:7 185:14 254:12 forward 9:5 20:17 21:5 23:16 24:11 62:13 75:9 89:14 90:20 92:10 94:12 95:7,8,24 123:10 136:25 140:20 143:5 147:15 158:15,22 159:24 169:20,22 171:23 222:1 266:10 276:25 277:1 forwarded 50:16 157:1 foster 239:3 found 18:20 25:24 34:17 35:22 39:1 49:24 59:22 397:19 397:21 foundation 396:8 four 35:7 39:4 58:25 98:20 107:20 148:3,4 161:6 166:20 172:15 217:15 251:22 257:4 258:10 269:5 337:7,22 355:20 360:4,19 365:16,20 365:21 368:22 372:6 fourteen 46:1 117:18 154:14 fourth 113:12 268:5 fox35 44:24 fpc 33:2 47:10 fpca 260:23 frame 300:25 framework 317:21 358:14	francis 161:19 162:3 171:5,7 206:13,14 209:22 212:2,9,11,13 213:2,8,12 214:7 215:5 216:6 217:13 217:25 218:20 219:19 221:3,12,15 225:7 229:4 234:9 243:6 245:11 246:18,25 247:2 250:7 252:21 253:15 255:14 256:8 271:2 278:5 franics 212:6 frankly 284:19 288:11 fraud 268:1,6 freaking 324:16 325:6 free 44:18 195:15 403:8 frequency 181:21 183:20 189:12 217:11 307:8 313:1 409:18 frequent 175:18 236:24 313:8 frequently 182:7 184:1 407:13 fresh 397:15 freshman 48:12 friction 332:13,19 336:8 378:15 friday 204:11 388:23 friedman 9:23 11:2 11:2,4,13 12:1 23:19 24:7,9 25:22 70:13
---	---	---	---

friends 336:24 337:2,12,17 front 55:6 63:6 109:23 121:3 166:10 225:11 240:17 244:2 260:4 360:2 394:17 frontal 240:5 frustrated 336:15 frustrating 251:7 385:15 frustration 251:4 251:19,21 252:5 390:8 400:13 fsa 260:23 296:14 297:24 fssat 83:23 178:1 178:14,23 179:6 192:2 204:1,7 205:12,16,20 221:7 242:1 253:22 273:24 280:7,9,20 281:10,14 306:4,9 306:14 314:4 315:17,20,23 316:11 fssats 192:9 204:24 fte 199:11,13 227:5 227:5,7 fulfilled 5:18 full 49:18 90:13,21 90:25 180:2 292:11 323:14 335:12 402:2 fully 100:9,18 260:5 fund 200:8 286:16 287:9 fundamental 201:14 394:1 396:25 415:11	funded 100:9,19,25 198:9 340:14 funding 82:17 84:11 85:12 86:7 86:13,15,19 87:9 114:23 198:14 199:24 254:13,19 259:9 261:14 285:24 288:4,8,13 288:16 340:13 355:18 374:24 395:17 funds 83:21,22 88:8 101:1 104:4 105:11 114:15 198:8 229:7 268:1 268:9 282:7 287:20 289:16 357:6 funnel 231:22 further 57:11 70:16 111:18 127:24 132:9 220:17 253:19 258:25 291:2 310:11 317:24 404:8 fusion 261:16 future 33:15,17 45:15,23 61:1 72:19 95:9 269:2 287:25 297:21 futures 33:20 fy20 84:22 86:13,18 86:19 87:4	gain 158:14 240:10 gainesville 157:25 galvano 128:1 game 176:23 311:17 games 312:12 gap 43:14 104:7 115:20 238:25 239:2 248:11 310:23 gaps 214:23 garbage 218:20,20 gate 156:4 242:15 gatekeeper 407:9 gates 155:3,11,23 175:2 226:4 gather 35:1 gathered 35:22 141:6 211:20 gaveled 166:23 gc 1:20 geared 222:5 general 1:13 3:1 90:16 207:6 216:5 255:12 256:6 265:13 281:7 generally 176:5 192:17 238:13 264:16 296:16,16 297:10 generated 208:25 210:16 341:20 generation 219:22 generator 192:15 222:7 generous 42:19 generously 44:17 gentleman 233:22 369:20 gentlemen 242:24 360:4,19 387:21	geo 247:13 getting 63:15 81:25 90:10 94:6 110:21 153:25 175:18 198:10 210:16,18 211:13 220:6 223:11 225:15 232:9 235:8,9,11 235:19 236:1 243:22 244:9 245:2 247:4 251:5 253:3 255:19 268:24 273:23 287:16 289:13 304:10 313:18 324:14 333:21 336:16 349:6 365:6 370:22 385:11 386:7 407:3 415:7 gg 422:18 gift 198:20 gilchrist 265:9 give 3:23 25:18 27:4 33:23 53:3 114:12 115:23 116:13 120:14 121:17 125:11 130:10 132:18 134:6,17 141:7 147:21,21 167:14 210:4 273:8 275:2 313:22 316:16,21 326:5 332:8 354:23 given 18:6 23:3 66:9 77:6,8 105:1 105:12 137:16 148:14 156:22 222:25 362:10 402:21 405:6,10 gives 77:11 102:14 104:1 187:3 207:17
--	---	---	---

282:10 334:20 giving 54:6 316:14 glaring 334:22 glass 134:3 global 46:3 globally 33:19 glorious 46:25 go 2:2 9:6,12 24:25 28:19,22 35:24 47:3,22 48:23 56:6 56:12 59:16 68:23 69:9 70:1,5 73:1 74:6 80:22 81:8,19 81:22 83:11 86:22 87:14 91:1 92:13 92:23 97:3 100:1 101:4 104:11,12 105:17 107:5 110:24 117:10 118:9 119:14 121:14,21 124:14 127:22 128:12 129:16 131:17 132:9,15 138:5,9 138:11 139:17,20 141:7 142:24 144:22,23 145:15 145:15,24 153:5 157:22 159:4,18 160:10 163:14,20 164:20 170:22 172:4,10 174:14 177:14,14 187:6 192:18 193:3,8 194:10,21 199:9,10 200:4 204:22 207:22 209:18,18 210:7,7,22 215:14 225:23 233:20 239:22 242:23 248:13,18,21,21,24	249:3 252:20 253:14 265:21 266:20 271:20 272:17 273:20 274:7 280:4 282:13 282:14 283:20 285:19,22 287:15 288:25 289:25 290:1 291:1 293:15 293:15 294:4,9,12 295:5,22 298:2,4 299:4 300:21 302:7 303:3 304:4 305:15 310:1 311:3 318:4 319:1 320:8 323:23 333:23 335:14 336:2,19 338:25 339:3 341:24 357:18 363:5,8 366:21 367:5,10,12 368:9 372:7,22 374:15 381:13 383:16 384:17 385:6 386:3,4,5 392:7 405:7,10 406:1,10,11 408:11 409:19 413:6 414:2 414:15 415:23 416:15,25 418:15 419:9,15 420:12 goal 132:12,12 184:3 356:12 373:2 390:16 god 108:25 goes 24:1 61:18 113:13 122:6 123:23,24 146:19 188:4 199:22 247:10,11,20 273:7 273:17 288:18,22 289:7 316:18	354:19,21,22 365:15 367:9 369:23 409:22 414:24 going 2:25 3:12 4:12 5:10 8:24 10:7 10:15 13:3 15:2 20:20 23:13 24:23 25:10,15,15 28:25 31:8 34:13 35:19 39:22 41:12 48:7 49:14 50:1,4 54:8 56:8,9 57:20 62:25 63:4,25 64:2 68:18 68:19,20 71:11,18 71:21 72:6 73:1,7 73:12 74:6 75:14 76:16 77:14 78:7 78:10 79:22 80:5 81:5 82:21 83:14 83:16 84:12 85:17 95:7,15 97:3 98:5 101:24 104:14,24 107:13 108:21 109:21,22,24 110:1 111:9 113:19 117:14 125:8 126:4 126:5 129:1,10 130:3 132:19,21 133:18 134:22 135:1,5,25 137:7 143:9 144:17 145:10 151:22,24 152:19 154:18 155:21 156:8 157:22 162:24 163:6,10,14 164:16 165:21 168:4 169:20,22,23,24 170:3,13 174:13,14 175:12 176:17	177:17,18 179:2,21 181:4,14 182:6,11 182:25 183:2,13 184:24 187:16 189:24 191:3 192:19,21 193:15 193:16 197:24,25 198:2 199:5,11,16 199:25 200:7 204:17,19 206:21 207:24 210:5,6 211:17 215:17,22 216:18,19,20 218:12 219:3 221:5 221:8,24 222:10 223:8,22 225:21 227:14 228:25 236:3,4,4 238:23 242:16,18 243:9,17 243:25 244:8,22 245:10,14 247:23 249:1,2 250:5 252:2,9,14 253:17 256:20 260:1 261:13 262:10,16 262:17,22,23 264:18,18 265:15 265:15 266:3,10,21 266:24 269:1 272:24 273:2,19,20 274:10,14 279:9 281:12 283:14 285:1 286:1,15,18 286:21,22,23,23,24 288:21,25 290:16 291:6 293:24 296:17 297:12 303:12 304:3 310:25 314:2,16,18 321:4 322:6 323:15 324:6,8,18,19,20
---	--	---	--

324:21,24,25 325:10,13 329:4 330:1,21 331:8 332:24 333:23 334:19 337:5,12 341:21,24 342:6 343:15,16,21,21 344:16 345:25 346:8,13,24 349:24 355:8 362:2 364:6 366:23 367:1 369:22 370:9,24 371:18,22 372:11 374:2 375:8,10,12 385:5,7,9,18,23 386:13,14,15,16,17 386:17 388:18,21 388:22,24 389:2,2 392:7 397:9 402:18 404:14,19,23,25 405:1,4 412:12 414:10,25 416:20 417:24,25 418:1,2 418:7 419:23 420:21 gold 93:11 94:7,10 good 3:3 6:7 7:15 29:2,21,22 30:19 31:6,16,17 42:7 52:11 60:20 72:7 76:23 77:17,18 98:22 106:19 107:3 114:2 135:4 141:18 153:15 154:12 157:5 162:18 169:20 174:4 177:4 180:22 183:13 184:6 187:7,8 190:5 215:20 222:2 227:12 239:1,18,20 242:8 246:3 270:20	273:25 288:12 292:9 294:22 298:2 306:18 307:2,9 310:5 313:9 319:5 321:3,15 348:5 362:12,12,13 366:23 379:5 381:2 381:10 google 10:19 207:5 googled 213:15 gotten 93:5 152:4 183:7 190:23 223:11 247:16 319:7 349:12 413:19 416:17 governance 178:14 178:22 333:9,15,17 355:18,21 361:8 376:18 398:24 399:1 400:8 401:8 408:20 414:22 governed 3:6 415:8 government 61:21 339:9 355:24 356:8 392:12 403:12 governor 5:13 13:16 73:8 87:18 104:3 144:24 256:24 258:13 260:2 265:3,23 272:16,17 298:8,22 governor's 77:11 80:14 95:16 128:2 169:15 182:2 257:9 264:14 272:25 306:7 grace 176:16 grade 54:20 74:23 74:24,24,25 125:11 138:7 183:22 189:19,21	graded 128:6 grades 186:7 371:3 grading 128:10,23 graduate 38:5 graduated 48:16 265:19 graduating 189:21 grady 1:22 grand 13:18,25 14:4,9 257:3 267:14 268:4,19,22 269:1,3,6 grant 42:25 83:19 87:25 259:6,9 grants 73:17 83:20 84:16,24 199:20 306:8,12,15 granular 139:13,20 graphs 380:23 grateful 32:6 47:14 196:3 225:3 gratitude 47:11 great 6:9 27:15,18 30:5,14 31:8,9,14 38:25 40:8 48:1,21 52:2 56:23,24 59:5 60:9,18 79:25 81:6 95:2 99:13 101:3 123:9 127:18 153:4 169:5 195:21 196:19 197:7,22 198:17 214:7 217:2 221:17 222:3 224:1 242:8 286:11 309:3 337:9 343:25 357:19 361:22 376:21 396:2 402:24,25 405:17 greater 254:4 270:19 278:11 409:17	greatest 239:7 342:16 greed 381:4 green 167:10 186:22 187:7 358:8 374:16 gregory 5:17 ground 92:10 162:19 334:4 388:8 grounders 177:22 grounds 295:1 group 20:17 30:21 31:20,20 32:10 33:5 51:14 55:5,23 72:17 74:2 93:3 96:8,11,13,23 118:3,16 157:12,14 157:15 189:17 215:12 241:25 247:6,7 249:12 272:14,15,22 274:2 274:3 276:15 300:1 300:4 317:15 367:25 368:1 377:11 397:20 groups 47:18 220:4 326:16 386:12 growing 46:18 164:15 190:1 grows 62:13 gualtieri 1:12 118:1 141:10 339:4 375:4 380:20 381:20 397:6 guard 164:25 279:21 303:24 guardian 73:18 85:19 86:2,7,13,14 86:19 87:9,17,21 87:25 88:14 95:17 98:20 99:25 100:7
--	--	--	--

100:7,12 101:10 103:1,2,12,15,20 105:8 106:16,17,18 109:19 111:2,9,15 111:23 112:24 126:11,15,20 164:5 164:8 165:10,13 166:2 168:15,18,23 173:11 226:24 227:22 253:21 254:12 269:21,24 270:13,14 271:11 271:12,22 272:3,4 279:4,6,17,22,25 280:2,5 282:18 283:8 285:24 286:10 288:13 289:10,12 291:12 291:24 292:17 293:6,24 296:8,17 297:22 300:5 301:2 304:7,18 305:9 307:5,10 310:5 315:13 guardians 85:21 104:11 106:22 107:1,8,18 110:9 110:18,18 111:20 112:12 126:17 162:11,13,14 163:5 163:6 164:23 167:20 170:9 226:15,15,16,16,17 270:5,11,20 271:19 282:8,19 285:7,21 285:21,24 291:14 296:24 297:1 303:25 307:21 312:7,23 315:10,11 guardianship 226:21	guards 103:20 165:1,4,7,11,12 279:10 guess 3:4 19:8 51:11 71:4 119:1 151:6 183:17 353:7 383:13 405:3 418:8 guessing 94:20 guidance 96:20 239:19 guide 185:5 guideline 401:7 guidelines 292:7 guiding 35:14 guise 398:24 gun 98:22 103:15 106:19 152:2 243:4 245:23,25 246:15 270:21 283:4 284:25 307:3,10 310:5 gunfire 186:1 guns 167:15 235:23 286:22 guy 155:19 183:2 187:7 190:16 193:16 222:22,24 270:21 310:5 324:14 guys 32:6 51:11,11 52:2 54:10 55:20 60:18 187:8 196:15 201:9 216:3 220:19 221:9 226:3 227:11 243:1 249:22 250:15,17 366:3 387:24 gym 36:12 gymnasium 66:2 gyrations 144:3	h hahn 161:22 167:5 167:5 185:7 187:25 188:11,17,20 189:3 189:8,15 190:8 191:15,23 192:1,4 193:5,21 194:2,7 194:12,17 201:20 202:1,8,11,18,22 203:5,9,15 204:4,8 206:4 222:22 223:13 231:6,11 232:8 235:14 237:14 240:23 243:16 247:15 250:1,21 252:14,23 half 106:10 227:7 247:16 369:20 381:7 hall 96:3 123:6 407:6 halls 37:20 hallway 59:17 60:5 225:13 hallways 182:17 hammer 133:6 hand 121:15 handful 152:3 215:10 handhelds 367:16 handle 171:15 244:4 334:12,18 360:8,19,22 381:23 handled 211:18 246:7 254:25 384:24 389:15 handles 124:1 handling 396:2 hands 357:20 418:8 handwritten 367:11	hang 89:16 hanging 10:5 happen 3:9 46:20 108:11 142:1 156:8 157:19 176:17 193:15 199:1,5 233:14 265:4 272:24 274:10 309:22 323:15 324:6,6,8 355:2 364:21 369:9 370:10,15 385:14 404:4 406:7 414:12 happened 7:5 11:5 11:5 19:11 20:22 41:10 92:11 108:15 109:2 117:23 120:18,25 124:12 146:25 176:23 249:7 320:6 322:5 334:22 354:1 355:10 365:12 367:21 368:22 369:2 370:2 happening 43:10 43:22 160:7 163:17 232:1,2 264:23 280:18 369:1,11 370:5 372:7,12 happens 118:7 142:3 153:22 188:3 297:21,23 308:3 319:9 322:15,15,16 363:8 366:4 367:5 367:12 400:11 407:18 happy 113:20 130:9 159:2 hard 7:20 60:10,14 60:17 64:12,14,18 64:21,22 65:9,14
---	--	---	--

65:18,23 67:1,1,15 67:16 68:5 144:8 146:9,15 147:2,9 159:7 176:14 211:23 254:11 272:11 389:22 401:23 416:8 harden 37:13 40:25 41:4 59:4 198:22 200:2 hardened 240:6 hardening 84:16 84:24 96:7 97:2 198:3,4,19,20 199:3,7,15 241:24 259:14 272:10,14 272:21 274:1 306:8 306:13 harder 46:24 hardware 416:18 harken 338:2 harm 96:8,25 151:9 151:24 154:18 259:14,17 272:14 272:21 274:2,16 318:22 319:17 harmed 319:18 harpring 1:20 2:16 2:17 122:20 159:5 233:20,21 235:13 236:8 237:5 238:4 239:15 296:3 297:6 367:15 hat 189:24 hazard 218:2 hb361 319:11 hb441 326:11 hb7093 102:1 300:19 he'll 338:23 414:8	head 43:5 117:21 234:1 360:5 363:12 385:17 403:19 heads 401:15 health 15:15 174:3 174:4,10,11 178:6 186:17,25 187:10 187:13 208:13 209:8 211:2 236:6 238:10 239:8 318:21 319:13,14 320:9 hear 8:8,25 9:8 20:10 28:21 29:4 31:8 53:8 84:9 91:3 94:5 98:5 129:19 162:15,18 164:13 179:21 181:1,9,16 192:19 201:10 221:8 224:11 229:25 237:11,12 243:23 280:19 283:22 284:6 317:18 327:13 331:5,8 340:15 361:23 387:5 heard 10:18 11:7 26:11 34:6 36:18 58:6 66:19 72:20 93:3 109:17 216:4 218:24 219:14,18 219:19,20 220:23 243:20 269:15 270:17 299:19 317:4 338:10 364:5 372:2 400:16 411:7 414:17 hearing 4:14 189:10 220:22 300:16 416:11	hearings 182:5 317:18 heart 198:1 333:18 389:8,21 hearts 32:3,12 47:15 243:19 244:13 heavy 173:13 412:24 heck 127:12 251:15 388:20 heinous 368:7 held 115:14 117:25 128:10 157:23 348:25 395:20 help 4:21,25 15:8 53:20 54:23 55:15 102:4 142:7 145:22 189:1 200:8 239:13 250:20 266:14 333:6 382:7 407:20 418:9 helped 34:18 39:21 42:14 256:13 410:6 410:10 helpful 35:13 58:5 196:2,14,16 204:21 287:17 314:21 helping 7:6 54:10 helps 205:10 209:3 226:7 henderson 15:15 henry 331:23 356:25 359:22 392:25 393:3,10,23 394:16 395:11,13 396:6,18 400:25 417:10 hesitancy 239:8 hewman 236:9	hey 53:2 76:19 143:6 190:16 211:7 215:16 229:23 231:9 245:19 350:16 352:5 368:9 371:15 374:1 hi 167:25 hide 51:23,24 52:14 52:23 53:23 149:23 150:2 176:19 200:18 202:14,22 hiding 149:6 high 1:1 18:20,20 18:22,23,24 29:10 31:21 33:3,7 37:19 50:14 71:11 78:23 98:24 107:7 156:15 160:20 168:3 183:23 184:18 188:15 189:13 202:10,12 218:12 223:20 229:10 240:14,20,25 241:21 242:14 307:11 346:17,18 366:13 380:19 382:8,13,16 383:4 higher 89:6 110:12 344:17 414:21 highest 295:3 highlight 30:22 209:11 333:22 334:21 highlighted 48:25 390:7 highlighting 30:21 highly 230:11 375:1 hillsboro 361:17 hillsborough 161:24 162:9,13
---	--	--	--

163:25 164:10 166:6 172:23 173:16 177:21 180:3 196:24 223:16 227:5 236:9 236:10 241:11,15 244:15 279:9,12,18 hipaa 239:17 276:19 hire 99:24 103:21 105:11 106:6,21 107:4,8 110:19 173:4 305:15 386:18 hired 112:13,18 206:8 391:13 hiring 166:12 206:5 227:3 357:23 historically 336:7 history 158:21 hit 133:11 354:19 403:18 hits 198:18 355:7 hold 62:15 121:15 133:18 137:17,20 178:19 230:6 317:7 324:19 370:19 371:11 418:8 holders 103:17,19 holding 114:18 138:13 254:1 holds 39:17 408:19 hole 77:24 99:10 131:7 holes 80:8 153:13 244:5,6 holistic 218:1 holistically 215:24 265:24 267:6 hollywood 335:11 343:6,18 344:1,3,8	345:11,21 370:11 371:1,15 372:14,18 405:11,11,13,15 417:24 home 10:23 15:16 183:10 225:23 234:1 homeland 38:15 96:22 honest 347:23 honestly 230:17 363:25 honor 383:12 hook 89:23 90:2,3 166:19 195:14 196:3,13 hoops 144:2 323:23 hope 32:8 47:15,18 62:5 81:6 83:1,8 89:11 199:25 200:10 221:23 232:23 287:8 hopefully 2:13 21:14 25:17 30:25 62:13 64:7 153:10 158:6 233:1 248:14 263:1 287:7 320:21 324:9 hoping 72:23 129:20 193:14 303:17 414:8 horrible 93:15 362:12 horse 67:23 hospital 366:22 host 291:20 305:22 322:19 hostage 395:21 hosted 45:24 hot 350:10	hotel 157:17 343:18 hour 7:15 187:15 207:3 369:19 hour's 364:3 hours 105:5 110:6 122:24 155:16 293:22,23 294:21 297:2,4 298:16 310:7 312:8 363:6 363:18 365:16,20 365:22 372:6 403:22 house 5:4,6 20:15 84:22,23 85:3,5,8 109:18 119:12,13 119:18,18,19,20 120:6 211:18 269:10,15 272:23 273:11,17 274:12 274:13 275:7,18 277:3,21 280:11 291:11,22 298:6,8 299:10,11,15,18,19 299:22 301:11 302:19 304:21,24 306:14 312:23 313:1,16,25 314:12 315:20 317:21 318:1,6 319:2,5,25 320:7 324:15 326:10 house's 302:13,22 houses 294:24 how'd 172:19 hso 236:21 huge 131:7 173:14 245:1 292:12 310:23 321:13 338:3	human 244:12 393:1 401:1 humbled 32:7 47:13 humiliate 127:4 humiliation 127:3 hundred 17:15,18 18:25 19:6,7 35:7 58:25 83:3 189:22 215:6 225:14 281:3 hundreds 93:14,16 hurricanes 334:13 381:24 hurts 314:21
			i
			idea 16:14 17:1 43:11 91:21 114:2 141:7 214:7 227:12 242:8,8 251:10 252:1 271:17 274:11 288:12 317:1,3 321:15 323:20 345:24 417:5 ideal 344:15 ideas 52:3 53:5 identical 154:24 identification 146:9 240:9 identified 14:14 15:23 20:4 67:17 75:21 76:11 136:3 151:10 169:21 177:25 178:1 195:4 215:8 238:6 246:6 319:17 355:22 356:15 363:1 368:6 376:25 377:9 401:12 407:13 409:24

identify 20:17 24:4 24:13 25:11 58:22 66:16 97:7 136:10 151:11,15,17,19 152:17 153:8 178:4 178:6 217:7 240:8 254:21 360:10 367:2 403:6 408:4 identifying 60:4 131:5 132:1 263:2 ii 342:15,18,23 351:4 374:7,13 imagine 126:6 149:10 187:15 241:11 252:4 immaterial 235:24 immediacy 151:7,9 immediate 153:21 207:11 210:1 257:10 immediately 79:23 150:25 151:1 156:19 211:12 408:11 impact 8:19 34:4 36:23 37:2 169:5 257:16 361:6 397:4 impeded 378:3 impediment 396:2 impetus 115:23 implement 19:13 19:19 27:22 41:5 48:15 68:3 118:11 135:19 170:14 197:11 260:8 269:21 343:16 375:8,10 implementation 21:3 95:18 163:10 248:12 340:2 344:18 356:5 383:8	implemented 8:2 15:9 38:2 43:12 61:4 64:15 90:14 114:15 117:3 141:25 172:10 185:18 256:22 324:2 333:8 345:4 347:17 380:11 394:7 396:13 401:15 418:17 implementing 27:20 49:12 128:25 268:2 347:9 importance 39:16 48:25 important 10:8 19:21 33:25 35:11 36:1 46:2,23 53:15 54:5,17 57:24 64:14 74:8 77:16 116:4 118:4 156:10 158:19 188:8 211:16 214:1 235:7 238:9 245:15 282:11 284:9 285:16 295:8 298:25 301:15 320:22 335:21 339:5 355:19 372:20 391:12 395:18 408:23,23 419:5 importantly 21:2 impose 135:10 170:20 274:23,24 275:5,14 316:20 imposed 134:18 impossible 77:8 401:20 impression 80:1 348:4 399:21	406:20 improve 38:9 382:7 390:22 397:19 398:2 409:5 improved 59:9 60:23 273:25 376:15 382:10 387:17 413:22 improvement 180:10 379:10 388:19,22 improvements 21:15 333:17 348:6 376:19 improving 27:16 347:25 inability 105:20 366:15 inadvertent 355:12 incident 10:21 22:10 69:5,9,16,17 76:8 120:17 124:10 128:22 154:15 160:14 231:25 236:22 265:10 334:18 363:14 364:16,17 396:3 incidents 22:8 124:15 163:12 179:21 219:16 249:7 268:16 328:21 334:13 349:21 364:7 381:24 396:1 include 11:22 12:25 39:13 164:3 165:20 237:3 318:11 included 83:24 103:24 111:10 276:20 353:16	374:22 375:4 393:7 393:23 396:4 includes 13:1 111:6 227:10 257:12 312:16 including 6:4 53:22 53:25 60:15 80:12 161:15 242:6 276:19 331:1 inclusive 215:25 income 204:18 inconvenient 217:1 increase 33:3 34:21 59:14 185:13 increased 390:25 increasing 288:7 incredibly 31:2 incremental 137:10 incrementally 133:17 incumbent 284:14 284:16 incurred 166:11 independent 74:14 363:3 independently 207:25 234:5 indian 1:20 indicated 288:3 291:19 377:11 397:20 indicates 60:22 297:17 315:22 364:24 indication 116:14 286:18 411:13 indicator 157:5 indifference 179:3 individual 18:9 70:12 138:17,25 152:25 229:19
---	--	--	---

