

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

August 14, 2019  
8:36 a.m. - 6:07 p.m.

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 (Telephonic)  
MELISSA LARKIN SKINNER - CEO, CENTERSTONE OF FLORIDA  
SIMONE MARSTILLER - SECRETARY DJJ  
JACOB OVIVIA - 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  
AUREN BOOK - SENATOR, DISTRICT 32  
RYAN PETTY - SCHOOL BOARD MEMBER, MARTIN COUNTY  
KEVIN LYSTAD - PRESIDENT, FLORIDA POLICE CHIEF  
ASSOCIATION  
CHRISTINE LINTON - COMMISSION STAFF, FDLE

1 (Proceedings commenced at 8:36 a.m.)

2 CHAIRMAN GUALTIERI: All right. I think  
3 we are all set. We will call the meeting to order.  
4 Good morning everybody.

5 As we do, we will stand for a moment of  
6 silence in recognition of the victims, and then join  
7 with me the pledge.

8 The chair has received a copy of the  
9 minutes from the last meeting. I hope you have had  
10 a chance to review those.

11 Do we have a motion to approve those  
12 minutes?

13 CHRIS NELSON: So moved.

14 CHAIRMAN GUALTIERI: Motion by  
15 Commissioner Nelson.

16 Second?

17 VICE-CHAIR LYSTAD: Second.

18 CHAIRMAN GUALTIERI: Second by Chief  
19 Lystad.

20 Any discussion or corrections on the  
21 minutes? All in favor, signify by saying aye.

22 (All respond with aye)

23 CHAIRMAN GUALTIERI: Any opposed say nay.

24 (All respond with aye)

25 CHAIRMAN GUALTIERI: So that motion

1 carries, and the minutes from the June meeting are  
2 approved.

3 Just briefly as we do, we will let our  
4 general counsel, Jason Jones, make the Sunshine Law  
5 reminder, and we will get started.

6 GENERAL COUNSEL JONES: Good morning  
7 everyone.

8 These meetings are covered by the Sunshine  
9 Law as everyone knows. Tomorrow we will go into a  
10 closed session, so just a reminder anything we  
11 discuss in the closed session needs to be held  
12 confidential and exempt. Please no side  
13 conversations during breaks or at lunch or after  
14 hours, and have a good morning.

15 Thank you.

16 CHAIRMAN GUALTIERI: Thank you.

17 Just for a housekeeping, we are going to  
18 begin this morning with a first agenda item, but we  
19 have a hard stop at 10:00. That is the normal  
20 time we have on there for the break, but it is a  
21 hard stop at 10:00.

22 Congressman Deutsch is going to be here.  
23 He is doing a press conference here this morning  
24 with some family members and other elected officials  
25 about the Eagles Act, which is the act that is

1 pending in congress about threat assessment and  
2 threat assessment centers and the support of the  
3 secret service, so I told him we will break at 10:00  
4 for that. It will only take about 15 minutes or so.  
5 It will coincide with our break. But just know that  
6 we do have a hard stop at 10:00 for that.

7 Sheriff Ashley couldn't be here with us  
8 for this meeting in person, but he is joining us and  
9 he is behind the phone here on my right. So Sheriff  
10 Ashley is participating but he is participating by  
11 phone. He couldn't make it down here. So thank  
12 you, Sheriff, for being here on the phone with us  
13 this morning.

14 There is really nothing new as far as new  
15 topics or new material that is contained in the  
16 agenda for this meeting. We're trying to really  
17 bring some things in for a landing and to close out  
18 some pending issues.

19 Of course, we are going to hear from  
20 Superintendent Runcie, from Sheriff Tony, from the  
21 county administrators and others to get updates on a  
22 lot of what we talked about last time.

23 I would say the most significant pending  
24 issue is still the issue regarding communications  
25 here in Broward County, the OrCAT 911 issue and the

1 radio tower issue which is the most significant  
2 pending issue. Hopefully we will get some positive  
3 information about where they are with that today.  
4 I know we talked about it several times as far as  
5 the subpoena we have outstanding to Team Mobile. I  
6 know, Mr. Schachter, you have asked about that many  
7 times regarding the subpoena, the cellphone records.  
8 Those records hopefully were sent out by Team Mobile  
9 yesterday. They are supposed to be received by FDLE  
10 in Tallahassee hopefully tomorrow morning, and we  
11 will get someone to quickly analyze them, and  
12 hopefully we will have somebody to quickly analyze  
13 them and we will have some results before we adjourn  
14 tomorrow on those records.

15 That subpoena has been pending now for  
16 several months with Team Mobile. It is not unusual.  
17 These cellphone companies take a while. But  
18 hopefully we will have an answer to that question  
19 about that call from -- If you remember, what we are  
20 talking about is whether that mother contacted the  
21 school board chair about the point that was supposed  
22 to have been made to Morford. So that is the  
23 incident we are talking about and whether there was  
24 an actual phonecall, and we will hopefully know by  
25 tomorrow whether those records contain that call.

1           As far as the Broward Sheriff's Office  
2   internal investigation, you'll hear about that from  
3   Sheriff Tony. As we know, that has been completed.  
4   Several deputies have been terminated and others  
5   disciplined.

6           The internal investigation by the Broward  
7   County public schools as it relates to Morford,  
8   Thompson, and others is still pending, and I'm sure  
9   that Superintendent Runcie will update us on the  
10   status of that. I don't have any more information  
11   for you other than they hired an outside law firm  
12   and it is still an ongoing investigation.

13           So before we begin here with the first  
14   session this morning, does anybody have anything?  
15   I'm ready to jump right in to the first agenda item.

16           Unless anybody has anything -- Harold, I  
17   don't know where you are. Can you put the first  
18   presentation up for the PowerPoint?

19           Any commissioners have anything they want  
20   to bring forward before we get started?  
21   All right.

22           So the first thing we have on the agenda  
23   this morning is our discussion about it says future  
24   meetings and contents of the next report. We framed  
25   this a little bit differently, and say it is kind of

1 where we have been, where we are, where we are going  
2 with the discussion.

3 We have been together now for 16 months.  
4 I would say this commission, along with others  
5 including the previous and current governor, the  
6 legislature, the Department of Education, and a  
7 whole bunch of people work hard to drive and affect  
8 change in a better and more safe environment in  
9 Florida schools.

10 I think we have actually accomplished  
11 that. But even though we have accomplished some,  
12 there is still much to be done, and that needle  
13 still needs to be moved farther than where it is.

14 As you are going to hear today as we get  
15 into this, we made improvements, and I will say  
16 significant improvements just in the last two months  
17 from where we were at the last meeting when we  
18 talked about the unacceptable number of schools and  
19 districts that were noncompliant with the law in a  
20 variety of areas including the one that was most  
21 concerning I think to all of us, and that was there  
22 was not a safety school officer at every campus.

23 But as we sit here today, and as you will  
24 hear throughout the day, still here in Broward  
25 County as of this morning is that we have a big

1 question mark and uncertainty moving forward whether  
2 there is a sustained safe school officer present on  
3 29 school campuses in Broward County, and some of  
4 those we only have a commitment for a couple days.

5 School starts today in Broward County. We  
6 only have a commitment from Sheriff Tony, because  
7 these charters are not acting, that he is only going  
8 to cover them until Friday, and if they don't act by  
9 Friday and sign a contract with him that he is  
10 pulling out, so that will leave those schools  
11 uncovered. So even though there is a lot of work  
12 that has been done and a lot of progress made -- And  
13 I'll explain more about this later, about the  
14 situations in Miami-Dade, here in Broward, and Palm  
15 Beach County -- those are the three counties we have  
16 had the most concerns about and the most challenges  
17 with regarding compliance with the safe school  
18 officer requirement.

19 As Director Kelly will get into later this  
20 afternoon, we do have the results of the survey back  
21 and, again, we made progress, but there are still  
22 some holes and room to comply fully with the law and  
23 do it better. But as we talk about where we are and  
24 where we have been and where we are going is that we  
25 have accomplished a lot.



1 I'm going to run through for you right now  
2 a summary of all the statutory school safety  
3 requirements that have been enacted since February  
4 14, 2018, the deadlines that have been imposed  
5 either by statute or by executive order, the status  
6 of this commission's recommendations from our  
7 interim report that we submitted in January of this  
8 year, and some thoughts about what should be  
9 contained and what we should put into the next  
10 report and then where we go.

11 As you consider this and as we go through  
12 this presentation -- And you have a copy of it in  
13 your books -- I ask you to start thinking about what  
14 you want to do, where do we want to go, and what is  
15 left to be done that we can realistically, one we  
16 need to do or should do in the short term, if  
17 anything, and are we at a juncture here now where  
18 our focus after this meeting today and tomorrow  
19 should be is to let all of this take effect.

20 There is so much that is pending as you'll  
21 see. And we submit a report. The legislature  
22 begins interim committee weeks in September. It is  
23 a quick turnaround, this legislative session. They  
24 come back in January because of the election year  
25 next year, so it is a 60-day session that begins in

1 January.

2 I think there are some things, and I know  
3 there are some things that we need to go back to the  
4 legislature with that they should act on. Some of  
5 them are fixes, some holes that need to be closed.  
6 So I think it is imperative that we, as quickly as  
7 possible, develop the next report and get it  
8 submitted as soon as possible so the legislature has  
9 this commission's recommendations because we know  
10 they listen to us.

11 Senate Bill 7030, not totally, but it was  
12 largely driven by this commission's recommendations.  
13 Our thanks to the senate present and to the speaker  
14 and to all the members of the legislature for  
15 listening to us because they got it right with what  
16 they did in 7030, and I think it is important we  
17 weigh in before the next session begins to try to  
18 get some of these additional items before them.

19 Then from there -- I'm putting the cart  
20 before the horse -- but I want you to think about  
21 this as you look at this presentation. My thought  
22 is -- I'm one vote on this and it's the commission  
23 as a whole decision -- but my thought is after this  
24 meeting that we prepare the report, we meet one more  
25 time to go through the report, have discussions

1 about the report, approve the report similar to what  
2 we did with the December meeting, and then we just  
3 let things sit and we come back together sometime  
4 next year after all of this has had the opportunity  
5 to take effect, because I don't see anything more  
6 that needs to be done that we can do realistically  
7 or should be doing in the immediate future.

8 I think we have done so much as you will  
9 see here, but that we wait until after the  
10 legislative session before we meet again, after we  
11 have the next meeting -- It can be just a one-day  
12 meeting just on the report -- and then we pick a  
13 time after the next legislative session to come back  
14 together, and that gives all of us an opportunity to  
15 see where it is because there is so much that needs  
16 to be done.

17 Let me leave it there for now. Let me go  
18 through this and see what you all think, and we will  
19 have a discussion.

20 The first thing is, just running through  
21 this kind of quickly, these are all the statutory  
22 enactments since February 14. This is a combination  
23 of Senate Bills 7026 and 7030.

24 We know we now have in Florida an office  
25 within the Department of Education that is dedicated

1 to school safety and responsible about for  
2 compliance and oversight of all school safety and  
3 security matters throughout the state. I know with  
4 funding that has been made available by the  
5 legislature that office is expanding, and I believe  
6 they are in the process of hiring about ten people,  
7 and it is going to be very, very important for  
8 sustained and enhanced school safety that that  
9 office be staffed and funded so they can provide the  
10 oversight necessary to ensure this is done. This  
11 cannot be a one and done. We see that too much.

12 In this area of school safety,  
13 unfortunately we see that where we see temporary  
14 compliance and then they think somebody goes away  
15 and they just go back to their old ways of doing  
16 things. At least as far as I'm concerned, as long  
17 as I have anything to say about it and have a voice  
18 in it, it ain't going to happen. We are going to  
19 keep on it because we have come too far to let it  
20 regress.

21 Every school district -- And this is a  
22 very good thing -- is required to have a school  
23 safety specialist, and that is a dedicated person in  
24 that district that acts as the liaison with the  
25 district, between the district and the office of

1 safe schools, and that has been a very affective  
2 enactment, and every district is in compliance with  
3 that.

4 As we know, we created the Guardian  
5 program. There has to be an armed person on every  
6 school campus, and we are well aware of that. And  
7 the only thing that was very effective was  
8 authorizing law enforcement officers to seize  
9 firearms at the time it takes to take somebody into  
10 custody under the Baker Act when there is a threat  
11 of harm towards somebody else.

12 For decades, decades, law enforcement in  
13 Florida had no authority to do that, and this makes  
14 a real difference, a substantive difference because  
15 there is nothing more frustrating than taking  
16 somebody into custody under the Baker Act because  
17 they threatened harm to themselves or someone else  
18 with a firearm that didn't rise to the level of a  
19 crime, and you take that person into a receiving  
20 facility where they're going to get out in about  
21 four hours, but you have to leave the gun that was  
22 the basis for the Baker Act and the basis for the  
23 threat. You actually have to leave the gun there at  
24 the house, and then they get out of receiving  
25 facility and go right back to the house where the

1 gun is because we had no authority to take it.

2 Just because somebody is Baker Acted as we  
3 now know -- And I hope everybody is becoming clear  
4 on this in the public because they haven't been and  
5 there is still misinformation about it -- but a  
6 Baker Act does not disqualify someone from  
7 purchasing a gun.

8 I can Baker Act somebody five times in the  
9 last 30 days and they can go out tomorrow and go to  
10 a local gun store and buy a gun. There is nothing  
11 in the Baker Act, and as a result of being Baker  
12 Acted that prohibits somebody from purchasing a gun.

13 But what does now in Florida give us the  
14 opportunity to prevent that person who has been  
15 Baker Acted or has significance mental health or  
16 behavioral issues not necessarily mental health, is  
17 what we call risk protection orders or some people  
18 call them red flag orders, and that enactment has  
19 been extremely successful, and I know it made a  
20 difference in this state in preventing harm and  
21 preventing tragedy, allowing law enforcement to  
22 seize firearms, seize the ammunition, and  
23 importantly prevent them from going out to the local  
24 gun store and being able to buy a gun.

25 This process has worked very well, and I

1 believe the numbers show that the number one county  
2 in the state for these risk protection orders is  
3 Polk County followed right behind by Pinellas  
4 County. Broward has done a number of them, and that  
5 has been a very, very significant enactment as a  
6 result of Senate Bill 7026.

7           The Community Action teams -- And we will  
8 hear more from DCF during this meeting as an  
9 update and focus on mental health. Community Action  
10 teams are effective. This was expanded within the  
11 law. The multi-agency network of mental health  
12 services in K through 12 schools was also expanded.  
13 The mobile response teams focusing on people up to  
14 age 25. We talked a lot about case management and  
15 the lack of case management.

16           What these mobile response teams are  
17 doing -- And we will hear more from DCF about it  
18 during this meeting -- but what they are doing is  
19 they have to respond when they are called within an  
20 hour.

21           When they go out, the whole idea is to  
22 Baker Act diversion and have somebody intensively  
23 case managing these people who are in crisis up to  
24 age 25. It is intensive supervision for seven days  
25 and a warm handoff into services.

1           So the mobile response teams are not, at  
2   least in my view, at least in our county, are not  
3   fully developed and not exactly where they need to  
4   be, but they are substantially on the route to being  
5   there, and we are much better than where we were  
6   before.

7           I think it is these mobile response teams  
8   and all of the emphasis on mental health and the CAP  
9   teams with the mobile response teams has been very  
10  effective.

11          Registration, now every student is  
12  required to disclose a prior mental health referral  
13  to the schools, and the courts are required to  
14  report to the school superintendent any child that  
15  is in court that the court has referred to mental  
16  health services.

17          We are trying to break down the  
18  information silos so the left hand does know what  
19  the right hand is doing so nobody is sitting there  
20  uninformed in trying to identify those that need  
21  help to avert a crisis situation.

22          We know there is a required annual  
23  physical site security assessment, the FSSAT which  
24  we talked about, and we will hear more about it  
25  today on a district-wide FSSAT and the school



1 specific one that is required to be done every year.

2 Establish the school hardening and harm  
3 mitigation work group comprised of subject matter  
4 experts, and there is a report as you see more about  
5 this due to DOE by August 1, 2020.

6 The development of an integrated data  
7 repository and social media monitoring tool.  
8 We will talk more about that.

9 Monthly active assailant drills are  
10 required. There is, of course, some noncompliance  
11 with this. There still is noncompliance with it.  
12 Some people claim it was ambiguous in the statute.  
13 It is not ambiguous. It is very clear. It is  
14 ambiguous if you want it to be ambiguous. It is  
15 ambiguous if you want to try and read something into  
16 it. But it is very clear that in Florida today that  
17 every charter school, elementary, middle and high  
18 school in the state of Florida is required that  
19 there be an active assailant drill conducted by law  
20 enforcement every month on every campus.

21 There is room for discussion about that.  
22 We are going to have some discussion about it today.  
23 We were asked by some of the school safety  
24 specialists to have that discussion and bring it  
25 before you about the monthly requirement and whether

1 it should be a monthly requirement and do we want to  
2 make a recommendation to the legislature on a  
3 modification of that. So we will have that  
4 discussion later today.

5 Every school is required to have  
6 behavioral threat assessment teams, and they are  
7 required to have a law enforcement officer on every  
8 campus.

9 The other thing on the guns, prohibited  
10 purchases by people under 21, three-day waiting  
11 period for all, closes the gap on this written  
12 threat.

13 If I walk up to somebody and I say I'm  
14 going to shoot up the school and I don't do anything  
15 else, it is not a crime. Used to be if you walked  
16 into the bathroom at the school and you wrote on the  
17 mirror I'm going to shoot up the school, that wasn't  
18 a crime in Florida because under the statute it  
19 required a transmission of the threat, and what the  
20 law did in 7026 is it removed the transmission  
21 requirement so now all written threats are illegal  
22 and are felonies, so that was a good revision.

23 Of course, as we know about the Fortify  
24 Florida Act, the schools are now required to promote  
25 the act.

1           So let me get back to where I was, and I  
2 apologize for that. By August 1st of this year DOE  
3 was required to provide districts with a validated  
4 behavioral threat assessment instrument. They did  
5 that. We will talk more about it.

6           Assemble a statewide working group to make  
7 recommendations regarding the online statewide  
8 threat assessment database. That report is due by  
9 December 31 of 2019.

10          Charters and district schools have to  
11 adopt a active shooter response plan, and all  
12 personnel must be trained. As you'll see, there was  
13 compliance with that.

14          Zero tolerance policies, the law now  
15 addresses that. There has to be consultation with  
16 law enforcement, and you can have a zero tolerance  
17 policy as it relates to harm towards somebody else.

18          Previously you couldn't have a zero  
19 tolerance policy as it related to what they called  
20 petty acts, but now you can have a zero tolerance  
21 policy as it relates to harm or threat of harm. So  
22 schools now can have zero tolerance policies in that  
23 regard.

24          Importantly, and we stress this, this is a  
25 result of 7030, is it gave teeth to all these laws

1 that wasn't there before. As we talked about many  
2 times, DOE was merely a repository and had little to  
3 no oversight authority.

4 Now the commissioner has some oversight  
5 authority, in some areas more than others, but the  
6 commissioner does have authority to sanction  
7 districts that are not in compliance.

8 So that's a summary of 7026 and 30. The  
9 big picture, of course, there is a lot more details,  
10 but I think you can see a lot has been done and a  
11 lot has been enacted in the laws of the state to  
12 make the schools safer.

13 In those laws and in the governor's  
14 executive order that he entered on February 13 of  
15 this year it required certain things. Some of those  
16 things are completed and some are still pending.  
17 One was that the Department of Education and the  
18 Department of Juvenile Justice do an analysis of the  
19 school-based juvenile pre-arrest diversion programs  
20 in the state, and that was completed by July 1, and  
21 Secretary Marstiller is going to talk to us this  
22 morning about the results of that.

23 July 1st, the DOE had to submit an initial  
24 school hardening report. That has been completed.  
25 August 1st, the integrated data repository, that has

1    been completed. The social media monitoring tool,  
2    that's completed, at least in their initial phases,  
3    and we will talk more about that.

4               The statewide threat assessment, the DOE  
5    completed that on schedule, by August 1st.  
6    The FSSATs, we know we have had problems with  
7    submissions of those in the past. The school has  
8    asked and we concurred and the legislature changed  
9    the reporting deadline to October 1st. So now all  
10   the FSSATs, the district-wide and school specific  
11   ones, are due on October 1st of this year. That is  
12   in the pending category because they have until  
13   October 1st to submit them this year. And, of  
14   course, that is the annual reporting.

15              After they are submitted, each district is  
16   required to certify the DOE they have complied, and  
17   that has to be done by October 15. I have already  
18   mentioned, and I put this in the pending category,  
19   DOE is required to assemble the threat assessment  
20   work group, and that threat assessment work group is  
21   to make recommendations on a statewide online threat  
22   assessment database for the purposes of managing the  
23   threat assessment teams and managing the information  
24   and, importantly, sharing the information. That  
25   report also has to make a recommendation on a system

1 and assess costs.

2 So hopefully -- I know we will hear from  
3 Director Kelly later today exactly where they are in  
4 assembling that group because December 31st is right  
5 around the corner.

6 That initial, initial hardening and harm  
7 mitigation report that DOE was required to submit by  
8 July 1st of this year, they did, but there is a  
9 greater report with subject matter experts and a  
10 statewide task force, and that hardening work group  
11 report is not due until August 1st of 2020.

12 After that group work comes together with  
13 subject matter experts and does it more in-depth,  
14 then by September 1st of 2020 the commissioner of  
15 education is required to submit a report based on  
16 that to the governor and to the legislature.

17 So those are the things that have been  
18 completed with specific deadlines that are in the  
19 statute or by executive order and the items that are  
20 still pending.

21 As you can see with the items pending,  
22 everything is on track, and that is one of the  
23 reasons for my remark a few minutes ago that are  
24 pending and on track are important things, and I  
25 think we just need to let them take their course and

1 take effect and then see what this outcome is of  
2 some of those as it will help us as we move forward.  
3 But we need to let them do their work and let those  
4 things take hold.

5 I'm not going to run through all of these  
6 because you all are very aware of these, but I  
7 wanted to point out in summary fashion that this  
8 commission has heard testimony from well over 60  
9 witnesses, and we heard a number of topics. I am  
10 going to buzz through these. I'm not going to read  
11 them. You lived them. You know what we heard.

12 When you look at it, the number of topics  
13 we heard is a minimum. There is more. I tried to  
14 summarize some of these, but 44 different topics  
15 over the last year now that we have heard the  
16 testimony about from, again, well over 60 witnesses.  
17 Commission investigators interviewed well over --  
18 And I say well over 300 witnesses, and literally  
19 tens of thousands of pages of documents and other  
20 evidence. It has been a very thorough and very  
21 comprehensive investigation.

22 So turning now to what the status is of  
23 our recommendations from the initial report we  
24 submitted in January, beginning with Chapter 3, and  
25 Chapter 3 includes Level 1 of Appendix B which is on

1 physical site security and school hardening, the  
2 first thing that we recommended in the January  
3 report is that office of safe schools conduct a  
4 review of target hardening and best practices.

5 Again, that initial report is done, it was  
6 completed, it was completed on time, and it was  
7 under the governor's executive order, and DOE  
8 completed that.

9 As I said before, the task force report is  
10 pending, and that isn't due until August 1st of  
11 2020.

12 The next thing that we recommended was a  
13 permanent body to oversee site security. I put that  
14 in the pending category. It was not addressed by  
15 the legislature, but the statewide task force's  
16 report with subject matter experts is not due until  
17 August of next year. That is one of those that is  
18 really pending but it is not that it hasn't been  
19 done. I think it is something that has to be  
20 addressed and whether that is warranted by the  
21 statewide work group that will submit its report by  
22 August of 2020.

23 A requirement that all gates to the school  
24 campuses are closed and locked, and they are  
25 importantly staffed when they are open, I put that



1 in the pending category. And as you'll hear from  
2 Director Kelly this afternoon, out of the 67  
3 districts, all but eight show they have a  
4 requirement that when there are open gates that they  
5 be staffed.

6 We have substantial compliance, and some  
7 of those may be answered not in a positive because  
8 of certain nuances with those campuses. I'll let  
9 Director Kelly explain more about that this  
10 afternoon.

11 The next thing we recommended in our  
12 report was that the districts have a written active  
13 assailant response policy. Remember, as of a few  
14 months ago there were districts in Florida that  
15 still had never had and did not have -- which is  
16 unfathomable and it took them more than a year but  
17 we are there -- that they did not have a written  
18 active assailant response policy, and that was one  
19 of the things we had discussion with the legislature  
20 about this year. Because there was noncompliance  
21 the legislature put it in 7030. We now can show we  
22 have full compliance with this.

23 When I say the DOE review is pending is  
24 because all of those policies have to be submitted  
25 to the office of safe schools for review.

1 That is now, and you will see in the survey today  
2 that Director Kelly goes through we do have  
3 compliance with that.

4 Effective communication systems so that  
5 all personnel can transmit and receive threats.  
6 Again, the survey shows there is some compliance,  
7 but I would say wholistically and comprehensively  
8 that is still pending in many schools.

9 A designated safe area or hard corner, the  
10 survey shows thankfully and finally that across  
11 Florida in all 67 districts there is a policy that  
12 requires safe areas and hard corners in every  
13 classroom. That took awhile, but we are there.

14 All campuses, single egress and ingress  
15 points, of course, that is pending. That is a big  
16 ticket item to have single ingress and egress just  
17 because of the construction and design of schools  
18 and campuses.

19 An immediately available opaque covering  
20 to block the line of sight from the outside. There  
21 is not full compliance with that.

22 All school active assailant policies make  
23 it clear that the staff are empowered to initiate an  
24 active shooter response so we don't end up with the  
25 complete debacle we ended with at Stillman Douglas,

1 and the survey shows we do have complete compliance  
2 with that in these policies that have been enacted  
3 by the districts across the state.

4 A requirement requiring that doors be  
5 locked when occupied to classrooms, the survey shows  
6 compliance.

7 And the 11th recommendation the commission  
8 had was the system to ensure compliance with  
9 mandated school safety requirements.

10 As I said a couple minutes ago, Senate  
11 Bill 7030 gave the commissioner of education  
12 compliance authority and sanction authority, so that  
13 is completed.

14 If you go to Chapter 4 of the report, we  
15 recommended the legislature expand the guardian  
16 program to include all school personnel, and they  
17 did that in Senate Bill 7030, so that is completed.

18 Another recommendation we had in that  
19 chapter which is not there and probably won't be is  
20 that there should be sufficient staffing on each  
21 school campus to provide immediate backup and  
22 appropriate and timely response to an active  
23 assailant.

24 What this means simply is two is better  
25 than one, three is better than two, and four is

1 better than three. Having one safe school officer,  
2 whether it is a police officer, deputy sheriff, or a  
3 guardian on every campus, having one is  
4 insufficient. We all know that. But there is no  
5 willingness on the part of the school districts to  
6 authorize school personnel to be that force  
7 multiplier, to be that two versus one, three versus  
8 two, and four versus three. And unless or until the  
9 school districts are willing to accept that one is  
10 insufficient, this is where we are and it is going  
11 to stay there.

12 Again, law enforcement knows, and those of  
13 you in law enforcement know, and law enforcement  
14 agency administrators here know the number one topic  
15 being discussed today, I don't care where the  
16 meeting is, I don't care whether it is in California  
17 or New York or Florida or Oregon, the number one  
18 topic being discussed by law enforcement  
19 administrators today is what is really becoming a  
20 crisis in law enforcement recruiting and retention,  
21 and that there are huge, huge gaps in being able to  
22 recruit and retain personnel. We don't have enough  
23 personnel to fill the spots we had.

24 Anybody that is thinking that  
25 recommendation two, that that gap could be filled by

1 hiring more cops is just wrong because they don't  
2 exist. We still have at least a couple thousand  
3 openings for police officers in the state of Florida  
4 today. We can't fill the positions we need. To  
5 think that filling these positions with a law  
6 enforcement office is a viable option, it's not.

7           The only way we are going to have that  
8 force multiplier and this recommendation will take  
9 hold is that somebody other than cops -- And this is  
10 where is the guardian program comes in, this is  
11 where the school boards come in, because it can't  
12 happen unless they you rise it, become that force  
13 multiplier.

14           So that is in the pending category, but  
15 most likely it is going to stay there because there  
16 is still opposition to doing that.

17           Then the remainder of the recommendations  
18 in Chapter 4 are law enforcement operational matters  
19 such as the structure of SRO units, and those are  
20 under the control of the 400 agencies, the 400  
21 police chiefs and/or sheriffs in the state of  
22 Florida, and there is really no way to know how many  
23 of those recommendations have been implemented.

24           If you go on to Chapter 5 in our  
25 recommendations, the Broward Sheriff's office

1 conducted an internal investigation regarding the  
2 inaction of deputies who responded to the shooting  
3 at MSD. As I said, that's completed and several  
4 deputies were terminated and others were  
5 disciplined.

6 In Broward County, all law enforcement  
7 agencies have realtime access to cameras in the  
8 schools. I'm sure one of you will or I will ask  
9 Superintendent Runcie about this because my  
10 understanding is this is not complete.

11 Personally I don't think there is a reason  
12 for it not to be complete, but the Broward County  
13 Sheriff's Office has access to the cameras but the  
14 police departments do not. That agreement or those  
15 agreements are still pending. They haven't been  
16 able to bring that across the finish line, but that  
17 was one of our recommendations. In fact, that is  
18 something that should be done in all 67 districts,  
19 in all 67 counties, and law enforcement should have  
20 live realtime access.

21 We know the results of law enforcement not  
22 having live realtime access at MSD, and that was the  
23 mess of the 20-minute delay before anybody realized  
24 that Cruz was no longer on the campus; and it also  
25 was the cause of the approximately one hour -- Think

1 about that -- approximately one-hour delay in any  
2 EMS personnel getting to the third floor of Building  
3 12 to treat those students who were shot who were  
4 not dead. The EMS response was about an hour  
5 because of the erroneous belief based upon erroneous  
6 information that Cruz was still in the building  
7 shooting. So if it had live realtime access they  
8 would have known. Law enforcement would have known  
9 that Cruz was gone and they could have cleared that  
10 building much faster.

11 It is imperative, and there is no reason  
12 why it can't happen. The only reason is people hear  
13 about FERPA during this meeting is that people are  
14 using FERPA and erroneously applying it or not  
15 applying it to the proper exceptions to be able to  
16 cause this to happen. If there is a will there is a  
17 way and this can be done. This is not an obstacle.  
18 We have had it in Pinellas County in our  
19 communication center for years and we have today  
20 access to every single camera and every school in  
21 the entire district. Others have it around Florida,  
22 and other places the school district won't authorize  
23 it. That needs to happen. There is no reason why  
24 this is not happening in all 67 counties.

25 Our recommendation was that BSO changes

1 the active assailant policy from may to shall. That  
2 was done, so that is completed. Increase the  
3 frequency and quality of its activity assailant  
4 response training in the Broward County Sheriff's  
5 Office. That is completed.

6 Sheriff Tony will be here today to  
7 testify, and I'm sure he will speak to that, and if  
8 not, to get the details of it, I'm sure one of you  
9 will ask him about it.

10 We recommended the Florida Criminal  
11 Justice and Standard's Training Commission require  
12 single officer response training. CJSTC is not  
13 active or required. However, FDLE has developed the  
14 training and it is going to be available.  
15 Commissioner Swarengen is going to talk about that,  
16 or I think actually Director Register is going to  
17 talk about that here at this meeting. So that is  
18 pending. I put it in pending because we recommended  
19 it be required. That hasn't been done, but the  
20 training has been developed and it is being  
21 implemented, so it is more than just pending.  
22 Chapter 6, Fire and EMS recommendations, again, all  
23 of those are under the control of each fire or EMS  
24 agency head.

25 Chapter 7, law enforcement agencies should



1 be required to have radio interoperability in each  
2 county with surrounding jurisdictions. I have that  
3 completed. House Bill 441 passed this year. We  
4 were able to bridge the gap or close the gap. I  
5 wouldn't say close it totally because unless there  
6 is complete consolidation of radio systems and  
7 public safety answering points or 911 centers across  
8 Florida, we will never totally solve this problem.  
9 Even trying to get House Bill 441 passed, I ran into  
10 a lot of opposition because people didn't even want  
11 to do this, but we have got it to the best possible  
12 place.

13           There is a requirement that agencies share  
14 primary patrol radio channels now so we don't run  
15 into that situation like we did here where the Coral  
16 Springs police officers and the Broward County  
17 Sheriff's Office deputies, in their mobile radios  
18 and their portable radios, don't have each others  
19 channels.

20           There is a requirement in House Bill 441  
21 that if an agency asks another agency for their  
22 primary patrol channels they must give it to them  
23 so that we avoid and eliminate these turf battles  
24 and this I'm not giving you my stuff mentality that  
25 no longer exists, so that can no longer happen

1 because Florida law has required it.

2 911 centers are required to have direct  
3 radio communication with all first responder  
4 agencies again completed by House Bill 441, and  
5 every sheriff in all 67 counties is required to  
6 assemble the stakeholders in their counties to have  
7 discussion about this and come up with a plan to put  
8 together a interlocal agreement, the ILA, and those  
9 interlocal agreements must be filed by the sheriff  
10 with the Florida Department of Law Enforcement by  
11 January 1st of 2020. So I would hope in all 67  
12 counties the sheriffs are in the process.

13 I can tell you we have our meeting August  
14 20th in Pinellas with all the police chiefs and  
15 stakeholders to develop our interlocal agreement,  
16 and we will get that filed with FDLE, and that will  
17 make a big difference because what that is going to  
18 ensure if it is done properly is that when we have a  
19 call that goes into a 911 center like the call from  
20 Stillman Douglas on the first floor when that girl  
21 called and said the building is being shot up and  
22 you can hear the gunshots is that the Coral Springs  
23 911 center wasn't able to get on the Broward  
24 Sheriff's Office channel and dispatch Broward  
25 Sheriff's Office deputies.

1           What this does is eliminate that because  
2   every single 911 center that takes calls has to have  
3   the capability of communicating with those first  
4   responder units they are taking calls for.

5           Hopefully in these life-threatening  
6   situations that avoids that call transfer process  
7   because it won't be hold on, let me transfer you,  
8   tell your story again, and somebody else dispatches.  
9   Based on this, if these interlocal agreements are  
10   put together properly, is that when that call comes  
11   into the 911 center and it is a life-threatening  
12   emergency that that 911 center, even if they're not  
13   the primary dispatch entity for that specific police  
14   department, will be able to immediately get up on  
15   the radio and tell us cops to start getting there  
16   because there is a problem and you need to go help  
17   those people. I think we are making good progress  
18   on that.

19           Chapter 8, the school districts should  
20   conduct an internal investigation into the actions  
21   of Morford, Thompson and others that is pending. I  
22   told you about that.

23           Also our recommendation in the interim  
24   report, schools are required to promote Fortify  
25   Florida, and we know on the surface it appears, but

1    this is very difficult to fully assess, that there  
2    has been an underutilization of the Fortify Florida  
3    Act since it was put online last October, and at the  
4    end of the school year there are only about a  
5    thousand statewide. But the reason it is so  
6    difficult to assess is because so many districts  
7    have their own reporting platforms. So not every  
8    district is using only Fortify Florida. They're  
9    using others, and they are getting a lot of reports  
10   through those others acts.

11               Nonetheless, we suggested and the  
12   legislature require that districts promote Fortify  
13   Florida, so in every district they are required to  
14   promote it, so we have that in the completed column  
15   because we asked the legislature to require that  
16   promotion and they are doing so.

17               All school personnel -- And this is a  
18   problem. Remember we ran into this several times or  
19   the results of this we found several times that  
20   information was reported. So as an example, he goes  
21   to Mr. Schachter, the point of those two boys who  
22   reported that information in December of 2016 to  
23   Morford. Those two boys report the information  
24   about Cruz to Morford. Morford's claim is those  
25   boys didn't report that information.

1           And I can tell at least I do believe they  
2    did report that information, and I don't think  
3    Morford is being candid about that for a whole bunch  
4    of reasons. But what we ask and the legislature has  
5    now required is that all school personnel, all  
6    school personnel that receive any complaints of this  
7    nature about suspicious incidents, that they have to  
8    report that to a school administrator and there has  
9    to be documentation of the disposition of it.

10           This is to ensure that accountability, and  
11   whenever that information is reported that it be  
12   documented and the disposition of it so we don't run  
13   into that situation where, one, people are reporting  
14   things and nothing is acted on, and if things are  
15   reported we end up with this deniability because  
16   there has to be a documentation, a record made of  
17   it, and how that matter was disposed of. So we  
18   asked the legislature to do that and the legislature  
19   did that in Senate Bill 7030.

20           The other thing we asked for was a  
21   mandate -- And, Senator Book, I know you were  
22   instrumental in getting this across the finish line  
23   and sponsoring the legislation on it -- is the  
24   mandate that mental health professionals report and  
25   warn others of impending threats. Remember before

1 it was voluntary. It was permissive. They could  
2 warn, but now they have to, and they have to notify  
3 law enforcement. That is completed in Senate Bill  
4 1418.

5 School districts coordinate mental health  
6 services. The coordination of mental health  
7 services, making sure we don't have multiple  
8 treatment plans and that there is care coordination  
9 is an ongoing challenge and has been. I still have  
10 that pending column because there is still a lot of  
11 work that needs to be done on that, but I'll suggest  
12 to you there will always be work that needs to be  
13 done on that.

14 Another recommendation in Chapter 9 was a  
15 concern about threat assessment team records, mental  
16 health records when kids change schools, and we  
17 recommended that the threat assessment team records  
18 and other mental health records be part of the  
19 student record. The legislature listened to us on  
20 that, and in 7030 the law now is when a child  
21 transfers from one school to another or from one  
22 district to another, so intradistrict or  
23 interdistrict, that the records have to be  
24 transferred within three days to the new school, and  
25 then importantly is that if a child is under the

1 care of a threat assessment team or has a behavioral  
2 intervention plan, etcetera, it is designating the  
3 responsibility to ensure continuity of services is  
4 with the transferring team until the transferee, the  
5 school receiving the child, is able to assess the  
6 child and assume responsibility.

7           This eliminates gaps and potential gaps,  
8 so this is a great thing because it ensures the  
9 timely transfer of records and it designates  
10 responsibility so we don't have a kid transferring  
11 between schools or districts and they fall into some  
12 sort of a gap. So the transferring school is  
13 responsible for the continuity of care until it is  
14 picked up by the transferee school.

15           Also in Chapter 9, we talked about the  
16 timeliness, and I think Commissioner Carroll and I  
17 think Larkin-Skinner, you all were talking about  
18 this and the timeliness here. I think we talked  
19 about this quite a bit.

20           I think the recommendation was services  
21 must commence within 45 days. 7030 now requires the  
22 recommendation that school based treatment begin  
23 within 15 days and community treatment within 30  
24 days. That was a good recommendation that the  
25 legislature listened to. They also considered part

1 of the mental health case management for people in  
2 the 13 to 25 age range. Again, we talked about this  
3 a few minutes ago. 7030 expanded funding for the  
4 response teams, and I have that in the completed  
5 column because that is what the response teams do is  
6 they have to respond within an hour, and it is  
7 intensive case management up to seven days and then  
8 a warm handoff to a service provider. So it  
9 addresses those concerns with the kids in that 13 to  
10 25 age range.

11 Chapter 10, the school diversion programs,  
12 Secretary Marstiller is going to talk about that  
13 this morning, that they be under the same auspices  
14 as the community juvenile diversion programs. I  
15 have that as not completed, but the DJJ report was  
16 just issued, and hopefully we will hear about the  
17 recommendations, and hopefully this commission will  
18 concur with the DJJ's recommendations when we get  
19 the legislature, as part of our recommendations this  
20 year, to make that happen.

21 Chapter 11, again, the threat assessment  
22 investigation on Morford and Thompson, that is  
23 pending. Again, in Chapter 11 we suggested that the  
24 Broward County Public School should evaluate the  
25 threat assessment process. That was completed. You



1 all received a copy of the report that was received  
2 in December of 2019.

3 Remember, we had a question about whether  
4 the threat assessment process and all the  
5 problems -- And there were significant problems with  
6 it -- was limited to Stillman Douglas or whether it  
7 was a systemic problem across the district. It was  
8 very clear that it was a systemic problem across the  
9 district and the district did not have a  
10 well-implemented behavioral threat assessment  
11 policy. They had a policy. It just wasn't well  
12 implemented and people weren't trained on it, and  
13 there were all kinds of issues and problems, and  
14 you'll remember there were all those gaps in it.  
15 But that report was issued in February, and the  
16 district has since revised its process and invested  
17 in software to manage the threat assessment process,  
18 and we heard a report on that, so that is in the  
19 completed column.

20 DOE established the behavioral threat  
21 assessment instrument statewide. They did that, and  
22 we talked about it so, that is completed. Then the  
23 work of the statewide work group is pending because  
24 that isn't due until -- I put the wrong date on  
25 there. It says August 1st. It is December 21st of

1 2019, so I do have the right date on there. So the  
2 threat assessment instrument was completed on August  
3 1st, and the statewide work report is due December  
4 31st to make recommendations on the statewide  
5 database.

6 Chapter 12, we recommended a work group on  
7 FERPA changes. That is in the pending column. We  
8 are going to have a presentation at this meeting on  
9 FERPA, the DOE analysis, and Matt Mier is the  
10 general counsel for the Department of Education and  
11 the outside counsel they've retained. They've been  
12 great to work with over the last couple months.  
13 They have done a lot of work on this, and I think we  
14 will have an enlightening presentation on this, a  
15 better understanding of what it is, what the  
16 exceptions are, and potentially where the  
17 opportunities are to convey the accurate information  
18 about it and maybe recommend some changes. But,  
19 again, they have to be done through congress at the  
20 federal level.

21 Chapter 13, require mandatory use of the  
22 FSSAT by all districts and schools. Again, that  
23 wasn't being done and we saw a lot of gaps. But now  
24 7030 requires it so that is completed.

25 The Department of Education should provide

1 compliance authority to ensure the FSSAT is  
2 completed and submitted. Again, 7030 requires it  
3 and gives the commissioner compliance authority.

4           So those are all the chapters in our  
5 report and the status of all of the recommendations  
6 that we made. I think you can see there that  
7 legislatively a lot has been done. Through  
8 executive order with reports a lot has been done. A  
9 lot is completed. There are some things that are  
10 pending.

11           You can see with all the chapters in our  
12 interim report and all our recommendations the  
13 majority of this is already done and has already  
14 been completed, and the things that are pending are  
15 not pending and are not incomplete because they've  
16 sat. It is because they are in progress and people  
17 are working on them.

18           This last thing and then I will open it up  
19 for discussion, your thoughts and comments and where  
20 you want to go. These are the things I think are  
21 still in that work in progress category.

22           Ensuring there is a sustained -- And that  
23 is the key word here is a sustained -- safe school  
24 officer on every campus.

25           I'm still concerned that in some of these

1 places, because of where we are today and the last  
2 minute to get a safe school officer on these  
3 campuses before school starts that something is  
4 going to dissipate I guess, that they are doing it  
5 to check the box and it is not going to be  
6 sustained, and we need to make sure it is sustained.

7           The example was here in Broward -- And  
8 I'll talk about this more later -- but to check the  
9 box today for Broward, Sheriff Tony has agreed in  
10 all of these charters, and we had have 29, that we  
11 just don't know. They have not made arrangements  
12 themselves. So Sheriff Tony's agreed for today when  
13 school starts and for tomorrow to put a deputy  
14 sheriff at each of those schools in Broward County  
15 for today and tomorrow. But if they don't do  
16 something on their own and they don't sign an  
17 agreement with him and he doesn't have a contract  
18 with him by Friday he is pulling them out. That is  
19 not sustained. This is what I'm talking about.

20           We have so many issues going on in Palm  
21 Beach County we need to let play out. Miami-Dade is  
22 working on theirs. I think they have a good plan in  
23 place in Miami-Dade. We need to make sure that is  
24 sustained. We also need to make sure we talked  
25 about it extensively. I know DOE is working on it.

1 We have the panel of superintendents. But there is  
2 accurate and timely submitted CESIR data. It is an  
3 understatement to say that that was inaccurate information  
4 that has been reported. So this is something we  
5 still need to look at.

6 We don't know and won't be able to really  
7 assess this fully until the next reports are made.  
8 Remember, they are only reporting CESIR data three  
9 times a year, so we won't be able to know and go  
10 back and look at the progress that has been made  
11 until the next cycle when we analyze the data, and  
12 that will be a little while.

13 Again, accurate and timely submitted  
14 FSSATs. They are not due until October 1st.  
15 Consistent implementation and use of the new  
16 behavioral threat assessment that just came out on  
17 August 1st, not even two weeks ago. So that is a  
18 work in progress. The results of the threat  
19 assessment progress is not due until August of 2020  
20 for the harm mitigation.

21 For the behavioral threat assessment, that  
22 report is not due until December. Further  
23 development of threat assessment teams including  
24 data repository and social media monitoring, that is  
25 a work in progress. Physical site security, again,

1 August of 2020. Consistent access to the school  
2 camera systems I guess is a work in progress.  
3 Resolution of the Broward County 911 and OrCAT  
4 issues, we will hear from the county administrator  
5 and Chief Rosa today to see where they are on that.  
6 Resolution of the radio system replacement issue, I  
7 know the county administrator is going to tell us  
8 where they are in that process today.

9 All districts require that open gates be  
10 staffed. Opaque coverage for classroom doors.  
11 Enhancement of communication systems. Integrating  
12 the juvenile diversion programs. Those are things  
13 that I think need to be watched and monitored that  
14 were in the works.

15 As we look at the next report, address  
16 topics that we have considered since the interim  
17 report, this will be just a general outline perhaps  
18 of what the next report will look like, a review and  
19 status recommendations which we just did.

20 A review of 7030 and other requirements  
21 which we just did. Status of the governor's  
22 executive order which is in this PowerPoint. Status  
23 of statewide compliance with school safety  
24 requirements, and Director Kelly is going to give us  
25 survey results today. Some specific topics we would

1 want to include, I think we heard for the first time  
2 a couple months ago about reunification, mass  
3 casualty notification. We need to include in there  
4 I believe our findings and recommendations regarding  
5 CESIR.

6 Findings and recommendations regarding law  
7 enforcement radio system, regional 911 and OrCAT, we  
8 are going to hear this morning but we have to  
9 address it, we should address it, whichever way we  
10 go because there is a lot of discussion about there  
11 about these monthly drills, and there are divergent  
12 views.

13 I do suggest this commission should take  
14 some action on it and either support the status quo  
15 of the monthly drills or that there is room to  
16 modify that. I think people are looking to us for a  
17 recommendation and we would be remiss if we didn't  
18 address that issue.

19 We will hear from the school safety  
20 specialist this morning and have that discussion,  
21 but I think that needs to be in the report one way  
22 or another, FERPA.

23 This next one, I'll explain why this is in  
24 here later. I'll clarify that the sheriffs do the  
25 guardian training. I'm not going to get into that

1 now. I'll explain that later, and the rest of the  
2 findings in the DJJ report about school juvenile  
3 diversion programs governed by the law and  
4 regulating community based programs. Perhaps  
5 recommend 100 percent sustained compliance with all  
6 the provisions and by a date certain or there be  
7 sanctions imposed for noncompliance, and that all  
8 entities continue to work toward better information  
9 sharing and data integration.

10 So that's an overview of what I see as far  
11 as where we have been, where we are. And, again, my  
12 thought on where we go is there is so much that has  
13 been done, so much that is in progress, that we  
14 focus on a report and then we pick a time, perhaps  
15 in March or so, after the legislative session, and  
16 then we meet again.

17 I don't see a lot to do more than just  
18 monitor it at this point after today's meeting and  
19 this report.

20 I'll open it up to Sheriff Judd.

21 SHERIFF JUDD: Thank you, Chairman  
22 Gualtieri.

23 First I want to commend --

24 CHAIRMAN GUALTIERI: For the court  
25 reporter, what I'm going to do is -- He is having a



1 hard time knowing who is speaking. What I'm going  
2 to do is as I recognize the speakers, I will call  
3 them by name and recognize them for you.

4 Sheriff Judd is recognized.

5 SHERIFF JUDD: I want to commend you and  
6 certainly the commission because, as you can see,  
7 there has been a great amount of work done, and also  
8 as well as the legislature.

9 What I would like to see before our next  
10 report, and certainly when you consider 7026 was  
11 passed a year ago, there has been ample time for  
12 compliance with the law, and 7030 passed, and there  
13 has been more time to comply with the law.

14 I would like to see an audit team put  
15 together, and before we meet again I would like an  
16 audit team to be on the ground at the schools  
17 checking the box. The guardian is here. I've  
18 looked at a sample of the appropriate reports. I  
19 have seen the policy. I have seen the distribution  
20 of the policy. I have seen the training of the  
21 teachers. I have seen the schedule and the Safe  
22 School training the children have had, and I would  
23 like to have this audit team be able to compile a  
24 report so we can say District 1 is game on.  
25 District 2 is game on. District 3 is all window

1     dressing. They check the boxes. They are not  
2     training the teachers. There is a policy that has  
3     not been distributed. They are not doing the safe  
4     schools.

5             And, by the way, we drove up to school  
6     number X and number three, and there are no locked  
7     gates. We watched the school change. We walked  
8     through the corridors during classes and classroom  
9     doors are open.

10            I truly think this needs to be a surprise  
11     inspection, and it needs to cover every district in  
12     the state of Florida to ensure that what the  
13     legislature and what this commission thinks is  
14     occurring is really occurring, and we can give you a  
15     list of what we want to do.

16            The other thing I'm concerned with is that  
17     we, as the commission, have called folks before us,  
18     and we have seen some remarkable work in some  
19     districts. We should recognize them publically, the  
20     ones that have done remarkable work. The ones that  
21     haven't need to be called out publically so that the  
22     taxpayers, the voters, the parents of the children  
23     can see which school districts do not care for the  
24     safety and security of their children. That needs  
25     to happen. And certainly I don't want to wait until

1     spring to do that, but if it is necessary through  
2     that report to say, hey, here are the ones who are  
3     working, here are the ones that aren't, that is  
4     obviously a commission decision.

5             I think we should use our request of this  
6     grand jury, the statewide grand jury, that they  
7     start bringing people in before the grand jury,  
8     putting them under oath, and holding people  
9     accountable in the various districts that are not  
10    compliant.

11            I think that grand jury, from an interim  
12    report I read, is very serious. I have dealt with  
13    grand juries my entire career. I have never seen a  
14    grand jury give an interim report after one week of  
15    testimony. It tells me they are serious, they are  
16    very serious, and people don't want to be on the bad  
17    side of the grand jury for failure to act and comply  
18    with the law.

19            I think we should as a commission request  
20    the grand jury to bring the noncompliant people  
21    before it and hold them accountable to the fullest  
22    extent of the law, whether that be a presentment  
23    and/or a true bill for a violation of the law.

24            CHAIRMAN GUALTIERI: So under the first  
25    item you raise on this is that I 100 percent -- I

1 can't state it strongly enough -- concur that based  
2 upon the history and what we have seen, it has to be  
3 verified. There has to be compliance and oversight.  
4 We have seen such noncompliance unless they are  
5 forced to do it.

6 I believe -- And you can ask Director  
7 Kelly about it when he testifies about it this  
8 afternoon. My understanding is that is going to be  
9 the role, at least some people in these ten  
10 positions that the office of safe schools are in the  
11 process of hiring, and they are coming up with a  
12 plan to divide the state into regions, and people  
13 will be in the field doing that type of work.  
14 I would encourage you to flesh that out with him  
15 this afternoon. I think that is where the  
16 responsibility lies. I think that is the entity by  
17 statute that is charged with doing this, and this is  
18 the best place to do that is this objective, and it  
19 has sanction authority.

20 What I would look to do if we all concur,  
21 that we let this sit, and then whenever the date is  
22 we decide when to come back, if it is in March, is  
23 that after we do the report come back in March, and  
24 we would expect a report from them on the results of  
25 those assessments and where they are across the

1 state. I think that is the type of thing we have in  
2 mind. I think the wheels are moving in that  
3 direction.

4 SHERIFF JUDD: That's what I want. I want  
5 someone on the ground looking. I don't want them  
6 filling out a form and saying we're doing it.  
7 I want to go and observe the evidence. It is  
8 basically policy, training, and practice.

9 CHAIRMAN GUALTIERI: I agree with you.  
10 I can't really get into anything as far as the grand  
11 jury is concerned other than to say they are  
12 meeting, they have met, I know they're meeting next  
13 week, and I know the statewide prosecutor who is the  
14 legal advisor to the grand jury is taking this  
15 extremely seriously as he should, and they are, and  
16 that will take its course.

17 Of course, everything under statute is  
18 confidential regarding the grand jury, but we know  
19 they are actively working and diligently working,  
20 and it is a robust process. That's about all I can  
21 say on that.

22 SHERIFF JUDD: I understand completely.  
23 I think as maybe this conversation is better had  
24 maybe at the end of the two days. I would love for  
25 the grand jury to hear from the commission or

1 receive a letter from the commission about how  
2 serious we are in providing and supporting them and  
3 our request to them saying look, we can only get so  
4 far. But where that compliance stops we ask you,  
5 the grand jury, to go further.

6 CHAIRMAN GUALTIERI: That's probably about  
7 as far as I can take it because, again, this is very  
8 serious, the confidentiality with the grand jury. I  
9 can tell you I have testified before the grand jury  
10 pretty extensively, so they are hearing from this  
11 commission. That is as much as I can say on it.

12 Undersheriff Harpring, go ahead.

13 UNDERSHERIFF HARPRING: I would like to  
14 voice my concurrence, but also recall that the  
15 commission exercised a substantial amount of  
16 restraint at the last meeting when I know Sheriff  
17 Judd was on point, and I agreed with him 100 percent  
18 about the disclosure of the districts and the  
19 schools that were not in compliance at that time.  
20 We gave I think a great amount of restraint relative  
21 to wanting to name those, and I myself did as well,  
22 but understood we agreed we were going to wait to  
23 specifically identify those particular districts and  
24 those particular schools.

25 I know we will hear from Director Kelly in

1 that regard today. That being said, I think moving  
2 forward relative to the report, I certainly would  
3 not be adverse and would support the inclusion of  
4 the identification of those schools at this time  
5 given that there has been plenty of time and this  
6 commission has been clear on the statutory  
7 requirements.

8           Additionally, I think the -- I agree with  
9 the timing. I know the committee meetings are going  
10 to be coming up very shortly. Our report should  
11 include some defined recommendations moving forward.  
12 In terms of timing, I also concur aside from meeting  
13 to finalize that next report that probably the best  
14 timeframe for meeting is after the legislative  
15 session has concluded so we can evaluate what  
16 additional laws were passed.

17           I do want to reiterate again my strong  
18 belief that subject to hearing from Mr. Kelly this  
19 afternoon that we make it very clear that we are  
20 going to identify those districts and those schools,  
21 their shortcomings, and they will be named for  
22 whatever it is worth for perpetuity in our report.

23           CHAIRMAN GUALTIERI: I think he is  
24 prepared to have that discussion this afternoon.

25           Senator Book.

1                   SENATOR BOOK: Thank you for all your hard  
2 work, Chair, for the tireless, tireless work that  
3 has been done.

4                   Just for our part of it, we really look  
5 forward to the conversation about the monthly  
6 drills, the developmentally appropriate nature of  
7 those drills, and when we got children with  
8 exceptionalities in classrooms that we address those  
9 because we don't know that those are really being  
10 addressed from a policy perspective.

11                  I think if we look back when we had Judge  
12 Leifman come and talk, I think we were a little  
13 light in our first set of recommendations on the  
14 mental health components in the Baker act that we  
15 could look at or make a suggestion.

16                  But I also think that we have gotten a lot  
17 of calls into our senate office about childcare  
18 facilities that are licensed through the department  
19 of children and families who cannot have a guardian  
20 at their school.

21                  I know there is a lack of law enforcement  
22 for schools, but they want to go out and have folks  
23 there to protect those kids and they cannot do that  
24 under the current --

25                  CHAIRMAN GUALTIERI: They can't do what?



1                   SHERIFF JUDD:  Cannot have someone armed  
2   at their facility because it is a childcare  
3   facility.  Apparently under some of the statutes and  
4   licensing it is not permitted, so I want to look at  
5   that.

6                   CHAIRMAN GUALTIERI:  So they can't have it  
7   because it is a childcare facility?  Are we talking  
8   about charters?

9                   SHERIFF JUDD:  VPKs.

10                  CHAIRMAN GUALTIERI:  Talking about --

11                  SHERIFF JUDD:  Two years old, three year  
12   olds.

13                  CHAIRMAN GUALTIERI:  They want somebody  
14   there --

15                  SHERIFF JUDD:  But they cannot.

16                  CHAIRMAN GUALTIERI:  So it will be an  
17   expansion of guardian program?

18                  SHERIFF JUDD:  I don't want to say an  
19   expansion of the guardian program, but I think to  
20   look at the licensing.

21                  CHAIRMAN GUALTIERI:  There may be a way we  
22   can get into this, but an expansion of the safe  
23   school officer requirement which is not  
24   necessarily --

25                  SENATOR BOOK:  Sheriff, you are so PC.

1 Yes.

2 CHAIRMAN GUALTIERI: Okay. Got you.

3 SENATOR BOOK: Thank you.

4 CHAIRMAN GUALTIERI: Commissioner

5 Larkin-Skinner.

6 CHAIRMAN LARKIN-SKINNER: It's Melissa

7 Larkin-Skinner.

8 One of the things I have been thinking a  
9 lot about, we put a lot into this, prevention as  
10 well as a response when something occurs. One area  
11 I would like to pay attention to is prevention as  
12 far as preventing people from becoming shooters.

13 While I don't know is if there is anything  
14 out there developed specifically for that, what I do  
15 know is that focusing on prevention, and in this  
16 case I mean something like social or emotional  
17 learning, teaching kids how to have empathy for  
18 others or to have empathy for others, teaching them  
19 conflict resolution, teaching them problem solving,  
20 decisionmaking, those skills are essential to being  
21 a good resident, a good neighbor, a good parent, a  
22 good brother and sister, and I believe if we focus  
23 more on that and if we have a policy in this state  
24 to have those types of skills taught to kids every  
25 single year, every grade, every school which we do

1 not have right now, that will go a long way from  
2 preventing these things from happening in the  
3 future, and not just violence but suicide and  
4 addiction as well. I think the State of Florida  
5 needs to invest in that type of thing.

6 Right now it is like everything else,  
7 every school district and every school gets to  
8 decide whether those skills are taught or not, in  
9 which classrooms, so on and so forth. Some allow  
10 it. Some don't. I think it should be a requirement  
11 along with all of the instructional requirements  
12 that we have.

13 This is my soap box. Teaching a child how  
14 to take a test is not going to make them a  
15 successful adult. Teaching them the knowledge they  
16 need, sure. But teaching them how to be a  
17 successful person is going to go a long way to  
18 improving basically the things that are happening in  
19 our society.

20 CHAIRMAN GUALTIERI: So one of the things  
21 we talked about -- And forgive me -- I believe you  
22 were here for the last couple meetings. I know,  
23 Senator Book, you had other business and you weren't  
24 here. One of the things we didn't talk about is the  
25 amount of work that is being done by others in the

1 area of mental health.

2 I know the governor is very aware and the  
3 first lady is leading some groups and working with  
4 groups on mental health issues.

5 I think we had some discussion about this,  
6 about this commission, and it all is intertwined and  
7 to some degree seamless. But since work is being  
8 done in the area of state government that we weren't  
9 going to deep dive too much into that so we are not  
10 being redundant with some of those working groups,  
11 task forces the first lady is leading and others,  
12 doesn't mean we are done with it.

13 Again, it is one of those things that we  
14 can certainly make recommendations, and I would  
15 support that, but let the other groups do what they  
16 are continuing to do and give it a few months and  
17 come back and see what has been done and where there  
18 is room for us to have synergies with them, but that  
19 we don't go down this deep dive path into it since  
20 others seem to already be doing that.

21 COMMISSIONER LARKIN-SKINNER: I think that  
22 is a good idea. I don't think we all need to be  
23 doing the same stuff. However, I will say this.  
24 I don't think the social learning and prevention  
25 aspect necessarily falls under mental health. Right

1 now a lot of mental health providers do those type  
2 of programs and services at schools, but it can  
3 become something that is just part of the  
4 instruction provided in schools so it would fall  
5 under education versus mental health.

6 My concern about the focus on mental  
7 health is that not enough is preventative and it is  
8 focused a lot on response, crisis response, response  
9 once there has been a problem identified. Target  
10 and case management, you don't get them unless there  
11 is already a problem, so I am talking more about  
12 preventing our kids from even getting to that point  
13 ultimately which is a much obviously longer term  
14 plan than most of what we have been recommending.

15 CHAIRMAN GUALTIERI: Chancellor Olivia.

16 CHANCELLOR OLIVIA: If I could add to  
17 Ms. Skinner's comments, we talked a lot on the  
18 commission about mental health services, and she is  
19 speaking about specifically mental health education,  
20 and there are instructional requirements --

21 CHAIRMAN GUALTIERI: Can you talk into the  
22 microphone? We are having a hard time hearing you.

23 CHANCELLOR OLIVIA: There are  
24 instructional requirements around health education  
25 which includes mental health, and we are very

1 fortunate that Commissioner Corcoran and First Lady  
2 DeSantis has taken on this issue.

3 In our last state board meeting, the state  
4 board of education just passed a board rule that  
5 requires a minimum of five hours of instruction  
6 around mental health in grades 6 through 12 which  
7 includes the components of awareness of the signs  
8 and symptoms, processes for getting or seeking help  
9 from others, awareness of resources which includes  
10 Fortify Florida, and the national suicide prevention  
11 hotlines, and what to do is stated here with mental  
12 health disorders. They are required to annually  
13 submit a report on how they are meeting fidelity  
14 that require instructions. That is something new  
15 that the state board has taken on. And then later  
16 this month we are actually taking to the state board  
17 a role around minimum expectations and substance  
18 abuse education as well.

19 CHAIRMAN GUALTIERI: It sounds like there  
20 is a lot in the works, and I know we are going to  
21 hear from DCF, and Secretary Poppel from your staff  
22 is going to be here with the CAT teams and mobile  
23 response teams and others, that some of these things  
24 are in their infancy and they're just getting going.  
25 So, again, these are things I think would be great

1 to let take its course and then next year come back  
2 and tell us where you are, what successes, if there  
3 are gaps, and where this commission can be helpful,  
4 if anywhere, in trying to drive it or help fill some  
5 of those gaps. But there is so much in the process  
6 out there, like you said, some of this the state  
7 board of education has just recently moved forward.

8 We need to let it take hold. That's what  
9 I say.

10 Mr. Schachter, go ahead.

11 SECRETARY SCHACHTER: First of all, I  
12 concur with Sheriff Judd. I think it is critical  
13 that we develop a school safety rating system in the  
14 state of Florida. I hope that Director Kelly will  
15 talk about those 29 Broward County schools that will  
16 not have a school safety officer after Friday. I  
17 hope the media talks about that. The parents of  
18 each one of those children going to those schools  
19 need to know that those schools are not going to be  
20 protected, and if a murderer walks on campus after  
21 Friday they need to demand, demand that is fixed.

22 Something else. I think as far as Fortify  
23 Florida, I think our recommendation to publicize  
24 that is a little too vague. I know in other states  
25 there is a mandate that each district train each

1 student in Fortify Florida or in their anonymous  
2 reporting app. It is left up to the district with  
3 too much discretion, and I'm afraid based on the  
4 numbers of only having a thousand reports of the  
5 entire state is just really, really bad, and we can  
6 do much better to prevent these attacks.

7 The other major gap I see are these  
8 private schools. Private schools should be required  
9 to have the same protection that public schools have  
10 as well. We want to make sure all private school  
11 students are safe.

12 Lastly, I want to thank you. This  
13 presentation was great, and it really shows all the  
14 tremendous work that we have done. But it does not  
15 go without saying that the majority of this work is  
16 because of your efforts and your travel and you  
17 taking this on as a personal mission and as an  
18 affront to prevent this from ever happening again,  
19 and everybody should thank you for doing this, not  
20 only for protecting all Florida students, but your  
21 work and our work with this commission and our great  
22 governor is having ripple effects through the whole  
23 country.

24 So thank you for all of that.

25 CHAIRMAN GUALTIERI: You are welcome, and



1     thank you.

2                 We got about ten minutes before we have a  
3     hard break because of the press conference.

4                 Anybody else?

5                 Commissioner Carroll.

6                 SHERIFF ASHLEY: Mr. Chair --

7                 CHAIRMAN GUALTIERI: Hang on, Sheriff  
8     Ashley. You will be next. Commissioner Carroll,  
9     and then Sheriff Ashley on the phone.

10                COMMISSIONER CARROLL: I do appreciate the  
11     presentation this morning as well because when you  
12     look at all the steps we are taking collectively, if  
13     there is adherence to it, I think those actions  
14     collectively make our schools measurably safer.

15                In terms of the mental health issue, I  
16     also agree with you, but this is probably not the  
17     forum to get that done. I know the governor and the  
18     first lady have made that a priority. I know  
19     Secretary Poppel has been working pretty closely. I  
20     just hope they continue to look at the coordination  
21     issue and the prevention issue that was brought up,  
22     coordination particularly.

23                I did a lot of work along with my staff  
24     trying to find nationally where the model would be.  
25     There really isn't one in terms of that strong

1 communication and collaboration between the schools  
2 because everybody grapples with the same issue.

3 In those places where it works it is  
4 really contingent on an agreement between the parent  
5 and the school systems to openly share that  
6 information, and where that agreement doesn't exist  
7 and that information doesn't flow voluntarily you  
8 have gaps between the community providers and the  
9 school providers. I hope that is an issue we  
10 continue to look at.

11 My biggest fear in all of this is we make  
12 schools a less attractive target. I just don't know  
13 how much we solved the issue. The tragedies over  
14 the last couple weeks in terms of the mass shootings  
15 in other states kind of brought that home to me. I  
16 was watching a thing last night on the timeline they  
17 did on the mass shooting in Ohio.

