

MARJORY STONEMAN DOUGLAS HIGH SCHOOL
PUBLIC SAFETY COMMISSION

MSD Commission Meeting

VOLUME II

DATE: Monday, September 27, 2021
TIME: 1:00 p.m. - 6:07 p.m.
LOCATION: BB&T Center, Chairman's Club
1 Panther Parkway
Sunrise, FL 33323

REPORTED BY:

Johnny Caldera, Court Reporter
Notary Public, State of Florida
Laws Reporting, Inc.

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<p style="text-align: right;">Page 111</p> <p>1 P R O C E E D I N G S</p> <p>2 (Thereupon, the following proceedings were heard at</p> <p>3 3:20 p.m.)</p> <p>4 SHERIFF GUALTIERI: All right, we're going to</p> <p>5 go ahead and get started again. We'll call the</p> <p>6 meeting back to order.</p> <p>7 So, we're pleased to have with us this</p> <p>8 afternoon Chief Keith Touchberry from the Fellsmere</p> <p>9 Police Department. We learned about a program that</p> <p>10 he was instrumental in implementing through Indian</p> <p>11 River State College called Future Educators</p> <p>12 Response To Emergency Situations. One of the</p> <p>13 things that we've all stressed for a long period of</p> <p>14 time is how important the teachers are in school</p> <p>15 safety. What this does is to implement school</p> <p>16 safety and preparedness at the earliest possible</p> <p>17 time. These teachers are going through their</p> <p>18 training at the college level.</p> <p>19 So, this is a joint partnership with the law</p> <p>20 enforcement and Indian River State College. I'll</p> <p>21 turn it over to Chief Touchberry. Appreciate you</p> <p>22 being here, thank you.</p> <p>23 CHIEF TOUCHBERRY: Well, thank you, Sheriff,</p> <p>24 and thank you for that introduction. I would like</p> <p>25 to introduce our leadership team for our project</p>	<p style="text-align: right;">Page 112</p> <p>1 called FERTES. I'd like to first start off with</p> <p>2 Dr. Kelly Amatucci. Dr. Amatucci is the dean for</p> <p>3 the college of education at Indian River State</p> <p>4 College. Over here is Major Chris Cicio. He is</p> <p>5 the Director of Law Enforcement for the St. Lucie</p> <p>6 County Sheriff's office, and he is adjunct faculty</p> <p>7 with Indian River State College. And then finally,</p> <p>8 Mr. John Teske, who is the Director of Security for</p> <p>9 the School District of Indian River County. He is</p> <p>10 also the emergency operation center, emergency</p> <p>11 support function in any case we have to activate,</p> <p>12 and he is a lieutenant colonel in the United States</p> <p>13 Army Reserves, serving as a military policeman.</p> <p>14 So, the four of us represent, or on the</p> <p>15 leadership cadre for a collaborative effort known</p> <p>16 as Future Educators Response to active shooters.</p> <p>17 And a little bit about where we are, if you're not</p> <p>18 familiar with Indian State River College, it's</p> <p>19 based in Fort Pierce, which is St. Lucie County.</p> <p>20 And IRSC has satellite campuses in Martin St. Lucie</p> <p>21 and Okeechobee counties as well. But it services</p> <p>22 students well beyond its four county border.</p> <p>23 Essentially, what FERTES is, it is a law</p> <p>24 enforcement driven initiative designed to partner</p> <p>25 with the school districts in our area, those</p>

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1 primarily serviced by Indian River State College
 2 and the Office of Safe Schools, which has been
 3 instrumental in providing some support and guidance
 4 for our efforts.

5 And what FERTES is, it is a program -- FERTES,
 6 it's an academic program designed to prepare our
 7 future educators for where they will work upon
 8 graduation. And this project began by asking a
 9 simple question: what are we doing to prepare our
 10 future educators? And speaking to folks in the
 11 business and law enforcement and schools, we
 12 learned that we're really not doing anything. And
 13 when we look back at the first documented shooting
 14 in American history, I believe it was in 1764, in
 15 Pennsylvania, and we've had hundreds of school
 16 shootings since.

17 We think it's about time that we started
 18 working on the front-end with our educators before
 19 they graduate, so that they are ready for wherever
 20 they're going to work. Be it a public school
 21 district, a private school, charter school or what
 22 have you. And so FERTES is designed to develop an
 23 emergency preparedness mindset.

24 Now, there is an active shooter component to
 25 this program, and it does culminate a live

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1 at Indian River State College. We also loop in the
 2 college security officers as well because they are
 3 on campus, and they are very visible.

4 And to date, we have had two programs, two
 5 groups of interns that have completed a basic level
 6 version of our program. And the full program is
 7 scheduled to be implemented this academic year.
 8 We're already starting, underway, October 15th,
 9 actually, will be our next group of students that
 10 we put through an active live scenario. The last
 11 time we did a scenario was in February. It was
 12 actually the subject of some local news along the
 13 Treasure Coast, and it was a good article.

14 Essentially what we are doing at the college
 15 level is that we are molding and shaping. We got
 16 with our school districts and we said, "What do you
 17 want your future educators to know no day one,"
 18 because they have a lot of orientation things that
 19 they have to go through, "What do you want them to
 20 know on day one, and how can we include that in
 21 this program?" And that's how we got our school
 22 districts involved. So essentially, at the college
 23 level, we are molding and shaping the product and
 24 then we ship them off to their employer and they
 25 sand and paint.

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1 exercise, which we will talk about, but it is
 2 designed to prepare this emergency preparedness
 3 mindset in our future educators.

4 The bottom line is this, we are trying to
 5 shift the paradigm. In the wake of the MSD
 6 shooting, all of us got back into our schools and
 7 we started working with our educators and we
 8 started implementing the laws that were put in
 9 place. And we really saw a lot of deer in
 10 headlights look. And we know that that is still
 11 happening. But if you look at how this will
 12 transpire over the years, every student now, that
 13 goes to college at Indian State River College,
 14 coming from a school system that has to perform
 15 these drills, ultimately you will have gone through
 16 12 years of active shooter drills as a student
 17 before you show up in college to learn how to
 18 become a teacher. And we think that is significant
 19 when you look at the grand scheme of things. And
 20 we want them to be prepared.

21 Development has been ongoing since 2019. And
 22 the program content is based on what we consider
 23 best practices by law enforcement, subject matter
 24 experts, school safety specialists, the Office of
 25 Safe Schools, and of course our School of Education

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1 And so to talk a little about how we do this,
 2 we're going to go through the list of speakers
 3 here. Major Cicio will come up and he will talk
 4 about the law enforcement piece to our program.
 5 Then Mr. Teske will talk about the content that
 6 they've contributed. And Dr. Amatucci will follow
 7 up with how we are rolling this out at the college
 8 level.

9 So, Major Cicio.

10 MAJOR CICIO: Good afternoon, Commission.
 11 Thank you for your time today. I'm here to present
 12 the law enforcement portion and the roll that we
 13 play in helping to develop this program and the
 14 roll that we play to actually carry out this
 15 program. I think we all understand in this room
 16 that today's threats require a deeper collaboration
 17 between law enforcement and educators. And I think
 18 that collaboration has to go deeper than the
 19 traditional relationship between school resource
 20 officers and the schools that they serve. It's a
 21 complex environment and it requires complex
 22 solutions and responses. And it takes a team of
 23 people to be able to put together these responses
 24 as you have worked on as a Commission.

25 This committee, or this FERTES program

<p style="text-align: right;">Page 117</p> <p>1 addresses real needs and Commission findings. I 2 think we all understand that the Commission reports 3 that have come out from this group have identified 4 inconsistencies that exist within school campuses. 5 Inconsistencies that exist within school districts, 6 inconsistencies that exist within law enforcement 7 response and how they handle threats of active 8 shooter situations that may arise. And those 9 inconsistencies still exist today. So we endeavor 10 as a FERTES team to try to address these 11 inconsistencies at the education level, so that 12 when these student teachers arrive at their 13 campuses, they have high level of expectations for 14 the districts and the schools that they work for. 15 Commission reports also identify gaps and 16 resources to deal with those who communicate, 17 either verbally or otherwise, threats to commit 18 mass targeted violence. We also address these 19 issues at their core by giving the teacher, or the 20 student teachers, by working foundation, so that 21 when they show up at their schools, it does set 22 those high level of expectations for their schools 23 as well as the districts. 24 We move on in the culminating program, as 25 Chief Touchberry talked about. This program is</p>	<p style="text-align: right;">Page 118</p> <p>1 built around a culminating four hours, or a 2 capstone, if you will, of scenarios and exercises 3 designed to teach the teachers how to respond to an 4 active shooter on their campus. And it's not just 5 a video. We actually want to walk them through how 6 to barricade and fortify their room. We walk them 7 through how to run. We walk them through how to 8 fight. We show them what that looks like and 9 actually let them practice that in a controlled 10 environment. We'll talk about that as we move on. 11 But we have to begin somewhere and that somewhere 12 is the mindset that these student teachers need. 13 Unfortunately, we live in a world today where 14 these are life skills now. And we present it in a 15 way that not just on a school campus and confined 16 by school walls, but one of our teachers that went 17 through a similar program in St. Lucie County, back 18 about two years ago, went through what we call Code 19 Red Training, and the fortify, barricade, run, 20 hide, fight, if you will, two weeks later he was at 21 the Jacksonville Landing when that shooting took 22 place. And he actually used what he was taught to 23 save his own life and get out of danger. 24 And that really reinforced to us how important 25 it is to provide this level of training at a</p>
<p style="text-align: right;">Page 119</p> <p>1 beginning institutional level for teachers so that 2 they have these skills when they show up on their 3 school campuses day one. So again, the mindset is 4 that these are life skills now. 5 Situational Awareness. We move into a piece 6 where we want to reinforce what teachers should be 7 looking for when they show up to their school 8 campus. I spent a large part of my career as a 9 bomb technician. And as a bomb technician, we 10 would respond to calls of suspicious packages and 11 devices, and we would heavily rely on people who 12 already worked in that environment to tell us what 13 belonged and what did not belong. Because for me 14 as a bomb technician, anything would be a field day 15 for me to consider a suspicious package. We want 16 teachers to always be on guard. To identify and 17 report items that do not belong, statements that 18 should not be made, what did they do with that 19 information. And FERTES is very important in 20 providing that information to them. 21 All school staff should have clearly 22 established roles and responsibilities that are 23 outlined in their written policies, as outlined in 24 your Commission findings. Education, as Chief 25 Touchberry says, many times, education must</p>	<p style="text-align: right;">Page 120</p> <p>1 parallel safety and security. So we cannot just 2 afford to put our education into teachers to 3 prepare them how to teach, we have to prepare them 4 how to deal with emergency situations. They need 5 to know that before they show up on campus. 6 They need to be reminded to be vigilant in 7 their observation skills while they're working. We 8 promote concepts such as locked doors, monitored 9 Ingress and Egress routes. Clear Code Red and 10 Active Shooter Response Policy. Identification of 11 safe areas and hard corners in their classrooms and 12 actually show them what that looks like and why 13 it's considered a safe area or a hard corner. And 14 we also reinforce to them that these are not just 15 words in a report, lives depend on these concepts 16 and that is the foundation of our training. 17 This goes back to See Something, Say 18 Something, but we want to spell it out deeper so 19 they understand it. So just as important as the 20 observation in listening skills that teachers have, 21 staff must know how to report what they see and 22 hear. This is where school safety specialists, 23 that collaboration that we already have with them, 24 this is where that relationship becomes very 25 important.</p>