309:23 314:19 392:21 398:1 individual's 214:9 individualistic 230:11 individuals 169:21 208:20 353:16 360:8 362:14 390:19 392:11 398:8 industry 240:7 inefficiencies 401:22 inefficiency 400:23 401:6 inefficient 379:8 inevitably 393:22 inflow 240:19 influence 187:9 inform 145:23,23 239:10 343:1 information 9:24 10:1,9,11,14 12:11 13:24 14:3,6 15:22 16:17 18:17 20:2,8 25:18 27:23 34:18 72:6 73:22 77:13 77:17,18,21,21,21 80:4 90:19 93:6 110:1 130:1 140:15 141:5 142:12 148:22 178:21 189:16 195:11 207:6 214:16 215:13,17 230:19 234:8 235:19 236:2 238:5,9,11 239:9 248:22,24 249:12 261:17 263:1 264:6 267:1 276:18 285:2 285:13,17 286:6	324:19 336:17,19 341:8,11 343:24 349:15 375:19 383:3 402:25 403:2 403:9 405:18,22 411:15 informed 7:2 59:16 285:13 infrastructure 254:14 337:24 399:11 414:19,22 ingredients 332:20 ingress 152:13,14 152:16 155:5,11 inherited 218:9,10 220:8 initial 5:2 22:2,6 134:12 150:3 163:13 205:25 207:15 232:17 263:24 285:6,7 298:7 381:11 390:4 initially 159:24 296:8 initiate 54:11 116:18 117:17 118:7 120:22 121:9 410:12 initiated 14:25 338:22 344:1 345:19 initiative 29:13 33:16 34:6 35:15 45:20,25 49:10 53:23 55:7 58:9 initiatives 225:25 268:11 injuries 43:16 149:11 innovate 185:15	innovation 42:25 innovative 171:22 input 9:5,11 28:13 37:21 346:1 377:5 396:23 415:8 inquired 396:14 inroads 225:4 inside 93:19 158:12 336:9,10 insider 173:20 insight 302:9,9,14 302:21 insightful 58:19 148:22 256:12 insisting 241:23 inspiration 48:1 52:25 inspire 31:2 47:16 install 371:13 installation 76:6 installed 240:16 410:24 instance 140:23 199:17 365:4 368:25 instances 50:2,6 105:13 265:6 362:19 363:4,24 365:8 367:20 instant 247:4 instantaneously 153:20 instituted 386:24 387:11 institution 128:7 128:24 institutions 104:2 129:12 137:24 instructed 272:19 instructing 117:19	instruction 187:15 instructor 297:1 instructors 187:18 296:25 instrument 20:7,14 20:14 154:7 191:14 192:25 193:3,18,22 213:22 214:5 263:14,14 264:2 275:21,25 276:25 278:19 280:21 281:5 insurance 79:6 insurmountable 107:12 intact 305:20 integrate 76:6 integrated 73:14 75:20,24 76:23 77:2 259:22 260:3 integration 78:15 379:8 intelligence 179:10 405:25 intended 183:1 intense 207:2 intent 75:16 87:11 143:1 150:14 271:14 272:1,7 298:7 301:23,25 intention 175:23 373:4 intents 234:4 inter 20:3 196:18 215:4 264:6 325:18 357:4 interact 36:2 interacts 360:18 interagency 377:7 interchangeably 340:18
---	---	--	--

interest 88:3,8 111:12 208:21 interested 87:23 88:14 139:2 170:21 interesting 212:14 306:9 384:2 interim 134:23 142:3 153:5 internal 12:18 13:7 international 33:17 45:23 interoperability 236:13 246:19 321:23 342:7 348:7 350:7 351:6,8 352:13 410:22 interoperable 342:12 interrelated 330:4 413:5 intersection 352:6 interval 376:2,3,8 intervals 375:13,17 intervention 82:24 interview 11:3 12:1 25:23 55:23 79:20 331:24 397:25 interviewed 5:21 11:12 12:3,10 16:3 16:10 23:20 331:19 331:22 335:16 368:1 interviews 12:4,5,7 12:16 335:7 362:2 362:8 363:3,21 368:5 375:3 376:9 376:10 378:4,23 379:17 412:12 420:24 intimate 203:14	intra 20:3 264:5 introduce 29:25 31:21 162:25 163:3 163:4 introduced 318:20 introductory 171:4 intruding 377:1 inverse 348:12 invested 29:11 investigate 133:13 267:17 269:2 investigated 156:23 401:13 investigating 369:16 investigation 12:19 12:21,23 13:2,4,8 13:10,15 14:9,10 70:16 267:16 268:20 269:7 319:22 investigations 13:12 investigative 13:24 339:11 investigatively 9:17 11:11 investigators 5:20 12:2 25:12 246:1 384:7 420:25 investing 27:6 investment 415:6 invisible 67:11 124:6,7 125:2 invitation 47:13 invite 372:24 invited 32:5,7 157:11 267:5 inviting 87:20 invoices 85:25	involuntary 22:23 22:24 23:1,3 involved 40:11 48:18 57:10 62:6 63:15 86:9 180:13 192:3 205:5,19 206:1,6 208:9,13 211:2 221:10,11,13 221:13 233:24 234:7 235:18 261:7 265:25 408:21 involvement 27:13 380:4 involves 257:8 involving 268:16 iota 185:20 irrelevant 222:8 isolated 21:8 israel 91:13 357:1 issuance 376:6 issue 10:2 11:24 13:19 34:10 37:25 46:3 51:12 100:23 102:7 110:16,17 122:13 123:22 130:18 134:11,14 181:8 198:2 215:3 219:1 233:15,16 235:2 237:25 255:25 260:22 269:23 282:5 286:2 290:14,18 293:9 302:12 310:3 315:15 321:8 330:4 330:5,6,8 335:10 335:21 342:18 361:6,14 364:21,24 365:2,2,18 366:1 366:14,16 369:16 372:4,8 374:1 385:12 401:12	403:21 404:2 409:2 410:16 412:24 413:4 415:13,14 416:2 issued 9:21 73:8 74:14 87:18 257:1 349:17 356:10 384:15 390:13 396:17 411:19 issues 8:25 39:19 56:10 62:19 94:14 102:6 109:15 141:20 163:7 179:3 221:1 236:13 238:7 239:11 244:1 245:4 254:6 258:7,7 263:3 292:15 302:12 321:22 333:19 336:20 352:23 360:20 361:5 362:7 365:1 365:25 367:2 372:5 376:20 378:2,6,19 378:20 380:5,7,14 380:24 383:10 385:13 386:8,16,19 390:10 395:1 396:21 400:15 402:8,11 407:13 411:6 413:1,6 414:25 415:2,4 416:19 418:5 419:24 420:4,5,7 issuing 351:7 it'd 203:22 item 42:17 304:5 items 21:12 241:7 246:9 396:4,14 itn 75:1 itns 153:1
---	---	--	---

j	409:12 411:25	june 4:4 17:17 20:25 21:12 25:17 27:21 45:22 78:2 132:3 197:5,10 280:23 335:14,25 345:8,23 372:25 373:7,12 390:11 411:19 412:18,21 412:23 413:21 414:11 419:4	53:15 57:8 58:24
jackson 359:25 360:1 391:13,14	joining 4:19 242:25		katz 91:9 92:3,11 95:3 156:24 157:8
jacksonville 113:21 113:22 114:8 232:13	joint 236:18,20 237:23 336:7 390:13,14,23 391:3 391:17 396:17		keen 36:19
jacob 1:19 4:12	joke 204:15	junior 38:19 41:16 41:18	keep 3:16 74:5 89:18 90:24 126:5 138:20 141:18,19 142:4 193:11 250:15,16 265:19 305:19 332:24 339:12 361:25 374:2 376:18 404:15,24,25
jacobs 357:2	jones 1:13 3:1,3	juniors 48:5,13	keeping 125:21,23 289:11
james 1:20	journal 45:1	jurisdiction 238:2 325:14 352:21	keeps 67:24 227:24 291:11 304:6 310:3 333:15
janet 30:11	jrotc 39:25	jurisdictional 352:23	kelly 94:25
january 2:12 84:18 134:13,22 182:9 329:18,18,20 340:21 374:9	judd 1:22 107:2 125:7,8 129:18 130:7 132:17 136:17,22,25 137:20 142:24,25 146:2 251:1 271:16 282:13,14 284:19 298:4,5 301:22 336:2,3 359:5 368:11 369:4 370:23 372:13 373:10 379:23 383:18 384:1,21 385:22 387:25 389:20 398:5,12,20 399:6,16 400:2 401:24 413:6,7 415:25	jurisdictions 349:22 405:8	kelly 62:22 69:23 70:2,19 72:8,9,10 81:20 84:20 85:19 87:16 92:2 93:22 95:15 104:14,19,24 107:15 110:25 112:7,10,22,24 114:17 116:8 117:25 118:18,22 120:13 122:18 146:6 147:20 148:13 149:3 150:22 154:20 155:10 156:11 159:4,17,23 160:8 161:1 182:6 274:6
jason 1:13 3:1,2,25		jury 13:19,25 14:4 14:9 257:4 267:14 268:4,19,23 269:1 269:3,7	kelly's 8:8 169:19
jeff 10:10 14:25		justice 76:9 258:15 258:16 291:18 292:3,5 295:11	kepler 42:14 43:5
jefferson 157:24 359:23	judge 101:15,19 238:22	juvenile 76:9 238:18 258:15,16	kept 226:23
job 52:2 62:16 121:12 167:13 180:22 183:13 188:20 220:6,6 226:23 239:1 250:20 379:5 381:11 383:4 385:8 389:5 392:8	judgment 310:16	k	kevin 1:25
joe 78:25	judicial 1:14	k 1:19 4:12 39:9 44:5,6,8,12,17 74:23 202:24 249:23 250:1,2,9 250:10,12 305:5 405:6,6,10,14,18 405:22	key 70:24 153:19 160:17 196:12
john 161:23 163:24 185:1 187:12 204:23 210:6 222:23 223:14 239:6 246:9 252:15 330:1 338:7 341:4 349:3 350:11,16 354:4 358:23 367:15 368:9 374:1 401:17 406:9	jules 51:15	k1-2-3 183:9	
john's 203:22	july 188:21 189:6 258:17,21 259:19 272:19 273:4 274:16 282:2	kathy 347:21	
johnny 245:18	jumping 119:3	katia 31:25 34:5 36:5 39:17 44:4 45:22 46:17 48:10	
join 4:3 161:14 357:3 383:15,16	junction 154:16 332:23 412:11		

207:9 248:4 391:21 keying 365:7 kick 72:23 140:20 225:20 kicked 90:16 kid 79:18 246:2 248:21 kidding 387:8 kids 10:7,9,19,22 10:24 29:17 31:8 50:7 51:2,22 52:6 52:20 53:11,12 54:6 60:7 64:19 67:22 69:16 91:3 108:9 126:21 138:21 186:1,2 191:3 202:12 216:20,22 225:21 239:2 243:20,21 244:22 255:18 256:6 263:2 284:25 307:15,15,17 kill 124:11 killer 243:9 kind 52:18,22,24 53:18 54:8 55:20 55:23 72:13 119:3 126:3 156:13 163:13 168:10,23 174:20 177:6 180:19 183:1 197:23 203:23 206:21 209:11 212:13 215:12 218:9 272:11 275:8 306:9 315:22 316:14 414:16 kinds 294:25 321:13 kits 39:6 42:12,15 42:21,23 43:2,12	knew 11:9 18:2,3 21:3,4 36:19,22 37:11,25 43:13 155:21 205:19 206:5 367:4 knife 180:15 knocked 36:9 knocks 160:17 know 4:3,20 5:17 8:2 11:16 12:17,20 12:24 13:14,16 14:3 15:5,11,12 16:4 17:5 23:24 24:1,6,9 25:16 26:1 26:9,15,21 27:15 27:16 28:3,18 29:24 30:7 31:22 36:20 37:20 41:1 41:10 42:1,1 44:2 49:5 50:7,9 51:3,9 52:1,21 53:10,17 54:7,13,14,25 59:4 61:20 63:3,13,15 63:21,23,25 64:24 67:12,12,19,20 68:15 69:1,2,2,14 69:15 70:3 71:5,13 72:5 74:4 76:15 80:12,17 81:3,11 81:14 85:1 86:8,9 86:24,24,25 87:5 87:23 88:13,18 89:5 91:3,21,24 92:23 93:3,13,14 93:23 94:4,5,9,10 94:11 99:18,22,23 100:14 101:2 102:11,16,21,24 104:1,6,6,10,16 108:19,20 109:3 111:7,8 113:18,19	114:13 118:13,24 118:25 120:10 121:13,17 123:25 123:25 124:2,6,7,9 124:12,15,24 125:3 125:6 128:1,12 129:4 130:18 131:6 131:19,20,22,23 132:6,9 134:2,4,8 136:14 138:4 139:21,22,24,24 140:17,22 142:9 144:16 149:25 150:15 151:25 152:2,3,4,5,7,11 154:4,14 155:24 158:17 159:6,8,12 159:14 160:17 163:8 164:11,13,19 166:4,7,10,11,12 172:2,20,24 173:5 174:9,10,12,25 175:2,3,22,24 176:2,10,11 178:16 179:20 180:14,15 180:16 181:9,16,21 182:12,16 183:4,6 183:10,22,24 184:1 185:3 186:17 187:5 187:25 188:5,23 189:5,10,23 192:15 192:16 193:6,8,15 193:21,22 194:13 195:4,14 197:14 198:6,11 199:10,13 200:22 201:1 202:1 202:12,13,14,24 203:20 205:15 206:6 207:8 208:8 208:14 209:11,14 210:23 211:7,9,10	211:10,11,14,23,24 212:17,18,18 214:8 214:20 215:6,7,9 215:11,19 216:23 218:8,24,25 219:5 219:7,20,21,22,23 219:25 220:11,14 220:16,19 221:19 221:19,24 222:5,7 223:17,22,23 224:1 224:11,12,13 225:8 225:12,17 226:3 230:9 232:15 233:1 233:9,12,15,23 234:21 235:4,6,9 235:11 239:16 241:7,17 242:16,17 242:18 243:2,7 245:1,4,4,13,18 248:20 249:14,21 250:14,25 251:2,15 252:5 254:10,14 255:14,18 256:2,11 259:25 263:8 266:3 266:7,16,25 271:15 271:15 272:23 273:1 274:9,10,13 279:2 280:14 283:10 285:3 286:1 286:2,3,4,25 287:4 287:12,19,22 288:2 288:9,9,10,14 292:23 295:19,23 299:14 300:2 301:13,24 303:8,19 305:8 306:3,6 307:23 308:3,7,18 308:23,23,24 309:2 309:7,20,21 310:10 310:12,17,18,23 311:2,4,8,10 312:3
---	---	--	---

312:3,3 313:5,8,19 315:8 318:9 319:3 319:23 320:2,3,4 320:12,13,16 321:5 322:5 326:17 328:1 328:1 338:8 341:20 348:21 350:11 352:3 354:12 359:11 363:7,19,25 364:13 365:23,23 366:3,7,19 367:21 368:17,21,23 369:1 369:12,15 370:1,3 370:8,9 371:5 373:1,2,3,9,18,22 383:14,17 384:23 385:6,15 386:2,2 386:21,25,25 387:8 387:23 389:25,25 393:13 398:25 399:3 400:11 404:18,24 406:1,7 407:16,21 408:7,24 413:15 415:16,17 415:17,17,18,22,23 417:12,21,22 418:15,19,20 419:2 419:18,22,23,25 420:1 knowing 46:20 93:18 117:23 128:10 139:3 knowingly 268:3 316:24 knowledge 4:20 34:10 50:1 151:21 168:16 173:21 192:1 300:16 380:15 known 67:18 93:10 116:3,7 164:24	167:10 232:20 300:19 345:20 394:18 knowns 58:19 knows 76:25 155:20 186:23,24 320:23 366:21 kristin 357:1 I label 65:16 labor 378:2 laborious 413:10 lack 28:10 78:14 105:11 239:18 377:11 379:17 395:16,16,17 396:23 397:20 415:20 lacking 17:11 lacks 18:8 ladies 36:8 220:19 lady 407:19 lafayette 329:4 laid 147:11 land 343:2 347:16 landscape 99:20 373:3 lane 126:20,21 136:15 lanes 6:16 language 203:9 211:11 217:6 234:17 235:1 239:12 253:25 254:23 299:9 300:14,19 308:20 320:8 lapse 44:3 large 99:5 114:5 156:18 161:16 162:7 167:16	169:13 281:2 334:12 376:1 381:23 395:25 396:3 403:13 largely 99:10,11 102:6,7 342:12,23 352:17 357:21 360:17,18 362:4 393:4 402:9 larger 30:24 197:15 201:4 361:21 largest 164:1 larkin 1:17 61:8 299:4,6 300:11 301:4 larry 1:16 las 181:23 laser 69:15 lastly 54:3 158:16 lasts 187:17 late 245:19 latest 135:12 342:16 latitude 154:5 254:5 270:19 lauderdale 265:8 340:20 341:3 381:25 411:20 laughing 368:20 launching 54:15 lauren 1:23 law 1:15 3:2,6 8:14 12:22 43:23 45:12 50:11,19 61:22 71:1 76:9 77:4 78:15,21 79:3 80:9 80:22 101:15,19 105:3,20 106:1 107:10 110:9 112:4 115:6,8,15,18,24	119:2 122:9 123:7 125:17,19 130:4,14 130:21 132:14 133:1,9 134:12 137:8,13,14 143:11 143:23 144:5,9,13 144:24 145:1,2,5,6 145:13 153:21 157:4 167:21 168:22,25 169:10 170:9,19 172:21 173:4,7 178:14 185:9,12,19 186:20 187:3,20 190:10,20 193:9,22 195:5 196:13 204:6,25 205:15 207:13 209:6 211:15 212:19 227:3 228:21 229:2 231:6 231:11,22 232:4,21 233:6,25 236:11 237:16 242:6 245:22,24 246:16 247:11 253:1,5 255:2,3 260:13 261:1 263:5,8 264:19 266:12 267:9,11,12 268:15 270:13 271:4 273:14 278:4,8 279:14,15 281:18 284:1 290:3,24 291:2 292:15 296:24 300:15 304:15 307:6,6 309:17,22 310:3,25 312:7 314:16 317:16 318:7,22 319:13,15,18,22 325:12,23 326:7
---	--	--	--

327:5 346:13,25 350:12,13,15,18 352:21 361:2,9 362:14 366:3 376:12,23 377:2 379:20 387:21 389:10 400:13 402:23 403:10 lawful 279:14 laws 103:15 127:1 267:20 lawyer 233:10 lay 214:19 243:7 343:1 347:15 layer 120:7 229:9 layered 254:16 layers 247:5 layout 35:12 lays 340:22 lead 194:23,25 206:2 217:9 leader 210:3 287:23 388:15 leaders 197:9 376:13 388:14,14 388:15 leadership 287:23 388:13 414:23 416:14 leads 240:4 league 353:17 leaps 386:3 learn 7:5,5 35:20 42:9 46:13 47:23 48:20 122:25 169:6 176:20 398:10 learned 8:16 18:8 28:25 43:18 169:3 209:15 243:12,12 243:18 365:24 367:24	learning 32:8 46:9 47:4 62:1 73:4 123:9 133:20 lease 231:20 leave 71:17 99:19 156:4 182:22 184:7 293:2,3 305:21 309:6 323:25 412:1 leaves 174:8 185:9 185:15 310:15 325:19 leaving 155:19 216:1 301:16 304:11 309:23 310:23 411:21 led 225:25 378:17 left 10:5 27:4,19 41:21 66:12 86:18 87:5 123:20 254:19 328:24 340:23 359:19 381:3 legacy 173:24 legible 402:1 legislation 20:11 100:6 165:23 329:22 legislative 5:12 134:20 142:18 173:22 legislatively 256:21 legislators 232:19 legislature 4:2 5:3 87:1 102:16 103:8 115:7,24 121:19 125:15 126:12 129:1,9 130:1 134:19,21 135:9,21 137:8 142:10,20,23 144:24 146:1 172:9 200:6,11 257:5 272:17 274:8	281:13 286:13 287:8,20 298:7 302:3 303:9 318:10 lend 223:24 length 232:16 lengthy 257:13 lens 108:6 lesson 61:19 lessons 8:16 letter 80:14 141:12 182:3 257:2 260:1 302:3 318:11 371:1 372:24 375:5 393:5 393:23 395:11,13 395:14 396:3,18 400:25 416:1 417:13 letters 87:17 132:2 141:16 142:8 339:8 374:19 letting 93:9 131:6 393:13 level 15:9,11,13 54:14 55:16 60:23 71:11 138:15 139:12,13,21 142:4 142:5 143:4,9 154:2 168:5 179:20 183:9,22 189:19 193:25 201:11 202:6 204:2 206:25 210:23,24,24 214:3 216:23 217:12,13 217:15,17,20 225:17 248:7 263:17,17 265:17 295:3 356:18 376:10,10 378:4,23 378:24 379:16 381:2,10 401:10 413:15 415:8,9	levels 18:22 27:12 141:8 178:17 202:5 217:8 225:21 263:4 380:19 licensed 164:25 165:8 279:5,10 licensee 315:12 licensees 303:24 licensing 164:25 317:14 lie 296:5 297:16 376:22 lies 216:9 297:21 lieu 148:17 378:8 lieutenant 42:13 43:5 209:4 211:5 life 46:16 246:14 lifetime 344:17 lift 173:13 175:14 light 130:6 284:20 lights 147:1 limit 163:13 limited 83:6 218:7 267:17 377:5 380:15 391:23 limits 77:1 line 66:22 124:15 127:13 163:20 164:21 175:8 176:6 227:18 260:4 273:5 273:21 275:17 277:17 282:6,15 290:2 296:19 304:14 307:22 311:11 312:14 314:6 315:1 318:6 357:21 358:25 359:1 372:15 384:18 413:7 lined 48:5
--	---	---	---

lines 6:19 86:6 103:6 156:13 283:16,22 lingering 9:22 390:9 link 156:21 374:18 links 80:19,19,24 266:8,15 linton 1:25 liriano 347:21 348:3 list 21:12 37:10 42:16,18 73:11 88:10 97:7 408:1 listed 59:2 92:20 114:20 117:6 212:24 374:12 listen 55:10,11 72:16 294:16 listened 182:4 listening 65:11 228:4 listing 393:5 literally 208:14 little 13:20 14:11 14:12 30:22 84:4 85:23 106:10 113:4 119:4 130:17 162:15 163:1 167:6 174:25 175:21 177:13 178:9 179:5 179:16 186:15 189:12 191:20 198:8 202:16 203:13 218:6 224:11,16 229:5 231:19 237:6 242:16 246:4 251:6 255:24 297:19,19 303:3 308:20 309:9 316:15 329:24	339:10,13,23 384:6 400:10 live 7:14 41:11 44:25 61:25 108:8 108:9 158:11 176:16 210:11,15 308:4 lived 248:11 lives 147:3 191:2 307:16 359:11 371:17 living 243:2 llc 74:10 load 178:2 210:9 lobby 89:8 local 34:2 61:22 78:15 96:14 97:24 214:1,3 254:16 260:13,22 324:1 325:18,20 328:24 357:4 392:12 locally 329:7 locals 414:18 located 247:13 location 265:5,12 342:2 343:6,11 344:15 351:22 360:21 371:4 locations 122:17 343:14 360:7 lock 122:2 149:23 150:7 184:24 216:17 380:7 lockdown 75:5 116:20 118:8 120:22 121:9 150:3 150:18 175:15 176:20 184:20,22 216:8 225:13 232:1 locked 51:21 116:24 131:12	155:4,9,22 226:4 235:11 locker 245:7 lockers 246:11 locking 149:5 150:6,13 206:17 lockstep 197:8 log 79:6 logs 403:3 long 6:19 7:25 8:4 151:8 187:4,18 200:25 223:9 226:3 229:16 230:18 235:22 279:22 287:11 295:20 296:18 297:13 337:21 364:4 368:24 369:5 390:17 418:6 longer 125:10 329:24 343:16,21 344:18 longevity 38:1 39:13 look 25:16 33:23 41:20 52:22 55:7 55:12 56:19 75:9 89:14 90:14 95:8 128:13 131:4 134:6 143:13 144:5 158:7 165:5,6 171:22 180:17,19 181:5,5 181:11,15 182:12 182:15 184:21 203:16 242:15 243:13 253:22 260:1 265:5,17,23 268:5 283:6,20 284:7,20,21 324:13 336:22 337:5 338:4 357:10 367:1 371:2	371:20 378:4 379:18 386:5,13 388:17 389:11,12 389:12 398:25 413:21 416:15 419:24 looked 87:3 131:3 169:19 206:21 208:17 220:10 286:3,7,9 413:13 looking 24:25 25:2 48:15 56:15 95:24 138:18 146:12 151:8 153:1,1,2,3,3 169:22 182:17 214:21 243:6,14 245:23 247:24 254:9 265:24 267:6 329:14 376:2 399:22 406:16 415:15 416:5 looks 180:19 252:11 298:1 loop 75:7,8 lose 186:8,8 220:17 loss 57:15 105:7,8 lost 32:25 216:11 417:3 lot 15:21,22,23 28:6 39:2 40:22 44:11,21 50:13,15 60:20 64:10 68:12 70:24 72:6,6,20 80:6 85:14 88:24 89:6 94:15 98:3,4,4 103:5 104:2 105:10 124:18 136:3 139:9 141:25 142:2,21,22 148:14 149:7 152:23 158:8,14 160:4 165:22 166:8
---	--	---	--