18 What I was actually shocked at, from the  
19 minute that person started shooting, law enforcement  
20 was on the scene and responded within 20 seconds,  
21 engaged him after 26 seconds, brought him down and  
22 ended it within 30 seconds.

23 I don't think you can have a better  
24 response than that, 30 seconds, 9 dead, 17 wounded.  
25 If he had made his way into the bar, that death toll

1 would have been a lot greater.

2 I think we have lots and lots of work left  
3 to do around mental health issues, community mental  
4 health issues.

5 I also think -- And I know this is not the  
6 purview of this committee -- but to me, I sat all  
7 weekend thinking about this. If you can't improve  
8 on the response time, then we got to find ways for  
9 folks not to kill people as quickly as that, and to  
10 me it was the weapon of choice that's still out  
11 there. I leave that for someone else to solve. I'm  
12 worried as we make schools safer that targets like  
13 malls, sporting events, youth sporting events become  
14 more and more targets.

15 Sheriff, if you don't have the resources  
16 to put a school resource officer at every school,  
17 imagine when the threats start to move to other  
18 places where people gather and it becomes a lot more  
19 difficult. We have to do a lot more work on  
20 prevention.

21 CHAIRMAN GUALTIERI: Sheriff Ashley on the  
22 phone.

23 SHERIFF ASHLEY: Chairman, thank you so  
24 much, one, for your work or the commission's work.

25 I just have two points. One is I think

1     this commission needs to make some sort of statement  
2     in no uncertain terms to those school districts, the  
3     school boards and the superintendents that are still  
4     not in compliance that, God forbid, something  
5     happens at one of those schools that they will be  
6     held criminally and civilly liable for their lack of  
7     following the state law.

8                 Secondly, I would like to see this  
9     commission go a little further in some independent  
10    review of civil citation, promise programs, and  
11    other diversionary programs to see if they are  
12    actually meeting the intent of those programs; and  
13    two, are they actually decreasing the behavior, or  
14    what are they actually doing? What are we  
15    accomplishing with those diversionary programs?

16                I believe there is a number of dangerous  
17    juveniles who continue to attend our schools that  
18    are without any oversight. They never make it into  
19    the criminal justice system because of these  
20    advocacy groups that try to prevent that from  
21    actually occurring. I would like to see an  
22    additional view of that from this commission.

23                But I want to echo what everybody else  
24    said. This commission has done a lot of work and  
25    your leadership certainly helped us to do that.

1 CHAIRMAN GUALTIERI: Okay. Thanks.

2 So we only got a couple minutes and we are  
3 going to break here. We can, if anybody has not had  
4 a chance to weigh in who wants to, you can come back  
5 after the break. If there are not any additional  
6 comments, I just need to know what are your thoughts  
7 and do you concur with the path forward being that  
8 we will have our meeting, of course, today and  
9 tomorrow with all the material we are going to  
10 cover.

11 At the end of the day tomorrow I would  
12 like to come back to the back side of this  
13 PowerPoint with recommendations and look at what we  
14 have in that PowerPoint on those pages as far as  
15 recommendations for the next report, get your  
16 feedback on additional recommendations, and ask you  
17 to think about it between now and the end of the day  
18 tomorrow.

19 Then we will work with FDLE staff to craft  
20 that next report with a goal. I can't tell you  
21 definitively because it is a lot of work to put it  
22 together. It won't be as much work as the first  
23 report with the goal being we get a report drafted  
24 and get something out to you, and use probably just  
25 one of the days that we have designated for the

1     October meeting, just one of those days. I think we  
2     can do it in one day. And it doesn't necessarily  
3     have to be done down here. Maybe we can do it  
4     someplace else in the state more central and meet  
5     for one day like we did in Tallahassee for the  
6     interim report, to go through it and seek  
7     everybody's input on all the components on that  
8     report, and then get something to the legislature  
9     shortly thereafter.

10                 Once that report is submitted, then we  
11     would just not have another meeting until probably  
12     sometime after the legislative session perhaps in  
13     March or April of next year unless something happens  
14     of something changes or there is a reason. We can  
15     always call a meeting and we can always convene.  
16     But the plan would be to get the report in, let  
17     things sit, and meet again sometime March/April of  
18     next year.

19                 Does that plan work for everybody? Does  
20     it not? Does anybody have any thoughts or comments?  
21     Anybody want to weigh in on that?

22                 That is the proposal.

23                 Sheriff Judd, go ahead.

24                 SHERIFF JUDD: If we have recommendations,  
25     we would like to see the legislature add or subtract

1 to the legislation, I feel that would be appropriate  
2 for us to have that discussion.

3 CHAIRMAN GUALTIERI: What I would suggest  
4 is I'll bring up -- We will pull it up on the screen  
5 tomorrow afternoon. I believe we will have time.  
6 We will bring up those recommendations I just used  
7 as a starting place. We will go through those and  
8 I'll just ask you all to take notes, your thoughts  
9 here today and tomorrow, and then we will go around,  
10 and whatever you all want added to what is already  
11 up there, either to those categories or new  
12 categories, we can do that depending on time.

13 In addition, we can say -- We will break  
14 on Thursday -- is may be by the middle of next week  
15 sometime, like we did last time, give everybody a  
16 week to submit so you have time to think about it,  
17 submit written suggestions to FDLE staff, and we  
18 will take everybody's thoughts and start working on  
19 the report and give you some time. That will give  
20 you some thoughts to able to add to it, Sheriff.

21 All the commissioners, anything you want  
22 in there, we will take those thoughts and  
23 recommendations and craft it. We will get a draft  
24 out to you. We will give you time to have feedback  
25 on it, and then we will meet and go through it like

1 we did, and that will result in a final product.

2 Does that work? Everybody in agreement?  
3 Anybody not in agreement with that course of action?  
4 Everybody okay with that?

5 That's fine. Okay. So I think we are  
6 right on time. We are going to break here for  
7 probably about 20 minutes or so, as soon as we  
8 finish with the press conference, and then we will  
9 reconvene.

10 When we come back we are going to hear  
11 from Secretary Marstiller on DJJ's report on  
12 juvenile diversion, civil citations in the schools.  
13 So we will be in recess for about 20 minutes.

14 (Recess from 10:00 a.m. to 11:07 a.m.)

15 CHAIRMAN GUALTIERI: All right.  
16 Obviously that took longer than 20 minutes.  
17 I apologize for that, but there was a lot of  
18 important discussion about school safety and about  
19 the Eagles Act.

20 We are going to go ahead and begin the next  
21 presentation, and that is the statewide audit of  
22 school-based diversion programs. Secretary  
23 Marstiller and DJJ. What we're going to do is  
24 continue on with the schedule. And I know from the  
25 past you all are okay with this. We will take a



1 shortened lunch and finish out the morning schedule  
2 with what is on the agenda, and we will take  
3 somewhere like a 30-, 40-minute lunch and try to get  
4 back on track. But we will continue on with the  
5 agenda this morning.

6 Go ahead.

7 SECRETARY MARSTILLER: I would like to  
8 introduce to the commission Dr. Sherry Jackson. I  
9 have asked her to do the presentation largely  
10 because she was involved in working with DOE to put  
11 together the survey instrument. She was directly  
12 involved in gathering the responses to the survey.  
13 She and I worked together to write the report and to  
14 get the recommendations done; and, secondarily, she  
15 is the new Mark Greenwalld for DJJ.

16 I want to make sure everybody on the  
17 commission gets to know and recognize Dr. Jackson as  
18 our new director of data and research.

19 So, Dr. Jackson.

20 Dr. Jackson, welcome, and thank you for  
21 being here.

22 DR. JACKSON: Thank you.

23 CHAIRMAN GUALTIERI: I know the department  
24 has been very rich in data with Mark Greenwalld  
25 leaving. He did a fantastic job. We certainly

1 welcome the opportunity to continue working with you  
2 because you all have done fantastic work in the area  
3 of research and being data intensive. So we look  
4 forward to working with you on that.

5 DR. JACKSON: Thank you very much.

6 And good morning everybody. I would like  
7 to start with just a little bit of background. Some  
8 of you are going to be familiar with some of the  
9 background I'm giving, but I just want to use it to  
10 lay the foundation for our audit findings and our  
11 recommendations.

12 So, as you know, the governor signed the  
13 executive order in February, and it had several  
14 elements. But among those elements were that the  
15 Department of Education would work with us to  
16 conduct a statewide audit to essentially look for  
17 programs that were operating in a manner similar to  
18 the Broward Promise Program, and it actually named  
19 that program in the executive order.

20 The DJJ, again working with DOE, would put  
21 together a report outlining the findings of the  
22 audit as well as recommendations, so that is what  
23 I'm here to present on today.

24 I certainly appreciate the collaboration  
25 with DOE. I think the two agencies have a very

1 productive relationship working together on this,  
2 and we look forward to working with them in the  
3 future on followup work related to this report.

4 First of all, for background, Section  
5 1006.13 Florida Statutes, provides authority but not  
6 a specific mandate for schools to implement  
7 diversion programs conduct that rises to the level  
8 of criminal activity.

9 I do want to make clear at the beginning  
10 of this presentation that we are only talking about  
11 activity that rises to the level of criminal  
12 activity.

13 When we conducted our audit, we were not  
14 interested in somebody's skirts being too short or  
15 cheating off somebody's test. So when I talk about  
16 the survey, we were only talking about something  
17 that could potentially be charged as a misdemeanor  
18 or even a felony.

19 There is no specific statutory guidelines  
20 provided for these programs. The recent legislative  
21 changes, as you know, appears to require  
22 consultation with school resource officers about  
23 crimes.

24 Most of you are probably familiar with  
25 the CESIR reporting system. It is important to

1 understand CESIR when we talk about school diversion  
2 or potential school diversion. It requires  
3 reporting to the CESIR system of any school-related  
4 law violations and serious breaches of conduct as  
5 well as actions taken as a result.

6 CESIR guidelines specify which incident  
7 types require consultation with law enforcement, but  
8 they do not address -- CESIR does not in any way,  
9 shape, or form address school-based diversion for  
10 any kind of law violation. The rest is reporting  
11 and consulting with law enforcement.

12 Now, switching over to step 2, 985.12  
13 Florida Statutes, for non-school-based civil  
14 citation and pre-arrest diversion programs, we have  
15 very clear statutory guidelines for that. They have  
16 evolved over the years since 2011, but they are very  
17 clear. The statute includes guidelines for the  
18 program's creation, structure, implementation, and  
19 critically, critically in an ancillary statute it  
20 addresses reporting. I'm going to come back to that  
21 theme of reporting several times in this  
22 presentation.

23 Under 985.12, Florida Statutes, schools  
24 are encouraged but not mandated to participate in  
25 programs operated by the state attorneys in their

1     judicial circuits.

2             Some of the elements of civil citation.  
3     First of all, I want to say that Florida has really  
4     been a national leader in this model, and we are  
5     very, very proud of it, and we feel it has been  
6     embraced by a lot of jurisdictions. We have seen  
7     that in terms of the increase in utilization.

8             Some of the elements of civil citation are  
9     systematic statewide documentation of offense  
10    information and program participation in not only  
11    the juvenile justice information system but the  
12    prevention section of the juvenile justice  
13    information system, and that is a really critical  
14    distinction. We have our delinquency system and we  
15    have our prevention system, and we have very  
16    different commissions for our prevention system, and  
17    that information is far more confidential. That is  
18    the same system that if a child voluntarily attends  
19    an afterschool program such as Big Brothers, Big  
20    Sisters, or something of that effect, some kind of  
21    prevention program that is voluntary, that is the  
22    system they go into. They have no delinquency  
23    record if they're in the prevention system.

24            So the civil citation is documented in the  
25    prevention system. A military recruiter calls us

1 and says have you ever heard of this kid. If they  
2 are only in the prevention system the answer is no.  
3 It protects their future. If that is the only  
4 system they are ever in, it protects their future  
5 from the stigma that comes from being in the  
6 delinquency system. That is important in talking  
7 about school diversion because it is the beginning  
8 point for school diversion potentially.

9           So these youth are assessed. They  
10 complete community service or restitution. Every  
11 program is a little bit different, but these are the  
12 common elements. They all have some sort of  
13 assessment that has been approved by the department.  
14 They have community service, restitution, and  
15 critically they are referred to services or provided  
16 services to address their assessed needs.

17           An ideal civil citation program is not a  
18 cookie cutter program. If the child's main  
19 problem is substance abuse they will be referred to  
20 substance abuse. Of course, they may have screening  
21 for substance abuse during the program  
22 participation. If their problem is anger  
23 management, that will be addressed through referrals  
24 or direct provision of services for anger  
25 management.

1           The statute encourages counties and  
2 municipalities and public and private educational  
3 institutions to participate in the civil citation or  
4 similar programs by other state attorneys.

5           Outcomes from the program are actually  
6 quite good. I'm providing information for our  
7 '16/'17 completions because that is the most recent  
8 information we have on recidivism because we track  
9 it for a year. We will soon have our '17/'18  
10 numbers available but we don't have it yet.

11           We have an 82-percent completion rate.  
12 Those are kids that completed all program  
13 requirements and were released as successful  
14 completions. So 97 percent of kids who were  
15 released from this program did not commit any new  
16 offenses while they were participating in the  
17 program which typically has a three- to six-month  
18 length of stay depending on the program and the  
19 youth's progress.

20           Critically, a year after completion, 95  
21 percent of those case kids have not recidivated.  
22 Utilization has increased steadily since fiscal year  
23 2011/'12. Statutorily, the civil citation program  
24 was moved from the delinquency system over to the  
25 prevention system. We always had programs we called

1 civil citation. Some of the law enforcement may  
2 remember that. But those kids did go through the  
3 formal referral or arrest process, so they did have  
4 that arrest experience and arrest on their records.

5 Youth that go through civil citation since  
6 fiscal year 2011/'12 when that law was changed are  
7 not in the delinquency system if they never come  
8 back if that is all they ever do. They are in the  
9 prevention section of JJS.

10 We started with very low participation.  
11 The report actually has a chart showing the level of  
12 participation in the first year. But I can tell you  
13 by '17/'18 we were at over 60 percent utilization  
14 for kids who were eligible. By eligible I mean  
15 first time misdemeanor. Until very recently it was  
16 only first time misdemeanors that were eligible.

17 We have had increasingly good participation  
18 around the state as more and more jurisdictions have  
19 embraced the model, and we have jurisdictions -- We  
20 are standing in one right now -- where the  
21 utilization rate is 80 or 90 percent or better.

22 I don't think I have a slide on this, but  
23 I can tell you for schools the participation rate is  
24 even higher. There is even a higher utilization  
25 rate for school-based offenses.



1                   Moving from talking about civil citation,  
2   I want to give a little bit more background about  
3   the fundamentals of evidence-based responses to  
4   delinquency.

5                   The framework that has been overwhelmingly  
6   validated by the research literature is what we like  
7   to call the risk/need responsivity framework. That  
8   is a handy way to remember the three critical  
9   elements.

10                  Let me follow the slides.

11                  You need to use first a valid assessment  
12   protocol. There are a number of valid assessment  
13   protocols out there. There is probably none we can  
14   point to and say this absolutely the best. The one  
15   that DJJ offers, the prevention assessment tool is  
16   based on one of the more the state-of-the-art risk  
17   assessment instruments in the country.

18                  What these assessments are designed to  
19   identify are the dynamic changeable what we call  
20   criminogenic risks. You can't change the fact that  
21   the youth is a boy or that the youth started  
22   offending early. That is set in stone and those are  
23   risk factors. What you can change are those dynamic  
24   criminogenic risk factors, and you probably know  
25   what they are already. Antisocial peers, antisocial

1 attitudes, poor use of leisure time, school  
2 failures, family problems, gang involvement. Those  
3 are things that can be addressed through effective  
4 programming. So we are really looking into it says  
5 valid risk assessments to identify those factors.

6           Responsivity needs are needs that may not  
7 directly drive offending, but they are needs that  
8 need to be addressed if you are going to provide an  
9 evidence-based intervention to help with the  
10 criminogenic needs.

11           For instance, if the child is failing in  
12 school and the child has antisocial peers, you can  
13 address that with effective programming, but it  
14 could be the trauma is what is driving that. Or it  
15 could be family problems are driving that. Those  
16 things may not be directly causing the offending,  
17 but they are also going to stop the youth from  
18 responding to the evidence-based interventions that  
19 you provide.

20           We talk about this in terms of  
21 responsivity addressing those needs. Those may not  
22 be causing the crime, but you are not going to fix  
23 the crime if you don't also work on those things.  
24 Learning styles and learning disabilities are often  
25 responsivity needs as are mental health and

1 behavioral problems.

2 In terms of services, it is self-evident  
3 you have to have access to a wide range of services.  
4 Again, these kids are coming into the system -- not  
5 the system, but they are coming to our attention  
6 with such a broad range of issues. For many it is  
7 trauma. For many it is substance abuse that may be  
8 related to prior trauma. It could be family  
9 problems. It could be the neighborhood they are  
10 living in and the peers they are associating with.

11 There are different evidence-based approaches  
12 to address all of those issues, but you need to have  
13 access to a range of those services. No single  
14 civil citation program or diversion program is going  
15 to be able to provide all of those. They may only  
16 provide a couple services, but they need to have the  
17 resources in the community to make sure those kids  
18 have access to those services.

19 Responsivity needs are typically addressed  
20 through cognitive behavioral approaches. We know  
21 general cognitive behavioral approaches are the gold  
22 standard, and most of our criminogenic interventions  
23 as well as responsivity interventions are cognitive  
24 behavioral based.

25 The third critical element of this risk

1   responsivity, risk/needs responsivity model is  
2   graduated sanctions. What we mean by that is for  
3   low-risk youth, you begin with minimally intrusive  
4   interventions, and there are many, many reasons why.  
5   We could speculate why that is the case, but if you  
6   throw a kid into a program or some kind of day  
7   program, etcetera, with kids who are much more  
8   delinquent than that kid, that kid is not going to  
9   make the other kids better. It works the other way  
10  around.

11               What you really want to do is meet that  
12  kid where they are in terms their risk. Now, that  
13  is not to say if the kid first comes to your  
14  attention because they tried to kill somebody that  
15  we should give them the lightest touch possible.  
16  There is obviously within this framework a lot of  
17  room for discretion and adult judgment. But, in  
18  general, when you are dealing with a low-risk youth,  
19  especially a first time offender -- and, again, we  
20  are mostly talking about misdemeanants here -- you  
21  begin with minimally intrusive sanctions or you are  
22  going to potentially do more harm than good, and the  
23  research is very clear on that.

24               A graduated sanctions approach requires a  
25  range of available sanctions and the ability to

1 increase levels of intensity and restrictiveness.

2 Civil citation is obviously within the  
3 juvenile justice continuum is the very least, the  
4 least of your intervention aside from a voluntary  
5 prevention program. It's the least intrusive.

6 If a youth fails over and over in the less  
7 intrusive, less restrictive levels, then it is  
8 obviously time to increase the sanction level, to  
9 increase the intensity of services because you are  
10 not getting through to them. Their needs may be  
11 greater than what were originally recognized, so you  
12 have to use ideally graduated sanctions increasing  
13 in intensity if the youth is not responding.

14 By responding I mean they fail in the  
15 diversion program, the civil citation program, or  
16 they complete it and then they go on to offend again  
17 and maybe offend again. Then it's definitely  
18 time -- the literature is clear -- to increase those  
19 sanctions.

20 Now, again, if you don't track, if you  
21 don't know about those offenses and whether the kid  
22 succeeded in the program, there is no way you can  
23 implement graduated sanctions. Of course, lots of  
24 families move around. You may have a kid who  
25 potentially might have an offense that's not

1 reported in a school. That kid may be in a  
2 different school district the next year, they might  
3 be in a different school district the next year, or  
4 even just in a different school.

5 The advantage of the civil citation  
6 program and the database that we use, the prevention  
7 database, is that if a kid commits an offense and  
8 gets a civil citation in Pensacola and the next year  
9 they are down in Key West and they commit an  
10 offense, it takes two seconds for the officer,  
11 ideally two seconds for the officer that confronts  
12 that youth to determine whether or not that kid had  
13 a civil citation before. If they had a civil  
14 citation and they failed, it is probably not time  
15 for another civil citation. That information has to  
16 be tracked if you are going to implement graduated  
17 sanctions properly.

18 Moving on to our audit, survey, however  
19 you want to phrase it, again, we focused on  
20 identification of programs serving youth with  
21 offenses that could actually be criminal  
22 infractions, criminal offenses. We weren't worried  
23 about sassing a teacher or the skirt is too short or  
24 whatever. We work with DOE very closely, and we  
25 stayed in close touch with them throughout the

1 process, and they helped us identify the folks we  
2 were going to interview in each school district, and  
3 we used an interview schedule that was slightly  
4 modified from the original pilot survey that we did.

5 With the pilot survey, we realized that we  
6 really need to talk to these professionals because  
7 when we just sent them an online survey there might  
8 have been some lack of clarification of terms. So  
9 it was really helpful for us to actually talk to  
10 them on the phone, and it gave us the ability to  
11 probe just a little bit and clarify their questions.  
12 We conducted those interviews during May and June of  
13 2019.

14 The findings, so 58 of the 67 school  
15 districts reported to us they do not operate any  
16 sort of school-based diversion program for  
17 potentially delinquent offenses.

18 What these districts told us is  
19 universally they follow CESIR. If there is a  
20 criminal offense, they report it to their school  
21 resource officer, law enforcement, and that officer  
22 has the discretion if they want to warn, give a  
23 civil citation, or arrest the youth. Based on the  
24 responses that we received, the schools were not  
25 inserting themselves into that process.

1           Six districts described programs that I  
2    think we could best describe as overlay programs,  
3    and they reported that just like the other 58, they  
4    reported they always notified law enforcement if  
5    something could rise to the level of a criminal  
6    offense, but then they offer some sort of program,  
7    and I don't want to call it diversion, but an  
8    overlay program where they did have elements of  
9    evidence-based practice. Most of them use some kind  
10   of assessment protocol and offered an array of  
11   services.

12           Again, based on the reports we got from  
13   these schools, this is above and beyond simply  
14   referring to law enforcement. They told us in most  
15   cases that some kids who went through their program  
16   were arrested and some were not. Some may have just  
17   been warned. Some may have gotten a civil citation,  
18   but these were additional services.

19           Observations. We did have three school  
20   districts that gave us -- According to their report,  
21   they have programs that have some elements of truly  
22   being a school-based diversion program, and you can  
23   read about that in the report. One was Franklin  
24   which is a very small Panhandle county, very small  
25   population. One, at least based on our survey



1 results at this time, was Broward. And Sarasota has  
2 a program that is mostly an overlay program but may  
3 have a few elements or areas where a kid might  
4 escape having law enforcement notified and/or being  
5 placed into any kind of formal tracking system.

6 So our observations, CESIR reporting.  
7 CESIR is kind of interesting because -- I understand  
8 that at a prior meeting of this commission it was  
9 noted that CESIR reporting seems to have a lot of  
10 variation around the state, and in some cases  
11 smaller school districts are reporting more  
12 incidents than larger school districts.

13 It is clear from reading the CESIR  
14 guidelines that school administration does have some  
15 ability, some discretion to determine whether a kid  
16 needs to be referred to law enforcement. That is  
17 one observation. If a youth is not actually being  
18 reported to law enforcement, then there is not a  
19 potential for them to end up in either the  
20 delinquency or the prevention web system so we can  
21 keep track of those offenses if truly those are  
22 offenses.

23 CHAIRMAN GUALTIERI: Because you raise  
24 this, just because an offense occurs -- And let's  
25 use what you're talking about -- I think one of the

1 things you talked about in that meeting was one  
2 elementary school in Alachua County in the category  
3 of harm toward others which under CESIR definitions  
4 is a battery, misdemeanor battery -- one elementary  
5 school reports 67 on that campus. The entire  
6 Miami-Dade school district reported zero. That is  
7 not that. That is a problem because there is no way  
8 in the entire Miami-Dade school district in the  
9 entire year there was zero.

10 Taking that a step further is -- The way  
11 I understand it -- And if you understand it  
12 differently correct me -- under CESIR reporting, if  
13 an incident happens, and let's say it is a harm  
14 toward others and it meets that definition, and they  
15 were to handle it in some other way, it still  
16 requires it to be reported. It doesn't obviate or  
17 eliminate the requirement it be reported under  
18 CESIR.

19 So as an example, if one kid strikes  
20 another kid, it is a harm toward others, and it is  
21 handled through diversion. That still has to be  
22 reported under CESIR as an incident. Just because  
23 it does not result in a police action doesn't  
24 eliminate the requirement that the incident be  
25 reported.

1                   Is that the way you understand it?

2                   DR. JACKSON: That is the way I understand  
3 it.

4                   I guess the concern we are getting at is  
5 it may be reported to the police. But if it truly  
6 arises to the level of a misdemeanor or worse and it  
7 is reported but it is not reported in any kind of  
8 systematic statewide database, then we lose the  
9 ability to track that individual that may be  
10 offending.

11                  I think we are on the same page.

12                  CHAIRMAN GUALTIERI: I'm with you on that.  
13 That's where we are going.

14                  As you point out, the example you gave  
15 about if something happens in Key West versus  
16 another part of the state that people don't know,  
17 that is a challenge, and we are going to have that  
18 discussion all the way to the end with some proposed  
19 solutions to that whether it is school-based or not.  
20 That is the challenge today.

21                  I just want to make sure because you  
22 raised that. I want to make sure we are on the same  
23 page.

24                  DR. JACKSON: I think so.

25                  Moving into our recommendations, one is

1 that we recommend that school districts that operate  
2 or would like to operate school-based diversion  
3 programs should operate those programs and follow  
4 the model laid out in 985.12, Florida Statutes.

5 Another is that the legislature, we are  
6 respectfully recommending that the legislature  
7 should provide data to the school district on how to  
8 implement diversion programs within the zero  
9 tolerance framework prescribed by Section 1006.13,  
10 and at a minimum school districts developing their  
11 own diversion program should incorporate  
12 evidence-based assessment protocols and access to an  
13 array of services. If they can't themselves offer  
14 that array, have good connections within their  
15 community.

16 I talked to some counties that had  
17 extensive networks with their human services and  
18 even some dedicated funding from their local human  
19 services funders to help kids going through these  
20 overlay programs.

21 CHAIRMAN GUALTIERI: Is it your  
22 recommendation, as we know now and the current  
23 framework is that each state attorney in the 20  
24 circuits, they are supposed to convene the  
25 stakeholders and set the criteria for the diversion

1 program in even circuit.

2 It used to be, as you mentioned, someone  
3 could participate in a pre-arrest diversion program  
4 like civil citation or a similar program only one  
5 time and then it was up to three and it varied in  
6 the statute.

7 Those thresholds have been eliminated from  
8 the statute?

9 DR. JACKSON: Correct.

10 CHAIRMAN GUALTIERI: And they do be set in  
11 that state attorney led circuit based stakeholder  
12 group, so you could have in one circuit they could  
13 participate one time and another circuit where they  
14 could participate five times and have certain  
15 temporal distances between the events or whatever  
16 they decide on that individual because they have  
17 local control; right?

18 DR. JACKSON: Correct.

19 CHAIRMAN GUALTIERI: So is it the  
20 department's recommendation there that whatever it  
21 is in that circuit, that the program, if there is a  
22 school-based program, that it should be run  
23 consistent with the community-based program and the  
24 thresholds and tolerances set in that circuit?

25 Is that the recommendation?

1 SECRETARY MARSTILLER: Let me jump in,  
2 Sheriff.

3 Essentially yes, because the civil citation  
4 statute already recommends -- right -- that, public  
5 and private schools participate in the existing  
6 programs that are run by the state attorney in that  
7 circuit.

8 So the clearer and easiest recommendation  
9 is that if a school district is not going to run its  
10 own diversion program, which apparently most of the  
11 them, based on the information we received, are not,  
12 then the easiest, cleanest thing to do would be to  
13 participate in one that already exists that, to your  
14 point, the community stakeholders have already  
15 gotten together and determined what the criteria are  
16 for participating in. But we also are recommending  
17 if the school district wants to run its own  
18 diversion program, there are standards that exist in  
19 985.12 that can and should be followed.

20 CHAIRMAN GUALTIERI: I'm trying to figure  
21 this out. I want to make sure for Heather's  
22 purposes and the report and what this commission's  
23 recommendation would be, hopefully we can be as  
24 aligned with the report, and I think all of you have  
25 seen the actual report from DJJ itself is in your

1 book and it is behind the PowerPoint presentation.

2 Personally I think the schools should be  
3 required to follow the parameters and the thresholds  
4 in the community-based program established by the  
5 state attorney led group so you have consistency.

6 My concern is if we don't require that you  
7 are going to have disparity and unequal justice.  
8 You could have a kid going to the mall and steal  
9 three times in a community that the community-based  
10 program allows them to participate three times but  
11 the school comes up with, oh, no, you can  
12 participate five times. That is not fair. I think  
13 there should be a requirement.

14 My suggestion would be that our  
15 recommendation for the legislature for this upcoming  
16 session that the school-based program are required,  
17 not that they have the option of running their own,  
18 but that they are required to participate in the  
19 community-based state attorney led into that  
20 framework.

21 I don't know what anybody else thinks, but  
22 consistency is important.

23 SECRETARY MARSTILLER: Yes.

24 And I think as we talked about it at the  
25 last meeting, standards; right? Standards are key.

1                   CHAIRMAN GUALTIERI: Why reinvent the  
2 wheel, especially if in the majority of counties  
3 they are directly or defacto referring to the  
4 community program anyway because the SROs are  
5 handling it.

6                   If the SROs are handling it but they are  
7 using the established community guidelines but for  
8 those counties that have their own which are a few,  
9 and we are not only dealing with what is happening  
10 now but what might happen in the future. We just  
11 eliminate this disparity or potential for disparity  
12 and we just get a consistent program.

13                  Like you said and Dr. Jackson has pointed  
14 out, in 985 they didn't just close the circle. They  
15 encouraged the school-based program, so I think they  
16 envisioned it, and we should just ask them to close  
17 the circle and make all pre-arrest diversion  
18 programs fall under the rubric of one circuit-wide  
19 established criteria, and then we would have  
20 consistency and the problem is solved in the future.

21                  SECRETARY MARSTILLER: And I think that is  
22 in keeping in what we found which is the school  
23 districts, if they are going to do this, need  
24 guidance and standards, and the standards currently  
25 exist. And for our purposes as well. It is the



1 reporting of the information, the participation and  
2 the completion in the prevention web.

3 That is the other key.

4 CHAIRMAN GUALTIERI: Sheriff Ashley, go  
5 ahead.

6 SHERIFF ASHLEY: Along the same lines, I  
7 just wonder if the secretary, do you see or believe  
8 that school discretion in determining whether an  
9 offense is reportable via the CESIR guideline leaves  
10 the subjectivity gap ripe for inconsistency in that  
11 reporting as well?

12 SECRETARY MARSTILLER: Well, when we were  
13 putting the report together, I looked at myself the  
14 CESIR guidelines that are on DOE's website, and the  
15 guidance to schools says -- I'm not quoting but I'm  
16 paraphrasing -- that in determining that in some  
17 instances, depending on the facts and circumstances  
18 of the incident, that there is room for school  
19 administrators to determine that incident doesn't  
20 rise to the level of being reportable. That is  
21 where that discretion piece we were talking about  
22 comes in.

23 From my perspective -- And this is just  
24 me. From my perspective, if there is that  
25 discretion, you still have an incident and you still

1 might have behavior that while it rises to a  
2 criminal offense it is not going reported under  
3 CESIR as an incident, it is going to be handled some  
4 kind of way by the school which is technically  
5 diversion, but we don't know about it.

6 That, to me, is a critical concern.

7 SHERIFF ASHLEY: Can I follow up with that,  
8 Chair?

9 CHAIRMAN GUALTIERI: Go ahead.

10 SHERIFF ASHLEY: Can you give us any  
11 examples of juveniles that were issued civil  
12 citations or a diversionary program who failed to  
13 complete the requirements for that program and were  
14 subsequently charged and sentenced for their  
15 original crimes? Do you have any example where that  
16 ever occurred?

17 DR. JACKSON: The youth that do not  
18 complete the civil citation, if the reason they  
19 don't complete it is because they failed to comply  
20 with the program, typically what happens is the  
21 original offense is brought back up and the youth  
22 does go through the standard process for the  
23 delinquent offense as if he or she had been  
24 arrested.

25 CHAIRMAN GUALTIERI: So they are referred

1 to the state attorney's office and processed?

2 DR. JACKSON: Yes.

3 SHERIFF ASHLEY: I just wondered if that  
4 ever occurred.

5 DR. JACKSON: Absolutely.

6 Our completion rate is 82 percent. I can't  
7 tell you the exact number of the non-completions  
8 that go to the state attorneys, but I believe it is  
9 the vast majority.

10 CHAIRMAN GUALTIERI: Commissioner Bartlett,  
11 I don't want to put you on the spot, but can you  
12 speak to that? In our circuit I believe that  
13 happens. There are certain cases where maybe  
14 because of the timeframe, but it is happening and  
15 the state attorneys are prosecuting some of these I  
16 believe.

17 COMMISSIONER BARTLETT: My understanding is  
18 they are.

19 CHAIRMAN GUALTIERI: It think they are.  
20 That's mine, too, Sheriff Ashley. I think in our  
21 county and our circuit I know because we have like a  
22 94 percent participation rate in the civil citation  
23 pre-arrest diversion, and I know we are referring  
24 kids to the state attorney's office and they're  
25 picking up those cases. Most frequently is when

1 they don't initially report. That cop comes in  
2 contact with the kid, the kid is referred to the  
3 pre-arrest diversion civil citation, the parents are  
4 supposed to get in with the kid for the interview  
5 and they don't show, or maybe they show and don't  
6 take the first step. We refer them to the state  
7 attorney's office, and the state attorneys are  
8 handling those as criminal prosecutions the way I  
9 understand it.

10 COMMISSIONER BARTLETT: Some of them are  
11 still subject to diversion.

12 SHERIFF ASHLEY: I appreciate that, sir. I  
13 appreciate that. I was curious how that operates  
14 across the state. The percentage of kids that don't  
15 meet the requirements of the diversion program, how  
16 many of them are actually prosecuted? What  
17 percentage?

18 And I know you say you have 82 percent  
19 that complete it and the rest that don't. What  
20 happens to the rest that don't? I'm just curious  
21 what percentage of that aren't actually being  
22 prosecuted or nothing.

23 DR. JACKSON: We haven't looked at that  
24 data specifically. But except for maybe the minor  
25 exception of a youth that moved out of state with

1     their parents it should be all of them because that  
2     is the process.

3                 SHERIFF ASHLEY: I agree it should be all  
4     of them. I'm just not sure that it is. I can't  
5     speak to that.

6                 SECRETARY MARSTILLER: Sheriff, I think to  
7     get to the specific answer to your question, I think  
8     that would require to your earlier comment perhaps a  
9     dive into -- We would have to reach out to the state  
10    attorney's office is my guess to really get that  
11    information. I don't know.

12                The exercise of prosecutorial discretion  
13    is not a datapoint that DJJ has. I think that is  
14    where the challenge would lie.

15                CHAIRMAN GUALTIERI: Commissioner Carroll  
16    has a question.

17                Go ahead.

18                SHERIFF ASHLEY: I agree. I'm just  
19    curious to see if it is an effective program if they  
20    don't meet the requirement and there is no sanction.

21                CHAIRMAN GUALTIERI: Mr. Carroll, go ahead.

22                COMMISSIONER CARROLL: I just want to  
23    clarify because the data associated with these  
24    programs sort of surprise me a little.

25                Of the 76 counties, including this 58,

1 don't have any diversion program. So if they have  
2 conduct that they consider to be criminal in nature  
3 and referral is made to law enforcement, we still  
4 have the issue that CESIR I would say creates  
5 definitional issues.

6           The reason I say that is when you look at  
7 the data, clearly folks are not reporting it the  
8 same way so it is a definitional issue, and the  
9 discretionary issue is probably bigger than what we  
10 think. But they don't have a diversion program.  
11 And it looks like the nine who do, six of them run  
12 it as a supplemental program where they make the  
13 referral anyway, but then they also have some type  
14 of diversion program that runs the same track as  
15 that. To me that is not as big an issue because  
16 they are still being referred over.

17           We have three standalone counties I guess  
18 that have their own. I assume that Broward is one  
19 of those.

20           DR. JACKSON: Based on the survey responses  
21 at the time, it appears that way.

22           COMMISSIONER CARROLL: Do you know who the  
23 other two are?

24           DR. JACKSON: It is mentioned in the  
25 report, but I'll say it is Franklin which is a very

1 small county as you know. Then there is an element  
2 of a program in Sarasota that potentially could  
3 leave room for youth to not end up being tracked.  
4 They enter into behavioral contracts and they can  
5 voluntarily attend teen court as part of the  
6 behavioral contracts which means they are not going  
7 to the civil side prevention web database.

8 If I can clarify one thing and make sure I  
9 was clear when I explained it?

10 For those counties that don't have any  
11 school-based diversion, those counties have many,  
12 many, many youths in those schools receiving  
13 citations for school-based offenses, so in some  
14 cases 80 or 90 percent of eligible cases.

15 CHAIRMAN GUALTIERI: Because it is being  
16 done by the SROs.

17 As an example, you have Pinellas listed as  
18 a county that does not have its diversion program.  
19 How it works is in high school, the kid commits a  
20 crime, steals something.

21 In Broward County, petit theft, they would  
22 put the kid into the Promise Program through their  
23 school-based program. There is not necessarily a  
24 consult with law enforcement. There is not  
25 necessarily law enforcement making a decision about

1     whether to arrest or issue a civil citation or  
2     pre-arrest diversion. Because it's the first time,  
3     they would go into the Promise Program and go under  
4     the auspices of the school-based program.

5             In Pinellas there would be a consult with  
6     law enforcement, it would be referred to law  
7     enforcement, and the law enforcement officer would  
8     do the same thing but it would be based on the  
9     community-based diversion problem. That kid would  
10    go into prevention web. The kid would be under the  
11    auspices of the community-based program with  
12    everything Dr. Jackson is talking about as far as  
13    sanctions and services, etcetera.

14            All of those districts that don't have a  
15    school base, they all have a community base.

16            COMMISSIONER CARROLL: And I understood  
17    that.

18            When we were having this discussion, quite  
19    frankly, in previous meetings, I was under the  
20    assumption that what was happening in Broward with  
21    their Promise Program was more widespread, but it  
22    doesn't appear that is the case at all. So the data  
23    leads you down a different road which, quite  
24    frankly, brings you back to CESIR and whether the  
25    definitional issues there in terms of whether it is



1 getting reported to law enforcement effectively or  
2 not really becomes the key.

3 I do have a second question on your data.  
4 Even with the civil citations, 82 percent complete,  
5 18 percent don't. I would hope 100 percent of them  
6 are referred to the state attorney. But I agree  
7 whether they are not all prosecuted or not, not all  
8 crime is prosecuted.

9 So I would venture that not all the cases  
10 that are referred are prosecuted, but that's not up  
11 to the school system. The school system should be  
12 referring 100 percent of those that don't complete,  
13 or the community diversion program should be  
14 reporting 100 percent.

15 On the second piece though, the 95 percent  
16 that stay crime free within a year -- and I think 93  
17 percent stay crime free during services -- and then  
18 it is 93 year out; right?

19 DR. JACKSON: Right.

20 COMMISSIONER CARROLL: When I was looking  
21 at the data to this pre-meeting that the sheriff  
22 sent out, it was limited to Broward County, and it  
23 was all this repeat stuff. It struck me that -- And  
24 it tracks kids through the course of their career in  
25 school, so it is cumulative.

1           When I looked at it and I started adding  
2   up these percentages -- This is off the top of my  
3   head, so don't quote me on the percentages -- but a  
4   very large percentage of those kids have ten or less  
5   over the course of their lifetime. There was 1 or 2  
6   percent that had very high numbers, and usually  
7   those kids had like a hundred.

8           So when I'm looking at the data on the  
9   civil citations, what I don't see is if you get  
10   three whacks at this apple and you have a 95 percent  
11   no more activity within a year, do we actually know  
12   how many of those kids went through that civil  
13   citation process? If you looked at that more  
14   long-term, how many of them actually reached that  
15   three strike level? Do we know that?

16           CHAIRMAN GUALTIERI: Are you talking about  
17   kids in that report?

18           COMMISSIONER CARROLL: Yes.

19           CHAIRMAN GUALTIERI: Dr. Jackson isn't  
20   privy to that, so I don't think she knows what you  
21   are talking about.

22           The Broward County School District did an  
23   analysis, and based upon one of the school board  
24   member's recommendation, I sent this document out to  
25   all the commission members.

1           There are 75 kids currently in the Broward  
2 County school system that have 100 or more incidents  
3 similar to Cruz. You say 125. There are 75 kids in  
4 the Broward County school system that have 100 or  
5 more documented incidences in the Broward County  
6 school system.

7           If I correctly understand your question --  
8 I don't think they had that to work with -- how many  
9 of those kids in that group of 75 that have 100 or  
10 more incidents were in the diversion programs and  
11 did they get multiple bites? Is that your question?

12           COMMISSIONER CARROLL: No.

13           I already think we have an issue with the  
14 diversion program and their lack of tracking the  
15 effectiveness of that, so I understand that needs to  
16 be improved.

17           What I'm trying to get at is the civil  
18 citation program, clearly the data indicates it is  
19 successful short-term. What I would like to know is  
20 how it performs in the longer term.

21           One of the things is that the data they  
22 sent to the Broward County schools, that was  
23 cumulative over the years, so when you got to the  
24 high school level they had more incidents.

25           Well, they have been in school longer, so

1 the number of those incidences go up over time. I  
2 would be interested to know, even in the community  
3 diversion programs, what percentage of kids actually  
4 reaches that level where you say they have three  
5 bites at the apple? How many of them reach that  
6 level where they are at the third bite and they  
7 don't get another bite? Is it similar?

8 DR. JACKSON: The law has changed  
9 relatively recently to permit the larger numbers of  
10 civil citations so we don't have any kind of  
11 definitive data on that.

12 We do have some preliminary data that  
13 indicates that second civil citations do not have  
14 quite the level of successful outcome that the first  
15 civil citation does. But that is all very, very,  
16 very consistent with the criminology literature that  
17 says if you fail at a lower level -- And I'm not  
18 here to say you should only give five or you should  
19 only give three. That is very situational. But if  
20 they're not responding to lower level interventions  
21 you need those graduated sanctions that eventually  
22 will land a kid in the delinquency side of DJJ in  
23 more restrictive intensive programs that we offer.

24 COMMISSIONER CARROLL: I guess that is what  
25 I was getting to.

1 I'm guessing that is a smaller percentage  
2 of kids with a greater need in terms of service and  
3 intervention, some of it not willingly at some  
4 point. The parallel I make in that school data, the  
5 kids who had 100, clearly they are not receiving  
6 effective interventions because it keeps occurring.

7 So it would be nice to see some work done  
8 with that population because with the majority of  
9 the population it looks like early intervention  
10 works.

11 I'm more interested in on that smaller  
12 percentage of cases where it doesn't work, clearly  
13 we are not intervening within the school system in  
14 an effective way. I just wanted to know how the  
15 community handles it versus these standalone school  
16 systems because that piece I think absolutely needs  
17 to be considered.

18 CHAIRMAN GUALTIERI: Superintendent Runcie  
19 will be here tomorrow morning. I would encourage  
20 you to ask him now that that's been identified what  
21 is the district doing with those 75 kids.

22 Again, what do they have, 230,000 kids in  
23 the Broward County schools. So you are talking  
24 about 75, but all it takes is one.

25 Mr. Schachter, go ahead, and then

1 Commissioner Petty.

2 SECRETARY SCHACHTER: In Broward County,  
3 once a civil citation is issued, BSO has completely  
4 no knowledge of what happens with that juvenile, so  
5 that is very, very concerning.

6 How do you know if that juvenile is  
7 completing that program? You are saying you would  
8 be able to track all of that information?

9 DR. JACKSON: We definitely track that  
10 information. Actually I would encourage them to get  
11 in touch with me because we can provide that  
12 information.

13 CHAIRMAN GUALTIERI: Let's bring this into  
14 the conversation right now and get to Mr. Petty  
15 because we do have to wrap this up at some point and  
16 get into the next session here. But this is an  
17 important part.

18 When you say that, I assume -- Correct me  
19 if I'm wrong -- you are getting that from  
20 information you are receiving from people at BSO?

21 SECRETARY SCHACHTER: No. This is the  
22 state attorney's office.

23 CHAIRMAN GUALTIERI: Here is the problem.

24 The information about whether kids  
25 participate across Florida in civil citation or

1 pre-arrest diversion programs is housed on the  
2 prevention website of JJIS. As Dr. Jackson  
3 explained, we have the delinquency side and you have  
4 the prevention side.

5           The juvenile justice information system,  
6 the prevention website is where if anybody wants to  
7 find out if a kid has had a touch with pre-arrest  
8 diversion or civil citation, we have to query that.  
9 And I'm telling you with all certainty that the  
10 absolute majority, and probably only an absolute  
11 few, if any, cops on the street in the state of  
12 Florida have access to the prevention website, and  
13 even a few others within agencies, and it's only a  
14 handful of people who know how to access that.

15           When you talk about graduated sanctions  
16 and you are talking about making a good decision  
17 based on knowledge, there is a knowledge void,  
18 information void, and that is true. It is true. It  
19 is not that the information isn't there and it  
20 doesn't exist. Either they don't have authorization  
21 to access it because they don't have a log-on and  
22 password, they don't know how to access it, or a  
23 combination thereof.

24           It is virtually impossible because of  
25 information overload and a bunch of other reasons to

1 expect that a cop on the street that comes in  
2 contact with a kid in Walmart who is trying to make  
3 a decision whether to issue a civil citation or  
4 pre-arrest diversion is going to go to their cruiser  
5 and sit there and be able to log on to the  
6 prevention web and navigate all this and try to  
7 figure it out.

8           What we have been working with the  
9 department on, working with FDLE on was seeing if we  
10 can come up with a way that would allow the cops and  
11 others, analysts and everybody else, to be able to  
12 have access to that information.

13           Unfortunately is that one of the things  
14 that was being considered is whether there could be  
15 a query through the FCIC, or the Florida Crime  
16 Information Center, that would generate that  
17 information back, and it looks like that is a very  
18 costly option.

19           I think I'll leave it there and let  
20 Secretary Marstiller fill us in because part of this  
21 discussion is are there other ways of doing this  
22 through the jack centers or through a way we could  
23 make a phonecall and make this available and known  
24 to everybody, because I'm telling you the majority  
25 of the cops out there don't know how to get the



1 information much less where it is or how to access  
2 it. That is a challenge. But it is a system  
3 problem and it is across the state.

4 SECRETARY MARSTILLER: So two or three  
5 things on that. One is based on this report is that  
6 while we do have great reporting and the prevention  
7 web from our law enforcement partners, I think we  
8 can all agree that there are diversion actions going  
9 on and diversion programs being conducted that we  
10 don't know about and so we can't track them because  
11 that information is not coming into prevention web.  
12 That is number one, being able to collect the data.

13 Secondly, yes, we are working with FDLE on  
14 a solution to make it much easier and faster for the  
15 law enforcement officer on the street to know  
16 whether a youth he or she apprehends has been  
17 through a diversion program before.

18 I'm not the biggest technology whiz in the  
19 world, but I was the state CIO for about a year, and  
20 what I'm hearing is even though there might be some  
21 technology issues to making the two systems talk  
22 together, what I'm hearing is there may be an easier  
23 way to get that done.

24 I don't know specifically what that is,  
25 but it may just be a matter of our transferring the

1 data to FCIC on a daily basis.

2 CHAIRMAN GUALTIERI: It's all a work in  
3 progress?

4 SECRETARY MARSTILLER: It's a work in  
5 progress.

6 In the meantime, what I would like to do  
7 is get to more solid information on that so I could  
8 contribute that information to my law enforcement  
9 partners. But in the meantime, as the fix, which is  
10 not the ideal fix and I know that, I'm clarifying  
11 and making sure I have all the right phone numbers  
12 for the JACKS around the state to circulate to the  
13 law enforcement agencies, here is the name of the  
14 person that called, that person knows he or she is  
15 on call 24 hours a day to take your officer's call,  
16 call the number, that person has access to the  
17 information the law enforcement officer is going to  
18 need on whether or not this youth has been through a  
19 civil citation program before or whatever the case  
20 may be.

21 The bottom line is every law enforcement  
22 officer in the state of Florida and the state  
23 attorneys who are also members of law enforcement,  
24 even though this information is in the prevention  
25 web, they do have it and can get it and have access

1 to it. The key is making it easy for them, and that  
2 is what I'm going to do.

3 CHAIRMAN GUALTIERI: You got to have a  
4 log-on password?

5 SECRETARY MARSTILLER: You do.

6 CHAIRMAN GUALTIERI: And you have to go  
7 through CG net and all of that stuff.

8 SECRETARY MARSTILLER: I completely  
9 understand from the last time your colleague,  
10 Sheriff Ashley, made it painfully clear that it is  
11 difficult and cumbersome and I understand that. So  
12 I'm hoping the FCIC works and works quickly.

13 CHAIRMAN GUALTIERI: So go ahead,  
14 Mr. Schachter, and then we will go to Commissioner  
15 Petty.

16 SECRETARY SCHACHTER: The last time we  
17 talked about the fact that the Broward County School  
18 Board did not want to share information on  
19 prevention web on their diversionary program.

20 Has anything changed from that? Do you  
21 know?

22 CHAIRMAN GUALTIERI: Not that I know of.

23 SECRETARY MARSTILLER: Not to my knowledge  
24 either.

25 Wasn't there an update on that?

1           And I'm just going to put it out there.

2   That update indicated that the school district is  
3   working with DJJ on a system. That is news to me.  
4   They still have access to prevention web to input  
5   the information they have.

6           CHAIRMAN GUALTIERI: This is where we need  
7   a legislative fix. We just need to get this  
8   clarified. I think and I hope this is going to be  
9   something well received by the legislature, and as  
10   we sit here next year at this time this will be  
11   solved and just make these school-based diversion  
12   programs part of the community base and require that  
13   all diversion programs report to prevention web and  
14   that solves the problem.

15           The issue is that lawyers for the school  
16   board analyzing the statutes, they find some  
17   ambiguity, they find some confusion, and they have  
18   deemed the school-based program not a 985 diversion  
19   program, therefore, not subject to the reporting  
20   provisions or requirements. They are deeming the  
21   school program outside of it, so that is why they  
22   are not doing it.

23           I think we just pause and we fix it and  
24   take the ambiguity out, and if all goes well a year  
25   from now it will be resolved.

1 SECRETARY MARSTILLER: Great.

2 My last question is from your research,  
3 does the current Promise Program follow the common  
4 evidence-based graduation sanctions model?

5 DR. JACKSON: To the extent it is not being  
6 systematically tracked, no. When I hear of kids  
7 having -- I hope I'm not overstepping here. But  
8 when I hear about kids having 100 incidents and it  
9 not coming to the attention of law enforcement  
10 formally, I would say no.

11 CHAIRMAN GUALTIERI: Mr. Petty.

12 SECRETARY SCHACHTER: Thank you.

13 CHAIRMAN GUALTIERI: Commissioner Petty.

14 COMMISSIONER PETTY: I'm going down the  
15 path you are going, so I was trying to build a  
16 hierarchy in my mind after reading the report.

17 It would seem to me that we have  
18 school-based discipline. We have got diversionary  
19 programs which in the community are the civil  
20 citation programs, so make sure I understand that,  
21 and those seem to work well, at least what I read in  
22 the report, the evidence here you are showing they  
23 seem to work well. Then we got what I guess I would  
24 call pre-diversion diversion operating in our  
25 schools.

1           Is it fair to call that pre-diversion  
2   diversion?

3           DR. JACKSON: Are you referring to what I  
4   call the overlay programs or to the programs like  
5   potentially Broward --

6           COMMISSIONER PETTY: I think you made the  
7   distinction about the overlay program providing  
8   additional services in addition to civil citations.

9           DR. JACKSON: Yes.

10          COMMISSIONER PETTY: I guess I'm referring  
11   to the school-based diversion programs.

12          DR. JACKSON: Yes. That is kind of the  
13   point we were making. If it is not being  
14   systematically tracked and if it truly is a criminal  
15   offense, then, yes, I guess you could call it  
16   pre pre-arrest.

17          COMMISSIONER PETTY: I guess I'm with  
18   Sheriff Gualtieri. I'm not sure why we need a  
19   pre-diversion diversion program.

20          DR. JACKSON: I think our recommendations  
21   are we really shouldn't have that. Ideally, any  
22   criminal offense would go into a systematic  
23   statewide tracking system which we already operate.

24          COMMISSIONER PETTY: The reason I bring  
25   this back -- Again, complexity with looking up

1 things in cruisers and DJJ, I understand that,  
2 but I'll come back to the point of threat  
3 assessment. And also in the pre-read material we  
4 had a letter from Sheriff Tony where the behavioral  
5 threat assessment, law enforcement is still not  
6 being consulted here in Broward County, and I  
7 imagine that could be the case in other counties.

8 When we have diversion programs which I  
9 think we all agree are good as long as they are  
10 evidence-based and do the things you recommended, we  
11 are all for that.

12 We have pre-diversion diversion programs.  
13 There is an opportunity for these warning signs to  
14 be missed, not communicated to law enforcement, not  
15 to be put on some prevention web as an example where  
16 we can track this and understand the efficacy of the  
17 program or the outcome I guess of that division.

18 I'm concerned about that.

19 CHAIRMAN GUALTIERI: I don't know that you  
20 have any formal pre-diversion diversion programs,  
21 but I know what you do have. They are always going  
22 to have it and should have it. You are going to  
23 have discretion.

24 I think along the lines of Secretary  
25 Marstiller, I think she referred to this when she

1 talked about the CESIR guidelines and talked about  
2 some things where there is a discretion in  
3 reporting. You could and you are going to have a  
4 situation where, let's say, you have a kid in school  
5 and the kid steals something from another kid.

6 Is that teacher who sees that and knows  
7 about it at that point, depending on the  
8 circumstances, that teacher may just say, look, I'm  
9 going to have a hard talk with you, don't do that  
10 again, we are going to leave it at this.

11 The teacher could say I'm going to refer  
12 you to the school diversion program we have if the  
13 school has one and it becomes more formal. The  
14 teacher could say, I'm going to refer you to law  
15 enforcement. Law enforcement could then put the kid  
16 into a formal diversion program where it goes into  
17 prevention web. Or law enforcement could decide to  
18 charge the person. But it all begins back here with  
19 the initial discretion that a teacher has or a cop  
20 has or anybody has.

21 If I'm hearing you, I think that's what  
22 you are talking about and some level of concern  
23 about too much of that back here.

24 COMMISSIONER PETTY: There is always going  
25 to be discretion. I agree. I don't want to remove



1 that I think particularly from the teacher who may  
2 have witnessed it or may have been involved.

3 My concern is at the district level  
4 where we put in place an apparatus that is  
5 pre-diverting -- I don't know any other way to say  
6 it -- it's pre-diversion of a diversion, and it  
7 doesn't make any sense to me.

8 I think we ought to exercise some  
9 discretion, but these things need to be reported.  
10 They need to go into an diversion program that we  
11 can track, and it is evidence-based, and we know how  
12 it works, and we can track it across school  
13 districts and across the years the student is  
14 involved, and we can see the warning signs, and the  
15 warning signs can be part of a threat assessment.

16 CHAIRMAN GUALTIERI: This is the way we  
17 want this report and this recommendation to be. I  
18 would think to scrap any unique school-based  
19 diversion programs. They can participate in the  
20 community-based program which means it goes to law  
21 enforcement, it goes to the entity running it, it  
22 goes into JJIS, and in the state of Florida for  
23 schools, for the community, it doesn't matter. We  
24 have one pre-arrest diversion program, period, and  
25 that takes care of the problem.

1 COMMISSIONER PETTY: That would be my  
2 recommendation.

3 CHAIRMAN GUALTIERI: Does everybody agree  
4 with that for the report?

5 What Heather is going to do is make that  
6 as a recommendation, and it requires adjustment to  
7 1006 and 985, and we make it clear and ask the  
8 legislature to make clear that whatever and wherever  
9 there is any pre-arrest diversion program, either  
10 civil citation or a similar program, that it be run  
11 under the framework of the state attorney led  
12 thresholds and framework established in each  
13 circuit, and that nobody operate their own program  
14 outside of that, and that everything, doesn't matter  
15 whether it is in school or outside of school,  
16 everything that is part of that program gets  
17 reported into JJIS, and we will work on everybody  
18 having access to that so you got good information  
19 and people can access that good information and make  
20 good decisions.

21 That is a simple framework.

22 COMMISSIONER PETTY: I think that is  
23 essentially it, Chair.

24 CHAIRMAN GUALTIERI: Commissioner Dodd, go  
25 ahead.

1                   COMMISSIONER DODD: We are not going to  
2 restrict the school from having a diversionary  
3 program. It is just going to be that they are going  
4 to follow the framework and the guidelines we set.

5                   CHAIRMAN GUALTIERI: Exactly.

6                   COMMISSIONER DODD: I think that is a  
7 great option, great decision.

8                   CHAIRMAN GUALTIERI: Great consistency.  
9 That's all.

10                  Sheriff Judd.

11                  SHERIFF JUDD: I just want to highlight,  
12 we don't want to take the discretion away from the  
13 teacher. We don't want every kind of event where  
14 the teacher says I got this, this is under control,  
15 because it is evident in Broward County with the  
16 ones that had 100 or more, or 50 or more, or 75 or  
17 more, the problem children that need our attention  
18 will bubble to the surface. We will know those  
19 because it will get past the teacher's ability to  
20 deal with it. That is when it needs to go to  
21 prevention. That is when it needs to come to our  
22 attention so there is some intense therapy before it  
23 gets to be a criminal justice event.

24                  CHAIRMAN GUALTIERI: Just like we don't  
25 want to take away a teacher's discretion, we don't

1 want to take away cop's discretion. Cops do it  
2 every day, come in contact every day with a kid  
3 that's got a joint. Just because the kid's got a  
4 joint doesn't mean they are referring them.  
5 Sometimes they just deal with it. Everybody needs  
6 to retain their discretion.

7 I think we are all in agreement with that.

8 CHAIRMAN GUALTIERI: Mr. Schachter, go  
9 ahead.

10 SECRETARY SCHACHTER: I want to make sure  
11 in Broward County's case they say, oh, we are not  
12 running a pre-arrest diversionary program.

13 CHAIRMAN GUALTIERI: This is why it  
14 requires a legislative fix on this, so it is all  
15 cleaned up. But this is what it is going to require  
16 to gain consistency statewide.

17 I think if everybody is all right with it,  
18 unless anybody has any questions for Dr. Jackson, I  
19 think we have consensus for the recommendation.

20 Senator Book, go ahead.

21 SENATOR BOOK: Thank you, Mr. Chairman.

22 I agree with you. I just want to make sure  
23 while we are still in this universe we address the  
24 CESIR data, how I think it needs to be a systematic  
25 way of doing things, that we kind of if it's

1   happening over here it happens over here and it is  
2   reported this way, and maybe we look at how often  
3   that is reported.

4               CHAIRMAN GUALTIERI: I know because of  
5   other commitments you weren't able to be here last  
6   time, but we got into CESIR extensively.

7               So CESIR, as you know, is reported three  
8   times a year right now. Should it be reported more  
9   often, more frequently? That is something that can  
10   be done either by statute or it can be done by the  
11   Department of Education. And Chancellor Olivia, on  
12   behalf of the commission, committed to work with the  
13   districts fixing the problem and working  
14   collaboratively. We had three superintendents here  
15   last time to work collaboratively. This is one of  
16   the areas the legislature gave the commissioner  
17   very, very direct responsibility and authority over.

18              And as it relates to the CESIR data is  
19   that under 7030 it puts the responsibility in the  
20   statute for timely and accurate reporting on the  
21   principals and the superintendent, but initially on  
22   the principals of each school and on the  
23   superintendent. And if there is not timely and  
24   accurate reporting, then the commissioner has the  
25   authority to direct the school board in each of the

1 67 districts to withhold the superintendent's  
2 salary.

3 This is one of those things that I think  
4 we let it take effect, but should there be more  
5 frequent reporting to CESIR, I think -- And,  
6 Chancellor, I believe you can speak to that -- that  
7 is one of the things being talked about and being  
8 considered and it is on the table but no decision  
9 had been made.

10 CHANCELLOR OLIVIA: Currently our survey  
11 window is closed, and there is a chance for people  
12 to clean up their data, and that is going to be done  
13 by perhaps the end of next month. So there is some  
14 technical assistance going out.

15 When we start getting hopefully better  
16 quality and new and improved data we will get a  
17 snapshot on some recommendations and next steps.  
18 That has been a high priority for us throughout the  
19 summer, and working with districts to ensure we are  
20 getting accurate, timely, quality data.

21 CHAIRMAN GUALTIERI: I think this is  
22 absolutely one of those things when we come back in  
23 March we would actually ask because there will be  
24 additional reporting periods.

25 We will do that analysis ourselves as we

1 did before and get it back to Sheriff Judd. As  
2 Sheriff Judd reported earlier, verification, and  
3 bring it before the commission and see what  
4 improvements have been made based upon everything we  
5 talked about up to this point.

6 Does anybody have anything else on this?

7 I think we have the direction from the  
8 commission. We got the report.

9 Dr. Jackson, thank you for being here. We  
10 appreciate it. Thank you very much.

11 The next on the agenda is from DCF,  
12 updates on mental health programs, and we have  
13 Deputy Secretary Patricia Babcock.

14 Go ahead.

15 DEPUTY SECRETARY BABCOCK: First let me say  
16 thank you very much, Sheriff, for allowing us to  
17 come and present. My understanding is there was a  
18 presentation in June of 2018. So my plan today for  
19 the 30 minutes is to kind of go over three things  
20 high level so if there are questions at the end I  
21 can answer those questions.

22 The first is the legislation I think will  
23 align with 7026 and some of the other legislative  
24 pieces you discussed this afternoon that we can  
25 build on and/or look at how we can use your

1 legislation and our legislation to improve and/or  
2 expand the behavioral health services in Florida.

3           The second is I would like to talk in a  
4 little more detail on some of the specialty  
5 programs. We talked this morning about the mobile  
6 response teams and the CAP teams, and I'm going to  
7 add one more, the FIT team is in there. But our  
8 findings are to date who we are serving and how we  
9 are serving them. Lastly, I would like to go over  
10 the initiatives we currently have underway.

11           Right now, very quickly, very high, very,  
12 very high level, there is four statutes that kind of  
13 drive what we do, 394, 397, 916 and 420.

14           As you look at the 394 legislation, I  
15 think what will be of specific importance to you is  
16 parts 1 through 3, parts 1 through 3, the Baker Act  
17 case where we are able to -- This gives us the  
18 authorization on the mental health side to provide  
19 emergency services and notice it says temporary  
20 detention for evaluation in that continuity of care  
21 and coordination of care.

22           Second is the interstate compact mental  
23 health. That means you do not have to be a resident  
24 of Florida to receive services under DCF's  
25 eligibility criteria.



1 Third is the Comprehensive Child and  
2 Adolescent Mental Health Services Act which  
3 authorizes us to implement a publically funded child  
4 and adolescent mental health treatment and support  
5 system.

6 And the fourth is the Community Substance  
7 Abuse and Mental Health Services Act which  
8 authorizes to us implement a recovery and resiliency  
9 based support and services system throughout  
10 Florida.

11 Number four is primarily with our  
12 substance abuse folks. We also do the involuntary  
13 commitment of the sexually violent predators.

14 397, that is our Marchman Act. Those are  
15 the folks with the alcohol and other drug issues.  
16 This is much like the Baker Act. This gives us the  
17 authority to temporarily detain them and treat them  
18 and provide them the clinical treatment they need  
19 while they are in our services.

20 916 is the Forensic Client Services Act.  
21 This is the act for those defendants who are found  
22 incompetent who have been charged with a felony and  
23 found incompetent to proceed or acquitted by reason  
24 of insanity. So we have facilities and programs  
25 specifically for those clients.

1                   Lastly we also have the Affordable Housing  
2   Planning and Community Assistant Act which helps  
3   with the coordination of the services for our  
4   homeless folks. This includes our homeless children  
5   as well.

6                   This is very touchy.

7                   Very quickly, I just wanted to put the  
8   organizational structure slide up here and talk very  
9   briefly about how we are organized as you think  
10   about pushing out some of the agendas that are  
11   specified in your legislation.

12                  We are headquartered up in Tallahassee.  
13   Our Office of Substance Abuse and Mental Health is  
14   up in Tallahassee. Probably of specific interest to  
15   this group is our director of community substance  
16   abuse and mental health and our quality office, our  
17   quality assurance office.

18                  We have just within the last couple months  
19   established a unified quality office which will be  
20   looking at the quality assurance across all three of  
21   our programs as well as the data and performance and  
22   the training aspects of what we do.

23                  We also have housed at the headquarters  
24   office in Tallahassee the assistant secretary for  
25   operations. Some of you may or may not know at DCF

1 we do not provide services. We contract out these  
2 services across six regions, and within each region  
3 there is a director of substance abuse and mental  
4 health. They are there specifically to ensure the  
5 communities are getting what they need that are  
6 specific or unique to those communities. So we have  
7 this array of services that have directors on the  
8 regional level to make sure everybody gets what they  
9 need from that point of view.

10           So just to look at some of the data, you  
11 can see we had 316,000 on the community mental side  
12 of the house, children, adolescents and adults  
13 treated. This is a total of 322,000 across all of  
14 our programs. This is '17/'18 data. We are waiting  
15 to finish up our '18/'19 data, but we think we will  
16 be right around 330,000 individuals this year.