<p style="text-align: right;">Page 121</p> <p>1 It's also very important that individual 2 employers and principals have significant roles in 3 assessing the teachers needs and being able to 4 respond to them. Staff must be empowered, as part 5 of our education, to report any type of suspicious 6 behavior and must do so expeditiously, because time 7 is of the essence here. That also includes who can 8 call a Code Red and initiate active shooter 9 response. 10 We then move on to a concept that the 11 Commission is very familiar with and that is the 12 pathway to violence. We spent some time talking to 13 the student teachers on what that pathway is. We 14 focus on the steps of that pathway with the focus 15 on the perfect storms of behaviors that we're 16 looking for with these students when they make a 17 threat in a classroom that, "I'm just going to 18 shoot up the school," which ironically enough, Mr. 19 Teske was dealing with on the drive down here 20 today. Spent a good part of our drive dealing with 21 that on the phone that was taking place back in 22 Indian River School District. 23 Crucial to this presentation is a segment 24 entitled Opportunities for Identification, where 25 not only do we want the teachers to understand the</p>	<p style="text-align: right;">Page 122</p> <p>1 pathway to violence, we want them to understand how 2 they may manifest themselves, these behaviors, they 3 manifest themselves in the classroom and then what 4 do they do about it. Who do they report that to, 5 and what is the time sensitivity of that report 6 that needs to take place. This is also referenced 7 back to See Something, Say Something. 8 FERTES provides an overview of resources for 9 intervention, so that these teachers know what 10 resources they have available to be able to deal 11 with these behaviors when they arise. At the very 12 last Commission meeting, you all received a 13 presentation on the Behavioral Threat Assessment 14 Management Program and that program, as we see it, 15 is going to surely further and enhance this cause 16 on how to address and identify and remove 17 individuals from their pathway to violence. 18 Our curriculum is in alignment with the BTAM 19 paradigm shift, in that traditional law enforcement 20 operations aren't necessarily focused on just 21 arrest and conviction, but on removing that 22 individual from that pathway to violence to get 23 them the help that they need. The ultimate 24 culmination of the FERTES program rests in the Run, 25 Hide, Fight program. And one may ask, "Why Run,</p>
<p style="text-align: right;">Page 123</p> <p>1 Hide, Fight? And we simply answer that because 2 it's a starting point. 3 What we want it to do and what we endeavor to 4 do is take the best of the well-known active 5 shooter response programs that are in existence and 6 put them together into one program to give them a 7 foundation. Are we subscribing to the textbook 8 Run, Hide, Fight curriculum? No. But what we are 9 doing is taking the best of all the programs, 10 putting together a foundation, educating the 11 teachers with the understanding that when they go 12 to their respective school districts, that school 13 district may subscribe to a specific program. 14 Our desire is not for our curriculum to be in 15 conflict with what their district teaches, but to 16 come in alignment with it. So this is why we start 17 with a hybrid version, if you will, of Run, Hide, 18 Fight. 19 Our presentation provides explanations, 20 demonstrations and practical exercise on Run and 21 Hide, which also includes Fortify and Barricade and 22 Fight. We want student teachers to not only see 23 what it looks like to barricade a room, but we want 24 them to feel what it looks like to barricade and 25 fortify their space with all the complexities that</p>	<p style="text-align: right;">Page 124</p> <p>1 entails as part of the discussion when they do 2 that. They learn to use simple tools and 3 techniques to quickly fortify and must do so under 4 the stress of time. So we actually time them in 5 the scenarios on how fast they can fortify that 6 room. And ironically enough, they think that it's 7 probably five minutes that they took to fortify the 8 room, and in reality, it was four seconds. So they 9 can accomplish a lot in a short amount of time. 10 And that bolsters their confidence that they can 11 actually do something about this. 12 So, with regard to Fight, we need to 13 understand and the student teachers must understand 14 that this is a last resort. We not, and we stress, 15 we do not advocate the teachers go out and hunt 16 down the bad guy on their own. This is when you've 17 done everything that you can do to run, escape, 18 hide, fortify and the bad guy is still breaking 19 into your secure location and then you have no 20 other choice but to fight. 21 We believe as a FERTES curriculum committee 22 that we cannot do that through a video. We have to 23 practice it. We have to walk through it. We have 24 to show the teachers how to make a stand and where 25 to make a stand in their classroom. We have to</p>

<p style="text-align: right;">Page 125</p> <p>1 show them how to secure the body and the weapon so 2 that they don't get shot and their students don't 3 get shot. We have to walk through these exercises 4 and we also have to do so under a span of time. So 5 that creates a level of stress for them. 6 Ultimately, they're simple techniques that 7 they can do. And in the beginning you'll see that 8 deer in the headlights look that they have, that, 9 "Oh my gosh, I don't think I can do this." But at 10 the end of the curriculum, you see that they 11 realize how simple this can actually be, and again, 12 only as a last resort. 13 We provide basic level training, which 14 includes, as I mentioned a few of these already, 15 where in the room to make a stand and deal with the 16 aggressor, how and where to be positioned prior to 17 their entry into the room, how to manipulate the 18 body, how and where to strike the aggressor and 19 with the ultimate goal to escape. To get away from 20 danger. Their job is not to take somebody into 21 custody, their job is to get away from danger and 22 to take those that they're in custody of their 23 children away from danger as well. So student 24 teachers participate in a series of static and 25 fluid scenarios that run them through how to do</p>	<p style="text-align: right;">Page 126</p> <p>1 this, how to fight. Currently, that portion of the 2 training is conducted by law enforcement training 3 cadre. 4 Now, because of the nature of the training 5 we're doing, we have been very selective of the 6 types of temperaments that we use from law 7 enforcement in conducting this training. Because 8 we don't want to shock and awe the teachers and the 9 staff. That is not our goal. They don't show up 10 to this training to see what Chris can do, they 11 show up to this training to learn what they can do. 12 So we want it to be simple, we want it to be 13 relevant, we want it to be reproducible under the 14 levels of stress that they can anticipate, should 15 this type of situation occur before them. 16 We are also extremely mindful of our audience 17 and their anticipated concerns. I am married to a 18 schoolteacher, so I understand, firsthand, 19 anticipated concerns that she has when she has her 20 Code Red drills and the types of problems that they 21 face on their campus. 22 So this culminating training forms a central 23 focus of FERTES. The entire curriculum feeds and 24 expands on these concepts that I've talked about 25 already today. While the practical exercise may</p>
<p style="text-align: right;">Page 127</p> <p>1 form the capstone of the FERTES program curriculum, 2 the school safety specialists can carry the 3 majority of the load when it comes to preparing our 4 schools and our future teachers for emergency 5 situations. 6 To further discuss the roles and 7 responsibilities of the school safety specialist, 8 in their own roles and in supporting FERTES, is Mr. 9 John Teske, Director of Security and Emergency 10 Operations for Indian River Public Schools. 11 MR. TESKE: Good morning, Commission. It's an 12 honor to be here. I'm very humbled to be here. 13 I've been in education 27 years; teacher, assistant 14 principal, principal. School safety is a passion 15 of mine. It's personal. We all volunteer to be 16 here. I just want you to know. Thank you for what 17 you're doing. It's an honor to be here. 18 So, I also serve as the school safety 19 specialist for Indian River County, as been 20 mentioned before. Working with my peers in 21 Okeechobee, St. Lucie, and martin County. The 22 school safety specialist, we pulled them into our 23 team because we wanted insight from our neighboring 24 counties. And we serve as the liaison to the 25 FERTES team with Office of Safe School mandates and</p>	<p style="text-align: right;">Page 128</p> <p>1 directives, ensuring that the message is getting 2 pushed down to the lowest level within the school 3 district. 4 We as the school safety specialist bring that 5 educators point of view. We always keep teachers 6 and students at the forefront. We have to be 7 careful, safety and security, if you push, push, 8 push, we kind of forget what students are in school 9 for; to learn, to build culture and climate, to be 10 loved. As the school safety specialist, we kind of 11 keep that refresher going with everyone that's on 12 the committee, that they're only here for a certain 13 number of hours per day and days per week, and we 14 have to keep education at the forefront, yet 15 keeping them safe the entire time. 16 We remind our college students, our 17 candidates, that some of you may choose the charter 18 school path, or maybe the private, or public, so 19 we're serving candidates in this program that may 20 not be in public school. We're sharing the 21 differences and the regulations and the policies 22 that they may encounter when they choose their 23 workplace and where they want to teach children. 24 Always adhering to Office of Safe School mandates, 25 state policies, local school board policies, law</p>

<p style="text-align: right;">Page 129</p> <p>1 enforcement directives.</p> <p>2 There's a lot of things that we ask of our</p> <p>3 educators to remember and keep fresh in their</p> <p>4 minds. As a principal, trying to run a school, he</p> <p>5 or she has a lot to keep track of. We as the</p> <p>6 school safety specialist help them do that,</p> <p>7 reminding the teachers that they're going to have</p> <p>8 several groups of people, several sets of 'rules,</p> <p>9 mandates and policies that they have to follow in</p> <p>10 their classroom to keep students safe. And it's</p> <p>11 not just something that the principal made up, this</p> <p>12 is a state directive that they need to adhere to.</p> <p>13 So that's our job to serve as a resource to all the</p> <p>14 principals and teachers, as well as the college.</p> <p>15 We have to learn to work with teachers'</p> <p>16 unions, Communication Workers of America, our</p> <p>17 support unions, health department, building</p> <p>18 departments, State Fire Marshall's Office, those</p> <p>19 are just some examples of what the school safety</p> <p>20 specialists have to work with, deal with,</p> <p>21 communicate with, push the right information down</p> <p>22 to principals. And then teachers, our role is to</p> <p>23 ensure that the FERTES team understands that one</p> <p>24 size doesn't fit all. That each district looks a</p> <p>25 little bit different and you just can't do</p>	<p style="text-align: right;">Page 130</p> <p>1 something and say it's going to work in every</p> <p>2 county, in every school. And those are a few</p> <p>3 examples of who we communicate with on a daily</p> <p>4 basis to make decisions within the district that</p> <p>5 will best benefit kids.</p> <p>6 We continue to update the team on senate bill</p> <p>7 and House bill language from our Office of Safe</p> <p>8 Schools monthly webinar meetings. We have our</p> <p>9 summer conference that we network and coordinate</p> <p>10 with each other. Our job is to push that down to</p> <p>11 the teams and kind of not overload our student</p> <p>12 candidates, our new teachers, but ensure that they</p> <p>13 have the framework of what they need to go into</p> <p>14 their new work location and work with their</p> <p>15 cooperating teacher to understand a background of</p> <p>16 what's expected with them.</p> <p>17 We will facilitate the collaboration between</p> <p>18 the colleges, the law enforcement agencies, and</p> <p>19 eventually the classroom teacher, which effects our</p> <p>20 children, which is why we're doing this.</p> <p>21 Here are just some types of support that we're</p> <p>22 offering our student candidates, the college level</p> <p>23 students. For now we are working St. Lucie,</p> <p>24 Martin, Indian River, Okeechobee County. Those are</p> <p>25 links there to their school safety plans. Those</p>
<p style="text-align: right;">Page 131</p> <p>1 are confidential documents. You would have to use</p> <p>2 the school safety specialist to access this</p> <p>3 information. They're not employees yet, but we are</p> <p>4 working with their cooperating teacher and</p> <p>5 principal to allow them access to view these</p> <p>6 documents that they would need to build safety</p> <p>7 plans in their classrooms.</p> <p>8 So that is very important to understand that</p> <p>9 certain documents are not accessible to college</p> <p>10 students. They're going to need participating</p> <p>11 teachers, principals and school safety specialists</p> <p>12 to help them review these plans before they start</p> <p>13 student teaching.</p> <p>14 Drill compliance. Why do we do these drills?</p> <p>15 What is the purpose of it? What types of drills</p> <p>16 are we doing? We're giving an overview. We know</p> <p>17 they look different in every county. They look</p> <p>18 different in every school and every classroom. We</p> <p>19 have to teach them what a scenario-based drill</p> <p>20 looks like. Why do drills look different in a ESE</p> <p>21 Center or a -- do they look different in Pre-K and</p> <p>22 kindergarten? Absolutely, yes. So we're going to</p> <p>23 be compliant, we're going to follow the mandates,</p> <p>24 but we have to understand that our audience is</p> <p>25 different at every school and we are exposing that</p>	<p style="text-align: right;">Page 132</p> <p>1 to them before they actually set foot in their</p> <p>2 classroom.</p> <p>3 Guardians. We are exposing our students to</p> <p>4 the fact that your law enforcement, people who are</p> <p>5 there protecting you, may look different.</p> <p>6 Different uniforms, different agencies. You may</p> <p>7 have a guardian. Some of our students that come in</p> <p>8 don't understand what the difference in. We're</p> <p>9 giving a brief overview of the guardian program.</p> <p>10 Where's the single point of entry? Why does this</p> <p>11 school in my county look different than this</p> <p>12 school? Why is this one look hardened more than</p> <p>13 this one? Why is this one separate on a different</p> <p>14 property and this one is located in the city?</p> <p>15 We're explaining what a single point of entry looks</p> <p>16 at, letting them know that it will look different.</p> <p>17 If you have a building that's much older, it's</p> <p>18 going to look a lot different.</p> <p>19 So we're just exposing them to the reality of</p> <p>20 what a single point of entry looks like and you</p> <p>21 amount be behind a single point of entry the entire</p> <p>22 time you're teaching. If you're on the track or</p> <p>23 the recess field, you are outside the single point</p> <p>24 of entry. So that's our job, as the safety</p> <p>25 specialist, to work with the principals to</p>