168:4,13 169:3 171:18 173:4 174:5 175:1 177:5,5 178:20,21 180:9 181:21 182:13 183:7 184:1 185:10 186:4 211:14 218:1 218:3,5,7 219:20 221:16,17 222:4 225:16,17,24 236:18 241:24,24 242:9 256:16 266:12,22 268:13 280:23 282:25 284:2 285:2 309:10 312:2 316:13 326:13,13 337:13 340:24 341:1 345:2 346:12 362:13 402:13 411:5 414:23 416:16 420:4 lottery 244:20,25 loud 220:20 lousy 236:16 love 28:12 58:13 60:21 127:12 186:16 188:17 191:16 217:4 loved 33:1 low 19:4 90:12,18 lower 356:20 lowest 198:9 luck 239:20 lunch 3:10 161:2 lying 68:10 lystad 1:25 lystead 289:23 290:1,21 291:4 313:18	m machine 243:12 mad 206:11 magic 80:6 magnetometer 243:11 magnetometers 243:8 245:12 mags 244:20 mail 21:23 26:15 209:1 215:15 mailed 394:22 mails 251:4 main 39:4 73:2 74:8 84:2 353:24 373:18 maintain 356:16 390:20 maintained 174:18 403:3,10 407:5 maintaining 380:3 maintains 315:1 maintenance 359:7 major 34:15 84:7,7 257:7 303:7 311:6 349:21 377:12 395:5 majority 19:9 37:5 59:1 71:22 118:8 148:2 339:6 376:14 makers 416:14 making 8:18 21:14 27:17 29:11 30:24 49:2 60:3 80:8 101:3 107:11 119:16 121:11 131:20,24 143:10 154:2 169:16 173:13 190:2,4 197:18 209:5 214:13 215:25	217:24 218:8 220:2 225:24 232:5 288:7 297:9 307:12 347:24 348:6 385:11 386:2 391:7 394:2 400:4 malign 384:12,18 managed 298:12 management 78:17 78:20 79:14 83:20 96:16 163:25 178:3 208:12 221:20 297:13 341:19,22 350:2,8 352:11 357:14 358:24 374:25 377:18 378:3 380:22 390:10 manager 167:11 247:7 351:25 361:3 369:25 373:12 399:5 managers 220:2 360:21 381:8 382:5 382:11,17 383:5 389:18 393:7,14 398:18 managing 378:16 manatee 82:3 mandate 100:17 125:5,7 129:2,10 137:3 173:22 242:18 298:25 mandated 133:1 187:3 188:13 205:18 mandates 100:15 165:23 267:19 402:22 mandating 327:17	mandatorily 192:5 mandatory 173:18 205:12 291:13 380:18 manned 175:3 manner 60:8 92:22 375:9 379:22 manpower 160:4 manual 191:13,15 380:15 map 342:5 347:4,5 347:6 march 96:11 173:6 343:23 353:21 356:6 371:8 402:16 416:2 margate 330:16 335:18 387:6 411:25 marine 305:5 marjorie 2:5 marjory 1:1 50:3 50:25 51:7,9,19 54:10 117:24 128:14,17 146:23 410:4 mark 60:14 marked 67:16 marsha 1:24 marshals 184:2 marstiller 1:19 4:8 81:14,17 258:19 martin 1:24 mary 1:17 4:8 mascot 32:21 mashing 126:10 mass 69:7 158:20 243:13 328:20 334:13,18 363:13 364:15 381:21,24
--	--	--	--

massachusetts 45:24 massaged 251:11 masse 139:14 match 24:5 299:9 299:11 300:20,22 material 23:9 67:18 331:7 materials 96:9 123:18 math 216:16 matrix 143:7 208:23 matter 4:24 7:4 38:7 65:16,19 93:7 96:14 120:15 172:23 224:10 236:19 246:22 258:1 332:22 371:20 matters 68:20 378:22 399:23 max 1:16 maximize 74:12 maximum 294:20 mayhew 1:17 4:8 105:16,18 319:10 319:25 320:5 mayor 332:9,10 333:12 357:2 392:24 393:2 394:21 412:5,19 mcdonald 30:11,19 mean 24:19 92:10 93:22 107:4 114:10 121:10 124:2 137:16 155:8 176:2 176:7 177:5 199:12 214:8 220:8,11 224:5 226:1 227:24 232:25 241:20	266:20 294:10 295:16 299:10,13 305:12,14 308:23 309:14 310:8,22 345:19 351:15 359:8 366:3 368:12 368:13 373:23 383:21 384:16 398:2 404:18 405:2 407:9 417:11 419:11,14,20 meaning 99:8 202:10 253:13 meaningful 378:14 means 3:6 79:5 103:16 105:4 134:22 165:3,4 254:13 408:15 measure 403:24 measures 34:21 171:22 225:5 259:18 264:9 268:2 273:22 316:18 378:11,14 396:12 mechanism 151:18 181:18 media 44:11,21 50:8,14 63:13 73:13 75:12 76:7 125:12,14 402:18 medical 165:21 347:8 medina 152:1 medium 167:17 meet 15:17 25:22 25:25 26:1,4 63:4 134:22 209:25,25 240:7 260:25 283:12 402:7 412:12	meeting 1:1 2:1,3 2:13 3:5,5,9,12,14 4:3,4 7:12 9:11 20:23,25 22:15 23:5 25:17 29:3 42:24 45:4 57:11 75:16 76:14 78:1,2 91:6 92:2 95:23 114:14 127:13 161:4 187:2 207:12 219:24 220:15 223:1,2 230:7 234:24 258:23 260:20 261:3 267:4 311:12,16 335:24 335:25 344:6 345:9 346:3 350:4,6 372:25 388:20 395:23 397:25 398:1 421:4 meetings 2:6 6:10 6:25 39:18,25 43:18 72:22 92:7 95:3 222:25 348:25 373:11 397:9 400:4 408:18,20,25 409:14 meets 193:1 melissa 1:17 member 1:22,24 4:9 23:19 29:7 30:2 35:20 40:2 70:13 100:11 246:22 331:11 341:14 361:16 members 1:12 3:20 4:6,18 35:3 72:11 148:17 209:24 235:16 331:10,20 339:14 341:5 353:2 353:16 356:7 361:1	361:12 405:14 411:23 membership 340:23 memberships 341:18 memorandum 348:18 memory 68:20 men 30:21 mend 43:14 mental 125:9 174:2 174:4,10,11 178:6 187:13 208:13 209:8 211:2 236:6 238:10 239:8 318:21 319:13,14 320:9 mentality 397:24 mention 62:23 64:10 106:14 122:19 287:13 348:21 mentioned 40:7 47:20 49:9,11 56:14 64:11 211:5 215:7 216:11 219:23 220:14 221:19 232:16 237:5 255:9 259:5 266:8 267:13 357:5 366:25 394:5 409:13 mentioning 10:20 merge 337:11,19 mesh 39:21 mess 68:18 292:18 293:2 295:13 message 65:12 67:25 93:17,21 109:3 211:7 225:15
--	--	---	--

225:20,22 226:8 235:9 messed 15:3,5 16:21 met 5:16,25 6:1 7:11 13:22 23:14 42:13 44:8 157:17 197:17 204:10 217:5 260:25 279:24 342:10 343:9,19 347:18 397:7,23 398:8 metal 144:2 245:9 245:13 method 195:6 methods 382:7,10 metrics 374:24 378:5,8,16 miami 12:22 16:9 290:7 329:3 422:4 mica 1:18 4:16 microphone 127:11 229:24 231:9 mid 90:15 378:24 392:24 middle 33:8 41:22 98:24 183:23 184:18 188:15 189:13 191:9 202:10,11 223:20 241:21 307:11 midnights 369:2 mike 1:20 332:9 miles 188:5 military 107:10 167:8 185:24 243:19 mill 324:7 millage 199:6,22 million 84:3,4,15 84:16,17,23 85:1,5	85:6,8,10,23,23,24 86:17,21 87:2 109:10 198:14 199:6 281:20,21,21 286:14 371:6 388:3 389:3 416:18 mind 89:18 121:5 168:10,19 175:22 184:9 194:22 225:10 252:18 265:19 302:23 311:7 339:12 361:25 408:17 mindboggling 124:21 minded 54:10,15 mindful 251:13 minds 243:19 244:13 mindset 156:7 157:22 168:23 250:16 mine 46:8 minimum 179:13 213:23 214:4 293:21 294:14,17 294:18,20 296:6,11 296:18,19 297:18 304:25,25 minimums 264:3 292:7 297:7 minute 69:21 210:15 264:11 270:24 374:6 minutes 2:12,15,24 11:21 22:15 23:5 43:21 62:18 152:8 155:17 242:23 256:15 315:3 327:13 363:6	miracles 132:24 mired 380:1 mirror 347:6 mirrored 402:9 mirrors 386:5 389:24 413:18 misconduct 317:19 misdeemeanor 255:4 misdeemeanors 254:25 misdirected 353:23 354:2,7,7,9,10,20 355:9,12 misleadingly 90:12 mismanaging 268:7 misquote 359:10 missed 185:6 207:22 209:6 248:17 410:8 missing 18:17 208:11 214:22 222:4 mission 33:11,18 34:19 37:6 39:16 73:2 133:13 186:11 186:12 222:6 396:11 mississippi 190:16 mistake 77:5 misunderstand 67:7 misunderstanding 65:8 misunderstandings 396:25 mitigate 151:24 154:18 244:2 mitigating 212:22	mitigation 96:8,25 151:9 259:14,17 272:14,22 274:2,17 mix 288:13 mixed 106:23 140:8,12,21,22,23 141:3,15,19 278:1 288:15 289:13 mize 347:19 348:3 359:10 360:15,18 mode 140:14 380:15 model 57:23 61:18 73:16 82:12,18,21 83:11,13 164:21 166:5,15 168:21 169:7,7,23,24,24 173:9 195:20 196:1 196:5 209:12,16 255:6 models 82:11 221:17,18 391:22 modifications 192:21 278:17 modified 326:17 modify 145:4 modifying 197:20 module 27:7 262:9 327:22 molded 209:16 mom 11:9,12 moment 2:8,9 85:16,17 moms 10:24 monday 388:21,23 money 42:20 85:13 100:21 102:8,14 104:2 109:12 198:4 198:5,7 200:1,7,9 229:12 244:11 259:10,12 282:1,3
--	---	--	---

286:10 288:16,18 288:25 289:10,12 316:12 366:7 416:16 monitor 41:11,25 monitoring 73:13 75:12 76:7 231:4 monitors 111:20 277:5 monopolize 226:13 230:14 month 5:21 41:11 113:14 143:21 144:18 145:6,7 147:25 181:25 182:10 183:5,7 184:12 187:1 190:4 201:23 202:15 210:20,20,22 216:16 227:7 242:1 248:14 332:8 357:8 362:8 369:11 370:6 371:25 408:6 412:5 412:17 monthly 57:11 125:14 144:1 173:5 183:17,17,19 189:7 223:1,2 234:24 348:14 months 5:16 6:1 9:10,18 20:24 23:14 27:22 48:8 65:5 91:18,20 99:13 154:14 176:18 184:5 189:17 205:24 335:7,23 360:17 364:10 monumental 337:8 moral 390:8	morford 10:10,12 10:22 14:25 15:11 16:3 70:8 morford's 10:18 morning 3:3 4:15 8:9 9:15 14:12 30:19 31:6,16,17 74:17 109:20 132:23 155:16 174:25 192:20 204:11,13 223:18 244:21 251:20 268:14 269:13 324:12 326:10,20 362:1 388:21 421:1 421:3 morphed 15:10,13 mosque 122:23 mosquito 345:1 mother 23:22 24:8 24:8 70:9 motion 2:14,16,17 2:24 129:3,20,23 146:3 299:7 300:3 300:18,25 301:1,5 301:11,16 305:20 318:11 372:23 417:12,23 motivating 353:24 motorola 373:14 388:3 mou 329:20 352:9 mouth 213:25 move 20:12 28:24 55:1 62:12 95:7,24 108:23 136:25 140:20 148:8 149:21 158:22 159:23 171:23 196:23 206:18 219:6 251:18	276:25 277:1 291:9 304:12 318:18 326:12 329:9 349:4 355:19 359:16 368:7 370:18 moved 147:1,2 248:19 300:6 301:3 303:19 319:24 movement 241:2 303:7 moves 292:2 moving 21:5 40:23 92:10 123:10 124:3 143:5 146:18 147:15 158:15 174:6 194:14 238:8 251:17 294:5 312:14 320:21 mule 416:23 417:7 multi 238:14 multidisciplinary 265:16 multimedia 246:19 multimillion 268:9 268:9 multiple 23:3 38:10 76:1 99:15 413:1 multiplier 107:19 169:7,11 multitude 390:5 392:17 municipal 340:24 342:5 376:13 municipalities 233:24 234:3,10 237:9,14 339:15,18 340:9 357:3 374:21 375:11 murdered 51:24 murderer 50:1,4 69:8	muscle 68:19 mutually 315:7 myriad 78:3 n name 10:7,7 31:19 138:6 163:23,23,23 167:5,9 196:4 249:14 350:13,23 408:4 names 10:8 129:24 154:10 158:23 258:1 408:10 narcotics 44:7 nathaniel 422:6,17 nation 57:19 62:8 376:1 national 82:22 nationally 96:24 nationwide 51:10 nature 3:16 244:12 377:2 405:12 415:21 navarre 190:25 navigate 320:23 near 32:3,12 47:15 188:1 269:2 411:8 419:3 nearly 22:7,8 352:1 necessarily 85:17 213:23 265:11 362:17 398:16 necessary 90:25 115:4 144:12 195:7 275:21 318:15,16 necessity 373:23 need 3:16,22 4:23 6:22 9:5,11 42:17 52:7 55:1 58:4 66:24 68:14,14 69:9 77:4 81:3 89:17 90:6,21 94:5
--	--	--	--

102:22 106:6,12 108:9,10 119:1 122:8 124:1 125:10 125:12,13,15,18,19 127:12 129:10,11 134:9 135:6 140:20 142:11,17 150:1 151:7 153:23 154:5 157:21 160:4 184:10 186:11 188:5,23 192:13,14 192:16 193:6 199:24 200:6,21,21 200:22,23 214:16 239:5 245:22 246:3 253:18,21 254:20 259:1 270:1,19 296:1 303:21 306:4 330:2 331:17 332:23 335:19 336:22 338:4 346:14 348:9 372:15 389:10 392:1 398:1 404:21 404:21 405:19 407:1,20,23 412:24 416:1,6,6,13 417:22,23 needed 22:2 37:21 38:1,9 76:24 173:8 188:7 344:24 345:21 351:1 needle 329:9 needs 3:8 20:5,7,8 28:19 47:6 57:23 69:3 77:4 80:7 92:21 108:5 120:2 120:9 130:1 142:7 154:4 160:23 180:9 200:3 214:15 250:23 280:2,13	284:8 309:9,22 312:19 314:14 315:25 328:24 329:6,13 348:10 370:15 372:8 385:14 389:7 404:12 410:2 414:12,24 419:14 nefec 195:19 negative 250:22 neighboring 339:18 nelson 1:13 2:19,20 neutral 381:5,14 382:4,12 never 11:5,8,9 15:25 16:1 18:11 24:16 26:8,9 46:14 123:2,4 128:18,19 132:24 186:8 196:18 220:22,23 317:4 321:12 323:15 367:6 nevertheless 332:3 new 3:20 4:6,18 8:25 12:5,16 27:3,5 28:16 48:17 87:24 88:4 92:6 111:10 122:23 157:15,19 157:22 166:25,25 176:13 190:15 197:9 199:18 218:23 219:21 220:4 222:22,24 229:7,7,11 248:3 254:23 270:12 281:22 282:7,7 285:21,23 293:15 303:5 305:7,8 333:19 339:14 341:4 351:7 370:12	380:10 383:8 388:10,24 389:2 391:3 393:18 396:12 415:6 newfoundland 124:13 newly 91:7 newman 161:23 162:6 163:19,22,24 165:2,16 166:7,15 172:5,12 174:24 176:9 177:11,22 179:15 180:5 181:9 182:1,12 183:21 184:19 205:8 223:16 224:9 226:18,22 227:4 228:23 229:2 230:16 231:1 237:10 238:14 241:16 244:17,24 247:25 248:5 249:24 250:23 279:8 news 44:24,24 45:1 45:2 nice 188:25 208:24 214:18 416:12 nick 13:22 31:25 33:6 37:15 40:7 43:3 45:15 47:1 48:9 49:17 nicole 360:13 night 15:16 250:24 311:12 403:23 nikolas 9:24 11:7 26:11 265:19 nimble 196:22 201:2 nine 19:7 22:11 111:20 112:12,15	112:19 227:11 353:2 ninth 74:24 no's 147:19,25 nobody's 266:21 nodding 234:1 non 87:2,13 106:18 114:19 141:14 183:17 221:1 277:7 287:20 316:6,20 341:14 344:22 361:12 nope 403:18 normal 219:24 368:13 normally 184:7 215:15 362:12 north 109:10 330:12,12 340:7 360:7 note 22:14 29:4 339:5 391:12 noted 23:4 94:19 333:14 376:7 379:2 379:6 notes 341:10 405:15,16 422:9 noticed 211:8 notification 153:21 211:10 notifications 210:17 247:4 notified 7:13 156:21 178:24 238:16 375:15 notifies 275:11,13 375:21 notify 194:12 274:21 276:5 349:20 350:15 352:5
--	--	--	---

noting 340:8 notion 219:14 304:9 notoriety 158:18 november 350:6 number 17:24 19:3 22:11,11,13,19 23:23 25:5 46:17 54:12,12 67:6 89:19,20,20 90:11 91:25 94:18 107:9 107:10 126:1 160:16,18 161:14 163:2 184:21 201:24 209:14 213:1 232:25 242:5 244:25 275:1,1 326:18 327:20 361:22 366:23 382:8,17 415:25 numbers 24:5 25:11 85:2 89:5 90:10 106:7,11 111:3,16 113:3 116:11,20,24 122:15 123:15 381:13 383:5 numerous 342:4	obtain 133:16 obtained 35:8 obtaining 123:18 obvious 122:17 obviously 69:1 175:17 182:8 208:12 221:12 222:23 247:3 250:7 256:1 317:12 348:1 361:21 383:9 402:24 405:17 413:14 420:20 occupied 116:24 occur 275:23 occurred 9:18 133:14 occurrence 368:13 occurrences 364:22 occurring 368:11 ochoe 78:12 october 90:15,15 90:18 134:25 135:11 183:14 280:12,16 281:8,11 315:21,23 356:13 odd 184:4 offer 40:15 127:10 251:23 304:17 offered 39:21 304:2 304:19 305:10 390:15 offers 100:8 398:11 office 5:23 13:6,12 15:14 38:16 61:15 69:23 70:4,19 73:2 78:12 79:8,13,21 86:2 95:9 98:17 105:9 119:9,10 128:8 136:2 139:18 139:25 156:20 159:24 161:20	162:5 169:19 171:12 191:2 195:10 204:5,12 205:12 206:6 221:10,13,22 224:2 227:25 228:19 232:10 233:18 236:10 237:11,25 247:5 251:22 274:5 275:19 276:2,6,14 277:5 278:7,9 279:7 290:9 291:1 306:3,11,20,23 307:24 308:16 309:10 313:4,6,15 313:24 322:9,12 323:6 326:3 330:5 330:6,20 331:3 340:2 341:1 347:20 356:1,23 357:8 358:3,7,15,17,18 359:12 361:21 362:3 363:9 367:6 376:12 377:19,22 378:17 392:12 393:17 396:7 398:14 399:8 405:21 407:2 410:19,24 officer 71:20 86:4 96:6 97:8,15,23 98:3,14,15,15,18 98:21 99:15,24 101:9 105:12 126:16 157:16 166:18 168:22,25 169:10 170:4 171:16 227:6,9 247:12 250:3 263:9 278:8,24 290:25 291:2 305:3 307:4	310:4 346:13 350:16 389:10 officers 80:23 101:9 103:22 106:5 106:18 110:16 158:9 162:8 173:7 233:25 250:8 260:5 282:1,4 292:16,16 295:13 333:3 341:12 342:19 346:25 349:24 350:21 352:7 367:9 379:24 offices 85:25 87:21 88:11 89:4 111:7 205:4 240:5 297:11 341:2 official 4:9 302:1,1 officially 88:19 officials 29:18 268:13,14 392:13 420:15 oh 128:13 189:3 198:16 368:20 382:24 386:21 okaloosa 1:16 281:23 316:7 okay 2:23 15:3 50:23 51:18 52:9,9 52:13,13 53:21 54:2 59:5 62:10 70:18 79:9 81:18 84:13 94:22,24 104:21 112:23 119:4 121:20 132:5 139:17 140:25 143:15 144:4 146:4 146:6 153:4 160:25 164:18 167:4 170:24,25 171:24 174:19 179:12,16
o			
oath 23:20 objective 24:14 33:22 obligations 3:2 observe 75:8 observed 151:2 156:17 observer 44:25 obstacle 100:12 343:4 obstacles 362:24			

185:1 188:22 189:4 193:17 194:15,18 196:9 202:13 203:8 203:8,11 206:3,12 212:12 213:3 221:4 221:4 222:9 223:14 224:23 226:9 230:2 233:20 235:13 242:21,22 249:21 252:12,14 255:8 261:20 262:15,15 271:23 283:3 291:9 300:11 301:4,8,10 317:11,20 329:11 336:21 338:24 349:7 354:5,8 355:15 362:13 370:14 397:16 403:20,20 406:18 417:11 old 189:24 254:15 413:12 416:6 older 223:22 236:17 242:13 olivia 1:19 4:12 55:4 82:15 96:3 289:4 308:24 309:8 317:1 onboarding 176:13 once 35:9 48:7 143:2 145:1 184:11 184:22 234:21 242:19 253:24 283:10 286:14 299:16 345:15 365:19 368:14 370:3,4 408:6 413:11 416:5 ones 28:7 33:1 47:8 111:10 114:6 118:9 123:16 131:1 132:2	140:9,21 141:17,21 148:1,15 188:25 205:3 224:3 226:16 241:22 250:24 257:7 284:23 285:23 287:24 311:14 331:12,13 332:25 333:1 358:17 385:2,20 ongoing 12:19 13:8 13:10,11,15 99:16 379:9 381:15,18 396:8 online 49:18 128:12 206:19 ooda 75:8 op 332:9 333:13 412:5 opaque 123:12 131:11 134:1 open 3:9 6:19 45:3 54:10,15 123:3,6,6 155:11,12,19,21 163:18 170:8 179:1 185:14 222:10 224:14 226:5 242:10,15 254:12 404:16 405:1 opened 172:12 173:2 174:18 215:13 390:13 opening 48:2 83:4 155:14,18 openings 106:4 openness 185:9 operate 40:18 250:11 operating 234:4 401:7 operation 391:19 412:7	operational 328:11 343:12 358:18 360:24 361:5 376:20 377:2 380:5 380:7 387:12,22 391:4,7,8,10 394:5 394:7,12 397:3 400:8,15 402:8,10 403:25 404:12 405:25 408:19 410:2 411:3 413:3 416:19 operationally 328:18 404:22 operations 168:6 218:15 346:22 355:18 357:22 360:20,22 376:23 377:6 380:9 operator 357:16,25 358:3 377:22,25 399:4,13 operators 157:13 327:21 388:8 opining 233:11 opinion 45:18 70:14 94:6 243:11 255:18 296:21 297:16 414:12 opinions 61:3 276:22 opportunity 6:2 7:14 10:3 47:14 65:23 87:24 100:8 133:10 142:19 164:12 259:12 338:16 346:10 oppose 109:16 opposed 2:23 76:20 84:13 94:20 150:13 150:19 280:17	289:13 291:15 294:13 301:10 314:19 317:23 387:23 opposition 373:19 393:4,6,24 opt 92:17 183:11 optimal 344:16 optimum 373:15 option 53:18 86:3 92:17 100:18,19,20 100:25,25 150:8 182:20,24 184:23 218:6 251:18 282:10 379:6 options 53:16,18 102:2 107:23,24,25 107:25 108:2 145:25 201:2 218:6 266:22 355:22 orange 82:3 322:15 orcat 330:17,18 331:1,10,10,19,20 332:7,16 333:7,15 334:6 340:2,12,17 340:22 341:15,18 342:11 343:3,10,17 343:19 344:9,19 346:1,3,5 347:4,7 348:24 350:4 351:4 352:15 358:15,19 358:21 359:20,25 360:23 361:4,8,11 373:13 374:16 375:8 383:11 387:11,19 391:7,13 391:14,23 392:20 394:12 397:25 398:3,13 399:6,8,8 399:25 400:6,14,20 400:24 401:16
--	---	--	---