17           I really want to spend the rest of the  
18 presentation -- That was just to give you the  
19 context of where I'm coming from, talking about the  
20 community substance abuse and mental health program,  
21 the CSAM program. The key functions, we are the  
22 mental health, substance abuse, and Methadone  
23 authority. That is where we write all the rules and  
24 and policies for the state. We license all the  
25 substance abuse providers in the state. We

1 administer the federal and block grants, the federal  
2 and discretionary grants. We designate the  
3 addiction facilities as well as the CSUs.

4           This middle board is most important. We  
5 allocate the state and federal funds and contracts  
6 through our seven managing entities who subsequently  
7 provide contracted work through their entities  
8 themselves, and they run the full gamut from  
9 prevention, intervention, treatment, and recovery as  
10 well.

11           So what are the key initiatives we have  
12 right now in the CSAM office? One is the mobile  
13 response and the school partnership. This is the  
14 result of the tragic shooting right here at  
15 Parkland. So right now we have everybody up and  
16 running. We started in October of '18, and in May  
17 of '19 we got the last one up and running, and I'll  
18 have some statistics here in a few minutes.

19           As the sheriff said, this is 24/7, 365 days  
20 a year we are available. We have a one-hour time  
21 limit to reach out to you and get you the services  
22 that you need.

23           The second initiative we have is the  
24 family intensive treatment team or the FIT Team.  
25 This is a family focused, very comprehensive

1 services team in our child welfare system with the  
2 focus on the parents who have substance issues with  
3 the whole idea if we can increase the parental  
4 capacity to protect their kids and keep their kids  
5 safe, the long-term goal is it will have better  
6 outcomes within the community, the school system,  
7 and wellbeing as well.

8               Lastly we have the community action  
9 treatment teams. These also are family focused  
10 integrated into the communities. These are supports  
11 for our young folks, our youths in the mid 20s, up  
12 to our mid 20s, and this is hopefully to allow kids  
13 to stay in their home and stay in their communities  
14 rather than be in a residential type facility.

15              Next we have the opioid response. We have  
16 right now the opioid response dollars that are due  
17 to expire next year, so we are thinking hard about  
18 how to keep our programming in that service array  
19 where it needs to be. The goal of these dollars is  
20 to reduce the opioid deaths and decrease the  
21 prescription overdoses, especially amongst our young  
22 people, and to make sure we have access to our MAP  
23 services.

24              One of the really big key initiatives we  
25 have is integrating substance abuse mental health

1 with child welfare. This was started before I came  
2 six months ago, but this is a very big push right  
3 now, looking at the substance abuse and mental  
4 health and domestic violence and trauma in that  
5 category as well that underlie the reason that  
6 children are allowed treatment. The whole goal of  
7 that is to improve child welfare related outcomes  
8 which subsequently carry over into all the other  
9 outcomes that you all have been talking about, the  
10 school and community based outcomes, as well as  
11 physical health outcomes.

12 Lastly, we are just beginning a stronger  
13 focus on pregnant and parenting women through  
14 offering them residential treatment while they are  
15 pregnant and treatment services while they're  
16 pregnant. We are really looking at that perinatal  
17 period right up to one year with a hope of expanding  
18 to a three-year mark as well. This is support  
19 services for both the mother and the child.

20 Our priorities of effort, we really want  
21 this access to recovery oriented systems of care or  
22 ROSC. Our goal is to shift away from this acute  
23 model of care and focus more on a community  
24 integration and increase retention and care.

25 As you may or may not know, the average

1 number of times someone will voluntarily go to  
2 receive mental health services is three, and  
3 involuntary, unless there is very, very heavy court  
4 supervision on it, it can be one.

5 We got to figure out a way to engage folks  
6 in services and keep them in services, especially  
7 those folks that are using our Baker Act and  
8 Marchman Act facilities.

9 Lastly, our last big priority effort is  
10 enhancing our vendor management practices, special  
11 through our seven MEs. We are really determined to  
12 break down the administrative burden they are  
13 currently experiencing so they are able to free up  
14 some of their time and dollars for services, and at  
15 the same time we are building some metrics now with  
16 the help of some consultants. We brought in some  
17 consultants who are with SAMHSA to help us build out  
18 the metrics we need to utilize to make sure we are  
19 giving quality care to the folks we serve.

20 This is a key point I hope has been  
21 discussed in the past. Who are the people we can  
22 serve. The people we can serve are the indigent,  
23 the uninsured, and the underinsured. Our level of  
24 scope of practice is actually pretty narrow. Within  
25 those three groups, we can serve children who either

1 have a serious emotional disturbance or are at risk  
2 of one, as well as the adults with serious mental  
3 illness. Anybody with a behavior health crisis we  
4 can serve. Anybody with a current mental illness or  
5 substance disorder or persons at risk of developing  
6 those disorders with the caveat that they fall into  
7 that uninsured, underinsured, or indigent care  
8 population.

9 Our priority populations as I just said  
10 are pregnant women, our IV users, and those high  
11 utilizers of acute care. Those are the folks going  
12 in and out of the Baker Act facilities or the  
13 Marchman Act or having to use the ER as their  
14 primary form of getting into residential facilities.

15 Our service array, as you can see, these  
16 are the horizontal services array. This is  
17 typically in the field how we look at services  
18 array, and it's from prevention, early intervention  
19 to intervention.

20 I'm committed to thinking about what are  
21 we doing on the vertical axis. I think a lot of  
22 times in behavioral health we talk about prevention,  
23 early intervention, and intervention, but we don't  
24 give a lot of thought to the different types of  
25 interventions that fall into each one of these



1 categories and building out to a vertical  
2 perspective.

3           What do we have to offer the different  
4 types of clients and different types of populations  
5 that we serve. This is one of the initiatives I'm  
6 personally looking at because of some of the  
7 legislation that has passed on the child welfare  
8 side as well as the possibility of some of our opoid  
9 dollars going away, building out evidence-based  
10 practices in each one of these areas on the service  
11 array.

12           A little more about the managing entities  
13 just so you'll have an understanding of what they  
14 can and can't do. So the managing entities, they  
15 are there to plan, coordinate, and contract for the  
16 delivery of the community mental health and  
17 substance abuse services. They also are tasked with  
18 improving that access to care from and promote  
19 service continuity.

20           Purchase services. Most of the managing  
21 entities contract out for the services, and they  
22 make sure there is an effective and efficient  
23 delivery of services. This ties back to our new QA  
24 program where we will be looking at that  
25 effectiveness and efficiency of services.

1           As you can see, our managing entities are  
2 dispersed across the state by geographic location.  
3 I'm getting ready to go through the different  
4 specialty programs just to show you that we have  
5 coverage across the state in one of these programs.  
6 However, they look a little different as I go  
7 through the math. Every managing entity does not  
8 contract with every specialty program, but your area  
9 will have every specialty program.

10           When we look at the community substance  
11 mental health funding for the year, right around  
12 \$727 million are spent on direct services. Our  
13 overhead for operational costs is right around 6  
14 percent, and we have them in two categories, that, I  
15 may have a slide for that in a minute.

16           Distribution, as you can see, the  
17 distribution of funding ranges from about \$60  
18 million to \$202 million. Please recognize this is  
19 only DCF funds. If you are in a community that  
20 might have a children services council or other  
21 access to other funds, this does not incorporate  
22 that.

23           Here is the breakdown I was showing you.  
24 You can see on the operational cost its about  
25 3 percent, and the operational contract oversight is

1 about 3 percent. We spent a full 97 percent on  
2 services, and you can see what percent of the budget  
3 they get. We also receive a pretty significant  
4 amount of federal funds, \$234 million in '17/'18.

5 When you bring in federal funds, they are  
6 designated for specific reasons. The good news is  
7 we brought \$240 million in federal funds. The  
8 potential bad news is that \$240 million may not be  
9 there in a couple years. We have to think very  
10 strategically about now we are standing up programs,  
11 how we are going to sustain those programs and/or  
12 whatever funding is out there available.

13 You can see from a school age population  
14 each one of these we could use for the school age  
15 children.

16 The actual individuals served. When you  
17 look at these numbers, the unduplicated count, there  
18 are children and adults who cross over into both  
19 substance abuse and mental health. The unduplicated  
20 count for '17/'18 is 316,000. Like I said earlier,  
21 we expect it to be right around 330.

22 On the specialty teams, right now we are  
23 serving about 7,000 folks on just the specialty  
24 teams. That does not include the pregnant and  
25 parenting moms. I put this slide in because it is

1 of particular interest to me, and we will be  
2 watching to see the changes.

3           These are the top five admission referral  
4 sources. As you can see, schools did not even make  
5 the list. So we typically get them from an  
6 individual, then law enforcement, the hospitals, the  
7 mental health provider, and then the court order.  
8 So it will be very interesting to see as we roll out  
9 the mobile response teams and this commission gets  
10 to work out there in the communities that we see an  
11 increase of referrals from the school system.

12           Let's talk about the mobile response team.  
13 We were appropriated \$18,300,000 under SB 726. We  
14 are available in every community. We aren't housed  
15 in every community but we are available in every  
16 community. The way the language reads is we have  
17 one hour to respond. We are 40 teams statewide and  
18 serve individuals under the age of 25.

19           Between October 18 and July 19 we served  
20 6984, and we had 7652 calls received. We are in the  
21 process of drilling down that data, and we are  
22 expecting some more data drilling it down to a  
23 county level so we can look at the counties who are  
24 the highest utilizers, the lowest utilizers, are we  
25 just as effective in our rural communities as we are

1 in our more urban communities.

2 The way our MRTs are set up, you can see  
3 there is 29 set up, and some of the contracted  
4 providers by the ME may have more than one MRT they  
5 are responsible for. But at this moment we do have  
6 every MRT team situated within one hour from every  
7 community.

8 Our CAT teams, community action teams,  
9 this is an integrated service delivery approach.  
10 Team model, we have really good success with this.  
11 We treat ages 11 to 21. These are for children,  
12 adolescents, young adults who have a history of a  
13 mental health diagnosis and complex needs that they  
14 have been hospitalized or they have school or  
15 community problems.

16 Our budget, a little over \$30 million. We  
17 have 41 CAT teams right now. I would like to have  
18 more and/or figure out a way to use this model in a  
19 different way.

20 We have pretty good outcomes. We have  
21 served 3,081 thus far. Each provider on average has  
22 about 75 folks on their caseload. When you look at  
23 their performance it is an interesting model here.  
24 You look at the the school attendance, just an  
25 overall improvement in functioning, functioning and

1 living in a community setting as well as family  
2 functioning. But what is interesting about this  
3 model is we also do the same metrics on the  
4 provider. We are not only saying, okay, child, you  
5 are going to school X amount of days a month. We  
6 are looking at the provider to see what are they  
7 doing in terms of their coursework to encourage that  
8 school attendance.

9           You can see the scores are actually very  
10 high. From a demographic standpoint, the average  
11 age of the female is 13 and the male is 12. It is  
12 pretty evenly split females to males. We are still  
13 waiting on the numbers from last year so obviously  
14 this will go up.

15           Once again, those 41 CAT teams are  
16 distributed around the state. The CAT teams do not  
17 have the same requirement to be there in one hour.  
18 So those areas we don't have CAT teams specifically  
19 housed in that county, it may take a longer amount  
20 of time to get there. I would personally like to  
21 see a CAT team in every single county. That means  
22 we have adults, if I did my math right, about 17.

23           Our FIT teams, these are our child welfare  
24 system teams, family intensive therapy. We did not  
25 start out this way. We knew we were going to look

1 at the families with the substance abuse disorders,  
2 and what we found are the majority of those families  
3 are families with opiate disorders that are coming  
4 in.

5 Our budget for this is \$12.9 million. We  
6 have 23 FIT teams statewide. To date we have served  
7 1,471 families. Unfortunately the data right now is  
8 not as good as we would like it, and we are looking  
9 at what to do with these teams specifically in terms  
10 of programming. Our completion rate is only about  
11 57 percent. Our improvement in parenting function  
12 is only 69 percent. I point that out to you to say  
13 we are working very hard to figure out why that is  
14 so low because of the implications on children in  
15 the home, their behavior response to parents using  
16 are the same in the community and the school.

17 The average age of parents we are working  
18 with on the mom's side is 30 and the father's side  
19 is 35. These families typically have two children  
20 with an average age of four years old, so we're  
21 talking about very young children we would like to  
22 get in and intervene with, that prevention piece, so  
23 we can make some real changes, once again, just to  
24 give you the map of how it looks.

25 The last thing I wanted to talk about are

1 the initiatives we have going on. The initiatives I  
2 just talked to you about are the initiatives that  
3 were going on prior to myself and the secretary  
4 arriving. So we just next week will launch the four  
5 disciplines of execution, cubbies, kind of the  
6 organizational management, if you will, model  
7 approach. The secretary has come up with three  
8 areas or battle wigs as it is called in the model.  
9 The battle wig is to reduce the families in crisis  
10 by 25 percent by the year 2021. Each program in the  
11 department has designated their definition of  
12 crisis. And within that war wig, there is two  
13 battle wigs. One is to increase the number of  
14 crisis pretouches, which I call prevention, so we  
15 are setting metrics on what is that difference going  
16 to look like.

17 So how do we get these families before  
18 they come into the system, and once they are already  
19 in the system the battle wig is how do we reduce  
20 reentry. That means we got to really think  
21 strategically about the programs we put in place  
22 and, you know, standing up here in front of you and  
23 listening to some of the recommendations, I think  
24 this is a great opportunity for us to take  
25 recommendations that you all have and see how they



1 align with some of the initiatives we have in place  
2 and if there are any changes that we can make.

3 The second initiative we have going on --  
4 and I'm the champion for this -- this is the  
5 integration case, integration across programs.

6 I'm assuming you are aware the department  
7 has three specific programs. We have the substance  
8 abuse mental health program, the child welfare  
9 program, and the economic self-sufficiency program.  
10 That is your Medicaid. We just moved homelessness  
11 over under that program.

12 I would like to integrate all three of  
13 those programs. I think we have a great opportunity  
14 to identify early on folks who have potential  
15 behavioral health issues based upon their current  
16 life situation, so I'm looking very hard.

17 I know we are talking a lot here about  
18 threat assessments. I'm looking very hard at what  
19 is a cross program assessment that we could use to  
20 help identify some of those high risk folks, so that  
21 is something in the making right now.

22 This is that no round door policy at the  
23 department. You can come in any door, and we are  
24 going to talk to you about the other two programs  
25 and we are going to gather information about the

1 other two programs. Also integration across  
2 agencies.

3 Obviously the governor has mandated that  
4 you all do that, you agency heads do that, but I'm  
5 appreciative of it. We see a lot of the same kids  
6 and families, and the more information we can gather  
7 on that, the more we know, the better our services  
8 could be, the better our service coordination and  
9 collaboration could be, and that leads me down to  
10 the system of care piece.

11 A lot of folks here in this room, long  
12 before they have seen us, they have seen a  
13 pediatrician, they have seen an OB, they have been  
14 to a before-K, a pre-K, they have been out in the  
15 community. There are touch points out there I think  
16 we can build off of and get to know the folks in our  
17 communities and what the issues are long before they  
18 come to the attention of the commission.

19 So to that end, I started working with some  
20 of the different agencies on how do we network and  
21 service map, what is available across the state and  
22 across agencies. Where do we duplicate services,  
23 funding. How do we expand capacity which means we  
24 really got to think about as we are all writing  
25 policy, where are the policy duplications and where

1 are the fundings mechanisms we might be able to raid  
2 to fund those policies.

3 The next one, the coordination of care,  
4 our MEs just received I believe \$3.2 million for  
5 coordination of care. There is all kinds of  
6 research to support that good care coordination has  
7 much better outcomes than those services that do not  
8 have good care coordination.

9 The secretary has also charged us with  
10 looking at our current structure in terms of  
11 personnel, including personnel in place as well as  
12 vacancies to see how we might be able to realign and  
13 bring on some care coordination positions within the  
14 department that we will work with in each program.

15 Next is the database, and obviously the  
16 governor's executive order said we need to think  
17 about how we are integrating our data. We have just  
18 as of yesterday signed a data sharing agreement with  
19 AHCA. We signed an agreement with DOE. But this  
20 has been something for me just makes good common  
21 sense, that we all are seeing the same people, we  
22 should be looking at the same data so we can make  
23 some data driven decisionmaking about their care,  
24 about our policies and our programming.

25 The next one is pretty exciting. I'm sure

1 all of you have heard the first lady's initiative on  
2 mental health. We are looking at the value of  
3 telehealth. We just last month launched in six  
4 counties in the Panhandle just hit by Hurricane  
5 Michael, there are six counties and I believe 63  
6 schools. We have put in telehealth kiosks that will  
7 be up and running -- yesterday was their first day  
8 of school -- up and running yesterday -- and we are  
9 looking at the possibility of expanding that at  
10 least starting with the rural areas.

11 What this will do initially is give the  
12 children in the schools access to clinical  
13 behavioral health folks who are licensed to get the  
14 services they need right at school. We are hoping  
15 to expand it so parents can also use it as well,  
16 that they can call into the portal and have their  
17 services there as well.

18 And my third expansion would be for  
19 faculty and staff, too. The way telehealth is set  
20 up, you do not have to be a DCF provider. If you  
21 are a provider under even Blue Cross/Blue Shield,  
22 Medicaid, you can see those folks as well. It is  
23 not funded or directed specifically for those folks  
24 on Medicaid.

25 Next I have the accurate assessment and

1 services linkage. I think this is right in line  
2 with what you all have been talking about which  
3 would be the threat assessment. I'm looking forward  
4 to looking at the threat assessment to see if we can  
5 align some of the items on your threat assessment  
6 with the assessments we use within the department so  
7 we can make sure we link those folks with the right  
8 services, and I wrote the right services, the right  
9 time, and the right dose, and that is that access  
10 and quality piece.

11 Next I have recruitment of engagement,  
12 retention of patients, clients, and providers. We  
13 got to figure out a way -- Remember earlier I said  
14 they only come for three sessions on average. We  
15 have to figure out a way through engagement, number  
16 one, to identify those folks. Two, to engage them  
17 and keep them in services until they have completed  
18 a case plan.

19 I heard Sheriff Gualtieri this morning  
20 talking about saying we need more officers is not  
21 the answer. We are in the same boat on the  
22 provider's side. We don't know that they are out  
23 there, so how do we think about the services we can  
24 provide. Is there a way to bring in some  
25 para-professionals through navigators, care support,

1 just looking at that piece. But we have the same  
2 recruitment, engagement, and retention issue with  
3 both patients and clients and the providers  
4 themselves.

5 Then, lastly, I think we really, as a  
6 state, have to give on the behavioral health side  
7 some serious thought to what are we doing when  
8 children and adolescents are transitioning into  
9 adulthood from a behavioral health side. That  
10 service array, that access to services, especially  
11 those kids that fall under Medicaid when they are no  
12 longer in a family or if they lose their parents'  
13 insurance, thinking through what are we doing to  
14 ensure there is a safety net for those high-risk,  
15 high-utilizer kids, and that we have a service plan  
16 in place or community support in place that are  
17 there to support them and help them with their  
18 trajectory forward.

19 That is my nutshell. I tried to do it  
20 quick.

21 CHAIRMAN GUALTIERI: You did a great job,  
22 and thank you for that. It was very comprehensive  
23 and the information we needed to see what is in  
24 place and the status as to where it is.

25 Any commissioners have any questions for

1 Secretary Babcock?

2 Sheriff Judd, go ahead.

3 SHERIFF ASHLEY: Mr. Chairman --

4 CHAIRMAN GUALTIERI: Hang on a second,  
5 Sheriff Ashley.

6 Sheriff Judd, go ahead.

7 SHERIFF JUDD: On the ground, we continue  
8 to see Baker Act after Baker Act after Baker Act of  
9 the same individuals.

10 Is there any data that tells us not  
11 necessarily by name but by percentage of how many  
12 repetitive Backer Acts there are over a period of  
13 time? Because the classic statement from my  
14 deputies is what is next, because they are not  
15 getting better, they are not getting any better,  
16 they are not getting better, and I could tell you  
17 all kinds of horror stories up to and including a  
18 very young man who we Baker Acted.

19 At our agency we have an automatic 30-day  
20 checkup, so if a deputy Baker Acts someone today, 30  
21 days later he or she has to go back to the house,  
22 are you on your medications, are you getting  
23 appointments, what is happening.

24 I can show you a young man we had eight  
25 interactions with, and on the ninth one we went to

1 the house on his mother's call and he stepped out  
2 and pointed a rifle at us and, of course, he is not  
3 around to help anymore.

4 My point is what happened the eight other  
5 times, and why isn't there an early warning system  
6 there that, hey, somehow this is not working, and we  
7 got to advance that?

8 That seems to be a void that we deal with  
9 at whatever level form the school system on through the  
10 adults.

11 DEPUTY SECRETARY BABCOCK: I don't have  
12 the actual data here and I don't know. But I agree  
13 with you it's high. It's high, those high utilizer  
14 frequent flyer folks.

15 I can tell you I think a large part of the  
16 issue is once I am released from a Baker Act  
17 facility I have to have timely access to services,  
18 but there is nothing that says I have to go.

19 I think if we are really thinking globally  
20 what do we do here, and especially with children --  
21 I'm going to go ahead and say it, Mr. Secretary --  
22 I'm going to make the recommendation that there is  
23 something put into law that says if a child is Baker  
24 Acted they must comply with the recommendation, the  
25 discharging recommendations that you have to go to



1 followup. And I don't know how we do that, but  
2 right now there is nothing that makes me or anybody  
3 else from a legal standpoint go to any followup  
4 services. And we know, and that is the recovery  
5 oriented system of care, we know if we can get  
6 people into a system of care ongoing, their outcomes  
7 are much better. And we also know you said the  
8 medication, the medication compliance as well.

9 DEPUTY SECRETARY BABCOCK: The whole system  
10 is heartbreaking for us. I also have people  
11 carrying around baggage for the rest of their life  
12 because the system didn't work on the front end or  
13 didn't have a chance to work on the front end.

14 But I would like to see the data of how  
15 many you see once, twice, how many you see 25 times,  
16 and the scale so that we can approach the  
17 legislature with such a request. And my agency goes  
18 above and beyond.

19 Most law enforcement agencies, once they  
20 Baker Act them they are finished with them until  
21 they Baker Act them again. We go back during an  
22 intermission to try to then re-encourage them to go  
23 get services if they have fallen off the radar, but  
24 it seems like there is no place for us to send them  
25 or take them to at that point in time.

1 I'm interested in what we can do with  
2 that. It is not true prevention, but it is  
3 definitely early intervention. I think we need to  
4 look -- And when I say we, it's the department -- I  
5 think we need to look hard at what are we doing on  
6 the single or first episode. That is the prevention  
7 piece, so what are the wraparound services or the  
8 services put around that person the first time when  
9 they're Baker Acted so perhaps we can cut off the  
10 second, third, fourth, or fifth case.

11 CHAIRMAN GUALTIERI: Sheriff Judd, if you  
12 contact Dr. Annette Cristy at the University of  
13 South Florida at the state's Baker Act reporting  
14 center, she will give you the statistical  
15 information for your county.

16 I can tell you I have seen her reports.  
17 Off the top of my head, there were 205,000 Baker  
18 Acts in the state of Florida last year, and it is  
19 not 205,000 different people but it is 205,000 Baker  
20 Acts.

21 What the data shows surprisingly when I  
22 last looked at it is that the majority of them are  
23 one-and-dones. The majority are not repeats, but  
24 there is a whole bunch. It is very similar to the  
25 data in the school district report we were talking

1 about earlier where you have 230,000 kids in the  
2 Broward County school system and you have these 75  
3 that have 100 or more incidents.

4 The 205,000, a whole bunch are one-times,  
5 but you have a whole bunch that are multiple  
6 repeats.

7 If you talk to Dr. Cristy over there, she  
8 runs the state Baker Act reporting center and she  
9 can give you that data.

10 DEPUTY SECRETARY BABCOCK: One of the  
11 issues with that data -- if I could, that data is  
12 great data. That data is the initiation data.

13 What we can't figure out how to get is the  
14 actual admission data because after you are  
15 admitted, that is when it is the Blue Cross/Blue  
16 Shield, Tricare, the Medicaid, the funding streams,  
17 and so we know how many people have shown up. We  
18 don't know how many got admitted.

19 CHAIRMAN GUALTIERI: Commissioner Petty,  
20 did you have something?

21 COMMISSIONER PETTY: I just wanted to  
22 emphasize the transition from child to adult  
23 services, I know that was certainly an issue here  
24 with the shooter refusing services once he became  
25 18.

1 I don't have an answer for this. I was  
2 hoping maybe you had a recommendation. But this is  
3 a challenging problem I understand when somebody  
4 becomes an adult with the ability to refuse  
5 services. But somehow we are seeing a lot of these  
6 assailants that were troubled youth become old  
7 enough to purchase a firearm and go out and commit  
8 these heinous acts.

9 Somehow we got to come up with a plan to  
10 figure out how to better, at a minimum, track them  
11 as they go from being juveniles to adults, but  
12 hopefully provide some services or compel services,  
13 I guess in some cases, to try to prevention these  
14 tragedies.

15 I would love for the commission to make  
16 some kind of recommendation. I don't know what that  
17 would be. I know this is not an easy issue for you  
18 to tackle, but I would love to see us do something  
19 here.

20 CHAIRMAN GUALTIERI: Sheriff Ashley next.

21 SHERIFF ASHLEY: Thank you, Doctor, for  
22 that presentation.

23 I'm a layman. I'm not in your profession.  
24 But I'm just using layman's terms to describe I  
25 think we are overdependent a lot of times on mental

1 health professionals to fix people that can't be  
2 fixed.

3 What other than counseling, medication,  
4 monitoring, incarceration, what services can you  
5 provide to a mental illness patient?

6 COMMISSIONER LARKIN-SKINNER: I think --  
7 And I don't mean to make this so simple or so  
8 ridiculous -- but a lot of these issues that we see  
9 that are in conjunction with some of these more  
10 significantly mentally ill folks kind of makes the  
11 hierarchy of needs. It is the housing. It's the  
12 poverty. It is the social supports. So we don't --  
13 We are silent. We don't work together to make sure  
14 we have a full package of what that person needs.  
15 All of that to say exactly what he was saying.

16 When you get the right support in place,  
17 the right medication, the right balance of therapy,  
18 you have good outcomes, but you will always have  
19 people who come off their meds who are not  
20 compliant.

21 The best thing we can do is think about  
22 that service array. What is the service array for  
23 somebody who has a significant history, and what is  
24 it we can get to them?

25 SHERIFF ASHLEY: Certainly I understand

1 that aspect of it. How do you measure success? I  
2 don't know of any of your programs in mental. I'm  
3 not talking about a behavior health crisis where you  
4 take them out of crisis. That is pretty common.  
5 I'm talking about actual mental illness, whether  
6 there is a cure or is it just treatment. How do you  
7 measure success when you are dealing with a patient  
8 like that?

9 COMMISSIONER LARKIN-SKINNER: The measures  
10 we use with the persistently mentally ill is the  
11 number of days they can remain in the community.  
12 The longer they are in the community, we want to see  
13 that number stretch out, the stable housing, staying  
14 out of jail. They're just not good metrics. But we  
15 can't come up with good metrics that can be used  
16 universally for these persistently mentally ill.

17 We are looking right now at what is called  
18 hedis measures.

19 Are there some other measures we can use  
20 that can really help guide us?

21 I heard you say earlier Judge Leitman came  
22 in. He had some pretty progressive programs down in  
23 Miami specifically with the homeless and the  
24 mentally ill folks, so looking at different program  
25 models that are out there.

1 CHAIRMAN GUALTIERI: Last question, Senator  
2 Book, and then we can break.

3 SHERIFF ASHLEY: Mr. Chairman, can I ask  
4 one last question?

5 CHAIRMAN GUALTIERI: Go ahead.

6 SHERIFF ASHLEY: Is there any data that can  
7 tell us or tells your profession how much of it is  
8 caused by a chemical imbalance?

9 CHAIRMAN GUALTIERI: Did you hear the  
10 question?

11 COMMISSIONER LARKIN-SKINNER: Mental  
12 illness by a chemical imbalance? Is that what he  
13 asked?

14 SHERIFF ASHLEY: Is there any data that  
15 says what percentage of that mental health illness  
16 population is as a result of a chemical  
17 imbalance?

18 CHAIRMAN GUALTIERI: So what percentage of  
19 that mental health illness population is a result of  
20 a chemical imbalance?

21 DEPUTY SECRETARY BABCOCK: I don't know if  
22 we are using the word chemical imbalance the same  
23 way.

24 There is research now because of MRI and  
25 CAT scans we know the changes in the brain

1 chemistry, there are changes on the mental health  
2 and the substance abuse side.

3 Does the chemistry change as well and just  
4 the way the brain is actually looking? If we could  
5 ever change -- Talk about changing the stigma and  
6 really moving to a medical -- You know, that this is  
7 a brain disease, this is a brain disease, substance  
8 abuse, mental health is brain disease versus a  
9 personal disease.

10 So there is research out there to support some  
11 diagnoses. It is not -- We can hear both sides, but  
12 we do know from MRIs or CAT scans we can see the  
13 brains are lit up different and it does change that  
14 actual structure of the brain.

15 CHAIRMAN GUALTIERI: Last question.  
16 Senator Book.

17 SHERIFF JUDD: Thank you so much,  
18 Mr. Chairman.

19 It's two parts. To dovetail off some of  
20 the things Commissioner Petty was talking about and  
21 we talked about this back when we were doing the  
22 initial report, and that is looking at this  
23 shooter's mother, and when and how does an inability  
24 for a parent to engage, to receive services become a  
25 neglect issue or something that there is an



1     actionable piece. I think that's something we could  
2     possibly look at.

3             I think the other part of this is the  
4     Baker Act hasn't been looked at or rewritten since  
5     1971. It is a revolving door as Commissioner Judd  
6     talked about, and I think it is something that  
7     really is a recommendation when this body at least  
8     directs our legislature to look at.

9             We don't have to have all the answers here  
10    and now, but I think we certainly know this is a  
11    system that needs to be addressed and fixed.

12            CHAIRMAN GUALTIERI: I know I can tell you  
13    I was in with Commissioner Larkin-Skinner and Judge  
14    Leitman and others in Orlando Monday, and there is a  
15    group Judge Leitman is putting together now as we  
16    speak that is looking into a rewrite of the Baker  
17    Act, so that is activity in progress.

18            I know the group is receptive to  
19    recommendations. Because of other commitments I was  
20    only there for part of the meeting. But I think you  
21    can expect there will be some recommendations coming  
22    forward for the next session.

23            He is doing it the right way because he is  
24    assembling a group of stakeholders, of course, to  
25    get the buy-in, get consensus. There are some

1 things that came out of that meeting, there is not a  
2 consensus for, that are going to be abandoned. So  
3 it is better to do it now in that process. There is  
4 some work afoot to try and make some -- Certainly to  
5 review and make recommendations about modifications  
6 to the Baker Act.

7 Secretary Babcock, thank you for being  
8 here. We appreciate it.

9 So we are behind for the press conference  
10 this morning. For Chief Newman and for Captain  
11 Francis, we will get to you this afternoon, but we  
12 are going to have to skip over you.

13 We need to get to the county  
14 administrator. I saw her walk in. I'm going to  
15 apologize. I told her I would get to her on time  
16 but obviously we are behind. I don't think her  
17 presentation is going to take that long this  
18 afternoon from what I understand.

19 So let's do 30 minutes for lunch and start  
20 again promptly at 1:30. It is 1:00. If you need to  
21 bring lunch back in with you, please feel free to do  
22 that. We will start again promptly 1:30 with Bertha  
23 Henry, the Broward County administrator. I think we  
24 can make up some time this afternoon, so we will  
25 start again at 1:30.

1 (Recess from 1:00 p.m. to 1:43 p.m.)

2 THE COURT: Next up is Mr. Tony Rosa from  
3 the Sunrise Police Department representing the  
4 Broward County Police Chiefs Association.

5 Chief, thank you for being here. We  
6 appreciate it.

7 CHIEF ROSA: Thank you, Sheriff.

8 I appreciate the opportunity to be here  
9 again.

10 I would like to update the commission  
11 regarding the state of the regional communications  
12 in Broward County, relationships between all of our  
13 affected parties that we discussed last time, and  
14 really what has occurred since I was here and  
15 presented at the last meeting from the perspective  
16 of the Broward County Chiefs of Police Association.

17 I first want to thank the commission for  
18 the work you are doing because I see progress and  
19 movement in several areas within Broward County  
20 communications that really needed attention, and I  
21 attribute the progress to the work the commission's  
22 doing. I wanted to recognize that and start my  
23 presentation by mentioning that I think it is  
24 important to note that a lot of this progress did  
25 happen after the commission meeting.

1           In the days following the last commission  
2 meeting, the Broward County Chiefs of Police really  
3 began to engage county leadership in an effort both  
4 to solidify which we know is our role as  
5 primary decisionmakers for operational issues  
6 within the county communications system, and really  
7 also to explain what our vision was for the future  
8 of the system, and that includes our previous  
9 recommendation that the entity system should be led  
10 by one entity, and in this case we recommend that  
11 the system be moved to the Broward Sheriff's Office.

12           We had numerous discussions after the  
13 meeting with all affected parties, and that included  
14 elected officials, city managers, the Broward  
15 sheriff and his staff, county administrator and her  
16 staff, city managers, OrCAT, and then our own  
17 operational personnel. Really some of these  
18 discussions kind of culminated into the chiefs being  
19 invited to a meeting of the Broward County city  
20 manager's association, and they were able to hear  
21 from us as an organization. They were able to hear  
22 from us the details of our plans and reasons why we  
23 had identified a need for change in that area.

24           So after that meeting -- I'm not sure if  
25 it happened after or before -- but the city managers

1     also formed a subcommittee related to  
2     communications. What that did, I think it brought  
3     the leadership of all the municipalities, Broward  
4     County government, the police and fire chiefs within  
5     Broward County, and the sheriff all in same room  
6     really to start discussing some of the issues that  
7     both I presented on at the last meeting and things  
8     we have discussed.

9             Really as a result of some of those  
10    discussions and others that occurred, the chief's  
11    association recognized that the county administrator  
12    is not going to willingly relinquish control of the  
13    consolidated system to the sheriff without having  
14    received certain assurances, and I want go into that  
15    because she presented on that at the last meeting,  
16    and the message was consistent afterwards.

17            So the consensus amongst the Police Chiefs  
18    Association, it remains the best practice is to have  
19    one entity running the system, but with the  
20    cooperation of the county administration we can be  
21    effective working within the existing framework to  
22    improve both the services to the residents and how  
23    we are interacting with each other really.

24            There is one particular meeting I thought  
25    was important to elaborate on that I thought was

1 very productive and positive, and that was one that  
2 the chief's association had with the county  
3 administrator herself. It was a very small meeting.  
4 It was myself, the president of the association, the  
5 county administrator and some others.

6           During this meeting we did receive several  
7 commitments from the county administrator that  
8 addressed a lot of our concerns and some of the  
9 things I presented on. Since that meeting I can  
10 confirm the county has moved in the direction of  
11 fulfilling some of those commitments made at that  
12 meeting.

13           A couple of those things were mentioned  
14 today already so I'll just touch on them. But it  
15 was the creation of radio governance board similar  
16 to what currently exists in Broward County related  
17 to records management and computer aided dispatch  
18 for both law and fire disciplines, and some of the  
19 other things we feel necessary were things that the  
20 commitments were made, modifications to kind of the  
21 rules of engagement for the communications  
22 operational review team that includes recognition,  
23 that the members of these governance boards are  
24 really the subject matter experts and have the  
25 ability to make a lot of the decisions for a lot of

1 things. And if there is a dispute which was  
2 mentioned already by the county administrator which  
3 rarely happens, but when there is ORT will step in  
4 and resolve it. That way there is nothing ever left  
5 hanging in the balance.

6 There was also a commitment to refocus the  
7 director of regional emergency services and  
8 communications within Broward County to be more  
9 engaged with the operational review team and more  
10 engaged with any operational issues for both law and  
11 fire within the communication system.

12 CHAIRMAN GUALTIERI: Specifically that is  
13 Tracey Jackson you are referring to; correct?

14 CAPTAIN FRANCIS: Yes.

15 CHAIRMAN GUALTIERI: The problem she had  
16 and the criticism before is he didn't show up at  
17 meetings and he wasn't engaged?

18 CHIEF ROSA: Yes, sir.

19 CHAIRMAN GUALTIERI: That is who you were  
20 referring to. And there has been a commitment that  
21 he would personally participate in ORT?

22 CHIEF ROSA: Yes. And really as a result  
23 of that commitment he has been participating and it  
24 has been effective. His input is valuable and it  
25 has been effective.

1                   CHAIRMAN GUALTIERI: For those of you who  
2     didn't put it together, Tracy Jackson was the  
3     gentleman sitting here with the county administrator  
4     earlier today if anybody was not aware.

5                   CHIEF ROSA: Yes, sir.

6                   I'm also aware of discussions, and I think  
7     Sheriff Tony did touch on them, and some of the  
8     members of the commission asked some of the  
9     municipalities outside the scope of the Chiefs  
10    Association, at least my view of that, talking to at  
11    least one of their city managers, those discussions  
12    were productive. I can't speak for the other  
13    municipalities, but at least what I see as a  
14    positive and what the association sees as a positive  
15    is those discussions were happening whereas before  
16    they were not. I think communication on that issue  
17    as it relates to some interpersonal relationship  
18    sometimes has been effective in moving the system  
19    forward.

20                  Some of the other things I think were  
21    important to mention in no particular order or no  
22    particular order of importance is the operational  
23    review team. It's had significantly heavy  
24    attendance traditionally, but since the last meeting  
25    all municipalities are participating in the



1 operational review team now. The sheriff constantly  
2 has participation there and the county is  
3 participating now.

4           The Chiefs Association, we became directly  
5 involved with the Hollywood radio tower issue to  
6 include we kind of got last minute notification  
7 during one of the last meetings where they had an  
8 agenda item and we sent a representative who spoke  
9 on behalf of the association, and I thought that was  
10 important to mention because we really do believe we  
11 should be doing everything we can to improve  
12 communications, and that was one aspect of it that  
13 prior to that meeting we had not been fully engaged.  
14 From an association's standpoint, we believe we  
15 really assisted with some of the progress being made  
16 there.

17           Then the operational review team, we met  
18 in a smaller group, so the board of the operational  
19 review team, Tracy Jackson and his assistant Rick  
20 had a meeting with just us and no audience. Very  
21 frank discussion, very good discussion, and we  
22 agreed we were going to have more of those meetings,  
23 and that is continuing. It is important to also  
24 mention that because sometimes in front of the  
25 audience you are not getting your full message

1 across when you can have a totally frank and  
2 somewhat semi-private discussions to be honest with  
3 each other.

4 I already said it, but I believe  
5 all of these things are positive for regional  
6 communications in Broward County. We are not quite  
7 there yet, I don't think, but we are definitely  
8 trending in that direction now. The chiefs, we  
9 remain committed to doing anything we need to do,  
10 continuously engaging and evaluating what is  
11 happening with the system, and we are committed to  
12 taking a leadership role whenever we think something  
13 needs to be changed for the improvement or  
14 betterment of public safety within Broward County.

15 I didn't prepare a long presentation  
16 because I think some of it was already talked about  
17 and I wanted you to hear it from our perspective.

18 With that, I can entertain any questions.

19 CHAIRMAN GUALTIERI: It sounds like since  
20 our last meeting you all have come together and made  
21 significant progress. The way it went the last time  
22 was that the system was broken -- that was the  
23 consensus across the board -- and it wasn't fixable  
24 as it was, and nobody was talking. It sounds like  
25 everybody is now talking and moving in a positive

1 direction. And, of course, that is what we want to  
2 hear.

3 We thank everybody for their efforts. I  
4 thank you for your efforts, the police chiefs and  
5 all the other stakeholders just to make the system  
6 better from a public safety and officer safety  
7 standpoint and get you all what you need and get  
8 everybody working in the same direction. So we  
9 appreciate the effort. That is what we hoped we  
10 would hear. It's a good thing.

11 Any commissioners have any questions for  
12 the chief?

13 Commissioner Nelson.

14 COMMISSIONER NELSON: Thank you, Chief,  
15 for coming today. Just a quick question.

16 On school security cameras, does your  
17 agency have access to them to view them live?

18 CHIEF ROSA: We do. It is based on  
19 circumstance right now. We have not entered into a  
20 formal agreement with the school board on this yet  
21 although we are in the final stages of that  
22 agreement.

23 The Sunrise Police Department operates  
24 within eleven schools within our jurisdiction, and  
25 we have relationships with the principals of each of

1 those schools where we know we will have access if  
2 we need it even outside of that agreement.

3 COMMISSIONER NELSON: Do you have to  
4 specifically ask for access to the cameras, or do  
5 you have them all the time?

6 CHIEF ROSA: Right now we have to ask for  
7 them. My understanding is in a emergency situation  
8 we will have access once this agreement is resolved.

9 But I do want to mention one of the things  
10 with the sheriff's realtime crime center is that is  
11 an easy thing that we are integrating with them  
12 with.

13 From a perspective of the school resource  
14 officer in the school needing access, once the  
15 agreement is signed I think we are going to have  
16 instant access when we need it. But even right now  
17 they can walk into that room and say, hey, we need  
18 it, and there have been no questions asked, or at  
19 least our processes we talked through with the  
20 schools there should not be a problem.

21 COMMISSIONER NELSON: So you feel after  
22 this agreement is signed you'll have instant access  
23 in an emergency situation or any time you'll need  
24 it?

25 CHIEF ROSA: Inside the school.

1 We are not going to have the capability of doing it  
2 from the police department or similar to what the  
3 sheriff is doing. But, yes, I do.

4 COMMISSIONER NELSON: Have you asked for  
5 that access and been denied, or do you just not --

6 CHIEF ROSA: No. No. I have not directly  
7 asked for it right now because I know it is coming,  
8 and what we have right now is I mentioned the  
9 relationships with the principals.

10 I don't want to talk them into a position  
11 either. But I'm confident if we need it we will  
12 have it or will get it.

13 CHAIRMAN GUALTIERI: You said you'll have  
14 it inside the schools. But from regional  
15 communications, the central regional communications  
16 is at your police department; is that right?

17 CHIEF ROSA: Yes. The central regional  
18 site is the Sunrise Police Department.

19 CHAIRMAN GUALTIERI: From there, as an  
20 example, you won't have live realtime access to the  
21 school cameras? You would actually have to actually  
22 go the school to get it? Is that the way I  
23 understand it?

24 CHIEF ROSA: Yes.

25 The Sunrise Police Department would not

1 have access. Actually I can't tell you if it  
2 exists. That is a sheriff run center.

3 CHAIRMAN GUALTIERI: They do.

4 CHIEF ROSA: I don't know if it exists in  
5 that center or somewhere else.

6 CHAIRMAN GUALTIERI: Somewhere else, but it  
7 exists here someplace. Again, that's what the  
8 sheriff has.

9 Do you want that so that let's say you  
10 have an active shooter situation at one of the  
11 schools in Sunrise, that somebody within your agency  
12 can pull it up live realtime as the units are  
13 responding to direct them, or is that not how you  
14 want it?

15 CHIEF ROSA: If I could get everything I  
16 wanted as it relates to this, I would have instant  
17 access on need and to be able to pull it up, any  
18 officer, any on-scene commander to pull it up as he  
19 needs it.

20 CHAIRMAN GUALTIERI: What is the barrier or  
21 impediment to that?

22 CHIEF ROSA: I don't know. I think it is  
23 some technology and some still working through  
24 agreements.

25 CHAIRMAN GUALTIERI: I guess we can ask the

1 superintendent about that tomorrow some more. The  
2 technology is one thing. If it is a technology  
3 issue, that is a different issue than if there is a  
4 will to provide it.

5 CHIEF ROSA: As it was explained to me --  
6 I think it is better that the superintendent does  
7 address it. It was explained to me not all schools  
8 are at the same level, that the technology that is  
9 in them relate to their systems. But I think that  
10 needs to be asked tomorrow.

11 CHAIRMAN GUALTIERI: Anybody else have any  
12 questions for the chief?

13 SECRETARY SCHACHTER: Chief, I just wanted  
14 to say thank you for all your efforts to work with  
15 everybody and take a leadership role in this. I was  
16 at the ORT meeting and I was impressed with the  
17 cooperation. But, again, it all goes back to you  
18 shining the spotlight on this. You did a great job.  
19 We obviously see the fruits of our pressure. But I  
20 want everyone to understand in an active shooter  
21 situation we are certainly hoping that the SRO is  
22 there pursuing the assailant, not in this camera  
23 room. So that is not sufficient to just having them  
24 have access in the school because if they're injured  
25 or something like that they are not going to be in

1     there.

2                 So I agree with the sheriff. You need to  
3     have access at every police department. And I don't  
4     understand. We will ask the superintendent. But if  
5     you signed the MOU with BSO, why aren't you having  
6     duplicate MOUs signed with every law enforcement  
7     agency? It just doesn't make any sense to me. And  
8     we know that because there was no live realtime  
9     access. Law enforcement waited almost an hour to  
10    get up to the third floor to administer medical  
11    attention to the ten kids that were shot, and six  
12    passed away. It is inexcusable, and I'll certainly  
13    ask him tomorrow.

14                CHIEF ROSA: If I can address that, I want  
15    you to know one of the things with at least the  
16    Sunrise Police Department and our SROs, I had a  
17    meeting with every one of them. I looked them in  
18    the eye, and I had to be comfortable, and I had to  
19    know they were going to take appropriate action if  
20    the situation presents itself.

21                I didn't mean to suggest we are going to  
22    go running to the camera room because that is not  
23    going to happen.

24                SECRETARY SCHACHTER: I know you don't.

25                CHIEF ROSA: But as it relates to realtime



1 video today, if something happens today, the  
2 sheriff's office can communicate that to us as long  
3 as the radios work.

4 SECRETARY SCHACHTER: I want duplicate  
5 efforts and backup efforts because we know what  
6 happens. Murphy's law happens, and we know all the  
7 bad things can happen and go wrong.

8 CHAIRMAN GUALTIERI: Okay. Thanks, Chief.  
9 We appreciate you being here. Thanks very much.

10 So back to the section we weren't able to  
11 get through this morning. First is John Newly from  
12 Hillsboro County, Captain Rick Francis from Seminole  
13 County. They want to talk to us about the active  
14 sealant drills, the frequency of the drills, and I  
15 think make some proposals, recommendations, and ask  
16 us to determine if we want to make any  
17 recommendations on changes to the law.

18 So begin with Captain Francis. Welcome  
19 back.

20 CAPTAIN FRANCIS: Thank you very much.  
21 Thank you for your time. I appreciate you affording  
22 us this opportunity.

23 I would first like to acknowledge the  
24 importance of emergency drills and the commission's  
25 effort on this matter. Our intentions here today is

1 not to provide argument to eliminate or minimize the  
2 importance of emergency drills, but to make you  
3 aware of some of the concerns we have in Seminole  
4 County.

5 We have been doing lockdowns. We have  
6 been doing lockdown drills since the 2013 to 2014  
7 school year.

8 I just want to point out the numbers as  
9 the law currently states. Ten fire drills. Ten  
10 emergency lockdown drills. If we add a weather, a  
11 natural disaster, and a reunification, a child  
12 starts the first grade in our public schools and  
13 transitions through their senior year, we are  
14 looking at 276 drills that they will be accustomed  
15 to.

16 As you are aware, the lockdown drills are  
17 tied to fire drills with the language as much as  
18 other drills. I do want to thank you for getting  
19 the language added to Senate Bill 7030 regarding age  
20 and developmental appropriate drills.

21 Our concerns are twofold. First, fire  
22 drills and some procedures are outdated. Fire codes  
23 that mandated fire drills be conducted each month at  
24 our schools were enacted in 1997. The last time we  
25 lost a child in a school fire was 1958. Our schools

1 today simply do not burn. We have advanced fire  
2 suppression, excellent fire prevention efforts, mass  
3 communication, highly trained fire professionals,  
4 and building structure codes that minimize large  
5 scale school fires.

6 Also, fire codes have not evolved to  
7 active threats of terrorism and active threats.  
8 There is a likelihood that bad people will plan  
9 future school massacres with the use of current fire  
10 response procedures to gain access to those most  
11 vulnerable. For example, a maliciously pulled fire  
12 pull station. The way we have regimented mass  
13 evacuations at the same location in open fields in  
14 our schools. Current prior codes do not take into  
15 account student levels, for example, primary and  
16 secondary, and the inherent maturity level of those.

17 Secondly, my fear is with the current  
18 mandates is drill fatigue. More emphasis should be  
19 placed on quality versus quantity with drills being  
20 scenario based and age appropriate developmentally.

21 Districts simply going through the  
22 motions, with a certain number of emergency drills,  
23 it leaves schools with the profound challenge of how  
24 do we prepare the young for the worst without  
25 provoking anxiety or fear.

1           In Seminole County, the superintendent and  
2   I regularly meet with our secondary students.  
3   Without exception, we ask them about emergency  
4   drills. They respond we do so many the students and  
5   teachers stopped taking them seriously.

6           Being a prior tactical operator, I fully  
7   understand the muscle memory argument and can  
8   appreciate the current accountability climate.  
9   However, for some, this call to order for school  
10   safety will fade as time progresses.

11           I'm going to share a couple comments on  
12   our PowerPoint presentation, but I also want to make  
13   this recommendation. We started working on this  
14   about a year ago. This is in collaboration with all  
15   of our school safety specialists, our fire marshal  
16   association chiefs, and our fire chief and fire  
17   marshals, and we believe we can get support from  
18   our school board members, our superintendent  
19   association, the Florida Sheriff's Association, and  
20   the Florida Police Chief's Association.

21           So we have recommended or we can recommend  
22   or we are recommending that drills be broken down by  
23   secondary levels and primary levels for more  
24   development. You can see the slide I believe in  
25   your packet as well. We are recommending the

1 primary levels we do six fire drills and six  
2 emergency drills, and at the secondary level as  
3 students mature and go through our system we drop  
4 that down to four fire, four emergency.

5           Secondly, those drills, obviously we want  
6 those drills to be physical drills. When it comes  
7 to primary fire, we want the one done within the  
8 first 30 days, which currently happens. We also  
9 want the emergency drills to mimic that same  
10 process.

11           CHAIRMAN GUALTIERI: So we are on the same  
12 page, define for us what you are referring to as  
13 primary and secondary.

14           CAPTAIN FRANCIS: The primaries are K  
15 through 5, and our secondaries are middle school and  
16 high school levels.

17           So on the primary elementary, when it  
18 comes to fire, two drills can be done after we do  
19 our initials, two physical drills. They can switch  
20 to a formal prevention program that is approved  
21 through the state.

22           Again, we are asking one of those physical  
23 drills be done within the first few days of school,  
24 the first ten days. We obviously want all school  
25 faculty involved. If the school has a real world

1 event, for example, where they are actually having a  
2 fire response, that would obviously count for a  
3 drill.

4 CHAIRMAN GUALTIERI: Going through this, to  
5 make sure we are on the same page, this is going to  
6 be an ask on your part or a recommendation?

7 You are talking about six fires and six  
8 emergency. When you are the talking about six fire  
9 and six emergency, when we are talking about  
10 emergency, are those all six active assailant, or  
11 are they a combination of other --

12 CAPTAIN FRANCIS: I'll explain that. The  
13 next slide will explain that.

14 I just mentioned fire when it comes to  
15 the primary level. The elementary level, we are  
16 recommending six, four being a physical evacuation,  
17 and two can be prevention which they did do well.

18 When it comes to the primary level, when  
19 our emergency drill is lockdown, code reds, whatever  
20 you want to call them, we are recommending six.  
21 Four of those drills are active threat drills where  
22 they are actually addressing the active threat,  
23 hostage, bomb, etcetera. Two of those drills can  
24 include other emergencies we may face, for example,  
25 natural disaster or weather.

1           Again, which is new language, we have  
2 suggested the initial lockdown drill be done within  
3 the first ten days of school, all school personnel  
4 involved with that, and we are looking for that  
5 movement required where they are actually physically  
6 moved into a safer spot or hard corner, whatever the  
7 case they be.

8           Again, the same as all the other  
9 requirements, if they have a real-world event, they  
10 can count it as a lockdown drill.

11           Any questions on the primary level?

12           So six fire, six lockdown.

13           Yes, ma'am.

14           COMMISSIONER STEWART: What about early  
15 childhood centers?

16           CAPTAIN FRANCIS: We are going to address  
17 that. The chief will address that specifically. I  
18 appreciate the question.

19           So as we move into the secondary, our  
20 thought process is they are older, more mature, they  
21 have been through our systems, so we bring that down  
22 to four, both fire and lockdown. Kind of the same  
23 principle. Three of those must be a physical drill  
24 where they are actually moving or exercising. One  
25 of these drills obviously can be fire, can be a

1 prevention or education piece or video or whatever  
2 the case may be.

3 Again, we are looking for it to be done in  
4 the first ten days. All students and faculty  
5 involved, and a real world situation can count for a  
6 drill. I think by practice people are doing that  
7 throughout the state as it is already.

8 Moving into the lockdown, the secondary  
9 level, again, the number is four for secondary,  
10 three of those drills addressing an active  
11 assailant, hostage, bomb, etcetera. One of those  
12 could include weather or any other related incident,  
13 again done within the first ten days, all schools  
14 faculty involved with movement required. And,  
15 again, a real-world could suffice.

16 We are recommending there is a  
17 standardization when it comes to school training  
18 that covers all the preparation, the hard corners,  
19 the safe spots, what that looks like, lights,  
20 covering the windows, stuff like that.

21 We use a very robust drill management  
22 system, and we also request that they provide an  
23 after-action report following the drill that is  
24 captured in that drill management system as the best  
25 practice.



1 I'm going to turn it over to the chief who  
2 will talk about the youngsters and everything like  
3 that.

4 CHIEF NEWLY: Thanks, Captain.

5 To your question, most of my K through  
6 2nd, even the 3rd grade parents and teachers and  
7 counselors, really want some sort of option, really  
8 do discern between the educational process of  
9 learning how to do a drill and the hard skill of  
10 actually executing that drill, whether that is a  
11 presentation that teaches them what they are  
12 supposed to do without going through the fluid or  
13 dynamic process of a physical drill.

14 Some of us have a presentation that we are  
15 going to use next year for our K, 1, and 2. What  
16 they want to avoid is an arbitrary number of drills  
17 just because fires we did every month, that we are  
18 going to do active shooter or lockdown or an all  
19 threats approach once a month as well.

20 They were really concerned we teach our  
21 youngsters how to follow simple rules they are  
22 already doing, listening to the teacher, so when it  
23 came time to deliver what we want them to deliver in  
24 a drill they deliver with the sense of knowing why.

25 Secondly, walk through the campus and find

1 out if they are in another place like in the media  
2 center or the cafeteria, what would that look like  
3 to dispel some of that anxiety.

4 If I'm in the restroom or somewhere else,  
5 we don't want you to come back to our classroom, yet  
6 the drills we are providing right now, the lockdown  
7 drills are really more about the execution of the  
8 drill.

9 So our position when we first started  
10 meeting with the other specialists was to get away  
11 from an arbitrary number of drills just to say we  
12 did them and have a quality-based drill curriculum  
13 that we provide our K, 1, and 2. We test those  
14 skills by actually going through it and by doing the  
15 educational learning of why we are doing it.  
16 Actually doing a hard skill and executing a drill  
17 would have a different number than once a month. It  
18 might be every other month we are going to do a hard  
19 drill.

20 We came up when talking to the other  
21 specialists with six would be a number, but that  
22 also would include a shelter in place. It could  
23 include -- We just had a tornado in Hillsborough  
24 County back in November. A couple of our schools  
25 were directly impacted. That is a horrible event

1 for a 1st grader no doubt about it. They want to  
2 have that kind of option instead of just saying we  
3 are going to do a lockdown drill or a code red. So  
4 then we discuss the numbers.

5 CHAIRMAN GUALTIERI: Senator Book.

6 SENATOR BOOK: Whenever I think about this  
7 stuff I think about when we used to be in classrooms  
8 and you were doing a drill, you knew where you were,  
9 so you did what you had to do and you did it because  
10 you did it.

11 What if you are on the playground? What  
12 if you are in the lunchroom? What if you are  
13 walking from classroom to classroom and we don't  
14 really teach in those situations, where to go, what  
15 to do. So I really appreciate the thoughtfulness  
16 behind that because it will be very different if you  
17 are on the playground what that looks like. It will  
18 be very different if you are in kindergarten  
19 setting, a 1st grade setting, a 2nd grade or 3rd  
20 grade.

21 Also, when you talk about the why for the  
22 drills, what does that look like? Because as kids  
23 went back to school today, I know a young little  
24 girl who is going to kindergarten for the first  
25 time, and she said to me this weekend when we were

1 getting ready putting her backpack together, I don't  
2 want to get shot going to school.

3 I looked at this little five-year-old girl  
4 and thought myself, oh, my God, what does the why  
5 look like, and how do we shift it? What does that  
6 look like?

7 CHIEF NEWLY: Our district, along with a  
8 couple other districts, got together and created a  
9 presentation. I will be more than happy to share  
10 it. There was a lot of districts. I know Pinellas  
11 did the same thing. They came out with some media  
12 so they understood what the drills were. Ours were  
13 really geared toward K, 1, and 2.

14 I know in Rick's district they use mascots  
15 to explain what you are supposed to do in a drill.  
16 It really has a very good approach. I could spend a  
17 lot of time telling you what it looks like. It is  
18 very age appropriate. It doesn't have anything that  
19 looks like an active shooter, but it talks about  
20 listening to your teacher. It talks about the soft  
21 skillsets those kids need to possess before you can  
22 expect them to get down and hide behind a safe  
23 corner.

24 It is going to work for our district. We  
25 ran it through our PTSA. Obviously our counselors

1 vetted it out. It took about three or four months  
2 with a lot of folks that had different tweaks they  
3 wanted to make sure we're addressing with the  
4 presentation, but it does tell them there is danger  
5 out there and you need to be careful and you should  
6 listen to your teacher, and it is all about  
7 following directions.

8           SENATOR BOOK: Does it also contemplate --  
9 I mean I think that predominantly when you become a  
10 parent you think you have all of these answers and  
11 you really don't, and I don't I think any one of us  
12 could explain the terror we see going on around us.  
13 We want to be able to explain this to our kids. But  
14 are there parent components to that? So if there is  
15 a drill coming up or that has happened that day that  
16 a parent newsletter goes home so you can continue a  
17 conversation? Is that something you contemplated?

18           CHIEF NEWLY: In our district, whenever  
19 we do a drill we send out a parent link immediately  
20 before. We don't give the parents that much of a  
21 heads-up because, quite honestly, we had some  
22 parents that didn't have their kids go to school if  
23 they knew there was going to be a drill. We sent  
24 out a parent link in two different languages what  
25 happened today to encourage them to talk about it.

1                   In the K, 1, and 2 level, we are asking  
2   the teachers to debrief the students, ask them what  
3   they thought, have a conversation about it even if  
4   it is a matter of rewarding them for doing a good  
5   job in the drill. So, yes, we cover it on the other  
6   end and tell the parents that we are going to do the  
7   drill.

8                   SENATOR BOOK: How are the drills  
9   differentiated? I know I would like your opinion on  
10   some of the fire drills.

11                  I kind of got the sense that fire drills,  
12   are they still necessary? Is that a recommendation  
13   that you are asking us? Also, if there is an active  
14   assailant drill in a school, is it the same in  
15   Pinellas, Broward, Miami? And what does that look  
16   like? Is that an alarm? What does that look like?

17                  CHIEF NEWLY: I can only speak for  
18   Hillsborough County.

19                  Right now we have the age appropriate and  
20   developmental option available for this year. It  
21   will be a little challenging. You have K, 1, and 2  
22   sitting on the same campus as 3, 4, and 5.

23                  When we do a lockdown drill they announce  
24   lockdown. They don't announce active shooter or do  
25   any simulation of gunfire. Our principals will

1     appoint administrators to walk the hallways to make  
2     sure the doors are locked, looking to see if there  
3     is any line of sight issues, is there an opaque  
4     cover, have you gotten behind the hard corner.

5             Most of the high schools, I can see that  
6     going on on CCTV in my office. Then when they are  
7     done, the principal has the option, because we have  
8     some that say it is a conditioned behavior, but they  
9     are doing a drill, if they want to do a fire drill  
10    immediately after or in conjunction with, they are  
11    actually doing two drills on one day and the kids  
12    are out of the classrooms one less day doing the  
13    drills instead of doing two drills on two days.  
14    Some of our principals do that. They will go right  
15    into a fire drill. The kids will line up and leave.  
16    If they don't go into a fire drill, we will say the  
17    drill is over, announce it on the PA system, and  
18    they go back to a normal educational posture. But  
19    the K, 1, and 2, we are asking them to debrief the  
20    kids and have a conversation about what happened.

21            CAPTAIN FRANCIS: If I may add, we in  
22    Seminole, all the state safety specialists talk  
23    about best practice. What we are seeing now is a  
24    lot of us are having open conversations about what  
25    everybody is doing and what makes sense. A lot of

1 our stuff looks a lot like that.

2 Using that drill management system, we are  
3 able to dictate what that school is doing as far as  
4 what we are asking them to do as part of the drill  
5 schedule, how often, and just like the chief is  
6 doing in his we kind of split the elementary level  
7 into K through 2, or we are doing more soft talk and  
8 we actually script out how that looks, that  
9 conversation.

10 In the secondary we are giving them  
11 scenarios and asking them to initiate scenarios  
12 like, for example, if the threat is in building one,  
13 and move on, and then we expect building one to  
14 handle the threat one way, but building ten a little  
15 bit further away from the threat may handle it  
16 differently.

17 We are scripting some of that out giving  
18 them a little bit of room to develop the drill as well.  
19 But we are giving them this month you are doing  
20 this, this is what the scenario is. And for the K  
21 through 12 we are almost splitting the school where K  
22 through 2 plus 3 and 5 are doing different drills.

23 COMMISSIONER STEWART: I know I brought up  
24 this setting in particular, the Ann Storck Center.  
25 For you guys that aren't necessarily local, it is an



1 educational center where you have some children with  
2 extreme exceptionalities, wheelchair bound, some  
3 with trach tubes.

4 What does a drill look like as a best  
5 practice for a setting like that? How do you  
6 address those, or what is the best practice?

7 CHIEF NEWLY: At Hillsborough we have  
8 several exceptional centers. My sister was an  
9 exceptional educator for four years and just  
10 retired, so I have been dealing with exceptional  
11 centers a long time, and we have self-enclosed  
12 classrooms.

13 I met with about 1100 ESE students in the last  
14 two weeks, and the conversation was very similar to  
15 what we're having right now about the younger kids.  
16 But we are going to provide them go bags. Some of  
17 them know if it's in the center, obviously everybody  
18 knows what kind of kids you are dealing with because  
19 everyone has the same classroom. If it is a  
20 self-enclosed classroom for inclusion, the principal  
21 knows what classroom, where you are going to have  
22 kids that are wheelchairbound.

23 What they asked us to do is we need to  
24 observe our students during a drill to see how they  
25 are going to react. In our go bags we have things

1 that will keep them busy, take their attention and  
2 deal with some of the sensory issues they are  
3 dealing with. They won't know that until they go  
4 through the drill. And, honestly, sometimes they  
5 have different students in the class, so they know  
6 what kind of limitations an exceptional student is  
7 going to bring.

8           Some of the self-enclosed classrooms, they  
9 are objecting a little bit to the drills for the  
10 first 20 days because they want to have an  
11 opportunity to triage the type of people they have  
12 in front of them and how will they react so they can  
13 provide almost a customized response for that single  
14 student. That is the most conversation I have had  
15 with anyone because if you look, there is not much  
16 out there about what we are providing exceptional  
17 students and ESE students.

18           When you watch the videos of what happened  
19 at Marjory Stoneman Douglas, we always tell them be  
20 quiet, turn your cellphone off. It is very dynamic.  
21 They want an opportunity to extend the 20 days. I'm  
22 not sure how that looks. They want to have the  
23 drill go on. They want to see how the students will  
24 react so they will have some response to that.

25           But to hedge those responses, they are

1 notifying their principal who they have, what kind  
2 of limitation they are having with that student,  
3 whether it's wheelchairbound or apparatus bound,  
4 chances are they are not going to leave their  
5 classroom. In that case, what does it look like for  
6 us to make sure we can't get into that classroom  
7 before a bad actor.

8           Those are the things we are looking at  
9 now, we will still be in compliance with the drills.  
10 But I'm more concerned with our self-enclosed  
11 classrooms and our inclusion programs where you have  
12 a bunch of kids doing what they are supposed to be  
13 doing and we have two or three classrooms we have  
14 some challenges that no one knows about and we are  
15 asking those teachers I want to know what your best  
16 practice is. It was a very good meeting, but we  
17 started from scratch about eight days ago.

18           CAPTAIN FRANCIS: We have added on all our  
19 siteplans so when first responders outside the  
20 school are coming they know where those rooms are.  
21 We have identified them so the first responders that  
22 go into that school have a good idea that Room 123  
23 building one meets this criteria so that room may be  
24 treated more like the Alamo. We realize we have to  
25 get additional resources there.

1                   COMMISSIONER STEWART: I think one of the  
2 things, too, drills tend to become a little bit  
3 rote. We know we go, we line up, we do this or do  
4 that.

5                   One of the things that I think back on is  
6 the video, when we were watching, the fire alarm  
7 goes off, then the one hand of the teacher goes up  
8 because she hears on the radio code red and  
9 everybody is running back to the buildings, or in a  
10 building as you just described where there are  
11 multiple buildings why if there is a fire in  
12 building ten why would building four evacuate.

13                  I know law enforcement being there when  
14 that drill is occurring helps some of those things.  
15 But I want to make sure those are the best  
16 practices. And thank you for all the dialogue and  
17 thought you put into this because I know it comes  
18 from such a wonderful place. And the go bags are  
19 awesome.

20                  I think it is really important, so I want  
21 to thank you for all your dedicated time and effort  
22 into this and what you are doing. So thank you.