<p style="text-align: right;">Page 133</p> <p>1 understand you still have to be kept safe, whether 2 you're on a bus, on a recess field or at the track. 3 We have an obligation and a duty to train you and 4 keep you safe. 5 Cameras. Capital outlay and things that are 6 within the school that help keep them safe. Access 7 control. We're giving an overview of what this 8 system looks like for them. We have the physical 9 security, then you actually have the training and 10 preparation for that. That goes along with it. 11 And we want our student candidates to understand 12 somebody may not be physically standing in your 13 classroom or in that hall, but you are protected. 14 You are being covered under a security camera. 15 Access control or a security monitor. And that may 16 look different at each school. So they have a 17 foundation, they can understand what that's going 18 to look like. 19 Local law enforcement agencies. Who is 20 supporting you in your school? What agency is it? 21 Who would respond if there was an emergency? How 22 fast would they get here? It could be police and 23 sheriff. It could be much more extensive than 24 that. As we all know. What to do when they do show 25 up? It's not the time to go up and shake hands and</p>	<p style="text-align: right;">Page 134</p> <p>1 greet people, you're going to take the direction 2 from law enforcement. We're training them how to 3 react in these situations with multiple and 4 different law enforcement agencies coming on their 5 campus. 6 And overall we just want to be a cooperating 7 teacher friend. We want to work with the schools 8 and the principals to produce a candidate that's 9 ready and can think critically on their own when 10 they receive a job and they start school. That's 11 very important. We want them to be mentored and 12 trained from the district and school. But we want 13 them to understand there are certain tools 14 available to them. We listed Fortify FL as one of 15 them. You can be trained on that any time before 16 you start. That tool is there and available for 17 you. So as a school safety specialist, we're going 18 to keep them updated on what products and vendors 19 and tools are available to them within their county 20 and their district. 21 And I know Major Cicio covered standard 22 response protocols, but we understand Run, Hide, 23 Fight is the foundation. And as they move to their 24 individual counties, they could be trained on Alert 25 Alice, using the crisis alert, Run, Hide, Fight.</p>
<p style="text-align: right;">Page 135</p> <p>1 Different protocols of support. 2 During the training that Major Cicio had 3 mentioned, where its hands on, we train, we 4 barricade doors, we review different doctrine with 5 them. Ultimately, there'd be breakout sessions and 6 times where you're going to be hired in Indian 7 River. You might be in Martin County, you might be 8 in St. Lucie or other and you can network and 9 practice with teacher candidates from your county 10 where you're going, to be able to run these certain 11 mock drills that we have at the training center at 12 the college. So that prepares them even more for 13 when they step into their school. They're very 14 familiar with the specific protocol that their 15 district is using. 16 The active assailant response plan, the 17 emergency management plan, the crisis alert plan, 18 these would not be studied in depth with the FERTES 19 program, it would be an overview. That's 20 reassuring them that there is a plan in place, that 21 there is protocol in place. Who do you ask for? 22 Who do you pick up the phone and call when you 23 don't understand the emergency management plan when 24 it's a tornado drill? We're talking all 25 emergencies here, not just active assailant, active</p>	<p style="text-align: right;">Page 136</p> <p>1 shooter. And that's very important to review these 2 emergency management plans with the student 3 candidates before they are hired in their district. 4 So we know emergencies come unannounced and they 5 may look a lot different. So we would give a brief 6 overview of these plans with the students. 7 So we understand, those of us, I know that the 8 Committee, the Commission, you all understand this, 9 but the mental health aspect, the support training 10 is so imperative, so important with our new 11 teachers coming out. We want to make sure that 12 their mental health is at the forefront. That we 13 understand student staff and teachers, there are 14 support networks in place for them at the college, 15 on our team. They need to know where the supports 16 our before they enter the classroom. That's not 17 something they should be asking at Christmas time 18 when they're hired. So we've provided some links 19 and some overviews of the importance of mental 20 health training and the mental health aspects for 21 students and teachers within our team. 22 With that said, I appreciate your time, thank 23 you very much. And I'll move on to Dr. Amatucci. 24 DOCTOR AMATUCCI: Good afternoon. Thank you 25 for the opportunity to be here with you today.</p>

<p style="text-align: right;">Page 137</p> <p>1 When Chief Touchberry and our local law enforcement 2 partners approached IRSC, Teacher Education 3 Department to have a conversation about the safety 4 and security measures that we include in our 5 curriculum, we quickly discovered that there were 6 definitely some pieces missing. And through those 7 conversations, the FERTES plan started unfolding. 8 Our goal is to provide a foundational 9 knowledge for our future teachers to go out into 10 the school system. As it was mentioned earlier, we 11 are setting the stage for them to successfully 12 transition into the county, the districts in which 13 they are employed. And it's our job to, role, to 14 organize the information from our subject matter 15 experts into a structure that can be embedded into 16 the curriculum throughout the bachelor degree 17 program. 18 It was very important to us to spread this out 19 throughout the course of their bachelor degree. We 20 didn't want it to be, as a friend of mine says, "A 21 one and done type of a model." So we have embedded 22 the curriculum and the important pieces of 23 information that coincide with what's taught in 24 that class and the experiences that they have when 25 they go out into the field. We try and align</p>	<p style="text-align: right;">Page 138</p> <p>1 those, so that it's practical and it makes sense. 2 And it's an application that they're going to walk 3 away with and retain. 4 So we have the information embedded into two 5 practicum experiences, which are 20 and 40 hours a 6 piece. They go into the classrooms, they teach 7 lessons, and they interview their teachers, they 8 learned about the drills that they do on a regular 9 basis, they learned about the safety protocols, 10 they interview the safety and security specialist, 11 and they get a really good picture as to what the 12 requirements are and what they would need to know 13 once they are a teacher themselves and responsible 14 for the life of the little ones that they have in 15 front of them. 16 The other class that we've decided to embed 17 this information in, is our classroom management 18 class. And that makes sense. One of the things 19 that, the assignments that they have to complete is 20 a classroom layout. And that's been an assignment 21 all along. But an example of a result of this 22 conversation, we actually have added some pieces, 23 they have to identify where they're hard corner is. 24 They have to actually have some furniture that they 25 could potentially use, that they have near the</p>
<p style="text-align: right;">Page 139</p> <p>1 door, that they can use for barricades. 2 So we're starting to include this in our 3 general conversation, that this is something that 4 they need to be aware of. They're responsible for 5 the safety of our children, so what do we need to 6 do to make sure that they're prepared to do that. 7 One of the important pieces of what we do is 8 the live simulation. This is the culminating 9 activity. So they've had two practicum experiences 10 with content that have to do with the safety and 11 security of their students and it's also embedded 12 in the classroom modeling and classroom management. 13 So now they get into internship, which is a 60-day 14 full term all day in a classroom for 12 weeks. And 15 during that time, we pull all this information 16 together and we do these live simulations. You've 17 heard about -- we want to give them the opportunity 18 to actually experience it. Because again, when 19 they're in a situation, when they have experienced 20 it and it's in their memory banks and it's a reflex, 21 they know exactly what to do without having to 22 think about it. And this is just one aspect of 23 what we do, but the application part it is 24 incredibly important. 25 I wanted to end my thoughts with some thoughts</p>	<p style="text-align: right;">Page 140</p> <p>1 from our students. With the live simulation part, 2 one of the words that we hear over and over again 3 is empowerment. And we want our future teachers to 4 realize that they have choice. They need to make 5 an informed decision based on what they see 6 unfolding in front of them. It's not a one-size- 7 fits-all plan for everyone. And we want to empower 8 them to have the knowledge that they need to think 9 critically, make those important decisions that 10 will potentially save lives. And so, the last 11 piece that I wanted to mention down here, is at the 12 bottom, it says, "It helped me understand the 13 process of escalation of a person who may be at 14 risk." 15 So along with teaching them what to do if the 16 unthinkable happens, we are also teaching them to 17 recognize these behaviors, the things that -- 18 teachers, they're with their students every day. 19 They get gut feelings. They know how to recognize 20 when someone is in distress and needs help and how 21 we connect them with the folks that will most 22 benefit the student and help them to move forward 23 and potentially make some better choices. 24 And so with that, I'm going to transfer it 25 back to Chief Touchberry for some conclusions and</p>

<p style="text-align: right;">Page 141</p> <p>1 some possible recommendations.</p> <p>2 CHIEF TOUCHBERRY: Thank you, Dr. Amatucci.</p> <p>3 And thank you, team. Thank you again, Commission,</p> <p>4 for giving us your time. We know it is valuable.</p> <p>5 So what I want to talk about is some</p> <p>6 conclusions that we have come to as a result of</p> <p>7 developing this project here at Indian River State</p> <p>8 College. First is that we know what we're doing is</p> <p>9 like something any other college university is</p> <p>10 doing in Florida. And as a result of our</p> <p>11 methodology and the teamwork that has been involved</p> <p>12 to develop the curriculum, we see no reason why</p> <p>13 this project, this program cannot be replicated in</p> <p>14 every college, university in the state of Florida</p> <p>15 that has an education degree program where it</p> <p>16 cranks out future educators to teach our children</p> <p>17 in Florida.</p> <p>18 We think it is a viable thing that can -- once</p> <p>19 we're finished with our Beta Site testing and we</p> <p>20 have all the information complete, we feel this is</p> <p>21 something that can be replicated.</p> <p>22 Secondly, and probably more importantly, is</p> <p>23 that we have realized as a result of getting all of</p> <p>24 the stakeholders involved, whose help we've</p> <p>25 enlisted, is that there's just so much information</p>	<p style="text-align: right;">Page 142</p> <p>1 that you want your educators to know, whether they</p> <p>2 are a future educator or they've been in the</p> <p>3 business for many years. And we know that if</p> <p>4 you're going to sustain change and institutionalize</p> <p>5 behaviors that look at safety and security being</p> <p>6 synonymous with education. In other words, as</p> <p>7 equal as, and just as important.</p> <p>8 If we're to instill those thought processes in</p> <p>9 our future educators, we feel that it's important</p> <p>10 that their recertification as educators be looked</p> <p>11 at as a means to help institutionalize those</p> <p>12 changes.</p> <p>13 And I'll give you an example. In law</p> <p>14 enforcement, we are a basic recruited academy. And</p> <p>15 as the law enforcement officers in the room know,</p> <p>16 we resist attempts to modify the curriculum of that</p> <p>17 basic academy techniques, thinking it might be</p> <p>18 exposing our future law enforcement officer to</p> <p>19 information that they're really better suited</p> <p>20 learning once they've been out there working for a</p> <p>21 few years and they have some maturity, professional</p> <p>22 maturity, personal maturity, and experience under</p> <p>23 their belt. We believe teachers are no different.</p> <p>24 So we look at what we're doing in Indian River</p> <p>25 State College as basic level education. Again,</p>
<p style="text-align: right;">Page 143</p> <p>1 we're molding and shaping. And then we get them</p> <p>2 out there to their employer and it's up to them to</p> <p>3 sand and paint that product. And we look at that</p> <p>4 as being maybe the intermediate level on this</p> <p>5 previous slide. What is taught in college is</p> <p>6 reinforce once employed during their initial</p> <p>7 certification period, all the way up until when</p> <p>8 they get recertified after year five.</p> <p>9 And then we realize that those advance level</p> <p>10 courses that help institutionalize the behavior and</p> <p>11 looking at what teachers are required to learn,</p> <p>12 there's a shopping list, a very important subjects</p> <p>13 that they're required to draw from. But we see no</p> <p>14 subjects that are dedicated to safety and security,</p> <p>15 that are dedicated to looking at your peers and</p> <p>16 knowing how to recognize signs and symptoms of a</p> <p>17 child predator maybe working in the district with</p> <p>18 you, or even those signs and symptoms among other</p> <p>19 students. Or to solidify those important aspects</p> <p>20 of mental health, or the recognizing the pathways</p> <p>21 to violence in students.</p> <p>22 These are things that we believe can be</p> <p>23 learned over time. And so if this body would look</p> <p>24 at this in being in conjunction with the reason why</p> <p>25 you were formed to begin with, these are the</p>	<p style="text-align: right;">Page 144</p> <p>1 recommendations that we're making, that you take a</p> <p>2 look at what we've done and what can be</p> <p>3 accomplished and consider the future applications</p> <p>4 for educators in the state of Florida.</p> <p>5 We've had some good conversations with the</p> <p>6 Department of Education, not just the Office of</p> <p>7 Safe Schools, but other folks in the DOE, and they</p> <p>8 understand how we feel, they understand that we're</p> <p>9 making this recommendation to you today. And so</p> <p>10 they're prepared, at some point, I'm sure, to have</p> <p>11 some conversations with you, should you feel we</p> <p>12 need to take things in that direction.</p> <p>13 So at this point, I'd like to open it up to</p> <p>14 questions. Any one of our team can take your</p> <p>15 questions. Again, we have law enforcement, school</p> <p>16 districts, and college here represented.</p> <p>17 Yes, ma'am?</p> <p>18 SECRETARY HARRIS: I've heard the</p> <p>19 recommendation in terms of this potentially being a</p> <p>20 model for all state universities and colleges.</p> <p>21 Have you had any discussion, or is there any buzz</p> <p>22 among any state universities or colleges that are</p> <p>23 aware of what you're doing, and is there an</p> <p>24 interest?</p> <p>25 CHIEF TOUCHBERRY: Yes, there is interest.</p>