402:10 403:6 405:14 407:4 408:12,19 409:12 409:19 411:18 413:2 orcat's 343:6 order 2:1,4 5:14 13:17,19 38:9 39:5 39:12 44:20 77:11 77:16 79:1 151:22 169:16 238:22 257:1,3,9 259:5 267:15 272:18,25 297:1 306:7 365:19 orders 73:8 95:16 367:10 organization 195:15 388:12 390:7 403:12 organizational 387:16 402:11 organizations 48:20 359:18 organize 34:3 orient 75:8 oriented 187:11 241:3 origin 395:14 original 45:17 77:5 86:17 87:11 182:3 281:19 298:15 301:23 360:6 390:17 originally 210:16 259:23 orlando 6:5 44:24 90:17 157:23 ossi 350:1 352:12 oteta 165:22 ought 138:15 232:21 282:16	283:4 417:13,14 outages 395:2 outcome 108:15,18 108:24,25 396:21 outlay 198:19 199:6,22 200:9 242:4 outlie 358:1 outlies 353:7 outline 96:9,10 297:18 353:2 outlines 173:25 outside 69:13 89:9 136:15 196:11 238:15 239:3 265:18 349:24 362:19 outsiders 37:9 overall 19:3 39:22 39:23 180:22 181:3 183:12 224:18 376:13,16 390:6 overlap 268:21 oversee 273:5 392:8,15 overseeing 161:9 oversees 162:7 360:14 oversight 18:8,12 27:10 119:12 206:22,24 234:14 235:1 273:9 275:2 277:18 316:22 340:13 357:14 358:19 359:8 377:17 378:21 395:16 overt 169:23 overtake 46:15 overtime 380:18	overview 259:2 282:11 overwhelming 339:6 overwhelmingly 126:22 381:8 ownership 29:6,11 <p style="text-align: center;">p</p> p 79:16,16 p.m. 1:9 p1 375:17 376:2 p2 375:17 376:3 p25 342:12,15,18 342:23 343:3,11,13 351:3 409:16 414:21 p3 375:17 376:7 pa 248:9 package 227:10 230:21 packages 241:7 pact 191:3 page 22:6,20 63:4,6 104:22 144:6 217:19 234:25 261:2 356:24 398:25 402:2 paggers 349:18 pages 358:1 380:23 paid 85:24 226:15 226:16,19,20 229:11 416:16 painless 323:21 pains 164:15 paint 344:14 painted 364:2 pairs 363:10 palm 31:18,20 33:3 37:18 44:24 78:11 101:12,15,17 102:7 261:11 290:7	293:13 322:16 354:13,16 355:6 pam 1:21 panel 148:20,23 161:6 162:21 163:21 164:11 308:11 panic 246:18 panther 1:5 paper 123:25 132:23 134:2 179:7 367:11 paperwork 15:12 par 138:23 paramedic 391:15 parameters 266:16 paraphernalia 44:14 paraphrasing 283:19 316:15 parent 1:16,24 9:24 156:21 211:9 248:19 parents 35:3 40:5 126:1,7,8,19,24 156:21 157:2 183:8 183:11 214:10 225:1,23 308:5 317:17 park 343:5 373:19 parkland 91:6 190:23 204:14 206:23 212:14,16 213:1 220:13 225:10,18 322:13 348:23 349:1,10,11 349:13,17,19 354:2 420:6 parkway 1:5 parry 157:8
---	---	--	---

part 3:21 11:20 22:14 23:5 42:11 54:19 60:11 93:1 100:4,23 105:3 114:20,21 115:18 115:18 157:11 178:11 195:18 211:20 219:23 221:22 223:6 224:9 236:14 238:23 250:2 255:9 263:24 267:2,3 269:19 270:1,2 288:7 336:21 342:18 350:3 361:14 380:8 392:3 395:14 397:7 404:8 406:10,14 410:8 participants 83:3 331:19 332:21 377:12 397:21 participate 73:24 87:20,22 111:9 234:22 247:23 330:14 participated 82:5 participating 87:24 88:11 332:17 378:10 408:25 participation 4:24 74:13 246:20 particular 65:21 68:3 105:15 131:10 346:24 355:16 357:12 368:6 398:8 405:7 parties 25:20 377:10,14 378:15 415:7 partner 62:6 96:20	partnered 44:4 partners 61:16 261:4,6,16 396:11 partnership 30:14 30:16 31:9 58:7 75:22 197:7 partnerships 38:11 39:15 172:17 196:12 parts 174:6 344:11 party 91:11 pass 52:7 102:1 126:18 240:10 283:8 321:12 324:24 326:25 418:13 passed 7:19,21 126:12 166:23 301:15 305:21 320:1 326:10 369:21 passes 2:24 135:6 144:24 301:11 passing 321:9 passionate 202:2 passive 133:8 passwords 79:7 patch 79:16 348:13 410:5,12,18,21,23 410:25 patched 352:10 patching 348:16 410:22 path 9:4 20:17 273:18,23 275:9 patient 229:18 patin 31:16 patrol 31:19 33:2 47:10 349:21 patrols 39:10	paws 32:20,20 pay 44:16 54:20 61:23 100:22 103:4 114:18 227:23 228:23 229:3 274:22 275:14 286:21,22,23,24,24 287:6 357:9 404:24 405:1 paying 262:6 285:25 371:5 404:6 pays 229:1 357:6 pd 156:20 236:10 351:23 352:5 405:11,15 409:19 pd's 352:11 peers 37:21,23 189:18 218:24 251:6 252:15,17,19 253:13 pembroke 411:20 penalize 219:12 penalized 219:4 229:6 penalties 127:2 pending 5:12 20:11 115:7 116:2 145:21 146:1 256:22 257:5 318:1 329:22 penetrable 66:6 pensacola 237:19 people 8:19 12:5,21 12:25 17:11 23:2,2 31:2 33:19 44:13 49:25 51:3 56:1,7 59:1 61:10,15 65:6 65:20 66:7,24 67:7 67:18 68:2,14 82:5 83:7 100:15 106:13 109:5,8,16,22 110:3,6,20,23	112:6 124:14 126:22 127:10 128:12 131:6 137:17,20 144:2 151:19 152:3,15,19 153:7 156:2 161:7 162:19 166:3 170:12,18 176:3,5 178:15,23 206:9 213:25 228:6 229:24 238:19 242:5 244:5,10 251:12 254:21 266:25 270:23 279:12 280:24 282:21 284:10,12 284:13 287:23 295:3 298:10,24 314:18,19 334:3,5 334:6,16 335:3,24 336:9,10,12,13,15 336:18 338:9 358:12,14,16,17,21 358:25 359:1 361:19 364:18 372:18,20 373:21 383:12 384:8,12,18 385:1,12 387:22 388:24 389:5,13 399:13 412:12,15 412:20 413:16 414:7 pep 40:21 perceive 380:4 perceived 58:17,17 percent 17:20,25 18:14,16,18,25 215:6 254:17,18 percentage 110:13 127:17
--	---	--	---

percentages 71:12	278:10 280:4	phase 342:12,15,18	65:15,17 66:4,5,5,8
perception 181:8	284:24 307:2,10	342:23 351:4 374:7	66:15,16,19,25
378:1,13	313:21 316:24	374:13	67:1,9,10,19,22
perfect 108:8,12,13	324:15 325:6	phases 56:3	68:2,6,6,9 69:14,18
108:14 311:9 321:6	350:17 363:10	phenomenal 47:25	75:16 77:22 82:3
321:14,19	389:8	philosophy 298:15	83:1,15 99:19
perform 111:15	personal 46:6	298:18	111:23 112:25
149:10 374:9	106:24 201:11	phone 11:4 23:23	114:23 115:1
performance	248:8 296:21 314:7	24:2,2 25:1,5 26:2	116:15 118:10
373:15 375:25	338:11 385:11	26:9 41:22,23	124:5 131:22
376:14,16 378:8,11	415:21	70:16 166:8 214:11	138:20 142:21
378:14 397:3	personally 154:7	215:2 230:17 247:9	145:5 150:3,13
performed 348:14	personnel 5:25	247:19 248:9 286:5	153:15 154:17
400:21	89:4 107:18 110:19	389:9	164:24 175:2 197:2
performing 76:3	165:12 170:3,8,17	phones 154:9	197:3,4 238:1
362:21	181:7 185:20 314:9	phrase 359:15	248:15 275:9 276:9
performs 376:8	315:13 340:12	400:11,16,22 401:4	297:15 303:18
perimeter 40:25	357:7,24 358:25	physical 96:15 97:1	309:3 321:19,20,20
41:4 44:15 220:11	374:23 375:5 378:1	physically 148:8	326:23 327:7 329:8
period 17:16 38:8	378:25 379:3,7,21	354:21	329:10 337:24,25
259:6,9 371:15	380:2,4,14 390:3	pick 145:2	338:2,22 340:4,20
periodic 39:18	398:17	picked 166:24	348:17 356:6
periods 207:24	persons 266:18	167:17	364:19 370:12
363:5 364:4	perspective 172:6,6	picture 85:11 90:13	373:22 389:7
permeates 332:21	180:3 332:1 369:15	90:21 102:10 207:8	397:10
permissible 233:14	perspectives 38:10	267:7 364:2	placed 156:19
permission 383:23	39:14 53:7 221:6	pictures 41:13,21	254:17 378:8
permit 103:17,18	pertinent 239:9	piece 81:6 119:18	placement 343:5
315:11	319:21	123:25 134:2	places 7:6 29:1
permitted 39:20	pete 324:20,23,25	262:16 286:17	37:8,11 67:14 99:4
103:19 112:4	325:8	pieces 81:8 367:11	269:23 322:17
170:19	petersburg 323:8	pinellas 89:24 90:1	323:15
persist 332:14	323:10 324:13	90:1 106:24 322:14	placing 409:20
person 11:17,17	petty 1:24 57:13,14	323:7 409:10	plain 246:1
25:22 26:1,5 32:23	81:23 129:16,17	pin 411:20	plan 33:2,14,22
83:9 98:10,22	145:16,17 301:20	pio 191:1	34:18 37:18,19,22
106:19 150:24	301:21 329:12	pipe 231:22	39:5 42:11 44:21
201:15 213:13	372:22,23 416:25	piped 237:11	44:22 47:12 56:6
214:19 230:4	417:1,11 420:11,13	pistol 297:3	60:18 67:21 68:15
231:13 240:17	ph 294:25	place 6:21 7:23 8:5	82:17 113:11
243:7 271:23 272:6		8:8 20:2,15 27:10	114:23 141:2

166:20 167:21 218:15 320:17 412:10,10 planned 68:17 72:19 83:8 planner 187:5 planning 48:21 118:11 395:16 plans 33:21 47:17 61:1 74:10 119:2 178:3 256:2 plant 188:4 205:2 205:10 237:1 plantation 78:10 330:13 331:3 341:16 342:3,14,19 349:4 351:2,3,9,12 351:23,25 352:5,10 356:16 383:15 408:17 409:11,19 411:23 plants 188:2 platform 76:5 173:20,21 179:8 play 41:9 85:1,3 261:4 287:14 309:24 played 34:15 45:3 355:4 players 335:15 415:19 plays 80:16 please 3:19,22 9:7 71:12 231:10 339:12 340:18 352:7 361:24 403:8 pleased 89:5 pledge 2:7,10 plenty 35:8 107:23 107:24 373:11 411:10	plethora 38:24 78:9 plug 359:13 plugged 399:4 plus 114:9 169:12 169:12 212:15 215:11 239:7 point 65:19 66:23 67:8 69:4,19 79:24 84:1 94:19 98:10 114:12 123:24 129:6 138:12 141:17 142:6 150:8 151:7 154:1 158:6 168:20 205:9 240:5 240:25 241:4,14 260:20 279:1 290:18,18 291:1 318:16 340:19 348:21 349:22 355:16,19 358:20 363:9 364:12 403:9 416:13 pointed 119:19 339:5 396:10 419:12 pointing 380:9 415:20 points 37:13 152:14,14,16 197:3 198:11 239:24 240:2 252:18 322:18 340:5 414:21 poke 244:5,6 poland 82:22 83:15 police 1:13,25 78:10,12 97:24 98:15,16,18,19 99:14,24 103:21 106:5,18 110:11,12	110:13,16 160:19 160:21 162:6,8 165:6 205:4 221:10 228:19 233:19 235:16,21 250:8 290:6,7 291:3 296:14 297:24 304:16 305:3,13,16 306:2 322:22 323:8 323:10 324:20,23 325:1 326:2,15 328:25 331:2,3 333:2 336:25 339:16,20 340:24 341:12,20 342:13 342:14 347:9 351:25 353:18 356:8 361:1 367:9 375:22 390:12,23 391:4,9,11,17 392:4,11,19,24 394:25 395:12 396:6,8,16 403:24 404:11 409:11 policeman 167:8 policies 28:7 138:20 139:4 151:21 175:1 278:21 294:7,8 335:1,3 358:12 379:20 382:13,16 388:4,7 403:15 policing 290:12 policy 7:20,21 8:7 8:11 19:15 21:4 27:3,24 68:4 113:2 113:6,6,9,13 114:7 114:23 116:9,17,22 117:4,6 119:7,23 121:8 143:16 144:7 146:8 149:13	277:11,19,20 278:15 306:10 352:9 367:5 377:24 400:19 polk 1:22 107:2 126:14 416:22 polygraph 285:10 polys 288:19 poor 363:2 364:25 pop 245:19 popped 408:16 poppell 1:18 4:17 poppell's 4:14 populate 207:6 populates 207:16 208:15 population 361:18 361:19,22 port 341:2 portable 65:24,25 323:18,20 346:16 portables 65:22 portal 76:2 portion 3:9 portions 374:25 ports 321:11 pose 73:10 posed 97:12 position 3:22 132:18 133:15 213:18,20 215:8 224:7 229:8 307:25 308:1 313:7 390:14 392:15,18 393:18 positions 105:20 107:1 228:13 287:24 positive 7:9 12:14 29:4 33:19 34:3 35:9 72:24 126:22 185:21 375:23
--	--	--	---

379:2 381:9,18 possession 123:8 possible 6:15 207:18 323:21,22 349:2 383:19 possibly 67:11 208:2 post 5:24 107:12 187:9 200:25 212:15 poster 89:9 posters 73:25 89:8 postponed 299:23 posts 44:11 50:14 pot 289:14 potential 319:16 potentially 71:9 89:22 115:22 394:1 power 53:4 275:5 418:10,11 powerful 33:13 powers 1:24 114:11 114:13 practical 396:1 practically 82:9 practice 115:5 117:6 118:4 120:1 136:13 139:5,6 143:16 144:10,11 144:15 practices 71:2 96:7 102:12 118:14,16 118:21 119:1 122:8 128:25 130:15,16 133:16 136:1,1,4 137:1,3,7 140:2 145:12 215:13 259:13 274:16 276:11 314:24 316:19,23 317:4,6 317:11,22	practicing 175:13 prayer 123:6 pre 5:24 173:24 202:24 244:25 257:23 258:2,2 preaching 115:12 151:7 precaution 350:17 preceding 17:18 144:6 precision 297:2 predominantly 170:18 391:19 prefer 356:16 preference 280:14 preferred 355:22 prek 74:23 preliminary 387:13 387:15 premise 120:1 preparations 197:19 prepare 69:5 146:18 255:6 prepared 53:20 334:11 358:22 359:1 381:12,23 preparedness 91:8 preparing 192:9 prerequisites 74:15 prescreening 165:20 present 6:2 20:25 27:4 28:22 47:12 70:21 71:11 83:16 97:15 209:9 210:8 245:22,24 258:23 278:24 presentation 6:4 7:12,15,18 29:24 30:4,9 32:2 71:6	72:9,16 73:6,20 76:14,18 125:9 127:20 162:22 177:6 196:7 304:5 331:10 333:24 334:20 336:4 339:1 339:4 340:16 366:20 370:25 412:9 420:21 presentations 5:3 8:14,18 9:8,16,20 30:25 65:3 67:6 177:7 presented 31:10 189:16 200:20 353:20 359:23 presenter 117:12 presenters 82:19 president 1:25 5:5 5:7 126:8 127:25 presidents 125:24 press 247:14 pressure 142:13 250:16 pretty 24:20 27:2 58:18 159:9 168:16 168:17 172:24 208:9 211:11 260:14 261:19 326:24 334:22 342:16 362:13 366:21 368:3,21 prevalent 370:21 383:10 397:22 prevent 91:25 149:11 243:3 399:17 prevented 44:1 preventing 188:10 245:8	prevention 73:16 92:1 95:13 254:18 previewing 57:19 previous 154:21 previously 40:7 47:19 112:17 prices 42:16 primary 83:24 205:9 210:24 217:13,20 236:11 280:7 314:10 325:24 326:4,6 343:6 368:5 391:6 409:7,8 principal 14:25 16:11 29:8 70:8,11 112:3 119:21 120:16,17 138:3 168:2,3 170:11 178:19 180:6 194:5 194:7,10 204:1 209:21,23 210:3 219:3 220:4 223:1 224:17 225:16 230:23 314:7 principal's 230:21 principals 15:8 111:14 177:1 180:11,23 182:15 190:19 201:10,10 205:9 218:23 219:1 219:8,22,25 220:9 222:25 223:5 principle 10:10 principles 314:17 355:17 printed 401:10 prior 50:1 91:14 175:16 205:12 206:5,22 207:20 210:23 212:14
--	--	---	---

229:8 380:13 381:25 383:8 priorities 248:12 prioritize 47:1 prioritizes 75:6 priority 173:3 220:7 private 33:9 99:1 102:13,14,17,22,23 103:3,4,10,12,14 103:17,22,25 105:6 270:22 280:3 312:21 proactive 46:21 229:6 262:23 263:2 probably 18:1,2 19:8 24:24 52:7 54:20,21 63:1 72:3 76:13,17 77:8,25 81:12 90:7 94:8 101:20 103:6 106:3 106:9 133:5 134:17 134:24 135:7 176:18 186:5,15 188:7 195:16 202:8 229:21 230:3 239:15 241:17 242:11 258:21 261:1,2,13 266:1 285:4 296:20 297:12,18,23 309:2 309:24 321:2,9 329:23,25 340:15 355:3 383:22 398:23 402:1 problem 16:23 17:4 21:9,10,10 28:4 33:4,15,17,20,24 34:1 45:23 51:7,20 81:19 100:4 106:25 107:24 132:15	140:24 150:21 151:5,25 172:20,22 180:1 197:24 198:1 218:21 219:5,11,17 230:2 270:2 282:23 282:25 306:17 310:19 311:1 328:11,12,17 338:3 338:14 364:14 382:19 388:11,12 388:13 401:12 problematic 119:17 197:16 201:3 203:22 240:15 305:2 369:12 376:3 problems 80:3 107:14 163:11 216:10 333:7 346:6 370:17 371:24 372:3 379:7,14 380:12 389:14,16 390:5,8 401:21 402:17 403:13 409:24 410:14 417:19 419:21 procedure 21:4 113:2 116:10,17,23 144:7 146:8 procedures 27:24 28:7 151:21 175:1 276:4 335:1 338:1 377:24 379:8,11 380:16 382:13,16 388:5,7 proceedings 344:2 422:8,10 process 13:13,23 14:7,16 15:9 16:16 16:22 17:7,10 18:7 18:7 19:15 20:2	21:16 26:19,21,25 27:19 31:11 32:9 56:5 75:18 80:11 80:15 85:14 94:14 107:5,6 113:9 115:2 120:8 123:18 123:21 137:10 138:10 140:18 144:21,25 148:12 160:8 170:22 177:21 191:14 192:18 204:3 206:25 207:17 208:7,19 209:3 211:3 214:18 221:11 254:3 260:11 263:16 282:20,21 285:15 287:10 292:8 295:19 299:1,3 300:10 320:24 325:2,9 331:22 338:5 339:25 343:21 344:6 345:4 345:16 347:9 348:14 349:1 355:13 369:22 378:18 387:2 388:11 processes 27:9 36:25 153:2 338:1 350:23 376:17 378:17 379:9 389:6 processing 177:4 procurement 75:18 153:2 product 96:10 221:16 production 38:22 39:9 45:6 53:25 60:3	productive 33:2 45:20 92:6 393:22 professional 39:7 43:7 371:12 401:5 professionals 217:6 239:8 332:17 391:21 394:10 396:15,24 program 33:15,17 38:19,20,21 40:9 40:12 41:17,18 45:6 54:3,11,13 55:13 60:3 62:12 73:18 75:5 85:20 86:2,7 87:17 100:7 100:8 103:1,3,12 103:16 106:17 109:19 111:2 126:11 146:14 164:5 165:10 168:15,18 173:10 190:24 192:17 205:18 209:11 218:17 227:22 237:20 250:11 253:20 257:15 258:3,4,5,6,9,13 269:21,24 270:13 282:18 283:8 291:12,25 292:17 296:9 297:22 300:5 301:2 304:7 308:12 308:19 374:17 398:11 programs 29:14 95:20,21,25 257:12 257:14,19,22,24,25 259:3 276:9 310:8 399:24 progress 6:9 99:14 101:3 131:20,24
---	---	---	--