23                  CHAIRMAN GUALTIERI: Commissioner Dodd.

24                  COMMISSIONER DODD: I do want to thank you  
25 all for bringing this discussion and looking at the

1 matter with the drills.

2 I think after the tragedy at Marjory  
3 Stoneman Douglas High School the legislature moved  
4 quickly to put in place a process for drilling, and  
5 that was a good thing. I think we are not quite  
6 conditioned. Our students are not quite conditioned  
7 yet. In some ways I'm a little torn if the timing  
8 is right to move to a smaller number of drills, but  
9 I do believe the fire drills we do are to excess, so  
10 I do agree with that component.

11 I have a real problem with making it six  
12 for elementary and making it four for secondary.  
13 The reason why is if we are going to do a drill in  
14 this first ten days, the second drill may not be  
15 until December. That could be almost four moments  
16 away were the school to decide to do that. Also you  
17 have students that come to school that may not get  
18 there the first week or two of school. A new  
19 student, they may not get the first drill in the  
20 first ten days if the administrators does it the  
21 first week.

22 I would rather us be consistent. I would  
23 rather look at six drills for fire and six drills  
24 for active assailant. Let's be consistent across  
25 the board. I'm not convinced that six is the right

1 number. I do appreciate the work that has gone into  
2 this, but I'm not sure how we, as a commission -- I  
3 would even be willing to go quarterly with the fire  
4 drills, once a quarter, which would be four at the  
5 secondary level, and maybe the primary level, too.

6 I would rather us be consistent across the  
7 board. The active assailant drills are still very  
8 important as we condition our students to respond.

9 CHAIRMAN GUALTIERI: Let's make sure we  
10 have clarity with this.

11 Are the recommendations you have here the  
12 consensus of the school safety specialist as a  
13 whole?

14 CAPTAIN FRANCIS: Yes, sir.

15 CHAIRMAN GUALTIERI: So across the board we  
16 can say that -- I don't want to hear somebody come  
17 to us later on and say this was Rick and John's view  
18 but not the view of the rest.

19 But you represent as a school safety  
20 specialist as a whole this is the recommendation?

21 CAPTAIN FRANCIS: Yes.

22 One year ago we started a little task  
23 force together. We brought in the fire marshals,  
24 the Fire Chiefs Association, and we get them  
25 involved in part of it because we wanted this to be

1 a collaboration, and they realized on their own that  
2 those fire codes likely needed change as well.

3 CHAIRMAN GUALTIERI: Do you have any idea  
4 what the fire chief's tolerances are on this? In  
5 other words, you got it here.

6 Is this the lowest they are willing to go?

7 CAPTAIN FRANCIS: No.

8 I think these numbers are we wanted to  
9 give you a starting point. We want to have a  
10 discussion that right now these drills are tied  
11 together. From the comment you made, if we left the  
12 lockdowns the way they are and adjusted the fire  
13 drills, that is a win. The problem is we haven't  
14 reduced a single academic requirement with this  
15 stuff and I think we need to look at that.

16 CHAIRMAN GUALTIERI: I have had  
17 discussions with both of you on this. You know I'm  
18 mixed on it. I'm like Commission Dodd. I think  
19 there is room, especially as it relates to the  
20 elementary schools and certainly as far as the  
21 exceptional schools, when we don't have the full  
22 compliance now, I'm concerned about some of the  
23 places, and Director Kelly will come up and do his  
24 presentation, we still have some schools in Florida  
25 that are, quote, drilling but nobody moves during

1 the drill. That is not a drill. He will explain  
2 that in his presentation during the survey results.

3 So have we done enough even to set a  
4 baseline?

5 One of the things you have in here -- and  
6 I know Chief Newly and I had this discussion but I'm  
7 not there on it. One of the things in the  
8 recommendation is that all faculty, students,  
9 instructional staff, law enforcement, or first  
10 responder designee be involved.

11 Right now I think the law has it right.  
12 It requires these drills be conducted by law  
13 enforcement, and I don't know what the rest of you  
14 are doing, but we require all officers and deputies  
15 that are working in the area. So there is zone  
16 patrol officers and deputies that are working in the  
17 area of the schools, that they go to the schools  
18 while the drills are happening so they can see what  
19 is happening and what is going on because they are  
20 the ones that are going to respond and deal with  
21 this.

22 I understand Hillsborough is different  
23 because of the way things are set up. I know what  
24 you are trying to do. If we were to water this down  
25 and make a recommendation and the legislature



1     accepted it, they could be conducted by law  
2     enforcement or first responder designees. That is  
3     going to give people the help, and they're not going  
4     to have a situation where the cops responding to  
5     these incidents become less or even become  
6     disengaged. So I can tell you I'm not there with  
7     that.

8                 As far as the number is concerned, there  
9     is no magic. I want to ask you this as a followup  
10    question and we will go to Sheriff Judd.

11                I'm assuming no organization, nobody out  
12    there has come up with some national standard on  
13    this; correct?

14                CAPTAIN FRANCIS: Not at all.

15                CHAIRMAN GUALTIERI: Have you all looked as  
16    any other states like Colorado which is a leader in  
17    this? What are others doing? Do you have any idea?

18                CAPTAIN FRANCIS: It goes from 4 to 10, 12.  
19    It's all over the place. A lot of people are not  
20    tying it to other emergency drills like we are.  
21    There is a separation which is probably the best  
22    practice for us to look at.

23                However, we were trying to make a  
24    distinction between a primary and secondary level  
25    and then maybe break the ties and take a good look

1 at fire codes and is ten really necessary.

2 CHAIRMAN GUALTIERI: Fire drills, like you  
3 said, nobody has been killed in a fire. Fire drills  
4 are important. I'm not detracting from the need to  
5 do fire drills.

6 Just because somebody hasn't been killed  
7 since 1958 doesn't mean they won't be killed  
8 tomorrow. We have to be very cognizant of that.

9 Perhaps there is some room to reduce the  
10 number of fire drills as maybe a compromise as  
11 opposed to right now these drills are required to be  
12 done every month. Maybe every other month is a  
13 compromise. We have to come to some decision on  
14 this.

15 Is our recommendation to maintain the  
16 status quo?

17 If our recommendation is not to maintain  
18 the status quo, what is our recommendation going to  
19 be? It doesn't have to be today, but it has to be  
20 soon because if we are going to get this report done  
21 in October we got to do something with it.

22 Sheriff.

23 SHERIFF JUDD: If I was a firefighter, I  
24 would argue obviously our drills and systems are  
25 working.

1           I asked my director of safe schools, Major  
2     Stewart, to weigh in, and he thinks what you are  
3     recommending is appropriate. He thinks maybe the  
4     weather drills, maybe a couple of them a year, one a  
5     semester or something. He said I like the  
6     terminology drill fatigue. So maybe we go from  
7     drill awareness to drill fatigue.

8           CHAIRMAN GUALTIERI: Go ahead, Sheriff  
9     Ashley.

10          SHERIFF ASHLEY: I certainly appreciate  
11     it.

12          Again, I like this plan and these  
13     recommendations. I do have someone concern, and I'm  
14     not sure it has been discussed or has not been  
15     discussed. My call has been coming in and out.

16          But the designated meeting location being  
17     predetermined, I'm wondering if that can be  
18     determined during the drill so we don't pile  
19     everybody up at the same place at the same time for  
20     every drill. And I don't know if there are any  
21     current requirements or if we made any  
22     recommendations on mass notification systems at  
23     schools or whether speakers, phones, computers,  
24     lights, or things that direct students during these  
25     drills God forbid if they are in an actual event.

1           CAPTAIN FRANCIS: When it comes to  
2 reunification locations, if I can answer the  
3 sheriff, we put our crisis management plan to be set  
4 on our worksheet. Our principals have to designate  
5 a primary, secondary, and third reunification site.

6           When we drill, we ask them to use the  
7 various sites they should go to. If there is a fire  
8 in that building where that basketball court or that  
9 area is not available to you what would be the next  
10 one. So when they do their CMPs every year which by  
11 statute they have to do, we ask them to pick three  
12 locations for reunification, and that is what they  
13 use when they drill. Everything else comes as what  
14 kind of features you have available to you. Do you  
15 have lights, do you have signage that tell folks  
16 where to go. We have some of that at some of our  
17 schools, but in terms of the locations where we go  
18 to for a drill, that is how we address it.

19           CAPTAIN FRANCIS: Sheriff, if I may, what  
20 we have done differently is we alter those  
21 locations.

22           I think he is referring to during a normal  
23 fire drill, kids going out to their designated  
24 locations inside a playground or whatever the case  
25 may be. We are altering those. And we have asked

1 also that either announced or unannounced situations  
2 that the patrol units will actually respond and get  
3 a marked presence in that area so at least somebody  
4 sees we are conducting a fire drill, but we also  
5 have not only the SRE or SRO on campus, but we do  
6 have patrol with a marked vehicle sitting outside in  
7 that field or whatever the case may be.

8 SHERIFF ASHLEY: Did I hear that correctly?  
9 You are altering that designated location or  
10 evacuation location?

11 CAPTAIN FRANCIS: I didn't hear his  
12 question. Sorry.

13 SECRETARY SCHACHTER: He asked if you are  
14 altering the location.

15 CAPTAIN FRANCIS: Yes, I am.

16 CHAIRMAN GUALTIERI: Mr. Schachter, go  
17 ahead. And then Commissioner Carroll.

18 SECRETARY SCHACHTER: We are most likely  
19 unfortunately training our next school shooter. So  
20 how do you train to make sure that you are not  
21 teaching the kids just to go to the safer corner  
22 every time?

23 CAPTAIN FRANCIS: Unfortunately, since this  
24 incident, school safety, and rightfully so, has been  
25 on the front page everywhere. I don't know if I

1 have the right answer other than it is an extra  
2 motivation for me to make sure my officer deputy in  
3 that school is highly trained and understands their  
4 role.

5           There are certain things that even our  
6 local press aren't aware of that we are doing. I  
7 don't know if that is the answer. But I do know  
8 that I cringe when we first start talking hopefully  
9 about safe spots or hard corners because we have  
10 been doing it for years but we just didn't talk  
11 about it.

12           We are educating our next potential young  
13 active killer unfortunately. But the response to  
14 that is a highly-trained in my situation safety  
15 officer or deputy.

16           SECRETARY SCHACHTER: What I meant is how  
17 are we teaching the teachers and the kids to respond  
18 from different threats coming from different areas  
19 and giving them the ability to do different things  
20 based on different scenarios?

21           CAPTAIN FRANCIS: I'm sorry. I  
22 misunderstood your question.

23           CHIEF NEWLY: I had this conversation with  
24 the sheriff a few weeks ago on option based  
25 training. Last year we would get them used to

1 appreciating getting to the hard corners, locking  
2 the doors, opaque covering, doing what they are  
3 supposed to be doing.

4           Next is option based training, you know,  
5 can you run. If so, what does that look like and  
6 where can you evacuate to in a moment. Our plan  
7 this year is to do that with our faculty first  
8 because faculty have to totally accept and endorse  
9 and know what they are doing before they can teach  
10 their charges or at least show their charges where  
11 they need to go.

12           Option based training when we talk to the  
13 other safe school specialists is something a lot of  
14 folks have begun to move to or they already have or  
15 they are about to. We will be doing option based  
16 training before the Christmas break this year in our  
17 county because you have to get them to critically  
18 think in a situation where they would probably  
19 freeze and some of us in this room would probably  
20 freeze, but we want them to think there are other  
21 options besides just hiding. You might be able to  
22 run or you might be able to do something different.

23           CAPTAIN FRANCIS: That gets back to my  
24 previous conversation about adults making adult  
25 decisions. If you are in building one and the

1 threat is in building one, your options are a little  
2 more limited. But if you are in building ten you  
3 have a lot more options. If evade is the option,  
4 again, age appropriate.

5 We never had a discussion in our K through  
6 2 level about self-evacuating or anything like that  
7 and rightly so. However, at the high school, that  
8 is a completely good option. Your teacher is your  
9 friend in most situations. Our initial response is  
10 lockdown, but after that, and that is how we train,  
11 to make adult decisions.

12 CHAIRMAN GUALTIERI: You have some though  
13 that are around, including here in Broward as of  
14 last February -- I think they have changed that  
15 now -- that the only thing they were doing, and they  
16 were only drilling lockdown, so there is no decision  
17 based drill, there is no option based drill, and  
18 there is no drilling of movement. So as we know,  
19 the option, their phrase is run, hide, fight.  
20 Forget about the fight. But if all you train is to  
21 lock down when it happens, that's all you are going  
22 to do.

23 My concern -- Maybe it is far-fetched --  
24 if you are drilling, it is only verbal and you are  
25 not moving, when the real thing happens they are



1 going to freeze and not do anything because that is  
2 how the drill has been conducted. So when you have  
3 non-movement drills, because we know it is all  
4 muscle memory -- Anybody who has trained knows  
5 that -- and you are going to do and react the way  
6 you train, and if you don't train you are not going  
7 to react.

8           They absolutely -- And if we are going to  
9 open this up, maybe that is something we should  
10 consider as well in our recommendations is we are  
11 talking about the number of drills that have to be  
12 option based drills, decision based drills, make it  
13 clear that people have to move.

14           Again, should we really have to do this?  
15 I guess we could have that discussion but it's  
16 useless. I think the answer is we do have to do  
17 that because it is not being done and they have to  
18 be.

19           The way it should work in the beginning of  
20 the year, you introduce the concepts. Maybe the  
21 first drill is a run drill and maybe the second  
22 drill is a lockdown drill. Every drill after that  
23 is decision based introducing concepts, but if you  
24 do the same thing every time you are going to get  
25 the same result every time.

1           If we are going to open this up, then we  
2   should address that, and maybe that is what we  
3   consider the legislature put it in there and spell  
4   it out more.

5           SECRETARY SCHACHTER: We are going to have  
6   the superintendent here tomorrow, and I'm afraid we  
7   are going to hear they go to that safe corner every  
8   time that is around drywall, so I'm very nervous  
9   about that. So I'm very nervous about that. I  
10   definitely think that needs to be spelled out. Some  
11   states mandate training from the state level, and I  
12   think that is important.

13           The other thing we know from Marjory  
14   Stoneman Douglas is communicating the threat. How  
15   are the teachers going to be able to communicate the  
16   threat if someone with an AR-15 walks onto the  
17   campus to the rest of the campus, number one, and to  
18   law enforcement?

19           I'm afraid many school districts have to  
20   look up a seven digit phone number, dial that phone  
21   number that calls the office, and then the office  
22   sends the assistant principal to go check it out,  
23   and if he verifies it is a code then they call 911,  
24   and by then you got a lot of dead kids.

25           I certainly recommend making that

1 recommendation to the legislature, that it needs to  
2 be much more streamlined. You cannot have all these  
3 steps in-between you calling law enforcement because  
4 we know if that does not happen in a matter of  
5 seconds you are going to have a lot of dead people.

6           You want to make any comment on that, or  
7 do you have a recommendation?

8           CAPTAIN FRANCIS: Speaking about Seminole  
9 County, I know the 13 or 14 other districts follow  
10 suit with Seminole County. We have added a soft  
11 panic button. That was my day-one job three and a  
12 half years ago. The very first day I wanted to put  
13 that ability at the touch of the finger of all 8,000  
14 of our employees at our school district. They  
15 simply open it up, push a button, hold it down for  
16 1.5 seconds, and it immediately goes to 911 and  
17 several others including everybody on campus. That  
18 also ties in with the schools video system and  
19 starts this process.

20           When the 911 receiver and everybody else  
21 is getting an SMS and an E-mail saying that Rick  
22 Francis has declared an active threat, here is my  
23 location, date and time stamps it, initiate your  
24 active threat response.

25           It's Geofence, and there is a lot of other

1 safety features built into the apps to make sure we  
2 don't have any accidental dials or any of those  
3 things, but it is at their fingertips, and that is  
4 how we handle it.

5 My office is getting the notification to  
6 the superintendent's executive group, sheriff's  
7 office executive group, emergency management, fire  
8 chiefs, etcetera, that patrol person driving down  
9 the road. On average, our calls for service for  
10 emergency calls or urgent calls is 45 seconds  
11 national average to dispatch. I get it done in 1.5  
12 seconds.

13 SECRETARY SCHACHTER: Why is it 1.5  
14 seconds?

15 CAPTAIN FRANCIS: Because you have to hold  
16 the button down for 1.5 seconds so you don't get a  
17 false alarm.

18 SECRETARY SCHACHTER: That saves lives.

19 CAPTAIN FRANCIS: Yes, sir.

20 SECRETARY SCHACHTER: Absolutely.

21 CAPTAIN FRANCIS: In my opinion.

22 SECRETARY SCHACHTER: If we are going to  
23 make a difference and mitigate the number of  
24 casualties, that has to be a priority of  
25 communicating the threat to the campus and law

1 enforcement.

2 I think we should make that a  
3 recommendation to the legislature.

4 CHAIRMAN GUALTIERI: Mr. Carroll.

5 COMMISSIOENR CARROLL: I just wanted to  
6 echo what many have already said. I do like the  
7 reduction in drills because I think we overdrill,  
8 but I do appreciate Commissioner Dodd's comment. I  
9 think we should be doing drills once a month so in a  
10 ten-month school year it will be five and five. But  
11 what I appreciated most what you said when you first  
12 came up is it's is quality over quantity, and to get  
13 to quality I'm always impressed when you guys  
14 present because of the information you have and the  
15 detail to which you go to. But that is not  
16 consistent across every school district.

17 I do think we need to be more proscriptive  
18 on how these drills are run, and if that means we  
19 prescribe you got to do a drill once a month, you  
20 have to alternate so we end up with five and five,  
21 but I also think we need to be as proscriptive as  
22 Sheriff Gaultieri said in terms of laying out for  
23 people what that means.

24 I like the idea of classroom training, I  
25 like the idea of decisionmaking, and I need folks to

1 actually execute it. I think over time, after  
2 several iterations, school years of this, when kids  
3 understand not only what they are supposed to do but  
4 why they are supposed to do it, then it doesn't  
5 matter where they are caught. It doesn't matter if  
6 they are in a hallway or in a bathroom or out on the  
7 playground because at some time or another they have  
8 gone through the why and they at least have an idea  
9 on what their response should be. I think that is a  
10 much more thoughtful and thorough approach to this,  
11 but I think the only way it works is to emphasize  
12 the quality, and that means we have to become more  
13 proscriptive on what we lay out for schools in terms  
14 of what those drills can be.

15 It can't be just doing lockdown drills  
16 where people sit in a classroom, turn off the  
17 lights, and wait until someone tells them the drill  
18 is over because that is not doing anything.

19 CHAIRMAN GUALTIERI: Sheriff Harpring, go  
20 ahead.

21 SHERIFF HARPRING: We have seen on a couple  
22 of noted occasions and many others the issues that  
23 occur when there is any variance, anything in the  
24 statute open to interpretation, and we know that.  
25 The attorneys on the commission know that. And the

1 two pointed issues were, number one, trying to  
2 convince the nonbelievers they were supposed do  
3 active shooter drills every month when that was the  
4 clear interpretation.

5           Secondarily, like you, Sheriff, I read the  
6 statute regarding the training, and while it is  
7 possible to make an argument that the sheriff is not  
8 supposed to do the training for the guardians, I  
9 think that is completely counterintuitive to the  
10 entirety of 7026 and 7030.

11           That being said, I use that as an example  
12 of the reason why I believe we should move forward  
13 with some level of specificity as to the frequency  
14 of the drills, the type of drills, the progressive  
15 nature of the drills, from educational to action  
16 type drills to decision based drills, and if we  
17 don't lay out those recommendations for the  
18 legislature specifically, then I think we are going  
19 to potentially, at another meeting in the future, be  
20 talking about how people have tried to interpret the  
21 statutes in a way that is beneficial to them.

22           My recommendation would be whether it is  
23 today or tomorrow to try to resolve those things for  
24 our next report.

25           CHAIRMAN GUALTIERI: We got to move on.

1           What I'm hearing, so maybe we can at least  
2 settle on this, there seems to be consensus that  
3 this commission is willing to recommend a departure  
4 from the status quo, a departure from what it  
5 currently is, that there be a drill every month.  
6 If I'm not correct in that, somebody tell me.

7           Is there anybody that wants to dig in and  
8 so no, we are going to keep it the way it is and  
9 still require a drill every month?

10           COMMISSIONER STEWART: I want to make sure  
11 I understand what we are suggesting here. That we  
12 are going to change the drill every single month --

13           CHAIRMAN GUALTIERI: Right. To something.

14           COMMISSIONER STEWART: To something?

15           CHAIRMAN GUALTIERI: To something, right.  
16 That is why I'm asking is there anybody that doesn't  
17 agree with changing from the status quo?

18           So everybody agrees.

19           CAPTAIN FRANCIS: Change it to be more  
20 proscriptive --

21           CHAIRMAN GUALTIERI: Before we go down that  
22 path, I want to know is the consensus to change it,  
23 because there is no sense in having that discussion  
24 if the consensus is just to maintain the status quo  
25 and we are moving on to the next thing and thanks,



1 guys but, sorry, you are not going to get your way.

2 If we are not there, then they are going  
3 to get their ask. We are going to consider their  
4 ask and we are going to do something. The question  
5 is what is the next question. I want to make sure.  
6 It sounds like that is the juncture we are at, that  
7 we are willing to make a recommendation to the  
8 legislature that it be changed. Now the next  
9 question is to what.

10 What we are hearing, and I think it is  
11 consistent from what we all know from independent  
12 research, etcetera, is that there is no standard  
13 that anybody has per research or empirical data,  
14 etcetera, that said, okay, this is the right number  
15 and it is across the board throughout the country.

16 So what it comes down to is they made a  
17 recommendation. You have that framed out in front  
18 of you. Some have expressed perhaps they just don't  
19 have this comfort level.

20 Commissioner Dodd, you have expressed you  
21 don't have a comfort level with the difference  
22 between the four and six and you think they should  
23 all be six.

24 What do you all think about that?

25 CAPTAIN FRANCIS: We have no problem with

1     that all.

2                   If I can?

3                   CHAIRMAN GUALTIERI:  No problem with the  
4     six?

5                   CAPTAIN FRANCIS:  If I can make one  
6     comment?

7                   Although there is no national standard, I  
8     think you guys are setting the national standard in  
9     Florida and perhaps the nation on a lot of different  
10    issues.

11                  CHAIRMAN GUALTIERI:  Do you have any  
12    concern about leaving what I suggested is the status  
13    quo, that they be conducted by law enforcement?  Do  
14    you have any concern about that?

15                  CAPTAIN FRANCIS:  One of the only caveats  
16    to adding that, we anticipated that we would reduce  
17    the number of fire drills, law enforcement, or fire  
18    departments may want to be, one, hey, we want to see  
19    what they are doing if we are reducing the number of  
20    drills, we want to see firsthand, that we should be  
21    part of that, not that they will.  We were trying to  
22    anticipate that.

23                  CHAIRMAN GUALTIERI:  Law enforcement is  
24    not required to be part of the fire drills now?

25                  CAPTAIN FRANCIS:  No.  No.  But if we make

1 it a composite number, we are going to reduce it, we  
2 are recommending a reduction in the number of fire  
3 drills, then they are going to say we want to make  
4 sure we are part of that response.

5 CHAIRMAN GUALTIERI: That they are part of  
6 the fire drills as well?

7 CAPTAIN FRANCIS: Or they can be part of  
8 that response where they have to be onsite for those  
9 to be conducted. We are trying to anticipate they  
10 might have a reaction.

11 CHAIRMAN GUALTIERI: Are you saying they  
12 would want that requirement or they may want it?

13 CAPTAIN FRANCIS: They may want it.

14 CHAIRMAN GUALTIERI: So that is something  
15 they can weigh in on.

16 We can try to draft something and include  
17 into the draft report that we are going to send out  
18 to everybody. But I think for Heather's purposes  
19 taking notes on this is that we need to provide I  
20 think today if we can some guidance on this because  
21 we don't have a lot of time left. We have tomorrow,  
22 but we need to work on the report. We are going to  
23 have another meeting.

24 What we really need to settle if we are  
25 going to make this recommendation is what number of

1 drills do we want to settle on.

2 As far as fire drills are concerned, you  
3 are recommending on fire drills for primary, for  
4 elementary school, six fire drills?

5 CAPTAIN FRANCIS: Yes, sir.

6 CHAIRMAN GUALTIERI: And the number of fire  
7 drills for secondary, you are recommending four the  
8 way you have them laid out here?

9 CAPTAIN FRANCIS: Yes, sir.

10 CHAIRMAN GUALTIERI: As it relates to fire  
11 drills, fire drills, not the other emergency drills  
12 but the fire drills, do we want to adopt their  
13 recommendation as to fire drills and the difference  
14 at six and four, or do we want to do something else  
15 on that?

16 Commissioner Stewart.

17 COMMISSIONER STEWART: I don't disagree  
18 that fire drills are important. I think they are  
19 important. But I think the reason we haven't had  
20 loss of life through fires has more to do with the  
21 fact that our building materials are better now and  
22 we are not having fires, not so much that kids know  
23 what to do.

24 COMMISSIONER STEWART: I also believe that  
25 if a child knows what to do through the other

1 drills, it is easy to transition to what to do when  
2 there is a fire drill or a fire. So I would be  
3 inclined to reduce the number of fire drills, and  
4 even at the elementary level having those at four.

5 I am very mindful of what Commissioner  
6 Dodd has said, but I think there could be something  
7 written in there so that you can't stretch it from  
8 the first ten days until all the way into the second  
9 semester until there is another one.

10 CHAIRMAN GUALTIERI: Of course, we will  
11 have to run this by the Fire Chiefs Association.

12 Do you have any idea what their tolerances  
13 are?

14 CAPTAIN FRANCIS: They have been involved  
15 since a year ago we started on this. In fact, I was  
16 on an E-mail with the chief responsible for the fire  
17 marshals and I asked him for an update and stuff  
18 like that. Obviously we addressed other issues like  
19 barricades and door locks and stuff like that, but  
20 today's purpose was just drills so that's why we  
21 kept it just to drills.

22 I think all of them recognize they have to  
23 change a little bit to help us out, and those  
24 numbers are not written in stone.

25 CHAIRMAN GUALTIERI: You think they would

1 go accept four of each, primary and secondary?

2 COMMISSIONER DODD: I know what they are  
3 looking for. When we gave them the initial number,  
4 I didn't get a lot of pushback.

5 SHERIFF JUDD: My only concern, I'm  
6 absolutely convinced we need to provide  
7 recommendations on the active shooter drills. The  
8 question I would have fundamentally, number one here  
9 on this day at this time, are the fire drills  
10 outside of our purview, our charge. Secondly,  
11 regarding some recommendations unilaterally reduce  
12 those, that may or may not have to do with in some  
13 counties the buildings may not be as new as in other  
14 counties or other locations.

15 As to the fire side, I would be more  
16 comfortable either saying something a little more  
17 general and deferring to the fire --

18 CHAIRMAN GUALTIERI: Remember, these are  
19 just recommendations. When the legislature looks at  
20 this, somebody is going to draft a bill and people  
21 are going to get an opportunity to weigh in on this  
22 process.

23 We need to get something done to start the  
24 ball rolling. Of course, we are not a  
25 decisionmaking body, so we can make a

1 recommendation.

2 But I agree with what you said, Captain.  
3 The fire chiefs, when you ran this by them, they are  
4 okay with the six and the four?

5 COMMISSIONER DODD: Yes. Actually they  
6 helped us draft these numbers.

7 CHAIRMAN GUALTIERI: Commissioner Stewart,  
8 I heard you on that. But since they already signed  
9 off on this we can bring it to them and say do you  
10 guys have willingness to bring it down. But for our  
11 recommendation, since it is consistent, and we want  
12 to be respectful of the fire chiefs and their view  
13 on this, they are the SMEs in that area, and that  
14 should be seriously considered and they should be  
15 heard on it perhaps just for these purposes just to  
16 get the recommendation rolling with the idea we can  
17 visit that with them.

18 If they have already signed off on this  
19 regarding the fire drills, perhaps our  
20 recommendation should just mirror with what the fire  
21 chiefs already agreed to without trying to tweak  
22 that.

23 COMMISSIONER DODD: To his point, there  
24 are some exceptions. For example, when we do fire  
25 suppression and stuff like that, if they don't have

1 fire suppression or portables or something like  
2 that, it would not apply to them and they would be  
3 on take a different drill schedule.

4 CHAIRMAN GUALTIERI: To get it going, do we  
5 have any consensus as far as the recommendations  
6 since they have been signed off on by the fire chief  
7 as it relates to the fire drills that we will just  
8 draft this?

9 Again, this will be subject to discussion  
10 later. I want to get something so we can get the  
11 ball rolling, get a draft report out that will have  
12 this in it, and after you see it we can have further  
13 discussion, and then when we meet again before the  
14 reports are approved, when we get a draft we will  
15 get it to you, get it to the fire chiefs and get  
16 their input.

17 But just to get the ball rolling, our  
18 initial draft will contain these recommendations on  
19 pages 2 and 3 of the PowerPoint presentation for  
20 emergency drills under primary and secondary for  
21 fire. We will just include those in our first draft  
22 of this.

23 Is everybody okay with that? Everybody  
24 good with that?

25 Okay. Commissioner Dodd.



1 COMMISSIONER DODD: You are saying six

2 fire drills for elementary schools and four --

3 CHAIRMAN GUALTIERI: Correct. That is what  
4 the fire chiefs have signed off on and that is  
5 their -- Again, just to get it going. Then once we  
6 get this into a full recommendation format and draft  
7 report we will get with Chief Newly and Captain  
8 Francis and ask them to run it by the fire chiefs,  
9 and perhaps when we meet in October even we may ask  
10 them to come in and let them talk to us about it and  
11 get their input on it. But this will be just to get  
12 the first draft rolling.

13 Sheriff, you okay?

14 CAPTAIN FRANCIS: I'm good. I think we  
15 need to take the back door approach. We need to say  
16 it needs to change, they have done the work, and  
17 then we can work the details out later.

18 CHAIRMAN GUALTIERI: Tweak it just to get  
19 it going.

20 Then as far as the emergency drills which  
21 are outside the fire drills, the emergency drills  
22 are our wheelhouse on this.

23 Really from what I'm hearing here, it  
24 would be either to take the recommendation as they  
25 have it here, get it started, leave it where it is,

1 or take Commissioner Dodd's recommendation and put  
2 them both at six and then have perhaps some tweak in  
3 here we can work through that the first one has to  
4 happen within ten days, but let's say the second one  
5 has to happen within -- Or put it this way. Perhaps  
6 we can do it another way. The first drill has to  
7 happen within the first ten days of school, but each  
8 drill has to occur no later than 45-day intervals or  
9 something like that to make sure they don't do one  
10 in the first ten days and just park it all towards  
11 the end of the year or something like that.

12 That is your point?

13 COMMISSIONER DODD: Yes.

14 CHAIRMAN GUALTIERI: It's a valid point.

15 COMMISSIONER DODD: When I think of the  
16 semester, that would be three in a semester with one  
17 being in the first ten days which could be in the  
18 first two or three days.

19 To me that sounds logical to make sure I  
20 know in my mind my son who is a freshman in high  
21 school is going to get it early on and he is going  
22 to have two more that semester. Then it will be the  
23 same --

24 CHAIRMAN GUALTIERI: For right now, to get  
25 it going, can everybody live with this as the first

1 draft? Instead of doing four and six, here we will  
2 do six and six, and then we will come up with some  
3 language -- And, Heather, we will work on it for the  
4 first draft -- that takes into consideration that  
5 the first one needs to be done but they need to be  
6 done at intervals no less than -- And we will come  
7 up with a number to get it out. We will leave the  
8 requirement they be done by law enforcement the  
9 same, and pretty much adopt the rest of the  
10 recommendations in here. That will go out as the  
11 first draft you have. Then we get your input and  
12 have some discussion about it and meet for the  
13 report.

14 Senator Book, go ahead.

15 SENATOR BOOK: Yes.

16 I'm good with all those things. I just  
17 want to clarify because I'm not sure I fully  
18 understood the question, and I looked over here at  
19 my fellow commissioner.

20 The VPK centers do not have to do active  
21 assailant drills or they do? They do or they do  
22 not?

23 CHAIRMAN GUALTIERI: I don't believe they  
24 do, no. There is no requirement because the VPK  
25 centers are not public schools. They are not

1 schools. They are not public schools. They are not  
2 charters, elementary. So the VPK centers I don't  
3 believe are covered by this at all.

4 COMMISSIONER DODD: The ones on our public  
5 school we do. We also will carry those fire drills  
6 and emergency drills into summer school as well.  
7 These schools having those, we will roll those into  
8 that period as well.

9 CAPTAIN FRANCIS: If it is a standalone  
10 VPK, no. If it is a VPK housed on our campus, yes.

11 CHAIRMAN GUALTIERI: Sure. Sure.

12 COMMISSIONER POWERS: I want to make sure  
13 we are doing something that's standardized that if  
14 some child is at some place that everybody  
15 understands, that just because somebody is at a  
16 center that is separate and apart doesn't mean they  
17 shouldn't maybe have some form of situational  
18 awareness. I just want to bring it to the table to  
19 have the conversation. Whether we want to change it  
20 or not, I want to make sure it is part of the  
21 dialogue.

22 SHERIFF JUDD: Early childhood centers that are  
23 licensed by DCF, zero to five, if they have VPK they  
24 are required to do a fire drill every month, but  
25 there is nothing that says active assailant.

1           COMMISSIONER POWERS:   Shouldn't those  
2   personnel be trained?

3           CHAIRMAN GUALTIERI:   She is suggesting --  
4   Excuse my ignorance on it.   But the VPK centers that  
5   are not part of the schools, some of these are  
6   private; correct?

7           As you know, the legislature is probably  
8   hard pressed to impose some of these requirements on  
9   some of these private entities.   I'm not sure.

10          Let's get this framed out and take a look  
11   at it, and then certainly we will come up with  
12   whatever our recommendations are.   Given your  
13   position, you can introduce that as part of any  
14   legislation going forward and address it, and  
15   perhaps get some input from the VPK centers  
16   themselves.

17          So we will go ahead and draft this as it  
18   is here with the fire drill recommendations.   We  
19   will do six and six on the emergency drills, tweak  
20   it slightly consistent with the discussion.   We will  
21   get it out to everybody.   We will engage the fire  
22   chiefs and we will consider this as part of the  
23   report and make a recommendation.

24          Mr. Schachter, go ahead.

25          SECRETARY SCHACHTER:   Are we also going to

1 include that we are going to be descriptive that  
2 there needs to be option based training?

3 CHAIRMAN GUALTIERI: Yes.

4 Heather, make a note on that, too, and we  
5 will talk about everything has been captured here,  
6 progressive option based, decision based.

7 I think that is something we should  
8 include. I agree. As Commissioner Carroll said, it  
9 needs to be more proscriptive just because of what  
10 we are seeing. And we will bring Director Kelly up  
11 here in a minute and you will see the result of the  
12 survey that shows where some of them are doing them  
13 are not moving at all.

14 SECRETARY SCHACHTER: I want to ask the  
15 experts right here. You know in Broward County they  
16 use codes. And I know I talked about this last year  
17 that most of the country has recognized best  
18 practices are shying away from codes and using plain  
19 English.

20 Can you elaborate on what the best  
21 practices are?

22 CAPTAIN FRANCIS: There has been a lot of  
23 research when it comes to that. In our world, codes  
24 kill.

25 In any type of situation, the best

1 practice is use plain talk. We have a lockdown,  
2 lockdown, lockdown, we have active threat, white  
3 male, whatever.

4 If you look at our first school shooting  
5 at 1764, there have been some great lessons heard  
6 from every one of those moving up to Santa Fe, and  
7 that is what our job is, to make sure we learn from  
8 those and apply those. That was one of the biggest  
9 things. There are still districts unfortunately now  
10 that have eight or ten codes. It is confusing.

11 SECRETARY SCHACHTER: Sheriff, I would make  
12 a motion, even if you don't need to make a motion,  
13 that we change it and we use plain English. It is  
14 confusing, the codes.

15 CHAIRMAN GUALTIERI: I don't know.  
16 Everybody feels differently about that. I don't  
17 know that there is consensus.

18 They cannot use the term code red? Is  
19 that what you are saying?

20 SECRETARY SCHACHTER: Let's ask the  
21 captain.

22 CAPTAIN FRANCIS: It has to be very  
23 limited. That is what my response is. Plain talk.  
24 Plain talk.

25 We in Seminole County use code red. We

1 don't have any code purple, pink, all that other  
2 stuff. It's just a simple code red. Every  
3 communication after that initial conversation is all  
4 plain talk.

5 CHAIRMAN GUALTIERI: Think about how this  
6 is going to look in legislation. When this gets  
7 into a bill and you are having it debated in  
8 committee and you go before the legislature and it  
9 is on the floor, what are we going to say? Are we  
10 going to say okay, you cannot use any terminology.  
11 You can use code red but you can't use anything  
12 else?

13 I heard your point. I don't disagree with  
14 your point. But when you are talking about 67  
15 districts and you are talking about 4,000 schools  
16 and you are talking about how do you legislate this.  
17 Look at the problems we are having now with the  
18 statutes that have been enacted and the  
19 interpretations and the ambiguity and the following  
20 and all the manipulation that goes on.

21 I would assume that you wouldn't like the  
22 legislature to come down and say, okay, Seminole  
23 County, you cannot ever use the term code red. What  
24 are you going to use? We are going to use lockdown.  
25 Then somebody else is going to say, I don't like the



1 term lockdown.

2 How do you do this and legislate something  
3 because that is what we are getting at. We are  
4 going to make recommendations to the legislature.

5 How do you do that effectively? I hear  
6 you, but how do you do that effectively?  
7 I hear you, but how do you do that practically and  
8 effectively?

9 I don't think you do.

10 SECRETARY SCHACHTER: All I know is what  
11 Captain Francis just said, codes kill.

12 CHAIRMAN GUALTIERI: What do you want it  
13 to be? Tell me. What is the recommendation? If  
14 that is the case, we should allow no unique  
15 vernacular.

16 What does the bill look like? What does  
17 the legislature say that people can or cannot put  
18 into their policies, their training, and how they  
19 drill? How do you tell them? Do you say go do it.

20 SHERIFF JUDD: I recommend we eat this  
21 elephant one bite at a time.

22 COMMISSIONER LARKIN-SKINNER: I just have a  
23 question for clarification.

24 The six drills we are recommending, the  
25 six emergency drills, the six emergency drills, is

1     there specific number of active assailant drills in  
2     that? Are they all that?

3             CAPTAIN FRANCIS: I think you have to give  
4     a little latitude to the schools for that. I think  
5     that is how we script it out. For us right now,  
6     that is the intention. But we cannot get away from  
7     understanding you need a reunification drill. We  
8     need to do a natural disaster drill.

9             For us, if that model was in Seminole  
10    County and I was looking to do six, four would be  
11    active threat, or five depending on the climate.  
12    One would have to be something else because  
13    statistically the other stuff is what they are going  
14    to see more often than not. However, we have to  
15    plan for that worst-case scenario.

16            COMMISSIONER LARKIN-SKINNER: So leaving  
17    that ambiguity makes me nervous because what we will  
18    end up with is districts that will only do one of  
19    the six.

20            CHAIRMAN GUALTIERI: I think it says in  
21    here now -- The way you had it was we will come up  
22    with the numbers and work through it and come back  
23    to this. You had four. A certain number had to be  
24    active assailant. I think it was four. Three of  
25    them had to be active assailant. One of them could

1 be a national disaster drill. We come up with six.  
2 Let's say we will make it where five have to be  
3 active assailant and one could be the natural  
4 disaster and we will do it that way just to get it  
5 out there. But you are right. It has to be set  
6 forth. We will set it consistent with -- We will  
7 just adjust the numbers up one.

8 Commissioner Dodd, and then we will move  
9 on here.

10 COMMISSIONER DODD: Another question on  
11 your consideration, the next to last slide on the  
12 drill reporting and after-action reports.

13 One of the things in my district I have  
14 asked, put a description of what the drill was  
15 because every one of our drills is a different  
16 scenario, yet it seems like there is a little  
17 hesitancy to want to put down certain information.

18 Can you expand on that?

19 CAPTAIN FRANCIS: Yes, sir.

20 Coming back from military terminology and  
21 military practice, we script out every one of them,  
22 what the scenario is, and then we are looking for  
23 improvements, best practices, and lessons learned,  
24 and give them an area to write.

25 We can't fix it if we don't know what is

1 broken. So we dictate for them -- And we review it.  
2 You expect what you expect. When those drills are  
3 loaded and those after-action reports, we are  
4 looking at those and a lot of times I'll see school  
5 X had two unlocked doors in this drill and the next  
6 month they had three unlocked doors.

7 Are we rectifying those or is this repeat  
8 offender? Those are things we are looking at.

9 COMMISSIONER DODD: Right. That is from  
10 your district. I'm saying from the state level  
11 could we expand that reporting process? That is  
12 what you are saying here, isn't it?

13 CAPTAIN FRANCIS: When you are looking at  
14 right now all calls of a reported drill, that could  
15 be the tally sheet and that doesn't give you  
16 anything but a raw number. We are looking for what  
17 was your feedback, what worked, what didn't work,  
18 what would be better.

19 So I think there needs to be some sort of  
20 addition that not only did the drill have meaning  
21 but you found out what went right and what went  
22 wrong and that has to be explained in a small  
23 after-action so you are just not dealing with a  
24 tally.

25 When we look at what terms are currently

1 out there, it just says you will report the drill  
2 and it doesn't define what exactly entails the word  
3 report.

4 COMMISSIONER DODD: So I would like to see  
5 even if it's a one-page report or something with  
6 some description, I think that is important that we  
7 have that, that the schools would have the those  
8 drills they completed during that year so they can  
9 go back and look at it and say this is exactly what  
10 we did.

11 CHAIRMAN GUALTIERI: Heather, will you just  
12 make a note of that and include it in there?

13 All right. Chief, Captain, thank you for  
14 being here.

15 Next up and the last of the day is Director  
16 Damian Kelly from the Office of Safe Schools on the  
17 results of the survey.

18 DIRECTOR KELLY: Good afternoon,  
19 Mr. Chairman, commission members. I appreciate the  
20 opportunity to be back here today in Sunrise to give  
21 you the latest update on the survey questions.

22 Before I get started I would just like to  
23 start up by saying I would like to thank you,  
24 Mr. Chairman, and all of the commissioners on this  
25 commission for all of your time and your efforts

1 over the last year-and-a-half that you have  
2 sacrificed your time, your time away from your  
3 regular jobs, your families, and you have been down  
4 here.

5 Captain Francis just put it in some great  
6 words. You are in a position right now where you  
7 are shaping school safety for schools across this  
8 country. My opinion is I think is you are shaping  
9 school safety for schools around the world, so I  
10 want to thank you for everything you have done.

11 We wouldn't be here where we are today in  
12 Florida without the guidance and the input that we  
13 have received at DOE and across our school districts  
14 on matters relating to school security.

15 I would like to thank all of our school  
16 superintendents for the efforts they put in to keep  
17 students safer across the school district. I would  
18 like to thank all our school safety specialists.  
19 Without them we wouldn't be near to the point where  
20 we are today. I would like to thank all of our law  
21 enforcement partners. I'm sure you have heard  
22 throughout the day today and it is very evident that  
23 without our law enforcement partners school safety  
24 would be impossible. I also like to thank all of  
25 the staff across our schools for everything they do

1 every day.

2 Sheriff Gaultieri, to you specifically I  
3 want to say thank you for taking my calls nighttime,  
4 weekends, and also to Max Schachter as well for all  
5 the time you take taking my calls. I appreciate it.

6 So I would like to get into the survey. So  
7 these are the latest numbers from the most recent  
8 survey. You can see the number of schools reported  
9 to us from across the school districts, 3,717  
10 schools. Assigned to those schools currently we  
11 have 3,156 law enforcement officers. The total  
12 guardians to date working in our schools, 1,026.

13 CHAIRMAN GUALTIERI: Damian, I'm just going  
14 to add one thing to this. You all need to know  
15 this.

16 As much as Damian has thanked everybody  
17 for what they have done, Damian deserves a lot of  
18 credit for this because -- You need to know this --  
19 doing this work and to get the result of the survey  
20 was not without a lot of pain. This was not a  
21 situation where it was sent out and meeting  
22 deadlines and the Department of Education got  
23 responses. It didn't work that way.

24 Again, they sent out the requests and they  
25 didn't get responses. They got half responses, they

1 got inadequate responses, and Damian did a lot of  
2 chasing down and making phonecalls. This data is  
3 current, changed as of two days ago because he was  
4 continuously trying to get it so we had accurate  
5 information. So while it presents easily,  
6 seamlessly, etcetera, I can't stress to you enough  
7 in the last couple weeks how many times we talked.  
8 I can't tell you the number of phonecalls he has  
9 made. And I'll say it again. It shouldn't be that  
10 way. It is ridiculous, the amount of painstaking  
11 work and teeth pulling that had to be done by  
12 Director Kelly and his staff to get this information  
13 for you. It's not right. So just know that is the  
14 backdrop against which you see this information is  
15 picking up the phone, calling, asking, begging, give  
16 us the information.

17 I probably would have just let it sit the  
18 way it was, report it to you and let them answer on  
19 the backside. But he wanted to, and I do concur  
20 with him, be able to report accurate information and  
21 being able to get the information. There would be a  
22 lot more zeroes up here of noncompliance if he had  
23 not pulled teeth to get this information.

24 DIRECTOR KELLY: As you see on the first  
25 slide, the question was: Is there a safe school



1 officer present at all times school is in session at  
2 every school in the district?

3 When we asked these questions in June, ten  
4 school districts answered answer no. When we asked  
5 this question for this survey, zero school districts  
6 answered no.

7 I'm going to go through a little bit of  
8 the situation here in Broward County because you  
9 heard from Sheriff Tony this didn't get resolved  
10 until this past Friday night.

11 If you look at the slide, on August 9 the  
12 Broward County public schools notified Sheriff  
13 Gregory Tony that 19 charter schools remained  
14 noncompliant.

15 The Broward Sheriff's Office reached out  
16 to the police departments with noncompliant charter  
17 schools in their jurisdiction. Sheriff Gregory Tony  
18 contacted the police chiefs at the following  
19 agencies: Coral Springs Police Department, Davie  
20 Police Department, Fort Lauderdale Police  
21 Department, Hallandale Police Department, Hollywood  
22 Police Department, Plantation Police Department, and  
23 Pembroke Pines Police Department.

24 The results of these phonecalls dropped  
25 the number of noncompliant schools to 13 charter

1 schools.

2 On the evening of August 9, Sheriff Tony  
3 reached out to me and we had probably a 45-minute  
4 discussion on what could be done with the remaining  
5 schools. Sheriff Tony gave me his assurance that  
6 the remaining 13 charter schools would be covered  
7 when school opened using a combination of police  
8 from the aforementioned police departments and  
9 deputies from the Broward Sheriff's Office.

10 This morning you heard information on 29  
11 schools. Those numbers came from the school  
12 district, and those 29 schools they reported, they  
13 didn't have documentation that they have a plan for  
14 sustained coverage moving forward. They knew the  
15 schools had coverage for the school opening today  
16 and at least through Friday.

17 Today DOE reached out to all 29 of those  
18 schools, and we are receiving information from them  
19 regarding what their plans are, and we will provide  
20 that information. When we have the full amount, we  
21 will provide it to the chairman and he can share  
22 that to you. So that work is ongoing.

23 The next question was: Has your school  
24 district authorized the guardian program? As you  
25 can see back in the June survey there were 38 that

1 had, and for this survey we added six.

2 What I want to say while we are on this  
3 slide, sometimes these questions about the guardian  
4 can get confusing, whether it is the sheriff  
5 authorizing the school board.

6 From where we are in our office, what we  
7 go by are the number of grant applications we  
8 received from sheriff offices, and currently we have  
9 36 active grants for sheriff offices that are  
10 training guardians, and we had conversations with  
11 three more Miami-Dade, Orange, and Palm Beach who  
12 are about to send their grant application in to us.

13 This question, we had no change from the  
14 last one: Does your district authorize school  
15 employees to perform guardian duties in addition to  
16 their regular duties? It was still just 21 that had  
17 that option.

18 Has the sheriff in your county authorized  
19 the guardian program? You'll see it has gone up by  
20 six. And, again, these questions do create  
21 confusion because the district has reported to us  
22 from the sheriff's office and the sheriff may report  
23 something completely different. Keep in mind to  
24 simplify everything I would like to state is there  
25 are 36 active and 3 that are pending sending their

1 applications in.

2 Has guardian training taken place in your  
3 district? Back in June it was 28, and here in  
4 August it is 36.

5 For schools that are only served by a  
6 guardian, no law enforcement assigned, does at least  
7 one guardian on every campus have a law enforcement  
8 radio? I think this was confusing back in June.

9 What we did, we just listed the school  
10 districts that have law enforcement radios. What I  
11 want to do is see that this grows as the guardian  
12 program grows. We had ten back in June. We have 25  
13 in August. You can see it has increased  
14 significantly.

15 Some of the reasons why you wouldn't get a  
16 answer to this, a lot of school districts that have  
17 SROs, Dade County for example, Hendry County, and  
18 also have guardians, they would answer no to this  
19 because there is an SRO on the campus so that  
20 creates confusion.

21 One of the things with this, we had a  
22 situation recently where Pascoe County trained  
23 guardians that will be actually working at schools  
24 here in Broward County. I spoke with the  
25 undersheriff earlier today and told him they can go

1 ahead and amend their guardian application to us to  
2 get radios for those guardians here in Broward  
3 County even though the training took place in Pascoe  
4 County.

5 Does your district have a written active  
6 assailant response policy or procedure? Back in  
7 June we had two districts that still did not have  
8 their response policy. As you can see, in August  
9 all districts have a written active assailant  
10 response policy and procedure.

11 If so, has that policy and procedure been  
12 distributed to all district employees. Back in June  
13 there were eight that reported no. Here in August  
14 all 67 are reporting they are active assailant  
15 response policy and it has been distributed to all  
16 district employees.

17 If so, does the policy and procedure  
18 clearly state any and all school employees are  
19 authorized to initiate an active shooter response?  
20 Back in June we still had six districts that  
21 responded no. In August, all districts responded  
22 yes.

23 Does your district have a policy or  
24 procedure requiring that all classroom doors be  
25 locked when occupied by students? Back in June we

1 had seven that did not have that as a policy or  
2 procedure. As you can see now, all the district  
3 reports they have a policy in place.

4 Does each classroom door with a window  
5 have a teacher accessible opaque covering that could  
6 be quickly applied in response to an active  
7 assailant? Back in June there were 27 that still  
8 did not have this in place. That number as dropped  
9 to eight.

10 When I drilled down into the responses  
11 from the eight, it seems to be kind of the same  
12 across the board. They are in the process of  
13 working with vendors to get a uniform window  
14 covering from our office.

15 What we have suggested is in the meantime  
16 they come up with a measure to cover those windows  
17 using something else until they can get whatever  
18 vendor is going to apply to them. I would hope in  
19 the future we would have a zero in this column.

20 Does your district have a policy and  
21 procedure requiring the establishment and  
22 identification of a hard corner or other safest area  
23 in each classroom? As you can see, that has also  
24 dropped down to zero. All districts are reporting  
25 they do train on this.

1                   When I traveled the state, this is one of  
2   the biggest areas I spent time on. I think there  
3   was confusion last time because some schools don't  
4   use the phrase hard corner, and I explained to them  
5   what we are looking for is are you moving the  
6   students to the safest place in that room to get  
7   them out of the line of sight of an active shooter.

8                   Does every school in your district conduct  
9   an active assailant drill at least one time per  
10   month? Back in June we had 21 that were still  
11   reporting no. Here in August we are reporting one  
12   district. The explanation that came from that  
13   district was they do a thorough active assailant  
14   drill once every nine weeks bringing in extra law  
15   enforcement and first responders. Now it is  
16   something they will look at moving forward. But  
17   they said they would be blatantly honest about what  
18   their policy is, and this is what they reported back  
19   to us.

20                  Are there schools in your district that  
21   conduct active assailant drills where the students  
22   do not physically move or react during the drill?  
23   Back in June we had 12 reporting they did. That  
24   number has dropped down to six.

25                  When I drilled down into the individual

1 answers, they're mainly dealing with ESE students  
2 that they have special circumstances where they  
3 don't move or react, that they just basically do a  
4 lockdown.

5 CHAIRMAN GUALTIERI: Are there any  
6 mainstream? This is important. Is there anyone in  
7 non-ESE, non-students with special needs that as a  
8 matter of course are doing the monthly drill in a  
9 regular elementary middle high school that they're  
10 talking to the kids, staying static and not moving?

11 DIRECTOR KELLY: Yes.

12 Some report they do a progression at the  
13 younger age, that the first drill, what they  
14 consider a drill is a tabletop exercise.

15 CHAIRMAN GUALTIERI: Do they ever have the  
16 kids move?

17 DIRECTOR KELLY: In the first one they  
18 don't.

19 CHAIRMAN GUALTIERI: What about the second?

20 DIRECTOR KELLY: Then it progresses.

21 CHAIRMAN GUALTIERI: Is there anybody just  
22 not having the kids move at all during any of the  
23 drills?

24 CAPTAIN FRANCIS: No, there is not.

25 CHAIRMAN GUALTIERI: All right.



1                   DIRECTOR KELLY: Do you conduct active  
2 shooter drills that require the students to evade  
3 in addition to locking down?

4                   You can see back in June we had 20 that  
5 said they didn't. Now we are down to two. One  
6 of the two, in the notes they wrote it is  
7 something they are working on for the 2019/2020  
8 school years, and the second district didn't give  
9 any response in the notes.

10                  CHAIRMAN GUALTIERI: That was one of the  
11 two that don't have the kids do anything other than  
12 lock down.

13                  Was one of those Broward?

14                  DIRECTOR KELLY: Not.

15                  Does each school employee have a  
16 communication device on their person and/or a device  
17 that is immediately accessible at all times where he  
18 or she may immediately communicate and observe the  
19 threat and activate an active assailant response?  
20 Back in the June survey, the number that did not  
21 have this in place was 23. For the August survey it  
22 has dropped down to 11. Drilling down into the  
23 responses given by individual districts we had  
24 responses like currently we are in the process of  
25 implementing this. Teachers had classroom or

1 personal phones, classroom intercoms, and may have a  
2 school issued radio. One district said they applied  
3 for the cops grant to purchase a device or system.  
4 One said pending implementation. One said they have  
5 no district issued devices but they can use personal  
6 cell or PA system. One district reported had  
7 submitted an RFP for a standardized alert system and  
8 visitor management to provide a device to each  
9 employee for this purpose. They wanted it in place  
10 for the 2019/'20 school year but it is not yet in  
11 place so they responded no to this. Another one  
12 said all classrooms have phones, and phones are  
13 being budgeted to procure a system that will be able  
14 to immediately communicate a threat or active  
15 assailant. The last one said the majority have  
16 district applied radios, two-way PA devices, and  
17 personal cellphones.

18 I think the 11 that are here are basically  
19 saying they don't have a specific -- what Captain  
20 Francis talked about -- a push button soft panic  
21 button currently in place. Then the followup  
22 question to that was basically about receiving  
23 communications. Back in June, 22 said they couldn't  
24 and now that has dropped down to nine. Basically  
25 the responses were pretty much the same. They are

1 in the process of it, trying to get grants to cover  
2 it. This is something I would like to see drop to  
3 zero on both of these slides as we move forward.

4 Does every school in your district have a  
5 requirement that gates to fences surrounding the  
6 school be closed and locked when not being used for  
7 active ingress and egress? This was probably the  
8 toughest one to get a final count on because there  
9 was a lot of confusion regarding the main entrance  
10 to all of our schools. Some schools were counting  
11 the main entrance as being open at all times and  
12 they felt like they couldn't answer this question  
13 the way we wanted them to. But I explained to them  
14 that all of our schools have a public entrance.

15 When I visit a school, I pull up in the  
16 visitor parking lot and follow the signs that tell  
17 me to go check in at the front office. So my  
18 question to them was if I chose to not follow those  
19 instructions can I just walk onto your campus. And  
20 they said no, obviously you can't walk on the  
21 campus. Eventually we got this down to zero.

22 CHAIRMAN GUALTIERI: Mr. Dodd, go ahead.

23 COMMISSIONER DODD: I know we had that  
24 conversation, too. Several schools had that issue  
25 with the fencing. But basically that interior fence

1 that would prevent someone from getting on the  
2 campus is separate from an outer fence that may have  
3 a parking lot they can come in and out of that gate  
4 and that parking lot they can come in and out of, so  
5 that gate and that parking lot, if it's open, there  
6 is no issue with that; correct?

7 DIRECTOR KELLY: No, sir.

8 And Sheriff Gaultieri, he and I both  
9 visited the school within a week of each other where  
10 the sheriff did a presentation, but I was in Martin  
11 County. I came there I guess yesterday. It's all a  
12 blur now but it was yesterday.

13 We went there, and the school, South Fork,  
14 I wish all of our schools were like it because when  
15 you arrive at South Fork you arrive to almost like a  
16 gated community. There is a guard shack and they  
17 have several staff that work there. You provide  
18 them your ID and they run you through their system  
19 right there. You tell them what you are there for  
20 and they send you where you need to go. We don't  
21 have a lot of schools like that. That is why this  
22 question, when the schools are considering how to  
23 answer it, they were trying to answer it as honestly  
24 has they could.

25 I explained to them the school you have in

1 your district is also unique because of where the  
2 cafeteria is placed, and I know they have come up  
3 with a solution for now, and moving forward I know  
4 this is something you wanted to address with the  
5 rest of the board. So I appreciate you working on  
6 it.

7 This was the followup to that. The three  
8 schools on this, the school districts that answered  
9 the way they answered, the reason they answered,  
10 they kind of bounced it off me how they should  
11 respond to this.

12 These are districts that have schools that  
13 do not have fences at all. I'm not saying all of  
14 their schools don't have fences, but they do have  
15 some schools that are completely open campus. This  
16 is something in the future they would like to see if  
17 they can get funding for. My advice to them was if  
18 that is something you wanted to improve on, go ahead  
19 and answer it the way you answered it. That is why  
20 it jumped up to those three schools in our district.

21 CHAIRMAN GUALTIERI: We made great progress  
22 in the last couple months.

23 DIRECTOR KELLY: Yes, sir.

24 I just had some notes I wanted to follow  
25 up with. You heard earlier about the sheriff's

1 offices coming together to basically help school  
2 districts become compliant.

3 I would like to say thank you to the  
4 sheriffs involved in that, Sheriff Gaultieri,  
5 Sheriff Judd, Sheriff Wayne Ivy, and Sheriff Chris  
6 Nocco initially agreed to train guardians for other  
7 school districts.

8 The first group ended up being sent to  
9 Sheriff Nocco who ended up training guardians for  
10 Miami-Dade, Hernando, Broward, and his initial  
11 class.

12 I also want to say thank you for Sheriff  
13 Tommy Ford of Bay County who trained the first group  
14 of guardians for Jackson County. And I would like  
15 to thank Sheriff A.J. Smith from Franklin County for  
16 training the guardians that were needed in Gulf  
17 County. Sheriff Ford, I don't know if I mentioned,  
18 is the Bay County Sheriff.

19 Also a quick update on the funding the  
20 sheriff mentioned earlier. We have received  
21 requests for \$15.7 million from guardian funds, and  
22 to date we have paid out \$5.7 million based on the  
23 invoices.

24 These projections end on September 13. As  
25 soon as this ends, then a new guardian application

1 process will be opened up.

2 CHAIRMAN GUALTIERI: The short version,  
3 again, there is \$52 million in unencumbered guardian  
4 money sitting there?

5 COMMISSIONER DODD: At our last meeting, I  
6 was obviously concerned that some of school  
7 districts and schools still didn't have a full-time  
8 guardian school resource officer assigned all day  
9 long, and I was ready to call them out. There was  
10 an agreement we would wait. And certainly  
11 Commissioner Corcoran said if you are not in  
12 compliance by August 1st, I will be glad to stand up  
13 to do a press conference with you, Sheriff  
14 Gaultieri, the commission, whoever.

15 It was my understanding August 1st you  
16 were in the process of doing this audit and survey  
17 and that you would present the findings to us.  
18 During that period of time I started getting  
19 inquiries between that statement and August 1st  
20 about other counties interested in guardians and how  
21 we would help. Obviously I didn't push the matter  
22 on August 1st.

23 Now it is August 14, and we are told it is  
24 19, it is down to 13, and there are 29 schools that  
25 don't have sustained coverage. So I want to ask the

1 commission to ask you for the names. I want to know  
2 the names of the schools and the districts that have  
3 not complied keeping in mind this law passed on  
4 March 9, 2018. We are 18 months later. All year  
5 long last year they put their children at risk by  
6 not having well-trained armed security guardians or  
7 law enforcement officers on the campus.

8 So today is the day. We need the names.

9 CHAIRMAN GUALTIERI: Do you have those?  
10 Does the Broward school district have those?

11 What is on the table are the 29 that don't  
12 have the sustained coverage we can see beyond  
13 whatever time Sheriff Tony is going to give them,  
14 and he didn't commit to a specific time. He said  
15 previously Friday, but now he said he is not going  
16 to pull them on Friday, but he will pull them at  
17 some point.

18 So the question is which are the 29 that  
19 don't have sustained coverage? Is that the  
20 question?

21 COMMISSIONER DODD: Yes, sir.

22 I think what I'm asking for is all 29  
23 schools that don't have sustained coverage absent a  
24 police chief or sheriff stepping up saying since you  
25 haven't complied with the law in 18 months I'm



1 giving you somebody. But even if they have a law  
2 enforcement officer on their campus today because of  
3 the sheriff or chief putting someone there because  
4 they failed to act over the last 18 months, for  
5 those 29 schools, wherever they are, whatever  
6 districts, I would like the names of all 29 schools.

7 We can say they failed to act so the  
8 sheriff or chief did and that leaves us with this  
9 number by this name, but we have been more than  
10 patient. We waited 18 months. I asked in June and  
11 we agreed we would wait until August 1st. Then the  
12 survey was happening and some districts were moving  
13 on it.

14 CHAIRMAN GUALTIERI: Will you get that  
15 list? If you don't have it with you, can you get  
16 that list tonight and provide it to Sheriff Dodd?

17 DIRECTOR KELLY: Here is what throws a  
18 wrinkle into this. The list of 29 was given to me  
19 last night by Brian Katz who is the school safety  
20 specialist in Broward County. What he was reporting  
21 to me was that currently they don't have  
22 documentation in writing from these 29 charter  
23 schools, so from the school district's point of view  
24 they were noncompliant.

25 I spoke with Sheriff Gaultieri about it

1 first thing this morning and spoke with Sheriff Tony  
2 to see if I could figure out if this information was  
3 accurate.

4 At the same time back in Tallahassee we  
5 had our charter, our school choice division and our  
6 safe schools division, and several other divisions  
7 reach out to those schools. What we're hearing is  
8 completely contrary to the list we were given. I  
9 was actually approached on one of the breaks by a  
10 gentlemen representing six schools on that list who  
11 had a folder with him saying we have contracts with  
12 law enforcement at all six of our schools, and the  
13 contracts were not only for last year but they were  
14 all forwarded to this year, but for whatever reason  
15 the school district doesn't seem to have that  
16 information.

17 But according to what we figured out  
18 today, we have not received all of the documentation  
19 for them. We have requested it. But if we take  
20 them all at their word, all 29 do say they do have  
21 coverage in place. So it is now a matter of  
22 figuring out why the district is not aware these  
23 schools say they have contracts.

24 What they are either saying is, Sheriff,  
25 we have a temporary measure in place while the

1 guardian is being trained, or we have a contract  
2 with a municipality or BSO, or we have a contract  
3 signed with a municipality or BSO. But I have no  
4 problem supplying the list.

5 CHAIRMAN GUALTIERI: You got Sheriff Tony  
6 who just said earlier he has got deputies covering  
7 these schools he does not have signed contracts for.  
8 That is contrary to what they are telling you.

9 COMMISSIONER DODD: Correct.

10 CHAIRMAN GUALTIERI: Unless somebody has  
11 documentation -- This is about the 50th time I have  
12 said this today. This is a year-and-a-half later.  
13 Why are we're having this discussion on August 14 of  
14 2019? This is why this is messed up the way it is.

15 We don't have certainty. But if you don't  
16 have documentation and 100 percent assurances that  
17 it is covered and it is covered sustained, then it  
18 doesn't exist, and they shouldn't be waiting until  
19 this last minute.

20 The man, the sheriff, stood up there a  
21 little while ago and said his deputies are covering  
22 schools that they don't have a safe school officer,  
23 he is providing an officer as a stopgap until they  
24 put somebody in place.

25 That is not compliance. Those are the

1 ones for sure that Sheriff Judd is interested in  
2 knowing about. To the extent there was anything  
3 that had not been provided to the district, go back  
4 to why not.

5 Again, we are talking about the first day  
6 of school today. This should have been real easy.  
7 You stand up there and say you have 100 percent  
8 compliance throughout this state of Florida. That  
9 is what we all wanted. Why wait until the last  
10 minute.

11 I'm not asking you to answer that  
12 question. That is a rhetorical question, of course.

13 SHERIFF JUDD: What I recommend is that  
14 10:00 in the morning, 11:00 in the morning, that  
15 gives us time to call the 29 schools and say show up  
16 here and be ready to defend yourself, show us the  
17 contract, and show us the picture with your school  
18 resource officer, your school resource deputy or  
19 guardian standing on the campus and be ready.  
20 You have had 18 months, all of last year, you didn't  
21 do what you were supposed to do, and we will give  
22 the caveat on the public record you say you do, the  
23 sheriff says you don't, but we need those. That is  
24 the 29.

25 The 19 down from 13, is that included in

1 this 29?

2 DIRECTOR KELLY: Yes, sir.

3 SHERIFF JUDD: Are all the people not  
4 compliant in Broward County?

5 DIRECTOR KELLY: Yes, sir.

6 SHERIFF JUDD: Everybody is in the state  
7 is compliant statewide?

8 DIRECTOR KELLY: Yes.

9 SHERIFF JUDD: And think is where it  
10 happened. This is where the massacre happened, and  
11 these schools are the ones that are the very last,  
12 and some haven't complied.