<p style="text-align: right;">Page 145</p> <p>1 Thank you, that's a great question. We have 2 briefed the training center directors at their last 3 conference in North Florida and we netted two 4 possible colleges of interest. One does not have a 5 full-blown education degree program, but it does 6 have the hybrid version, I forget the name, 7 alternative certification, where you can come in 8 from another field and get certified as an 9 educator. And we are looking forward to having 10 some conversations with a major university after 11 this presentation. But we think others will be 12 interested once they hear about it.</p> <p>13 SECRETARY HARRIS: Let me just say thank you 14 for all that you all are doing. It is amazing and 15 it will make a difference.</p> <p>16 CHIEF TOUCHBERRY: Thank you.</p> <p>17 SECRETARY HARRIS: Thank you.</p> <p>18 CHIEF TOUCHBERRY: Thank you for that.</p> <p>19 SHERIFF GUALTIERI: Commissioner Harpring, go 20 ahead.</p> <p>21 COMMISSIONER HARPRING: Thank you, sir. Thank 22 you all for being here. I greatly appreciate it. 23 I've had the privilege of working with almost 24 everyone up there in my previous capacity as 25 undersheriff, so I appreciate it. The first</p>	<p style="text-align: right;">Page 146</p> <p>1 question is probably most appropriately directed to 2 Dr. Amatucci. So, I know that you've had some very 3 preliminary rollout, it appeared from your 4 presentation, and some intern classes.</p> <p>5 Historically, I got a sense that there was 6 some hesitance in certain areas, and don't want to 7 just pick on the teacher unions, but through the 8 unions it was communicated that teachers had a fair 9 amount of resistance to certain things, we've 10 mentioned some of those, such as adding the apps 11 onto the phones and things like that. At least 12 from a preliminary standpoint, in terms of the 13 future educators, do you have any sense at all 14 about the receptiveness to this type of training, 15 given that basically situational awareness and 16 public safety is something that we are all thinking 17 about a lot more than we did previously?</p> <p>18 DOCTOR AMATUCCI: I agree with you. And our 19 students, up to this point, we've had, as they've 20 said, a couple of our internship simulations. Our 21 students have all been very positive because our 22 focus isn't necessarily on the simulation, our 23 focus is on all of the other concepts. The being 24 aware of the situations, being able to think 25 critically. We're looking at it from a perspective</p>
<p style="text-align: right;">Page 147</p> <p>1 -- having knowledge, being informed, being able to 2 make an informed decision.</p> <p>3 So, it's not a focus on just that last piece, 4 it -- because we have embedded throughout the 5 program, it focuses on all of the aspects of making 6 sure that you have all the information that you 7 need to keep your folks safe. So I think it's 8 based on what we focus on and how we choose to 9 direct this. But we do stand behind the live 10 simulation piece, because again, there might be a 11 time when I have to protect themselves and their 12 children, so that practice is the thing that helped 13 them feel as though they could do it.</p> <p>14 As I think the chief said, initially our 15 students, many of them stand back and they're 16 uncomfortable with attacking -- I think we have a 17 photo in here of this one, this situation. so we 18 have students that would stand back in the 19 beginning, but as they see the others take part in 20 it and it isn't as scary and it's not about taking 21 somebody out, it's about what do we need to do to 22 get our students out and be safe. So we're 23 directing it toward them and toward their knowledge 24 about how to keep themselves safe. This is just 25 one aspect of it.</p>	<p style="text-align: right;">Page 148</p> <p>1 MR. HARPRING: And one more follow up. And 2 maybe this is more appropriately answered by Mr. 3 Teske, but I'll defer to whoever thinks 4 appropriate. What about receptiveness relative to 5 rolling this back in the schools, to the teachers 6 that are already in there? I know that during 7 active shooter training there are certain things 8 that occur relative to education, improvement, 9 enhancement, things like that, but those tend to be 10 more school-wide, has there been any thought or 11 have you considered the idea of rolling it back to 12 teachers through ongoing education, similar system 13 for teachers that are already in the system?</p> <p>14 MR. TESKE: Thank you. All great questions 15 that we've discussed. The sky is the limit with 16 this. Right now the foundation, the grass root 17 level is beginning teachers, new teachers, but we 18 understand existing teachers also have to be 19 recertified. They have to be retrained and 20 mentored. So, for example, in Indian River County 21 we do the vector safe schools online training. So 22 required to do online training each year for 23 different modules. One of them that we added two 24 years ago was the Active Shooter, Active Assailant 25 45-minute training course. That's required for all</p>

<p style="text-align: right;">Page 149</p> <p>1 employees in the district, not just teachers. So</p> <p>2 we're already moving with ongoing trainings.</p> <p>3 FERTES brings hands on, brings law</p> <p>4 enforcement, brings the college, it brings more</p> <p>5 into it. I think that's something that we'd all</p> <p>6 love to see down the road, that all teachers can</p> <p>7 benefit from this, but for now we're taking the</p> <p>8 crawl, walk, run method. Where we're crawling,</p> <p>9 we're starting with new teachers, but we know in</p> <p>10 the back of our minds this is for all educators.</p> <p>11 Its everybody that works in a school. Everybody</p> <p>12 needs refresher training. But that's where Chief</p> <p>13 Touchberry mentioned being in touch with the DOE,</p> <p>14 recertification, building this program, maybe to</p> <p>15 separate modules. But yeah, the sky is the limit</p> <p>16 to this. It could move that way, it could not, but</p> <p>17 we have addressed that and we're aware of new</p> <p>18 teachers as well as existing teachers.</p> <p>19 MR. HARPRING: And real quickly, are there any</p> <p>20 hard costs associated with inclusion of this in the</p> <p>21 teacher curriculum at the state level or is it just</p> <p>22 rolled into what you're already offering as parts</p> <p>23 of those different curriculum?</p> <p>24 DOCTOR AMATUCCI: Correct. Its embedded in</p> <p>25 the current curriculum. So what we've created,</p>	<p style="text-align: right;">Page 150</p> <p>1 since everything is so virtually driven, we've</p> <p>2 created modules that we embed in each one of these</p> <p>3 courses and that's specific to that course. The</p> <p>4 teachers are part of the training, part of the</p> <p>5 conversations. So the only additional cost would</p> <p>6 be the cost of the law enforcement, folks to come</p> <p>7 in and conduct a training and et cetera.</p> <p>8 MR. HARPRING: That's all I have. We really</p> <p>9 appreciate the presentation and I would be remised</p> <p>10 if I didn't note the great support that I think</p> <p>11 you'll have from the Commission. And I also want</p> <p>12 to personally note what a great bomb technician</p> <p>13 Major Cicio is. He's got all ten fingers, you can</p> <p>14 prove that to everyone. Thank you.</p> <p>15 SHERIFF GUALTIERI: I think maybe Chief</p> <p>16 Touchberry mentioned this to me, is that this is</p> <p>17 part of the classroom management, part of the</p> <p>18 curriculum? Is this where this is, where its</p> <p>19 housed, it's a course within the classroom</p> <p>20 management; is that right?</p> <p>21 CHIEF TOUCHBERRY: Yes. It's kind of centered</p> <p>22 around that. The two practicums and internships on</p> <p>23 the ground with the school district that they think</p> <p>24 they want to work with. And the practical</p> <p>25 exercises.</p>
<p style="text-align: right;">Page 151</p> <p>1 SHERIFF GUALTIERI: Are most of the students,</p> <p>2 from the photos it's hard to tell, are most of them</p> <p>3 younger, where in the last couple of years, they're</p> <p>4 new, they're first or second college students?</p> <p>5 DOCTOR AMATUCCI: They're juniors and seniors.</p> <p>6 SHERIFF GUALTIERI: Yeah.</p> <p>7 CHIEF TOUCHBERRY: Generally in their early</p> <p>8 20s.</p> <p>9 SHERIFF GUALTIERI: Right. So, I think we're</p> <p>10 reaching the stage here, and it's hard to believe</p> <p>11 we've been here this long, but we're probably in</p> <p>12 the -- probably the fourth generation now of</p> <p>13 students post-MSD that are coming out. So I say</p> <p>14 that to say this, is that they experience drills in</p> <p>15 schools. I mean, the teachers and the students you</p> <p>16 were getting a few years ago, is that they didn't</p> <p>17 experience any of this. So they already have this</p> <p>18 indoctrinated into them when you're getting them at</p> <p>19 the college level, which is probably helpful with</p> <p>20 this. Is there resistance to -- and I give you all</p> <p>21 tremendous amount of credit, hats off to you, I</p> <p>22 think this is phenomenal, its much needed. I can't</p> <p>23 say enough positive things about it and the</p> <p>24 direction its going and I hope it takes off. I</p> <p>25 mentioned to you, I know the president of the</p>	<p style="text-align: right;">Page 152</p> <p>1 college couldn't be here. We invited him to come</p> <p>2 as well. Really a lot of credit to his acceptance</p> <p>3 and vision. I think that -- some of the questions</p> <p>4 that you've heard so far is that be concerned about</p> <p>5 this would be accepted, especially with the</p> <p>6 simulation training and the hands-on training, to</p> <p>7 put something like this in a college environment as</p> <p>8 part of an education program is very insightful.</p> <p>9 So is there -- did it take a lot of push with the</p> <p>10 college to do this?</p> <p>11 CHIEF TOUCHBERRY: None at all.</p> <p>12 DOCTOR AMATUCCI: Dr. Moore is our new</p> <p>13 president of Indian State River College and he's a</p> <p>14 visionary. He's phenomenal. We're very fortunate</p> <p>15 to have him. He was on board right from the start.</p> <p>16 SHERIFF GUALTIERI: Yeah, well -- tremendous</p> <p>17 amount of -- hats off to you. I can't speak highly</p> <p>18 enough. That's why I thought it was important,</p> <p>19 when I heard about this, to have you all come in</p> <p>20 because one of the reasons is that we can spread</p> <p>21 the word and hopefully get others to embrace it and</p> <p>22 consider it in the variety of educational settings</p> <p>23 around the state.</p> <p>24 Anybody else, any other Commissioners have any</p> <p>25 other questions or comments?</p>

<p style="text-align: right;">Page 153</p> <p>1 Mr. Schachter, go ahead.</p> <p>2 MR. SCHACHTER: Thank you all for -- the</p> <p>3 FERTES team, you guys are doing a great job. I've</p> <p>4 noticed that you got stakeholders from all the</p> <p>5 different disciplines and that's really important.</p> <p>6 So thank you for everything you've done and our</p> <p>7 teachers are our first responders. They can have</p> <p>8 the largest impact on our children and they're</p> <p>9 going to be there even before law enforcement gets</p> <p>10 there in the case of an emergency. So what you're</p> <p>11 doing now is going to go a long way towards making</p> <p>12 our schools safer. And I think that Florida could</p> <p>13 really be a model for the rest of the nation to</p> <p>14 implement your program statewide and I hope it's</p> <p>15 done. And I look forward to working with you to</p> <p>16 make that happen. Thank you very much.</p> <p>17 CHIEF TOUCHBERRY: Thank you.</p> <p>18 SHERIFF GUALTIERI: All right, no other</p> <p>19 questions or comments, we thank you all for being</p> <p>20 here. Thanks very much.</p> <p>21 CHIEF TOUCHBERRY: Thank you, sir. Thank you</p> <p>22 all.</p> <p>23 SHERIFF GUALTIERI: So, Harold, the first</p> <p>24 presentation that we're going to do is the one</p> <p>25 that's entitled status of MSD PSC Statutory</p>	<p style="text-align: right;">Page 154</p> <p>1 Responsibilities. That's the first one, if you can</p> <p>2 put that PowerPoint up. If somebody can bring me</p> <p>3 that clicker, I'd appreciate it.</p> <p>4 So for the rest of the afternoon, we have</p> <p>5 several presentations I'm going to go through.</p> <p>6 We've got a lot of questions about where we've</p> <p>7 been, where we are, we do we go, which all this</p> <p>8 will help to inform the discussion that we're going</p> <p>9 to have tomorrow afternoon. And to look at the</p> <p>10 various laws, to look at the act that created this</p> <p>11 Commission, the governor issued an executive order</p> <p>12 in 2019, the governor sent a letter to FDLE</p> <p>13 requiring certain things in 2019. And just to look</p> <p>14 at the bills that have passed, what hasn't passed,</p> <p>15 kind of where we are, what is complete, what is in</p> <p>16 progress. To look at our recommendations from both</p> <p>17 reports. What has been adopted, what has not been</p> <p>18 adopted. And to try and kind of set a roadmap of</p> <p>19 where do we go and what is left to be done with</p> <p>20 some of these specific things.</p> <p>21 So the first thing I want to do is to take a</p> <p>22 look at this Commission itself. We know that it in</p> <p>23 Senate Bill 726 this Commission was created when</p> <p>24 Governor Scott signed it into law on March 9. The</p> <p>25 Commission sunsets, as it stands now, on July 1,</p>
<p style="text-align: right;">Page 155</p> <p>1 2023, so we've got roughly a year and a half to go.</p> <p>2 We know that we've used that broad</p> <p>3 investigatory power quite a bit. We've met in</p> <p>4 person to recap 13 times. Our first meeting, which</p> <p>5 was not here, was April 24, 2018, it was kind of an</p> <p>6 organizational meeting. Since then, except for one</p> <p>7 time, where we've met in Orlando, we've been</p> <p>8 meeting here. We met virtually a couple of times</p> <p>9 in 2020 and 2021. So a total of 15 meetings.</p> <p>10 We've heard testimony on 35 different topics and</p> <p>11 literally reviewed tens and thousands of pages of</p> <p>12 documents that we've had about 60 witnesses that</p> <p>13 have appeared before this Commission.</p> <p>14 So, we filed our first report, that was that</p> <p>15 big 500-page report. In December we really</p> <p>16 completed it. It was filed on January 2, 2019, and</p> <p>17 then we submitted a second report to the governor</p> <p>18 and the legislature in November 2019.</p> <p>19 So we know that the first report resulted in</p> <p>20 legislation and that was Senate Bill 7033. So</p> <p>21 there's been two acts, one which was the original</p> <p>22 act. It was 7026. And again, it created this</p> <p>23 Commission. We'll run through that with everything</p> <p>24 else that was in there. And then after our first</p> <p>25 report, 7033 was passed by the legislature. And</p>	<p style="text-align: right;">Page 156</p> <p>1 also during 2020, there were, sorry, in 2019, there</p> <p>2 were several standalone safety bills related to</p> <p>3 school safety that passed.</p> <p>4 So fast-forward to November 2019, is that we</p> <p>5 issued a second report. That resulted in a Senate</p> <p>6 bill, Senate Bill 7040, in the house, Senate Bill</p> <p>7 7065. Those are ultimately combined into a</p> <p>8 committee substitute for House Bill 7065. But</p> <p>9 literally in the waning moments, literally, the</p> <p>10 clock ticked and that bill died on the floor, for a</p> <p>11 whole bunch reasons. So there was no school safety</p> <p>12 bill in 2020. It's unfortunate, but that's just</p> <p>13 how the process works.</p> <p>14 So when we got into 2021, we know that the</p> <p>15 legislature was challenged because of COVID. The</p> <p>16 House Bill 7035, which, you got to follow this</p> <p>17 because it does get confusing with all these</p> <p>18 numbers. The House passed 7035 because we asked</p> <p>19 them to pick up what didn't pass in 2020. So they</p> <p>20 took components of 7040, components of 7065 and put</p> <p>21 them into 7035. So we had -- our report in</p> <p>22 November of '19, two big bills in the House and the</p> <p>23 Senate, they failed in 2020. We took some stuff</p> <p>24 out of that and tried to get a 2021 bill.</p> <p>25 The Senate didn't have the bandwidth. The</p>