<p>132:4 306:16 418:21 419:6 prohibited 325:25 prohibition 270:4 prohibits 398:3,13 project 32:2,11,17 32:18,24 34:16,25 36:8,19 37:2,25 38:5 40:6 45:18 47:3 52:19,25 56:3 96:9 236:15 projector 111:3 projects 84:7,8,11 241:18 promise 89:23 90:2 90:4 195:14 229:13 257:14,14 258:4,9 258:13 promote 254:8 promoted 191:6,10 promoting 90:24 272:7 promptly 409:23 proper 212:18 240:3,9 252:10 396:2 properly 28:11,15 191:6 222:3 332:7 proportion 337:9 proposal 138:4 392:19,23 393:3,9 proposals 394:20 394:24 proposed 88:12 392:5,14 394:2 396:19,23 proposing 290:24 propped 224:14 propriety 213:6 pros 347:14</p>	<p>prosecutor 13:22 protect 37:4 186:1 protection 311:4 protocol 241:23 protocols 175:11 205:14 234:5 249:3 276:10 prouder 30:17 provide 4:22 5:10 14:2,6 20:13 25:8 27:23 35:5 41:8 71:4 76:2 80:20 102:2 124:5 195:13 208:6 228:21,25 239:16 260:24 274:18 277:18 280:8 304:18 315:16 339:20 357:13,16 381:2,10 418:21 provided 73:22 156:24 277:16 344:9 356:19,21 375:9 377:21 393:4 409:11 providers 318:21 319:14,15 385:19 provides 227:19 275:22 278:11 280:1 305:9 313:2 340:12 346:10 362:23 providing 73:3,24 86:4 101:8 103:2 104:4 227:21 233:24 234:7 273:24 340:8 provision 103:11 254:25 270:2,12 271:7,10 277:4 278:2 306:18</p>	<p>312:24 313:9 319:14 321:23 provisions 269:9 269:10,14 277:14 282:11 318:12 psa 39:8 225:19 psap 237:7,15 323:4 328:4 340:10 354:3 356:17 412:3 psaps 322:17 328:6 340:5 354:16 369:17 pse 1:13 psych 165:19 285:9 psychological 82:24 186:19 psychologist 186:19 190:9,12 193:11,21 psychologists 193:7 193:7 psychs 287:1 public 1:1,19 2:5 7:11 12:18 16:24 17:4 22:9 33:10 45:7 53:23 99:2,7 122:3,11 126:13 127:3 128:15 129:11 133:15 141:4 142:12,13 159:12,14 205:23 205:24 233:25 250:19 273:6 306:21 321:10 322:17 332:16 333:4 340:4 344:22 344:22,25 345:7 371:10 391:20,23 392:2,5,14,21 393:1,17,24 394:10 395:18 396:15,24</p>	<p>400:17 401:1,5 418:12 publication 63:17 publicizing 93:18 128:23 publicly 127:4 128:10 133:18 371:8 publish 125:12,13 125:16 129:24 published 249:8 publix 407:19,22 407:25 408:2,11 pull 77:12 78:8 231:24 252:22 pulling 77:20 186:25 211:15 252:23 pulse 265:7 pun 183:1 punitive 378:12 purchase 39:5 42:12,21 purchased 237:20 345:3 purely 264:10 purpose 112:19 295:25 371:21 372:11 purposes 3:23 234:4 366:21 push 52:22 65:20 91:10 295:1 327:23 pushback 223:4 225:3 pushed 64:5,20 299:1 pushing 92:15 93:9 95:11 126:10,23,24 223:8 405:23 414:18 419:22</p>
--	---	--	--

put 32:16 35:15 58:16 65:16 69:2 77:9 94:15 96:18 98:21 106:11 109:11 115:24 122:8 124:20 125:20,21 132:24 138:20 139:4 141:13 142:13,20 143:7 153:18,23 157:14 158:9 163:22 165:14 166:17 173:5 175:23 179:8 180:15,23 207:4 213:25 223:19 227:11 229:9,21 232:9 241:1 242:15 247:19 276:9,14 288:24 295:1 298:11 308:21 309:1,10 311:10 337:25 345:21 350:9 372:9,9,9 395:1 397:16 406:24 414:19 415:5 416:17,22 puts 66:21 292:3,8 295:18 306:22,24 307:23 313:6,14,14 357:19 388:2 putting 52:6 56:3 93:24 106:11 126:17 131:9 178:23 273:13 285:15 292:17 323:16 327:17 414:13,20 puzzle 81:7	q qualified 106:21 110:3,4 qualify 110:12,14 quality 367:18 374:24 377:21 378:6,9 379:10 391:2 quarter 217:17 234:21 382:6 quarterly 145:9 queried 77:16 350:14 query 76:1 77:2 78:8 79:2 406:25 question 9:21 16:20,25 32:15,17 32:19 34:10,12 35:10,17 37:1,2,7 48:2 49:3 50:6 52:1 52:8 54:20,24 58:14,16 59:6 97:14 102:10,25 111:5 115:8,10 117:12 118:12 121:23 122:6 126:1 126:5 139:16 140:7 146:7 147:5,17 149:16 150:17,22 155:1,14 156:12 171:25 172:11 181:2,23 185:2 192:22 211:23 222:9 230:13 238:4 247:18,21 248:17 287:16 302:5 313:19 327:16 334:2,8 345:23 368:18 381:1,20 382:19 383:13 415:18,23 419:11	questions 3:18 23:15 35:5,10,16 48:3,23 52:12 55:21,24 64:1 65:7 70:25 71:6 73:5,9 97:11,12 103:5 118:5 140:10,19 159:1,3 162:23 163:16,18 177:6 193:3 194:19 207:10 222:11 223:21,25 226:10 226:14 243:1 247:18 260:16 291:7 317:24 327:1 329:21 338:16,19 347:13 371:9 372:17 383:20 385:24,25 412:23 413:9 415:11 416:4 417:19 quick 31:22 58:14 92:22 134:19 201:5 282:10 302:5 303:8 347:11 410:1 quicker 127:7 quickly 56:22 89:3 123:13 159:5 196:23 197:14 223:6 407:15 quit 369:8 quite 59:2 67:5 230:17 241:17 284:19 326:17 374:19 382:13 quote 22:8 46:6 136:11 332:10,13 357:11 377:10 393:18,22 400:12 quotes 283:18 339:8 340:16	379:13 quoting 395:2
			r r 104:18 422:1 radio 152:4 321:5 321:23 322:4,10 323:16,18,20 327:9 330:2,5,6,9 334:5 335:10 342:19,20 342:23 343:4 344:23 345:25 346:15 347:6 358:5 360:20 362:10,24 363:24 366:22 367:9 368:19 377:25 395:5,6,25 413:4 radios 152:3 345:3 345:5 346:7,17 347:4 351:7,7 363:4,17 364:4 367:10,17 369:6 395:5 402:17 410:14 414:21 rained 109:12 raised 9:21 16:20 233:16 raises 102:25 raising 397:2 rallies 40:22 ramped 212:25 ran 208:18 227:5 random 39:10 44:9 244:23,24,24 368:1 range 362:11 ranging 259:17 363:5 rapport 206:9 rate 136:19 223:18 346:18

rated 128:14	realize 46:2 156:7	reason 4:5 25:25	279:6 361:16
raters 139:13	178:10 220:7	26:7 51:18 84:5	381:16
rating 128:3,5,18	245:15 384:25	103:24 111:3 116:6	received 2:11 9:23
129:7 133:24	really 9:11 11:14	122:4 128:17	9:25 17:21 18:13
135:16,18,19,24	11:18 16:19 29:6	149:12,15 156:25	22:3,16 26:8 35:2
136:13 137:13	29:16,19 30:13	184:3 208:16	42:18 43:4 44:21
138:25 140:3,5	32:16 35:11 36:21	252:24 287:13	58:24 63:17,19
141:10,24 142:1	37:7 42:8 51:15	289:18 292:10	73:22,25 86:1 90:3
250:14,18 252:25	55:19 56:15 57:22	328:14 363:17	279:17 343:8
ratio 228:20	58:5,15 59:19	364:19 365:14	349:14 374:13
rave 247:9	61:19 65:13 70:7	368:13 370:20	381:12,15
rdsf 264:16	72:11,23 90:21	reasonableness	receives 361:12
reach 97:20 132:2	104:3 113:20	311:10	receiving 8:17
313:20 325:16	114:24 138:21	reasonably 321:25	263:1 381:19
reached 95:4 96:3	141:22 142:17	reasoning 367:3	reception 363:2
411:9	154:1 157:21	reasonings 393:11	receptive 5:7 414:8
reaching 243:20,22	159:12 164:11	reasons 94:18	recess 69:25 161:4
react 60:7 148:8	166:17 169:5	106:16 122:14,17	256:18 421:3,4
151:13,17,19,22	173:25 176:14	124:25 147:4	recited 2:10
152:19	177:3,8 180:8	161:14 186:4,21	reciting 252:19
reaction 150:2,11	183:16,21 187:11	289:17 291:21	recognize 159:7
reactionary 245:8	187:19,25 189:18	303:1 305:22	296:6
read 63:3 132:22	190:17,19 197:22	321:14 322:20	recognized 21:8
174:3 179:1 182:4	197:25 201:8	341:17 362:17	96:19,24 133:19
231:6,11 300:12,14	212:25 223:24	393:6,13 403:25	296:16 344:24
305:1,12 331:6	224:3 225:19	409:12 411:24	recognizes 260:22
reading 304:24	239:14 244:3	reauthorize 87:5	265:3
305:2 342:1	251:13 258:11	rebated 173:6	recollection 14:20
ready 44:16 46:22	259:11,25 264:12	reboot 104:15	16:5
63:22 146:3 232:9	270:7 272:20 275:2	reboots 380:8	recommend 136:18
324:14	279:1 295:25	recall 9:20 10:18	137:7 232:18 299:8
real 31:22 41:8	302:21 311:3 312:1	14:13,17 15:7	393:16
141:15,17 150:17	315:8 332:22 333:4	16:11 19:21 344:21	recommendation
156:23 158:10	344:6 360:4 367:21	363:15 368:19	20:5 129:6 135:16
169:22 229:19	368:4 370:9,15,19	369:1 398:7 405:12	135:20 153:18
239:10,18 252:8	373:2,23 388:12	recalled 368:23,24	217:11 232:19
311:4 402:20	389:22,22 399:12	recap 20:10	263:25 264:10
realistic 108:10	402:8 407:1 409:5	receive 3:15 8:24	277:24 306:13
reality 61:24	413:19 416:7	23:3 40:14 63:10	319:7 320:20 394:3
220:11	419:11	105:14 154:23	402:5,6
		199:14 277:22	

recommendations 5:8 12:9 19:13 23:7 96:18 116:5,5 121:11,14,18 133:14 142:10 154:3,3 179:4 185:16 259:1 269:20 276:16,24 306:8 356:2 375:7 386:23 387:4 394:11 418:17,25 recommended 153:17 259:16 278:16 356:3 recommends 137:2 300:2 reconcile 274:14 291:6 reconciled 290:17 314:2 316:1 reconsider 291:23 record 133:7 178:11 230:15,24 231:5,16 232:4,6 232:20 238:18 330:18 records 24:24 26:16 76:8 78:16 78:20 79:14 83:13 231:16 263:19 319:21 341:19,21 350:1,8 351:1 352:11 361:10,10 recruit 110:11 recruiting 105:21 106:3 recruits 110:13 recurring 87:2,8,10 87:13 287:20 red 45:14 59:8,9,11 59:15,25 60:5,10	60:12 116:19 117:20,23 118:8 128:18 152:2,8 156:19 246:13 357:13 381:6 reds 52:21 59:6 reduce 52:3 reduced 84:25 reduces 365:19 redundancy 391:1 409:23 reed 15:7 refer 55:14 284:10 reference 237:6 299:18 340:19 402:14 406:25 referenced 98:6 303:13 375:4 379:24 380:20 381:20 387:13 395:19 397:6,10,17 398:3 400:6,18 402:13 403:5 406:21 409:3,25 412:4 referral 277:24 referrals 174:10 referred 64:13 339:22 353:12 376:9 refers 316:23 reflect 181:14 reflecting 396:23 refresh 10:21 14:20 refresher 339:13 346:12 refreshing 330:19 refund 286:13 refusal 133:9 267:18	refusing 91:10,23 93:19 regard 234:2 239:19 264:12 296:4 397:4 419:24 regarding 3:18 13:7 22:10,19 96:25 254:1 257:11 259:2 382:16 regardless 191:5 238:1 255:20 352:21 400:19 regards 46:7 415:22 regional 237:7 261:14 264:17 265:25 330:11,14 330:17,20,23 334:7 334:9,10,25 340:1 340:3,9,11 342:10 351:13 353:15 356:12 357:15 361:6 374:10 378:21 381:22 390:21 392:15 399:9 409:5,22 410:11 411:21 412:2,7 regionalization 339:23 390:25 register 158:3 regress 190:21 regular 111:16 310:14 312:8 regulates 292:1 regulation 130:21 257:18 regulations 40:19 40:19 42:3 regulatory 317:13	rehash 370:14 rehashing 64:24 reinvent 188:25 261:9 266:5,23 reiterate 70:7 413:8 rejected 393:8 rejection 393:14 related 99:6 216:20 231:13 238:7 264:19 267:16,18 267:19 277:6 relates 103:10 172:1 298:6 321:7 332:14 335:9 394:19 relation 218:3 relations 377:14 relationship 219:8 348:5 relationships 359:18 377:7 379:15 415:19,20 relatively 19:4 415:4 relay 341:11 releasable 231:5 release 230:18 231:7,12 319:20 released 17:8 21:24 relevant 378:13 reliable 383:3 religious 104:2 reluctance 181:4 reluctant 208:2 224:16 rely 249:20 320:24 336:11 relying 333:4 410:22
--	---	--	--

remain 255:4 296:1 300:6 301:2 376:17 390:6 remained 9:21 remaining 345:12 remains 348:23 remarkable 388:19 388:22 remarkably 413:17 remarks 163:14 remedy 346:6 remember 10:6 15:21 18:10 59:24 79:11 97:10 98:1 113:25 130:12 134:18 161:7 186:12 257:20 258:4 281:19 318:20 330:3,10 333:12 355:3 369:17 404:6 remind 201:18 302:3 reminded 176:10 reminder 3:1,4,5 3:14 339:19 remove 254:8,22 254:24 255:11 256:4 removed 344:25 removes 279:3 347:13 renewal 396:19 rented 416:23 417:7 reopen 259:6 replace 105:10 250:3 392:9 394:4 replaced 376:5 replicated 57:23	reply 404:13 report 5:2 8:8 10:5 11:15,22,23 16:17 17:8 19:12,12 21:1 21:19,22 22:2,6,8 22:18,20,24 36:8 54:8 56:4 62:22,23 63:6 64:16 65:6 69:3,23 79:19,20 82:14 83:23 86:1 88:2 112:25 134:11 134:13 135:8,11 160:16 169:4,6 174:10 178:15 180:7,11 181:4 190:9 208:5 209:18 219:16 221:1 232:17 234:13 243:23 244:14 258:17,20,23 259:16,19,21 263:24 272:16,19 273:3 274:5,6,16 276:16,23 277:7,11 318:22 319:15,20 329:17,19 331:4,6 333:11,14,20,25 338:21 339:8 341:20 343:22 344:10,11,20 353:20,22 356:11 356:14 374:5,7,8 374:13,22 375:2,6 376:7 379:13 380:11 382:20,21 382:22 384:13,16 386:24 389:16 391:6 402:9,12 409:3 413:14 416:6 416:16 418:21 422:7	reported 36:12 90:12 113:8,10 156:16 179:23,24 248:23 380:17 395:2 reporter 422:6,17 reporting 22:17 49:5 50:24 76:4 174:9 179:7,18,25 180:1 181:8,10,17 181:18,19 191:4,20 203:17 206:19 211:19 219:12 254:9 278:23 316:6 361:7 393:21 reports 63:13 105:14 134:14,15 180:7 181:11,12 190:13 191:21 193:23 274:20 281:14 330:15 350:22 374:12,15 387:7 repository 73:14 75:21,25 76:23 95:19 259:22 260:3 261:18 266:24 306:6 represent 121:25 161:12,15 representation 215:20 337:10 353:4 representative 40:3 90:19 300:8 representatives 337:15 represented 253:11 353:3 356:9 representing 4:13 331:1	reprogrammed 345:5 reprogramming 346:7,19 351:6 request 7:10 14:7 22:16 39:9 242:4 255:3 413:8 requested 17:14,19 17:20 156:25,25 260:23 requests 85:22 242:9 326:19 require 76:5 107:9 119:6 125:16,19 138:8 149:4 311:21 318:23 323:22 345:25 393:19 418:12 required 19:2 98:9 98:14,23 110:9,11 110:13 130:20 136:12 143:17 161:10 179:22 181:25 207:3 258:17 259:23 260:8 263:5,6 268:3 274:15 279:25 287:1 294:4 304:10 310:25 313:20 314:4 321:9 325:24 requirement 96:5 115:3,5,13 155:2 155:11 177:17 187:13 234:19 255:2 257:15 260:7 requirements 70:22 71:1 96:1 130:14 172:2 175:11 254:8 260:12 273:6 277:6
---	---	---	---

297:3,5,8 308:17 313:3 316:25 391:11 402:22 requires 136:19 270:13 277:22 279:15 314:6 319:18,20 325:20 347:2 requiring 116:23 144:8 146:8 319:14 rescue 352:18 353:3,19 361:3,10 376:12,24 377:3 391:10,11 research 37:15 43:17 124:1 researched 42:16 researching 34:16 96:23 123:22 resident 420:14 residential 361:18 residents 373:24 resist 75:5 resistance 179:25 resistant 109:6 resisting 345:13 resolution 344:8 361:7 408:15 413:1 resolve 11:19 102:5 365:18 416:2 419:21 resolved 333:7 373:6,7 401:14 418:1,6 resoundingly 393:8 resource 96:9 101:9 126:15 169:9 197:6 310:4 resources 38:24 39:1,2,12 40:8 56:8 76:11 139:1 159:21	196:11 265:14 366:12 respect 12:14 52:1 379:12 respectfully 132:18 respective 396:24 respond 55:3 114:25 128:21 146:15 147:4 151:23 319:19 349:25 409:23 responded 105:2 113:5 114:6 117:7 123:19,21 146:11 146:11 147:22 148:1,2,4,9,9 149:13 151:4,4 155:5,6,13,13 156:20 255:16 334:25 396:6 411:13 responder 321:25 322:4 375:15,21 responders 43:15 395:24 responding 247:17 322:13 364:18 405:19 response 7:20 8:7 8:11 10:18 16:19 26:13 75:3 89:1 113:2,12 116:19 117:17 119:7 122:12 123:14,14 124:21 144:17 147:21 148:5 151:3 153:10 154:24 157:4,4,16 185:19 224:25 236:25 254:18 277:11 303:15 314:10	338:6 346:25 352:19,24 364:16 371:19 379:19 380:13 381:4,7,9 382:12 392:4,23 395:23 396:10 responses 22:4 35:7,8,13 58:25 105:1 122:10 140:8 149:7 150:21 152:23,24 362:11 412:22 420:23 responsibilities 171:15 358:2,6,7 392:17 393:21 416:21 responsibility 34:11 61:11,12 112:20 127:2 131:13 138:22 170:10 283:15 284:14 359:13,14 391:20,24 420:16 responsible 61:25 101:8 168:5 171:10 203:16,24 209:4 271:24 285:25 288:23 302:2 322:12 359:6 360:11 361:4 391:24,25 399:10 responsiveness 415:10 rest 9:12 84:10 87:13 127:20 209:1 212:15 234:11 244:12 246:16 256:16 366:8 372:9 restricted 357:22 restriction 342:24 403:1	restrictions 170:16 170:20,25 276:18 376:4 restructure 392:20 restructuring 387:11 result 8:17 13:14 60:24 75:13 147:3 298:5 344:16 350:21 367:22 389:23 resulted 12:10 330:7,8 390:5 395:6 resulting 380:19 results 11:16 12:20 70:15 127:8,9 230:10 258:23 267:20 315:21 390:6 397:12 400:12 403:12 414:5 resurvey 383:19 retained 12:22 17:6 17:22 195:7 retaining 105:22 retired 162:6 retooling 221:23 retroactive 282:2 return 230:9 review 2:14 17:6,23 18:13 258:16 272:9 277:9 315:20 360:24 374:13 387:12 391:4 393:2 393:5 394:5,8,12 394:17,19 400:8 401:2 408:19 reviewed 18:20,21 18:24 27:11 192:8 331:4
---	---	--	---

reviewing 96:17 211:5 revised 19:15 280:21 revision 253:24 revoked 403:14 revolve 377:23 rfp 247:25 248:13 rfps 153:1 rhyme 365:14 richard 1:15 4:11 rick 30:7,14 31:7 161:19 171:5 189:20 208:4,4 222:23 224:23 225:6 252:18 253:14 riddle 38:18 40:1,9 40:13 41:15 ride 416:23 417:7 ridiculous 120:8 right 2:2 3:25 14:4 24:17,22 27:20 28:23 29:16,21 31:4 41:3 42:4 43:19,20 58:21 64:6 66:13,21 67:15 69:12,19,20 72:22 78:19 81:5 81:19,20 85:4 88:6 88:6,12,22 94:17 103:14 104:9,23 106:6,10 111:10 112:6,9,23 113:9 116:2 118:17 125:1 125:2 133:4 135:2 136:5,8,21,24 137:19 141:10 146:4 147:15 148:24 151:20 152:18 160:8,25	161:3 167:4 170:2 170:14 171:1,24 172:9 177:6 179:9 181:23 189:8 190:4 190:22 191:15 194:9,12,15,18 201:23 202:3,16 203:8 206:12,13 213:3,3 215:7 218:18 220:6 221:14 223:21,25 226:3,6,9 228:8 236:15 239:21 241:19,21 245:25 247:9,14,15 248:6 248:16 250:2 256:10,19 267:13 270:12 276:10,11 287:18 288:16 290:5,19,22,22 291:4 293:21 302:4 302:25 303:9,18 309:19 310:9 311:18 317:23 318:17 319:2 320:2 329:11,21,23 338:1 341:25 345:20 349:5,15 354:5 364:7,11 366:5,18 370:6 372:13 381:7 408:12 410:17,17 411:16,16 414:5 419:19 rightfully 326:18 rings 375:14,18 rise 2:7 rises 366:13 risk 18:21,22,23 96:16 246:5,7 264:1 267:22 297:13 333:1	river 1:20 rms 341:18,22 350:20 rmss 266:9 road 138:5 183:6 188:6 245:15 286:12,17 287:15 robbed 407:20 robberies 248:23 robust 9:6 206:20 208:10 212:16 234:19 243:11 371:11 role 34:15 62:5 163:16 171:13 261:5 347:1 377:5 377:16 397:1 roll 137:16 352:4 rolled 139:9 rolling 325:10 room 6:7 8:12 32:4 60:17 65:15,25 66:1,3,9,11,14,25 67:8 68:3,7,9,13 123:2,4,6 242:6 308:20 386:9,15,19 388:16 414:13 rooms 123:3 124:14 rosa 161:23 167:12 194:1 360:25 rotation 346:20 rotc 38:20 41:16,18 roughly 106:8 171:8 round 106:11 235:15 rounded 331:25 rounds 66:6,16,18 66:20 158:12 294:25	route 227:3 266:20 266:22 401:12 routed 354:2 routinely 239:17 routing 348:23 row 358:4 rtstf 173:19 rub 130:17 rubric 208:20 rule 69:2 130:21 ruled 356:1 rules 40:18 42:2 57:5 175:6 230:22 278:23 318:24 ruling 101:11 run 52:14,23 53:23 130:4 149:5,9,19 150:12 159:9 176:19 182:21 183:1 197:1 200:18 200:21 202:13,22 235:20 240:12 250:9 253:17 282:12 296:18 297:13 324:7 355:24,25 376:23 running 75:11 80:3 150:16 159:10 243:15 245:19 259:24 280:21 387:22 runs 227:7 rural 261:12 rushed 390:4 ryan 1:24 332:9,11 333:12 392:24 393:2 394:21 412:19
---	--	--	--

s	144:8 146:10	344:22,25 345:7	363:15 370:3
sad 64:25 418:4	safety 1:1 2:5 6:5	372:20 391:20,23	371:15,22 373:5
safe 6:18,19 7:20	6:10 10:13 29:7	392:2,5,14,21	389:1 390:14
29:12 35:12,13	32:11,20 33:3	393:1,17,24 394:10	404:20,21,22,23
38:7 47:5 49:3 66:5	34:21 35:1 36:20	395:19 396:15,24	408:16 411:4
66:16 69:24 70:4	36:24 38:14 39:5	400:17 401:1,5	414:14
70:20 71:20 73:4	39:19 40:3,4 42:19	sake 138:3 342:2	says 22:7 24:7,8
74:10 85:7,12 86:4	45:8,8,13,13,19	salaries 357:7	26:8 35:18 63:7,16
93:12 94:6 96:6,22	46:8,10 47:2,12,17	sampling 17:14	75:15 88:2 89:18
97:8,14,23 98:2,14	47:18 51:4,17 53:8	sanction 316:17,22	97:17 110:5 117:15
98:15,21 101:8	57:25 60:23 62:1	sanctions 274:23	119:21 128:8
102:22 104:5	70:19 71:1 73:10	275:6,14	143:19,23 144:6
105:11 119:9,10	73:12 74:7,12 82:8	sandy 89:23 90:2,3	145:6 174:12 184:3
125:21,23 126:6	90:8 91:7 93:4 95:5	166:19 195:14	189:20 245:19
128:8 129:11	97:5,6 98:7,11,11	196:3,12	249:14 259:15
133:20 136:2	113:11 117:25	santa 161:22	263:20 270:5 271:5
138:21 139:19,22	124:8 128:3,6,24	167:11 194:1	271:9,10 272:2
140:1 142:14	129:7,9 133:23	sat 63:14 72:22	275:12,18 278:2
146:19 173:15	148:20 159:15	337:1 401:17	280:11 282:22
175:7 195:10 200:7	161:6,9,11,20	save 52:11 139:23	283:6,25 284:1
240:12 248:20	163:21 166:9	186:2	290:19 292:4
251:23 274:5,18	167:13 168:7	saved 147:3 191:2	296:22,23 297:2
275:19 276:2,6,14	171:13 172:15	210:18	304:6,18,22 305:9
277:5,9 278:24	185:13 197:16	saving 403:23	306:10,20 309:5
281:18 282:1,3,4,7	201:13 205:23,24	409:4	310:3 312:21
288:7,14,15,24	214:12 220:1,7	saw 10:17 18:4	315:20,24 321:24
289:3,7,15,17,19	221:22 222:6,18,19	57:20 72:17 74:2	323:1,3,7 324:2
289:20 306:3,11,20	223:11,24 224:19	124:14 152:1 182:6	325:8,15,23 334:1
306:23 307:3,24	225:5,24 231:13	192:6 243:21	354:23 357:13
308:16 309:10	234:14 235:15,17	248:11 255:15	359:11 373:14
312:17 313:4,6,16	242:3,5 249:3	298:22 316:13	399:2 402:4
316:8 353:8	250:14,18 253:10	401:3	sb1418 319:11
safer 31:12 37:14	253:13 254:15	saying 11:17,18	320:8
53:14 56:17 65:17	256:23 267:19	24:16 65:10 68:1	sb7026 73:7 300:22
68:12 69:18 91:12	268:2,10 271:5,7	69:8 71:13 89:10	sb7026's 70:22
91:13,15,23 96:20	273:7 277:7 278:2	121:6 130:11,25	sb7030 20:13
171:23	278:12 280:15	131:2 135:7 141:18	101:25
safest 6:15 65:15	290:2,10 313:21	201:16 210:11	scalable 55:14
66:4,5,8,15,19,25	314:9 317:25 318:8	211:7 252:1 266:21	scale 198:6 334:12
67:1,9,10,19,22	321:11 322:18	283:9 322:24 329:7	381:23 395:25
68:2,5,6,9 69:14,18	332:16 340:5	329:11 348:20	396:1,3

scare 53:11 scenario 45:14 53:17 227:19 297:17 scenarios 294:24 scene 352:21 schachter 1:16 22:4,5,12 23:17,18 23:22 24:15,19 25:3,4,14,19 26:3 26:14,18 28:3 48:23,24 49:13,24 50:20,23 51:18 52:5,9,13 53:9,21 54:2 68:24,25 70:5 70:6 81:10,24 86:23 87:1 89:17 91:1,2 93:11 94:3 94:23 95:1,10 102:8,9,19 104:1 114:10 117:9,10,11 117:14 118:14,19 118:23 120:7,13 121:10,24 124:23 125:5 127:22,23 129:15 133:22 135:25 136:6 139:15,18 142:6 146:25 147:18 148:11,24 153:16 153:24 156:6 159:4 160:10,11 233:16 242:22,24 244:15 244:23 246:12,24 247:1 248:4 249:10 249:18,21,25 250:13,22 261:21 262:2,5,15,19,22 267:8 293:4,5,14 293:18 294:13 295:9 301:7 310:21	310:22 311:22 312:1,9,12,20 314:23 318:4,5 327:2,3,11,15,20 328:8,19 338:20,24 345:11,18 349:3,7 351:14 363:22 365:4 366:2 367:8 367:20 369:14 382:20,24 386:22 387:20 405:24 406:4 407:8 410:3 410:10,17 411:1 414:10 417:8 420:1 schedule 72:12 scheduled 74:12 schedules 350:24 379:12 school 1:1,22,24 6:3,5,10 7:11,16,19 8:6 9:22 10:13,16 10:25,25 11:1 16:24 17:6 18:9,10 18:20 19:1 23:18 28:5 29:6,7,8,9,10 29:12 30:2,12 31:3 31:12,21 32:11,13 32:14,21 33:1,4,7 33:10 34:12,18,20 34:22,25 35:6,23 36:10 37:4,17,19 37:22 38:3,4,6,12 38:13,17,19,20,21 39:2,5,8,18,24 40:2 40:4,15 42:5 43:6 43:21 44:11 45:7 45:10,11 46:7,13 46:17,18 47:3,23 48:17 49:1,3 50:5 50:15,18 51:4,17 52:17 53:6,8,13	54:24 56:9,16,19 57:7 58:21,23 59:7 59:17 61:13,14,21 69:7 70:11,12,25 71:14,20 73:3,10 73:12,21 74:7,12 76:7 78:23 81:10 82:8,23 84:6,16 85:7,12 86:4 89:3,7 89:9,10 91:7 92:1 93:6,8,16 95:4,21 96:4,6,7,17,23 97:1 97:5,6,8,9,15,15,16 97:20,22,23 98:2,7 98:10,11,13,14,15 98:18,21 99:8 101:7,9,9,16 102:23 103:18 105:1,12,15 111:1 111:13,13 112:13 113:7,14,17,25 114:5,8,22 116:11 117:5,16 118:4,24 120:15 121:2,3,7 125:16,19 126:3,13 126:14,15,23 127:4 127:5,14 128:3,13 128:14,23 129:7 132:19 133:23 137:4,5 138:6,8,17 138:18,19,22 139:1 139:3 140:6 141:4 141:8 142:5 143:2 143:19 147:11,23 148:19 150:23 155:2,3,16 156:15 156:18 160:20 161:6,9,11,20 163:21 165:9,11 166:8 168:3,6,7,11 168:13 169:8 171:8	171:13,23 172:12 172:15,21 173:2,15 174:5,18 176:1 178:3 179:20 181:5 186:23 187:6,8,9 188:15,16 190:9 191:10 192:9,15 193:7,12,25 194:5 194:13 195:3,8,18 196:10,15,25 197:5 197:19,25 198:3,4 198:19,20 199:3,7 199:8,11,14,24 200:17 203:25 204:16,25 206:22 207:2 209:20,23 212:4,6,7 214:11 214:12 218:12,14 219:9 220:1,6,8 221:7,17,22 222:6 222:18,18 223:11 223:20 225:8 226:5 226:18,23 228:7,18 228:22,25 229:3,11 229:17 230:9,15,20 230:24,25 231:1,21 231:24 232:2 234:14 235:17 238:1,8,8,22,25 240:14,20,21,25 241:14,20 243:9 244:20 245:1,16,18 246:2 248:3,7,15 248:20,25 249:7,22 250:4,14,18 253:10 253:20 254:1,15,15 254:18 255:1,21 256:23 257:10 258:6 259:14 262:25 263:3,7,9 263:19 264:22,24
---	--	---	--