13 Do you find that absolutely just the most  
14 ridiculous thing you have ever heard in your entire  
15 life? I do.

16 Let's put on the record exactly what we  
17 know and invite them; they can line up here and  
18 tomorrow afternoon at the conclusion of our  
19 schedule. We will let them walk up here to this  
20 microphone and defend either the school board  
21 messing up the data or them having data they didn't  
22 provide to the school board, or them having data  
23 they didn't provide to DOE or any combination of  
24 this. This is absolutely unbelievable.

25 DIRECTOR KELLY: Sheriff, none of them

1 would report directly to us. Everything that comes  
2 in goes in through the school safety specialist in  
3 Broward.

4 What I want to be certain is that one  
5 gentleman that came up to me and basically had his  
6 contracts in a folder willing to show them to me  
7 makes me question whether are there others out  
8 there. I would like to be 100 percent certain.

9 I will provide the names to Sheriff  
10 Gaultieri when they got it down to ten schools what  
11 they were saying and then the 29.

12 CHAIRMAN GUALTIERI: You said he has  
13 contracts.

14 He says he has contracts there.

15 Does he have a body there functioning as  
16 safety school officer?

17 DIRECTOR KELLY: He said they have people  
18 on the campus.

19 CHAIRMAN GUALTIERI: I want to see a  
20 photograph of him. You just don't know anymore. It  
21 is ridiculous.

22 COMMISSIONER DODD: Tell them you have from  
23 now to 10:00 or 11:00 or 12:00 or 1:00 tomorrow, it  
24 is 29 phonecalls, and tell them bring us a  
25 photograph of your permanent contract and your

1 school resource officer or guardian standing on your  
2 school campus during school hours, and be prepared  
3 to defend that this superintendent of Broward County  
4 said these folks that aren't here are not  
5 contracted.

6 CHAIRMAN GUALTIERI: Commissioner Petty, go  
7 ahead.

8 COMMISSIONER PETTY: I guess I'm not  
9 surprised that the nexus of confusion is the Broward  
10 County school district. But I say shine the light.  
11 I appreciate what Sheriff Judd said about 10:00, but  
12 we are going to have the superintendent here at  
13 8:30. These are public schools. He controls the  
14 charters for these schools.

15 If they can't produce a contract or  
16 evidence, a selfie, something with the safe school  
17 office at those charter schools, then he ought to,  
18 as the leader of the district, revoke their charters  
19 immediately.

20 COMMISSIONER DODD: Or he should resign.

21 CHAIRMAN GUALTIERI: Ms. Larkin-Skinner.

22 COMMISSIONER LARKIN-SKINNER: I'm trying to  
23 understand the process. We have \$52 million at the  
24 state level.

25 Is it specifically for the guardian

1 program?

2 CHAIRMAN GUALTIERI: Absolutely.

3 COMMISSIONER LARKIN-SKINNER: By the way,  
4 thank you, as always, for your work.

5 Do you know how a charter school  
6 specifically accessed those dollars? Do they access  
7 them directly, or do they have to go through the  
8 district?

9 DIRECTOR KELLY: The guardian school funds  
10 are only payable to a sheriff's office.

11 CHAIRMAN GUALTIERI: She is asking, the  
12 guardian money is only payable to the sheriff. That  
13 is what she's asking.

14 COMMISSIONER LARKIN-SKINNER: But to have  
15 a guardian on campus, how does that translate into I  
16 have a guardian on my campus at my charter school?

17 CHAIRMAN GUALTIERI: They are supposed to  
18 say I have complied. I got my options. Option one,  
19 deputy or police officer. Option two, guardian. If  
20 I want a guardian, I will say I have hired this  
21 person who is an employee of the charter as a  
22 guardian plus put him through the training, apply to  
23 DOE, fund the gun, the uniform, and if they are  
24 uniformed, have all the training, all the equipment,  
25 everything that goes with it, the sheriff trains



1 him, turns him back over to the charter school, all  
2 the costs are 100 percent covered by the DOE, and  
3 the payment is made to the sheriff.

4 Of course, that third option would be the  
5 security guard, but that is the third option.

6 To directly answer your question, that is  
7 how it works. To be under the statute they have to  
8 be an employee of the school district or of the  
9 charter.

10 COMMISSIONER LARKIN-SKINNER: The district  
11 is not involved in that transaction? The money goes  
12 directly to the sheriff.

13 CHAIRMAN GUALTIERI: No. They can't. It  
14 says there the districts are supposed to coordinate  
15 with the charters, so there is language in there for  
16 about coordination. It does get a little bit murky,  
17 and it does talk about how the coordination between  
18 the charters and the district.

19 If the district -- And that is not the  
20 case here in Broward. But the district has not  
21 authorized the guardian program in that district,  
22 then the charter can go around the district and go  
23 direct to the sheriff.

24 If that sheriff has not authorized the  
25 guardian program and won't do the training, then

1 after going to that sheriff then they can go to  
2 another sheriff. So there is a whole step process  
3 all laid out in the statute.

4 COMMISSIONER LARKIN-SKINNER: But in  
5 Broward, both the district and the sheriff have  
6 authorized the program?

7 CHAIRMAN GUALTIERI: Right. And you go  
8 back to what Sheriff Tony said. He has been putting  
9 on guardian training. The last class he authorized  
10 it up to 40, and they only had eight show up.

11 What is he supposed to do? So there have  
12 been more than ample opportunity to with state  
13 funded resources to fund and to train and to put a  
14 guardian on every charter campus so we wouldn't have  
15 this problem if they got off their tail ends and did  
16 it as opposed to waiting to now an emergent  
17 situation. That's where we are. There is no excuse  
18 for it.

19 I can tell you the Broward Sheriff's  
20 Office is extremely frustrated putting in the time,  
21 effort, and resource to all of the those deputies  
22 and putting on a guardian class for eight people.

23 COMMISSIONER LARKIN-SKINNER: I've heard  
24 from my travels across the state some of the charter  
25 schools complaining they don't have enough money to

1 do this. I'm saying that so we address it.

2 Otherwise, that is what we are going to hear when  
3 they come here.

4 CHAIRMAN GUALTIERI: It's is a false  
5 narrative. They are being disingenuous, and they  
6 are spinning it because there is no unfunded mandate  
7 from the Florida legislature on this issue. They  
8 can comply, but they don't like their option of  
9 compliance, so because they don't like their options  
10 of compliance they say, well, these other options  
11 are going to cost me money, I don't want to do these  
12 options. The option that isn't going to cost me  
13 money that is fully funded I don't like so,  
14 therefore, I'm going to throw out the unfunded  
15 mandate.

16 It is wrong. It is false. It is spinning  
17 it because they can use existing personnel they're  
18 already paying that doesn't cost them one penny.  
19 The state is going to give a \$500 stipend and cover  
20 all the training costs so it costs them zero.

21 If they don't like that option, they can  
22 go out and hire a dedicated guardian at some very  
23 reduced rate or lesser rate than a cop or even a  
24 security guard. If they don't want to spend that,  
25 the other option is a cop which is going to cost

1     them a lot of money or a security guard.

2             They can do this, absolutely do it 100  
3     percent funded by the state of Florida by using the  
4     guardian program and existing personnel to do it.  
5     They don't like that option, so this is where they  
6     spin it.

7             COMMISSIONER LARKIN-SKINNER: Got it.

8             I think that is important to get that out  
9     to the public.

10            So my question then tomorrow for  
11     Superintendent Runcie, we need to understand how in  
12     Broward what role he played because of him calling  
13     the sheriff last week.

14            I don't know. Were they not tracking what  
15     the chapters schools have been doing the last  
16     year-and-a-half?

17            CHAIRMAN GUALTIERI: I think in some  
18     districts -- And I don't know if Director Kelly  
19     wants to speak to this or not, and he may not want  
20     to but I will say this.

21            My sense is that some of the districts up  
22     until very recently have taken the position they are  
23     not responsible for the charters. We have had to  
24     make it clear to them they do have a responsibility  
25     for the charters. They are public schools. They

1 control the charters.

2 In the statute it talks about cooperation  
3 between the charters and the districts to implement  
4 this, and they are not going to be able to say not  
5 me, not me, and ignore this issue.

6 I think in many districts that was being  
7 done and we had to change that culture if you will,  
8 and this is what we are seeing.

9 One of the ways we have been able to, at  
10 least in other places where we had problems, is to  
11 get compliance because the districts have gotten the  
12 message and they have stepped up.

13 COMMISSIONER LARKIN-SKINNER: I appreciate  
14 the clarification, and I just want to stay I feel  
15 bad for the people who live and pay taxes in Broward  
16 County because just our experience here, I have no  
17 idea who to believe anyone about anything.

18 SECRETARY SCHACHTER: Thank you, Director  
19 Kelly.

20 How many schools are conducting option  
21 based training? Do we have a number on that by  
22 chance?

23 DIRECTOR KELLY: That wasn't a specific  
24 question on there. But I would like to follow up on  
25 what you heard from the captain and the chief

1 earlier.

2           When I travel around to schools, one of  
3 the discussions I have with everybody regarding  
4 school drills are do you vary the drills. It is one  
5 of the first things Commissioner Stewart ever said  
6 to me when I started to travel the state, and that  
7 was every time she saw me she would say are you  
8 making sure they are varying the drills because you  
9 can't drill the same way all the time.

10           One of the areas I concentrate on when I'm  
11 at a school is the cafeteria because I consider that  
12 a extremely vulnerable point, and that is something  
13 I am extremely concerned about. I ask every school  
14 district that I visit to make sure they add a  
15 cafeteria drill at some stage as they drill because  
16 luckily most of them do think ahead, and they  
17 realize there is a large concentration there, and  
18 they move their SROs and guardians to that area  
19 during the peak lunch times.

20           But, yes, there is something as we develop  
21 other best practices just on drills it is something  
22 we will research and see what is being done across  
23 the nation, and I would recommend it to all our  
24 districts that they switch drills around constantly.

25           SECRETARY SCHACHTER: Do you know what

1 Broward County does?

2 DIRECTOR KELLY: That wasn't a question I  
3 asked.

4 SECRETARY SCHACHTER: We will ask the  
5 superintendent.

6 One of your questions was about covering  
7 the window where Alex was murdered, just eight  
8 schools still do not have a window covering when you  
9 he can take a piece of construction paper. It is  
10 unbelievable to me so much time has gone by.

11 Is Broward County still one of those  
12 schools?

13 DIRECTOR KELLY: I don't have the specific  
14 breakdown here. I can look it up on the master  
15 list.

16 SECRETARY SCHACHTER: I'm just curious.

17 DIRECTOR KELLY: Mr. Schachter, on that, that is  
18 something that Chancellor Olivia and I were  
19 discussing last night. He was a school principal  
20 and a school superintendent who knows the ins and  
21 outs of schools. He commented that would be a  
22 simple and temporary solution moving forward for  
23 those remaining eight.

24 I'm sure the ones watching here today, as  
25 soon as we are done with today and tomorrow, we

1 always send a link to the meeting to all school  
2 safety specialists, and we recommend if you have not  
3 seen it be sure to tune in.

4 I'm sure when they see this today that  
5 eight will drop down to zero pretty quickly.

6 SECRETARY SCHACHTER: When you are talking  
7 about tier 1 no cost low cost, that should be at the  
8 top of the list.

9 Does every school in your district conduct  
10 active assailant drills once a month? We talked  
11 about that one school district that just decided to  
12 disregard the law and do it every nine weeks did you  
13 say?

14 DIRECTOR KELLY: Yes, sir.

15 SECRETARY SCHACHTER: I just don't  
16 understand.

17 DIRECTOR KELLY: And we did a followup  
18 call with the school safety specialist on it.

19 CHAIRMAN GUALTIERI: Which district is  
20 that?

21 DIRECTOR KELLY: Dade County.

22 SECRETARY SCHACHTER: Do we have an idea of  
23 how many schools practice run, hide, fight for  
24 Alice?

25 DIRECTOR KELLY: There are quite a few



1     that do Alice. But, again, it wasn't a question  
2     here.

3                 Moving forward, if you want a breakdown  
4     across the 67 districts, we will be happy to get it  
5     for you.

6                 SECRETARY SCHACHTER: When you approach,  
7     you have the fences, you have the visitor area, so  
8     when you drive up to the visitor area do you have  
9     any idea how many schools you can walk right into or  
10    that have a buzzer with a camera so the fact an  
11    assailant approached the school he wouldn't just be  
12    able to walk right in?

13                DIRECTOR KELLY: This week I visited  
14    schools in Glades County on Monday. Then on Tuesday  
15    with Chancellor Olivia and with our deputy director,  
16    Brooks Romanic, we visited schools in Martin County.  
17    Every single one of those schools had buzz-in  
18    system, and they had a system where you hand them  
19    your driver's licence, they vet you to make sure you  
20    don't have anything that would prevent you from  
21    coming on campus. They print out an adhesive label  
22    with your picture on it, and then, based on what you  
23    are there for they escort you to where you need to  
24    be on campus.

25                The majority of our schools are getting

1     there. We are not there for all of them. Like I  
2     say, there are three school districts reporting  
3     issues with fences. One is a school district in the  
4     Panhandle that I visited again with Chancellor  
5     Olivia where the majority of the fencing was  
6     destroyed, and they have the funding in place to  
7     replace them.

8     The issue now is getting vendors to come in and do  
9     the work. So it is an extra challenge for them they  
10    didn't have before.

11           The other two school districts just have a  
12    couple schools that are completely opened and  
13    they're trying to figure out what they can do  
14    fencing-wise to shut them off.

15           But the rest of our schools, like I said,  
16    when I arrived at the schools, I park in the visitor  
17    parking lot and follow the signs to the front office  
18    which are clearly marked, and I haven't been to one  
19    yet where I can just go wherever I wanted to on  
20    campus.

21           Something you mentioned earlier. We are  
22    going to bring on ten compliance personnel. We  
23    already advertised the positions, and there is quite  
24    a lot of interest in the positions.

25           What the sheriff described earlier, he was

1 looking for are exactly what those positions are  
2 going to be. They will show up unannounced. They  
3 will observe schools. They will see how you get  
4 into the school, what measures are in place, and  
5 then when they will go through the checklist, which  
6 we don't have put together yet.

7 As soon as we are in Tallahassee longer  
8 than a couple days we are going to sit down and get  
9 that ironed out and get those people trained and out  
10 in the field.

11 SECRETARY SCHACHTER: Thank you for  
12 bringing that up. I think that is a great idea.

13 Is there any plan to publicize this audit  
14 list?

15 I think unfortunately schools should not  
16 make you do all this work. You should not have to  
17 do everything you are doing.

18 Thank you.

19 We certainly wouldn't be at this place if  
20 it wasn't for you as far as compliance goes.

21 What are your thoughts on that, calling  
22 these schools out?

23 DIRECTOR KELLY: I think it should be  
24 another part of measurement for these schools, and  
25 going forward that is something we can definitely

1 address. I want to also mention because sometimes I  
2 may use a word or some of you have used the word,  
3 you refer to me. I have a team. There are six of  
4 us. They all do a great job. And I wouldn't hear  
5 the compliments I tend to hear here if I did not  
6 have those five people behind me. So I want to make  
7 sure they know how important they are to me.

8 CHAIRMAN GUALTIERI: Thank you, Director  
9 Kelly. Thank you for being here.

10 Unless anybody has anything, we will see  
11 you at 8:30 in the morning, so we will be adjourned.

12 (Proceedings adjourned at 6:07 p.m.)  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

## CERTIFICATE OF REPORTER

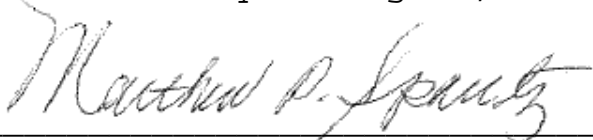
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

STATE OF FLORIDA  
COUNTY OF BROWARD

I, MATTHEW P. SPOUTZ, Court Reporter and Notary Public, certify that I was authorized to and did stenographically report the proceedings IN RE: THE MARJORY STONEMAN DOUGLAS HIGH SCHOOL PUBLIC SAFETY COMMISSION MEETING, pages 2 through and including 275; and that the transcript is a true record of my stenographic notes.

I further certify that I am not a relative, employee, attorney, or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorneys or counsel connected with the action, nor am I financially interested in the action.

Dated this 28th day of August, 2019.



---

MATTHEW P. SPOUTZ, Shorthand Reporter

<hr/> <p><b>\$</b></p> <hr/> <p><b>\$12.9</b> 143:5 <b>\$15.7</b> 254:21 <b>\$18,300,000</b> 140:13 <b>\$202</b> 138:18 <b>\$234</b> 139:4 <b>\$240</b> 139:7,8 <b>\$3.2</b> 147:4 <b>\$30</b> 141:16 <b>\$5.7</b> 254:22 <b>\$500</b> 267:19 <b>\$52</b> 255:3 263:23 <b>\$60</b> 138:17 <b>\$727</b> 138:12</p> <hr/> <p><b>1</b></p> <hr/> <p><b>1</b> 17:5 20:20 23:25 49:24 106:5 128:16 185:15 186:13 188:13 190:1,21 191:19</p>	<p>272:7 <b>1,026</b> 239:12 <b>1,471</b> 143:7 <b>1.5</b> 211:16 212:11, 13,16 <b>10</b> 40:11 201:18 <b>100</b> 48:5 51:25 54:17 105:5, 12,14 107:2,4, 9 109:5 117:8 123:16 155:3 259:16 260:7 262:8 265:2 268:2 <b>1006</b> 122:7 <b>1006.13</b> 75:5 92:9 <b>10:00</b> 3:19,21 4:3,6 72:14 260:14 262:23 263:11 <b>11</b> 40:21,23 141:11 249:22 250:18</p>	<p><b>1100</b> 193:13 <b>11:00</b> 260:14 262:23 <b>11:07</b> 72:14 <b>11th</b> 27:7 <b>12</b> 15:12 31:3 42:6 62:6 142:11 192:21 201:18 247:23 <b>123</b> 195:22 <b>125</b> 107:3 <b>12:00</b> 262:23 <b>13</b> 20:14 40:2,9 42:21 142:11 211:9 241:25 242:6 254:24 255:24 260:25 <b>14</b> 9:4 11:22 211:9 255:23 259:13 <b>1418</b> 38:4 <b>15</b> 4:4 21:17</p>	<p>39:23 <b>16</b> 7:3 <b>16/'17</b> 79:7 <b>17</b> 66:24 142:22 <b>17/'18</b> 79:9 80:13 131:14 139:4,20 <b>1764</b> 231:5 <b>18</b> 105:5 132:16 140:19 155:25 256:4,25 257:4,10 260:20 <b>18/'19</b> 131:15 <b>19</b> 132:17 140:19 241:13 255:24 260:25 <b>1958</b> 178:25 202:7 <b>1971</b> 161:5 <b>1997</b> 178:24 <b>1:00</b> 162:20 163:1 262:23 <b>1:30</b> 162:20, 22,25</p>	<p><b>1:43</b> 163:1 <b>1st</b> 19:2 20:23,25 21:5,9, 11,13 22:8,11, 14 24:10 34:11 41:25 42:3 45:14,17 187:1,19 255:12, 15,19,22 257:11</p> <hr/> <p><b>2</b></p> <hr/> <p><b>2</b> 49:25 76:12 106:5 185:15 186:13 188:13 190:1,21 191:19 192:7,22 208:6 224:19 <b>20</b> 66:20 72:7,13, 16 92:23 194:10, 21 249:4 <b>20-minute</b> 30:23 <b>2011</b> 76:16 <b>2011/'12</b> 79:23 80:6</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>2013</b> 178:6 <b>2014</b> 178:6 <b>2016</b> 36:22 <b>2018</b> 9:4 127:18 256:4 <b>2019</b> 19:9 41:2 42:1 87:13 259:14 <b>2019/'20</b> 250:10 <b>2019/2020</b> 249:7 <b>2020</b> 17:5 22:11,14 24:11,22 34:11 45:19 46:1 <b>2021</b> 144:10 <b>205,000</b> 154:17, 19 155:4 <b>20s</b> 133:11, 12 <b>20th</b> 34:14 <b>21</b> 18:10 141:11 243:16 247:10 <b>21st</b> 41:25 <b>22</b> 250:23	<b>23</b> 143:6 249:21 <b>230,000</b> 109:22 155:1 <b>24</b> 114:15 <b>24/7</b> 132:19 <b>25</b> 15:14,24 40:2,10 140:18 144:10 153:15 244:12 <b>26</b> 66:21 <b>27</b> 246:7 <b>276</b> 178:14 <b>28</b> 244:3 <b>29</b> 8:3 44:10 63:15 141:3 242:10, 12,17 255:24 256:11, 18,22 257:5,6, 18,22 258:20 260:15, 24 261:1 262:11, 24 <b>2nd</b> 185:6 187:19	<hr/> <b>3</b> <hr/> <b>3</b> 23:24,25 49:25 128:16 138:25 139:1 190:22 192:22 224:19 243:25 <b>3,081</b> 141:21 <b>3,156</b> 239:11 <b>3,717</b> 239:9 <b>30</b> 14:9 20:8 39:23 66:22,24 127:19 143:18 151:20 162:19 181:8 <b>30-</b> 73:3 <b>30-day</b> 151:19 <b>300</b> 23:18 <b>31</b> 19:9 <b>316,000</b> 131:11 139:20 <b>31st</b> 22:4 42:4 <b>322,000</b> 131:13	<b>330</b> 139:21 <b>330,000</b> 131:16 <b>35</b> 143:19 <b>36</b> 243:9,25 244:4 <b>365</b> 132:19 <b>38</b> 242:25 <b>394</b> 128:13, 14 <b>397</b> 128:13 129:14 <b>3rd</b> 185:6 187:19 <hr/> <b>4</b> <hr/> <b>4</b> 27:14 29:18 190:22 201:18 <b>4,000</b> 232:15 <b>40</b> 140:17 266:10 <b>40-minute</b> 73:3 <b>400</b> 29:20 <b>41</b> 141:17 142:15 <b>420</b> 128:13 <b>44</b> 23:14	<b>441</b> 33:3,9, 20 34:4 <b>45</b> 39:21 212:10 <b>45-day</b> 226:8 <b>45-minute</b> 242:3 <hr/> <b>5</b> <hr/> <b>5</b> 29:24 181:15 190:22 192:22 <b>50</b> 123:16 <b>50th</b> 259:11 <b>57</b> 143:11 <b>58</b> 87:14 88:3 101:25 <hr/> <b>6</b> <hr/> <b>6</b> 32:22 62:6 138:13 <b>60</b> 23:8,16 80:13 <b>60-day</b> 9:25 <b>63</b> 148:5 <b>67</b> 25:2 26:11 30:18,19
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

31:24 34:5,11 87:14 90:5 126:1 232:14 245:14 273:4 <b>69</b> 143:12 <b>6984</b> 140:20	<b>75</b> 107:1,3, 9 109:21, 24 123:16 141:22 155:2 <b>76</b> 101:25 <b>7652</b> 140:20	<b>911</b> 4:25 33:7 34:2,19, 23 35:2, 11,12 46:3 47:7 210:23 211:16, 20 <b>916</b> 128:13 129:20 <b>93</b> 105:16, 18 <b>94</b> 99:22 <b>95</b> 79:20 105:15 106:10 <b>97</b> 79:14 139:1 <b>985</b> 96:14 116:18 122:7 <b>985.12</b> 76:12,23 92:4 94:19	87:10 89:15 91:9 123:19 156:4 166:25 206:19 211:13 <b>absent</b> 256:23 <b>absolute</b> 111:10 <b>absolutel</b> <b>y</b> 81:14 99:5 109:16 126:22 209:8 212:20 222:6 261:13, 24 264:2 268:2 <b>abuse</b> 62:18 78:19, 20,21 83:7 129:7,12 130:13, 16 131:3, 20,22,25 133:25 134:3 137:17 139:19 143:1 145:8 160:2,8 <b>academic</b> 199:14 <b>accept</b> 28:9 207:8	222:1 <b>accepted</b> 201:1 <b>access</b> 30:7,13, 20,22 31:7,20 46:1 83:3,13, 18 92:12 111:12, 14,21,22 112:12 113:1 114:16, 25 116:4 122:18, 19 133:22 134:21 137:18 138:21 148:12 149:9 150:10 152:17 171:17 172:1,4, 8,14,16, 22 173:5,20 174:1,17 175:24 176:3,9 179:10 264:6 <b>accessed</b> 264:6 <b>accessibl</b> <b>e</b> 246:5 249:17 <b>accidenta</b> <b>l</b> 212:2
<hr/> <b>7</b> <hr/>	<hr/> <b>8</b> <hr/>	<hr/> <b>A</b> <hr/>		
<b>7</b> 32:25 <b>7,000</b> 139:23 <b>7026</b> 11:23 15:6 18:20 20:8 49:10 127:23 215:10 <b>7030</b> 10:11,16 11:23 19:25 25:21 27:11,17 37:19 38:20 39:21 40:3 42:24 43:2 46:20 49:12 125:19 178:19 215:10 <b>726</b> 140:13	<b>8</b> 35:19 <b>8,000</b> 211:13 <b>80</b> 80:21 103:14 <b>82</b> 99:6 100:18 105:4 <b>82-</b> <b>percent</b> 79:11 <b>8:30</b> 263:13 <b>8:36</b> 2:1 <hr/> <b>9</b> <hr/> <b>9</b> 38:14 39:15 66:24 241:11 242:2 256:4 <b>90</b> 80:21 103:14			



<b>accomplished</b> 7:10,11 8:25	129:2,7, 14,16, 20,21 130:2	26:22,24 27:22 32:1,13 174:10	<b>acts</b> 12:24 19:20 36:10	249:3
<b>accomplishing</b> 68:15	135:7,8 136:12, 13 151:8	175:20 177:13 179:7	151:12, 20 154:18, 20 156:8	<b>additional</b> 10:18 55:16 68:22 69:5,16 88:18 118:8 126:24 195:25
<b>account</b> 179:15	152:16 153:20, 21	182:10, 21,22 184:10 185:18	<b>actual</b> 5:24 94:25	<b>Address</b> 118:8 126:24 195:25
<b>accountability</b> 37:10 180:8	154:13 155:8 161:4,17 162:6 257:4,7	188:19 190:13, 24 197:24 198:7	139:16 152:12 155:14 158:5 160:14 203:25	<b>Address</b> 55:8 <b>address</b> 46:15 47:9,18 56:8 76:8,9 78:16 82:13 83:12 124:23 175:7 176:14 183:16, 17 193:6 204:18 210:2 229:14 253:4 267:1
<b>accountable</b> 51:9,21	<b>acted</b> 14:2,12, 15 37:14 151:18 152:24 154:9	211:22, 24 215:3 222:7 227:20 228:25 231:2 234:1, 11,24,25 235:3 243:9,25 245:5,9, 14,19 246:6 247:7,9, 13,21 249:1,19 250:14 251:7 272:10	<b>acute</b> 134:22 136:11 <b>add</b> 61:16 70:25 71:20 128:7 178:10 191:21 239:14 270:14 <b>added</b> 71:10 178:19 195:18 211:10 243:1 <b>addiction</b> 59:4 132:3 <b>adding</b> 106:1 218:16 <b>addition</b> 71:13 118:8 236:20 243:15	<b>Address</b> 55:8 <b>address</b> 46:15 47:9,18 56:8 76:8,9 78:16 82:13 83:12 124:23 175:7 176:14 183:16, 17 193:6 204:18 210:2 229:14 253:4 267:1 <b>addressed</b> 24:14,20 56:10 78:23 82:3,8 83:19 161:11 166:8 221:18 <b>addresses</b> 19:15 40:9 76:20
<b>accurate</b> 42:17 45:2,13 125:20, 24 126:20 148:25 240:4,20 258:3	<b>acting</b> 8:7 <b>action</b> 15:7,9 47:14 72:3 90:23 133:8 141:8 176:19 215:15	222:7 227:20 228:25 231:2 234:1, 11,24,25 235:3 243:9,25 245:5,9, 14,19 246:6 247:7,9, 13,21 249:1,19 250:14 251:7 272:10	<b>add</b> 61:16 70:25 71:20 128:7 178:10 191:21 239:14 270:14 <b>added</b> 71:10 178:19 195:18 211:10 243:1 <b>addiction</b> 59:4 132:3 <b>adding</b> 106:1 218:16 <b>addition</b> 71:13 118:8 236:20 243:15	<b>Address</b> 55:8 <b>address</b> 46:15 47:9,18 56:8 76:8,9 78:16 82:13 83:12 124:23 175:7 176:14 183:16, 17 193:6 204:18 210:2 229:14 253:4 267:1 <b>addressed</b> 24:14,20 56:10 78:23 82:3,8 83:19 161:11 166:8 221:18 <b>addresses</b> 19:15 40:9 76:20
<b>accustomed</b> 178:14	<b>actionable</b> 161:1 <b>actions</b> 35:20 65:13 76:5 113:8 <b>activate</b> 249:19 <b>active</b> 17:9,19 19:11 25:12,18	<b>actor</b> 195:7		

<b>addressing</b> 82:21 182:22 184:10 189:3 <b>adherence</b> 65:13 <b>adhesive</b> 273:21 <b>adjourn</b> 5:13 <b>adjust</b> 235:7 <b>adjusted</b> 199:12 <b>adjustment</b> 122:6 <b>administrator</b> 132:1 176:10 <b>administration</b> 89:14 165:20 <b>administrative</b> 135:12 <b>administrator</b> 37:8 46:4,7 162:14, 23 164:15 165:11 166:3,5, 7 167:2 168:3 <b>administrators</b> 4:21 28:14,19 97:19	191:1 197:20 <b>admission</b> 140:3 155:14 <b>admitted</b> 155:15, 18 <b>adolescent</b> 129:2,4 <b>adolescents</b> 131:12 141:12 150:8 <b>adopt</b> 19:11 220:12 227:9 <b>adult</b> 59:15 84:17 155:22 156:4 207:24 208:11 <b>adulthood</b> 150:9 <b>adults</b> 131:12 136:2 139:18 141:12 142:22 152:10 156:11 207:24 <b>advance</b> 152:7 <b>advanced</b> 179:1 <b>advantage</b> 86:5 <b>adverse</b> 55:3	<b>advertised</b> 274:23 <b>advice</b> 253:17 <b>advisor</b> 53:14 <b>advocacy</b> 68:20 <b>affect</b> 7:7 <b>affected</b> 163:13 164:13 <b>affective</b> 13:1 <b>Affordable</b> 130:1 <b>affording</b> 177:21 <b>affront</b> 64:18 <b>afoot</b> 162:4 <b>aforementioned</b> 242:8 <b>afraid</b> 64:3 210:6,19 <b>after-action</b> 184:23 235:12 236:3,23 <b>afternoon</b> 8:20 25:2,10 52:8,15 55:19,24 71:5 127:24 162:11, 18,24 237:18	261:18 <b>after-school</b> 77:19 <b>age</b> 15:14,24 40:2,10 139:13, 14 140:18 142:11 143:17, 20 178:19 179:20 188:18 190:19 208:4 248:13 <b>agencies</b> 29:20 30:7 32:25 33:13 34:4 74:25 111:13 114:13 146:2, 20,22 153:19 241:19 <b>agency</b> 28:14 32:24 33:21 146:4 151:19 153:17 171:17 174:11 176:7 <b>agenda</b> 3:18 4:16 6:15,22	73:2,5 127:11 169:8 <b>agendas</b> 130:10 <b>ages</b> 141:11 <b>agree</b> 53:9 55:8 65:16 101:3,18 105:6 113:8 119:9 120:25 122:3 124:22 152:12 176:2 197:10 216:17 223:2 230:8 <b>agreed</b> 44:9,12 54:17,22 169:22 223:21 254:6 257:11 <b>agreement</b> 30:14 34:8,15 44:17 66:4,6 72:2,3 124:7 147:18, 19 171:20, 22 172:2,8, 15,22 255:10
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>agreements</b> 30:15 34:9 35:9 174:24 <b>agrees</b> 216:18 <b>AHCA</b> 147:19 <b>ahead</b> 54:12 63:10 70:23 72:20 73:6 97:5 98:9 101:17, 21 109:25 115:13 122:25 124:9,20 127:14 151:2,6 152:21 159:5 203:8 205:17 214:20 227:14 229:17, 24 245:1 251:22 253:18 263:7 270:16 <b>aided</b> 166:17 <b>Alachua</b> 90:2 <b>Alamo</b> 195:24 <b>alarm</b> 190:16	196:6 212:17 <b>alcohol</b> 129:15 <b>alert</b> 250:7 <b>Alex</b> 271:7 <b>Alice</b> 272:24 273:1 <b>align</b> 127:23 145:1 149:5 <b>aligned</b> 94:24 <b>allocate</b> 132:5 <b>allowed</b> 134:6 <b>allowing</b> 14:21 127:16 <b>alter</b> 204:20 <b>altering</b> 204:25 205:9,14 <b>alternate</b> 213:20 <b>ambiguity</b> 116:17, 24 232:19 234:17 <b>ambiguous</b> 17:12, 13,14,15 <b>amend</b> 245:1 <b>ammunitio n</b> 14:22 <b>amount</b> 49:7	54:15,20 59:25 139:4 142:5,19 240:10 242:20 <b>ample</b> 49:11 266:12 <b>analysis</b> 20:18 42:9 106:23 126:25 <b>analysts</b> 112:11 <b>analyze</b> 5:11,12 45:11 <b>analyzing</b> 116:16 <b>ancillary</b> 76:19 <b>and/or</b> 29:21 51:23 89:4 127:25 128:1 139:11 141:18 249:16 <b>anger</b> 78:22,24 <b>Ann</b> 192:24 <b>Annette</b> 154:12 <b>announce</b> 190:23, 24 191:17 <b>announced</b> 205:1 <b>annual</b> 16:22	21:14 <b>annually</b> 62:12 <b>anonymous</b> 64:1 <b>answering</b> 33:7 <b>answers</b> 161:9 189:10 248:1 <b>anticipat e</b> 218:22 219:9 <b>anticipat ed</b> 218:16 <b>antisocia l</b> 81:25 82:12 <b>anxiety</b> 179:25 186:3 <b>anymore</b> 152:3 262:20 <b>apologize</b> 19:2 72:17 162:15 <b>app</b> 64:2 <b>apparatus</b> 121:4 195:3 <b>apparentl y</b> 57:3 94:10 <b>appears</b> 35:25 75:21 102:21	<b>Appendix</b> 23:25 <b>apple</b> 106:10 108:5 <b>applicati on</b> 243:12 245:1 254:25 <b>applicati ons</b> 243:7 244:1 <b>applied</b> 246:6 250:2,16 <b>apply</b> 224:2 231:8 246:18 264:22 <b>applying</b> 31:14,15 <b>appoint</b> 191:1 <b>appointme nts</b> 151:23 <b>appreciat ed</b> 213:11 <b>appreciat ing</b> 207:1 <b>appreciat ive</b> 146:5 <b>apprehend s</b> 113:16 <b>approach</b> 84:24 141:9 144:7 153:16
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

185:19	17 204:9	<b>arrest</b>	182:10	40:21,25
188:16	205:3	80:3,4	184:11	41:4,10,
214:10	223:13	87:23	190:14	17,21
225:15	235:24	104:1	197:24	42:2
273:6	246:22	<b>arrested</b>	198:7	45:16,
<b>approache</b>	270:18	88:16	227:21	19,21,23
<b>d</b>	273:7,8	98:24	228:25	78:13
258:9	<b>areas</b>	<b>arrive</b>	234:1,	81:11,
273:11	7:20	252:15	24,25	12,15,17
<b>approache</b>	20:5	<b>arrived</b>	235:3	88:10
<b>s</b>	26:12	274:16	245:6,9,	92:12
83:11,	89:3	<b>arriving</b>	14 246:7	119:3,5
20,21	125:16	144:4	247:9,	121:15
<b>appropria</b>	137:10	<b>Ashley</b>	13,21	145:19
<b>ted</b>	142:18	4:7,10	249:19	148:25
140:13	144:8	65:6,8,9	250:15	149:3,4,
<b>approve</b>	148:10	67:21,23	272:10	5
2:11	163:19	97:4,6	273:11	<b>assessmen</b>
11:1	206:18	98:7,10	<b>assailant</b>	<b>ts</b>
<b>approved</b>	247:2	99:3,20	<b>s</b>	52:25
3:2	270:10	100:12	156:6	81:18
78:13	<b>argue</b>	101:3,18	<b>assemble</b>	82:5
181:20	202:24	115:10	19:6	145:18
224:14	<b>argument</b>	151:3,5	21:19	149:6
<b>approxima</b>	178:1	156:20,	34:6	<b>assigned</b>
<b>tely</b>	180:7	21	<b>assemblin</b>	239:10
30:25	215:7	157:25	<b>g</b>	244:6
31:1	<b>arises</b>	159:3,6,	22:4	255:8
<b>apps</b>	91:6	14	161:24	<b>assistanc</b>
212:1	<b>armed</b>	203:9,10	<b>assess</b>	<b>e</b>
<b>April</b>	13:5	205:8	22:1	126:14
70:13	57:1	<b>asks</b>	36:1,6	<b>assistant</b>
<b>AR-15</b>	256:6	33:21	39:5	130:2,24
210:16	<b>arrangeme</b>	<b>aspect</b>	45:7	169:19
<b>arbitrary</b>	<b>nts</b>	60:25	<b>assessed</b>	210:22
185:16	44:11	158:1	78:9,16	<b>assisted</b>
186:11	<b>array</b>	169:12	<b>assessmen</b>	169:15
<b>area</b>	88:10	<b>aspects</b>	<b>t</b>	<b>associati</b>
12:12	92:13,14	130:22	4:1,2	<b>ng</b>
26:9	131:7	<b>assailant</b>	16:23	83:10
58:10	133:18	17:9,19	18:6	<b>associati</b>
60:1,8	136:15,	25:13,18	19:4,8	<b>on</b>
74:2	16,18	26:22	21:4,19,	163:4,16
138:8	137:11	27:23	20,22,23	164:20
164:23	150:10	32:1,3	38:15,17	165:11,
200:15,	157:22	175:22	39:1	18

166:2,4 168:10, 14 169:4,9 180:16, 19,20 198:24 221:11 <b>associati on's</b> 169:14 <b>assume</b> 39:6 102:18 110:18 232:21 <b>assuming</b> 145:6 201:11 <b>assumptio n</b> 104:20 <b>assurance</b> 130:17, 20 242:5 <b>assurance s</b> 165:14 259:16 <b>attacks</b> 64:6 <b>attend</b> 68:17 103:5 <b>attendanc e</b> 141:24 142:8 168:24 <b>attends</b> 77:18 <b>attention</b> 58:11 83:5 84:14 117:9	123:17, 22 146:18 163:20 176:11 194:1 <b>attitudes</b> 82:1 <b>attorney</b> 92:23 93:11 94:6 95:5,19 105:6 122:11 <b>attorney' s</b> 99:1,24 100:7 101:10 110:22 <b>attorneys</b> 76:25 79:4 99:8,15 100:7 114:23 214:25 <b>attractiv e</b> 66:12 <b>attribute</b> 163:21 <b>audience</b> 169:20, 25 <b>audit</b> 49:14, 16,23 72:21 74:10, 16,22 75:13 86:18 255:16	<b>August</b> 17:5 19:2 20:25 21:5 22:11 24:10, 17,22 34:13 41:25 42:2 45:17,19 46:1 241:11 242:2 244:4,13 245:8, 13,21 247:11 249:21 255:12, 15,19, 22,23 257:11 259:13 <b>auspices</b> 40:13 104:4,11 <b>authority</b> 13:13 14:1 20:3,5,6 27:12 43:1,3 52:19 75:5 125:17, 25 129:17 131:23 <b>authoriza tion</b> 111:20 128:18 <b>authorize</b> 28:6	31:22 243:14 <b>authorize d</b> 242:24 243:18 245:19 265:21, 24 266:6,9 <b>authorize s</b> 129:3,8 <b>authorizi ng</b> 13:8 243:5 <b>automatic</b> 151:19 <b>average</b> 134:25 141:21 142:10 143:17, 20 149:14 212:9,11 <b>avert</b> 16:21 <b>avoid</b> 33:23 185:16 <b>avoids</b> 35:6 <b>aware</b> 13:6 23:6 60:2 145:6 168:4,6 178:3,16 206:6 258:22 <b>awareness</b> 62:7,9 203:7	228:18 <b>awesome</b> 196:19 <b>awhile</b> 26:13 <b>axis</b> 136:21 <b>aye</b> 2:21,22, 24 <hr/> <b>B</b> <hr/> <b>Babcock</b> 127:13, 15 151:1 152:11 153:9 155:10 159:21 162:7 <b>back</b> 8:20 9:24 10:3 11:3,13 12:15 13:25 19:1 45:10 52:22,23 56:11 60:17 63:1 69:4,12 72:10 73:4 76:20 80:8 98:21 104:24 112:17 118:25 119:2 120:18, 23
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

126:22	<b>backup</b>	<b>bar</b>	230:2,6	6:13
127:1	27:21	66:25	254:22	39:22
137:23	177:5	<b>barricade</b>	269:21	72:20
151:21	<b>bad</b>	<b>s</b>	273:22	84:3,21
153:21	51:16	221:19	<b>baseline</b>	177:18
160:21	64:5	<b>barrier</b>	200:4	<b>beginning</b>
162:21	139:8	174:20	<b>basically</b>	23:24
175:17	177:7	<b>Bartlett</b>	53:8	75:9
177:10,	179:8	99:10,17	59:18	78:7
19	195:7	100:10	248:3	134:12
186:5,24	269:15	<b>base</b>	250:18,	209:19
187:23	<b>baggage</b>	104:15	22,24	<b>begins</b>
191:18	153:11	116:12	251:25	9:22,25
196:5,9	<b>bags</b>	<b>based</b>	254:1	10:17
207:23	193:16,	22:15	262:5	120:18
225:15	25	31:5	<b>basis</b>	<b>begun</b>
234:22	196:18	35:9	13:22	207:14
235:20	<b>Baker</b>	39:22	114:1	<b>behalf</b>
237:9,20	13:10,	48:4	<b>basketbal</b>	125:12
242:25	16,22	52:1	<b>l</b>	169:9
244:3,8,	14:2,6,	64:3	204:8	<b>behavior</b>
12	8,11,15	81:16	<b>bathroom</b>	68:13
245:6,	15:22	83:24	18:16	98:1
12,20,25	56:14	87:23	214:6	136:3
246:7	128:16	88:12,25	<b>battery</b>	143:15
247:10,	129:16	93:11	90:4	158:3
18,23	135:7	94:11	<b>battle</b>	191:8
249:4,20	136:12	102:20	144:8,9,	<b>behaviors</b>
250:23	151:8,	104:8	13,19	<b>l</b>
258:4	18,20	106:23	<b>battles</b>	14:16
260:3	152:16,	111:17	33:23	18:6
265:1	23	113:5	<b>Bay</b>	19:4
266:8	153:20,	127:4	254:13,	39:1
<b>backdrop</b>	21	129:9	18	41:10,20
240:14	154:9,	134:10	<b>Beach</b>	45:16,21
<b>Backer</b>	13,17,19	145:15	8:15	83:1,20,
151:12	155:8	171:18	44:21	21,24
<b>backgroun</b>	161:4,16	179:20	243:11	103:4,6
<b>d</b>	162:6	206:20,	<b>before-k</b>	119:4
74:7,9	<b>balance</b>	24	146:14	128:2
75:4	157:17	207:4,	<b>began</b>	136:22
81:2	167:5	12,15	164:3	145:15
<b>backpack</b>	<b>ball</b>	208:17	<b>begging</b>	148:13
188:1	222:24	209:12,	240:15	150:6,9
<b>backside</b>	224:11,	23	<b>begin</b>	<b>belief</b>
240:19	17	215:16	3:18	31:5

55:18	81:2	22	<b>boy</b>	110:13
<b>beneficia</b>	87:11	<b>boards</b>	81:21	118:24
<b>l</b>	192:15,	29:11	<b>boys</b>	127:3
215:21	18 194:9	68:3	36:21,	139:5
<b>Bertha</b>	196:2	166:23	23,25	147:13
162:22	221:23	<b>boat</b>	<b>brain</b>	149:24
<b>bettermen</b>	241:7	149:21	159:25	162:21
<b>t</b>	265:16	<b>body</b>	160:4,7,	183:21
170:14	<b>bite</b>	24:13	8,14	194:7
<b>big</b>	108:6,7	161:7	<b>brains</b>	223:9,10
7:25	233:21	222:25	160:13	228:18
20:9	<b>bites</b>	262:15	<b>breaches</b>	230:10
26:15	107:11	<b>bomb</b>	76:4	262:24
34:17	108:5	182:23	<b>break</b>	274:22
77:19	<b>blatantly</b>	184:11	3:20	<b>bringing</b>
102:15	247:17	<b>book</b>	4:3,5	51:7
133:24	<b>block</b>	37:21	16:17	196:25
134:2	26:20	55:25	65:3	247:14
135:9	132:1	56:1	69:3,5	<b>brings</b>
<b>bigger</b>	<b>Blue</b>	57:25	71:13	104:24
102:9	148:21	58:3	72:6	<b>broad</b>
<b>biggest</b>	155:15	59:23	135:12	83:6
66:11	<b>blur</b>	95:1	159:2	<b>broken</b>
113:18	252:12	124:20,	201:25	170:22
231:8	<b>board</b>	21 159:2	207:16	180:22
247:2	5:21	160:16	<b>breakdown</b>	236:1
<b>bill</b>	62:3,4,	187:5,6	138:23	<b>Brooks</b>
10:11	15,16	189:8	271:14	273:16
15:6	63:7	190:8	273:3	<b>brother</b>
27:11,17	106:23	227:14,	<b>breaks</b>	58:22
33:3,9,	115:18	15	3:13	<b>Brothers</b>
20 34:4	116:16	<b>books</b>	258:9	77:19
37:19	125:25	9:13	<b>Brian</b>	<b>brought</b>
38:3	132:4	<b>bottom</b>	257:19	65:21
51:23	166:15	114:21	<b>bridge</b>	66:15,21
178:19	169:18	<b>bounced</b>	33:4	98:21
222:20	170:23	253:10	<b>briefly</b>	135:16
232:7	171:20	<b>bound</b>	3:3	139:7
233:16	180:18	193:2	130:9	165:2
<b>Bills</b>	197:25	195:3	<b>bring</b>	192:23
11:23	198:7,15	<b>box</b>	4:17	198:23
<b>bit</b>	217:15	44:5,9	6:20	<b>Broward</b>
6:25	243:5	49:17	17:24	4:25
39:19	246:12	59:13	30:16	6:1,6
74:7	253:5	<b>boxes</b>	51:20	7:24
78:11	261:20,	50:1	71:4,6	8:3,5,14

15:4	256:10	<b>built</b>	14:17,18	46:2
29:25	257:20	212:1	34:19	175:22
30:6,12	261:4	<b>bunch</b>	35:6,10	176:22
32:4	262:3	7:7 37:3	49:2	273:10
33:16	263:3,9	111:25	70:15	<b>cameras</b>
34:23,24	265:20	154:24	81:7,19	30:7,13
40:24	266:5,19	155:4,5	88:7	171:16
44:7,9,	268:12	195:12	114:15,	172:4
14 46:3	269:15	<b>burden</b>	16	173:21
63:15	271:1,11	135:12	117:24	<b>campus</b>
74:18	<b>BSO</b>	<b>burn</b>	118:1,4,	7:22
89:1	31:25	179:1	15	13:6
102:18	110:3,20	<b>business</b>	144:14	17:20
103:21	176:5	59:23	148:16	18:8
104:20	259:2,3	<b>busy</b>	152:1	27:21
105:22	<b>bubble</b>	194:1	180:9	28:3
106:22	123:18	<b>button</b>	182:20	30:24
107:1,4,	<b>budget</b>	211:11,	203:15	43:24
5,22	139:2	15	210:23	63:20
109:23	141:16	212:16	255:9	90:5
110:2	143:5	250:20,	260:15	185:25
115:17	<b>budgeted</b>	21	272:18	190:22
118:5	250:13	<b>buy</b>	<b>called</b>	205:5
119:6	<b>build</b>	14:10,24	15:19	210:17
123:15	117:15	<b>buy-in</b>	19:19	211:17
124:11	127:25	161:25	34:21	212:25
155:2	135:17	<b>buzz</b>	50:17,21	228:10
162:23	146:16	23:10	79:25	244:7,19
163:4,	<b>building</b>	<b>buzz-in</b>	114:14	251:19,
12,16,19	31:2,6,	273:17	144:8	21 252:2
164:2,	10 34:21	<b>buzzer</b>	158:17	253:15
11,14,19	135:15	273:10	<b>calling</b>	256:7
165:3,5	137:1,9		211:3	257:2
166:16	179:4	<hr/>	240:15	260:19
167:8	192:12,	<b>C</b>	268:12	262:18
170:6,14	13,14	<b>cafeteria</b>	<b>calls</b>	263:2
190:15	195:23	186:2	35:2,4	264:15,
208:13	196:10,	253:2	56:17	16
230:15	12 204:8	270:11,	77:25	266:14
241:8,	207:25	15	140:20	273:21,
12,15	208:1,2	<b>Californi</b>	210:21	24
242:9	220:21	<b>a</b>	212:9,10	274:20
244:24	<b>buildings</b>	28:16	236:14	<b>campuses</b>
245:2	196:9,11	<b>call</b>	239:3,5	8:3
249:13	222:13	2:3	<b>camera</b>	24:24
254:10		5:19,25	31:20	25:8



26:14,18 44:3 <b>candid</b> 37:3 <b>CAP</b> 16:8 128:6 <b>capabilit</b> <b>y</b> 35:3 173:1 <b>capacity</b> 133:4 146:23 <b>captain</b> 162:10 167:14 177:12, 18,20 181:14 182:12 183:16 185:4 191:21 195:18 198:14, 21 199:7 201:14, 18 204:1,19 205:11, 15,23 206:21 207:23 211:8 212:15, 19,21 216:19 217:25 218:5, 15,25 219:7,13 220:5,9 221:14 223:2 225:7,14	228:9 230:22 231:21, 22 233:11 234:3 235:19 236:13 237:13 238:5 248:24 250:19 269:25 <b>captured</b> 184:24 230:5 <b>care</b> 28:15,16 38:8 39:1,13 50:23 121:25 128:20, 21 134:21, 23,24 135:19 136:7,11 137:18 146:10 147:3,5, 6,8,13, 23 149:25 153:5,6 <b>career</b> 51:13 105:24 <b>careful</b> 189:5 <b>carries</b> 3:1 <b>Carroll</b> 39:16 65:5,8, 10	101:15, 21,22 102:22 104:16 105:20 106:18 107:12 108:24 205:17 213:4,5 230:8 <b>carry</b> 134:8 228:5 <b>carrying</b> 153:11 <b>cart</b> 10:19 <b>case</b> 15:14, 15,23 40:1,7 58:16 61:10 79:21 84:5 104:22 114:19 119:7 124:11 128:17 145:5 149:18 154:10 164:10 183:7 184:2 195:5 204:24 205:7 233:14 265:20 <b>caseload</b> 141:22 <b>cases</b> 88:15	89:10 99:13,25 103:14 105:9 109:12 156:13 <b>casualtie</b> <b>s</b> 212:24 <b>casualty</b> 47:3 <b>CAT</b> 62:22 141:8,17 142:15, 16,18,21 159:25 160:12 <b>categorie</b> <b>s</b> 71:11,12 137:1 138:14 <b>category</b> 21:12,18 24:14 25:1 29:14 43:21 90:2 134:5 <b>caught</b> 214:5 <b>caused</b> 159:8 <b>causing</b> 82:16,22 <b>caveat</b> 136:6 260:22 <b>caveats</b> 218:15 <b>CCTV</b> 191:6 <b>cell</b> 250:6	<b>cellphone</b> 5:7,17 194:20 <b>cellphone</b> <b>s</b> 250:17 <b>center</b> 31:19 34:19,23 35:2,11, 12 112:16 154:14 155:8 172:10 174:2,5 186:2 192:24 193:1,17 228:16 <b>centers</b> 4:2 33:7 34:2 112:22 183:15 193:8,11 227:20, 25 228:2,22 229:4,15 <b>central</b> 70:4 173:15, 17 <b>certainty</b> 111:9 259:15 <b>certify</b> 21:16 <b>CESIR</b> 45:2,8 47:5 75:25 76:1,3, 6,8 87:19
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

89:6,7, 9,13 90:3,12, 18,22 97:9,14 98:3 102:4 104:24 120:1 124:24 125:6,7, 18 126:5 <b>CG</b> 115:7 <b>chair</b> 2:8 5:21 56:2 65:6 98:8 122:23 <b>chairman</b> 2:2,14, 18,23,25 3:16 48:21,24 51:24 53:9 54:6 55:23 56:25 57:6,10, 13,16,21 58:2,4,6 59:20 61:15,21 62:19 64:25 65:7 67:21,23 69:1 71:3 72:15 73:23 89:23 91:12 92:21	93:10,19 94:20 96:1 97:4 98:9,25 99:10,19 101:15, 21 103:15 106:16, 19 109:18 110:13, 23 114:2 115:3,6, 13,22 116:6 117:11, 13 119:19 121:16 122:3,24 123:5,8, 24 124:8, 13,21 125:4 126:21 150:21 151:3,4 154:11 155:19 156:20 159:1,3, 5,9,18 160:15, 18 161:12 167:12, 15,19 168:1 170:19 173:13, 19 174:3,6, 20,25	175:11 177:8 181:11 182:4 187:5 196:23 198:9,15 199:3,16 201:15 202:2 203:8 205:16 208:12 213:4 214:19 215:25 216:13, 15,21 218:3, 11,23 219:5, 11,14 220:6,10 221:10, 25 222:18 223:7 224:4 225:3,18 226:14, 24 227:23 228:11 229:3 230:3 231:15 232:5 233:12 234:20 237:11, 19,24 239:13 242:21 248:5, 15,19, 21,25	249:10 251:22 253:21 255:2 256:9 257:14 259:5,10 262:12, 19 263:6,21 264:2, 11,17 265:13 266:7 267:4 268:17 272:19 <b>challenge</b> 38:9 91:17,20 101:14 113:2 179:23 274:9 <b>challenge</b> <b>s</b> 8:16 195:14 <b>challengi</b> <b>ng</b> 156:3 190:21 <b>champion</b> 145:4 <b>chance</b> 2:10 69:4 126:11 153:13 269:22 <b>Chancellor</b> <b>r</b> 61:15, 16,23 125:11 126:6,10	271:18 273:15 274:4 <b>chances</b> 195:4 <b>change</b> 7:8 38:16 50:7 81:20,23 160:3,5, 13 164:23 199:2 216:12, 19,22 221:23 225:16 228:19 231:13 243:13 269:7 <b>changeabl</b> <b>e</b> 81:19 <b>changed</b> 21:8 80:6 108:8 115:20 170:13 208:14 217:8 240:3 <b>changing</b> 160:5 216:17 <b>channel</b> 34:24 <b>channels</b> 33:14, 19,22 <b>chapter</b> 23:24,25 27:14,19 29:18,24
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

32:22,25 35:19 38:14 39:15 40:11, 21,23 42:6,21 <b>chapters</b> 43:4,11 268:15 <b>charge</b> 120:18 222:10 <b>charged</b> 52:17 75:17 98:14 129:22 147:9 <b>charges</b> 207:10 <b>chart</b> 80:11 <b>charter</b> 17:17 241:13, 16,25 242:6 257:22 258:5 263:17 264:5, 16,21 265:1,9, 22 266:14, 24 <b>charters</b> 8:7 19:10 44:10 57:8 228:2 263:14, 18 265:15,	18 268:23, 25 269:1,3 <b>chasing</b> 240:2 <b>cheating</b> 75:15 <b>check</b> 44:5,8 50:1 210:22 251:17 <b>checking</b> 49:17 <b>checkup</b> 151:20 <b>chemical</b> 159:8, 12,16, 20,22 <b>chemistry</b> 160:1,3 <b>chief</b> 2:18 46:5 162:10 163:5,7 167:18, 22 168:5 171:12, 14,18 172:6,25 173:6, 17,24 174:4, 15,22 175:5, 12,13 176:14, 25 177:8 180:16 183:17 185:1,4 188:7 189:18	190:17 192:5 193:7 200:6 206:23 221:16 224:6 225:7 237:13 256:24 257:3,8 269:25 <b>chief's</b> 165:10 166:2 180:20 199:4 <b>chiefs</b> 29:21 34:14 163:4,16 164:2,18 165:4,17 168:9 169:4 170:8 171:4 180:16 198:24 212:8 221:11 223:3, 12,21 224:15 225:4,8 229:22 241:18 <b>child</b> 16:14 38:20,25 39:5,6 59:13 77:18 82:11,12 129:1,3 133:1	134:1,7, 19 137:7 142:4,23 145:8 152:23 155:22 178:11, 25 220:25 228:14 <b>child's</b> 78:18 <b>childcare</b> 56:17 57:2,7 <b>childhood</b> 183:15 228:22 <b>children</b> 49:22 50:22,24 56:7,19 63:18 123:17 130:4 131:12 134:6 135:25 138:20 139:15, 18 141:11 143:14, 19,21 148:12 150:8 152:20 193:1 256:5 <b>choice</b> 67:10 258:5 <b>chose</b> 251:18 <b>Chris</b> 2:13	254:5 <b>Christmas</b> 207:16 <b>CIO</b> 113:19 <b>circle</b> 96:14,17 <b>circuit</b> 93:1,11, 12,13, 21,24 94:7 99:12,21 122:13 <b>circuit-</b> <b>wide</b> 96:18 <b>circuits</b> 77:1 92:24 <b>circulate</b> 114:12 <b>circumsta</b> <b>nce</b> 171:19 <b>circumsta</b> <b>nces</b> 97:17 120:8 248:2 <b>citation</b> 68:10 76:14 77:2,8, 24 78:17 79:3,23 80:1,5 81:1 83:14 85:2,15 86:5,8, 13,14,15 87:23 88:17 93:4 94:3
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

98:18	104:1	<b>classroom</b>	122:7,8	232:1,2,
99:22	105:4	26:13	209:13	11,23
100:3	106:9,12	46:10	215:4	<b>codes</b>
104:1	107:17	50:8	268:24	178:22
106:13	108:10,	186:5	<b>cleared</b>	179:4,6,
107:18	13,15	187:13	31:9	14 199:2
108:15	110:3,25	193:19,	<b>clearer</b>	202:1
110:3,25	111:8	20,21	94:8	230:16,
111:8	112:3	195:5,6	<b>Client</b>	18,23
112:3	114:19	213:24	129:20	231:10,
114:19	117:19	214:16	<b>clients</b>	14
117:20	118:8	245:24	129:25	233:11
122:10	122:10	246:4,23	137:4	<b>cognitive</b>
<b>citations</b>	<b>civilly</b>	249:25	149:12	83:20,
72:12	68:6	250:1	150:3	21,23
98:12	<b>CJSTC</b>	<b>classroom</b>	<b>climate</b>	<b>cognizant</b>
103:13	32:12	<b>s</b>	180:8	202:8
105:4	<b>claim</b>	27:5	234:11	<b>coincide</b>
106:9	17:12	56:8	<b>clinical</b>	4:5
108:10,	36:24	59:9	129:18	<b>collabora</b>
13 118:8	<b>clarifica</b>	187:7	148:12	<b>tion</b>
<b>city</b>	<b>tion</b>	191:12	<b>close</b>	66:1
164:14,	87:8	193:12	4:17	74:24
16,19,25	233:23	194:8	33:4,5	146:9
168:11	269:14	195:11,	86:25	180:14
<b>civil</b>	<b>clarified</b>	13	96:14,16	199:1
68:10	116:8	250:12	<b>closed</b>	<b>collabora</b>
72:12	<b>clarify</b>	<b>clean</b>	3:10,11	<b>tively</b>
76:13	47:24	126:12	10:5	125:14,
77:2,8,	87:11	<b>cleaned</b>	24:24	15
24 78:17	101:23	124:15	126:11	<b>colleague</b>
79:3,23	103:8	<b>cleanest</b>	251:6	115:9
80:1,5	227:17	94:12	<b>closely</b>	<b>collect</b>
81:1	<b>clarifyin</b>	<b>clear</b>	65:19	113:12
83:14	<b>g</b>	14:3	86:24	<b>collectiv</b>
85:2,15	114:10	17:13,16	<b>closes</b>	<b>ely</b>
86:5,8,	<b>clarity</b>	26:23	18:11	65:12,14
13,15	198:10	41:8	<b>CMPS</b>	<b>Colorado</b>
87:23	<b>class</b>	55:6,19	204:10	201:16
88:17	194:5	75:9	<b>code</b>	<b>column</b>
93:4	254:11	76:15,17	182:19	36:14
94:3	266:9,22	84:23	187:3	38:10
98:11,18	<b>classes</b>	85:18	196:8	40:5
99:22	50:8	89:13	210:23	41:19
100:3	<b>classic</b>	103:9	231:18,	42:7
103:7	151:13	115:10	25	246:19

<b>combinati on</b> 11:22 111:23 182:11 242:7 261:23 <b>comfort</b> 217:19, 21 <b>comfortab le</b> 176:18 222:16 <b>commander</b> 174:18 <b>commence</b> 39:21 <b>commenced</b> 2:1 <b>commend</b> 48:23 49:5 <b>comment</b> 101:8 199:11 211:6 213:8 218:6 <b>commented</b> 271:21 <b>comments</b> 43:19 61:17 69:6 70:20 180:11 <b>COMMISSIO ENR</b> 213:5 <b>commissio n</b> 7:4 10:22 23:8,17 27:7	32:11 40:17 47:13 49:6 50:13,17 51:4,19 53:25 54:1,11, 15 55:6 60:6 61:18 63:3 64:21 68:1,9, 22,24 73:8,17 89:8 106:25 125:12 127:3,8 140:9 146:18 156:15 163:10, 17,25 164:1 168:8 198:2 199:18 214:25 216:3 237:19, 25 255:14 256:1 <b>commissio n's</b> 9:6 10:9,12 67:24 94:22 163:21 177:24 <b>commissio ner</b> 2:15	20:4,6 22:14 27:11 32:15 39:16 43:3 58:4 60:21 62:1 65:5,8, 10 99:10,17 100:10 101:15, 22 102:22 104:16 105:20 106:18 107:12 108:24 110:1 115:14 117:13, 14 118:6, 10,17,24 120:24 122:1, 22,24 123:1,6 125:16, 24 155:19, 21 157:6 158:9 159:11 160:20 161:5,13 171:13, 14 172:3,21 173:4 183:14 192:23 196:1,	23,24 205:17 213:8 216:10, 14 217:20 220:16, 17,24 221:5 222:2 223:5,7, 23 224:25 225:1 226:1, 13,15 227:19 228:4,12 229:1 230:8 233:22 234:16 235:8,10 236:9 237:4 251:23 255:5,11 256:21 259:9 262:22 263:6,8, 20,22 264:3,14 265:10 266:4,23 268:7 269:13 270:5 <b>commissio ners</b> 6:19 71:21 150:25 171:11 237:24	<b>commissio ns</b> 77:16 <b>commit</b> 79:15 86:9 156:7 256:14 <b>commitmen t</b> 8:4,6 129:13 167:6, 20,23 <b>commitmen ts</b> 125:5 161:19 166:7, 11,20 <b>commits</b> 86:7 103:19 <b>committed</b> 125:12 136:20 170:9,11 <b>committee</b> 9:22 55:9 67:6 232:8 <b>common</b> 78:12 117:3 147:20 158:4 <b>communica te</b> 177:2 210:15 249:18 250:14 <b>communica ted</b> 119:14
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>communicating</b> 35:3 210:14 212:25 <b>communication</b> 26:4 31:19 34:3 46:11 66:1 167:11 168:16 179:3 232:3 249:16 <b>communications</b> 4:24 163:11, 20 164:6 165:2 166:21 167:8 169:12 170:6 173:15 250:23 <b>communities</b> 131:5,6 133:10, 13 140:10, 25 141:1 146:17 <b>community</b> 15:7,9 39:23 40:14 48:4 66:8 67:3 78:10,14 83:17	92:15 94:14 95:9 96:4,7 104:15 105:13 108:2 109:15 116:12 117:19 121:23 129:6 130:2,15 131:11, 20 133:6,8 134:10, 23 137:16 138:10, 19 140:14, 15,16 141:7,8, 15 142:1 143:16 146:15 150:16 158:11, 12 252:16 <b>community-based</b> 93:23 95:4,9, 19 104:9,11 121:20 <b>compact</b> 128:22 <b>companies</b> 5:17 <b>compel</b> 156:12 <b>compile</b> 49:23	<b>complaining</b> 266:25 <b>complaints</b> 37:6 <b>complete</b> 26:25 27:1 30:10,12 33:6 78:10 85:16 98:13, 18,19 100:19 105:4,12 <b>completed</b> 6:3 20:16, 20,24 21:1,2,5 22:18 24:6,8 27:13,17 30:3 32:2,5 33:3 34:4 36:14 38:3 40:4,15, 25 41:19,22 42:2,24 43:2,9, 14 79:12 149:17 237:8 <b>completely</b> 53:22 110:3 115:8 208:8 215:9	243:23 253:15 258:8 274:12 <b>completing</b> 110:7 <b>completion</b> 79:11,20 97:2 99:6 143:10 <b>completions</b> 79:7,14 <b>complex</b> 141:13 <b>complexity</b> 118:25 <b>compliance</b> 8:17 12:2,14 13:2 19:13 20:7 25:6,22 26:3,6, 21 27:1, 6,8,12 43:1,3 46:23 48:5 49:12 52:3 54:4,19 68:4 153:8 195:9 199:22 255:12 259:25 260:8 267:9,10	269:11 274:22 <b>compliant</b> 51:10 157:20 254:2 261:4,7 <b>complied</b> 21:16 256:3,25 261:12 264:18 <b>comply</b> 8:22 49:13 51:17 98:19 152:24 267:8 <b>component</b> 197:10 <b>components</b> 56:14 62:7 70:7 189:14 <b>composite</b> 219:1 <b>comprehensive</b> 23:21 129:1 132:25 150:22 <b>comprehensively</b> 26:7 <b>comprised</b> 17:3 <b>compromise</b> 202:10, 13 <b>computer</b> 166:17
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>computers</b> 203:23	<b>concur</b> 40:18	<b>conferenc</b> <b>e</b>	<b>connectio</b> <b>ns</b>	235:6
<b>concentra</b> <b>te</b>	52:1,20	3:23	92:14	<b>consolida</b> <b>ted</b>
270:10	55:12	65:3	<b>consensus</b>	165:13
<b>concentra</b> <b>tion</b>	63:12	72:8	124:19	<b>consolida</b> <b>tion</b>
270:17	69:7	162:9	161:25	33:6
<b>concepts</b>	240:19	255:13	162:2	<b>constantl</b> <b>y</b>
209:20, 23	<b>concurred</b> 21:8	<b>confident</b> 173:11	165:17	169:1
<b>concern</b>	<b>concurren</b> <b>ce</b>	<b>confident</b> <b>ial</b>	170:23	270:24
38:15	54:14	3:12	198:12	<b>construct</b> <b>ion</b>
61:6	<b>condition</b> 198:8	53:18	216:2, 22,24	26:17
91:4	<b>condition</b> <b>ed</b>	77:17	224:5	271:9
95:6	191:8	<b>confident</b> <b>iality</b>	231:17	<b>consult</b>
98:6	197:6	54:8	<b>considera</b> <b>tion</b>	103:24
120:22	<b>conduct</b> 24:3	<b>confirm</b> 166:10	227:4	104:5
121:3	35:20	<b>conflict</b> 58:19	235:11	<b>consultan</b> <b>ts</b>
203:13	74:16	<b>confronts</b> 86:11	<b>considere</b> <b>d</b>	135:16, 17
208:23	75:7	<b>confusing</b> 231:10, 14 243:4	39:25	<b>consultat</b> <b>ion</b>
218:12, 14 222:5	76:4	244:8	46:16	19:15
<b>concerned</b>	102:2	<b>confusion</b> 116:17	109:17	75:22
12:16	247:8,21	243:21	112:14	76:7
43:25	249:1	244:20	126:8	<b>consulted</b>
50:16	272:9	247:3	223:14	119:6
53:11	<b>conducted</b> 17:19	251:9	<b>consisten</b> <b>cy</b>	<b>consultin</b> <b>g</b>
119:18	30:1	263:9	95:5,22	76:11
185:20	75:13	<b>congress</b> 4:1	96:20	<b>contact</b>
195:10	87:12	42:19	123:8	100:2
199:22	113:9	<b>Congressm</b> <b>an</b>	124:16	112:2
201:8	178:23	3:22	<b>consisten</b> <b>t</b>	124:2
220:2	200:12	<b>conjuncti</b> <b>on</b>	45:15	154:12
255:6	201:1	157:9	46:1	<b>contacted</b>
270:13	209:2	191:10	93:23	5:20
<b>concerns</b>	218:13		96:12	241:18
8:16	219:9		108:16	<b>contained</b>
40:9	<b>conductin</b> <b>g</b>		165:16	4:15 9:9
166:8	205:4		197:22, 24 198:6	<b>contempla</b> <b>te</b>
178:3,21	269:20		213:16	189:8
<b>concluded</b>			217:11	
55:15			223:11	
<b>conclusio</b> <b>n</b>			229:20	
261:18				