<p style="text-align: right;">Page 157</p> <p>1 Senate was, because of COVID, the Senate was not 2 able to hear a school safety specific bill in 2021. 3 So we didn't have any school safety specific bills 4 in 2020 or the 2021 legislative session. 5 Nonetheless, is you've heard it referenced to 6 earlier, and that is Senate Bill 590. Senate Bill 7 590, which was originally a bill to deal with just 8 mental health, specifically the schools. At the 9 last moment, the House took some of the components 10 of their 2021 bill out of 735 and put them into 11 590. That did pass. 12 So we were able to get some of the things that 13 we had started in 2020 into 590 and that bill took 14 effect on July 1 of this year. And you've heard 15 some of those things. We'll talk a little bit more 16 about that here in a second. Just giving you the 17 landscape and how things have occurred to get us to 18 this point. 19 So when we look at -- so that's kind of a 20 legislative history of what's happened and where we 21 are. There were a number of things in Senate Bill 22 726, the original bill, which formed 943.687, which 23 is the Commissions mandate. So what I did going 24 through this was to take the statute and what the 25 statute told us we had to do, so we can get a</p>	<p style="text-align: right;">Page 158</p> <p>1 feeling as to what's done and what's left and 2 what's ongoing. So investigate the system 3 failures, add MSD, and prior mass incidents. We 4 did that, it's done. Analyze information and 5 evidence, its done. Develop recommendations for 6 system improvements, that's ongoing and something 7 we continue to do. 8 So the second thing, timelines, all of these 9 are complete, all the prior events, and we spent a 10 lot of time talking about Cruz's contact with 11 agencies. So you can see as we go through this, a 12 lot of the stuff that has been required by the 13 Commission is already complete. So next one, law 14 enforcement response failures. The law enforcement 15 response, that's in the statute, that's complete. 16 Review active assailant instances on school 17 premises. Evaluate compliance with policies, all 18 of that is been done. The fifth thing that was in 19 the statute, the only thing that's ongoing is, 20 again, make specific recommendations for improving 21 future responses by law enforcement, that's an 22 ongoing responsibility. Something we continue to 23 do and part of what we're doing here. 24 School resource officers. We struggled with 25 that, but it was in our first report, to determine</p>
<p style="text-align: right;">Page 159</p> <p>1 the appropriate ratio. I don't think there's any 2 science to that and it's very fluid, but 3 nonetheless, we accomplished what we were supposed 4 to and we came up with a recommendation on that. 5 All of this is done. Failure and interactions 6 prior to the incident, failure to accurately 7 communicate regarding the agencies, risk 8 indicators, possible threats, et cetera. All of 9 that's done. 10 Ongoing specific recommendations, again, 11 regarding sharing knowledge of risk indicators and 12 possible threats of mass violence in the future. 13 Communication and coordination, these are ongoing 14 things. Again, making recommendations about how to 15 do it better. So the law said that we had to 16 submit an initial report, we did that, and that we 17 could submit reports thereafter. Again, we 18 submitted a second report in November 2019. We 19 haven't issued a report since then. Something we 20 can have a discussion about and whether we should 21 submit a report this year, formal report, or wait 22 until next year. 23 So, you can see by this that the majority, I 24 say all the statutory requirements have been 25 addressed. Everything that was required to be</p>	<p style="text-align: right;">Page 160</p> <p>1 completed is complete. Some of its ongoing and the 2 things that we continue to make recommendations 3 about. But there isn't anything that isn't 4 unaddressed that the statute said that we were 5 required to look at. 6 So, in addition to -- anybody have any 7 questions on that? 8 So, in addition to the laws that passed in 9 7026 and what we were required to do, February 13, 10 2019, Governor DeSantis issued an executive order. 11 He also sent a letter directed to FDLE. And the 12 third thing that was done and is still outstanding 13 is the Supreme Court's Order impaneling a statewide 14 grand jury. So let's just look at that and see 15 where the things are that are contained in each of 16 those and what the status is. 17 The first thing that the governor had was for 18 the Department of Juvenile Justice, the Department 19 of Education to look at school diversion programs. 20 That was completed. The department -- and when 21 Secretary Marsteller was over at DJJ, if you 22 remember, she reported on it, and they met that 23 July 1, 2019 time table and they published that 24 report. So that's done. 25 It required to reopen for guardian funding,</p>

<p style="text-align: right;">Page 161</p> <p>1 all complete. The physical site hardening 2 recommendations, complete. And information about 3 the integrated data repository, we had a lot of 4 discussion on that. I think the integrated data 5 repository was that thing that tried to bring 6 together the various databases. It's probably as 7 best as it's going to get. I don't think there's 8 anything else anybody could do. FDLE OR DOE or 9 anybody else. It was really, and is, kind of an 10 insurmountable task given the diversity of 11 information across the state.</p> <p>12 Remember all the different record management 13 systems and everything that's out there and you got 14 all the different laws and all the different policy 15 laws that come into play. So, everything that they 16 were required to do is done, it's been addressed. 17 And it's in the best possible place that it can be. 18 I can't see anything else that needs to be done 19 with any of this or should have been done with any 20 of it. So it's all complete.</p> <p>21 The governor sent a letter to FDLE requiring 22 certain things. All of it is complete. It's been 23 done or its ongoing. Again, regarding the 24 repository, a statewide strategy for managing 25 threats and training in that regard. So either</p>	<p style="text-align: right;">Page 162</p> <p>1 that's completed or its ongoing. 2 And Commissioner Swearingen, certainly pipe in 3 if you see anything on here that I don't have 4 correct, but I think everything that is -- it's 5 either ongoing or done.</p> <p>6 MR. SWEARINGEN: You're correct. 7 SHERIFF GUALTIERI: Yeah. The last thing I 8 want to talk about is the grand jury investigation. 9 The grand jury concluded its work and issued a 10 report. That report is not public and can't be 11 made public until the litigation concludes. So the 12 process was the grand jury returned the report, it 13 named specific people. They have a right to 14 contest that and went before Judge Tuter down here, 15 who is the chief judge who is overseeing the grand 16 jury. And his decision has now been appealed to 17 the Fourth District Court of Appeal and that's 18 where it sits.</p> <p>19 So once the Fourth DCA rules on that, then -- 20 and the people are contesting it, then that report 21 will eventually be released. But right now that 22 report has not been made public. So that's the 23 status of the grand jury investigation.</p> <p>24 MR. SCHACHTER: Can you just expand, what is 25 Judge Tuter, what does he have to decide?</p>
<p style="text-align: right;">Page 163</p> <p>1 SHERIFF GUALTIERI: So, the grand jury returns 2 a report. When it names people, they have a right 3 -- in the report they have a right to contest that, 4 in essence. And so he held a hearing on that. He 5 ruled on that. And his decision has been appealed 6 up to the Fourth District Court of Appeal. So 7 that's where it sits. So nothing can be made 8 public until the Fourth District Court of Appeal 9 rules on what's before the court.</p> <p>10 MR. SCHACHTER: Do we have a date on that? 11 SHERIFF GUALTIERI: No. Again, these are all 12 the things that the grand jury was mandated in the 13 Supreme Court's order, impaneling the grand jury, 14 to look at and investigate, which is basically the 15 entire incident. It also had to deal with some 16 bond funding here in Broward County. As we know, 17 the grand jury did return indictments and some 18 people were criminally charged as a result of that 19 investigation.</p> <p>20 All right, so Harold, the next one is 7026, an 21 impact on schools.</p> <p>22 So I'm going to run through this one kind of 23 quickly. You've seen this before, but what it does 24 is that, again, it identifies what is complete, 25 what is ongoing, and anything that needs to be</p>	<p style="text-align: right;">Page 164</p> <p>1 done. When we were doing this, FDLE had received 2 some feedback from some of the Commission members. 3 It would be helpful to lay this out so you can see 4 what all the requirements were, the various laws, 5 and the various bills, and where it all stands 6 today.</p> <p>7 So we know about the creation of the 8 Commission. The Office of Safe Schools was 9 required to be created and that's done. One of the 10 things that 7026 did, is that it required that 11 there be a risk assessment tool completed. And 12 this is what we call today the FSSAT, the Florida 13 Safe School Assessment Tool. We've heard about it, 14 you'll hear a little bit more about it tomorrow and 15 how it continues to be the tool that's used by the 16 districts to assess each campus in each district. 17 So that has been completed. Remember, this is 18 different than a behavioral threat assessment. 19 This is the physical site security on each campus 20 and within each district. So we'll talk more about 21 this tomorrow and about the requirements and the 22 reporting under the FSSAT. But again, everything 23 that was required to be done is complete.</p> <p>24 Everything here speaks for itself. I'm going 25 to go over to the next one here, on slide eight.</p>