264:24 265:4,22 267:19 268:10,12 268:14 269:20,23 270:14 271:5,7,12 271:17,22,23,24 272:4,6,10,13,21 274:1,5,21,21 275:11,13 277:7 278:2,3,7,12,17,24 279:15,21 280:15 280:19,23 281:1,9 281:18,24 282:1,3 282:4,7,9,19,22 283:5 285:6 286:21 288:8,14,15,24 289:1,2,3,7,15,17 289:19,20 290:2,6 290:10,20,23,24 291:3 293:12 294:1 304:22 305:14 306:1 307:3,11,14 307:15,16,18,20 308:2,3,12,17,19 310:4,6,6,7,7,8,14 310:24 311:18,23 312:8,17,21 313:20 313:22 314:7,8,9 315:4 316:9 317:17 317:25 345:25 346:1,2 355:5 365:6 366:22 school's 12:18 14:16 22:10 45:12 46:11 83:23 97:9 157:3 schools 1:19 6:15 6:18,19 14:23 16:9 17:5 18:24 20:24 28:12 29:5 30:11 33:8,8,9,10 36:4 44:23 47:16,19	49:12 55:18 56:5 56:25 57:6 58:1 69:24 70:4,20 71:19,25 72:15 80:16 82:25 91:8 91:17 92:11 93:17 93:20 96:21 97:7 98:25 99:1,1,2,7,9 99:9,15 101:10 102:13,14,17,22,23 103:3,4,10,13,14 103:22,25 104:5,5 105:14 106:9 117:8 117:19 119:9,10 122:1,3,11 128:5,8 135:24 136:2,13 139:14,19,22,24 140:1,25 141:4 142:14 143:6,7 147:10 148:6 159:13,16 160:23 161:24 162:10 163:2 167:18,22 168:8 169:11 171:10,17 175:12 177:21 179:23 180:4 183:23,23 184:17,18 185:18 186:3,9,12 188:1 189:11,13 192:25 193:14,25 194:4 195:10,21,22 197:6 197:12,19 199:25 200:3,7 201:8,18 203:4,12 210:4 211:4 212:1 216:12 216:14 219:15,17 220:25 222:15,20 223:20,23 229:10 231:24 234:11,20 239:25 240:2,14,22	240:24 241:1,13,16 241:22 242:10,13 242:14 245:3 247:15,16 250:10 250:11 251:23 254:19 255:12 260:10 263:20 264:21,23 265:15 265:18,24 266:2 267:2,7 270:18 274:18 275:19 276:3,7,14 277:5,9 278:21,25 279:13 281:3 306:3,12,20 306:21,23 307:1,2 307:13,24 308:16 309:11 312:16 313:4,6,16 318:9 scope 14:8,10,11 268:19,23 269:6 score 208:19,21 scoring 208:16,20 208:22 scott 82:22 91:13 scramble 281:2 screen 35:18 38:11 285:10 screening 285:7,8 screens 286:24 288:20 script 45:10 347:12 seamless 173:12 seamlessly 33:22 294:12 search 246:8 searched 244:22 searches 76:3 searching 266:14 266:15 seat 309:14	sebring 265:10 sec 105:16,18 319:10,25 320:5 second 2:18,19,20 46:21 74:23 89:16 107:16 112:1 113:8 124:24 126:4 136:18 146:24 151:12 204:23 207:16 210:10 229:10 261:3 267:24 281:20,21 281:25 289:18 301:6,7 303:13 316:8 355:23,25 357:18 358:11 373:10 416:4 secondary 202:8,9 202:10 210:24 211:15 216:23 217:15,17 seconds 152:9 153:20 secret 55:9 81:21 81:25 82:6,11 209:13 232:12 secretary 1:17,18 1:19,20 4:7,8,10,14 4:17 81:14,17 258:19 secrets 254:11 section 22:5 116:13 146:12 161:13 sections 283:21 secure 34:23 secured 76:2,4 197:3 240:6 security 37:22 38:4 38:15 41:9 42:18 48:16 57:9 61:17 73:17 83:19,24
---	--	--	---

96:15,17,22 97:1 103:19 105:6 117:25 162:7,9 163:24 164:7,22,25 165:3,7 166:18 171:13 173:10 181:3 185:13 201:13 225:4 226:23 231:4,4,23 234:14 240:16,16 240:18 244:6 249:3 250:16 259:18 261:15 264:17 266:1 270:22 279:10 280:3 303:24 311:23 315:13 402:21 sednet 277:22 see 4:1 24:3 29:17 30:7 35:18 38:10 41:14,22 42:8 45:17,19 47:18 53:4 58:1 60:21 61:2,3 63:20 64:1 66:7 73:11 74:2,25 75:2 76:15 77:14 78:7 84:3 88:12,25 89:8,9 90:22 97:5 102:2 111:17 115:20 116:11,20 116:25 119:5 121:4 123:15 124:4,11,17 132:4,10 135:5,6 137:11 142:16,17 142:20 145:21,24 146:4,7 147:25 151:3 153:14 157:19 158:16,23 161:25 182:18 183:3 189:18 193:13 194:9	198:23 201:10,12 209:2 210:15,19 212:16 213:20 219:20 222:13 224:13 230:7 232:2 232:11 235:18 243:23 244:14 246:15 252:2 268:20 270:23 271:2 275:4,7,15 283:17 288:4 295:24 310:13,19 319:9 324:14 334:19 337:5,23 339:6,10 340:23 341:10,14,23 342:4 342:11 350:22 352:24 353:4,22 356:14 357:19 358:11 359:19 360:9 362:11 374:2 374:16 380:22,25 381:3,8,17 382:2 384:6 385:18 392:8 392:16 401:9 405:15 412:25 413:13 418:8,24 seeing 126:20 158:15 176:24 187:6 203:18 210:14 220:4 388:19,21 seeking 396:5 seemingly 363:17 seen 27:14 28:4 37:10,12 88:21 114:19 115:11 122:20,21,22 127:9 158:5 183:16 189:6 201:17 218:23 219:21 220:22	375:25 390:19 418:20 segue 321:3 seismic 303:6 selection 107:5 287:10 selective 40:5 self 134:18 174:9 212:20 semester 145:9 148:5 182:3 seminole 161:19,21 162:4 171:5,8,11 206:16 211:25 212:8 216:4 218:19 218:22 220:25 229:5 271:3 278:6 281:17,23 316:7 senate 5:4,5 20:11 20:16 84:23,25 85:3,6,10 109:18 109:21 119:5 128:1 164:14 166:21 269:11,12,16 272:22 273:11,16 274:13 277:3 280:10 299:8,10,11 300:20 302:20 303:23 312:21,24 313:17 315:15,24 316:13 318:24 319:1,8 326:12 senate's 302:16 senator 1:23 4:1,5 318:18 319:3,7 320:3,5 send 126:2 132:2 141:16 285:8 349:24 352:7 371:1 384:22 416:1	sending 50:16 97:4 142:8 211:7 251:4 sends 283:7 senior 260:4 343:9 376:10 seniors 48:10,11 59:7 sense 44:6 92:9 95:2 218:13 305:17 315:5 sent 63:1 169:4 244:25 260:2 331:5 371:1 374:6 375:19 380:21 395:11,13 sentiment 219:18 222:19 sentiments 384:8 sentinel 332:10,11 411:18 separate 120:15 237:8 262:20 288:17 289:11 340:6 346:21 350:20 352:12 375:16 413:6 separately 83:17 separating 174:21 september 14:18 14:22,23 88:9 134:24 135:11 259:10 272:15 356:22 394:16 396:16 sergeant 178:16 330:21 331:9 333:23 335:13 338:17 363:11,15 399:2 413:18 series 371:9 372:17 416:3
--	--	--	---

serious 89:2 176:25 324:9	263:5,10,16 264:8 272:12 284:21,22 292:7 298:15 317:21 318:2,3 346:2 347:12 355:13 356:12 383:24 388:24 419:7	79:13,14,17 109:25 157:10 164:16 198:21 237:18,24 239:9 261:17 300:2 300:7 302:21 319:10 325:24 343:23	368:11 369:4 370:23 372:13 373:10 383:18 384:1,21 385:22 387:25 389:20 398:5,12,20 399:6 399:16 400:2 401:24 411:12 413:7 415:25 418:16
seriously 17:11 21:7 54:9 189:25 190:14,18,20	sets 264:2	shareable 231:15	sheriff 1:12,16,22 5:17,18 30:7,8,14 31:4,7 44:17 56:21 62:4,24 88:16 91:13 92:5,6 97:4 98:17 99:25 100:4 100:6 101:4 102:9 107:2 111:2 118:1 122:21,21 125:7 127:24 129:18 132:16 137:25 141:9 142:24 156:14 157:2,7 159:18 163:22 164:6,9 165:9,14 166:1 167:21 168:18 204:12 226:10 228:3 233:6 233:21 234:11,21 235:15,24 237:16 248:18 251:1 252:17 261:19 269:22,25 270:6,9 271:16 272:3 278:11 279:17 281:16 282:12 284:11,17 285:19 286:20 288:22,23 289:2 291:12 293:5 294:1 296:3 298:4 298:24 301:22
serve 271:12 295:25 315:13	setting 57:17 384:13 397:2 417:15	shared 20:9 299:25 350:5 377:13	
served 167:12 295:24	seven 19:6 78:19,20 79:4,5,5,6,6 90:7 111:12 161:8 195:17 201:20,21 203:12 207:24 215:11 256:24	sharing 13:23 20:2 20:21 50:18 80:4 109:4 122:16 178:21 179:10 214:17 215:4,14,17 264:6 276:19 390:25	
serves 162:5 361:21	seventy 22:7,8	she'll 4:4	
service 45:7 53:24 81:21,25 82:6,11 209:13 232:12 234:17 356:19 357:5 381:2,10	sgt 339:3 341:6 345:14,22 349:6,8 351:16 355:15 359:9 363:25 364:8 365:11 366:18 367:13,18,24 368:15 370:7 374:4 383:2 387:1,9 389:14 390:1 397:14,17 398:6,16 398:22 399:21 400:3 402:1 403:20 404:17 405:5 406:3 406:15,19 407:11 410:8,13 411:17 418:19	shepherding 300:9	
services 82:25 174:7 228:22 339:20 340:9 353:19 357:17 360:14 377:21 378:9 385:20 391:12 393:1 401:1		sher 21:17 56:22 101:5 125:8 130:7 132:17 136:17,22 136:25 137:20 138:2 142:25 146:2 159:5,19 160:6 226:12,20 227:2,14 227:18,22 228:8,15 228:18,24 230:13 230:23 231:3,18 232:15 233:21 235:13 236:8 237:5 238:4 239:15 248:17,19 249:5 255:9 256:5,10 282:14 284:19 285:18,20 287:13 288:6 289:15 295:10 296:3 297:6 298:5 308:10 309:25 310:2 336:3 359:5 366:6 367:15	
serving 171:10			
sesir 179:18,21 180:4,5,7,11,13,22 181:11 191:20,21 203:11,16 218:18 249:11,16,19 274:19 278:21,23 312:15			
session 3:13 4:2 5:13 15:22 83:5,7 97:10,16 134:20,25 142:18 197:12 281:2	shape 107:3		
sessions 83:2,8,18	shard 349:14		
set 9:3 64:23 107:7 107:9 141:11,12 168:10 195:1 203:1 236:21,21 258:9,11	share 8:15 44:22 45:25 46:5,6 47:14 54:1 55:25 61:11 65:9 72:6 74:20		

304:7,12 305:4 308:9 324:3 326:4 328:25 336:2 338:20 339:3,4 357:1 359:6 360:12 366:25 368:9 369:6 375:3 379:23 380:20 381:19 383:23 386:1 387:13,18 397:6 406:21 412:4 413:6 414:6,9 418:15 sheriff's 5:23 13:6 15:14 38:16,21 44:5 61:15 78:11 79:8,12,21 85:24 87:21 88:11 89:4 98:17 105:9 111:7 156:20 161:20 162:4 171:12 191:1 197:7 205:4,11 206:6 221:10,13 227:20,24 228:1,19 232:10 233:18 236:10 237:24 247:6,10 250:8 271:20 278:6,9 279:7,23 280:5 290:9,25 291:15 297:11 313:24 322:9,11 323:6 326:3 330:5,6 331:2 341:1 347:19 355:25 356:23 357:8 358:3,7,14 358:16,18 359:12 361:20 362:3 376:11 377:19,22 378:17 392:12 396:7 398:14 405:21 407:2	410:19,24 sheriffs 85:20 87:18 103:2 270:1 282:17 292:2 304:9 304:20 333:3 shift 177:9,10 191:9 291:16 292:12 293:7,10 349:21,23 shifts 303:6 shine 30:16 shines 29:2 ship 201:9 shocked 53:6 shocking 367:3 shoot 10:15 50:4 123:3 124:11 294:23,24,24 shooter 8:11 75:3 114:7 116:19 117:17 119:23 123:1 128:22 131:13 143:24 148:16 149:4 157:16 184:12 358:22 359:2 362:4 shooters 123:10 shooting 92:1 122:23,25 324:10 334:13 340:20 362:20 381:24 382:1,2 394:20,21 395:8 409:25 410:5 shootings 34:20 46:18 93:16 158:20 381:21 shoplifting 363:16 shopping 77:19 80:18,20 short 165:18 248:10 353:7	shorter 229:21 shorthand 359:15 360:10 shortly 75:19 89:15 341:17 360:1 361:24 shorty 356:12 shot 124:10,13 265:9 shots 133:10 show 24:12 45:2 56:4,5 62:6 83:13 187:2 241:5 374:19 387:22 413:20 showed 53:1 showing 56:4 88:10 104:16,20 111:4 359:17 shows 18:14 89:25 shrf 31:6 shut 199:16 403:22 404:10,20 side 3:10 66:12 68:8,13 92:1 95:13 116:9 168:11 320:9 320:10 348:19 358:18 359:7,20 360:5,9,11,12,22 sight 66:22 124:16 175:8 186:8 sign 91:18,20 130:6 176:11 205:14 406:24 signage 240:4 signal 131:14 236:16 signature 422:15 signed 171:20,21 220:1 356:25 401:15	significant 14:15 19:13 21:14 29:6 99:3 208:21 211:17 227:9 239:11 273:9 275:2 326:22 332:4 333:16 345:6 364:16 376:19 378:15 390:8 392:2 significantly 302:11 signs 144:25 406:17,23 407:7 silence 2:8,9 silent 159:11 silos 179:9 236:25 267:2 silos 238:6 379:17 sim 158:12 similar 55:23 56:12 57:2,8 154:21 206:4,9 235:14 248:1 305:20 346:9 379:23 similarly 381:17 simone 4:7 simple 212:20,21 212:22 218:25 243:16 323:18 346:20 352:4 simply 17:12 106:13 207:5 208:3 208:17 209:12 213:9,15 simultaneously 341:9 simunition 294:25 single 66:3 67:8 73:21 84:1 88:23 110:8 114:21 157:16 171:16 197:3 198:11
---	--	--	---

205:13 207:25 209:2 210:22 239:24 240:2,4,24 241:3,4,14 289:18 341:25 sir 48:9 52:16 59:13 60:25 112:10 118:13,18,22 160:9 194:17 202:18 206:14 212:2 217:25 221:3 235:14 255:7 345:15 349:8 363:21 364:8 367:19 370:7 374:4 397:14 398:16,18 404:17 405:5 406:19 407:11 410:9 sister 42:20 sit 39:20 78:18 85:4 109:1 210:20 226:2 317:18 325:16 329:1 351:18 370:15 385:13 386:14,19 420:18 site 97:1 173:23 180:23 184:8 306:12 343:13,17 360:21 sites 173:8 182:13 360:6 sits 85:16,16 194:5 sitting 63:1 132:7 195:5 242:6 251:12 situation 29:23 43:10 50:13 52:20 59:14 64:25 66:10 75:6,13 97:21 104:10 110:22 220:23,23 278:5	325:5 326:1 335:17 348:1 354:6,10 359:2 situational 380:3 situationally 69:11 situations 40:24 52:21 59:21 60:4,6 71:10 102:15 244:4 324:9 six 17:15,18 22:11 31:2 50:2 74:14 111:6,10 187:15 205:24 209:24 217:14,21 234:9 244:22 311:13 368:14,14 369:11 sixteen 354:15 sixth 1:14 74:24 sixty 18:15 19:6 90:7 131:23 161:8 215:11 size 163:1 192:15 215:23 222:7 307:19,21 337:6 351:18 400:18,19 skills 381:16 skinner 1:17 61:8 299:4,6 300:11 301:4 skipping 225:21 sky 109:12 slated 272:4 sledgehammer 132:10 slide 56:4 57:20 74:8,25 88:2,7,21 97:6,17,18 104:20 110:25 111:10,11 116:8 117:15 121:22 123:11 143:19 144:6 146:6	146:7 149:3 150:22 154:20,21 155:10 334:19 340:22 389:13 400:24 slides 57:20 71:5 104:15 117:15 152:12 335:14 339:6 352:24 slideshow 41:14 slightly 190:21 329:9 slogan 32:20 slot 222:25 slow 403:22 slowdowns 380:8 small 67:11 130:23 130:24 131:1 161:17 162:1 168:7 168:12 195:11,18 196:10,14,22 197:13,24 199:4,8 199:11,19 201:1,5 201:16,21 smaller 203:21 340:4 smell 44:6 smith 79:1 snapchat 207:8 snapshot 413:12 sneak 58:20 social 42:25 44:11 50:8,14 73:13 75:12 76:7 125:12 soft 58:18 246:18 247:8 311:4 software 76:5 416:18 solace 239:16 soldier 167:7 solely 205:6 209:4	solution 75:25 76:2 100:1,2,5 123:22 270:1 389:25 solutions 75:23 solve 243:25 417:18 solved 80:3 140:24 240:15 solvers 33:24 solves 401:21 solving 33:4,15,17 33:20 34:2 45:23 somebody 10:25 55:15 70:14 76:17 98:10 110:23 121:2 131:15 132:24 156:5 167:1 173:13 174:17 178:7 180:15 186:18,25 189:1 209:19 220:25 224:13,14 233:4 238:15 242:15 243:24 246:15 258:22 295:3 298:19 300:3 303:14 310:18,20 311:2 313:24 324:11 328:12,14 354:11,14 407:24 413:14 415:5,5 somewhat 101:13 101:14 377:5 someone 1:19 soon 21:24 134:25 207:15 208:24 233:1 sooner 127:7 sop 327:4 sophomores 48:5 48:12
--	--	--	---

sorry 17:3 105:17 109:18 230:1 231:11 256:25 261:21 271:9 299:10 355:6 375:6 391:25 395:12 398:20 410:9 sort 79:16 266:9 296:15 340:22 342:6 353:8 359:14 359:16 360:5,10 364:2 366:20 367:4 368:19 sorts 44:7 soul 389:8 sounds 193:18 407:12 sources 76:1 77:13 78:4,9,13 south 22:17 330:12 340:7 southern 360:7 space 42:5 411:10 spaces 7:20 spade 219:4,4 255:19,19 spanish 89:13 sparked 52:19 258:11 speak 32:5 34:6 36:10 49:10,14 51:16 85:2 98:22 107:2 120:18 130:4 181:22 190:24 196:17 198:1 202:23 203:6 218:22 251:9 252:15 288:2 394:15 speaker 5:6,7 298:8	speakers 152:6 speaking 88:23 156:14 201:12 218:9 362:5 386:1 405:21 spear 198:25 special 167:9 199:20,23 specialist 38:17 73:13 74:13 161:21 214:12 271:5 313:21 specialists 73:11 74:7 82:8 90:8 95:5 97:5,6 98:7,12 148:20 161:6,11 163:21 166:9 172:16 220:1 253:10,14 271:7 278:3,13 280:15 290:3,11 specific 10:13 22:13 34:18 37:13 37:17 39:8 45:7 51:9 71:14,14 72:3 74:21,22 122:17 141:1 163:15 178:25 186:11 187:23 197:19 204:1,25 209:20 221:7 243:5 255:12 263:19 264:24 275:22 278:17 280:10 297:3,5 316:2,17 347:1 352:18 354:11 355:13 360:19 362:19 368:6 380:24 387:3 393:13 406:15	specifically 13:11 13:21 14:17,24 33:24 36:17 112:18 205:5 243:3 244:16 259:15 268:10 295:17 297:2 319:16 335:10 353:23 357:23 381:21 specificity 20:13 specifics 194:21 365:11 393:11 406:8 specter 397:2 spectrum 162:11 256:6,7 323:14 speed 4:21 9:19 335:6 346:18 speeds 185:19 spelled 186:17 spend 225:16 366:9 366:10 spending 19:18 198:13 spent 122:23 204:9 259:10 spin 144:3 spirit 58:8 390:15 split 315:5 spoke 24:16 76:12 118:1 120:16 127:25 128:1,2 351:24 360:2 362:6 364:3 366:19 379:14 392:25 393:3,4 394:16 402:16 spoken 5:5 31:23 95:3 327:20 347:24 390:20	sponsored 57:3 sports 58:18 spot 52:6 72:12 104:8 175:23 280:2 309:1 spots 58:22 59:2 362:16 366:14 spread 146:16 169:13 spreadsheet 193:13 springs 79:11,12,19 79:20 156:19 157:8 160:18,21,22 322:7 322:8,9 323:4 327:4 330:13 331:2 341:15 342:3,13 347:22 348:10,15 348:20,25 349:8,10 349:11,18,19 350:1 350:4,7 356:15,17 356:21 383:15 407:23 408:7,17 409:2,10 410:6,11 410:13,20 411:2,8 411:22 412:3 420:5 sprinkle 216:18,19 sprint 366:8 square 68:7 srd 206:18 srds 225:18 234:16 sref 122:1 srf 229:13 sro 78:23,24 105:9 120:24 121:1 156:16 170:4 206:18 228:25 229:1,7,11 234:2,8 238:12 250:3,4 253:21 305:3,4,8 305:13 306:1 315:1 315:3,6
--	---	---	--