<b>contemplated</b> 189:17	<b>contracted</b> 132:7	251:24	35:15	<b>correctly</b> 107:7
<b>contents</b> 6:24	141:3	<b>conversations</b> 3:13	111:11	205:8
<b>context</b> 131:19	263:5	191:24	112:10,	<b>corridors</b> 50:8
<b>contingent</b> 66:4	<b>contracts</b> 103:4,6	243:10	25 124:1	<b>cost</b> 138:24
<b>continue</b> 48:8	132:5	<b>convey</b> 42:17	201:4	267:11,
65:20	258:11,	<b>convince</b> 215:2	250:3	12,18,25
66:10	13,23	<b>convinced</b> 197:25	<b>copy</b> 2:8 9:12	272:7
68:17	259:7	222:6	41:1	<b>costly</b> 112:18
72:24	262:6,	<b>cookie</b> 78:18	<b>Coral</b> 33:15	<b>costs</b> 22:1
73:4	13,14	<b>cooperati</b>	34:22	138:13
74:1	<b>contrary</b> 258:8	<b>on</b> 165:20	241:19	265:2
151:7	259:8	175:17	<b>Corcoran</b> 62:1	267:20
189:16	<b>contribute</b> 114:8	269:2	255:11	<b>council</b> 138:20
<b>continuing</b> 60:16	<b>control</b> 29:20	<b>coordinat</b>	<b>corner</b> 22:5	<b>counsel</b> 3:4,6
169:23	32:23	<b>e</b> 38:5	26:9	42:10,11
<b>continuity</b> 39:3,13	93:17	137:15	183:6	<b>counseling</b> 157:3
128:20	123:14	265:14	188:23	<b>counselors</b> 185:7
137:19	165:12	<b>coordinat</b>	191:4	188:25
<b>continuously</b> 170:10	269:1	<b>ion</b> 38:6,8	205:21	<b>count</b> 139:17,
240:4	<b>controls</b> 263:13	65:20,22	210:7	20 182:2
<b>continuum</b> 85:3	<b>convene</b> 70:15	128:21	246:22	183:10
<b>contract</b> 8:9	92:24	130:3	247:4	184:5
44:17	<b>conversat</b>	146:8	<b>corners</b> 26:12	251:8
131:1	<b>ion</b> 53:23	147:3,5,	184:18	<b>counterin</b>
137:15,	56:5	6,8,13	206:9	<b>tuitive</b> 215:9
21	110:14	265:16,	207:1	<b>counties</b> 8:15
138:8,25	189:17	17	<b>correct</b> 90:12	30:19
259:1,2	190:3	<b>cop</b> 100:1	93:9,18	31:24
260:17	191:20	112:1	110:18	34:5,6,
262:25	192:9	120:19	167:13	12 79:1
263:15	193:14	267:23,	201:13	92:16
	194:14	25	216:6	96:2,8
	206:23	<b>cop's</b> 124:1	225:3	
	207:24	<b>cops</b> 29:1,9	229:6	
	228:19		252:6	
	232:3		259:9	
			<b>correctio</b>	
			<b>ns</b> 2:20	



101:25 102:17 103:10, 11 119:7 140:23 148:4,5 222:13, 14 255:20 <b>counting</b> 251:10 <b>country</b> 64:23 81:17 217:15 230:17 238:8 <b>county</b> 4:21,25 6:7 7:25 8:3,5,15 15:1,3,4 16:2 30:6,12 31:18 32:4 33:2,16 40:24 44:14,21 46:3,4,7 63:15 88:24 90:2 99:21 103:1, 18,21 105:22 106:22 107:2,4, 5,22 109:23 110:2 115:17 119:6 123:15 140:23	142:19, 21 154:15 155:2 162:13, 23 163:4, 12,16,19 164:2,3, 6,15,19 165:4,5, 11,20 166:2,5, 7,10,16 167:2,8 168:3 169:2 170:6,14 177:12, 13 178:4 180:1 186:24 190:18 207:17 211:9,10 230:15 231:25 232:23 234:10 241:8,12 243:18 244:17, 22,24 245:3,4 252:11 254:13, 14,15, 17,18 257:20 261:4 263:3,10 269:16 271:1,11 272:21 273:14, 16	<b>County's</b> 124:11 <b>couple</b> 8:4 27:10 29:2 42:12 47:2 59:22 66:14 69:2 83:16 130:18 139:9 166:13 180:11 186:24 188:8 203:4 214:21 240:7 253:22 274:12 <b>coursewor</b> <b>k</b> 142:7 <b>court</b> 16:15 48:24 103:5 135:3 140:7 163:2 204:8 <b>courts</b> 16:13 <b>cover</b> 8:8 50:11 69:10 190:5 191:4 246:16 251:1 267:19	<b>coverage</b> 46:10 138:5 242:14, 15 255:25 256:12, 19,23 258:21 <b>covered</b> 3:8 228:3 242:6 259:17 265:2 <b>covering</b> 26:19 184:20 207:2 246:5,14 259:6,21 271:6,8 <b>covers</b> 184:18 <b>craft</b> 69:19 71:23 <b>create</b> 243:20 <b>created</b> 13:4 188:8 <b>creates</b> 102:4 244:20 <b>creation</b> 76:18 166:15 <b>credit</b> 239:18 <b>crime</b> 13:19 18:15,18 82:22,23 103:20 105:8,	16,17 112:15 172:10 <b>crimes</b> 75:23 98:15 <b>criminal</b> 32:10 68:19 75:8,11 86:21,22 87:20 88:5 98:2 100:8 102:2 118:14, 22 123:23 <b>criminall</b> <b>y</b> 68:6 <b>criminoge</b> <b>nic</b> 81:20,24 82:10 83:22 <b>criminolo</b> <b>gy</b> 108:16 <b>cringe</b> 206:8 <b>crisis</b> 15:23 16:21 28:20 61:8 136:3 144:9, 12,14 158:3,4 204:3 <b>Cristy</b> 154:12 155:7
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>criteria</b> 92:25 94:15 96:19 128:25 195:23 <b>critical</b> 63:12 77:13 81:8 83:25 98:6 <b>criticall y</b> 76:19 78:15 79:20 207:17 <b>criticism</b> 167:16 <b>cross</b> 139:18 145:19 <b>Cross/ blue</b> 148:21 155:15 <b>cruiser</b> 112:4 <b>cruisers</b> 119:1 <b>Cruz</b> 30:24 31:6,9 36:24 107:3 <b>CSAM</b> 131:21 132:12 <b>CSUS</b> 132:3 <b>cubbies</b> 144:5 <b>culminate d</b> 164:18	<b>culture</b> 269:7 <b>cumbersom e</b> 115:11 <b>cumulativ e</b> 105:25 107:23 <b>cure</b> 158:6 <b>curious</b> 100:13, 20 101:19 271:16 <b>current</b> 7:5 56:24 92:22 117:3 136:4 145:15 147:10 179:9, 14,17 180:8 203:21 240:3 <b>curriculu m</b> 186:12 <b>custody</b> 13:10,16 <b>customize d</b> 194:13 <b>cut</b> 154:9 <b>cutter</b> 78:18 <b>cycle</b> 45:11	<hr/> <b>D</b> <hr/> <b>Dade</b> 244:17 272:21 <b>daily</b> 114:1 <b>Damian</b> 237:16 239:13, 16,17 240:1 <b>danger</b> 189:4 <b>dangerous</b> 68:16 <b>data</b> 17:6 20:25 45:2,8, 11,24 48:9 73:18,24 74:3 92:7 100:24 101:23 102:7 104:22 105:3,21 106:8 107:18, 21 108:11, 12 109:4 113:12 114:1 124:24 125:18 126:12, 16,20 130:21 131:10, 14,15 140:21,	22 143:7 147:17, 18,22,23 151:10 152:12 153:14 154:21, 25 155:9, 11,12,14 159:6,14 217:13 240:2 261:21, 22 <b>database</b> 19:8 21:22 42:5 86:6,7 91:8 103:7 147:15 <b>datapoint</b> 101:13 <b>date</b> 41:24 42:1 48:6 52:21 128:8 143:6 211:23 239:12 254:22 <b>Davie</b> 241:19 <b>day</b> 7:24 69:11,17 70:2,5 84:6 114:15 124:2 148:7 189:15	191:11, 12 211:12 222:9 237:15 238:22 239:1 255:8 256:8 260:5 <b>day-one</b> 211:11 <b>days</b> 8:4 14:9 15:24 38:24 39:21, 23,24 40:7 53:24 69:25 70:1 132:19 142:5 151:21 158:11 164:1 181:8, 23,24 183:3 184:4,13 191:13 194:10, 21 195:17 197:14, 20 221:8 226:4,7, 10,17,18 240:3 <b>DCF</b> 15:8,17 62:21 127:11 130:25 138:19
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

148:20	19:9	<b>decrease</b>	<b>definitiv</b>	20:17,18
228:23	22:4	133:20	<b>e</b>	34:10
<b>DCF's</b>	36:22	<b>decreasin</b>	108:11	35:14
128:24	41:2,25	<b>g</b>	<b>definitiv</b>	42:10,25
<b>dead</b>	42:3	68:13	<b>ely</b>	56:18
31:4	45:22	<b>dedicated</b>	69:21	73:23
66:24	197:15	11:25	<b>degree</b>	74:15
210:24	<b>decide</b>	12:23	60:7	78:13
211:5	52:22	92:18	<b>delay</b>	112:9
<b>deadline</b>	59:8	196:21	30:23	125:11
21:9	93:16	267:22	31:1	144:11
<b>deadlines</b>	120:17	<b>deemed</b>	<b>delinquen</b>	145:6,23
9:4	197:16	116:18	<b>cy</b>	147:14
22:18	<b>decided</b>	<b>deeming</b>	77:14,22	149:6
239:22	272:11	116:20	78:6	154:4
<b>deal</b>	<b>decision</b>	<b>deep</b>	79:24	163:3
123:20	10:23	60:9,19	80:7	171:23
124:5	51:4	<b>defacto</b>	81:4	173:2,
152:8	103:25	96:3	89:20	16,18,25
194:2	111:16	<b>defend</b>	108:22	176:3,16
200:20	112:3	260:16	111:3	239:22
<b>dealing</b>	123:7	261:20	<b>delinquen</b>	241:19,
84:18	126:8	263:3	<b>t</b>	20,21,
96:9	202:13	<b>defendant</b>	84:8	22,23
158:7	208:16	<b>s</b>	87:17	<b>departmen</b>
193:10,	209:12,	129:21	98:23	<b>t's</b>
18 194:3	23	<b>deferring</b>	<b>deliver</b>	93:20
236:23	215:16	222:17	185:23,	<b>departmen</b>
248:1	230:6	<b>define</b>	24	<b>ts</b>
<b>dealt</b>	<b>decisionm</b>	181:12	<b>delivery</b>	30:14
51:12	<b>akers</b>	237:2	137:16,	218:18
<b>death</b>	164:5	<b>defined</b>	23 141:9	241:16
66:25	<b>decisionm</b>	55:11	<b>demand</b>	242:8
<b>deaths</b>	<b>aking</b>	<b>definitio</b>	63:21	<b>departure</b>
133:20	58:20	<b>n</b>	<b>demograph</b>	216:3,4
<b>debacle</b>	147:23	90:14	<b>ic</b>	<b>depending</b>
26:25	213:25	144:11	142:10	71:12
<b>debated</b>	222:25	<b>definitio</b>	<b>deniabili</b>	79:18
232:7	<b>decisions</b>	<b>nal</b>	<b>ty</b>	97:17
<b>debrief</b>	122:20	102:5,8	37:15	120:7
190:2	166:25	104:25	<b>denied</b>	234:11
191:19	207:25	<b>definitio</b>	173:5	<b>deputies</b>
<b>decades</b>	208:11	<b>ns</b>	<b>departmen</b>	6:4
13:12	<b>declared</b>	90:3	<b>t</b>	30:2,4
<b>December</b>	211:22		7:6	33:17
11:2			11:25	34:25

151:14 200:14, 16 242:9 259:6,21 266:21 <b>deputy</b> 28:2 44:13 127:13, 15 151:20 152:11 153:9 155:10 159:21 206:2,15 260:18 264:19 273:15 <b>Desantis</b> 62:2 <b>describe</b> 88:2 156:24 <b>descripti</b> <b>on</b> 235:14 237:6 <b>descripti</b> <b>ve</b> 230:1 <b>deserves</b> 239:17 <b>design</b> 26:17 <b>designate</b> 132:2 204:4 <b>designate</b> <b>d</b> 26:9 69:25 139:6 144:11 203:16 204:23	205:9 <b>designate</b> <b>s</b> 39:9 <b>designati</b> <b>ng</b> 39:2 <b>designed</b> 81:18 <b>designee</b> 200:10 <b>designees</b> 201:2 <b>destroyed</b> 274:6 <b>detail</b> 128:4 213:15 <b>details</b> 20:9 32:8 164:22 225:17 <b>detain</b> 129:17 <b>detention</b> 128:20 <b>determine</b> 86:12 89:15 97:19 177:16 <b>determine</b> <b>d</b> 94:15 135:11 203:18 <b>determini</b> <b>ng</b> 97:8,16 <b>detractin</b> <b>g</b> 202:4 <b>Deutsch</b> 3:22	<b>develop</b> 10:7 34:15 63:13 192:18 270:20 <b>developed</b> 16:3 32:13,20 58:14 <b>developin</b> <b>g</b> 92:10 136:5 <b>developme</b> <b>nt</b> 17:6 45:23 180:24 <b>developme</b> <b>ntal</b> 178:20 190:20 <b>developme</b> <b>ntally</b> 56:6 179:20 <b>device</b> 249:16 250:3,8 <b>devices</b> 250:5,16 <b>diagnoses</b> 160:11 <b>diagnosis</b> 141:13 <b>dial</b> 210:20 <b>dialogue</b> 196:16 228:21 <b>dials</b> 212:2 <b>dictate</b> 192:3 236:1	<b>different</b> <b>e</b> 13:14 14:20 34:17 144:15 212:23 217:21 220:13 <b>different</b> <b>iated</b> 190:9 <b>different</b> <b>ly</b> 6:25 90:12 192:16 204:20 231:16 <b>difficult</b> 36:1,6 67:19 115:11 <b>dig</b> 216:7 <b>digit</b> 210:20 <b>diligentl</b> <b>y</b> 53:19 <b>direct</b> 34:2 78:24 125:17, 25 138:12 174:13 203:24 265:23 <b>directed</b> 148:23 <b>direction</b> 53:3 127:7 166:10 170:8	171:1,8 <b>direction</b> <b>s</b> 189:7 <b>directly</b> 73:11 82:7,16 96:3 169:4 173:6 186:25 262:1 264:7 265:6,12 <b>director</b> 8:19 22:3 25:2,9 26:2 32:16 46:24 52:6 54:25 63:14 73:18 130:15 131:3 167:7 199:23 203:1 230:10 237:15, 18 240:12, 24 248:11, 17,20 249:1,14 252:7 253:23 257:17 261:2,5, 8,25 262:17 264:9 268:18
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

269:18, 23 271:2, 13,17 272:14, 17,21,25 273:13, 15 <b>directors</b> 131:7 <b>directs</b> 161:8 <b>disabilit</b> <b>ies</b> 82:24 <b>disagree</b> 220:17 232:13 <b>disaster</b> 178:11 182:25 234:8 235:1,4 <b>discern</b> 185:8 <b>dischargi</b> <b>ng</b> 152:25 <b>disciplin</b> <b>e</b> 117:18 <b>disciplin</b> <b>ed</b> 6:5 30:5 <b>disciplin</b> <b>es</b> 144:5 166:18 <b>disclose</b> 16:12 <b>disclosur</b> <b>e</b> 54:18 <b>discretio</b> <b>n</b> 64:3	84:17 87:22 89:15 97:8,21, 25 101:12 119:23 120:2, 19,25 121:9 123:12, 25 124:1,6 <b>discretio</b> <b>nal</b> 102:9 <b>discretio</b> <b>nary</b> 132:2 <b>discuss</b> 3:11 187:4 <b>discussed</b> 28:15,18 127:24 135:21 163:13 165:8 203:14, 15 <b>discussin</b> <b>g</b> 165:6 271:19 <b>discussio</b> <b>n</b> 2:20 6:23 7:2 11:19 17:21, 22,24 18:4 25:19 34:7 43:19 47:10,20	55:24 60:5 71:2 72:18 91:18 104:18 112:21 169:21 196:25 199:10 200:6 208:5 209:15 216:23 224:9,13 227:12 229:20 242:4 259:13 <b>discussio</b> <b>ns</b> 10:25 164:12, 18 165:10 168:6, 11,15 170:2 199:17 270:3 <b>disease</b> 160:7,8, 9 <b>disengage</b> <b>d</b> 201:6 <b>disingenu</b> <b>ous</b> 267:5 <b>disorder</b> 136:5 <b>disorders</b> 62:12 136:6 143:1,3	<b>disparity</b> 95:7 96:11 <b>dispatch</b> 34:24 35:13 166:17 212:11 <b>dispatche</b> <b>s</b> 35:8 <b>dispel</b> 186:3 <b>dispersed</b> 138:2 <b>disposed</b> 37:17 <b>dispositi</b> <b>on</b> 37:9,12 <b>dispute</b> 167:1 <b>disqualif</b> <b>y</b> 14:6 <b>disregard</b> 272:12 <b>dissipate</b> 44:4 <b>distances</b> 93:15 <b>distincti</b> <b>on</b> 77:14 118:7 201:24 <b>distribut</b> <b>ed</b> 50:3 142:16 245:12, 15 <b>distribut</b> <b>ion</b> 49:19 138:16,	17 <b>district</b> 12:21, 24,25 13:2 19:10 21:15 31:21,22 36:8,13 38:22 41:7,9, 16 49:24,25 50:11 59:7 63:25 64:2 86:2,3 87:2 90:6,8 92:7 94:9,17 106:22 109:21 116:2 121:3 154:25 188:7, 14,24 189:18 211:14 213:16 235:13 236:10 238:17 241:2 242:12, 24 243:14, 21 244:3 245:5, 12,16,23 246:2,20 247:8, 12,13,20 249:8
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

250:2,5, 6,16 251:4 253:1,20 256:10 258:15, 22 260:3 263:10, 18 264:8 265:8, 10,18, 19,20, 21,22 266:5 270:14 272:9, 11,19 274:3 <b>district'</b> <b>s</b> 257:23 <b>district-</b> <b>wide</b> 21:10 <b>district=</b> <b>wide</b> 16:25 <b>districts</b> 7:19 19:3 20:7 25:3,12, 14 26:11 27:3 28:5,9 30:18 35:19 36:6,12 38:5 39:11 42:22 46:9 50:19,23 51:9 54:18,23 55:20	68:2 87:15,18 88:1,20 89:11,12 92:1,10 96:23 104:14 121:13 125:13 126:1,19 179:21 188:8,10 210:19 211:9 231:9 232:15 234:18 238:13 239:9 241:4,5 244:10, 16 245:7,9, 20,21 246:24 249:23 253:8,12 254:2,7 255:7 256:2 257:6,12 265:14 268:18, 21 269:3,6, 11 270:24 273:4 274:2,11 <b>disturban</b> <b>ce</b> 136:1 <b>dive</b> 60:9,19 101:9	<b>divergent</b> 47:11 <b>diversion</b> 15:22 20:19 40:11,14 46:12 48:3 72:12,22 75:7 76:1,2, 9,14 78:7,8 83:14 85:15 87:16 88:7,22 90:21 92:2,8, 11,25 93:3 94:10,18 96:17 98:5 99:23 100:3, 11,15 102:1, 10,14 103:11, 18 104:2,9 105:13 107:10, 14 108:3 111:1,8 112:4 113:8,9, 17 116:11, 13,18 117:24 118:2, 11,19 119:8, 12,20	120:12, 16 121:6, 10,19,24 122:9 <b>diversion</b> <b>ary</b> 68:11,15 98:12 115:19 117:18 123:2 124:12 <b>divide</b> 52:12 <b>division</b> 119:17 258:5,6 <b>divisions</b> 258:6 <b>DJJ</b> 40:15 48:2 72:23 73:15 74:20 81:15 94:25 101:13 108:22 116:3 119:1 <b>DJJ's</b> 40:18 72:11 <b>Doctor</b> 156:21 <b>document</b> 106:24 <b>documenta</b> <b>tion</b> 37:9,16 77:9 242:13 257:22 258:18	259:11, 16 <b>documente</b> <b>d</b> 37:12 77:24 107:5 <b>documents</b> 23:19 <b>Dodd</b> 122:24 123:1,6 196:23, 24 199:18 217:20 221:6 222:2 223:5,23 224:25 225:1 226:13, 15 228:4 235:8,10 236:9 237:4 251:22, 23 255:5 256:21 257:16 259:9 262:22 263:20 <b>Dodd's</b> 213:8 226:1 <b>DOE</b> 17:5 19:2 20:2,23 21:4,16, 19 22:7 24:7 25:23 41:20 42:9
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

44:25	<b>dovetail</b>	200:1	9,10,14,	14,15,16
73:10	160:19	203:6,7,	16,17,	218:17,
74:20,25	<b>draft</b>	18,20	18,20,	20,24
86:24	71:23	204:6,	22,23	219:3,6
147:19	219:16,	13,18,23	179:19,	220:1,2,
238:13	17	205:4	22	3,4,7,
242:17	222:20	208:17	180:4,22	11,12,
261:23	223:6	209:2,	181:1,2,	13,18
264:23	224:8,	21,22	5,6,9,	221:1,3,
265:2	11,14,	213:19	18,19,23	20,21
<b>DOE's</b>	18,21	214:17	182:21,	222:7,9
97:14	225:6,12	216:5,9,	23	223:19
<b>dollars</b>	227:1,4,	12 221:2	183:25	224:7,20
133:16,	11	224:3	184:10	225:2,
19	229:17	226:6,8	185:16	20,21
135:14	<b>drafted</b>	228:24	186:6,7,	227:21
137:9	69:23	229:18	11	228:5,6
264:6	<b>dressings</b>	233:19	187:22	229:19
<b>domestic</b>	50:1	234:7,8	188:12	233:24,
134:4	<b>drill</b>	235:1,	190:8,	25 234:1
<b>door</b>	17:19	12,14	10,11	235:15
145:22,	179:18	236:5,	191:11,	236:2
23 161:5	182:3,19	14,20	13	237:8
221:19	183:2,	237:1	192:22	247:21
225:15	10,23	247:9,	194:9	248:23
246:4	184:6,	14,22	195:9	249:2
<b>doors</b>	21,23,24	248:8,	196:2	270:4,8,
27:4	185:9,	13,14	197:1,8,	21,24
46:10	10,13,24	270:9,15	9,23	272:10
50:9	186:8,	<b>drilled</b>	198:4,7	<b>drive</b>
191:2	12,16,19	246:10	199:10,	7:7 63:4
207:2	187:3,8	247:25	13	82:7
236:5,6	188:15	<b>drilling</b>	200:12,	128:13
245:24	189:15,	140:21,	18	273:8
<b>dose</b>	19,23	22 197:4	201:20	<b>driven</b>
149:9	190:5,7,	199:25	202:2,3,	10:12
<b>doubt</b>	14,23	208:16,	5,10,11,	147:23
187:1	191:9,	18,24	24	<b>driver's</b>
<b>Douglas</b>	15,16,17	249:22	203:4,25	273:19
26:25	192:2,4,	<b>drills</b>	209:3,	<b>driving</b>
34:20	18	17:9	11,12	82:14,15
41:6	193:4,24	47:11,15	213:7,9,	212:8
194:19	194:4,23	56:6,7	18	<b>drop</b>
197:3	196:14	177:14,	214:14,	181:3
210:14	197:13,	24	15	251:2
	14,19	178:2,6,	215:3,	272:5





<b>embraced</b> 77:6 80:19	<b>employees</b> 211:14 243:15 245:12, 16,18	127:20 146:19 153:12, 13 190:6 213:20 226:11 234:18 254:24	114:8, 13,17, 21,23 117:9 119:5,14 120:15, 17 121:21 140:6 153:19 176:6,9 196:13 200:9,13 201:2 210:18 211:3 213:1 218:13, 17,23 227:8 238:21, 23 239:11 244:6,7, 10 247:15 256:7 257:2 258:12	<b>engaging</b> 170:10 <b>English</b> 230:19 231:13 <b>enhanced</b> 12:8 <b>Enhanceme</b> <b>nt</b> 46:11 <b>enhancing</b> 135:10 <b>enlighten</b> <b>ing</b> 42:14 <b>ensure</b> 12:10 27:8 34:18 37:10 39:3 43:1 50:12 126:19 131:4 150:14 <b>ensures</b> 39:8 <b>Ensuring</b> 43:22 <b>entails</b> 237:2 <b>enter</b> 103:4 <b>entered</b> 20:14 171:19 <b>entertain</b> 170:18 <b>entire</b> 31:21 51:13 64:5 90:5,8,9 261:14
<b>emergenci</b> <b>es</b> 182:24 <b>emergency</b> 35:12 128:19 167:7 172:7,23 177:24 178:2,10 179:22 180:3 181:2,4, 9 182:8, 9,10,19 201:20 212:7,10 220:11 224:20 225:20, 21 228:6 229:19 233:25 <b>emergent</b> 266:16 <b>emotional</b> 58:16 136:1 <b>empathy</b> 58:17,18 <b>emphasis</b> 16:8 179:18 <b>emphasize</b> 155:22 214:11 <b>empirical</b> 217:13 <b>employee</b> 249:15 250:9 264:21 265:8	<b>empowered</b> 26:23 <b>EMS</b> 31:2,4 32:22,23 <b>enacted</b> 9:3 20:11 27:2 178:24 232:18 <b>enactment</b> 13:2 14:18 15:5 <b>enactment</b> <b>s</b> 11:22 <b>encourage</b> 52:14 109:19 110:10 142:7 189:25 <b>encourage</b> <b>d</b> 76:24 96:15 <b>encourage</b> <b>s</b> 79:1 <b>end</b> 26:24 36:4 37:15 53:24 69:11,17 89:19 91:18 103:3 126:13	<b>ended</b> 26:25 66:22 254:8,9 <b>endorse</b> 207:8 <b>ends</b> 254:25 266:15 <b>enforceme</b> <b>nt</b> 13:8,12 14:21 17:20 18:7 19:16 28:12, 13,18,20 29:6,18 30:6,19, 21 31:8 32:25 34:10 38:3 47:7 56:21 66:19 76:7,11 80:1 87:21 88:4,14 89:4,16, 18 102:3 103:24, 25 104:6,7 105:1 113:7,15	<b>engage</b> 135:5 149:16 160:24 164:3 229:21 <b>engaged</b> 66:21 167:9, 10,17 169:13 <b>engagemen</b> <b>t</b> 149:11, 15 150:2 166:21	

<b>entirety</b> 215:10	<b>essential</b> <b>ly</b> 74:16 94:3 122:23	<b>evaluation</b> 128:20	<b>exact</b> 99:7	74:13,19 147:16
<b>entities</b> 48:8 132:6,7 137:12, 14,21 138:1 229:9	<b>Establish</b> 17:2	<b>evening</b> 242:2	<b>examples</b> 98:11	212:6,7
<b>entity</b> 35:13 52:16 121:21 138:7 164:9,10 165:19	<b>establish</b> <b>ed</b> 41:20 95:4 96:7,19 122:12 130:19	<b>evenly</b> 142:12	<b>excellent</b> 179:2	<b>exempt</b> 3:12
<b>entrance</b> 251:9, 11,14	<b>establish</b> <b>ment</b> 246:21	<b>event</b> 123:13, 23 182:1 183:9 186:25 203:25	<b>exception</b> 100:25 180:3	<b>exercise</b> 101:12 121:8 248:14
<b>environme</b> <b>nt</b> 7:8	<b>etcetera</b> 39:2 84:7	<b>events</b> 67:13 93:15	<b>exception</b> <b>al</b> 193:8,9, 10	<b>exercised</b> 54:15
<b>envisione</b> <b>d</b> 96:16	<b>everybody</b> 104:13 182:23 184:11 212:8 217:12, 14 240:6	<b>eventuall</b> <b>y</b> 108:21 251:21	<b>exception</b> <b>alities</b> 56:8 193:2	<b>exercisin</b> <b>g</b> 183:24
<b>episode</b> 154:6	<b>evacuate</b> 196:12 207:6	<b>everybody</b> <b>'s</b> 70:7 71:18	<b>exception</b> <b>s</b> 31:15 42:16 223:24	<b>exist</b> 29:2 66:6 94:18 96:25 111:20 259:18
<b>equipment</b> 264:24	<b>evacuatio</b> <b>n</b> 182:16 205:10	<b>evidence</b> 23:20 53:7 117:22 263:16	<b>excess</b> 197:9	<b>existing</b> 94:5 165:21 267:17 268:4
<b>ER</b> 136:13	<b>evacuatio</b> <b>ns</b> 179:13	<b>evidence-</b> <b>based</b> 81:3 82:9,18 83:11 88:9 92:12 117:4 119:10 121:11 137:9	<b>exciting</b> 147:25	<b>exists</b> 33:25 94:13 166:16 174:2,4, 7
<b>erroneous</b> 31:5	<b>evade</b> 208:3 249:2	<b>evidence</b> 123:15 238:22	<b>excuse</b> 229:4 266:17	<b>expand</b> 27:15 128:2 146:23 148:15 235:18 236:11
<b>erroneous</b> <b>ly</b> 31:14	<b>evaluate</b> 40:24 55:15	<b>evolved</b> 76:16 179:6	<b>executing</b> 185:10 186:16	<b>expanded</b> 15:10,12 40:3
<b>escape</b> 89:4	<b>evaluat</b> <b>ing</b> 170:10		<b>execution</b> 144:5 186:7	<b>expanding</b> 12:5 134:17 148:9
<b>escort</b> 273:23			<b>executive</b> 9:5 20:14 22:19 24:7 43:8 46:22	
<b>ESE</b> 193:13 194:17 248:1				
<b>essential</b> 58:20				

<b>expansion</b> 57:17, 19,22 148:18	175:5,7 236:22 247:4 251:13 252:25	129:24 132:3 135:8 136:12, 14	<b>fair</b> 95:12 118:1	<b>faster</b> 31:10 113:14
<b>expect</b> 52:24 112:1 139:21 161:21 188:22 192:13 236:2	<b>explanati on</b> 247:12	<b>facility</b> 13:20,25 57:2,3,7 133:14 152:17	<b>fall</b> 39:11 61:4 96:18 136:6,25 150:11	<b>father's</b> 143:18
<b>expectati ons</b> 62:17	<b>expressed</b> 217:18, 20	<b>fact</b> 30:17 81:20 115:17 220:21 221:15 273:10	<b>fallen</b> 153:23	<b>fatigue</b> 179:18 203:6,7
<b>expecting</b> 140:22	<b>extend</b> 194:21	<b>facts</b> 97:17	<b>falls</b> 60:25	<b>favor</b> 2:21
<b>experie nc e</b> 80:4 269:16	<b>extensive</b> 92:17	<b>factors</b> 81:23,24 82:5	<b>false</b> 212:17 267:4,16	<b>FCIC</b> 112:15 114:1 115:12
<b>experie nc ing</b> 135:13	<b>extensive ly</b> 44:25 54:10 125:6	<b>faculty</b> 148:19 181:25 184:4,14 200:8 207:7,8	<b>familiar</b> 74:8 75:24	<b>FDLE</b> 5:9 32:13 34:16 69:19 71:17 112:9 113:13
<b>experts</b> 17:4 22:9,13 24:16 166:24 230:15	<b>extent</b> 51:22 117:5 260:2	<b>fade</b> 180:10	<b>families</b> 56:19 85:24 143:1,2, 3,7,19 144:9,17 146:6 238:3	<b>Fe</b> 231:6
<b>expire</b> 133:17	<b>extra</b> 206:1 247:14 274:9	<b>fail</b> 85:14 108:17	<b>family</b> 3:24 82:2,15 83:8 132:24, 25 133:9 142:1,24 150:12	<b>fear</b> 66:11 179:17, 25
<b>explain</b> 8:13 25:9 47:23 48:1 164:7 182:12, 13 188:15 189:12, 13 200:1	<b>extreme</b> 193:2	<b>failed</b> 86:14 98:12,19 257:4,7	<b>fantastic</b> 73:25 74:2	<b>features</b> 204:14 212:1
<b>explained</b> 103:9 111:3	<b>extremely</b> 14:19 53:15 266:20 270:12, 13	<b>failing</b> 82:11	<b>far- etched</b> 208:23	<b>February</b> 9:3 11:22 20:14 41:15 74:13 208:14
	<b>eye</b> 176:18	<b>fails</b> 85:6	<b>farther</b> 7:13	<b>federal</b> 42:20 132:1,5 139:4,5, 7
	<hr/> <b>F</b> <hr/>	<b>failure</b> 51:17	<b>fashion</b> 23:7	<b>feedback</b> 69:16 71:24
	<b>face</b> 182:24	<b>failures</b> 82:2		
	<b>facilitie s</b> 56:18			

236:17 <b>feel</b> 71:1 77:5 162:21 166:19 172:21 269:14 <b>feels</b> 231:16 <b>fellow</b> 227:19 <b>felonies</b> 18:22 <b>felony</b> 75:18 129:22 <b>felt</b> 251:12 <b>female</b> 142:11 <b>females</b> 142:12 <b>fence</b> 251:25 252:2 <b>fences</b> 251:5 253:13, 14 273:7 274:3 <b>fencing</b> 251:25 274:5 <b>fencing- wise</b> 274:14 <b>FERPA</b> 31:13,14 42:7,9 47:22 <b>fidelity</b> 62:13 <b>field</b> 52:13 136:17	205:7 <b>fields</b> 179:13 <b>fight</b> 208:19, 20 272:23 <b>figure</b> 94:20 112:7 135:5 141:18 143:13 149:13, 15 155:13 156:10 258:2 274:13 <b>figured</b> 258:17 <b>figuring</b> 258:22 <b>filed</b> 34:9,16 <b>fill</b> 28:23 29:4 63:4 112:20 <b>filled</b> 28:25 <b>filling</b> 29:5 53:6 <b>final</b> 72:1 171:21 251:8 <b>finalize</b> 55:13 <b>finally</b> 26:10 <b>find</b> 65:24 67:8	111:7 116:16, 17 185:25 261:13 <b>findings</b> 47:4,6 48:2 74:10,21 87:14 128:8 255:17 <b>fine</b> 72:5 <b>finger</b> 211:13 <b>fingertip</b> <b>s</b> 212:3 <b>finish</b> 30:16 37:22 72:8 73:1 131:15 <b>finished</b> 153:20 <b>fire</b> 32:22,23 165:4 166:18 167:11 178:9, 17,21, 22,23,25 179:1,2, 3,6,9,11 180:15, 16 181:1,4, 7,18 182:2,8, 14 183:12, 22,25 190:10,	11 191:9, 15,16 196:6,11 197:9,23 198:3, 23,24 199:2,4, 12 202:1,2, 3,5,10 204:7,23 205:4 212:7 218:17, 24 219:2,6 220:2,3, 4,6,10, 11,12, 13,18 221:2,3, 11,16 222:9, 15,17 223:3, 12,19, 20,24 224:1,6, 7,15,21 225:2,4, 8,21 228:5,24 229:18, 21 <b>firearm</b> 13:18 156:7 <b>firearms</b> 13:9 14:22 <b>firefight er</b> 202:23 <b>fires</b> 179:5	182:7 185:17 220:20, 22 <b>firm</b> 6:11 <b>firsthand</b> 218:20 <b>fiscal</b> 79:22 80:6 <b>FIT</b> 128:7 132:24 142:23 143:6 <b>five- year-old</b> 188:3 <b>fix</b> 82:22 114:9,10 116:7,23 124:14 157:1 235:25 <b>fixable</b> 170:23 <b>fixed</b> 63:21 157:2 161:11 <b>fixes</b> 10:5 <b>fixing</b> 125:13 <b>flag</b> 14:18 <b>flesh</b> 52:14 <b>floor</b> 31:2 34:20 176:10 232:9
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Florida</b>	<b>fluid</b>	157:10	17	55:2,11
7:9	185:12	158:24	<b>Forensic</b>	56:5
11:24	<b>flyer</b>	189:2	129:20	63:7
13:13	152:14	204:15	<b>Forget</b>	69:7
14:13	<b>focus</b>	207:14	208:20	74:4
17:16,18	9:18	213:25	<b>forgive</b>	75:2
18:18,24	15:9	263:4	59:21	149:3
25:14	48:14	<b>follow</b>	<b>Fork</b>	150:18
26:11	58:22	81:10	252:13,	161:22
28:17	61:6	87:19	15	168:19
29:3,22	133:2	92:3	<b>form</b>	215:12
31:21	134:13,	95:3	53:6	229:14
32:10	23	98:7	76:9	242:14
33:8	<b>focused</b>	117:3	136:14	247:16
34:1,10	61:8	123:4	152:9	251:3
35:25	86:19	185:21	228:17	253:3
36:2,8,	132:25	211:9	<b>formal</b>	271:22
13 50:12	133:9	251:16,	80:3	273:3
59:4	<b>focusing</b>	18	89:5	<b>forwarded</b>
62:10	15:13	253:24	119:20	258:14
63:14,23	58:15	269:24	120:13,	<b>found</b>
64:1,20	<b>folder</b>	274:17	16	36:19
75:5	258:11	<b>followup</b>	171:20	96:22
76:13,23	262:6	75:3	181:20	129:21,
77:3	<b>folks</b>	153:1,3	<b>formally</b>	23 143:2
92:4	50:17	201:9	117:10	236:21
110:25	56:22	250:21	<b>format</b>	<b>foundatio</b>
111:12	67:9	253:7	225:6	<b>n</b>
112:15	87:1	272:17	<b>formed</b>	74:10
114:22	102:7	<b>forbid</b>	165:1	<b>fourth</b>
121:22	129:12,	68:4	<b>Fort</b>	129:6
128:2,24	15 130:4	203:25	241:20	154:10
129:10	133:11	<b>force</b>	<b>Fortify</b>	<b>framed</b>
154:13,	135:5,7,	22:10	18:23	6:24
18	19	24:9	35:24	217:17
180:19,	136:11	28:6	36:2,8,	229:10
20	139:23	29:8,12	12 62:10	<b>framework</b>
199:24	141:22	198:23	63:22	81:5,7
218:9	145:14,	<b>force's</b>	64:1	84:16
238:12	20	24:15	<b>fortunate</b>	92:9,23
260:8	146:11,	<b>forced</b>	62:1	95:20
267:7	16	52:5	<b>forum</b>	122:11,
268:3	148:13,	<b>forces</b>	65:17	12,21
<b>flow</b>	22,23	60:11	<b>forward</b>	123:4
66:7	149:7,16	<b>Ford</b>	6:20 8:1	165:21
	152:14	254:13,	23:2	

<b>Francis</b>	254:15	<b>fruits</b>	142:2	11:7
162:11	<b>frankly</b>	175:19	262:15	59:3
167:14	104:19,	<b>frustrate</b>	<b>functions</b>	75:3
177:12,	24	<b>d</b>	131:21	78:3,4
18,20	<b>free</b>	266:20	<b>fund</b>	96:10,20
181:14	105:16,	<b>frustrati</b>	147:2	164:7
182:12	17	<b>ng</b>	264:23	179:9
183:16	135:13	13:15	266:13	215:19
191:21	162:21	<b>FSSAT</b>	<b>fundament</b>	246:19
195:18	<b>freeze</b>	16:23,25	<b>ally</b>	253:16
198:14,	207:19,	42:22	222:8	
21 199:7	20 209:1	43:1	<b>fundament</b>	<hr/> <b>G</b> <hr/>
201:14,	<b>frequency</b>	<b>FSSATS</b>	<b>als</b>	<b>gain</b>
18	32:3	21:6,10	81:3	124:16
204:1,19	177:14	45:14	<b>funded</b>	179:10
205:11,	215:13	<b>fulfillin</b>	12:9	<b>game</b>
15,23	<b>frequent</b>	<b>g</b>	129:3	49:24,25
206:21	126:5	166:11	148:23	<b>gamut</b>
207:23	152:14	<b>full</b>	266:13	132:8
211:8,22	<b>frequentl</b>	25:22	267:13	<b>gang</b>
212:15,	<b>y</b>	26:21	268:3	82:2
19,21	99:25	132:8	<b>funders</b>	<b>gap</b>
216:19	125:9	139:1	92:19	18:11
217:25	<b>freshman</b>	157:14	<b>funding</b>	28:25
218:5,	226:20	169:25	12:4	33:4
15,25	<b>Friday</b>	199:21	40:3	39:12
219:7,13	8:8,9	225:6	92:18	64:7
220:5,9	44:18	242:20	138:11,	97:10
221:14	63:16,21	<b>full-time</b>	17	<b>gaps</b>
225:8,14	241:10	255:7	139:12	28:21
228:9	242:16	<b>fullest</b>	146:23	39:7
230:22	256:15,	51:21	155:16	41:14
231:22	16	<b>fully</b>	253:17	42:23
233:11	<b>friend</b>	8:22	254:19	63:3,5
234:3	208:9	16:3	274:6	66:8
235:19	<b>front</b>	36:1	<b>fundings</b>	<b>gate</b>
236:13	144:22	45:7	147:1	252:3,5
238:5	153:12,	169:13	<b>funds</b>	<b>gated</b>
248:24	13	180:6	132:5	252:16
250:20	169:24	227:17	138:19,	<b>gates</b>
<b>frank</b>	194:12	267:13	21	24:23
169:21	205:25	<b>function</b>	139:4,5,	25:4
170:1	217:17	143:11	7 254:21	46:9
<b>Franklin</b>	251:17	<b>functioni</b>	264:9	50:7
88:23	274:17	<b>ng</b>	<b>future</b>	251:5
102:25		141:25	6:23	

<b>gather</b> 67:18 145:25 146:6	<b>girl</b> 34:20 187:24 188:3	<b>glad</b> 255:12	195:16, 22 197:5 201:25 208:8	108:21 111:15
<b>gathering</b> 73:12	<b>give</b> 14:13	<b>Glades</b> 273:14		<b>graduatio n</b> 117:4
<b>Gaultieri</b> 213:22 239:2 252:8 254:4 255:14 257:25 262:10	33:22 46:24 50:14 51:14 60:16 71:15, 19,24 81:2 84:15 87:22 98:10 108:18, 19 131:18 136:24 143:24 148:11 150:6 154:14 155:9 189:20 199:9 201:3 234:3 235:24 236:15 237:20 240:15 249:8 256:13 260:21 267:19	<b>globally</b> 152:19 <b>goal</b> 69:20,23 133:5,19 134:6,22 <b>God</b> 68:4 188:4 203:25 <b>gold</b> 83:21 <b>good</b> 2:4 3:6, 14 12:22 18:22 35:17 39:24 44:22 58:21,22 60:22 74:6 79:6 80:17 84:22 92:14 111:16 119:9 122:18, 19,20 139:6 141:10, 20 143:8 147:6,8, 20 157:18 158:14, 15 169:21 171:10 188:16 190:4	224:24 225:14 227:16 237:18 <b>governanc e</b> 166:15, 23 <b>governed</b> 48:3 <b>governmen t</b> 60:8 165:4 <b>governor</b> 7:5 22:16 60:2 64:22 65:17 74:12 146:3 <b>governor 's</b> 20:13 24:7 46:21 147:16 <b>grade</b> 58:25 178:12 185:6 187:19, 20 <b>grader</b> 187:1 <b>grades</b> 62:6 <b>graduated</b> 84:2,24 85:12,23 86:16	51:6,7, 11,13, 14,17,20 53:10, 14,18,25 54:5,8,9 <b>grant</b> 243:7,12 250:3 <b>grants</b> 132:1,2 243:9 251:1 <b>grapples</b> 66:2 <b>great</b> 39:8 42:12 49:7 54:20 62:25 64:13,21 113:6 117:1 123:7,8 144:24 145:13 150:21 155:12 175:18 231:5 238:5 253:21 <b>greater</b> 22:9 67:1 85:11 109:2

<b>Greenwall</b>	13,16,21	154:11	227:23	15,19
<b>d</b>	58:2,4	155:19	228:11	244:2,6,
73:15,24	59:20	156:20	229:3	7,11
<b>Gregory</b>	61:15,21	159:1,5,	230:3	245:1
241:13,	62:19	9,18	231:15	254:21,
17	64:25	160:15	232:5	25
<b>ground</b>	65:7	161:12	233:12	255:3,8
49:16	67:21	167:12,	234:20	259:1
53:5	69:1	15,19	237:11	260:19
151:7	71:3	168:1	239:13	263:1,25
<b>group</b>	72:15	170:19	248:5,	264:9,
17:3	73:23	173:13,	15,19,	12,15,
19:6	89:23	19	21,25	16,19,
21:20	91:12	174:3,6,	249:10	20,22
22:4,10,	92:21	20,25	251:22	265:21,
12 24:21	93:10,19	175:11	253:21	25
41:23	94:20	177:8	255:2	266:9,
42:6	96:1	181:11	256:9	14,22
93:12	97:4	182:4	257:14	267:22
95:5	98:9,25	187:5	259:5,10	268:4
107:9	99:10,19	196:23	262:12,	<b>guardians</b>
130:15	101:15,	198:9,15	19	215:8
161:15,	21	199:3,16	263:6,21	239:12
18,24	103:15	201:15	264:2,	243:10
169:18	106:16,	202:2	11,17	244:18,
212:6,7	19	203:8	265:13	23 245:2
254:8,13	109:18	205:16	266:7	254:6,9,
<b>groups</b>	110:13,	208:12	267:4	14,16
60:3,4,	23 114:2	213:4	268:17	255:20
10,15	115:3,6,	214:19	272:19	256:6
68:20	13,22	215:25	<b>guard</b>	270:18
135:25	116:6	216:13,	252:16	<b>guess</b>
<b>grows</b>	117:11,	15,21	265:5	44:4
244:11,	13	218:3,	267:24	46:2
12	118:18	11,23	268:1	91:4
<b>Gualtieri</b>	119:19	219:5,	<b>guardian</b>	101:10
2:2,14,	121:16	11,14	13:4	102:17
18,23,25	122:3,24	220:6,10	27:15	108:24
3:16	123:5,8,	221:10,	28:3	117:23
48:22,24	24	25	29:10	118:10,
51:24	124:8,13	222:18	47:25	15,17
53:9	125:4	223:7	49:17	119:17
54:6	126:21	224:4	56:19	156:13
55:23	149:19	225:3,18	57:17,19	174:25
56:25	150:21	226:14,	242:24	209:15
57:6,10,	151:4	24	243:3,	252:11



263:8 <b>guessing</b> 109:1 <b>guidance</b> 96:24 97:15 219:20 238:12 <b>guide</b> 158:20 <b>guideline</b> 97:9 <b>guideline</b> <b>s</b> 75:19 76:6,15, 17 89:14 96:7 97:14 120:1 123:4 <b>Gulf</b> 254:16 <b>gun</b> 13:21,23 14:1,7, 10,12,24 264:23 <b>gunfire</b> 190:25 <b>guns</b> 18:9 <b>gunshots</b> 34:22 <b>guys</b> 192:25 213:13 217:1 218:8 223:10	<b>Hallandale</b> 241:21 <b>hallway</b> 214:6 <b>hallways</b> 191:1 <b>hand</b> 16:18,19 196:7 273:18 <b>handful</b> 111:14 <b>handle</b> 90:15 192:14, 15 212:4 <b>handled</b> 90:21 98:3 <b>handles</b> 109:15 <b>handling</b> 96:5,6 100:8 <b>handoff</b> 15:25 40:8 <b>handy</b> 81:8 <b>Hang</b> 65:7 151:4 <b>hanging</b> 167:5 <b>happen</b> 12:18 29:12 31:12, 16,23 33:25 40:20 50:25 96:10 163:25 176:23	177:7 211:4 226:4,5, 7 <b>happened</b> 152:4 164:25 189:15, 25 191:20 194:18 261:10 <b>happening</b> 31:24 59:2,18 64:18 96:9 99:14 104:20 125:1 151:23 168:15 170:11 200:18, 19 257:12 <b>happy</b> 188:9 273:4 <b>hard</b> 3:19,21 4:6 7:7 26:9,12 49:1 56:1 61:22 65:3 120:9 133:17 143:13 145:16, 18 154:5 183:6 184:18 185:9 186:16,	18 191:4 206:9 207:1 229:8 246:22 247:4 <b>hardening</b> 17:2 20:24 22:6,10 24:1,4 <b>harm</b> 13:11,17 14:20 17:2 19:17,21 22:6 45:20 84:22 90:3,13, 20 <b>Harold</b> 6:16 <b>Harpring</b> 54:12,13 214:19, 21 <b>head</b> 32:24 106:3 154:17 <b>headquart</b> <b>ered</b> 130:12 <b>headquart</b> <b>ers</b> 130:23 <b>heads</b> 146:4 <b>heads-up</b> 189:21 <b>health</b> 14:15,16 15:9,11 16:8,12, 16 37:24	38:5,6, 16,18 40:1 56:14 60:1,4, 25 61:1, 5,7,18, 19,24,25 62:6,12 65:15 67:3,4 82:25 127:12 128:2, 18,23 129:2,4, 7 130:13, 16 131:4, 20,22 133:25 134:4,11 135:2 136:3,22 137:16 138:11 139:19 140:7 141:13 145:8,15 148:2,13 150:6,9 157:1 158:3 159:15, 19 160:1,8 <b>hear</b> 4:19 6:2 7:14,24 15:8,17 16:24 22:2 25:1 31:12
<hr/> <b>H</b> <hr/>				
<b>half</b> 211:12 239:25				

34:22	216:1	<b>hesitancy</b>	<b>highly</b>	<b>home</b>
40:16	217:10	235:17	179:3	66:15
46:4	225:23	<b>hey</b>	206:3	133:13
47:8,19	258:7	51:2	<b>highly-</b>	143:15
53:25	<b>hears</b>	152:6	<b>trained</b>	189:16
54:25	196:8	172:17	206:14	<b>homeless</b>
62:21	<b>heartbrea</b>	218:18	<b>Hillsboro</b>	130:4
72:10	<b>king</b>	<b>hide</b>	177:12	158:23
117:6,8	153:10	188:22	<b>Hillsboro</b>	<b>homelessn</b>
159:9	<b>Heather</b>	208:19	<b>ugh</b>	<b>ess</b>
160:11	122:5	272:23	186:23	145:10
164:20,	227:3	<b>hiding</b>	190:18	<b>honest</b>
21	230:4	207:21	193:7	170:2
170:17	237:11	<b>hierarchy</b>	200:22	247:17
171:2,10	<b>Heather's</b>	117:16	<b>hire</b>	<b>honestly</b>
198:16	94:21	157:11	267:22	189:21
205:8,11	219:18	<b>high</b>	<b>hired</b>	194:4
210:7	<b>heavy</b>	17:17	6:11	252:23
233:5,7	135:3	103:19	264:20	<b>hope</b>
267:2	168:23	106:6	<b>hiring</b>	2:9 14:3
<b>heard</b>	<b>hedge</b>	107:24	12:6	34:11
23:8,9,	194:25	126:18	29:1	63:14,17
11,13,15	<b>hedis</b>	127:20	52:11	65:20
41:18	158:18	128:11,	<b>history</b>	66:9
47:1	<b>heinous</b>	12	52:2	105:5
78:1	156:8	136:10	141:12	116:8
148:1	<b>held</b>	142:10	157:23	117:7
149:19	3:11	145:20	<b>hit</b>	134:17
158:21	68:6	152:13	148:4	135:20
223:8,15	<b>helped</b>	181:16	<b>hold</b>	246:18
231:5	68:25	191:5	23:4	<b>hoped</b>
232:13	87:1	197:3	29:9	171:9
238:21	223:6	208:7	35:7	<b>hoping</b>
241:9	<b>helpful</b>	226:20	51:21	115:12
242:10	63:3	248:9	63:8	148:14
253:25	87:9	<b>high-risk</b>	211:15	156:2
261:14	<b>helps</b>	150:14	212:15	175:21
266:23	130:2	<b>high-</b>	<b>holding</b>	<b>horizonta</b>
269:25	196:14	<b>utilizer</b>	51:8	<b>l</b>
<b>hearing</b>	<b>Hendry</b>	150:15	<b>holes</b>	136:16
54:10	244:17	<b>higher</b>	8:22	<b>horrible</b>
55:18	<b>Henry</b>	80:24	10:5	186:25
61:22	162:23	<b>highest</b>	<b>Hollywood</b>	<b>horror</b>
113:20,	<b>Hernando</b>	140:24	169:5	151:17
22	254:10	<b>highlight</b>	241:21	<b>horse</b>
120:21		123:11		10:20

<b>hospitalized</b> 141:14	<b>huge</b> 28:21	<b>identify</b> 16:20	<b>impacted</b> 186:25	78:6
<b>hospitals</b> 140:6	<b>human</b> 92:17,18	54:23	<b>impediment</b> 174:21	95:22
<b>hostage</b> 182:23	<b>hundred</b> 106:7	55:20	<b>impending</b> 37:25	110:17
184:11	<b>Hurricane</b> 148:4	81:19	<b>imperative</b> 10:6	132:4
<b>hotlines</b> 62:11	<hr/> <b>I</b> <hr/>	82:5	<b>implement</b> 31:11	163:24
<b>hour</b> 15:20	<b>ID</b> 252:18	87:1	<b>implementation</b> 45:15	165:25
30:25	<b>idea</b> 15:21	145:14, 20	75:6	168:21
31:4	60:22	149:16	85:23	169:10, 23
40:6	133:3	<b>ignorance</b> 229:4	86:16	196:20
140:17	195:22	<b>ignore</b> 269:5	92:8	198:8
141:6	199:3	<b>ILA</b> 34:8	129:3,8	202:4
142:17	201:17	<b>ill</b> 157:10	269:3	210:12
176:9	213:24,	158:10,	<b>importantly</b> 14:23	220:18,
<b>hours</b> 3:14	25 214:8	16,24	45:15	19 237:6
13:21	221:12	<b>illegal</b> 18:21	76:18	248:6
62:5	223:16	<b>illness</b> 136:3,4	250:4	268:8
114:15	269:17	157:5	<b>implemented</b> 29:23	<b>impose</b> 229:8
263:2	272:22	158:5	32:21	<b>imposed</b> 9:4 48:7
<b>house</b> 13:24,25	273:9	159:12,	41:12	<b>impossible</b> 111:24
33:3,9,	<b>ideal</b> 78:17	15,19	<b>implementing</b> 249:25	238:24
20 34:4	114:10	<b>imagine</b> 67:17	<b>implications</b> 143:14	<b>impressed</b> 175:16
131:12	<b>ideally</b> 85:12	119:7	<b>importance</b> 128:15	213:13
151:21	86:11	<b>imbalance</b> 159:8,	<b>important</b> 10:16	<b>improve</b> 67:7
152:1	118:21	12,17,	12:7	128:1
<b>housed</b> 111:1	<b>identification</b> 55:4	20,22	22:24	134:7
130:23	<b>identified</b> 61:9	<b>immediate</b> 26:19	72:18	165:22
140:14	86:20	35:14	75:25	169:11
142:19	246:22	189:19		253:18
228:10	<b>identifying</b> 3:17	191:10		<b>improved</b> 107:16
<b>housekeeping</b> 3:17	<b>housing</b> 130:1	211:16		126:16
<b>housing</b> 157:11	158:13	249:17,		
		18		
		250:14		
		263:19		

<b>improveme nt</b> 141:25 143:11 170:13	<b>incidents</b> 37:7 89:12 107:2, 10,24 117:8 155:3 201:5	195:11	249:23	145:25
<b>improveme nts</b> 7:15,16 127:4 235:23	<b>inclined</b> 221:3	<b>incompet nt</b> 129:22, 23	<b>individua ls</b> 131:16 139:16 140:18 151:9	146:6 150:23 154:15 213:14 235:17 240:5, 12,14, 16,20, 21,23 242:10, 18,20 258:2,16
<b>improving</b> 59:18 137:18	<b>include</b> 27:16 47:1,3 55:11 139:24 169:6 182:24 184:12 186:22, 23 219:16 224:21 230:1,8 237:12	<b>incomplet e</b> 43:15	<b>inexcusab le</b> 176:12	<b>infractio ns</b> 86:22
<b>in- between</b> 211:3	<b>included</b> 164:13 260:25	<b>inconsist ency</b> 97:10	<b>infancy</b> 62:24	<b>ingress</b> 26:14,16 251:7
<b>in-depth</b> 22:13	<b>includes</b> 23:25 61:25 62:7,9 76:17 130:4 164:8 166:22	<b>incorpora te</b> 92:11 138:21	<b>informati on</b> 5:3 6:10 16:18 21:23,24 31:6 36:20, 22,23,25 37:2,11 42:17 45:3 48:8 66:6,7 77:10, 11,13,17 79:6,8 86:15 94:11 97:1 101:11 110:8, 10,12, 20,24 111:5, 18,19,25 112:12, 16,17 113:1,11 114:7,8, 17,24 115:18 116:5 122:18, 19	<b>inherent</b> 179:16
<b>inability</b> 160:23	<b>including</b> 7:5,20 45:23 101:25 147:11 151:17 208:13 211:17	<b>increase</b> 32:2 77:7 85:1,8, 9,18 133:3 134:24 140:11 144:13		<b>initial</b> 20:23 21:2 22:6 23:23 24:5 120:19 160:22 183:2 208:9 222:3 224:18 232:3 254:10
<b>inaccurat e</b> 45:3		<b>increased</b> 79:22 244:13		<b>initially</b> 100:1 125:21 148:11 254:6
<b>inaction</b> 30:2		<b>increasin g</b> 85:12		<b>initials</b> 181:19
<b>inadequat e</b> 240:1		<b>increasin gly</b> 80:17		<b>initiate</b> 26:23 192:11 211:23
<b>incarcera tion</b> 157:4		<b>independe nt</b> 68:9 217:11		
<b>incidence s</b> 107:5 108:1		<b>indigent</b> 135:22 136:7		
<b>incident</b> 5:23 76:6 90:13, 22,24 97:18, 19,25 98:3 184:12 205:24	<b>inclusion</b> 55:3 193:20	<b>individua l</b> 91:9 93:16 140:6 247:25		

245:19 <b>initiation</b> 155:12 <b>initiative</b> 132:23 145:3 148:1 <b>initiatives</b> 128:10 132:11 133:24 137:5 144:1,2 145:1 <b>injured</b> 175:24 <b>input</b> 70:7 116:4 167:24 224:16 225:11 227:11 229:15 238:12 <b>inquiries</b> 255:19 <b>ins</b> 271:20 <b>insanity</b> 129:24 <b>inserting</b> 87:25 <b>inside</b> 172:25 173:14 204:24 <b>inspection</b> 50:11 <b>instance</b> 82:11	<b>instances</b> 97:17 <b>instant</b> 172:16, 22 174:16 <b>institutions</b> 79:3 <b>instruction</b> 61:4 62:5 <b>instructional</b> 59:11 61:20,24 200:9 <b>instructors</b> 62:14 251:19 <b>instrument</b> 19:4 41:21 42:2 73:11 <b>instrumental</b> 37:22 <b>instruments</b> 81:17 <b>insufficient</b> 28:4,10 <b>insurance</b> 150:13 <b>integrate</b> 145:12 <b>integrated</b> 17:6 20:25 133:10	141:9 <b>integrating</b> 46:11 133:25 147:17 172:11 <b>integration</b> 48:9 134:24 145:5 146:1 <b>intense</b> 123:22 <b>intensity</b> 85:1,9, 13 <b>intensive</b> 15:24 40:7 74:3 108:23 132:24 142:24 <b>intensively</b> 15:22 <b>intent</b> 68:12 <b>intention</b> 234:6 <b>intensions</b> 177:25 <b>interacting</b> 165:23 <b>interactions</b> 151:25 <b>intercoms</b> 250:1 <b>interdict</b> 38:23	<b>interest</b> 130:14 140:1 274:24 <b>interested</b> 75:14 108:2 109:11 154:1 255:20 260:1 <b>interests</b> 89:7 140:8 141:23 142:2 <b>interim</b> 9:7,22 35:23 43:12 46:16 51:11,14 70:6 <b>interior</b> 251:25 <b>interlocal</b> 34:8,9, 15 35:9 <b>intermission</b> 153:22 <b>internal</b> 6:2,6 30:1 35:20 <b>interoperability</b> 33:1 <b>interpersonal</b> 168:17 <b>interpret</b> 215:20	<b>interpretation</b> 214:24 215:4 <b>interpretations</b> 232:19 <b>interstate</b> 128:22 <b>intertwined</b> 60:6 <b>intervals</b> 226:8 227:6 <b>intervene</b> 143:22 <b>intervening</b> 109:13 <b>intervention</b> 39:2 82:9 85:4 109:3,9 132:9 136:18, 19,23 154:3 <b>interventions</b> 82:18 83:22,23 84:4 108:20 109:6 136:25 <b>interview</b> 87:2,3 100:4 <b>interviewed</b> 23:17
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>interviews</b> 87:12	184:5,14 198:25 200:10	41:13 44:20 46:4		121:22 122:17
<b>intradist</b> <b>rict</b> 38:22	221:14 254:4 265:11	60:4 67:3,4 83:6,12	<hr/> <b>J</b> <hr/>	<b>JJS</b> 80:9
<b>introduce</b> 73:8 209:20 229:13	<b>involveme</b> <b>nt</b> 82:2 <b>issue</b> 4:24,25 5:1,2 46:6 47:18 62:2 65:15,21 66:2,9, 13 102:4,8, 9,15 104:1 107:13 112:3 116:15 150:2 152:16 155:23 156:17 160:25 168:16 169:5 175:3 251:24 252:6 267:7 269:5 274:8	102:5 104:25 113:21 129:15 133:2 145:15 146:17 155:11 157:8 164:5 165:6 167:10 191:3 194:2 214:22 215:1 218:10 221:18 274:3	<b>jack</b> 112:22 <b>JACKS</b> 114:12 <b>Jackson</b> 73:8,17, 19,20,22 74:5 91:2,24 93:9,18 96:13 98:17 99:2,5 100:23 102:20, 24 104:12 105:19 106:19 108:8 110:9 111:2 117:5 118:3,9, 12,20 124:18 127:9 167:13 168:2 169:19 254:14 <b>jail</b> 158:14 <b>January</b> 9:7,24 10:1 23:24 24:2 34:11 <b>Jason</b> 3:4 <b>JJIS</b> 111:2	<b>job</b> 73:25 150:21 175:18 190:5 211:11 231:7 <b>jobs</b> 238:3 <b>John</b> 177:11 <b>John's</b> 198:17 <b>join</b> 2:6 <b>joining</b> 4:8 <b>joint</b> 124:3,4 <b>Jones</b> 3:4,6 <b>Judd</b> 48:20,21 49:4,5 53:4,22 54:17 57:1,9, 11,15,18 63:12 70:23,24 123:10, 11 127:1,2 151:2,6, 7 154:11 160:17 161:5 201:10 202:23 222:5 228:22 233:20
<b>intrusive</b> 84:3,21 85:5,7 <b>invest</b> 59:5 <b>invested</b> 41:16 <b>investiga</b> <b>tion</b> 6:2,6,12 23:21 30:1 35:20 40:22 <b>investiga</b> <b>tors</b> 23:17 <b>invite</b> 261:17 <b>invited</b> 164:19 <b>invoices</b> 254:23 <b>involunta</b> <b>ry</b> 129:12 135:3 <b>involved</b> 73:10,12 121:2,14 169:5 181:25 183:4	<b>nt</b> 82:2 <b>issue</b> 4:24,25 5:1,2 46:6 47:18 62:2 65:15,21 66:2,9, 13 102:4,8, 9,15 104:1 107:13 112:3 116:15 150:2 152:16 155:23 156:17 160:25 168:16 169:5 175:3 251:24 252:6 267:7 269:5 274:8 <b>issued</b> 40:16 41:15 98:11 110:3 250:2,5 <b>issues</b> 4:18 14:16	<b>item</b> 3:18 6:15 26:16 51:25 169:8 <b>items</b> 10:18 22:19,21 149:5 <b>iteration</b> <b>s</b> 214:2 <b>IV</b> 136:10 <b>Ivy</b> 254:5		