<p style="text-align: right;">Page 165</p> <p>1 Here's one that, not sure exactly where it is, 2 The school safety specialist. So we know that each 3 district is required, as a result of this law, to 4 identify a school safety specialist. There is one 5 for each district, that is the person the 6 coordinates everything to do with school safety. 7 And what the law required in 7026 is the specialist 8 coordinate, so that once every three years, first 9 responders tour every campus and provide 10 recommendations. Remember, this took effect March 11 9 of 2018. We're now September, almost October of 12 2021.</p> <p>13 So that means three years have passed. So the 14 question is: is this being complied with? In the 15 three years it would have needed in March, has 16 there been coordination where first responders, 17 including law enforcement, had been to every single 18 one of the, just south of 4,000 school campuses in 19 the state of Florida, and toured those and provided 20 recommendations and that those recommendations have 21 been provided to the schools and to the school 22 boards, et cetera.</p> <p>23 Well, I can tell you that in one of the most 24 recent reports in the FSSAT, and the new ones 25 coming up, is that in question 5.121.4, about</p>	<p style="text-align: right;">Page 166</p> <p>1 almost 400 hundred answered no to that. And about 2 3,300 plus answered yes. but I think that's 3 something that needs to get flushed out. It needs 4 follow up. And we need to make sure that is being 5 complied with. But there's a whole bunch that 6 answered no.</p> <p>7 The new ones, we'll talk about tomorrow, the 8 new FSSAT is required to be submitted by the end of 9 October. And that's a question that's in there. 10 I've just got questions about whether that's been 11 done to the extent that it is supposed to be when 12 you're talking about almost 4,000 schools and the 13 first responders and law enforcement coming in and 14 touring everyone in the last three years. So 15 that's something I'm going to definitely follow up 16 with.</p> <p>17 Again, the centralized and integrated data 18 repository, as much as could ever be done with that 19 is done.</p> <p>20 Same thing with the social media monitoring 21 tool. Again, they did what they could with it. 22 The mobile suspicious activity app, which is 23 Fortify Florida, you're going to hear a 24 presentation about that tomorrow, more in depth as 25 to where that is, but its complete and its up and</p>
<p style="text-align: right;">Page 167</p> <p>1 running. We'll get an update tomorrow on the data 2 and how it's functioning. Access to mental health 3 services, again, up and running. So that's 4 complete.</p> <p>5 Same thing with mental health. Mental health 6 first-aid for students is -- it's been implemented. 7 So this is something, I don't know, and I don't 8 know how we measure this, if anybody's got any 9 ideas. It says that registration, and this is in 10 Senate Bill 726, registration, every student was 11 required to disclose any prior mental health 12 referrals. I haven't really looked into this that 13 much and we haven't really done anything and probed 14 in the districts about this, to see is this some 15 type of a question, part of a questionnaire 16 registration, is this being done. I don't know.</p> <p>17 I don't know, Mr. Oliva, if you have any thing 18 you can weigh in on this about? I just don't know 19 the answer to it.</p> <p>20 MR. OLIVA: Sure. So we've provided technical 21 assistance as well as issued memos that part of the 22 registration packet would include this opportunity 23 for parents to disclose. Often times the 24 information received is contingent on the parent 25 being willing to share it, but most importantly we</p>	<p style="text-align: right;">Page 168</p> <p>1 try to identify the mental health services that a 2 student may have received from a school district. 3 That seems to be of the comfort level that most 4 parents seem to disclose. If parents are seeing a 5 private provider outside of the previous school 6 district, we may or may not get that information, 7 but other than that, we follow up with districts to 8 include.</p> <p>9 SHERIFF GUALTIERI: So this is something that 10 the district's registration are asking about? 11 MR. OLIVA: Yes, sir.</p> <p>12 SHERIFF GUALTIERI: And that's across the 13 board, okay.</p> <p>14 Marsha, is that the case? Yeah?</p> <p>15 MS. POWERS: Yes. It's part of the 16 registration process, so it's, again, like 17 Commissioner Olive said, it's really depending on 18 the parent sharing because we can't really delve 19 into the information. And so it's kind of 20 voluntary.</p> <p>21 SHERIFF GUALTIERI: Yeah, I don't know how we 22 do much more with that, it's just there. That's 23 why I added it as a status unknown, but those of 24 you in the position to best know, maybe there's 25 nothing more we can do about it, other than the</p>

<p style="text-align: right;">Page 169</p> <p>1 districts are asking and it's one of those things 2 you don't know what you don't know and you can't 3 get what people don't tell you, so -- it's on 4 there. 5 As far as the Student Crime Watch Program is 6 concerned, that is a question in the FSSAT. So I 7 think we wait for this most recent one to see 8 whether there is a Student Crime Watch Program on 9 each campus. I haven't heard much about them. So 10 I don't know. I just don't have a feeling about 11 it. 12 Does anybody else have any idea about whether 13 each district has implemented -- its required by 14 the law, so. Whether they've done it or not, I 15 just don't know. So I think we wait for the FSSAT 16 this year and we see if that's been done. 17 Here's one, this is one that -- so we know 18 that drills have to be done. And this is one that 19 has evolved, but the drills have to be, and I have 20 it bolded here, it's at line 1881, had to be 21 conducted by the law enforcement agency or agencies 22 that are designated as the first responders to the 23 school campus. So what that means is we have just 24 south of 4,000 schools in the state of Florida. We 25 know that there has to be an active assailant drill</p>	<p style="text-align: right;">Page 170</p> <p>1 conducted every month at every school. And what 2 the law says is that the drill has to be conducted. 3 Think about that. Conducted by law enforcement. 4 And conducted by the law enforcement agency that is 5 the responder to that school, if there's an act of 6 assailant incident on that school. And that was a 7 recommendation of this Commission. And that's why 8 it changed to require it be conducted by the agency 9 that's responsible to respond. So is that being 10 done in every district across the state? 11 So if you take X city and you have X school in 12 that city, now let's say it's an elementary school, 13 and the idea was that if its own officers or 14 deputies that working that area, go and they're 15 present when that drill is happening, when the real 16 deal occurs, when the incident happens, they cops 17 who are going to respond, who actually have half a 18 clue as to what the students are going to do, and 19 that participation in the drills on a monthly basis 20 by the responding law enforcement agency is 21 important. 22 I don't know whether that's happening or not. 23 And we got a question that is in the FSSAT now on 24 that, we'll see what the response is as it comes 25 back in this year. But I really question whether</p>
<p style="text-align: right;">Page 171</p> <p>1 that's happening. 2 In fact, I know it's not happening in every 3 place. I know it's not. And it is something 4 that's important because if the drills are being 5 conducted, and let's say, especially in the 6 elementary schools where you usually don't have an 7 SRO, because that good person with a gun in the 8 elementary schools is usually a guardian, not a 9 cop, and they fill that vital role. And if you 10 have law enforcement that has absolutely no 11 participation in the drills that are occurring, 12 some of these campuses, the cops are responding, 13 they don't know what's going to occur, where the 14 kids are going to go, how they're going to act, how 15 they're going to react. 16 So again, it was something that came out of 17 this Commission, but it -- that is something I 18 think that has to be looked at more closely because 19 I don't think it's being done. 20 Anybody have any different view on that or any 21 thoughts on that? 22 I don't want to put you guys on the spot at 23 all, but, Commissioner Dodd, you just came in, and 24 Commissioner Power, you're here and your district. 25 Do you have any sense, is that something that's</p>	<p style="text-align: right;">Page 172</p> <p>1 kind of falling through the cracks, or do you think 2 that its occurring or just don't know? 3 COMMISSIONER DODD: In our district we have 4 school resource officers in all of our schools as 5 well and they are -- 6 SHERIFF GUALTIERI: But that's different. 7 COMMISSIONER DODD: Yeah, that's different. 8 But I do agree. I think the issue is going to be 9 -- I guess my question is, are they actually the 10 one conducting -- I mean, it's a team effort, so we 11 have a safe school specialist, so can I say that's 12 the case? I don't know if I can. I mean they're 13 working together to plan by the school district and 14 the sheriff's office. 15 SHERIFF GUALTIERI: I don't think that's the 16 problem. I think where the problem comes in if 17 it's a drill when its being done solely by a 18 school administrator or school staff and law 19 enforcement has no involvement in it. I think 20 that's where the problem is. 21 MS. POWERS: In Martin County, we're kind of 22 in the same situation. We have a school resource 23 officer, at least one, at every one of our schools, 24 including elementary. And I know annually they do 25 drills at every high school, specifically with all</p>

<p style="text-align: right;">Page 173</p> <p>1 of our fire rescue, all of the new deputies that 2 respond are trained on that specific school because 3 they have a lockbox with keys to the school. 4 They're locked out because they're still locked 5 down during the day. So they go through that 6 training as you onboard new deputies. 7 SHERIFF GUALTIERI: So you guys, both of your 8 districts are different because you have a cop at 9 every school and not every school -- not every 10 district is that way, so. That's something we've 11 got to follow up on and see where that is. 12 Again, talking about the threat assessment 13 teams at each school. There are several other 14 requirements regarding the threat assessment teams. 15 And I would say that the establishment of threat 16 assessment teams has occurred, whether they are as 17 robust as they need to be, I don't think so, but 18 we'll talk more about that. And I think you'll see 19 some indications of that when we talk about the 20 most recent audit, the threat assessment process 21 here in Broward County. 22 Zero Tolerance policies. There's supposed to 23 be implementation about this regarding the 24 application of zero tolerance policies to the 25 Threat Assessment Team. This is one that I don't</p>	<p style="text-align: right;">Page 174</p> <p>1 know, anybody is free to weigh in, I'd say it's 2 ongoing, but I don't know. It says, "Each court 3 must notify the school superintendent of any 4 student that the court referred to mental health 5 services." So, the courts are broad. You got 6 delinquency, you got dependency, you got a lot 7 going on within the judicial system and the courts 8 refer kids to mental health services all the time. 9 I don't have a sense about whether in each 10 district, whether there's a relationship or liaison 11 between the courts and the school district and 12 whether the courts have some mechanism in place 13 every time the court, whether it's a dependency 14 court or a delinquency court, is referring kids to 15 mental health services, so. So, I just don't know. 16 I have it on there is ongoing and just going to 17 assume it's happening, but we haven't measured 18 this, haven't looked at it. 19 Does anybody have any insight on that? No, 20 okay. I just don't know. 21 Safe school officers, obviously complete. 22 We're well aware of the requirement that there be a 23 safe school officer on every campus. Mental 24 health, I'd say the majority of things are either 25 ongoing or complete. The additional CAT teams and</p>
<p style="text-align: right;">Page 175</p> <p>1 additional funding for the CAT teams, that's 2 ongoing. 3 Secretary Harris, is there anything to add as 4 far as the CAT teams are concerned, anything that 5 we should know about? The Community Action Teams. 6 MR. HARRIS: Mr. Chair, no, we continue to 7 operate those and look for opportunities to expand 8 upon it and secure additional funding. 9 SHERIFF GUALTIERI: Funding, that's the key to 10 everything, so. Okay. 11 Dealing with people with firearms, that was 12 part of this bill. And the risk protection orders, 13 or red flag walls, as they're called, that was 14 implemented across the state and been very 15 effective. That's done. It's done, but it's 16 ongoing. Same thing here. 17 Here's one that criminalized in 7026, was made 18 a felony to put in writing the threat to kill 19 without the transmission requirement. So what was 20 the problem, if somebody went into the restroom in 21 Stoneman Douglas High School and wrote on the wall, 22 "I'm going to shoot up the school," that wasn't a 23 crime prior to this. Because it required a 24 transmission. So if somebody posted on social 25 media or sent an email that said, "I'm going to</p>	<p style="text-align: right;">Page 176</p> <p>1 shoot up the school," then it wouldn't have been a 2 crime because it had to be transmitted to somebody. 3 So this eliminated the transmission requirement. 4 So today in Florida, if somebody writes anywhere 5 that they're going to kill or conduct a mass 6 shooting, it's a felony. 7 One of the things, and it's -- I think when we 8 get to it in the recommendation section, I'll just 9 talk about it here, is that we had recommended they 10 expand this further and they also make it a crime 11 if somebody verbalizes, makes a verbal threat to 12 kill or do serious bodily injury or conduct a mass 13 shooting. The legislature does not embrace that 14 and does not support that legislation. We tried to 15 get that included in bills the last couple of years 16 and there's concern on the part of the members of 17 legislature that it is, and this is my 18 characterization, not theirs. I'm going to 19 characterize it my way. That its criminalizing 20 trash talk. They're concerned that if somebody is 21 just talking smack and you're going to create a 22 crime and a felony by somebody who is just saying 23 some stupid things that they shouldn't say, that 24 it's just going too far. 25 So today, if you call a 911 center and say</p>

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1 you're going to shoot up the school, that's a crime
 2 because it would be calling the 911 center, a
 3 specific statute. If you go into the restroom at
 4 Stoneman Douglas High School and you write on the
 5 wall, "I'm going to shoot up the school," that's a
 6 crime, that's covered by that. But if you call the
 7 front office at Stoneman Douglas High School and
 8 you say, "I'm going to shoot up the school," that's
 9 not a crime. Because that verbal threat is not a
 10 crime. And I don't think it's going to be a crime
 11 because the legislature is just not supportive of
 12 passing that. So at least the written threats in
 13 there and that got changed in 7026. So that's
 14 where all that is.

15 All this has to do with money, the fiscal
 16 components of it. Really not much to talk about
 17 there. All that is in place and --

18 Next one, Harold, is 7030. Can you put that
 19 one up?

20 So 7030 is in direct response to our first
 21 report. 7030 is the bill that passed in the 2019
 22 session and it was a direct result of our first
 23 report that we submitted in January of 2019.

24 The sheriff has to, at a minimum, provide
 25 access to a guardian program. That's done. You

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1 years, I think it's pretty much embedded and people
 2 see that it's working and was a significant
 3 contributor to school safety in Florida.

4 Commissioner Dodd?

5 COMMISSIONER DODD: Yes, sir. I just wanted
 6 to say, in our district, that the guardian program
 7 has been very well received as a secondary person
 8 on campus who is armed and ready to engage an
 9 active assailant. So we have -- our larger schools
 10 have an SRO and a guardian. I'm sure other
 11 districts are in the same position. But I did have
 12 a question on page 5, line 290, which is the page
 13 before this, dealing with the guardian training
 14 itself on the certificate. Because as I understand
 15 it, it's still required that the guardian be
 16 trained in that district by that sheriff. That
 17 certificate -- I know there was an opportunity if
 18 at one time the sheriffs weren't doing it, that
 19 other school districts could take training from
 20 another sheriff's office.