sros 106:10 157:13 186:22 200:8 225:18 233:25 234:16 250:12 281:22,24 282:8 304:23 305:11,15 316:10 sser 221:5 sso 253:21 st 323:8,9 324:13 324:20,23,25 325:8 stability 390:17 staff 1:18,25 4:22 29:17 35:20 36:3 39:8 42:13,24 50:3 69:10 100:10,11 111:19 117:20 119:19 128:2,21 137:23 175:16 197:12 205:15 222:15 224:2,17,25 245:17 291:23 302:22 304:24 314:12 337:1 343:10 361:11 376:22 384:22 staffed 152:13,15 155:12,23 237:2 310:25 340:12 staffing 152:16 312:7 378:20 379:11 390:9 stage 419:8 staged 173:24 staging 346:22 stakeholders 57:10 324:1,4,4 325:4 329:1 330:25 361:15 376:11,15 377:13,15,20 386:4 397:8,18,23 400:5	400:22 402:8,14,21 418:2 staly 30:7,14 31:6,7 stand 36:24 47:16 109:22 127:15 182:6 200:25 standard 93:12 94:7,10 294:14,14 294:18,18 295:14 standardization 296:10 standardized 214:16 234:15 263:13 266:13 276:12 296:15 297:10,25 298:1 standards 240:7 283:13 291:18 292:3,5 295:11 296:6 397:3 standing 345:12 standpoint 99:23 209:7,7 222:6 297:14,14 stands 11:12,13 75:4,8 85:4 110:5 start 29:3 62:21 84:7,9 127:19 128:22 131:9 132:1 133:10 134:24 135:1,24 136:13 137:13,17 141:9 161:2 189:21 216:16 256:14,15 280:22 287:15 336:4 388:19,21 404:14 421:1 started 2:3 32:23 38:5 70:1,6 88:22 96:11 162:14 167:6 176:17 182:9	190:23 193:13 240:21 338:7,18,21 381:13 388:20 starting 36:22 121:5 126:11 141:16 182:9 248:2 state 1:14 8:10,15 29:1 31:1 46:1 50:25 51:2 55:15 55:22 57:18,24 62:15 64:25 65:5 80:18,24 85:2 86:10 95:5 96:14 98:8,13 102:13 104:1 106:5,9 116:17 124:19 125:15 126:9 130:25 144:22 159:10 161:16 164:1 166:5 168:12 184:2 192:14 198:5 198:9 199:12,20 253:12 261:24 264:4,18 265:17 267:22 268:1 274:24 277:1,8,12 278:22 294:15 298:18 304:16 309:11 310:13 377:14 422:3 stated 37:3 91:9 187:12 296:11 298:16 356:16 390:2 statement 34:19 133:17 334:15 336:4 369:6 381:1 383:7 390:13,14,23 391:17 396:18 states 22:20	statewide 13:18,22 20:6,18 49:6 50:24 54:14,16 82:17 89:25 90:17 179:13 213:21 214:5,24 257:3,10 264:4 267:7,14 275:20,24 276:25 277:2 278:19 296:12 stating 44:12 344:15 391:6,18 393:25 station 43:19 stationary 125:20 statistic 22:18 statistical 71:11 statistics 34:16 statue 297:17 status 3:17 12:17 342:7 414:21 statute 3:17 114:20 114:21 254:24 263:6 296:7 297:8 317:10 statutes 319:12 statutory 239:12 stay 139:11 143:3,8 150:3 154:2 209:22 232:23 250:24 263:19 292:10 408:21 stayed 18:10 123:5 staying 42:2 150:13 stays 209:20 step 34:24 46:21 81:5 124:7 127:23 214:19,20 326:22 344:5 349:15 404:8 stepped 29:19 stepping 57:16
---	--	--	---

steps 14:1 27:25 stewart 1:21 115:16,22 121:20 121:22 123:24 289:5 309:13,16 317:2,5,15 stick 133:23 stimulus 158:8 stipend 227:1,23 stipends 87:12 stoneman 1:1 2:5 10:11 12:3 14:19 14:24 16:13,22 17:3 18:4,9 21:9 50:3,25 51:8,9,20 54:11,23 64:19 67:13 78:23 117:24 124:9 128:14,17 146:23 151:25 155:15 267:20 324:10 382:1 394:20 410:4 stood 35:17 37:7 stop 77:19 80:17,20 81:3 92:25 95:12 109:14 243:9 254:11 269:12 318:25 326:11 385:7,9,10,10,11 stopgap 396:12 stopped 93:13 166:24,25 283:1 stopping 188:18 story 11:13,13 109:25 324:22 straight 74:6 225:20 straightforward 260:15 352:22 strange 26:3 387:20	strategic 201:15 strategies 260:6,14 strategy 260:21,24 261:5 street 42:4 43:19 78:22 80:23 187:1 228:7 strength 201:5 236:16 strengthen 44:15 stress 331:17 346:18 364:12 380:19 stressful 337:20 stressor 207:18 strides 27:15,18 347:25 stroked 218:11 strong 44:6 46:16 92:8 154:3 168:17 318:13 397:18 stronger 378:21 strongest 174:16 strongly 139:11 300:5 314:11 334:15 381:5,6 382:3,6,15 383:6 389:17 390:3 structural 391:1 structure 234:3 333:9,15,17 352:15 361:9 387:16 392:10 structures 261:9 266:7 376:18 struggle 58:3 183:8 239:20 student 31:18 32:24 33:6 34:5,15 35:4,16 36:13 37:1 37:15,24 39:4,11	39:17 40:7 42:11 43:3 44:4,20 45:5,8 45:15,22 46:4,14 46:17 47:1,6,9 48:9 49:8,15,17 50:12 50:22 51:13 52:16 53:15,22 55:16,19 57:8 58:24 59:13 60:13,25 61:6 96:16 156:16,17 174:8 178:11,25 190:15 193:4,10,11 194:13 211:21 225:11,25 226:7 230:15,24 231:5,16 231:16 232:3,6,20 238:9,12,17,20,20 238:22,24 245:3 254:6 255:5,20 256:4 309:18 students 19:5 29:5 29:10 30:16,18,24 32:25 33:11 35:2 35:12,23 36:2,23 37:4,5,10,20 38:5 38:23,25 39:20 40:5,10,11,17,23 41:16,24 42:9 44:23 45:18,25 46:12 47:8,16,22 48:18 52:23 53:3,4 53:16 54:1,22 55:9 55:10,11 56:18 57:18,24 58:17,21 59:16,23 60:16,22 61:3,18 69:10 72:17 73:4 88:24 93:4 116:24 138:8 148:8 149:5,9,11 158:21 164:2 167:19 168:9 171:9	186:24 203:6 212:8 222:17 223:17,19 224:3 238:8 244:14 246:5,6 254:7 256:1 267:22 277:22 310:7 311:13 studied 122:22 study 74:14 343:18 studying 122:24 stuff 133:2 153:4 186:10 207:14 209:13 210:25 211:19 217:3 243:13 253:1 256:2 288:20 310:10 399:3,12 404:19 407:10 414:23 416:9 stumbled 55:10 stupid 216:22 style 236:23 sub 344:16 subcommittee 401:2 subject 4:24 96:14 306:22 308:17 309:18 submission 281:15 submit 272:16,19 273:4 274:4,15 329:17,19 submitted 5:2 119:8 169:17 258:17 278:18 280:9 315:21 submitting 206:7 subpoena 24:24 127:10 subset 67:2,3
--	--	--	---

substantive 378:20 succeed 46:15 366:11 379:4 success 55:8 62:12 332:20 successes 390:24 successful 58:5 86:3,3 92:24 93:25 394:23 successfully 126:18 succession 48:20 suess 330:21 331:9 333:23 335:13 338:17 339:3 341:6 345:14,22 349:6,8 351:16 355:15 359:9 363:25 364:8 365:11 366:18 367:13,18,24 368:15 370:7 374:4 383:2 387:1,9 389:14 390:1 397:14,17 398:6,16 398:22 399:2,21 400:3 402:1 403:20 404:17 405:5 406:3 406:15,19 407:11 410:8,13 411:17 418:19 suffering 333:1 385:20 suffice 273:21 suggest 300:24 301:1 306:24 suggested 72:16 314:11 315:19 316:1 suggestions 35:21 222:1 suicide 73:16 82:23 191:3	suicides 93:14,15 suing 90:23 suited 292:21 sukowsky 360:13 sullivan 300:8 sum 15:2 summary 344:14 353:5,6,8 390:2 summer 20:15 84:9 113:25 135:2 185:17 195:2 197:18 236:18,19 280:25 281:1 359:24 sun 332:10,11 366:13 411:18 sunday 175:4 sunrise 1:6 332:8 360:25 392:25 396:16,17 412:6 sunset 356:4 394:4 sunshine 3:2,6 superintendent 29:9 30:1,10 72:15 98:9 114:18 117:5 119:8 127:14 166:19 168:19 176:2 195:24 201:8 219:9 223:3 224:2 225:9,19 271:13,18 271:22 272:5 276:6 278:16 282:16 283:7 284:15,20 315:14 superintendent's 204:12 271:10 274:22 superintendents 6:3,7,12,14,24 96:4 127:5 131:21 201:7 254:2	superior 409:15 supervising 380:2 supervision 357:23 389:7 supervisor 407:7 supervisor's 351:21 supervisors 234:24 379:25 388:5 398:18 supervisory 378:24 384:24 390:3 supplement 229:7 supplemental 11:23 134:15 supplies 42:16 support 39:21 73:3 126:19 138:13 179:13 183:18 208:3 223:4,10 224:1,6 257:17 290:4 294:18,21 326:16 396:19 supported 106:16 106:17 326:20 supporting 96:24 supportive 225:8 288:1 supports 12:11 supposed 36:11 51:1,2 80:19 128:9 175:19 182:19 251:25 272:15 274:3,4,7 316:16 363:8 401:20 suppression 216:13 supreme 13:17,19 257:2 267:15 sure 6:13 9:9 28:14 29:12 49:3 51:8,10 68:15 75:7 76:25	80:8 94:7,16 118:24 119:16 135:14,17,22 136:15 138:22 140:6,8 164:19 166:14 173:13 175:13 184:11,13 185:7 191:19,19 193:5 194:24 195:7 203:17 208:10 209:5 211:1,3,9,13 214:13 215:25 217:19 219:11 220:18 227:4 230:1 233:2 252:20 253:16 265:23 266:10 276:8 277:18 284:11 288:11,12 290:3 295:2 300:21 301:11,18 302:25 308:12 313:9 320:18 323:24 326:6 355:14 398:18 413:25 416:7 surf 343:18 surface 86:8 surprising 18:6 surrounded 14:17 surrounding 155:3 surveillance 40:21 survey 35:1,17,22 37:16 45:16 58:15 58:25 59:2,22 60:19,21 61:2 70:23 73:9 90:7 95:22 97:3,12 105:25 113:15 115:19 140:6 147:16 152:24
--	--	---	---

223:19 252:17 334:2,24 345:19 358:24,25 381:25 384:22 385:25 386:5,6 389:21 390:1 413:12,21 414:5 surveyed 247:17 385:1,2,23 surveying 247:15 surveys 181:16 375:4 380:21 384:11 389:4 suspect 363:16 suspension 254:5 sustain 254:12 sustainability 40:6 48:6 sustainable 44:2 48:14 sustained 365:22 swat 157:12 185:16 swearingen 1:15 80:13 158:1 260:16 260:19 265:2 403:8 403:18 sweep 44:10 sweeps 39:10 44:9 sworn 158:4 168:22,24 169:10 170:4 247:11 sydni 31:24 35:4 sylvia 173:19 synnex 75:21 system 16:24 17:6 19:17,20 20:1 21:10 22:10 27:5,8 28:11,16,18 41:9 76:6,16 79:14,15 79:23 80:18 81:11 128:3,5,10 129:8	133:24 135:17,18 135:19 137:14 140:3 141:11 143:2 178:12 179:8 192:24 206:19,20 208:10,12,16 213:5 234:3 236:14 240:11 248:9 250:14,18 252:25 262:11 264:1 266:8 295:19 298:10 321:22 330:2,7,9 330:11,15,18,23 331:14,16 332:6,15 332:21 333:2,5,16 334:7,9,11,17 335:9 336:21,23 338:4 340:1 341:22 342:10,13 343:4,11 343:13 344:16,23 344:25 345:7,25 347:4 350:2,2,8,9 351:4,5 352:11,12 352:13,16 353:1,10 353:15 356:13,20 357:15,16 358:5 360:23 361:6 364:25 365:1,8,15 366:12 368:12 369:10,19,23,25 370:12 371:6,12,19 371:24 373:14 374:10 375:24 376:5,15,18 377:12 377:17,22 380:10 381:22 383:3,9 386:12 387:24 388:4,10 389:3 390:18,21 391:3,19 392:9,16 395:3,25 397:21 406:24	407:4 408:2 409:5 409:22 410:7,11 411:4,8,11,21,25 412:2,7 413:11 415:6,10,11 system's 377:6 systemic 17:4 21:10 systemically 268:16 systems 40:16 78:17,20 79:4,10 83:25 126:23 138:15,18,20 139:12 140:5 142:4 197:4 244:5,7 247:4 254:10 336:6 336:7 340:14 341:19 342:12 347:15 348:8 350:21 355:20 366:5 389:6 409:16 409:19 t t 75:4 360:9 422:1 422:1 table 4:25 198:22 215:20 235:15 251:12 259:6 325:16 329:2 337:2 385:13 417:12,15 tactical 346:23 tactics 157:21 223:8 tager 30:10,10 tail 88:6 400:17 tailor 188:6 tailored 37:18 take 7:22 33:25 34:11 36:24 40:12 55:12 62:20 66:11	69:21 77:9 78:22 78:22 83:1,14 112:2 116:14 127:19 133:17 159:2 179:7 188:2 189:24 190:13 201:22,25 217:9 242:1 256:14 283:14,20 284:7 301:14 303:10 321:18 322:18 324:18 326:23 338:18 343:16,21 348:17 372:4 397:9 408:4 taken 21:6 27:25 29:6,11,12 54:9 89:3 111:23 112:25 142:7 172:18 190:18 209:13 290:19 taker 324:22,24 341:8 377:25 takers 347:12 takes 7:25 62:15 79:19 191:17 238:1 269:22 275:8 291:24 292:13 295:20,20 313:10 313:13 321:25 323:8 337:21 talented 251:11 talk 13:20 14:11 20:18 24:7,8 26:13 35:24 71:18 77:10 80:14 81:20 82:7,8 100:15 102:3 112:14 129:14 176:13 177:13,15 177:16 179:16,16 180:2 185:14 190:6
--	--	--	---

191:19 206:11 207:23,24 210:5,23 215:2 216:2 218:7 218:18 221:5,25 225:11 226:2 229:23 237:21 243:7,21,24 246:4 249:16 250:15 254:3 257:5 264:10 268:13 269:8 291:8 295:16 303:3,21 306:4 312:15 315:17 321:1,6 330:1,2 335:19 342:6 360:1 362:2 367:25 385:5 talked 10:22,25 11:8 26:10,20,21 71:24 95:17 114:13 119:25 125:24 144:10 172:14 182:20 215:12 238:5 250:13 251:20 257:20 258:19 259:22 269:18 272:8 276:13 287:24 292:20 303:13 312:25 314:14 318:21 320:16 331:11,12,12,21 358:10 384:7 413:3 talkies 153:6 154:8 talking 10:21 31:23 65:13,13,14 67:5 76:21 81:15 98:2 128:4 130:13 133:25,25 134:1,3 135:21 139:7 170:12 176:15 215:24,24 228:5,6	228:8,10 234:25 237:12 249:11 253:7 257:23 266:1 277:25 279:8 302:22 303:16 314:5 327:19 328:2 334:5 338:9 355:1 369:18 370:2 407:14 411:5 412:14,14 talks 249:13 260:2 280:7,12 290:2 304:1 358:5 402:19 tall 371:3 tallahassee 100:16 127:25 157:17 199:1 tamarac 371:2 tampa 162:6 205:1 205:1 236:9 tapped 30:23 taravella 156:15 160:14,20 target 131:16 241:24 311:4 targeted 265:4,6,7 265:8,10,12 task 261:15 264:17 266:1 337:9 tasked 80:13 93:24 97:4 136:7 142:9 161:9 264:13 268:24 285:14 tasking 139:25 tasks 159:25 taught 34:2 52:20 tax 204:18 teach 40:17 52:14 53:11 186:9,13 187:4 218:3	teacher 26:24 36:10,20 57:3 123:12,20 186:18 207:25 246:21 263:10 teacher's 36:6,17 teachers 12:3 15:20 29:9 32:25 35:3 36:3 39:7 42:22,23 43:4,8,13 50:16,17 50:18 67:20,20,21 109:19 128:20 170:17,18 175:4 176:11 177:2 187:14 200:19 201:10 208:2 210:6 224:8,10 246:12 247:17,22 270:5 291:14 teaches 137:23 146:16 teaching 186:10 187:14 team 13:23 15:25 31:2 46:24 48:13 76:17 78:6,24 82:16 83:20 113:24 174:4 177:24,25 185:16 193:1 206:24 207:4,11 209:2,23 210:3,21 210:21 230:6,11 234:15 260:24 261:13 263:5,21 339:12 360:24 387:12 394:5,8,12 400:8 teams 76:1 77:3 80:5,9 114:3 177:20 186:17 187:10 190:7	192:23 195:2,23 207:2 260:9 261:11 262:25 263:12 266:2 267:11 278:21 408:19 teamwork 379:7,17 tech 209:12 technical 15:2 274:18 360:5,9,11 375:1 399:23 technically 271:3,3 289:2 techniques 223:9 295:7 technological 342:24 409:17 technologically 325:25 technology 243:10 243:12 248:1,6,15 330:21 332:15 340:3,13 342:17 359:7 374:25 376:4 383:2,10 398:6 399:9,11 414:25 415:3,4 teeth 126:10 142:21 273:13 teleconference 252:16 telephone 25:23,24 253:8 telephonic 2:12 tell 6:6,13,18,23 8:16 11:25 12:23 13:21 25:21 36:14 58:4 67:5 71:16,18 74:16 75:5 85:7 89:23 93:5,12 94:7 106:24 107:7 109:4 109:24,25 122:16
---	--	--	---

144:17 149:15 162:25 163:4 172:5 181:16 198:15 222:22 224:4,13,14 232:8 233:2 243:17 244:4,7 285:2 287:21 292:24 294:22 312:8 314:16 324:21 325:12,13 332:2 338:21 347:23 368:20 384:4,5 386:13 406:4 407:6 telling 85:15 117:22 122:15 183:11 190:15 220:25 274:25 tells 41:25 template 167:2 templates 173:25 temple 205:2,10 237:1 temporarily 299:23 ten 91:18,19 148:9 216:15,17,17 227:7 363:2 tendencies 10:15 term 55:13 151:8 187:5 390:17 terminated 356:4 terminology 67:2 98:5 270:7,9 terms 60:22 98:4 165:24 234:6 236:23 238:18 245:8 367:18 382:11 411:17 terrace 205:2,11 237:1 terrible 27:17	terribly 180:20 test 243:15 295:2 testify 109:23 testifying 55:5 testing 88:25 348:14 text 3:11 208:25 347:16 texts 339:7 thank 3:24 25:4,14 25:19 30:20 31:3 31:13,14 32:23 47:10,23,24 48:22 48:24 53:21 55:5 57:14,16 58:9,9 61:5,6,8 62:11,17 62:17 69:20 72:10 72:24 81:23 94:23 112:23 129:15 141:18 148:24 157:7 159:8,16,17 159:19 160:12,23 160:25 161:3 163:22 164:17 167:25 169:25 171:3,7 200:12 226:12 232:22 233:21,22 239:20 242:24 255:7 267:8 339:3 349:7 355:15 400:2 420:2,3,8 thankful 39:14 195:9 196:20 200:7 thankfulness 225:2 thanks 3:25 32:5 58:12 62:16 158:2 170:2 171:24 185:1 206:12 256:11 261:20 that'd 197:15 239:14	thee 141:13 theirs 346:19 theme 189:10 255:17 379:1,15 theory 212:23 347:5 therapy 125:10 thing 6:13,14 11:17 11:18 30:12 36:1 36:21 43:24 54:5 62:23 64:9,13 67:15 74:8,20 75:14 76:24,24 79:25 87:8 119:24 120:5 122:18,24,25 124:3,13 126:25 129:19 130:22 134:11 135:4 139:19 149:21,22 150:6 151:11,12,13 152:9 154:6 157:10 173:15 174:16 175:25 176:8,10 190:3 199:17 207:19 208:24 214:18 218:25 219:21 223:16 225:7,9 226:6 235:18 241:4 259:4 265:16 267:23,24 268:12 272:20 273:25 282:6,25 296:9 298:2 302:17 303:12,21 304:20 305:8 309:19 316:7 319:5 325:22 329:25 370:17 372:8 373:7 384:24 385:5 401:3,24 415:7 416:4	things 8:1 9:17 10:17,17 14:13 19:16 20:22 29:1 29:15 38:2 40:10 40:22 41:1,5 52:18 55:21 56:15 60:2 71:3,7 72:21 74:15 89:17 94:14 100:14 101:23,25 115:17 118:20 122:7 124:3 125:18 127:18 128:7 130:13 131:25 133:1 134:7 134:9 135:13 141:25 145:13 151:6,10 154:16,18 157:6,20 164:18 172:7 175:10 176:25 185:8,10,11 185:13 186:15 187:19 189:25 192:13,16 196:13 196:21 197:22 198:21 199:1,7 210:19 214:2 218:16 220:12 222:4 229:4 235:20 235:22 243:23,23 244:14 253:4 256:21,24 257:6 258:8 266:13 267:17 268:4,5,18 269:6 270:17 277:20 286:25 292:13 294:25 295:7 302:23 303:4 326:9 331:17 333:22,25 334:1 335:8,8 350:11 354:5 359:20 360:5 360:11,22 367:21
--	--	---	--