254:5 260:1,13 261:3,6, 9 263:11 <b>Judge</b> 56:11 158:21 161:13, 15 <b>judgment</b> 84:17 <b>judicial</b> 77:1 <b>July</b> 20:20,23 22:8 140:19 <b>jump</b> 6:15 94:1 <b>jumped</b> 253:20 <b>juncture</b> 9:17 217:6 <b>June</b> 3:1 87:12 127:18 241:3 242:25 244:3,8, 12 245:7, 12,20,25 246:7 247:10, 23 249:4,20 250:23 257:10 <b>juries</b> 51:13 <b>jurisdiction</b> 171:24	241:17 <b>jurisdiction</b> 33:2 77:6 80:18,19 <b>jury</b> 51:6,7, 11,14, 17,20 53:11, 14,18,25 54:5,8,9 <b>justice</b> 20:18 32:11 68:19 77:11,12 85:3 95:7 111:5 123:23 <b>juvenile</b> 20:18,19 40:14 46:12 48:2 72:12 77:11,12 85:3 110:4,6 111:5 <b>juveniles</b> 68:17 98:11 156:11 <hr/> <b>K</b> <hr/> <b>Katz</b> 257:19 <b>keeping</b> 96:22 256:3 <b>Kelly</b> 8:19	22:3 25:2,9 26:2 46:24 52:7 54:25 55:18 63:14 199:23 230:10 237:16, 18 240:12, 24 248:11, 17,20 249:1,14 252:7 253:23 257:17 261:2,5, 8,25 262:17 264:9 268:18 269:19, 23 271:2, 13,17 272:14, 17,21,25 273:13 <b>key</b> 43:23 86:9 91:15 95:25 97:3 105:2 115:1 131:21 132:11 133:24 135:20 <b>kid</b> 39:10	78:1 84:6,8, 12,13 85:21,24 86:1,7, 12 89:3, 15 90:19,20 95:8 100:2,4 103:19, 22 104:9,10 108:22 111:7 112:2 120:4,5, 15 124:2 <b>kid's</b> 124:3 <b>kids</b> 38:16 40:9 56:23 58:17,24 61:12 79:12, 14,21 80:2,14 83:4,17 84:7,9 88:15 92:19 99:24 100:14 105:24 106:4,7, 12,17 107:1,3, 9 108:3 109:2,5, 21,22 110:24 117:6,8 133:4,12 146:5	150:11, 15 155:1 176:11 187:22 188:21 189:13, 22 191:11, 15,20 193:15, 18,22 195:12 204:23 205:21 206:17 210:24 214:2 220:22 248:10, 16,22 249:11 <b>kill</b> 67:9 84:14 230:24 233:11 <b>killed</b> 202:3,6, 7 <b>killer</b> 206:13 <b>kind</b> 6:25 11:21 66:15 76:10 77:20 84:6 88:9 89:5,7 91:7 98:4 108:10 118:12 123:13 124:25
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

127:19		<b>Larkin-</b>	17:19	177:6,17
128:12		<b>skinner</b>	18:7,20	178:9
144:5	<b>L</b>	39:17	19:14,16	196:13
156:16	<b>label</b>	58:5,6,7	28:12,	200:9,
157:10	273:21	60:21	13,18,20	11,12
164:18	<b>lack</b>	157:6	29:5,18	201:1
166:20	15:15	158:9	30:6,19,	210:18
169:6	56:21	159:11	21 31:8	211:3
183:22	68:6	161:13	32:25	212:25
187:2	87:8	233:22	34:1,10	218:13,
190:11	107:14	234:16	38:3,20	17,23
192:6	<b>lady</b>	263:21,	47:6	227:8
193:18	60:3,11	22	48:3	238:20,
194:6	62:1	264:3,14	49:12,13	23
195:1	65:18	265:10	51:18,	239:11
204:14	<b>lady's</b>	266:4,23	22,23	244:6,7,
246:11	148:1	268:7	56:21	10
253:10	<b>laid</b>	269:13	66:19	247:14
<b>kindergar</b>	92:4	<b>lastly</b>	68:7	256:3,7,
<b>ten</b>	220:8	64:12	76:4,7,	25 257:1
187:18,	266:3	128:9	10,11	258:12
24	<b>land</b>	130:1	80:1,6	272:12
<b>kinds</b>	108:22	133:8	87:21	<b>laws</b>
41:13	<b>landing</b>	134:12	88:4,14	19:25
147:5	4:17	135:9	89:4,16,	20:11,13
151:17	<b>language</b>	150:5	18 102:3	55:16
<b>kiosks</b>	140:16	<b>latest</b>	103:24,	<b>lawyers</b>
148:6	178:17,	237:21	25	116:15
<b>knew</b>	19 183:1	239:7	104:6,7	<b>lay</b>
142:25	227:3	<b>latitude</b>	105:1	74:10
187:8	265:15	234:4	108:8	214:13
189:23	<b>languages</b>	<b>Lauderdal</b>	113:7,15	215:17
242:14	189:24	<b>e</b>	114:8,	<b>laying</b>
<b>knowing</b>	<b>large</b>	241:20	13,17,	213:22
49:1	106:4	<b>launch</b>	21,23	<b>layman</b>
185:24	152:15	144:4	117:9	156:23
260:2	179:4	<b>launched</b>	119:5,14	<b>layman's</b>
<b>knowledge</b>	270:17	148:3	120:14,	156:24
59:15	<b>largely</b>	<b>law</b>	15,17	<b>leader</b>
110:4	10:12	3:4,9	121:20	77:4
111:17	73:9	6:11	140:6	201:16
115:23	<b>larger</b>	7:19	152:23	263:18
164:4	89:12	8:22	153:19	<b>leadershi</b>
	108:9	13:8,12	166:18	<b>p</b>
		14:21	167:10	68:25
		15:11	176:6,9	164:3



165:3	64:2	36:12,15	119:4	<b>liable</b>
170:12	67:2	37:4,18	<b>level</b>	68:6
175:15	167:4	38:19	13:18	<b>liaison</b>
<b>leading</b>	199:11	39:25	23:25	12:24
60:3,11	219:21	40:19	42:20	<b>licence</b>
<b>leads</b>	<b>legal</b>	49:8	75:7,11	273:19
104:23	53:14	50:13	80:11	<b>license</b>
146:9	153:3	70:8,25	85:8	131:24
<b>learn</b>	<b>legislate</b>	92:5,6	88:5	<b>licensed</b>
231:7	232:16	95:15	91:6	56:18
<b>learned</b>	233:2	116:9	97:20	148:13
235:23	<b>legislati</b>	122:8	106:15	228:23
<b>learning</b>	<b>on</b>	125:16	107:24	<b>licensing</b>
58:17	37:23	153:17	108:4,6,	57:4,20
60:24	71:1	161:8	14,17,20	<b>lie</b>
82:24	127:22	197:3	120:22	101:14
185:9	128:1,14	200:25	121:3	<b>lies</b>
186:15	130:11	210:3	127:20	52:16
<b>leave</b>	137:7	211:1	128:12	<b>life</b>
8:10	229:14	213:3	131:8	145:16
11:17	232:6	215:18	135:23	153:11
13:21,23	<b>legislati</b>	217:8	140:23	220:20
67:11	<b>ve</b>	222:19	152:9	261:15
103:3	9:23	229:7	175:8	<b>life-</b>
112:19	11:10,13	232:8,22	179:16	<b>threateni</b>
120:10	48:15	233:4,17	181:2	<b>ng</b>
191:15	55:14	267:7	182:15,	35:5,11
195:4	70:12	<b>Leifman</b>	18	<b>lifetime</b>
225:25	75:20	56:12	183:11	106:5
227:7	116:7	<b>leisure</b>	184:9	<b>light</b>
<b>leaves</b>	124:14	82:1	190:1	56:13
97:9	127:23	<b>Leitman</b>	192:6	263:10
179:23	<b>legislati</b>	158:21	198:5	<b>lightest</b>
257:8	<b>vely</b>	161:14,	201:24	84:15
<b>leaving</b>	43:7	15	208:6	<b>lights</b>
73:25	<b>legislatu</b>	<b>length</b>	210:11	184:19
218:12	<b>re</b>	79:18	215:13	203:24
234:16	7:6 9:21	<b>lesser</b>	217:19,	204:15
<b>led</b>	10:4,8,	267:23	21 221:4	214:17
93:11	14 12:5	<b>lessons</b>	236:10	<b>likelihoo</b>
95:5,19	18:2	231:5	263:24	<b>d</b>
122:11	21:8	235:23	<b>levels</b>	179:8
164:9	22:16	<b>let all</b>	85:1,7	<b>limit</b>
<b>left</b>	24:15	9:19	179:15	132:21
9:15	25:19,21	<b>letter</b>	180:23	
16:18	27:15	54:1	181:1,16	

<b>limitation</b> 195:2	<b>literally</b> 23:18	<b>lockdown</b> 178:6, 10,16	146:11, 17	38:10 42:13,23
<b>limitation</b> <b>ns</b> 194:6	<b>literature</b> 81:6	182:19	162:17	43:7,8,9
<b>limited</b> 41:6	85:18	183:2, 10,12,22	170:15	47:10
105:22	108:16	184:8	177:2	48:17
208:2	<b>live</b> 30:20,22	185:18	193:11	56:16
231:23	31:7	186:6	255:9	58:9
<b>lines</b> 97:6	171:17	187:3	256:5	61:1,8, 17 62:20
119:24	173:20	190:23, 24	<b>long-term</b> 106:14	65:23
<b>link</b> 149:7	174:12	208:10, 16	133:5	67:1,18, 19 68:24
189:19, 24 272:1	176:8	209:22	<b>longer</b> 30:24	69:21
<b>linkage</b> 149:1	226:25	214:15	33:25	72:17
<b>list</b> 50:15	269:15	231:1,2	61:13	77:6
140:5	<b>lived</b> 23:11	232:24	72:16	84:16
257:15, 16,18	<b>lives</b> 212:18	233:1	107:20, 25	89:9
258:8,10	<b>living</b> 83:10	248:4	142:19	136:21, 24
259:4	142:1	<b>lockdowns</b> 178:5	150:12	145:17
271:15	<b>loaded</b> 236:3	199:12	158:12	146:5,11
272:8	<b>local</b> 14:10,23	<b>locked</b> 24:24	<b>looked</b> 49:18	156:5,25
<b>listed</b> 103:17	92:18	27:5	97:13	157:8
244:9	93:17	50:6	100:23	163:24
<b>listen</b> 10:10	192:25	191:2	106:1,13	166:8,25
189:6	206:6	245:25	154:22	188:10, 17 189:2
<b>listened</b> 38:19	<b>location</b> 138:2	251:6	161:4	191:24, 25 192:1
39:25	179:13	<b>locking</b> 207:1	176:17	201:19
<b>listening</b> 10:15	203:16	249:3	188:3	207:13
144:23	205:9, 10,14	<b>locks</b> 221:19	201:15	208:3
185:22	211:23	<b>log</b> 112:5	227:18	210:24
188:20	<b>locations</b> 204:2, 12,17, 21,24	<b>log-on</b> 111:21 115:4	<b>lose</b> 91:8	211:5,25
<b>lit</b> 160:13	222:14	<b>logical</b> 226:19	150:12	218:9
	<b>lock</b> 208:21 249:12	<b>long</b> 12:16 59:1,17 119:9	<b>loss</b> 220:20	219:21
			<b>lost</b> 178:25	222:4
			<b>lot</b> 4:22	230:22
			8:11,12, 25 15:14	236:4
			20:9,10, 11 33:10	239:17, 20
			36:9	240:1,22
				244:16
				251:9,16
				252:3,4, 5,21

268:1 274:17, 24 <b>lots</b> 67:2 85:23 <b>love</b> 53:24 156:15, 18 <b>low</b> 80:10 143:14 272:7 <b>low-risk</b> 84:3,18 <b>lower</b> 108:17, 20 <b>lowest</b> 140:24 199:6 <b>luckily</b> 270:16 <b>lunch</b> 3:13 73:1,3 162:19, 21 270:19 <b>lunchroom</b> 187:12 <b>Lystad</b> 2:17,19	45:7,10 65:18 66:25 102:3 115:10 118:6 126:9 127:4 166:11, 20 169:15 170:20 199:11 203:21 217:16 240:9 253:21 265:3 <b>magic</b> 201:9 <b>main</b> 78:18 251:9,11 <b>mainstrea m</b> 248:6 <b>maintain</b> 202:15, 17 216:24 <b>major</b> 64:7 203:1 <b>majority</b> 43:13 64:15 96:2 99:9 109:8 111:10 112:24 143:2 154:22, 23 250:15 273:25	274:5 <b>make</b> 3:4 4:11 18:2 19:6 20:12 21:21,25 26:22 34:17 40:20 42:4 44:6,23, 24 55:19 56:15 59:14 60:14 64:10 65:14 66:11 67:12 68:1,18 73:16 75:9 83:17 84:9 91:21,22 94:21 96:17 102:12 103:8 109:4 112:2,23 113:14 116:11 117:20 121:7 122:5,7, 8,19 124:10, 22 131:8 133:22 135:18 137:22 140:4 143:23 145:2	147:22 149:7 152:22 156:15 157:7,13 162:4,5, 24 166:25 171:5 176:7 177:15, 16 178:2 180:12 182:5 189:3 191:1 195:6 196:15 198:9 200:25 201:23 205:20 206:2 208:11 209:12 211:6 212:1,23 213:2 215:7 216:10 217:5,7 218:5,25 219:3,25 222:25 226:9,19 228:12, 20 229:23 230:4 231:7, 11,12 233:4 235:2 237:12 268:24 270:14	273:19 <b>makes</b> 13:13 147:20 153:2 157:10 191:25 234:17 262:7 <b>making</b> 35:17 38:7 103:25 111:16 113:21 114:11 115:1 118:13 145:21 197:11, 12 207:24 210:25 240:2 270:8 <b>male</b> 142:11 231:3 <b>males</b> 142:12 <b>malicious ly</b> 179:11 <b>mall</b> 95:8 <b>malls</b> 67:13 <b>man</b> 151:18, 24 259:20 <b>manage</b> 41:17 <b>managemen t</b> 15:14,15
<hr/> <b>M</b> <hr/>				
<b>made</b> 5:22 7:15 8:12,21 12:4 14:19 37:16 43:6 44:11				

40:1,7 61:10 78:23,25 135:10 144:6 166:17 184:21, 24 192:2 204:3 212:7 250:8 <b>manager's</b> 164:20 <b>managers</b> 164:14, 16,25 168:11 <b>managing</b> 15:23 21:22,23 132:6 137:12, 14,20 138:1,7 <b>mandate</b> 37:21,24 63:25 75:6 210:11 267:6,15 <b>mandated</b> 27:9 76:24 146:3 178:23 <b>mandates</b> 179:18 <b>mandatory</b> 42:21 <b>manipulat</b> <b>ion</b> 232:20 <b>manner</b> 74:17 <b>map</b> 133:22	143:24 146:21 <b>March</b> 48:15 52:22,23 70:13 126:23 256:4 <b>March/</b> <b>april</b> 70:17 <b>Marchman</b> 129:14 135:8 136:13 <b>Marjory</b> 194:19 197:2 210:13 <b>mark</b> 8:1 73:15,24 134:18 <b>marked</b> 205:3,6 274:18 <b>marshal</b> 180:15 <b>marshals</b> 180:17 198:23 221:17 <b>Marstille</b> <b>r</b> 20:21 40:12 72:11,23 73:7 94:1 95:23 96:21 97:12 101:6 112:20 113:4 114:4	115:5,8, 23 117:1 119:25 <b>Martin</b> 252:10 273:16 <b>mascots</b> 188:14 <b>mass</b> 47:2 66:14,17 179:2,12 203:22 <b>massacre</b> 261:10 <b>massacres</b> 179:9 <b>master</b> 271:14 <b>material</b> 4:15 69:9 119:3 <b>materials</b> 220:21 <b>math</b> 138:7 142:22 <b>Matt</b> 42:9 <b>matter</b> 17:3 22:9,13 24:16 37:17 113:25 121:23 122:14 166:24 177:25 190:4 197:1 211:4 214:5 248:8 255:21	258:21 <b>matters</b> 12:3 29:18 238:14 <b>mature</b> 181:3 183:20 <b>maturity</b> 179:16 <b>Max</b> 239:4 <b>meaning</b> 236:20 <b>means</b> 27:24 103:6 121:20 128:23 142:21 144:20 146:23 213:18, 23 214:12 <b>meant</b> 206:16 <b>meantime</b> 114:6,9 246:15 <b>measurabl</b> <b>y</b> 65:14 <b>measure</b> 158:1,7 246:16 258:25 <b>measures</b> 158:9, 18,19 <b>mechanism</b> <b>s</b> 147:1 <b>media</b> 17:7 21:1	45:24 63:17 186:1 188:11 <b>Medicaid</b> 145:10 148:22, 24 150:11 155:16 <b>medical</b> 160:6 176:10 <b>medicatio</b> <b>n</b> 153:8 157:3,17 <b>medicatio</b> <b>ns</b> 151:22 <b>meds</b> 157:19 <b>meet</b> 10:24 11:10 48:16 49:15 70:4,17 71:25 84:11 100:15 101:20 180:2 224:13 225:9 227:12 <b>meeting</b> 2:3,9 3:1 4:8, 16 7:17 9:18 10:24 11:2,11, 12 15:8, 18 28:16 31:13
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

32:17	<b>meets</b>	134:3	<b>message</b>	<b>Mier</b>
34:13	90:14	135:2	165:16	42:9
42:8	195:23	136:2,4	169:25	<b>military</b>
48:18	<b>Melissa</b>	137:16	269:12	77:25
53:12	58:6	138:11	<b>messed</b>	235:20,
54:16	<b>member's</b>	139:19	259:14	21
55:12,14	106:24	140:7	<b>messing</b>	<b>million</b>
62:3,13	<b>members</b>	141:13	261:21	138:12,
68:12	3:24	145:8	<b>met</b>	18
69:8	10:14	148:2	53:12	139:4,7,
70:1,11,	106:25	156:25	169:17	8 141:16
15 89:8	114:23	157:5	193:13	143:5
90:1	166:23	158:2,5	<b>Methadone</b>	147:4
95:25	168:8	159:11,	131:22	254:21,
161:20	180:18	15,19	<b>metrics</b>	22 255:3
162:1	237:19	160:1,8	135:15,	263:23
163:15,	<b>memory</b>	<b>mentality</b>	18 142:3	<b>mimic</b>
25	180:7	33:24	144:15	181:9
164:2,	209:4	<b>mentally</b>	158:14,	<b>mind</b>
13,19,24	<b>mental</b>	157:10	15	53:2
165:7,	14:15,16	158:10,	<b>Miami</b>	117:16
15,24	15:9,11	16,24	158:23	226:20
166:3,6,	16:8,12,	<b>mention</b>	190:15	243:23
9,12	15 37:24	168:21	<b>Miami-</b>	256:3
168:24	38:5,6,	169:10,	<b>dade</b>	<b>mindful</b>
169:13,	15,18	24 172:9	8:14	221:5
20	40:1	<b>mentioned</b>	44:21,23	<b>mine</b>
170:20	56:14	21:18	90:6,8	99:20
175:16	60:1,4,	93:2	243:11	<b>minimally</b>
176:17	25 61:1,	102:24	254:10	84:3,21
186:10	5,6,18,	166:13	<b>Michael</b>	<b>minimize</b>
195:16	19,25	167:2	148:5	178:1
203:16	62:6,11	173:8	<b>microphon</b>	179:4
215:19	65:15	182:14	<b>e</b>	<b>minimum</b>
219:23	67:3	254:17,	61:22	23:13
239:21	82:25	20	261:20	62:5,17
255:5	127:12	274:21	<b>mid</b>	92:10
272:1	128:18,	<b>mentionin</b>	133:11,	156:10
<b>meetings</b>	22	<b>g</b>	12	<b>minor</b>
3:8 6:24	129:2,4,	163:23	<b>middle</b>	100:24
55:9	7	<b>MES</b>	17:17	<b>minute</b>
59:22	130:13,	135:11	71:14	44:2
104:19	16	147:4	132:4	66:19
167:17	131:3,	<b>mess</b>	181:15	138:15
169:7,22	11,20,22	30:23	248:9	169:6
	133:25			230:11

259:19	22:7	<b>moments</b>	<b>monthly</b>	242:10
260:10	45:20	197:15	17:9,25	258:1
<b>minutes</b>	<b>mixed</b>	<b>moms</b>	18:1	260:14
2:9,12,	199:18	139:25	47:11,15	<b>mother</b>
21 3:1	<b>mobile</b>	<b>Monday</b>	56:5	5:20
4:4	5:5,8,16	161:14	248:8	134:19
22:23	15:13,16	273:14	<b>months</b>	160:23
27:10	16:1,7,9	<b>money</b>	5:16	<b>mother's</b>
40:3	33:17	255:4	7:3,16	152:1
65:2	62:22	264:12	25:14	<b>motion</b>
69:2	128:5	265:11	42:12	2:11,14,
72:7,13,	132:12	266:25	47:2	25
16	140:9,12	267:11,	60:16	231:12
127:19	<b>model</b>	13 268:1	130:18	<b>motions</b>
132:18	65:24	<b>monitor</b>	134:2	179:22
162:19	77:4	48:18	189:1	<b>motivatio</b>
<b>mirror</b>	80:19	<b>monitored</b>	253:22	<b>n</b>
18:17	84:1	46:13	256:4,25	206:2
223:20	92:4	<b>monitorin</b>	257:4,10	<b>MOU</b>
<b>misdemean</b>	117:4	<b>g</b>	260:20	176:5
<b>ants</b>	134:23	17:7	<b>Morford</b>	<b>MOUS</b>
84:20	141:10,	21:1	5:22 6:7	176:6
<b>misdemean</b>	18,23	45:24	35:21	<b>move</b>
<b>or</b>	142:3	157:4	36:23,24	23:2
75:17	144:6,8	<b>month</b>	37:3	67:17
80:15	234:9	17:20	40:22	85:24
90:4	<b>models</b>	62:16	<b>Morford's</b>	183:19
91:6	158:25	126:13	36:24	192:13
<b>misdemean</b>	<b>modificat</b>	142:5	<b>morning</b>	197:8
<b>ors</b>	<b>ion</b>	148:3	2:4 3:6,	207:14
80:16	18:3	178:23	14,18,23	209:13
<b>misinform</b>	<b>modificat</b>	185:17,	4:13	215:12,
<b>ation</b>	<b>ions</b>	19	5:10	25 235:8
14:5	162:5	186:17,	6:14,23	247:22
<b>missed</b>	166:20	18	7:25	248:3,
119:14	<b>modified</b>	192:19	20:22	16,22
<b>mission</b>	87:4	202:12	40:13	251:3
64:17	<b>modify</b>	213:9,19	47:8,20	270:18
<b>misunders</b>	47:16	215:3	65:11	<b>moved</b>
<b>tood</b>	<b>mom's</b>	216:5,9,	73:1,5	2:13
206:22	143:18	12	74:6	7:13
<b>mitigate</b>	<b>moment</b>	228:24	109:19	63:7
212:23	2:5	236:6	128:5	79:24
<b>mitigatio</b>	141:5	247:10	149:19	100:25
<b>n</b>	207:6	272:10	162:10	145:10
17:3			177:11	164:11

166:10	<b>multiple</b>	<b>national</b>	<b>neglect</b>	<b>night</b>
183:6	38:7	62:10	160:25	66:16
197:3	107:11	77:4	<b>neighbor</b>	241:10
<b>movement</b>	155:5	201:12	58:21	257:19
163:19	196:11	212:11	<b>neighborh</b>	271:19
183:5	<b>multiplie</b>	218:7,8	<b>ood</b>	<b>nighttime</b>
184:14	<b>r</b>	235:1	83:9	239:3
208:18	28:7	<b>nationall</b>	<b>Nelson</b>	<b>ninth</b>
<b>moves</b>	29:8,13	<b>y</b>	2:13,15	151:25
199:25	<b>municipal</b>	65:24	171:13,	<b>Nocco</b>
<b>moving</b>	<b>ities</b>	<b>natural</b>	14	254:6,9
8:1 53:2	79:2	178:11	172:3,21	<b>non-</b>
55:1,11	165:3	182:25	173:4	<b>completio</b>
81:1	168:9,	234:8	<b>nervous</b>	<b>ns</b>
86:18	13,25	235:3	210:8,9	99:7
91:25	<b>municipal</b>	<b>nature</b>	234:17	<b>non-ese</b>
160:6	<b>ity</b>	37:7	<b>net</b>	248:7
168:18	259:2,3	56:6	115:7	<b>non-</b>
170:25	<b>murdered</b>	102:2	150:14	<b>movement</b>
183:24	271:7	215:15	<b>network</b>	209:3
184:8	<b>murderer</b>	<b>navigate</b>	15:11	<b>non-</b>
208:25	63:20	112:6	146:20	<b>school-</b>
216:25	<b>murky</b>	<b>navigator</b>	<b>networks</b>	<b>based</b>
230:13	265:16	<b>s</b>	92:17	76:13
231:6	<b>Murphy's</b>	149:25	<b>Newly</b>	<b>non-</b>
242:14	177:6	<b>nay</b>	177:11	<b>students</b>
247:5,16	<b>muscle</b>	2:23	185:4	248:7
248:10	180:7	<b>necessari</b>	188:7	<b>nonbeliev</b>
253:3	209:4	<b>ly</b>	189:18	<b>ers</b>
257:12		14:16	190:17	215:2
271:22		57:24	193:7	<b>noncompli</b>
273:3	<b>N</b>	60:25	200:6	<b>ance</b>
<b>MRI</b>	<b>named</b>	70:2	206:23	17:10,11
159:24	55:21	103:23,	225:7	25:20
<b>MRIS</b>	74:18	25	<b>Newman</b>	48:7
160:12	<b>names</b>	151:11	162:10	52:4
<b>MRT</b>	256:1,2,	192:25	<b>news</b>	240:22
141:4,6	8 257:6	<b>needed</b>	116:3	<b>noncompli</b>
<b>MRTS</b>	262:9	150:23	139:6,8	<b>ant</b>
141:2	<b>narrative</b>	163:20	<b>newslette</b>	7:19
<b>MSD</b>	267:5	199:2	<b>r</b>	51:20
30:3,22	<b>narrow</b>	254:16	189:16	241:14,
<b>multi-</b>	135:24	<b>needing</b>	<b>nexus</b>	16,25
<b>agency</b>	<b>nation</b>	172:14	263:9	257:24
15:11	218:9	<b>needle</b>	<b>nice</b>	
	270:23	7:12	109:7	

<b>Nonethele ss</b>	81:12	64:4	<b>occasions</b>	89:24
36:11	99:7	79:10	214:22	97:9
<b>normal</b>	108:1	106:6	<b>occupied</b>	98:2,21,
3:19	113:12	108:9	27:5	23
191:18	114:16	114:11	245:25	118:15,
204:22	129:11	139:17	<b>occur</b>	22
<b>note</b>	135:1	142:13	214:23	<b>offenses</b>
163:24	144:13	178:8	226:8	79:16
230:4	149:15	187:4	<b>occurred</b>	80:25
237:12	158:11,	199:8	98:16	85:21
<b>noted</b>	13	221:24	99:4	86:21,22
89:9	179:22	223:6	163:14	87:17
214:22	184:9	234:22	165:10	89:21,22
<b>notes</b>	185:16	235:7	<b>occurring</b>	103:13
71:8	186:11,	239:7	50:14	<b>offer</b>
219:19	17,21	242:11	68:21	88:6
249:6,9	197:8	<b>numerous</b>	109:6	92:13
253:24	198:1	164:12	196:14	108:23
<b>notice</b>	201:8	<b>nutshell</b>	<b>occurs</b>	137:3
128:19	202:10	150:19	58:10	<b>offered</b>
<b>notificat ion</b>	209:11		89:24	88:10
47:3	210:17,	<hr/>	<b>October</b>	<b>offering</b>
169:6	20,21	<b>o</b>	21:9,11,	134:14
203:22	212:23	<b>oath</b>	13,17	<b>offers</b>
212:5	215:1	51:8	36:3	81:15
<b>notified</b>	217:14	<b>OB</b>	45:14	<b>office</b>
88:4	218:17,	146:13	70:1	6:1
89:4	19	<b>objecting</b>	132:16	11:24
241:12	219:1,2,	194:9	140:19	12:5,9,
<b>notify</b>	25 220:6	<b>objective</b>	202:21	25 24:3
38:2	221:3	52:18	225:9	25:25
<b>notifying</b>	222:3,8	<b>observati on</b>	<b>offend</b>	29:6,25
195:1	227:7	89:17	85:16,17	30:13
<b>November</b>	234:1,23	<b>observati ons</b>	<b>offender</b>	32:5
186:24	236:16	88:19	84:19	33:17
<b>nuances</b>	239:8	89:6	236:8	34:24,25
25:8	240:8	<b>observe</b>	<b>offending</b>	52:10
<b>number</b>	241:25	53:7	81:22	56:17
7:18	243:7	193:24	82:7,16	99:1,24
15:1,4	246:8	249:18	91:10	100:7
23:9,12	247:24	<b>obstacle</b>	<b>offense</b>	101:10
28:14,17	249:20	31:17	77:9	110:22
50:6	257:9	<b>obviate</b>	85:25	130:13,
68:16	269:21	90:16	86:7,10	16,17,
	<b>numbers</b>		87:20	19,24
	15:1		88:6	132:12



164:11	<b>officers</b>	38:9	122:13	144:24
177:2	13:8	153:6	<b>operated</b>	145:13
191:6	29:3	242:22	76:25	163:8
210:21	33:16	<b>online</b>	<b>operates</b>	177:22
212:5,7	75:22	19:7	100:13	194:11,
237:16	149:20	21:21	171:23	21
241:15	200:14,	36:3	<b>operating</b>	222:21
242:9	16	87:7	74:17	237:20
243:6,22	239:11	<b>onsite</b>	117:24	266:12
246:14	256:7	219:8	<b>operation</b>	<b>opposed</b>
251:17	<b>offices</b>	<b>opaque</b>	<b>al</b>	2:23
263:17	243:8,9	26:19	29:18	202:11
264:10	254:1	46:10	138:13,	266:16
266:20	<b>officials</b>	191:3	24,25	<b>oppositio</b>
274:17	3:24	207:2	164:5,17	<b>n</b>
<b>officer</b>	164:14	246:5	166:22	29:16
7:22	<b>Ohio</b>	<b>open</b>	167:9,10	33:10
8:2,18	66:17	24:25	168:22	<b>option</b>
18:7	<b>older</b>	25:4	169:1,	29:6
28:1,2	183:20	43:18	17,18	95:17
32:12	<b>olds</b>	46:9	<b>operation</b>	112:18
43:24	57:12	48:20	<b>s</b>	123:7
44:2	<b>Olivia</b>	50:9	130:25	185:7
57:23	61:15,	179:13	<b>operator</b>	187:2
63:16	16,23	191:24	180:6	190:20
67:16	125:11	209:9	<b>opiate</b>	191:7
86:10,11	126:10	210:1	143:3	206:24
87:21	271:18	211:15	<b>opinion</b>	207:4,
104:7	273:15	214:24	190:9	12,15
113:15	274:5	251:11	212:21	208:3,8,
114:17,	<b>on-scene</b>	252:5	238:8	17,19
22 171:6	174:18	253:15	<b>opioid</b>	209:12
172:14	<b>one-and-</b>	<b>opened</b>	133:16,	230:2,6
174:18	<b>done</b>	242:7	20	243:17
206:2,15	154:23	255:1	<b>opoid</b>	264:18,
241:1	<b>one-day</b>	274:12	133:15	19
255:8	11:11	<b>opening</b>	137:8	265:4,5
257:2	<b>one-hour</b>	242:15	<b>opportuni</b>	267:8,
259:22,	31:1	<b>openings</b>	<b>ties</b>	12,21,25
23	132:20	29:3	42:17	268:5
260:18	<b>one-page</b>	<b>openly</b>	<b>opportuni</b>	269:20
262:16	237:5	66:5	<b>ty</b>	<b>options</b>
263:1	<b>one-times</b>	<b>operate</b>	11:4,14	207:21
264:19	155:4	87:15	14:14	208:1,3
<b>officer's</b>	<b>ongoing</b>	92:1,2,3	74:1	264:18
114:15	6:12	118:23	119:13	267:9,

10,12 <b>Orange</b> 243:11 <b>Orcat</b> 4:25 46:3 47:7 164:16 <b>order</b> 2:3 9:5 20:14 22:19 24:7 43:8 46:22 74:13,19 140:7 147:16 168:21, 22 180:9 <b>orders</b> 14:17,18 15:2 <b>Oregon</b> 28:17 <b>organizat ion</b> 164:21 201:11 <b>organizat ional</b> 130:8 144:6 <b>organized</b> 130:9 <b>oriented</b> 134:21 153:5 <b>original</b> 87:4 98:15,21 <b>originall y</b> 85:11 <b>Orlando</b> 161:14	<b>ORT</b> 167:3,21 175:16 <b>outcome</b> 23:1 108:14 119:17 <b>outcomes</b> 79:5 133:6 134:7,9, 10,11 141:20 147:7 153:6 157:18 <b>outdated</b> 178:22 <b>outer</b> 252:2 <b>outline</b> 46:17 <b>outlining</b> 74:21 <b>outs</b> 271:21 <b>outstandi ng</b> 5:5 <b>overdepen dent</b> 156:25 <b>overdoses</b> 133:21 <b>overdrill</b> 213:7 <b>overhead</b> 138:13 <b>overlay</b> 88:2,8 89:2 92:20 118:4,7 <b>overload</b> 111:25	<b>oversee</b> 24:13 <b>oversight</b> 12:2,10 20:3,4 52:3 68:18 138:25 <b>overstepp ing</b> 117:7 <b>overview</b> 48:10 <b>overwhelm ingly</b> 81:5 <hr/> <b>P</b> <hr/> <b>p.m.</b> 163:1 <b>PA</b> 191:17 250:6,16 <b>package</b> 157:14 <b>packet</b> 180:25 <b>pages</b> 23:19 69:14 224:19 <b>paid</b> 254:22 <b>pain</b> 239:20 <b>painfully</b> 115:10 <b>painstaki ng</b> 240:10 <b>Palm</b> 8:14 44:20 243:11	<b>panel</b> 45:1 <b>Panhandle</b> 88:24 148:4 274:4 <b>panic</b> 211:11 250:20 <b>paper</b> 271:9 <b>para- professio nals</b> 149:25 <b>parallel</b> 109:4 <b>parameter s</b> 95:3 <b>paraphras ing</b> 97:16 <b>parent</b> 58:21 66:4 160:24 189:10, 14,16, 19,24 <b>parental</b> 133:3 <b>parenting</b> 134:13 139:25 143:11 <b>parents</b> 50:22 63:17 100:3 101:1 133:2 143:15, 17 148:15 185:6	189:20, 22 190:6 <b>parents'</b> 150:12 <b>park</b> 226:10 274:16 <b>parking</b> 251:16 252:3,4, 5 274:17 <b>Parkland</b> 132:15 <b>part</b> 28:5 38:18 39:25 40:19 56:4 61:3 91:16 103:5 110:17 112:20 116:12 121:15 122:16 152:15 161:3,20 182:6 192:4 198:25 218:21, 24 219:4,5, 7 228:20 229:5, 13,22 <b>participa te</b> 76:24 79:3 93:3,13, 14 94:5, 13 95:10,
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

12,18	<b>password</b>	<b>pediatric</b>	35:17	100:18
110:25	111:22	<b>ian</b>	37:13	103:14
121:19	115:4	146:13	40:1	105:4,5,
167:21	<b>past</b>	<b>peers</b>	41:12	12,14,
<b>participa</b>	21:7	81:25	43:16	15,17
<b>ting</b>	72:25	82:12	47:16	106:6,10
4:10	123:19	83:10	51:7,8,	138:14,
79:16	135:21	<b>Pembroke</b>	16,20	25
94:16	241:10	241:23	52:9,12	139:1,2
167:23	<b>path</b>	<b>pending</b>	58:12	143:11,
168:25	60:19	4:1,18,	67:9,18	12
169:3	69:7	23 5:2,	91:16	144:10
<b>participa</b>	117:15	15 6:8	110:20	259:16
<b>tion</b>	216:22	9:20	111:14	260:7
77:10	<b>patient</b>	20:16	122:19	262:8
78:22	157:5	21:12,18	126:11	265:2
80:10,	158:7	22:20,	133:22	268:3
12,17,23	257:10	21,24	135:21,	<b>percentag</b>
97:1	<b>patients</b>	24:10,	22	<b>e</b>
99:22	149:12	14,18	147:21	100:14,
169:2	150:3	25:1,23	153:6,10	17,21
<b>parties</b>	<b>Patricia</b>	26:8,15	154:19	106:4
163:13	127:13	29:14	155:17	108:3
164:13	<b>patrol</b>	30:15	157:1,19	109:1,12
<b>partners</b>	33:14,22	32:18,21	179:8	151:11
113:7	200:16	35:21	184:6	159:15,
114:9	205:2,6	38:10	194:11	18
238:21,	212:8	40:23	201:3,19	<b>percentag</b>
23	<b>pause</b>	41:23	209:13	<b>es</b>
<b>partnersh</b>	116:23	42:7	211:5	106:2,3
<b>ip</b>	<b>pay</b>	43:10,	213:23	<b>perform</b>
132:13	58:11	14,15	214:16	243:15
<b>parts</b>	269:15	243:25	215:20	<b>performan</b>
128:16	<b>payable</b>	250:4	222:20	<b>ce</b>
160:19	264:10,	<b>penny</b>	233:17	130:21
<b>Pascoe</b>	12	267:18	261:3	141:23
244:22	<b>paying</b>	<b>Pensacola</b>	262:17	<b>performs</b>
245:3	267:18	86:8	266:22	107:20
<b>passed</b>	<b>payment</b>	<b>people</b>	269:15	<b>perinatal</b>
33:3,9	265:3	7:7 12:6	<b>percent</b>	134:16
49:11,12	<b>PC</b>	14:17	48:5	<b>period</b>
55:16	57:25	15:13,23	51:25	18:11
62:4	<b>peak</b>	17:12	54:17	121:24
137:7	270:19	18:10	79:14,21	134:17
176:12		31:12,13	80:13,21	151:12
256:3		33:10	99:6,22	228:8

255:18 <b>periods</b> 126:24 <b>permanent</b> 24:13 262:25 <b>permissiv e</b> 38:1 <b>permit</b> 108:9 <b>permitted</b> 57:4 <b>perpetuit y</b> 55:22 <b>persisten tly</b> 158:10, 16 <b>person</b> 4:8 12:23 13:5,19 14:14 59:17 66:19 114:14, 16 120:18 154:8 157:14 212:8 249:16 264:21 <b>personal</b> 64:17 160:9 250:1,5, 17 <b>personall y</b> 30:11 95:2 137:6 142:20	167:21 <b>personnel</b> 19:12 26:5 27:16 28:6,22, 23 31:2 36:17 37:5,6 147:11 164:17 183:3 229:2 267:17 268:4 274:22 <b>persons</b> 136:5 <b>perspecti ve</b> 56:10 97:23,24 137:2 163:15 170:17 172:13 <b>petit</b> 103:21 <b>petty</b> 19:20 110:1,14 115:15 117:11, 13,14 118:6, 10,17,24 120:24 122:1,22 155:19, 21 160:20 263:6,8 <b>phases</b> 21:2 <b>phone</b> 4:9,11,	12 65:9 67:22 87:10 114:11 210:20 240:15 <b>phonecall</b> 5:24 112:23 <b>phonecall s</b> 240:2,8 241:24 262:24 <b>phones</b> 203:23 250:1,12 <b>photograp h</b> 262:20, 25 <b>phrase</b> 86:19 208:19 247:4 <b>physical</b> 16:23 24:1 45:25 134:11 181:6, 19,22 182:16 183:23 185:13 <b>physical y</b> 183:5 247:22 <b>pick</b> 11:12 48:14 204:11 <b>picked</b> 39:14	<b>picking</b> 99:25 240:15 <b>picture</b> 20:9 260:17 273:22 <b>piece</b> 97:21 105:15 109:16 143:22 146:10 149:10 150:1 154:7 161:1 184:1 271:9 <b>pieces</b> 127:24 <b>pile</b> 203:18 <b>pilot</b> 87:4,5 <b>Pinellas</b> 15:3 31:18 34:14 103:17 104:5 188:10 190:15 <b>Pines</b> 241:23 <b>pink</b> 232:1 <b>place</b> 33:12 44:23 52:18 71:7 121:4 144:21 145:1 147:11	150:16, 24 153:24 157:16 186:1,22 196:18 197:4 201:19 203:19 228:14 244:2 245:3 246:3,8 247:6 249:21 250:9, 11,21 258:21, 25 259:24 274:6 <b>places</b> 31:22 44:1 66:3 67:18 199:23 269:10 <b>plain</b> 230:18 231:1, 13,23,24 232:4 <b>plan</b> 19:11 34:7 39:2 44:22 52:12 61:14 70:16,19 127:18 137:15 149:18 150:15 156:9
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

179:8	120:7	20,21,	159:16,	206:12
203:12	127:5	22,23	19	<b>potential</b>
204:3	131:9	242:7,8	<b>populatio</b>	<b>ly</b>
207:6	135:20	256:24	<b>ns</b>	42:16
234:15	143:12	264:19	136:9	75:17
242:13	152:4	<b>policies</b>	137:4	78:8
<b>Planning</b>	153:25	19:14,22	<b>portable</b>	84:22
130:2	178:8	25:24	33:18	85:25
<b>plans</b>	199:9	26:22	<b>portables</b>	87:17
38:8	223:23	27:2	224:1	103:2
164:22	226:12,	131:24	<b>portal</b>	118:5
242:19	14	147:2,24	148:16	215:19
<b>Plantatio</b>	232:13,	233:18	<b>position</b>	<b>poverty</b>
<b>n</b>	14	<b>policy</b>	173:10	157:12
241:22	238:19	19:17,	186:9	<b>Powerpoin</b>
<b>platforms</b>	256:17	19,21	229:13	<b>t</b>
36:7	257:23	25:13,18	238:6	6:18
<b>play</b>	270:12	26:11	268:22	46:22
44:21	<b>pointed</b>	32:1	<b>positions</b>	69:13,14
<b>played</b>	96:13	41:11	29:4,5	95:1
268:12	152:2	49:19,20	52:10	180:12
<b>playgroun</b>	215:1	50:2	147:13	224:19
<b>d</b>	<b>points</b>	53:8	274:23,	<b>POWERS</b>
187:11,	26:15	56:10	24	228:12
17	33:7	58:23	<b>positive</b>	229:1
204:24	67:25	145:22	5:2 25:7	<b>practical</b>
214:7	146:15	146:25	166:1	<b>ly</b>
<b>pledge</b>	<b>police</b>	245:6,8,	168:14	233:7
2:7	28:2	10,11,	170:5,25	<b>practice</b>
<b>plenty</b>	29:3,21	15,17,23	<b>possess</b>	53:8
55:5	30:14	246:1,3,	188:21	88:9
<b>point</b>	33:16	20	<b>possibili</b>	135:24
5:21	34:14	247:18	<b>ty</b>	165:18
23:7	35:13	<b>Polk</b>	137:8	184:6,25
36:21	90:23	15:3	148:9	191:23
48:18	91:5	<b>poor</b>	<b>possibly</b>	193:5,6
54:17	163:3,4,	82:1	161:2	195:16
61:12	16 164:2	<b>Poppel</b>	<b>posture</b>	201:22
78:8	165:4,17	62:21	191:18	231:1
81:14	171:4,23	65:19	<b>potential</b>	235:21
91:14	173:2,	<b>populatio</b>	39:7	272:23
94:14	16,18,25	<b>n</b>	76:2	<b>practices</b>
109:4	176:3,16	88:25	89:19	24:4
110:15	180:20	109:8,9	96:11	135:10
118:13	241:16,	136:8	139:8	137:10
119:2	18,19,	139:13	145:14	196:16

230:18, 21 235:23 270:21 <b>pre</b> 118:16 <b>pre-</b> <b>arrest</b> 20:19 76:14 93:3 96:17 99:23 100:3 104:2 111:1,7 112:4 118:16 121:24 122:9 124:12 <b>pre-</b> <b>diversion</b> 117:24 118:1,19 119:12, 20 121:6 <b>pre-</b> <b>diverting</b> 121:5 <b>pre-k</b> 146:14 <b>pre-</b> <b>meeting</b> 105:21 <b>pre-read</b> 119:3 <b>predators</b> 129:13 <b>predeterm</b> <b>ined</b> 203:17 <b>predomina</b> <b>ntly</b> 189:9	<b>pregnant</b> 134:13, 15,16 136:10 139:24 <b>prelimina</b> <b>ry</b> 108:12 <b>preparati</b> <b>on</b> 184:18 <b>prepare</b> 10:24 170:15 179:24 <b>prepared</b> 55:24 263:2 <b>prescribe</b> 213:19 <b>prescribe</b> <b>d</b> 92:9 <b>prescript</b> <b>ion</b> 133:21 <b>presence</b> 205:3 <b>present</b> 8:2 10:13 74:23 127:17 213:14 241:1 255:17 <b>presentat</b> <b>ion</b> 6:18 9:12 10:21 42:8,14 64:13 65:11 72:21 73:9	75:10 76:22 95:1 127:18 131:18 156:22 162:17 163:23 170:15 180:12 185:11, 14 188:9 189:4 199:24 200:2 224:19 252:10 <b>presented</b> 163:15 165:7,15 166:9 <b>presentme</b> <b>nt</b> 51:22 <b>presents</b> 176:20 240:5 <b>president</b> 166:4 <b>press</b> 3:23 65:3 72:8 162:9 206:6 255:13 <b>pressed</b> 229:8 <b>pressure</b> 175:19 <b>pretouche</b> <b>s</b> 144:14 <b>pretty</b> 54:10 65:19	135:24 139:3 141:20 142:12 147:25 158:4,22 227:9 250:25 272:5 <b>prevent</b> 14:14,23 64:6,18 68:20 252:1 273:20 <b>preventat</b> <b>ive</b> 61:7 <b>preventin</b> <b>g</b> 14:20,21 58:12 59:2 61:12 <b>preventio</b> <b>n</b> 58:9,11, 15 60:24 62:10 65:21 67:20 77:12, 15,16, 21,23,25 78:2 79:25 80:9 81:15 85:5 86:6 89:20 97:2 103:7 104:10 111:2,4, 6,12	112:6 113:6,11 114:24 115:19 116:4,13 119:15 120:17 123:21 132:9 136:18, 22 143:22 144:14 154:2,6 156:13 179:2 181:20 182:17 184:1 <b>previous</b> 7:5 104:19 164:8 207:24 <b>previousl</b> <b>y</b> 19:18 256:15 <b>primaries</b> 181:14 <b>primarily</b> 129:11 <b>primary</b> 33:14,22 35:13 136:14 164:5 179:15 180:23 181:1,7, 13,17 182:15, 18 183:11 198:5 201:24
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

204:5	<b>privy</b>	179:10	<b>product</b>	16 96:4,
220:3	106:20	<b>proceed</b>	72:1	12,15
222:1	<b>probe</b>	129:23	<b>productiv</b>	98:12,
224:20	87:11	<b>proceedin</b>	<b>e</b>	13,20
<b>principal</b>	<b>problem</b>	<b>gs</b>	75:1	100:15
191:7	33:8	2:1	166:1	101:19
193:20	35:16	<b>process</b>	168:12	102:1,
195:1	36:18	12:6	<b>professio</b>	10,12,14
210:22	41:7,8	14:25	<b>n</b>	103:2,
271:19	58:19	34:12	156:23	18,22,23
<b>principal</b>	61:9,11	35:6	159:7	104:3,4,
<b>s</b>	78:19,22	40:25	<b>professio</b>	11,21
125:21,	90:7	41:4,16,	<b>nals</b>	105:13
22	96:20	17 46:8	37:24	107:14,
171:25	104:9	52:11	87:6	18 110:7
173:9	110:23	53:20	157:1	113:17
190:25	113:3	63:5	179:3	114:19
191:14	116:14	80:3	<b>profound</b>	115:19
204:4	121:25	87:1,25	179:23	116:18,
<b>principle</b>	123:17	98:22	<b>program</b>	19,21
183:23	125:13	101:2	13:5	117:3
<b>print</b>	156:3	106:13	27:16	118:7,19
273:21	167:15	140:21	29:10	119:17
<b>prior</b>	172:20	162:3	57:17,19	120:12,
16:12	197:11	181:10	74:18,19	16
83:8	199:13	183:20	77:10,	121:10,
89:8	217:25	185:8,13	19,21	20,24
144:3	218:3	197:4	78:11,	122:9,
169:13	259:4	211:19	17,18,21	10,13,16
179:14	266:15	222:22	79:5,12,	123:3
180:6	<b>problems</b>	236:11	15,17,	124:12
<b>prioritie</b>	21:6	246:12	18,23	131:20,
<b>s</b>	41:5,13	249:24	83:14	21
134:20	82:2,15	251:1	84:6,7	137:24
<b>priority</b>	83:1,9	255:1,16	85:5,15,	138:8,9
65:18	141:15	263:23	22 86:6	144:10
126:18	232:17	266:2	87:16	145:8,9,
135:9	269:10	<b>processed</b>	88:6,8,	11,19
136:9	<b>procedure</b>	99:1	15,22	147:14
212:24	245:6,	<b>processes</b>	89:2	158:24
<b>private</b>	10,11,	62:8	92:11	181:20
64:8,10	17,24	172:19	93:1,3,	242:24
79:2	246:2,21	<b>procure</b>	4,21,22,	243:19
94:5	<b>procedure</b>	250:13	23	244:12
229:6,9	<b>s</b>	<b>produce</b>	94:10,18	264:1
	178:22	263:15	95:4,10,	265:21,

25 266:6 268:4 <b>program's</b> 76:18 <b>programmi</b> <b>ng</b> 82:4,13 133:18 143:10 147:24 <b>programs</b> 20:19 40:11,14 46:12 48:3,4 61:2 68:10, 11,12,15 72:22 74:17 75:7,20 76:14,25 79:4,25 86:20 88:1,2, 21 92:3, 8,20 94:6 96:18 101:24 107:10 108:3,23 111:1 113:9 116:12, 13 117:19, 20 118:4,11 119:8, 12,20 121:19 127:12 128:5 129:24 130:21	131:14 138:4,5 139:10, 11 144:21 145:5,7, 13,24 146:1 158:2,22 195:11 <b>progress</b> 8:12,21 35:17 43:16,21 45:10, 18,19,25 46:2 48:13 79:19 114:3,5 161:17 163:18, 21,24 169:15 170:21 253:21 <b>progresse</b> <b>s</b> 180:10 248:20 <b>progressi</b> <b>on</b> 248:12 <b>progressi</b> <b>ve</b> 158:22 215:14 230:6 <b>prohibite</b> <b>d</b> 18:9 <b>prohibits</b> 14:12 <b>projectio</b> <b>ns</b> 254:24	<b>promise</b> 68:10 74:18 103:22 104:3,21 117:3 <b>promote</b> 18:24 35:24 36:12,14 137:18 <b>promotion</b> 36:16 <b>promptly</b> 162:20, 22 <b>proper</b> 31:15 <b>properly</b> 34:18 35:10 86:17 <b>proposal</b> 70:22 <b>proposals</b> 177:15 <b>proposed</b> 91:18 <b>proscript</b> <b>ive</b> 213:17, 21 214:13 216:20 230:9 <b>prosecute</b> <b>d</b> 100:16, 22 105:7,8, 10 <b>prosecuti</b> <b>ng</b> 99:15	<b>prosecuti</b> <b>ons</b> 100:8 <b>prosecuto</b> <b>r</b> 53:13 <b>prosecuto</b> <b>rial</b> 101:12 <b>protect</b> 56:23 133:4 <b>protected</b> 63:20 <b>protectin</b> <b>g</b> 64:20 <b>protectio</b> <b>n</b> 14:17 15:2 64:9 <b>protects</b> 78:3,4 <b>protocol</b> 81:12 88:10 <b>protocols</b> 81:13 92:12 <b>proud</b> 77:5 <b>provide</b> 12:9 19:3 27:21 42:25 82:8,19 83:15,16 92:7 110:11 128:18 129:18 131:1 132:7 149:24	156:12 157:5 175:4 178:1 184:22 186:13 193:16 194:13 219:19 222:6 242:19, 21 250:8 252:17 257:16 261:22, 23 262:9 <b>provided</b> 61:4 75:20 78:15 260:3 <b>provider</b> 40:8 140:7 141:21 142:4,6 148:20, 21 <b>provider'</b> <b>s</b> 149:22 <b>providers</b> 61:1 66:8,9 131:25 141:4 149:12 150:3 <b>providing</b> 54:2 79:6 118:7 186:6 194:16 259:23
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<b>provision</b> 78:24	240:11	49:14		217:4,5,
<b>provision</b>	<b>purchase</b>	58:9	<b>Q</b>	9 222:8
<b>s</b>	137:20	67:16		227:18
48:6	156:7	69:21	<b>QA</b>	233:23
116:20	250:3	73:10	137:23	235:10
<b>provoking</b>	<b>purchases</b>	74:20	<b>quality</b>	240:25
179:25	18:10	99:11	32:3	241:5
<b>PTSA</b>	<b>purchasin</b>	103:22	126:16,	242:23
188:25	<b>g</b>	116:1	20	243:13
<b>public</b>	14:7,12	119:15	130:16,	250:22
6:7 14:4	<b>purple</b>	120:15	17,19,20	251:12,
33:7	232:1	121:4	135:19	18
40:24	<b>purpose</b>	130:7	149:10	252:22
64:9	221:20	139:25	179:19	256:18,
79:2	250:9	144:21	213:12,	20
94:4	<b>purposes</b>	148:6	13	260:12
170:14	21:22	152:23	214:12	262:7
171:6	94:22	154:8	<b>quality-</b>	265:6
178:12	96:25	168:2	<b>based</b>	268:10
227:25	219:18	196:17	186:12	269:24
228:1,4	223:15	197:4	<b>quantity</b>	271:2
241:12	<b>pursuing</b>	204:3	179:19	273:1
251:14	175:22	210:3	213:12	<b>questions</b>
260:22	<b>purview</b>	211:12	<b>quarter</b>	87:11
263:13	67:6	226:1,5	198:4	124:18
268:9,25	222:10	233:17	<b>quarterly</b>	127:20,
<b>publicall</b>	<b>push</b>	235:14,	198:3	21
<b>y</b>	134:2	17	<b>query</b>	150:25
50:19,21	211:15	238:5,16	111:8	170:18
129:3	250:20	256:5	112:15	171:11
<b>publicize</b>	255:21	259:24	<b>question</b>	172:18
63:23	<b>pushback</b>	261:16	5:18 8:1	175:12
<b>pull</b>	222:4	264:22	41:3	183:11
71:4	<b>pushing</b>	266:13	101:7,16	237:21
174:12,	130:10	<b>puts</b>	105:3	241:3
17,18	<b>put</b>	125:19	107:7,11	243:3,20
179:12	6:17 9:9	<b>putting</b>	117:2	271:6
251:15	21:18	10:19	159:1,4,	<b>quick</b>
256:16	24:13,25	51:8	10	9:23
<b>pulled</b>	25:21	97:13	160:15	150:20
179:11	32:18	161:15	171:15	171:15
240:23	34:7	188:1	183:18	254:19
<b>pulling</b>	35:10	257:3	185:5	<b>quickly</b>
8:10	36:3	266:8,	201:10	5:11,12
44:18	41:24	20,22	205:12	10:6
	44:13		206:22	11:21

67:9	<b>raise</b>	24	<b>realized</b>	<b>received</b>
115:12	51:25	209:5,7	30:23	2:8 5:9
128:11	89:23	247:22	87:5	41:1
130:7	<b>raised</b>	248:3	199:1	87:24
197:4	91:22	<b>reaction</b>	<b>realtime</b>	94:11
246:6	<b>ran</b>	219:10	30:7,20,	116:9
272:5	33:9	<b>read</b>	22 31:7	140:20
<b>quiet</b>	36:18	17:15	172:10	147:4
194:20	188:25	23:10	173:20	165:14
<b>quo</b>	223:3	51:12	174:12	238:13
47:14	<b>range</b>	88:23	176:8,25	243:8
202:16,	40:2,10	117:21	<b>reason</b>	254:20
18	83:3,6,	215:5	30:11	258:18
216:4,	13 84:25	<b>reading</b>	31:11,	<b>receiver</b>
17,24	<b>ranges</b>	89:13	12,23	211:20
218:13	138:17	117:16	36:5	<b>receiving</b>
<b>quote</b>	<b>rarely</b>	<b>reads</b>	70:14	13:19,24
106:3	167:3	140:16	98:18	39:5
199:25	<b>rate</b>	<b>ready</b>	102:6	103:12
<b>quoting</b>	79:11	6:15	118:24	109:5
97:15	80:21,	138:3	129:23	110:20
	23,25	188:1	134:5	242:18
	99:6,22	255:9	197:13	250:22
<b>R</b>	143:10	260:16,	215:12	<b>recent</b>
<b>radar</b>	267:23	19	220:19	75:20
153:23	<b>rating</b>	<b>real</b>	253:9	79:7
<b>radio</b>	63:13	13:14	258:14	239:7
5:1	<b>raw</b>	143:23	<b>reasons</b>	<b>recently</b>
33:1,6,	236:16	181:25	22:23	63:7
14 34:3	<b>re-</b>	184:5	37:4	80:15
35:15	<b>encourage</b>	197:11	84:4	108:9
46:6	153:22	208:25	111:25	244:22
47:7	<b>reach</b>	260:6	139:6	268:22
166:15	101:9	<b>real-</b>	164:22	<b>receptive</b>
169:5	108:5	<b>world</b>	244:15	161:18
196:8	132:21	183:9	<b>recall</b>	<b>recess</b>
244:8	258:7	184:15	54:14	72:13,14
250:2	<b>reached</b>	<b>realign</b>	<b>receive</b>	163:1
<b>radios</b>	106:14	147:12	26:5	<b>recidivat</b>
33:17,18	241:15	<b>realistic</b>	37:6	<b>ed</b>
177:3	242:3,17	<b>ally</b>	54:1	79:21
244:10	<b>reaches</b>	9:15	128:24	<b>recidivis</b>
245:2	108:4	11:6	135:2	<b>m</b>
250:16	<b>react</b>	<b>realize</b>	139:3	79:8
<b>raid</b>	193:25	195:24	160:24	
147:1	194:12,	270:17	166:6	

<b>recogniti on</b>	95:15 106:24 121:17 122:2,6 124:19 152:22, 24 156:2,16 161:7 164:9 180:13 182:6 190:12 198:20 200:8,25 202:15, 17,18 211:1,7 213:3 215:22 217:7,17 219:25 220:13 223:1, 11,16,20 225:6,24 226:1 229:23 233:13	55:11 56:13 60:14 69:13, 15,16 70:24 71:6,23 73:14 74:11,22 91:25 118:20 126:17 144:23, 25 152:25 161:19, 21 162:5 177:15, 17 198:11 203:13, 22 209:10 215:17 222:7, 11,19 224:5,18 227:10 229:12, 18 233:4	25 182:16, 20 184:16 203:3 219:2 220:3,7 233:24 <b>recommend s</b> 94:4 <b>reconvene</b> 72:9 <b>record</b> 37:16 38:19 77:23 260:22 261:16 <b>records</b> 5:7,8, 14,25 38:15, 16,17, 18,23 39:9 80:4 166:17 <b>recovery</b> 129:8 132:9 134:21 153:4 <b>recruit</b> 28:22 <b>recruiter</b> 77:25 <b>recruitin g</b> 28:20 <b>recruitme nt</b> 149:11 150:2	<b>rectifyin g</b> 236:7 <b>red</b> 14:18 187:3 196:8 231:18, 25 232:2, 11,23 <b>reds</b> 182:19 <b>reduce</b> 133:20 144:9,19 202:9 218:16 219:1 221:3 222:11 <b>reduced</b> 199:14 267:23 <b>reducing</b> 218:19 <b>reduction</b> 213:7 219:2 <b>redundant</b> 60:10 <b>reentry</b> 144:20 <b>refer</b> 100:6 120:11, 14 <b>referral</b> 16:12 80:3 102:3,13 140:3 <b>referrals</b> 78:23 140:11
<b>recognize</b> 49:2,3 50:19 73:17 138:18 163:22 221:22 <b>recognize d</b> 49:4 85:11 165:11 230:17 <b>recommend</b> 42:18 48:5 92:1 164:10 180:21 210:25 216:3 233:20 260:13 270:23 272:2 <b>recommend ation</b> 18:2 21:25 27:7,18 28:25 29:8 31:25 35:23 38:14 39:20, 22,24 47:17 63:23 92:22 93:20,25 94:8,23	<b>recommend ations</b> 9:6 10:9,12 19:7 21:21 23:23 29:17, 23,25 30:17 32:22 40:17, 18,19 42:4 43:5,12 46:19 47:4,6	<b>recommend ed</b> 24:2,12 25:11 27:15 32:10,18 38:17 42:6 119:10 180:21 <b>recommend ing</b> 61:14 92:6 94:16 180:22,		

<b>referred</b> 16:15 78:15,19 89:16 98:25 100:2 102:16 104:6 105:6,10 119:25	<b>Register</b> 32:16 <b>Registration</b> 16:11 <b>regress</b> 12:20 <b>regular</b> 238:3 243:16 248:9 <b>regularly</b> 180:2 <b>regulating</b> 48:4 <b>reinvent</b> 96:1 <b>reiterate</b> 55:17 <b>relate</b> 175:9 <b>related</b> 19:19 75:3 83:8 134:7 165:1 166:16 184:12 <b>relates</b> 6:7 19:17,21 125:18 168:17 174:16 176:25 199:19 220:10 224:7 <b>relating</b> 238:14 <b>relations</b> <b>hip</b> 75:1 168:17	<b>relations</b> <b>hips</b> 163:12 171:25 173:9 <b>relative</b> 54:20 55:2 <b>released</b> 79:13,15 152:16 <b>relinquish</b> 165:12 <b>remain</b> 158:11 170:9 <b>remainder</b> 29:17 <b>remained</b> 241:13 <b>remaining</b> 242:4,6 271:23 <b>remains</b> 165:18 <b>remark</b> 22:23 <b>remarkable</b> 50:18,20 <b>remember</b> 5:19 25:13 36:18 37:25 41:3,14 45:8 80:2 81:8 149:13 222:18 <b>reminder</b> 3:5,10 <b>remiss</b> 47:17	<b>remove</b> 120:25 <b>removed</b> 18:20 <b>repeat</b> 105:23 236:7 <b>repeats</b> 154:23 155:6 <b>repetitive</b> 151:12 <b>replace</b> 274:7 <b>replacement</b> 46:6 <b>report</b> 6:24 9:7,10, 21 10:7, 24,25 11:1,12 16:14 17:4 19:8 20:24 21:25 22:7,9, 11,15 23:23 24:3,5, 9,16,21 25:12 27:14 35:24 36:23,25 37:2,8, 24 40:15 41:1,15, 18 42:3 43:5,12 45:22 46:15, 17,18	47:21 48:2,14, 19 49:10,24 51:2,12, 14 52:23,24 55:2,10, 13,22 62:13 69:15, 20,23 70:6,8, 10,16 71:19 72:11 73:13 74:21 75:3 80:11 87:20 88:20,23 94:22, 24,25 97:13 100:1 102:25 106:17 113:5 116:13 117:16, 22 121:17 122:4 127:8 154:25 160:22 184:23 202:20 215:24 219:17, 22 224:11 225:7 227:13 229:23
----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