21 Is that pretty much statewide now? If I have
 22 a guardian that comes, that moves up to Citrus
 23 County from, say, Palm Beach County and has been
 24 trained as a guardian, when they come to Citrus, we
 25 can, as a school district, recognize that training

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1 see the stats that Director Hay put out earlier.
 2 It doesn't seem to be any issues that we've heard
 3 with any district that wants to get guardians and
 4 guardian trained, they're not getting that done.
 5 The sheriffs are providing access. Same thing with
 6 -- that's what this addresses in the training.
 7 With the charters as well.

8 Sheriffs are certifying the guardians. So
 9 there's no issue with the guardian program. All
 10 this is being complied with. This just lays out
 11 some changes that occurred to the training.

12 One of the things that this bill did, line
 13 604, the Office of Safe Schools is required to
 14 publish an annual report regarding how many Safe
 15 School Officers, so that means SRO's cops and
 16 guardians, and data regarding discipline rendered
 17 against them and weapons discharged. I can tell
 18 you that it's nominal. There's been no significant
 19 incidents as for as the guardians are concerned.
 20 You're going to have a few things that happen here
 21 or there, but with the number of guardians and the
 22 number of schools, I think the data shows that it's
 23 a very, very successful initiative and a very
 24 successful requirement. Of course it was resisted
 25 at first, but now that it's been ongoing for a few

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1 or are they going to be required to go through our
 2 sheriffs training?

3 SHERIFF GUALTIERI: No, they can. So you can
 4 have, as an example, if Citrus County, if the
 5 sheriff there was not doing guardian training, you
 6 can have those guardians trained in Pinellas County
 7 or Pasco county or another county. They can go
 8 back. So that's allowed. One of the things,
 9 though, that didn't pass, and you'll see when we
 10 get to it tomorrow, about what we have in there
 11 now, we want your recommendations on anything
 12 additional, but what we're proposing now for the 22
 13 legislative session was that it was in those bills
 14 that didn't pass, it was that the training had to
 15 be done by a sheriff though. And we had
 16 recommended that as a Commission, largely to deal
 17 with that mess that occurred up in Palm Beach
 18 County, when they had that private contractor doing
 19 the training, remember all that?

20 COMMISSIONER DODD: Yes.

21 SHERIFF GUALTIERI: So, to avoid that, our
 22 recommendation was, and it was in those bills that
 23 didn't pass in 2020 and 2021, hopefully it'll pass
 24 in 2022 to clarify that, but it has to be done by a
 25 sheriff. As long as it's done by a sheriff, it

<p style="text-align: right;">Page 181</p> <p>1 doesn't matter where in the state. That's ongoing</p> <p>2 today, is that you do have people who are guardians</p> <p>3 in one county, that are being trained by sheriffs</p> <p>4 in another. Because it does require, not that the</p> <p>5 sheriff do it in his or her county, but the sheriff</p> <p>6 has to facilitate it. And I just maybe crossed</p> <p>7 over a little too fast. That was in here. So the</p> <p>8 sheriff has to facilitate the training.</p> <p>9 COMMISSIONER DODD: Right. And our sheriff</p> <p>10 does facilitate the training, but again, my</p> <p>11 question is, if a trained guardian from of another</p> <p>12 county comes to our county, are they going to be</p> <p>13 required take the 144 hours --</p> <p>14 SHERIFF GUALTIERI: I see your question. Is</p> <p>15 that -- there's nothing in the law that addresses</p> <p>16 that today. The training itself is mandated by the</p> <p>17 core amount. And it was in here -- it is the 144</p> <p>18 hours is laid out in here. Here it is. All that's</p> <p>19 consistent. So your question is, let's say you had</p> <p>20 somebody that worked in Leon County as a guardian</p> <p>21 and they went to the academy there and they did</p> <p>22 this 144, but they then came to Citrus County where</p> <p>23 they have to do it over again. And that's not</p> <p>24 addressed. So whether Citrus could honor that or</p> <p>25 not, it's not addressed in the law.</p>	<p style="text-align: right;">Page 182</p> <p>1 COMMISSIONER DODD: Well, I do appreciate the</p> <p>2 push of the sheriffs to do the guardian training.</p> <p>3 I think that's very important, but we had talked</p> <p>4 about it early on, about having it as a statewide</p> <p>5 training course, just like a law enforcement</p> <p>6 officer, corrections officer through the criminal</p> <p>7 justice standards and training, and I still think</p> <p>8 there could be some benefit to that. I don't know</p> <p>9 if the attitudes have changed on behalf of</p> <p>10 sheriffs, but if we could have a guardian training</p> <p>11 that's offered through a law enforcement academy</p> <p>12 that could be honored anywhere in the state of</p> <p>13 Florida.</p> <p>14 SHERIFF GUALTIERI: And we looked at that and</p> <p>15 CJSTC said they couldn't do it because they weren't</p> <p>16 raining law enforcement officers and there really</p> <p>17 wasn't an interest. If you remember that?</p> <p>18 COMMISSIONER DODD: Yes, I do.</p> <p>19 SHERIFF GUALTIERI: We had that discussion</p> <p>20 about it and that they really weren't suited for</p> <p>21 that. So I don't -- I haven't heard anything</p> <p>22 change on it. One of the things, though, to your</p> <p>23 point, specifically, or your question is, that was</p> <p>24 something that we had tried to put into those bills</p> <p>25 that didn't pass, that would allow someone to be</p>
<p style="text-align: right;">Page 183</p> <p>1 trained in one county, let's say work in that</p> <p>2 county and they go to another county, and it could</p> <p>3 be recognized, they could provide additional</p> <p>4 training, not go through the whole thing, but</p> <p>5 additional training and any nuances in the new</p> <p>6 county. And so, we'll see.</p> <p>7 Maybe we can get that through in the</p> <p>8 legislation for 2022. I don't think -- if anybody</p> <p>9 else wants to weigh in, I don't think that there's</p> <p>10 any appetite for this being done by the law</p> <p>11 enforcement training centers or this becoming a</p> <p>12 part of the CJSTC. There was a whole lot of</p> <p>13 reasons, we had that discussion, I think, in</p> <p>14 length. We had addressed it previously and it just</p> <p>15 wasn't going to go anywhere.</p> <p>16 Sheriff Judd, go ahead. :</p> <p>17 SHERIFF JUDD: And we really, if you remember</p> <p>18 the time, we really wanted to have a limited number</p> <p>19 of people to ensure the quality of the program and</p> <p>20 of the people. And if you open it up, even if</p> <p>21 CJSTC wanted it, then you are then at the backend</p> <p>22 call of an agency that's got three people and</p> <p>23 whatever their standards may be. It can be diluted</p> <p>24 really quick if you -- so I think it's best to hold</p> <p>25 the elected sheriff accountable. And that was</p>	<p style="text-align: right;">Page 184</p> <p>1 really the reason we put it there.</p> <p>2 SHERIFF GUALTIERI: Commissioner Petty?</p> <p>3 COMMISSIONER PETTY: So, I'm not a lawyer, but</p> <p>4 it does say to the satisfaction of the sheriff. So</p> <p>5 is a possible answer to the Citrus County question,</p> <p>6 if your sheriff looked at the training that the</p> <p>7 guardian brought from another county and said, "I'm</p> <p>8 satisfied with the training here," that would seem</p> <p>9 to satisfy the law.</p> <p>10 SHERIFF GUALTIERI: It's not addressed. All</p> <p>11 it says is you have to attend the training and you</p> <p>12 have to graduate from the training. It doesn't say</p> <p>13 that it has to be in the county in which you're</p> <p>14 working. So it's just silent on that. so I think</p> <p>15 it's a fair reading that you could accept it. It's</p> <p>16 also fair that you could say you're not going to.</p> <p>17 It's just not addressed. But I wouldn't see a</p> <p>18 problem with it. I don't see a problem with it.</p> <p>19 SHERIFF JUDD: I would accept it if they</p> <p>20 completed the curriculum as it was designated.</p> <p>21 SHERIFF GUALTIERI: Unless you had a situation</p> <p>22 where, and I don't know, I think that was a one-</p> <p>23 time situation, probably is, if you had someone</p> <p>24 that was trained in a particular place but there's</p> <p>25 a question about the quality of the training, et</p>

<p style="text-align: right;">Page 185</p> <p>1 cetera, then that might be an issue. But as long 2 as you went through the 144 hours and it was done 3 properly by the right instructors, then they've 4 already got the training, so why are you making 5 them go through it again.</p> <p>6 COMMISSIONER PETTY: And again, it says to the 7 satisfaction of the sheriff.</p> <p>8 SHERIFF GUALTIERI: Correct.</p> <p>9 COMMISSIONER PETTY: If the sheriff says that 10 was satisfactory.</p> <p>11 SHERIFF GUALTIERI: Right. I think it works. 12 But it'd be nice to get that into law to remove any 13 question or any arguable ambiguity.</p> <p>14 The consulting with FDLE about the guardian 15 program, we've covered all this. Annual report. 16 School hardening, you'll hear about this tomorrow. 17 The Office of Safe Schools was required to convene 18 a school hardening and harm mitigation workgroup. 19 That was done and they issued a report. You were 20 given a copy of that report in your read ahead 21 material.</p> <p>22 So this is what was in 7030 about the Office 23 of Safe Schools and the Commissioners oversight 24 responsibility. The law was amended to provide 25 that the Commissioners shall, quote, "Oversee</p>	<p style="text-align: right;">Page 186</p> <p>1 compliance with the Marjory Stoneman Douglas High 2 School Public Safety Act and must facilitate 3 compliance to the maximums extent provided under 4 the law, et cetera. We'll talk a little bit more 5 about that tomorrow.</p> <p>6 FSSAT is done. Everything that needed to be 7 done with that is in place. And its ongoing. This 8 is an annual requirement for submission of the 9 FSSAT.</p> <p>10 Mental health. I'm not sure what this means. 11 I've talked to the director about it. I think 12 they're striving to do the best they can. The 13 Office of Safe Schools was required to provide 14 data, support the evaluation of mental health 15 services. I'm not even sure what that means.</p> <p>16 Here's one that, again, I don't know what you 17 need to wait and get some reports on this and see, 18 this came as a direct recommendation of this 19 Commission, that student records be transferred 20 timely. There was a delay in when a kid transfers 21 from one school to another, especially from one 22 district to another, in getting the records. 23 Especially psychological reports and behavioral 24 incident reports is that they have to be 25 transferred now within three days. So this is</p>
<p style="text-align: right;">Page 187</p> <p>1 something we need to look at. Whether that's being 2 done, whether its timely, I don't have a sense of 3 this at all. I don't know if anybody else does.</p> <p>4 Do you have any idea, Mr. Oliva? I don't 5 know.</p> <p>6 MR. OLIVA: So this is another one of those 7 topics where we've given guidance on technical 8 assistance. Sometimes the challenge is, the best 9 case scenario is when the parent comes in and 10 withdrawals from the school in person and takes the 11 records with them, but often times, families may 12 move over the summer, the school doesn't even know 13 the family left. Then you get a request for 14 records from a receiving school, it could be a week 15 later until that comes in. So I think there's 16 opportunities, especially for student management 17 systems to interface probably a little bit better 18 to make the transfer more seamless, but I know 19 schools are doing the best they can when they 20 actually get the request and turn around that 21 information to meet that three days. But there may 22 be an opportunity to receive those requests in a 23 more timely manner.</p> <p>24 SHERIFF GUALTIERI: And look at this and see 25 if there's a way to monitor. The whole goal is</p>	<p style="text-align: right;">Page 188</p> <p>1 that it be done because its important the receiving 2 school gets that information, so something doesn't 3 fall through the cracks. That's the whole point 4 here, is that there's not a ton of information 5 about a kid that the receiving school gets the kid, 6 the kid has a tremendous amount of mental health 7 issues and behavioral issues, et cetera, and they 8 don't know about it and something happens in that 9 period.</p> <p>10 MR. CARROLL: I just want to comment on the 11 mental health issue. On mental health, we did make 12 some specific recommendations and I think you have 13 some of those listed up there. But in large part, 14 I think we kind of punted because we thought that 15 this wasn't the community to deal with them and I 16 think that was the right thing to do. But there 17 are a couple of things that I think are still 18 outstanding that this new commission that's looking 19 at mental health really needs to look at that's 20 pertinent to this topic. And we talked some of it 21 this morning, touched on, when you were talking 22 about Baker Acts, there was a correlation, at least 23 anecdotally. We don't have all the information 24 because Baker Act is a tough thing to get complete 25 data on. But in some school systems where you saw</p>