370:18 371:23 375:11,23 387:16 387:17 390:22 400:21 413:17 think 8:3 9:7 17:1,5 23:9 27:1,3,18,20 28:19 29:15 31:9 32:4 37:8 41:2 48:25 49:15 52:6,7 53:10,13,15 54:3 54:19,21 55:7 57:22,24 58:2,5,6 61:9,17 62:3 63:24 65:6 68:14,21,25 69:3 76:13 77:7,15 90:5,18,25 99:12 102:1,19,21,25 103:5 104:7,22 107:2 108:7,11 115:1 121:5 122:3 123:7 129:8,17,18 129:23,25 130:2,4 130:6,15,17 131:17 132:22,25 133:15 133:23 134:16,23 135:5 137:10 138:9 138:14,16,24 139:6 139:10 140:15 141:5,9,12,15 144:20 145:22 147:13,15 148:18 150:4,7 153:22,25 154:1 156:9 157:5 158:13,19,21 159:10,14,23 162:17 172:8 174:3 175:9 176:7,9,15 177:2 180:1,8 183:18,19,21,25 184:6,9,11,14 185:7 186:2 187:4	187:10,22,22 189:20 191:7,7 192:11,13,17 195:16 213:24 214:7,8,15 215:5 217:4,8 218:20,21 219:2,10 220:16 221:24 222:2,2,4,5 224:15,20,21 226:10 235:7 239:17 243:7 250:18,23 251:10 251:19 252:8 255:14,17,22,23 256:8,9,19 261:18 270:7 276:21 278:25 280:12,13 281:7 283:23 284:4 285:4 287:16,18 290:15,17 291:5 292:9,9 294:3,11 294:21 295:25 296:9,12,15,19 297:23 298:5,25 302:23 303:1,16 306:17,18 307:23 308:8,22 309:8 310:2,10 311:22 314:20,21 318:10 318:14,14,15,16 319:5 326:21 338:10 339:5 343:25 344:12 345:15 350:10 351:20 364:9,19 369:19 371:11 384:1,25 389:8 398:22,23 408:23 414:14 415:22 416:20 417:1,13,14 417:23 418:3,4	thinking 33:21 115:18 140:10 169:5 204:14 thinks 130:8 third 51:22,23 70:12 74:23 91:11 95:19 113:10 151:13 164:1 198:9 268:5 325:22 thirteen 88:5 259:8 thirty 16:8 49:25 83:6 155:17 194:2 194:3,4 199:4 205:24 217:14,16 217:18,22 226:5 240:24 254:15 339:15 356:7 363:6 thompson 13:1 16:11 70:10 thorough 79:1 thought 9:9 29:2 31:11 37:1 53:2 58:15,18 59:23 68:16 109:14 115:16 120:20 130:10 134:6,17 148:11 179:12 198:4 214:6 217:10 249:10 308:10 401:4 407:17 412:16 414:18 415:2,15 419:5 thoughts 22:1 23:15 48:3 68:23 131:15 172:3 189:14 256:12 308:25 309:14 threat 10:12 14:16 14:19 15:1,9,24 16:7,12,15,21 17:7 17:15 18:23 19:3	19:14,20,23 20:6 21:15 26:19,22 27:11 35:21 36:12 36:15 50:7,14 62:24 66:14 68:11 69:12 73:15 75:25 77:3 78:6,24 80:5,9 80:10,15 81:21 82:6,10,11,17,18 113:24 114:2 151:2 151:12,13,14 152:18,18 153:8 177:19,20,23,25 178:13,19,24 190:6 190:18 191:14 192:22,24 193:6 194:23 195:1,22,25 206:15,16 207:2,7 207:11 209:2,18,23 209:25 210:1,22 211:25 212:20,23 212:24 213:1,21 214:9 215:3 218:5 229:15 230:6,8,10 231:14 236:5 239:10 245:5 246:6 255:21 256:3 260:5 260:7,9,10,13 261:10,12,23 262:12,25 263:4,11 263:13 264:7,15,19 266:17 267:10 275:16,20,24 276:3 276:15 278:19 314:8 319:17,21 threatening 246:14 threats 16:18 208:17 218:4 248:22 254:6 255:11 318:22 350:13,18
---	---	---	---

three 17:16,17,20 17:25 18:14,18 33:13 43:21 73:7 82:1,4,13 83:8 90:1 107:20,21 151:10 152:8 157:18 169:12 170:7 171:11,17 173:17 177:7 189:22 192:4 199:3,22 200:4,5 207:9 215:9 229:22 230:5,5 260:24 326:9 340:6 346:8 346:20,21 361:2,2 361:8 368:3,22 369:13 370:3 374:5 374:12 375:16 378:23 379:16 384:10 386:6,18 397:13 threshold 307:19 throttle 411:3,9 throttling 330:7 363:23 364:14,20 365:2,21 372:4,8 395:4 throughs 205:24 throw 67:4 222:13 267:1 throwing 389:3 thursday 109:20 156:15 269:13,17 tie 262:16,17 tied 83:22 tiered 259:15 ties 247:3,3 266:9 tim 30:10 time 9:3 11:6,7 20:20 21:21 25:12 26:10 27:21 38:7 41:8 43:15 44:3,10	59:25 78:1 83:14 84:13 105:3 110:5 134:15 135:8 137:20 139:23 143:21 146:2 147:24 156:23 158:18 164:17 165:17 174:22 180:12 186:10 188:21 189:21 191:17 196:25 200:25 201:11,12 204:10 206:11 207:1 210:13,17 216:11 225:16,17 229:16 237:3 239:5 248:16 281:9 295:21 323:25 327:25 328:15,20 337:21 342:10,22 345:3 346:11,23 357:2 363:5 365:6 365:9,12 367:22 369:21 370:25 375:13,20 376:4 387:19 391:13 401:23 402:20 412:23 416:13 418:6 421:2 timeline 344:18 346:4 timely 344:14 379:22 times 95:4 97:9,15 108:4 151:1 155:12 197:17 211:14 217:1 225:14 255:15 314:6 346:12 366:23 368:14,22 369:11 369:13,13,18	397:22 402:13 timetable 13:3 tinker 305:22 tip 88:23 92:20,21 191:2,4 198:25 tips 88:22 89:2,18 89:25 90:17 190:24 tires 159:9 title 33:10 today 4:16 5:11 8:10 9:8 30:18 32:6 46:4 55:6 58:10 63:1 64:7 70:23 78:19 79:22 85:4 92:3 99:10,11 106:4 115:5 129:4 131:22 152:11 161:12 168:1 212:3 212:11 214:23 233:19 242:25 278:4 287:24 300:17 307:6,7 309:21,21 320:1 321:21 330:1 331:9 332:13 335:5 336:1 362:1 364:15 374:22 384:2,15 390:6 420:22 told 11:2 50:3 70:9 70:10 176:3 187:2 191:1 333:12 336:11 399:25 413:18 tomorrow 4:17 9:3 9:8,14 81:15,18 129:5,14,14 132:22 134:5,10 145:18 177:7 179:22 192:20 221:5,25 249:17 268:14 280:20 315:18	319:1 362:1 420:22 421:1,3 ton 226:14 tone 332:20 384:8 397:22 tony 5:18,18 92:5 157:7 360:12 383:23 386:1 414:6 414:9 tool 73:14 75:12 77:2 81:6 123:9 141:24 142:1 146:23,23 179:14 192:11 222:2,3 280:8 tools 254:20 top 18:18 220:7 232:23 287:23 358:4 372:3 380:25 topic 47:6 96:6 122:19 141:1 156:13 272:11 321:3 406:18 topics 8:22 337:3 toro 422:6,17 total 59:1 71:21 88:22 217:21 313:14 totaled 85:22 totally 14:21 15:5 226:21 262:19,20 308:21 313:15 318:5 touch 95:15 200:13 206:15 268:21 375:12 touched 146:13 147:6 174:20 tough 72:13 touring 72:15
---	--	---	--

tower 335:10 343:5 343:7 345:16,21 354:18,22 370:12 371:2,4 373:20 385:12 395:5 415:5	74:7,11,16,19 75:11 81:22 82:3,6 82:18,19 83:14,18 100:9 103:3 110:6 110:10,10,15 111:23 112:24 126:18 146:16,20 149:22,23 150:5,9 151:21 157:23 158:4,5 165:14 166:13 174:12 176:18 178:7 180:10 182:20,24 187:13 195:20 197:11,20 207:3 212:18 217:7 225:17 232:13 234:19,20 235:8 236:3,5,6,19 254:13 260:4 269:25 273:24 279:7,17,23 280:5 280:8 284:10 285:25 286:10 287:9 288:4,18 291:18 292:4,5,6 293:16,18,20,21,22 294:4,5,9 295:12 296:17 297:10,12 297:14 298:1 304:14,15,17,19,19 305:10 348:19 357:23 362:5 374:23 378:20 379:9 380:15 381:12,14,15,18 390:9 420:23	transcription 422:9 transfer 322:23 324:20 325:11 354:24 transferred 322:8 327:5 391:2 transferring 327:7 transition 238:18 translation 89:13 transmit 327:17,18 327:23,24 342:22 348:9,10 351:11,22 352:3 362:22 transparency 5:19 180:2 transparent 219:7 transportation 96:16 travel 89:7 traveling 238:11 travelled 92:4 treated 236:2 tree 401:19 tremendous 133:24 364:17 tremendously 226:8 trends 193:15 tried 32:16 51:22 91:15 208:19 401:18 410:5 tries 403:6 trigger 207:11 triple 159:25 tripled 34:20 triumph 46:25 trouble 198:23,24 troubling 15:23 true 99:7 110:7 348:12 354:10 410:5 422:8	truly 21:9 32:6 47:13 trunked 358:4 trust 243:24 377:11 386:10 397:20 truth 109:25 truthful 70:14 try 67:25 104:7,14 130:2 145:18 185:4 186:8 193:16 203:17 253:15 281:13 303:17 310:18 344:8 346:6 366:12 367:2 373:7 401:19 412:16,21 420:22 421:2 trying 24:5 25:10 56:17 59:19 61:11 100:5 109:4 116:3 116:7 117:21 119:13,15,15 137:17 199:23 211:22 232:5 252:7 266:5,6 302:24 304:4,8 306:19 308:11 314:22 319:4 320:13 328:15 329:15 336:13 347:25 362:22 363:12 366:9 371:13 383:24 398:12 399:16,17 404:3 408:21,21 417:1 tune 220:5 turn 2:25 30:4 32:22 72:7 192:5 224:20 417:20 turnaround 134:19 303:8
--	---	--	---

turned 147:1 turns 246:2 tv 38:22 39:9 45:6 53:25 60:3 229:24 tweak 189:25 308:20 twelfth 74:25 twelve 88:3,4 167:12 twenty 17:20,25 18:14,18 85:20 88:10 167:7 176:18 254:18 317:16 353:16 375:7 386:23 387:3 396:4 396:14 418:16 twice 182:3 199:13 two 8:23 10:7,9 15:11,13 17:15,18 19:7 22:3 33:7,8,21 36:8 41:21 48:10 48:12,12 54:12 70:9 83:5 93:15,20 107:19,20 146:13 147:18 153:20 155:16 160:14,18 167:7 169:12 170:6 170:7 191:2,2,3 194:2,3,4 203:2 216:9 219:1 230:5 236:11 240:24,24 258:8 263:17 268:4 283:16 299:21 302:10 308:17 314:3 317:25 321:1 341:14 348:4 351:9 353:16 354:5 355:21 356:1,7 359:18 369:13 371:23 378:23 379:16 401:25	413:21 ty 13:1 16:10 type 83:13 135:16 140:15 165:24 172:25 186:20 193:2 207:18 214:25 245:7 310:9 404:19 405:2,3 407:25 types 56:10 60:6 154:16,17 184:17 306:21 307:1,2 308:16 309:5 405:20 typical 229:16 typically 39:24	undersheriff 1:20 2:16 122:20 204:9 204:13,17 understand 24:15 28:16 56:7 59:20 66:24 109:5 120:4 128:16 129:11 133:5 167:14 176:14 251:1 295:9 297:7 306:19 327:3 328:8,9 338:3 343:1 344:12 369:4 398:13 understandable 316:4 358:13 understanding 91:1 214:14 342:15 345:14 348:18 351:19 373:17 388:4,6 419:3 understands 164:20 337:16 understood 168:20 335:2,3 382:14 undoubtedly 64:12 144:11,12 286:3 unequivocally 26:8 unfamiliar 17:11 unfinished 8:23 10:2 419:7 unfortunate 220:13 unfortunately 44:2 64:18 156:6 229:5 311:2 338:10 418:4 unfunded 100:15 100:17 unification 216:18 unified 77:2 234:2 237:7 uniform 20:6,14 165:6 179:13	186:23 187:7 347:3 uniformity 296:12 uniformly 297:20 unilateral 397:2 unincorporated 205:11 unintended 138:4 unintentional 354:8 unintentionally 355:8 unique 16:22 17:2 35:1 161:22 164:21 171:11 362:25 unit 44:5 158:4 227:8 305:5 352:19 352:20 395:22 406:23 united 43:1 units 44:8 234:8 238:13 325:10 328:16 336:8 338:6 405:7 university 22:17 38:18 45:24 unknown 117:7 unmanned 40:16 unmarked 246:1 unnecessary 267:21 unofficial 367:5 unquestionably 64:13 unrealistic 321:12 unreasonable 378:12 unreported 395:6 unresolved 335:12 396:21 unrestricted 289:3 289:6
--	--	--	---

unsafe 138:6,7 unstable 371:23 unstaffed 152:13 156:4 untenable 307:25 unworkable 307:25 328:18 upbeat 29:3 upcoming 160:1 update 20:21 21:13 70:22 84:14 88:20 132:3 256:20 257:8 259:20 261:20 330:3 335:7,13,17 345:10 408:9 419:5 419:8 updated 135:13 336:1 updates 8:24 13:9 13:11 23:12 374:17 374:18 408:6 upgrade 343:3 upgrades 242:19 upload 207:7 uploading 178:13 upmost 46:10 ups 90:5 372:5 upset 95:14 upsetting 91:5 upsides 124:18 urgency 92:9 95:2 95:11 use 18:3 40:25 41:24 43:13 48:12 51:2 55:13 57:6 65:22 79:13 86:20 87:11 91:16 92:25 100:2,10 106:8 108:2 110:19 111:21 123:8 129:10 133:6 136:3	146:15 147:14 149:19 154:8,8,19 158:17 162:13 164:5 167:20 170:3 190:22,22 191:6 199:5,6,15 203:9 208:16,19 229:6 231:9 240:7 242:1 245:9 248:8 249:22 259:12 261:8,14,16 263:15 268:8 270:22 280:16 281:8,24 289:8,9 289:13,17,18 316:2 316:9 317:22 324:11 347:12 350:17 352:12 354:12,13 365:22 383:3,19 395:25 400:10 403:1 407:15 413:9 useful 140:16 useless 26:7 user 76:4 205:13 users 331:16 333:2 345:6 379:1 380:11 385:18,19 387:23 415:10 uses 146:14 158:8 181:20 193:22 243:12 246:19 342:14 347:7 350:1 359:10,15 usss 73:15 usually 223:3 230:19 238:19 uta 75:6 utilize 38:24 40:20 56:13 382:7 utilizing 387:24	utmost 158:2 v vacation 280:24 valid 371:16 415:22 validated 37:6 193:2 213:21 214:4 263:14 264:1 344:20 valuable 307:16 402:25 405:17 value 104:20 vaping 51:7,12,15 51:20 52:4 variables 347:14 variant 23:6 variations 158:10 257:21 variety 39:13 78:16 82:10 323:12 396:21 various 39:11 65:4 65:4 137:4 326:19 330:25 353:4 363:4 377:14 396:9 408:1 vary 346:24 varying 263:4 368:2,15 vehemently 337:2 vehicles 367:17 vein 285:20 vendor 74:9,11,18 75:10,19,21,23 79:13 89:12 213:10 213:12 262:10 350:3 vendor's 75:2 vendors 154:10 398:4,5,7,10,15 399:18,23 400:1	venture 342:9 verified 83:21 312:15 verify 24:9 25:6 verizon 366:8 369:7 vernacular 416:22 versa 326:5 329:5 versed 180:21 version 89:13 192:7 269:15 302:14 303:23 313:25 315:24 versus 184:18 202:6,21 207:12 217:12 228:19 284:4 308:12 320:10 378:6 397:24 vessel 179:7 vessels 181:19 vested 186:23 vestibule 241:18 242:9 vetting 165:25 285:17 361:5 viable 291:19 344:15 vice 326:5 329:5 victim 1:16,24 319:16 victims 2:8 336:12 video 39:8 45:3 52:19,25 54:1 122:20,22,22 156:23 158:7 231:4 231:23 247:3 videos 45:8,8,13 60:2,16 view 8:3 100:21 183:18 191:21
--	---	---	---

215:3 216:3 231:23 287:4,5,6 293:1 301:12 viewable 232:4,21 viewed 108:5 viewpoints 35:6 views 7:3,4 8:3 45:19 94:9 145:23 violate 268:15 403:14 violated 268:15 violation 255:1 violations 255:4 violence 32:21 46:9 54:8 82:23 265:4,7 265:7,8,10,12 violent 10:14 129:17 266:18 virginia 73:16 82:12,18,21 83:11 195:20,25 196:8 209:12 virtual 391:1 visible 124:16 vision 395:17 visit 72:14 287:21 visited 118:5 120:15 148:15 visual 197:4 240:8 vital 46:18 vitally 64:14 voice 37:22 55:16 57:25 200:11 voices 55:17 void 77:24 99:11 volunteer 226:17 228:9,11 volunteering 228:7 volunteers 227:16 227:17 228:5 317:16	vote 361:13,17,20 394:14 417:14 voted 352:16 406:13,21 voters 339:21 352:16 votes 269:21 295:21 406:12 voting 361:12 vulnerabilities 71:9 99:19 173:23 205:22 vulnerability 72:5 131:6 153:12 251:3 251:14 252:3 311:6 vulnerable 40:24 132:21	w	wagging 400:17 wait 84:6 125:8,10 207:12 335:20 370:24 406:9,9 419:4 wakes 324:12 wakulla 157:24 walk 37:20 121:2 155:22 156:5 205:24 208:11 283:4 407:5 walked 92:7 205:21 walkie 153:6 154:8 walking 182:16 406:2 walks 207:16 214:19 246:3 walmart 153:5 walsh 211:2 wand 80:6 wanders 298:13 wandering 241:9	want 4:6 6:14,15 6:18,18 9:5,16 17:23 23:16 30:20 31:4 32:4 41:5 46:12 47:22 53:10 55:2,4 56:7,11,22 58:7 61:12 62:3,23 63:2 64:9 65:9,18 67:4,23,25 68:22 69:5 70:7 71:3,8 72:4 74:19 76:24 81:20 99:17 100:2 100:25 108:7,14 109:6 122:19 129:4 130:5,12 131:14 134:15 140:4 144:20 145:18,20 159:8,20 160:14 164:19 167:1 168:17 169:11,12 171:25 175:2,12 183:11 190:17 194:16 196:5 198:1 204:22 206:13 213:15,24 219:11 219:16 221:6 222:13,13,21 223:14 224:23 226:13 228:3,11 232:24 233:7 235:22 244:8 248:20 252:1 257:4 257:7 260:17,18 261:8 266:3,10,11 266:23 270:21 284:23 287:15 289:9 290:3 291:8 291:20 292:21 293:14 295:5 298:19,24 300:21 300:25 308:24	309:1 320:19 321:1 323:23 326:3 333:22 334:21 335:5,20,25 355:14 355:15 357:11 358:20 364:12 370:15 371:11 383:15,16 384:19 389:5 390:20,21 403:16,24 404:23 405:18,22 408:8 411:24 414:1 419:4 420:2 wanted 11:19 26:18 28:24 34:8 35:14 36:13 38:3 39:23 40:20 43:25 73:6,10,20 97:12 105:18 157:10,18 160:11 162:23 165:24 166:20 168:24 196:3 255:10 298:9 310:18,20 319:10 320:14 321:17 379:4,4 398:9 404:9,15 406:22 414:12 419:2 wanting 108:2 387:7 wants 30:2 265:11 265:23 269:24 300:4 307:12,18 350:7 403:21 war 185:25,25 warrant 71:23 warrior 159:11 wasted 256:1 wastewater 345:2 watch 7:14 91:12 91:14,15,23 182:14
--	--	----------	---	---	---

190:17 417:16 watched 169:2 182:5 watching 65:11 water 370:19 way 7:8 8:20 11:18 13:5 15:2,4 24:13 24:14 27:1 29:2 38:2 43:1 50:10 56:18 59:10 79:15 90:22 91:25 94:17 95:12,23 104:6 117:21 118:23 121:16 130:2 145:10,15 147:22 152:22 155:25 156:3 158:17 161:22 168:8 175:20 176:21 177:3 187:11,12 191:13 199:12 200:24 203:3,5,18 203:19 212:19 223:7 229:24 235:12 243:25 244:3 259:17,18 266:14 269:4 281:8 285:3,5 290:5 295:6 301:17 302:25 304:10 305:1 309:6 311:5 319:4 320:18 321:3 323:13 325:10 332:24 338:12 348:2 378:12 388:1 388:22 406:6 408:14 414:24 417:2,17 ways 19:25 52:3 101:2 102:24 161:16 196:18	235:21 240:6 266:12 273:15 303:4 323:12 377:3 we've 6:9 8:14 21:11 28:3 38:11 46:6 53:5,6,7 61:2 61:2,4 65:3 67:6 70:12 81:16 92:18 93:14 95:16 99:3 102:11 106:25 115:11,12 119:25 127:9 136:3 137:15 138:9 144:10 152:24 164:14 172:14 174:18 190:14,23 196:19 200:17,23,24 202:13,14 206:15 209:12,14,15 211:4 213:16 214:9 217:5 217:25 221:18 224:7 225:14 235:15 238:5 239:1 240:2 241:4 242:22 244:10,10,11 245:13 246:6,10 252:13 261:8,22 265:6 271:15,16 272:8 285:12 287:24 295:2 299:13 301:15,24 314:13 326:13 329:23 330:24 331:4,11,12 335:6 338:9 346:8 347:24 372:2 394:9 411:23 412:13 413:3 418:3 419:11,11,12,13 weak 58:22 59:2 weapon 121:3 180:14,17	weapons 44:8 227:19,21 243:13 245:2 wear 216:20 wearing 165:6 weather 216:19 web 76:4 249:9 320:13 website 34:8 49:20 249:6,15 361:4 374:16 websites 125:17 wednesday 318:25 weeding 107:6 weeds 266:11 week 7:17 41:10 63:12,19 64:5 95:24 119:19 120:12,15 157:25 169:18 197:5 200:17 252:16 253:8 291:23 299:20,22 304:24 305:18 318:25 370:5 371:25 374:14 weeks 12:2 134:23 240:24 299:21 326:14 330:25 332:12 333:13 384:7,10 397:13 420:25 weigh 144:25 293:1 294:10 338:17 403:9 welcome 2:4 4:6 30:3,8 55:3 went 10:23 15:15 18:11 31:12 70:10 72:21 123:4 155:20 165:13 167:8 169:9	197:20 215:10 225:19 232:12 279:23 295:11 308:13,13 355:5 363:17 364:4 369:7 369:19 378:22 westlake 343:5 wheel 189:1 261:9 266:6,23 whichever 61:24 whistles 154:11 wholeheartedly 294:20 wide 21:10 52:19 162:11 221:7 256:5 widespread 256:9 256:9 wife 175:4 wild 175:5 willing 36:24 53:3 54:23 129:22 137:8 419:21 win 173:14 243:19 winded 287:11 winding 280:18 window 66:21 68:11,12 69:13 87:24 123:12 324:14 windows 66:11,15 68:8 123:19,19 147:2 wine 401:25 winning 244:13 wish 62:12 withdrawing 330:17 withdrew 214:10 withheld 114:24 withhold 114:14 274:22 275:14
--	--	--	--

<p>woefully 165:18 woman 26:9,10 110:4 women 30:21 wonder 382:18 wonderful 51:3 54:2 55:6 79:9 104:3 250:13 wondering 206:10 word 22:23 44:20 58:6 149:19 252:12 266:17 284:4 301:18 worded 150:20 words 33:13 57:15 184:16 193:1 213:25 272:2 340:16 work 5:1,10,20 7:2 7:2 8:12 13:13 14:5 14:14 17:13 23:10 23:23 30:5 33:21 41:19 48:1,7 52:11 60:20,24 74:4 76:16 80:7 81:2 94:13,15 96:8,11 96:13 99:21 105:19 118:16 125:3,3 141:19 145:4 157:12,14 159:7 166:10 169:3,25 177:5 183:1 186:16 190:1 191:18 206:5 209:16 215:22 216:24 217:2 218:12 235:3 236:12 238:2 241:24 263:12 264:8 268:22 269:5 272:14,22 273:2 274:2,3 275:15</p>	<p>276:15 281:1,13 282:17 290:10 291:20 306:16 309:9 328:10 329:4 346:5 350:24 362:14 366:23 367:1 376:25 379:11,12 381:13 382:7,8,10 385:13 386:15 396:8,11 401:11 410:6 417:17 419:6 workable 308:23 workaround 406:6 worked 67:13 157:18 166:15 172:17 173:8,21 174:1 196:21 214:9 217:6 218:1,11 251:11 273:20 281:12 283:10 workflow 27:9 401:8 working 14:2 20:17 23:25 24:3,6,11 25:12 34:19 36:7 41:2,4 45:5 51:14 53:24 55:8 56:2 59:3,14 60:14 74:5 95:9 126:17 152:25 172:7 174:22,23 182:14 185:3,4,12 190:7 191:7,11 194:19,20 224:15 239:25 242:11 293:7,11 319:3 320:3,11,12 332:6 332:7 343:3 347:3 348:5,6 368:19 369:3 379:15 380:6 389:22 393:19</p>	<p>405:9 414:10 416:8 workload 391:1 works 30:13 38:16 55:15 67:12 124:7 125:2 126:25 185:8 209:15 213:14 215:21,21 272:6 329:2,3,8 399:6 workstation 351:12 351:21 world 108:8 321:6 321:14 worry 205:13 worrying 47:4 worse 71:10 108:25 110:22 333:10 337:18 worst 305:24 worth 184:14 340:8 380:9 would've 67:13 wow 382:25 wowed 72:18 wrap 55:1 117:21 174:7 363:12 write 178:15 372:24 417:13 writing 113:9 115:2 written 113:1,13 114:7 212:19 261:25 278:14 290:5 352:9 375:1 395:22 wrong 72:21 153:18</p> <p style="text-align: center;">x</p> <p>x 107:9,10 271:22 xy&z 185:17,18</p>	<p style="text-align: center;">y</p> <p>yards 227:11 yeah 23:25 24:23 27:1 49:10 68:23 68:25 69:19 95:10 104:9,18 105:24 107:13 116:1 125:7 127:22 145:19,19 147:20 171:3 176:9 182:21 189:24 201:21 202:11 204:20 212:12 219:19 225:6 232:24 253:15 260:19 265:2 267:9 283:25 285:19 289:21 295:15 298:4 308:9 309:13 309:16 310:1 312:12 314:23 318:5 320:2,12 341:6 364:8 368:20 369:14 371:20 383:1,22 384:4 385:4 386:21,21 399:8 407:8 415:16 417:21 year 7:17,22 8:2,6 8:23 9:2,12 10:3 11:22 12:6 14:14 17:16 19:22 23:4 28:4 32:13 34:9,13 34:21 52:17 53:1 59:11,12 72:20,23 84:22 86:23 87:3,4 87:6,7,7 99:4 103:8 108:16 113:7,17,22 114:8 115:13 117:4 122:4 132:8 133:4 133:4 134:19,21,21 135:6 137:15 143:9</p>
---	--	---	--

148:3,4 166:20,21	yopp 158:3
166:23,25 168:16	young 30:21 31:2
169:3 172:13 173:2	33:18 36:8 47:21
175:16 176:23	youth 62:2 82:23
182:2 183:14	174:11 178:6 236:5
190:24 191:10	z
192:6 194:13 195:8	z 207:17
200:24 204:19	zealand 122:23
205:25 208:18	zero 85:5 92:10
211:24 212:3,4,5,6	306:15
212:7 219:25	zeroed 84:23 86:14
239:13 240:21	zone 6:17
242:12 248:3,15,23	
250:6 258:9,11	
276:2 280:19,23	
281:9 286:4,19	
287:21 291:17	
292:11,20 296:8	
298:9 300:23 303:9	
315:16 334:23	
345:8 359:24 364:5	
368:14 369:12,15	
370:4 371:25 376:5	
383:14 397:7 411:7	
years 16:8 17:17	
48:14 60:1 107:10	
107:10 167:7,8,12	
168:3,4 171:12,17	
173:17 184:4 187:5	
189:23 199:3,16,23	
200:4,5 206:16	
209:15 215:10	
220:5 226:5 254:15	
285:22 337:7,22	
345:20 368:2,14,22	
369:13 370:4	
385:17 386:6	
413:22	
yelling 324:16	
yesterday 91:5	
97:20	