237:1,3, 5 240:18, 20 243:22 248:12 262:1 <b>reportabl e</b> 97:9,20 <b>reported</b> 36:20,22 37:11,15 45:4 86:1 87:15 88:3,4 89:18 90:6,16, 17,22,25 91:5,7 98:2 105:1 121:9 122:17 125:2,3, 7,8 127:2 236:14 239:8 242:12 243:21 245:13 247:18 250:6 <b>reporter</b> 48:25 <b>reporting</b> 21:9,14 36:7 37:13 45:8 64:2 75:25 76:3,10, 20,21	89:6,9, 11 90:12 97:1,11 102:7 105:14 113:6 116:19 120:3 125:20, 24 126:5,24 154:13 155:8 235:12 236:11 245:14 246:24 247:11, 23 257:20 274:2 <b>reports</b> 36:9 43:8 45:7 49:18 64:4 88:12 90:5 154:16 224:14 235:12 236:3 246:3 <b>repositor y</b> 17:7 20:2,25 45:24 <b>represent</b> 198:19 <b>represent ative</b> 169:8	<b>represent ing</b> 163:3 258:10 <b>request</b> 51:5,19 54:3 153:17 184:22 <b>requested</b> 258:19 <b>requests</b> 239:24 254:21 <b>require</b> 32:11 36:12,15 42:21 46:9 62:14 75:21 76:7 95:6 101:8 116:12 124:15 200:14 216:9 249:2 <b>required</b> 12:22 16:12, 13,22 17:1,10, 18 18:5, 7,19,24 19:3 20:15 21:16,19 22:7,15 32:13,19 33:1 34:1,2,5 35:24 36:13 37:5	62:12 64:8 95:3,16, 18 183:5 184:14 202:11 218:24 228:24 <b>requireme nt</b> 8:18 17:25 18:1,21 24:23 25:4 27:4 33:13,20 57:23 59:10 90:17,24 95:13 101:20 142:17 199:14 219:12 227:8,24 251:5 <b>requireme nts</b> 9:3 27:9 46:20,24 55:7 59:11 61:20,24 79:13 98:13 100:15 116:20 183:9 203:21 229:8 <b>requires</b> 26:12 39:21 42:24 43:2	62:5 76:2 84:24 90:16 122:6 124:14 200:12 <b>requiring</b> 27:4 245:24 246:21 <b>research</b> 73:18 74:3 81:6 84:23 117:2 147:6 159:24 160:10 217:12, 13 230:23 270:22 <b>resident</b> 58:21 128:23 <b>residenti al</b> 133:14 134:14 136:14 <b>residents</b> 165:22 <b>resign</b> 263:20 <b>resilienc y</b> 129:8 <b>resolutio n</b> 46:3,6 58:19 <b>resolve</b> 167:4 215:23
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>resolved</b> 116:25 172:8 241:9	<b>responder</b> <b>s</b> 195:19, 21 247:15	249:9,19 <b>responses</b> 73:12 81:3 87:24 102:20 194:25 239:23, 25 240:1 246:10 249:23, 24 250:25	274:15 <b>restituti</b> <b>on</b> 78:10,14 <b>restraint</b> 54:16,20 <b>restrict</b> 123:2 <b>restricti</b> <b>ve</b> 85:7 108:23 <b>restricti</b> <b>veness</b> 85:1 <b>restroom</b> 186:4 <b>result</b> 14:11 15:6 19:25 72:1 76:5 90:23 132:14 159:16, 19 165:9 167:22 209:25 230:11 239:19 <b>results</b> 5:13 8:20 20:22 30:21 36:19 45:18 46:25 52:24 89:1 200:2 237:17 241:24 <b>retain</b> 28:22	124:6 <b>retained</b> 42:11 <b>retention</b> 28:20 134:24 149:12 150:2 <b>retired</b> 193:10 <b>reunifica</b> <b>tion</b> 47:2 178:11 204:2,5, 12 234:7 <b>review</b> 2:10 24:4 25:23,25 46:18,20 68:10 162:5 166:22 167:9 168:23 169:1, 17,19 236:1 <b>revised</b> 41:16 <b>revision</b> 18:22 <b>revoke</b> 263:18 <b>revolving</b> 161:5 <b>rewarding</b> 190:4 <b>rewrite</b> 161:16 <b>rewritten</b> 161:4 <b>RFP</b> 250:7
<b>resource</b> 67:16 75:22 87:21 172:13 255:8 260:18 263:1 266:21	<b>respondin</b> <b>g</b> 82:18 85:13,14 108:20 174:13 201:4 <b>response</b> 15:13,16 16:1,7,9 19:11 25:13,18 26:24 27:22 31:4 32:4,12 40:4,5 58:10 61:8 62:23 66:24 67:8 128:6 132:13 133:15, 16 140:9,12 143:15 179:10 182:2 194:13, 24 206:13 208:9 211:24 214:9 219:4,8 231:23 245:6,8, 10,15,19 246:6	<b>responsib</b> <b>ility</b> 39:3,6, 10 52:16 125:17, 19 268:24 <b>responsib</b> <b>le</b> 12:1 39:13 141:5 221:16 268:23 <b>responsiv</b> <b>ity</b> 81:7 82:6,21, 25 83:19,23 84:1 <b>rest</b> 48:1 76:10 100:19, 20 131:17 153:11 198:18 200:13 210:17 227:9 253:5	<b>restroom</b> 186:4 <b>result</b> 14:11 15:6 19:25 72:1 76:5 90:23 132:14 159:16, 19 165:9 167:22 209:25 230:11 239:19 <b>results</b> 5:13 8:20 20:22 30:21 36:19 45:18 46:25 52:24 89:1 200:2 237:17 241:24 <b>retain</b> 28:22	<b>retained</b> 42:11 <b>retention</b> 28:20 134:24 149:12 150:2 <b>retired</b> 193:10 <b>reunifica</b> <b>tion</b> 47:2 178:11 204:2,5, 12 234:7 <b>review</b> 2:10 24:4 25:23,25 46:18,20 68:10 162:5 166:22 167:9 168:23 169:1, 17,19 236:1 <b>revised</b> 41:16 <b>revision</b> 18:22 <b>revoke</b> 263:18 <b>revolving</b> 161:5 <b>rewarding</b> 190:4 <b>rewrite</b> 161:16 <b>rewritten</b> 161:4 <b>RFP</b> 250:7
<b>resources</b> 62:9 67:15 83:17 195:25 266:13	<b>response</b> 15:13,16 16:1,7,9 19:11 25:13,18 26:24 27:22 31:4 32:4,12 40:4,5 58:10 61:8 62:23 66:24 67:8 128:6 132:13 133:15, 16 140:9,12 143:15 179:10 182:2 194:13, 24 206:13 208:9 211:24 214:9 219:4,8 231:23 245:6,8, 10,15,19 246:6	<b>responsib</b> <b>ility</b> 39:3,6, 10 52:16 125:17, 19 268:24 <b>responsib</b> <b>le</b> 12:1 39:13 141:5 221:16 268:23 <b>responsiv</b> <b>ity</b> 81:7 82:6,21, 25 83:19,23 84:1 <b>rest</b> 48:1 76:10 100:19, 20 131:17 153:11 198:18 200:13 210:17 227:9 253:5	<b>restroom</b> 186:4 <b>result</b> 14:11 15:6 19:25 72:1 76:5 90:23 132:14 159:16, 19 165:9 167:22 209:25 230:11 239:19 <b>results</b> 5:13 8:20 20:22 30:21 36:19 45:18 46:25 52:24 89:1 200:2 237:17 241:24 <b>retain</b> 28:22	<b>retained</b> 42:11 <b>retention</b> 28:20 134:24 149:12 150:2 <b>retired</b> 193:10 <b>reunifica</b> <b>tion</b> 47:2 178:11 204:2,5, 12 234:7 <b>review</b> 2:10 24:4 25:23,25 46:18,20 68:10 162:5 166:22 167:9 168:23 169:1, 17,19 236:1 <b>revised</b> 41:16 <b>revision</b> 18:22 <b>revoke</b> 263:18 <b>revolving</b> 161:5 <b>rewarding</b> 190:4 <b>rewrite</b> 161:16 <b>rewritten</b> 161:4 <b>RFP</b> 250:7
<b>respectfu</b> <b>l</b> 223:12 <b>respectfu</b> <b>lly</b> 92:6 <b>respond</b> 2:22,24 15:19 40:6 140:17 180:4 198:8 200:20 205:2 206:17 253:11 <b>responded</b> 30:2 66:20 245:21 250:11 <b>responder</b> 34:3 35:4 200:10 201:2	<b>respondin</b> <b>g</b> 82:18 85:13,14 108:20 174:13 201:4 <b>response</b> 15:13,16 16:1,7,9 19:11 25:13,18 26:24 27:22 31:4 32:4,12 40:4,5 58:10 61:8 62:23 66:24 67:8 128:6 132:13 133:15, 16 140:9,12 143:15 179:10 182:2 194:13, 24 206:13 208:9 211:24 214:9 219:4,8 231:23 245:6,8, 10,15,19 246:6	<b>responsib</b> <b>ility</b> 39:3,6, 10 52:16 125:17, 19 268:24 <b>responsib</b> <b>le</b> 12:1 39:13 141:5 221:16 268:23 <b>responsiv</b> <b>ity</b> 81:7 82:6,21, 25 83:19,23 84:1 <b>rest</b> 48:1 76:10 100:19, 20 131:17 153:11 198:18 200:13 210:17 227:9 253:5	<b>restroom</b> 186:4 <b>result</b> 14:11 15:6 19:25 72:1 76:5 90:23 132:14 159:16, 19 165:9 167:22 209:25 230:11 239:19 <b>results</b> 5:13 8:20 20:22 30:21 36:19 45:18 46:25 52:24 89:1 200:2 237:17 241:24 <b>retain</b> 28:22	<b>retained</b> 42:11 <b>retention</b> 28:20 134:24 149:12 150:2 <b>retired</b> 193:10 <b>reunifica</b> <b>tion</b> 47:2 178:11 204:2,5, 12 234:7 <b>review</b> 2:10 24:4 25:23,25 46:18,20 68:10 162:5 166:22 167:9 168:23 169:1, 17,19 236:1 <b>revised</b> 41:16 <b>revision</b> 18:22 <b>revoke</b> 263:18 <b>revolving</b> 161:5 <b>rewarding</b> 190:4 <b>rewrite</b> 161:16 <b>rewritten</b> 161:4 <b>RFP</b> 250:7

<b>rheticarica</b>	145:20	176:22	17	26:9,12
<b>l</b>	256:5	192:18	102:11	28:1
260:12	<b>risk/need</b>	195:22,	122:10	43:23
<b>rich</b>	81:7	23	132:8	44:2
73:24	<b>risk/</b>	199:19	174:2	49:21
<b>Rick</b>	<b>needs</b>	202:9	207:5,22	50:3
169:19	84:1	207:19	208:19	52:10
177:12	<b>risks</b>	247:6	209:21	57:22
198:17	81:20	<b>rooms</b>	213:18	64:11
211:21	<b>road</b>	195:20	221:11	133:5
<b>Rick's</b>	104:23	<b>Rosa</b>	225:8	184:19
188:14	212:9	46:5	252:18	188:22
<b>ridiculou</b>	<b>robust</b>	163:2,7	272:23	203:1
<b>s</b>	53:20	167:18,	<b>Runcie</b>	206:9
157:8	184:21	22 168:5	4:20 6:9	207:13
240:10	<b>role</b>	171:18	30:9	210:7
261:14	52:9	172:6,25	109:18	237:16
262:21	62:17	173:6,	268:11	240:25
<b>rifle</b>	164:4	17,24	<b>running</b>	258:6
152:2	170:12	174:4,	11:20	259:22
<b>rightfull</b>	175:15	15,22	95:17	263:16
<b>y</b>	206:4	175:5	121:21	<b>safer</b>
205:24	268:12	176:14,	124:12	20:12
<b>rightly</b>	<b>roll</b>	25	132:16,	65:14
208:7	140:8	<b>ROSC</b>	17	67:12
<b>ripe</b>	228:7	134:22	148:7,8	183:6
97:10	<b>rolling</b>	<b>rote</b>	165:19	205:21
<b>ripple</b>	222:24	196:3	176:22	238:17
64:22	223:16	<b>round</b>	196:9	<b>safest</b>
<b>rise</b>	224:11,	145:22	<b>runs</b>	246:22
13:18	17	<b>route</b>	102:14	247:6
29:12	225:12	16:4	155:8	<b>safety</b>
88:5	<b>Romanic</b>	<b>rubric</b>	<b>rural</b>	7:22 9:2
97:20	273:16	96:18	140:25	12:1,2,
<b>rises</b>	<b>room</b>	<b>rule</b>	148:10	8,12,23
75:7,11	8:22	62:4		17:23
98:1	17:21	<b>rules</b>	<b>s</b>	27:9
<b>risk</b>	47:15	131:23	<b>sacrifice</b>	33:7
14:17	60:18	166:21	<b>d</b>	46:23
15:2	84:17	185:21	238:2	47:19
81:16,	97:18	<b>run</b>	<b>safe</b>	50:24
23,24	103:3	9:1 23:5	7:8 8:2,	63:13,16
82:5	146:11	33:14	17 13:1	72:18
83:25	165:5	37:12	24:3	150:14
84:12	172:17	93:22	25:25	170:14
136:1,5	175:23	94:6,9,		171:6

180:10, 15 191:22 198:12, 19 205:24 206:14 212:1 238:7,9, 18,23 257:19 262:2,16 272:2,18 <b>salary</b> 126:2 <b>SAMHSA</b> 135:17 <b>sample</b> 49:18 <b>sanction</b> 20:6 27:12 52:19 85:8 101:20 <b>sanctions</b> 48:7 84:2,21, 24,25 85:12, 19,23 86:17 104:13 108:21 111:15 117:4 <b>Santa</b> 231:6 <b>Sarasota</b> 89:1 103:2 <b>sassing</b> 86:23 <b>sat</b> 43:16 67:6	<b>saves</b> 212:18 <b>SB</b> 140:13 <b>scale</b> 153:16 179:5 <b>scans</b> 159:25 160:12 <b>scenario</b> 179:20 192:20 234:15 235:16, 22 <b>scenarios</b> 192:11 206:20 <b>scene</b> 66:20 <b>Schachter</b> 5:6 36:21 63:10,11 109:25 110:2,21 115:14, 16 117:12 124:8,10 175:13 176:24 177:4 205:13, 16,18 206:16 210:5 212:13, 18,20,22 229:24, 25 230:14 231:11, 20 233:10	239:4 269:18 270:25 271:4, 16,17 272:6, 15,22 273:6 <b>schedule</b> 21:5 49:21 72:24 73:1 87:3 192:5 224:3 261:19 <b>school</b> 5:21 7:22 8:2,3,5, 17 9:2 12:1,2, 8,12,21, 22 13:6 16:14,25 17:2,17, 18,23 18:5,14, 16,17 20:24 21:7,10 24:1,23 26:22 27:9,16, 21 28:1, 5,6,9 29:11 31:20,22 35:19 36:4,17 37:5,6,8 38:5,21, 24 39:5, 12,14,22 40:11,24	43:23 44:2,3, 13 46:1, 23 47:19 48:2 49:22 50:5,7, 23 56:20 57:23 58:25 59:7 63:13,16 64:10 66:5,9 67:16 68:2,3 72:18 75:22 76:1,2 78:7,8 82:1,12 86:1,2, 3,4 87:2,14, 20 88:19 89:11, 12,14 90:2,5, 6,8 92:1,7, 10 94:9, 17 95:11 96:22 97:8,18 98:4 103:19 104:15 105:11, 25 106:22, 23 107:2,4, 6,24,25 109:4, 13,15 115:17	116:2, 15,21 120:4, 12,13 121:12 122:15 123:2 125:22, 25 132:13 133:6 134:10 139:13, 14 140:11 141:14, 24 142:5,8 143:16 148:8,14 152:9 154:25 155:2 171:16, 20 172:13, 14,25 173:21, 22 175:24 178:7,25 179:5,9 180:9, 15,18 181:15, 16,23, 24,25 183:3 184:17 187:23 188:2 189:22 190:14 192:3,21 195:20, 22
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



197:3, 16,17,18 198:12, 19 205:19, 24 206:3 207:13 208:7 210:19 211:14 213:10, 16 214:2 220:4 226:7,21 228:5,6 231:4 236:4 238:7,9, 13,14, 15,17, 18,23 239:9 240:25 241:1,2, 4,5 242:7, 11,15,23 243:5,14 244:9,16 245:18 247:8 248:9 249:8,15 250:2,10 251:4,6, 15 252:9, 13,25 253:8 254:1,7 255:6,8 256:10 257:19, 23 258:5,15 259:22	260:6, 17,18 261:20, 22 262:2,16 263:1,2, 10,16 264:5,9, 16 265:1,8 270:4, 11,13 271:19, 20 272:1,9, 11,18 273:11 274:2,3, 11 <b>school- based</b> 20:19 72:22 76:9 80:25 87:16 88:22 91:19 92:2 93:22 95:16 96:15 103:11, 13,23 104:4 116:11, 18 117:18 118:11 121:18 <b>school- related</b> 76:3 <b>schools</b> 6:7 7:9, 18 8:10	13:1 15:12 16:13 18:24 19:10,22 20:12 24:3 25:25 26:8,17 30:8 35:24 38:16 39:11 42:22 44:14 49:16 50:4 52:10 54:19,24 55:4,20 56:22 61:2,4 63:15, 18,19 64:8,9 65:14 66:1,12 67:12 68:5,17 72:12 75:6 76:23 80:23 87:24 88:13 94:5 95:2 97:15 103:12 107:22 109:23 117:25 121:23 140:4 148:6,12 171:24	172:1,20 173:14 174:11 175:7 178:12, 24,25 179:14, 23 184:13 186:24 191:5 199:20, 21,24 200:17 203:1,23 204:17 211:18 214:13 225:2 227:25 228:1,7 229:5 232:15 234:4 237:7,16 238:7,9, 25 239:8, 10,12 241:12, 13,17,25 242:1,5, 6,11,12, 15,18 244:5,23 247:3,20 251:10, 14,24 252:14, 21,22 253:8, 12,14, 15,20 255:7,24 256:2,23 257:5,6,	23 258:6,7, 10,12,23 259:7,22 260:15 261:11 262:10 263:13, 14,17 266:25 268:15, 25 269:20 270:2 271:8, 12,21 272:23 273:9, 14,16, 17,25 274:12, 15,16 <b>scope</b> 135:24 168:9 <b>scores</b> 142:9 <b>scrap</b> 121:18 <b>scratch</b> 195:17 <b>screen</b> 71:4 <b>screening</b> 78:20 <b>script</b> 192:8 234:5 235:21 <b>scripting</b> 192:17 <b>sealant</b> 177:14 <b>seamless</b> 60:7
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>seamlessl y</b> 240:6	110:2,21 112:20 113:4	<b>security</b> 12:3 16:23	<b>semi- private</b> 170:2	<b>sends</b> 210:22
<b>secondari es</b> 181:15	114:4 115:5,8, 16,23	24:1,13 45:25 50:24	<b>Seminole</b> 177:12 178:3	<b>senior</b> 178:13
<b>secondari ly</b> 73:14 215:5	117:1,12 119:24 124:10	171:16 238:14 256:6	180:1 191:22 211:8,10	<b>sense</b> 121:7 147:21
<b>secondary</b> 179:16 180:2,23 181:2,13 183:19 184:8,9 192:10 197:12 198:5 201:24 204:5 220:7 222:1 224:20	127:13, 15 130:24 144:3,7 147:9 151:1 152:11, 21 153:9 155:10 159:21 162:7 175:13 176:24 177:4 205:13, 18 206:16 210:5 212:13, 18,20,22 229:25 230:14 231:11, 20 233:10 269:18 270:25 271:4,16 272:6, 15,22 273:6	267:24 268:1 <b>seek</b> 70:6 <b>seeking</b> 62:8 <b>sees</b> 120:6 168:14 205:4 <b>seize</b> 13:8 14:22 <b>self- enclosed</b> 193:11, 20 194:8 195:10 <b>self- evacuatin g</b> 208:6 <b>self- evident</b> 83:2 <b>self- sufficien cy</b> 145:9 <b>selfie</b> 263:16 <b>semester</b> 203:5 221:9 226:16, 22	232:22 234:9 <b>senate</b> 10:11,13 11:23 15:6 27:10,17 37:19 38:3 56:17 178:19 <b>Senator</b> 37:21 55:25 56:1 57:25 58:3 59:23 124:20, 21 159:1 160:16 187:5,6 189:8 190:8 227:14, 15 <b>send</b> 153:24 189:19 219:17 243:12 252:20 272:1 <b>sending</b> 243:25	191:25 216:23 268:21 <b>sensory</b> 194:2 <b>sentenced</b> 98:14 <b>separate</b> 228:16 252:2 <b>separatio n</b> 201:21 <b>September</b> 9:22 22:14 254:24 <b>serve</b> 135:19, 22,25 136:4 137:5 140:18 <b>served</b> 139:16 140:19 141:21 143:6 244:5 <b>service</b> 4:3 40:8 78:10,14 109:2 133:18 136:15 137:10,

19 141:9 146:8,21 150:10, 15 157:22 212:9 <b>services</b> 15:12,25 16:16 38:6,7 39:3,20 61:2,18 78:15, 16,24 83:2,3, 13,16,18 85:9 88:11,18 92:13, 17,19 104:13 105:17 118:8 128:2, 19,24 129:2,7, 9,19,20 130:3 131:1,2, 7 132:21 133:1,23 134:15, 19 135:2,6, 14 136:16, 17 137:17, 20,21, 23,25 138:12, 20 139:2 146:7,22 147:7 148:14, 17	149:1,8, 17,23 150:10 152:17 153:4,23 154:7,8 155:23, 24 156:5,12 157:4 160:24 165:22 167:7 <b>serving</b> 86:20 128:8,9 139:23 <b>session</b> 3:10,11 6:14 9:23,25 10:17 11:10,13 48:15 55:15 70:12 95:16 110:16 161:22 241:1 <b>sessions</b> 149:14 <b>set</b> 2:3 56:13 81:22 92:25 93:10,24 123:4 141:2,3 148:19 200:3,23 204:3 235:5,6 <b>setting</b> 142:1	144:15 187:19 192:24 193:5 218:8 <b>settle</b> 216:2 219:24 220:1 <b>sexually</b> 129:13 <b>shack</b> 252:16 <b>shape</b> 76:9 <b>shaping</b> 238:7,8 <b>share</b> 33:13 66:5 115:18 180:11 188:9 242:21 <b>sharing</b> 21:24 48:9 147:18 <b>sheet</b> 236:15 <b>shelter</b> 186:22 <b>sheriff</b> 4:7,9, 12,20 6:3 8:6 28:2 32:6 34:5,9 44:9,12, 14 48:20,21 49:4,5 53:4,22 54:16 57:1,9,	11,15, 18,25 63:12 65:6,7,9 67:15, 21,23 70:23,24 71:20 94:2 97:4,6 98:7,10 99:3,20 100:12 101:3,6, 18 105:21 115:10 118:18 119:4 123:10, 11 127:1,2, 16 132:19 149:19 151:2,3, 5,6,7 154:11 156:20, 21 157:25 159:3,6, 14 160:17 163:7 164:15 165:5,13 168:7 169:1 173:3 174:2,8 176:2 201:10 202:22, 23 203:8,10	204:3,19 205:8 206:24 213:22 214:19, 21 215:5,7 222:5 225:13 228:22 231:11 233:20 239:2 241:9, 12,17 242:2,5 243:4,8, 9,18,22 252:8,10 254:4,5, 9,12,15, 17,18,20 255:13 256:13, 24 257:3,8, 16,25 258:1,24 259:5,20 260:1, 13,23 261:3,6, 9,25 262:9 263:11 264:12, 25 265:3, 12,23,24 266:1,2, 5,8 268:13 274:25 <b>sheriff's</b> 6:1 29:25
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

30:13	215:3	260:15,	<b>signed</b>	79:4
32:4	222:7	16,17	74:12	93:4
33:17	245:19	262:6	147:18,	107:3
34:24,25	247:7	266:10	19	108:7
164:11	249:2	<b>showing</b>	172:15,	122:10
172:10	<b>shooter's</b>	80:11	22	154:24
177:2	160:23	117:22	176:5,6	166:15
180:19	<b>shooters</b>	138:23	223:8,18	173:2
212:6	58:12	<b>shown</b>	224:6	193:14
241:15	<b>shooting</b>	155:17	225:4	<b>simple</b>
242:9	30:2	<b>shows</b>	259:3,7	122:21
243:22	31:7	26:6,10	<b>significa</b>	157:7
253:25	66:17,19	27:1,5	<b>n</b>	185:21
264:10	132:14	64:13	14:15	232:2
266:19	231:4	154:21	<b>significa</b>	271:22
<b>sheriffs</b>	<b>shootings</b>	230:12	<b>nt</b>	<b>simplify</b>
29:21	66:14	<b>shut</b>	4:23 5:1	243:24
34:12	<b>short</b>	274:14	7:16	<b>simply</b>
47:24	9:16	<b>shying</b>	15:5	27:24
254:4	75:14	230:18	41:5	88:13
<b>Sherry</b>	86:23	<b>side</b>	139:3	179:1,21
73:8	255:2	3:12	157:23	211:15
<b>Shield</b>	<b>short-</b>	51:17	170:21	<b>simulatio</b>
148:21	<b>term</b>	69:12	<b>significa</b>	<b>n</b>
155:16	107:19	103:7	<b>ntly</b>	190:25
<b>shift</b>	<b>shortcomi</b>	108:22	157:10	<b>single</b>
134:22	<b>ngs</b>	111:3,4	168:23	26:14,16
188:5	55:21	128:18	244:14	31:20
<b>shine</b>	<b>shortened</b>	131:11	<b>signify</b>	32:12
263:10	73:1	137:8	2:21	35:2
<b>shining</b>	<b>shortly</b>	143:18	<b>signs</b>	58:25
175:18	55:10	149:22	62:7	83:13
<b>shocked</b>	70:9	150:6,9	119:13	142:21
66:18	<b>shot</b>	160:2	121:14,	154:6
<b>shoot</b>	31:3	222:15	15	194:13
18:14,17	34:21	<b>sides</b>	251:16	199:14
<b>shooter</b>	176:11	160:11	274:17	216:12
19:11	188:2	<b>sight</b>	<b>silence</b>	273:17
26:24	<b>show</b>	26:20	2:6	<b>sir</b>
155:24	15:1	191:3	<b>silent</b>	100:12
174:10	25:3,21	247:7	157:13	167:18
175:20	100:5	<b>sign</b>	<b>silos</b>	168:5
185:18	138:4	8:9	16:18	198:14
188:19	151:24	44:16	<b>similar</b>	212:19
190:24	167:16	<b>signage</b>	11:1	220:5,9
205:19	207:10	204:15	74:17	235:19

252:7	176:20	182:13	<b>software</b>	<b>sources</b>
253:23	184:5	235:11	41:17	140:4
256:21	201:4	240:25	<b>solid</b>	<b>South</b>
261:2,5	206:14	241:11	114:7	154:13
272:14	207:18	243:3	<b>solidify</b>	252:13,
<b>sister</b>	230:25	<b>slides</b>	164:4	15
58:22	239:21	81:10	<b>solution</b>	<b>speak</b>
193:8	241:8	251:3	113:14	32:7
<b>Sisters</b>	244:22	<b>slightly</b>	253:3	99:12
77:20	266:17	87:3	271:22	101:5
<b>sit</b>	<b>situation</b>	229:20	<b>solutions</b>	126:6
7:23	<b>al</b>	<b>small</b>	91:19	161:16
11:3	108:19	88:24	<b>solve</b>	168:12
52:21	228:17	103:1	33:8	190:17
70:17	<b>situation</b>	166:3	67:11	268:19
112:5	<b>s</b>	236:22	<b>solved</b>	<b>speaker</b>
116:10	8:14	<b>smaller</b>	66:13	10:13
214:16	35:6	89:11	96:20	<b>speakers</b>
240:17	187:14	109:1,11	116:11	49:2
<b>site</b>	205:1	169:18	<b>solves</b>	203:23
16:23	208:9	197:8	116:14	<b>speaking</b>
24:1,13	<b>six-month</b>	<b>SMES</b>	<b>solving</b>	49:1
45:25	79:17	223:13	58:19	61:19
173:18	<b>skill</b>	<b>Smith</b>	<b>somebody'</b>	211:8
204:5	185:9	254:15	<b>s</b>	<b>special</b>
<b>siteplans</b>	186:16	<b>SMS</b>	75:14,15	135:10
195:19	<b>skills</b>	211:21	<b>someplace</b>	248:2,7
<b>sites</b>	58:20,24	<b>snapshot</b>	70:4	<b>specialis</b>
204:7	59:8	126:17	174:7	<b>t</b>
<b>sitting</b>	186:14	<b>soap</b>	<b>son</b>	12:23
16:19	<b>skillsets</b>	59:13	226:20	47:20
168:3	188:21	<b>social</b>	<b>sort</b>	198:12,
190:22	<b>Skinner's</b>	17:7	39:12	20
205:6	61:17	21:1	68:1	257:20
255:4	<b>skip</b>	45:24	78:12	262:2
<b>situated</b>	162:12	58:16	87:16	272:18
141:6	<b>skirt</b>	60:24	88:6	<b>specialis</b>
<b>situation</b>	86:23	157:12	101:24	<b>ts</b>
16:21	<b>skirts</b>	<b>society</b>	185:7	17:24
33:15	75:14	59:19	236:19	180:15
37:13	<b>slide</b>	<b>soft</b>	<b>sounds</b>	186:10,
120:4	80:22	188:20	62:19	21
145:16	130:8	192:7	170:19,	191:22
172:7,23	138:15	211:10	24 217:6	207:13
174:10	139:25	250:20	226:19	238:18
175:21	180:24			272:2

<b>specialty</b> 128:4 138:4,8, 9 139:22, 23 <b>specific</b> 17:1 21:10 22:18 35:13 46:25 75:6,19 101:7 128:15 130:14 131:6 139:6 145:7 234:1 250:19 256:14 269:23 271:13 <b>specifica lly</b> 54:23 58:14 61:19 100:24 113:24 129:25 131:4 142:18 143:9 148:23 158:23 167:12 172:4 183:17 215:18 239:2 263:25 264:6	<b>specifici ty</b> 215:13 <b>speculate</b> 84:5 <b>spell</b> 210:3 <b>spelled</b> 210:10 <b>spend</b> 131:17 188:16 267:24 <b>spent</b> 138:12 139:1 247:2 <b>spin</b> 268:6 <b>spinning</b> 267:6,16 <b>split</b> 142:12 192:6 <b>splitting</b> 192:21 <b>spoke</b> 169:8 244:24 257:25 258:1 <b>sponsorin g</b> 37:23 <b>sporting</b> 67:13 <b>spot</b> 99:11 183:6 <b>spotlight</b> 175:18 <b>spots</b> 28:23 184:19 206:9	<b>spring</b> 51:1 <b>Springs</b> 33:16 34:22 241:19 <b>SRE</b> 205:5 <b>SRO</b> 29:19 175:21 205:5 244:19 <b>SROS</b> 96:4,6 103:16 176:16 244:17 270:18 <b>stable</b> 158:13 <b>staff</b> 26:23 62:21 65:23 69:19 71:17 148:19 164:15, 16 200:9 238:25 240:12 252:17 <b>staffed</b> 12:9 24:25 25:5 46:10 <b>staffing</b> 27:20 <b>stage</b> 270:15 <b>stages</b> 171:21	<b>stakehold er</b> 93:11 <b>stakehold ers</b> 34:6,15 92:25 94:14 161:24 171:5 <b>stamps</b> 211:23 <b>stand</b> 2:5 255:12 260:7 <b>standalon e</b> 102:17 109:15 228:9 <b>standard</b> 83:22 98:22 201:12 217:12 218:7,8 <b>standard' s</b> 32:11 <b>standardi zation</b> 184:17 <b>standardi zed</b> 228:13 250:7 <b>standards</b> 94:18 95:25 96:24 <b>standing</b> 80:20 139:10 144:22 260:19	263:1 <b>standpoin t</b> 142:10 153:3 169:14 171:7 <b>start</b> 9:13 35:15 51:7 67:17 71:18 74:7 126:15 142:25 162:19, 22,25 163:22 165:6 206:8 222:23 237:23 <b>started</b> 3:5 6:20 66:19 80:10 81:21 106:1 132:16 134:1 146:19 180:13 186:9 195:17 198:22 221:15 225:25 237:22 255:18 270:6 <b>starting</b> 71:7 148:10 199:9
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>starts</b>	131:24,	24:15,21	17:12	248:10
8:5	25 132:5	36:5	18:18	<b>steadily</b>
44:3,13	138:2,5	41:21,23	22:19	79:22
178:12	142:16	42:3,4	53:17	<b>steal</b>
211:19	146:21	46:23	76:17,19	95:8
<b>state</b>	150:6	51:6	79:1	<b>steals</b>
12:3	154:18	53:13	93:6,8	103:20
14:20	155:8	72:21	94:4	120:5
15:2	163:11	74:16	125:10,	<b>step</b>
17:18	181:21	77:9	20	76:12
20:11,20	184:7	91:8	204:11	90:10
27:3	191:22	118:23	214:24	100:6
29:3,21	210:11	124:16	215:6	167:3
50:12	236:10	140:17	265:7	266:2
52:1,12	243:24	143:6	266:3	<b>stepped</b>
53:1	245:18	261:7	269:2	152:1
58:23	247:1	<b>static</b>	<b>statutes</b>	269:12
59:4	260:8	248:10	57:3	<b>stepping</b>
60:8	261:6	<b>station</b>	75:5	256:24
62:3,15,	263:24	179:12	76:13,23	<b>steps</b>
16 63:6,	266:12,	<b>statistic</b>	92:4	65:12
14 64:5	24	<b>al</b>	116:16	126:17
68:7	267:19	154:14	128:12	211:3
70:4	268:3	<b>statistic</b>	215:21	<b>Stewart</b>
76:25	270:6	<b>ally</b>	232:18	183:14
79:4	<b>state's</b>	234:13	<b>Statutori</b>	192:23
80:18	154:13	<b>statistic</b>	<b>ly</b>	196:1
89:10	<b>state-of-</b>	<b>s</b>	79:23	203:2
91:16	<b>the-art</b>	132:18	<b>statutory</b>	216:10,
92:23	81:16	<b>statue</b>	9:2	14
93:11	<b>stated</b>	52:17	11:21	220:16,
94:6	62:11	<b>status</b>	55:6	17,24
95:5,19	<b>statement</b>	6:10 9:5	75:19	223:7
99:1,8,	68:1	23:22	76:15	270:5
15,24	151:13	43:5	<b>stay</b>	<b>stigma</b>
100:6,7,	255:19	46:19,	28:11	78:5
14,25	<b>states</b>	21,22	29:15	160:5
101:9	63:24	47:14	79:18	<b>Stillman</b>
105:6	66:15	150:24	105:16,	26:25
110:22	178:9	202:16,	17	34:20
111:11	201:16	18	133:13	41:6
113:3,19	210:11	216:4,	269:14	<b>stipend</b>
114:12,	<b>statewide</b>	17,24	<b>stayed</b>	267:19
22	19:6,7	218:12	86:25	<b>stone</b>
121:22	21:4,21	<b>statute</b>	<b>staying</b>	81:22
122:11	22:10	9:5	158:13	221:24

<b>Stoneman</b> 194:19 197:3 210:14 <b>stood</b> 259:20 <b>stop</b> 3:19, 21 4:6 82:17 <b>stopgap</b> 259:23 <b>stopped</b> 180:5 <b>stops</b> 54:4 <b>Storck</b> 192:24 <b>store</b> 14:10, 24 <b>stories</b> 151:17 <b>story</b> 35:8 <b>strategic ally</b> 139:10 144:21 <b>streamlined</b> 211:2 <b>streams</b> 155:16 <b>street</b> 111:11 112:1 113:15 <b>stress</b> 19:24 240:6 <b>stretch</b> 158:13 221:7 <b>strike</b> 106:15	<b>strikes</b> 90:19 <b>strong</b> 55:17 65:25 <b>stronger</b> 134:12 <b>strongly</b> 52:1 <b>struck</b> 105:23 <b>structure</b> 29:19 76:18 130:8 147:10 160:14 179:4 <b>student</b> 16:11 38:19 64:1 121:13 179:15 194:6, 14 195:2 197:19 <b>students</b> 31:3 64:11, 20 180:2, 4 181:3 184:4 190:2 193:13, 24 194:5, 17, 23 197:6, 17 198:8 200:8 203:24 238:17 245:25 247:6, 21 248:1	249:2 <b>stuff</b> 33:24 60:23 105:23 115:7 184:20 187:7 192:1 199:15 221:17, 19 223:25 232:2 234:13 <b>styles</b> 82:24 <b>subcommittee</b> 165:1 <b>subject</b> 17:3 22:9, 13 24:16 55:18 100:11 116:19 166:24 224:9 <b>subjectivity</b> 97:10 <b>submissions</b> 21:7 <b>submit</b> 9:21 20:23 21:13 22:7, 15 24:21 62:13 71:16, 17 <b>submitted</b> 9:7 10:8 21:15	23:24 25:24 43:2 45:2, 13 70:10 250:7 <b>subpoena</b> 5:5, 7, 15 <b>subsequently</b> 98:14 132:6 134:8 <b>substance</b> 62:17 78:19, 20, 21 83:7 129:6, 12 130:13, 15 131:3, 20, 22, 25 133:2, 25 134:3 136:5 137:17 138:10 139:19 143:1 145:7 160:2, 7 <b>substantial</b> 25:6 54:15 <b>substantially</b> 16:4 <b>substantive</b> 13:14 <b>subtract</b> 70:25 <b>succeeded</b> 85:22	<b>success</b> 141:10 158:1, 7 <b>successes</b> 63:2 <b>successful</b> 14:19 59:15, 17 79:13 107:19 108:14 <b>suffice</b> 184:15 <b>sufficient</b> 27:20 175:23 <b>suggest</b> 38:11 47:13 71:3 176:21 <b>suggested</b> 36:11 40:23 183:2 218:12 246:15 <b>suggesting</b> 216:11 229:3 <b>suggestion</b> 56:15 95:14 <b>suggestions</b> 71:17 <b>suicide</b> 59:3 62:10 <b>suit</b> 211:10
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<b>summarize</b> 23:14	135:4	<b>surface</b> 35:25	43:22,23	133:1,6
<b>summary</b> 9:2 20:8	<b>supplemen</b> tal	123:18	44:6,19,	140:11
23:7	102:12	<b>surprise</b> 50:10	24 48:5	142:24
<b>summer</b> 126:19	<b>supplying</b> 259:4	101:24	242:14	144:18,
228:6	<b>support</b> 4:2	<b>surprised</b> 263:9	255:25	19
<b>Sunrise</b> 163:3	47:14	<b>surprisin</b> gly	256:12,	146:10
171:23	55:3	154:21	19,23	152:5,9
173:18,	60:15	<b>surroundi</b> ng	259:17	153:5,6,
25	129:4,9	33:2	<b>Swarengen</b> 32:15	9,12
174:11	134:18	251:5	<b>switch</b> 181:19	155:2
176:16	147:6	<b>survey</b> 8:20	270:24	161:11
237:20	149:25	26:1,6,	<b>switching</b> 76:12	164:6,8,
<b>Sunshine</b> 3:4,8	150:16,	10 27:1,	<b>symptoms</b> 62:8	9,11
<b>superinte</b> ndent	17	5 46:25	<b>synergies</b> 60:18	165:13,
4:20 6:9	<b>supportin</b> g	73:11,12	<b>system</b> 21:25	19
16:14	54:2	75:16	27:8	167:11
30:9	<b>supports</b> 133:10	86:18	46:6	168:18
109:18	157:12	87:4,5,7	47:7	170:11,
125:21,	<b>supposed</b> 5:9,21	88:25	63:13	22 171:5
23	92:24	102:20	68:19	181:3
175:1,6	100:4	126:10	75:25	184:22,
176:4	185:12	200:2	76:3	24
180:1,18	188:15	230:12	77:11,	191:17
210:6	195:12	237:17,	13,14,	192:2
263:3,12	207:3	21	15,16,	211:18
268:11	214:3,4	239:6,8,	18,22,	250:3,6,
271:5,20	215:2,8	19 241:5	23,25	7,13
<b>superinte</b> ndent's	260:21	242:25	78:2,4,6	252:18
126:1	264:17	243:1	79:24,25	273:18
212:6	265:14	249:20,	80:7	<b>systemati</b> c
<b>superinte</b> ndents	266:11	21	83:4,5	77:9
45:1	<b>suppressi</b> on	255:16	89:5,20	91:8
68:3	179:2	257:12	105:11	118:22
125:14	223:25	<b>suspiciou</b> s	107:2,4,	124:24
238:16	224:1	37:7	6 109:13	<b>systemati</b> cally
<b>supervisi</b> on		<b>sustain</b> 139:11	111:5	117:6
15:24		<b>sustained</b> 8:2 12:8	113:2	118:14
			116:3	<b>systemic</b> 41:7,8
			118:23	<b>systems</b> 26:4
			129:5,9	33:6
				46:2,11
				66:5

109:16	21:3	41:22	160:20	<b>taxpayers</b>
113:21	32:15,17	44:24	168:10	50:22
134:21	40:12	59:21	170:24,	<b>teach</b>
175:9	44:8	61:17	25	185:20
183:21	56:12	90:1	182:7,8,	187:14
202:24	59:24	92:16	9 186:20	207:9
203:22	61:21	95:24	206:8	<b>teacher</b>
	63:15	115:17	209:11	86:23
<b>T</b>	75:15	120:1	215:20	120:6,8,
<b>table</b>	76:1	126:7	232:14,	11,14,19
126:8	82:20	127:5	15,16	121:1
228:18	87:6,9	128:5	248:10	123:13,
256:11	111:15	144:2	260:5	14
<b>tabletop</b>	113:21	160:21	272:6	185:22
248:14	120:9	161:6	<b>talks</b>	188:20
<b>tackle</b>	128:3	170:16	63:17	189:6
156:18	130:8	172:19	188:19,	196:7
<b>tactical</b>	136:22	230:16	20 269:2	208:8
180:6	140:12	240:7	<b>Tallahass</b>	246:5
<b>tail</b>	143:25	250:20	<b>ee</b>	<b>teacher's</b>
266:15	145:24	272:10	5:10	123:19,
<b>takes</b>	155:7	<b>talking</b>	70:5	25
13:9	160:5	5:20,23	130:12,	<b>teachers</b>
35:2	173:10	39:17	14,24	49:21
86:10	177:13	44:19	258:4	50:2
109:24	185:2	57:7,10	<b>tally</b>	180:5
121:25	187:21	61:11	236:15,	185:6
227:4	189:25	75:10,16	24	190:2
<b>taking</b>	191:22	78:6	<b>target</b>	195:15
13:15	192:7	81:1	24:4	206:17
35:4	206:10	84:20	61:9	210:15
53:14	207:12	89:25	66:12	249:25
62:16	225:10	97:21	<b>targets</b>	<b>teaches</b>
64:17	230:5	104:12	67:12,14	185:11
65:12	231:1,	106:16,	<b>task</b>	<b>teaching</b>
90:10	23,24	21	22:10	58:17,
170:12	232:4	109:23	24:9,15	18,19
180:5	265:17	111:16	60:11	59:13,
219:19	<b>talked</b>	120:22	198:22	15,16
239:3,5	4:22 5:4	131:19	<b>tasked</b>	205:21
<b>talk</b>	7:18	134:9	137:17	206:17
8:23	15:14	143:21	<b>taught</b>	<b>team</b>
17:8	16:24	145:17	58:24	5:5,8,16
19:5	20:1	149:2,20	59:8	38:15,17
20:21	39:15,18	154:25	<b>taxes</b>	39:1,4
	40:2	158:3,5	269:15	49:14,

16,23	240:11,	244:12	<b>terrorism</b>	103:8
128:7	23	262:10	179:7	104:8
132:24	<b>telehealth</b>	274:22	<b>test</b>	143:25
133:1	148:3,6,	<b>ten-month</b>	59:14	157:21
140:12	19	213:10	75:15	171:10
141:6,10	<b>telling</b>	<b>tend</b>	186:13	172:11
142:21	111:9	196:2	<b>testified</b>	175:2
166:22	112:24	<b>tens</b>	54:9	188:11
167:9	188:17	23:19	<b>testifies</b>	197:5
168:23	259:8	<b>term</b>	52:7	208:15,
169:1,	<b>tells</b>	9:16	<b>testify</b>	25
17,19	51:15	61:13	32:7	209:24
<b>teams</b>	151:10	107:20	<b>testimony</b>	210:13
15:7,10,	159:7	231:18	23:8,16	216:25
13,16	214:17	232:23	51:15	239:14
16:1,7,9	<b>temporal</b>	233:1	<b>thanked</b>	258:1
18:6	93:15	<b>terminate</b>	239:16	261:14
21:23	<b>temporari</b>	<b>d</b>	<b>thankfull</b>	<b>things</b>
40:4,5	<b>ly</b>	6:4 30:4	<b>y</b>	4:17
45:23	129:17	<b>terminolo</b>	26:10	10:2,3
62:22,23	<b>temporary</b>	<b>gy</b>	<b>theft</b>	11:3
128:6	12:13	203:6	103:21	12:16
133:9	128:19	232:10	<b>theme</b>	20:15,16
139:22,	258:25	235:20	76:21	22:17,24
24	271:22	<b>terms</b>	<b>therapy</b>	23:4
140:9,17	<b>ten</b>	55:12	123:22	25:19
141:8,17	12:6	65:15,25	142:24	37:14
142:15,	52:9	66:14	157:17	43:9,14,
16,18,	65:2	68:2	<b>thereof</b>	20 46:12
23,24	106:4	77:7	111:23	58:8
143:6,9	176:11	82:20	<b>thing</b>	59:2,18,
<b>technical</b>	178:9	83:2	6:22	20,24
126:14	181:24	84:12	11:20	60:13
<b>technical</b>	183:3	87:8	12:22	62:23,25
<b>ly</b>	184:4,13	104:25	13:7	70:17
98:4	192:14	109:2	18:9	82:3,16,
<b>technolog</b>	196:12	142:7	24:2,12	23 90:1
<b>y</b>	197:14,	143:9	25:11	107:21
113:18,	20 202:1	147:10	37:20	112:13
21	208:2	156:24	39:8	113:5
174:23	221:8	204:17	43:18	119:1,10
175:2,8	226:4,7,	213:22	50:16	120:2
<b>teen</b>	10,17	214:13	53:1	121:9
103:5	231:10	236:25	59:5	124:25
<b>teeth</b>	241:3	<b>terror</b>	66:16	126:3,7,
19:25		189:12	94:12	22

127:19	<b>thought</b>	119:2,5	<b>throws</b>	132:20
160:20	10:21,23	121:15	257:17	135:14,
162:1	48:12	145:18	<b>Thursday</b>	15
165:7	136:24	149:3,4,	71:14	142:20
166:9,	150:7	5	<b>ticket</b>	149:9
13,19	165:24,	182:21,	26:16	151:13
167:1	25 169:9	22	<b>tied</b>	153:25
168:20	183:20	192:12,	178:17	154:8
170:5	188:4	14,15	199:10	162:15,
172:9	190:3	208:1	<b>tier</b>	24
176:15	196:17	210:14,	272:7	163:13
177:7	<b>thoughtful</b>	16	<b>ties</b>	170:21
193:25	<b>l</b>	211:22,	137:23	172:5,23
195:8	214:10	24	201:25	177:21
196:2,5,	<b>thoughtful</b>	212:25	211:18	178:24
14	<b>ness</b>	231:2	<b>time</b>	180:10
200:5,7,	187:15	234:11	3:20	185:23
23	<b>thoughts</b>	249:19	4:22	187:25
203:24	9:8	250:14	10:25	188:17
206:5,19	43:19	<b>threatene</b>	11:13	193:11
212:3	69:6	<b>d</b>	13:9	196:21
215:23	70:20	13:17	24:6	203:19
227:16	71:8,18,	<b>threats</b>	47:1	205:22
231:9	20,22	18:21	48:14	209:24,
235:13	<b>thousand</b>	26:5	49:1,11,	25 210:8
236:8	29:2	37:25	13 54:19	211:23
244:21	36:5	67:17	55:4,5	214:1,7
270:5	64:4	179:7	61:22	219:21
<b>thinking</b>	<b>thousands</b>	185:19	67:8	222:9
9:13	23:19	206:18	71:5,12,	233:21
28:24	<b>threat</b>	<b>three-</b>	15,16,	237:25
58:8	4:1,2	79:17	19,24	238:2
67:7	13:10,23	<b>three-day</b>	72:6	239:5
133:17	18:6,12,	18:10	80:15,16	247:2,3,
136:20	19 19:4,	<b>three-</b>	82:1	9 255:18
150:13	8,21	<b>year</b>	84:19	256:13,
152:19	21:4,19,	134:18	85:8,18	14 258:4
<b>thinks</b>	20,21,23	<b>threshold</b>	86:14	259:11
50:13	38:15,17	<b>s</b>	89:1	260:15
95:21	39:1	93:7,24	93:5,13	266:20
203:2,3	40:21,25	95:3	102:21	270:7,9
<b>Thompson</b>	41:4,10,	122:12	104:2	271:10
6:8	17,20	<b>throw</b>	108:1	<b>timeframe</b>
35:21	42:2	84:6	115:9,16	55:14
40:22	45:16,	267:14	116:10	99:14
	18,21,23		125:6,15	

<b>timeline</b> 66:16	22:3 26:1	88:14 162:15	241:9, 13,17	<b>touchy</b> 130:6
<b>timelines</b> <b>s</b> 39:16,18	28:15,19 29:4 31:19	244:25 255:23	242:2,5 256:13	<b>toughest</b> 251:8
<b>timely</b> 27:22 39:9 45:2,13 125:20, 23 126:20 152:17	32:6 44:1,9, 12,15 46:5,8, 25 55:1 69:8 71:9 74:23 91:20	<b>tolerance</b> 19:14, 16,19, 20,22 92:9	258:1 259:5 266:8	<b>tower</b> 5:1 169:5
<b>times</b> 5:4,7 14:8 20:2 36:18,19 45:9 76:21 93:14 95:9,10, 12 125:8 135:1 136:22 152:5 153:15 156:25 236:4 240:7 241:1 249:17 251:11 270:19	25 55:1 69:8 71:9 74:23 91:20 127:18 151:20 166:14 168:4 171:15 177:1,25 179:1 187:23 189:25 202:19 215:23 219:20 237:20 238:11, 20,22 242:15, 17 244:25 256:8 257:2 258:18 259:12 260:6 271:24, 25 272:4	<b>tolerance</b> <b>s</b> 93:24 199:4 221:12	<b>Tony's</b> 44:12	<b>Tracey</b> 167:13
<b>timing</b> 55:9,12 197:7		<b>toll</b> 66:25	<b>tool</b> 17:7 21:1 81:15	<b>trach</b> 193:3
<b>tireless</b> 56:2		<b>Tommy</b> 254:13	<b>top</b> 106:2 140:3 154:17 272:8	<b>track</b> 22:22,24 73:4 79:8 85:20 89:21 91:9 102:14 110:8,9 113:10 119:16 121:11, 12 156:10
<b>today</b> 5:3 7:14,23 8:5 9:18 16:25 17:16,22 18:4	<b>today's</b> 48:18 221:20	<b>tomorrow</b> 3:9 5:10,14, 25 9:18 14:9 44:13,15 69:9,11, 18 71:5, 9 109:19 175:1,10 176:13 202:8 210:6 215:23 219:21 261:18 262:23 268:10 271:25	<b>topic</b> 28:14,18	<b>tracked</b> 86:16 103:3 117:6 118:14
	<b>told</b> 4:3 35:22 87:18	<b>tonight</b> 257:16	<b>topics</b> 4:15 23:9,12, 14 46:16,25	<b>tracking</b> 89:5 107:14 118:23 268:14
		<b>Tony</b> 4:20 6:3 8:6 32:6 44:9 119:4 163:2 168:7	<b>total</b> 131:13 239:11	<b>tracks</b> 105:24
			<b>totally</b> 10:11 33:5,8 170:1 207:8	<b>Tracy</b> 168:2 169:19
			<b>touch</b> 84:15 86:25 110:11 111:7 146:15 166:14 168:7 211:13	<b>tradition</b> <b>ally</b> 168:24
				<b>tragedies</b> 66:13 156:14

<b>tragedy</b> 14:21 197:2	24 265:25 266:9	<b>trauma</b> 82:14 83:7,8	<b>tune</b> 272:3	83:19 98:20
<b>tragic</b> 132:14	267:20 269:21	134:4	<b>turf</b> 33:23	136:17 140:5
<b>train</b> 63:25 205:20 208:10, 20 209:6 246:25 254:6 266:13	<b>trains</b> 264:25	<b>travel</b> 64:16 270:2,6	<b>turn</b> 185:1 194:20 214:16	143:19
<b>trained</b> 19:12 41:12 179:3 206:3 209:4 229:2 244:22 254:13 259:1	<b>trajector y</b> 150:18	<b>traveled</b> 247:1	<b>turnaroun d</b> 9:23	<hr/> <b>U</b> <hr/>
<b>training</b> 32:4,11, 12,14,20 47:25 49:20,22 50:2 53:8 130:22 184:17 205:19 206:25 207:4, 12,16 210:11 213:24 215:6,8 230:2 233:18 243:10 244:2 245:3 254:9,16 264:22,	<b>transacti on</b> 265:11	<b>travels</b> 266:24	<b>turning</b> 23:22	<b>ultimatel y</b> 61:13
	<b>transfer</b> 35:6,7 39:9	<b>treat</b> 31:3 129:17 141:11	<b>turns</b> 265:1	<b>unaccepta ble</b> 7:18
	<b>transfere e</b> 39:4,14	<b>treated</b> 131:13 195:24	<b>tweak</b> 223:21 225:18 226:2 229:19	<b>unannounc ed</b> 205:1
	<b>transferr ed</b> 38:24	<b>treatment</b> 38:8 39:22,23 129:4,18 132:9,24 133:9 134:6, 14,15 158:6	<b>tweaks</b> 189:2	<b>unbelieva ble</b> 261:24 271:10
	<b>transferr ing</b> 39:4,10, 12 113:25	<b>tremendou s</b> 64:14	<b>two-way</b> 250:16	<b>uncertain</b> 68:2
	<b>transfers</b> 38:21	<b>trending</b> 170:8	<b>twofold</b> 178:21	<b>uncertain ty</b> 8:1
	<b>transitio n</b> 155:22 221:1	<b>triage</b> 194:11	<b>tying</b> 201:20	<b>uncovered</b> 8:11
	<b>transitio ning</b> 150:8	<b>Tricare</b> 155:16	<b>type</b> 52:13 53:1 59:5 61:1 102:13 133:14 194:11 215:14, 16 230:25	<b>underinsu red</b> 135:23 136:7
	<b>transitio ns</b> 178:13	<b>troubled</b> 156:6	<b>types</b> 58:24 76:7 136:24 137:4	<b>underlie</b> 134:5
	<b>translate</b> 264:15	<b>true</b> 51:23 111:18 154:2	<b>typically</b> 79:17	<b>undersher iff</b> 54:12,13 244:25
	<b>transmiss ion</b> 18:19,20	<b>tubes</b> 193:3		<b>understan d</b> 53:22 76:1 89:7 90:11 91:1,2 100:9
	<b>transmit</b> 26:5	<b>Tuesday</b> 273:14		

107:7,15 115:9,11 117:20 119:1,16 156:3 157:25 162:18 173:23 175:20 176:4 180:7 200:22 214:3 216:11 263:23 268:11 272:16 <b>understan ding</b> 30:10 42:15 52:8 99:17 127:17 137:13 172:7 234:7 255:15 <b>understan ds</b> 206:3 228:15 <b>understat ement</b> 45:3 <b>understoo d</b> 54:22 104:16 188:12 227:18 <b>underutil ization</b> 36:2 <b>underway</b> 128:10	<b>unduplica ted</b> 139:17, 19 <b>unencumbe red</b> 255:3 <b>unequal</b> 95:7 <b>unfathoma ble</b> 25:16 <b>unfunded</b> 267:6,14 <b>unified</b> 130:19 <b>uniform</b> 246:13 264:23 <b>uniformed</b> 264:24 <b>unilatera lly</b> 222:11 <b>uninforme d</b> 16:20 <b>uninsured</b> 135:23 136:7 <b>unique</b> 121:18 131:6 233:14 253:1 <b>units</b> 29:19 35:4 174:12 205:2 <b>universal ly</b> 87:19 158:16 <b>universe</b> 124:23	<b>Universit y</b> 154:12 <b>unlocked</b> 236:5,6 <b>unusual</b> 5:16 <b>upcoming</b> 95:15 <b>update</b> 6:9 15:9 115:25 116:2 163:10 221:17 237:21 254:19 <b>updates</b> 4:21 127:12 <b>urban</b> 141:1 <b>urgent</b> 212:10 <b>useless</b> 209:16 <b>users</b> 136:10 <b>utilizati on</b> 77:7 79:22 80:13, 21,24 <b>utilize</b> 135:18 <b>utilizer</b> 152:13 <b>utilizers</b> 136:11 140:24  <hr/> <b>v</b> <hr/> <b>vacancies</b> 147:12	<b>vague</b> 63:24 <b>valid</b> 81:11,12 82:5 226:14 <b>validated</b> 19:3 81:6 <b>valuable</b> 167:24 <b>variance</b> 214:23 <b>variation</b> 89:10 <b>varied</b> 93:5 <b>variety</b> 7:20 <b>vary</b> 270:4 <b>varying</b> 270:8 <b>vast</b> 99:9 <b>vehicle</b> 205:6 <b>vendor</b> 135:10 246:18 <b>vendors</b> 246:13 274:8 <b>venture</b> 105:9 <b>verbal</b> 208:24 <b>verificat ion</b> 127:2 <b>verified</b> 52:3 <b>verifies</b> 210:23	<b>vernacula r</b> 233:15 <b>version</b> 255:2 <b>versus</b> 28:7,8 61:5 91:15 109:15 160:8 179:19 <b>vertical</b> 136:21 137:1 <b>vet</b> 273:19 <b>vetted</b> 189:1 <b>viable</b> 29:6 <b>VICE- CHAIR</b> 2:17 <b>victims</b> 2:6 <b>video</b> 177:1 184:1 196:6 211:18 <b>videos</b> 194:18 <b>view</b> 16:2 68:22 131:9 168:10 171:17 198:17, 18 223:12 257:23 <b>views</b> 47:12
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>violation</b> 51:23 76:10 <b>violation</b> <b>s</b> 76:4 <b>violence</b> 59:3 134:4 <b>violent</b> 129:13 <b>virtually</b> 111:24 <b>vision</b> 164:7 <b>visit</b> 223:17 251:15 270:14 <b>visited</b> 252:9 273:13, 16 274:4 <b>visitor</b> 250:8 251:16 273:7,8 274:16 <b>voice</b> 12:17 54:14 <b>void</b> 111:17, 18 152:8 <b>voluntari</b> <b>ly</b> 66:7 77:18 103:5 135:1 <b>voluntary</b> 38:1 77:21 85:4 <b>vote</b> 10:22	<b>voters</b> 50:22 <b>VPK</b> 227:20, 24 228:2, 10,23 229:4,15 <b>VPKS</b> 57:9 <b>vulnerabl</b> <b>e</b> 179:11 270:12 <hr/> <b>W</b> <hr/> <b>wait</b> 11:9 50:25 54:22 214:17 255:10 257:11 260:9 <b>waited</b> 176:9 257:10 <b>waiting</b> 18:10 131:14 142:13 259:18 266:16 <b>walk</b> 18:13 162:14 172:17 185:25 191:1 251:19, 20 261:19 273:9,12 <b>walked</b> 18:15	50:7 <b>walking</b> 187:13 <b>walks</b> 63:20 210:16 <b>Walmart</b> 112:2 <b>wanted</b> 23:7 109:14 130:7 143:25 155:21 163:22 170:17 174:16 175:13 189:3 198:25 199:8 211:12 213:5 240:19 250:9 251:13 253:4, 18,24 260:9 274:19 <b>wanting</b> 54:21 <b>war</b> 144:12 <b>warm</b> 15:25 40:8 <b>warn</b> 37:25 38:2 87:22 <b>warned</b> 88:17 <b>warning</b> 119:13 121:14,	15 152:5 <b>warranted</b> 24:20 <b>watch</b> 194:18 <b>watched</b> 46:13 50:7 <b>watching</b> 66:16 140:2 196:6 271:24 <b>water</b> 200:24 <b>Wayne</b> 254:5 <b>ways</b> 12:15 67:8 112:21 197:7 269:9 <b>weapon</b> 67:10 <b>weather</b> 178:10 182:25 184:12 203:4 <b>web</b> 89:20 97:2 103:7 104:10 112:6 113:7,11 114:25 115:19 116:4,13 119:15 120:17 <b>website</b> 97:14 111:2,6, 12	<b>week</b> 51:14 53:13 71:14,16 144:4 197:18, 21 252:9 268:13 273:13 <b>weekend</b> 67:7 187:25 <b>weekends</b> 239:4 <b>weeks</b> 9:22 45:17 66:14 193:14 206:24 240:7 247:14 272:12 <b>weigh</b> 10:17 69:4 70:21 203:2 219:15 222:21 <b>welfare</b> 133:1 134:1,7 137:7 142:23 145:8 <b>well-</b> <b>implement</b> <b>ed</b> 41:10 <b>well-</b> <b>trained</b> 256:6 <b>wellbeing</b> 133:7
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<b>West</b> 86:9 91:15 <b>whacks</b> 106:10 <b>wheel</b> 96:2 <b>wheelchai</b> <b>r</b> 193:2 <b>wheelchai</b> <b>rbound</b> 193:22 195:3 <b>wheelhous</b> <b>e</b> 225:22 <b>wheels</b> 53:2 <b>whichever</b> 47:9 <b>white</b> 231:2 <b>whiz</b> 113:18 <b>wholistic</b> <b>ally</b> 26:7 <b>wide</b> 83:3 <b>widesprea</b> <b>d</b> 104:21 <b>wig</b> 144:9, 12,19 <b>wigs</b> 144:8,13 <b>willingly</b> 109:3 165:12 <b>willingne</b> <b>ss</b> 28:5 223:10	<b>win</b> 199:13 <b>window</b> 49:25 126:11 246:4,13 271:7,8 <b>windows</b> 184:20 246:16 <b>withhold</b> 126:1 <b>witnessed</b> 121:2 <b>witnesses</b> 23:9,16, 18 <b>women</b> 134:13 136:10 <b>wondered</b> 99:3 <b>wonderful</b> 196:18 <b>wondering</b> 203:17 <b>word</b> 43:23 159:22 237:2 258:20 <b>words</b> 199:5 238:6 <b>work</b> 7:7 8:11 17:3 21:20 22:10,12 23:3 24:21 38:11,12 41:23 42:3,6, 12,13 43:21	45:18,25 46:2 48:8 49:7 50:18,20 52:13 56:2 59:25 60:7 64:14, 15,21 65:23 67:2,19, 24 68:24 69:19, 21,22 70:19 72:2 74:2,15 75:3 82:23 86:24 107:8 109:7,12 114:2,4 117:21, 23 122:17 125:12, 15 132:7 140:10 147:14 153:12, 13 157:13 162:4 163:18, 21 175:14 177:3 188:24 198:1 209:19 219:22 225:16, 17 226:3	227:3 234:22 236:17 239:19, 23 240:11 242:22 252:17 264:4 274:9 <b>worked</b> 14:25 73:13 236:17 <b>working</b> 19:6 43:17 44:22,25 51:3 53:19 60:3,10 65:19 71:18 73:10 74:1,4, 20 75:1, 2 112:8, 9 113:13 116:3 125:13 126:19 143:13, 17 146:19 152:6 165:21 171:8 174:23 180:13 200:15, 16 202:25 239:12 244:23 246:13 249:7	253:5 <b>works</b> 46:14 62:20 66:3 84:9 103:19 109:10 115:12 121:12 214:11 265:7 <b>worksheet</b> 204:4 <b>world</b> 113:19 181:25 184:5 230:23 238:9 <b>worried</b> 67:12 86:22 <b>worse</b> 91:6 <b>worst</b> 179:24 <b>worst-</b> <b>case</b> 234:15 <b>worth</b> 55:22 <b>wounded</b> 66:24 <b>wrap</b> 110:15 <b>wraparoun</b> <b>d</b> 154:7 <b>wrinkle</b> 257:18 <b>write</b> 73:13 131:23 235:24
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>writing</b> 146:24 257:22	3,8 90:9 105:16, 18	139:9 143:20 193:9	114:18 156:6	
<b>written</b> 18:11,21 25:12,17 71:17 221:7,24 245:5,9	106:11 113:19 116:10, 24 125:8 131:16 132:20	206:10 211:12 214:2 249:8	<b>youth's</b> 79:19 <b>youths</b> 103:12 133:11	
<b>wrong</b> 29:1 41:24 110:19 177:7 236:22 267:16	133:17 134:17 138:11 142:13 144:10 154:18 178:7,13	<b>yesterday</b> 5:9 147:18 148:7,8 252:11, 12	<hr/> <b>Z</b> <hr/>	
<b>wrote</b> 18:16 149:8 249:6	180:14 185:15 190:20 198:22 203:4 204:10 206:25 207:7,16 209:20 213:10 221:15 226:11 230:16 237:8 250:10 256:4,5 258:13, 14 260:20	<b>York</b> 28:17 <b>young</b> 133:11, 21 141:12 143:21 151:18, 24 179:24 187:23 206:12	<b>zeroes</b> 240:22 <b>zone</b> 200:15	
<hr/> <b>Y</b> <hr/>		<b>younger</b> 193:15 248:13 <b>youngster</b> <b>s</b> 185:2,21 <b>youth</b> 67:13 78:9 80:5 81:21 82:17 84:3,18 85:6,13 86:12,20 87:23 89:17 98:17,21 100:25 103:3 113:16		
<b>year</b> 9:8,24, 25 11:4 17:1 19:2 20:15 21:11,13 22:8 23:15 24:17 25:16,20 33:3 36:4 40:20 45:9 49:11 57:11 58:25 63:1 70:13,18 79:9,20, 22 80:6, 12 86:2,	<b>year-and-a-half</b> 238:1 259:12 268:16 <b>years</b> 31:19 57:11 76:16 107:23 121:13			