<p style="text-align: right;">Page 189</p> <p>1 arrest rates go down, you saw Baker Acts go up. 2 And so Baker Acts replaced the rest as a way to 3 manage behavior in schools. And I thought that 4 both approaches were equally inappropriate. 5 We talked a lot on this committee about some 6 of the big picture things we needed and you talked 7 a little bit about the CAT teams and the mobile 8 response teams, which are both funded increase, 9 which I think were important. But also there was a 10 significant increase in funding to the schools to 11 beef up their behavioral health interventions in 12 the school systems. My concern with all that was 13 those are response mechanisms. 14 So, the CAT teams prevent, in nature, getting 15 out there and working intensively with families and 16 homes. The mobile response team was to go out 17 there and diffuse that situation that day, not 18 necessarily ongoing treatment to a kid. And then 19 the funding's to the schools, because its school 20 based, I don't know that it improved the 21 coordination or care to these kids because in the 22 case that we looked at, it was secular. When 23 school was out, mom thought it was appropriate to 24 back off and stuff. And so where I'm really 25 concerned, from a mental health standpoint, is we</p>	<p style="text-align: right;">Page 190</p> <p>1 have to begin to look at data more closely in terms 2 of -- Baker Acting kids is not an answer because 3 it's not a treatment model and most of the time you 4 Baker Act a kid, they're out in the street within 5 24 hours anyway. The key is which recommendations 6 come out of that and is the family going to engage 7 in services afterwards. 8 And so, to me, that whole issue that we talked 9 about when we were reviewing this case about the 10 coordination between providers, because you have 11 multiple folks in the school system, the private 12 sector, the community based, and they only knew 13 what they knew and not all the information was 14 shared. And when you don't have an apparent that 15 doesn't understand the triggers, doesn't understand 16 how to manage the behavior of the children, doesn't 17 understand the escalation that they see in that 18 behavior, it is unable to articulate that to the 19 folks who are working with the kids, we end up in 20 trouble. 21 And I don't know if any of that has been 22 addressed. As a committee, I think that as this 23 Mental Health Commission takes the baton on this, 24 that one thing I'd like to make sure we get across 25 to them is -- well, we were very appreciative of</p>
<p style="text-align: right;">Page 191</p> <p>1 the additional funding, I think it was much needed. 2 We still haven't solved the coordination piece 3 and the information sharing piece between these 4 bodies. We still haven't solved the holistic 5 approach to treating families because treating the 6 parents of these kids and helping them to 7 understand how to deal with these kids more 8 appropriately is as important as the treatment we 9 get to the kids. And there has to be some 10 accountability at parental level to engage in that 11 type of treatment. 12 And then the continuity of services. This 13 just can't be that these kids receive services 14 while they're in school because they spend just as 15 much time out of school. And if there's not that 16 continuity service, we see what we saw in this 17 particular case. And I don't think that we -- we 18 kind of touched on it, but we deferred down the 19 road to that, which is fine. 20 And that's why we see these really specific 21 recommendations up here. But I don't want anybody 22 to confuse these recommendations with that we found 23 when we were looking at this case more 24 holistically. 25 SHERIFF GUALTIERI: I agree. Silos and</p>	<p style="text-align: right;">Page 192</p> <p>1 continuity. Breaking down silos, continuity care 2 and case management. And I had that discussion 3 with Sheriff Romell. We'll continue to beat that 4 drone as loud, as hard as I can. I know you will 5 and I know others will. And for Secretary Harris, 6 as far as the new Mental Health Commission is 7 concerned, I hope you all look at that very 8 closely. 9 Go ahead. 10 SECRETARY HARRIS: Thank you, Chair. And to 11 Commissioner Carroll's points, I think there's a 12 lot of opportunity in the new commission that has 13 been formed. It's going to focus exclusively on 14 mental health and substance abuse services and how 15 we can work better as a -- within our system of 16 care. But just beyond that, I wanted to share, 17 regarding children who are repeatedly being Baker 18 Acted. The legislature has directed the department 19 to work alongside AHCA to really look at that 20 phenomenon and really identify strategies for 21 making that better. The focus has been on high 22 utilizers, but I think the things that we're 23 uncovering are going to benefit all families and 24 children who need these services and who are ending 25 up in the deeper end of our system of care. So</p>

<p style="text-align: right;">Page 193</p> <p>1 really excited about that. And we are bringing as 2 many stakeholders to the table, including DOE, to 3 talk about this and what we need to do to address 4 that particular issue. So I just wanted to bring 5 that forward, that we are looking at the Baker Act 6 issue through separate legislation outside of the 7 commission and are making some headway in those 8 efforts.</p> <p>9 SHERIFF GUALTIERI: Sheriff Judd?</p> <p>10 SHERIFF JUDD: And I think it's important that 11 we put on the record that there's some people that 12 are trying to make Baker Act a bad thing, like 13 it's, like, an -- to an arrest. That's not the 14 issue. The Baker Act is simply a tool that when, 15 and I'll use law enforcement for example, when we 16 get there and we're at the end of the line and 17 there's nothing else to do with anybody, it's the 18 opportunity for us to put this person into the 19 mental health system whether they want to go there 20 or not. The weakness of this system is there's 21 never been any wraparound. So it turns out the 22 Baker Act is not an inappropriate tool, but it's 23 been the only tool. And that's where the problem 24 is. We don't need to water down the ability when 25 all else is failed. The issue is once they're</p>	<p style="text-align: right;">Page 194</p> <p>1 Baker Acted, that should be opening the golden 2 gates to services and that's when mental health 3 needs to be piling in.</p> <p>4 We don't see, I would suggest the overwhelming 5 majority of people who need mental health help 6 because they don't get into immediate crisis, we 7 don't get called, the family deals with it. But 8 there has been an effort, and I'm not saying 9 universally, but I've got to put it on the record, 10 to attack the Baker Act is just totally 11 inappropriate. To attack the wraparound services 12 or lack of services is more than appropriate. But 13 even if we had mental health facilities throughout 14 the community, the county, the state, the nation, 15 if we get to a person in crisis and we're called 16 and the person goes, "I'm not going," we have to 17 have some authority to get them to the golden gate.</p> <p>18 So I just want to make sure that we don't end 19 up creating an environment where the Baker Act is a 20 bad thing. Because the Baker Act is not a bad 21 thing. The weakness is. There has not been 22 anything behind the Baker Act and it's been the 23 only tool. And we all, that have ever used it, or 24 managed an organization or dealt with it, 25 understand that it's -- the intent of it is not for</p>
<p style="text-align: right;">Page 195</p> <p>1 it to get used every week, or every month, or every 2 time this person is in crisis, but it should be 3 only the red flag that this person needs help and 4 then we have to provide them help.</p> <p>5 SHERIFF GUALTIERI: Go ahead.</p> <p>6 COMMISSIONER LARKIN-SKINNER: To Commissioner 7 Carroll's point about the coordination piece, 8 because obviously we found that was the big 9 problem. I do believe some districts across the 10 state, just in my travels, that has probably 11 improved. I don't know that we can measure it. 12 Because some districts actually contracted use the 13 dollars they got from the act, contract with 14 providers in the community so that the providers 15 are on campus all the time. so that when the kids 16 hit the provider system, the providers are already 17 there, and they coordinate the services in that 18 system.</p> <p>19 However, there are districts that did not do 20 that. They elected to hire and create their own 21 sort of parallel mental health system within the 22 district. And I would submit that that did not 23 improve coordination. That that just made another 24 group of people who know stuff that other people 25 won't know. So, I think that -- saying that,</p>	<p style="text-align: right;">Page 196</p> <p>1 there's work to be done. I think everybody had 2 good intentions, but there's a lot of work to be 3 done and certainly the new commission is looking 4 and will be looking at this closely.</p> <p>5 SHERIFF GUALTIERI: Good. Needs to be. 6 Thanks. Go ahead.</p> <p>7 MR. SCHACHTER: We haven't really addressed 8 this because this hasn't been in our scope, but I 9 hope that this new commission will also look at 10 transferring this information from K through 12 to 11 higher ed. I think that's a major gap in these 12 colleges and universities, I think should know 13 what's happening so they can also help these 14 individuals in their time of need.</p> <p>15 SHERIFF GUALTIERI: Commissioner Dodd, go 16 ahead.</p> <p>17 COMMISSIONER DODD: And to Sheriff Judd's 18 comment about Baker Act not being a bad thing, I 19 agree with that. I do have a concern, though, when 20 I see the Baker Act of younger students, third, 21 fourth, fifth graders that we're dealing with. In 22 relation to Commissioner Carroll's comments about 23 the wraparound services, the parents, I wish there 24 was a way that we can have legislation or if the 25 school district identifies a child and there are</p>

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1 more than I'd like to know about in my own
 2 district, where they are being -- they meet the
 3 requirement for Baker Act, third, fourth, fifth
 4 graders, how can we get the parents some
 5 requirements placed on the parents, what can we do
 6 for the wraparound services for these younger
 7 students, younger children.

8 SHERIFF JUDD: I think that's where
 9 Commissioner Carroll said, it's not just the person
 10 that has the issue, it's the parents. And that's
 11 the frustration. And when you find us Baker Acting
 12 a third or fourth grader, it's because the parents
 13 aren't responsible. Certainly we would like to
 14 tell the parent, hey, here's the child, here's the
 15 services. Sometimes the parents throw their hands
 16 up and says, "There are no services." And
 17 sometimes they'll throw their hand up and go, "You
 18 deal with them." But you're exactly right, it's --
 19 it's usually a forced situation because, you know,
 20 you can always show an outlier, but we try to
 21 funnel, especially the little children, where
 22 there's supposed to be a responsible parent, we try
 23 to deal with that without a Baker Act. And once
 24 again, if we do institute a Baker Act, its only to
 25 try to open those golden gate services because the

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1 basis.

2 And just one other comment on the coordination
 3 of care, we are by no means where we need to be,
 4 but I will say to Commissioner Larkin-Skinner's
 5 point, we are seeing more work being done with the
 6 school district's and our managing entities forming
 7 those partnerships and relationships so that
 8 services are available afterhours on the weekends
 9 and we are leveraging and maximizing our funding.
 10 Because a lot of money did go to the Department of
 11 Education rightfully so, but we want to make sure
 12 that we're blending and braiding all those
 13 strategies. And DOE has been a great partner in
 14 trying to spread the word around the system of care
 15 that the department has and how we can work
 16 together to make sure that those kids are covered
 17 24/7.

18 SHERIFF GUALTIERI: So one of the things, I'll
 19 just add to it and we'll hopefully move on from
 20 this mental health discussion, but it is an
 21 important discussion. And Commissioner Larkin-
 22 Skinner, you brought this up and it was in the
 23 report in our recommendations and it was adopted,
 24 was timeliness. And it appears on this slide, is
 25 that they'll always change in 7030 to require that

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1 parent can't or won't or hasn't. Or has no
 2 infrastructure to do that.

3 SHERIFF GUALTIERI: Secretary Harris, go
 4 ahead.

5 SECRETARY HARRIS: I was just going to say, to
 6 respond to the comment you made earlier, Sheriff,
 7 the goal is not to vilify the Baker Act process,
 8 right, the work that we're engaged in, it's to do
 9 exactly what you're talking about in terms of
 10 engaging parents and engaging that child in
 11 services earlier, so that we don't see those
 12 repeated Baker Acts happening. So it is to get
 13 those wraparound services in place. So what we're
 14 looking at is what are the gaps and what are the
 15 challenges. And I think for parents, we have a
 16 very complicated system of parents, sometimes they
 17 just don't know where to turn. And so we are
 18 working with our managing entities and with the
 19 Medicaid health plans to really look at our care
 20 coordination models that really engage the family
 21 and making sure that that child is followed up for
 22 care. And helping equip that parent with the
 23 skills needed to meet that child's needs. So
 24 that's exactly where the focus is at because the
 25 work is on an outpatient basis, not an in-patient

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1 the screening occur within 15 days or referral and
 2 that the school based services had to commence
 3 within 15 days and community services within 30
 4 days.

5 So, is that being done? I don't know. And I
 6 don't know how we measure that. But do you
 7 remember that was a specific recommendation, you
 8 saw, and I think maybe Commissioner Carroll saw it,
 9 and others, and we included it, but I got to figure
 10 out a way, maybe as we move forward, to figure out
 11 how do we measure that and -- I don't know. Is it
 12 better, has it included -- or maybe it's something
 13 we should kick over to the Mental Health Commission
 14 and let them pick it up. Services are important,
 15 but they have to be timely. That's why we included
 16 it as a recommendation and the legislature adopted
 17 it.

18 Annual mental health reports. I know they're
 19 being filed and the annual mental health reports
 20 are posted online. SESIR, we're going to talk a
 21 lot about that tomorrow with SESIR. I'm going to
 22 breeze over this because we're going to talk more
 23 about it tomorrow. Threat assessments. Most of
 24 this is all complete. The one I want to talk about
 25 here is on slide 34, if I can get it to stop on 34.

<p style="text-align: right;">Page 201</p> <p>1 This is another one, tough to measure. And we 2 included it as a recommendation and legislature 3 adopted it, is who is responsible when a kid is the 4 subject of a threat assessment in one school, and 5 then gets services as a result of the threat 6 assessment teams evaluation and recommendation, and 7 then transfers to another school. And the 8 transferring school is responsible for verifying 9 that there's continuity of services until the child 10 is at the new school and the new school threat 11 assessment team can do an evaluation. So again, I 12 just don't have any way of measuring that. It's 13 something we'll look at. I hope it's being done. 14 If we had a statewide database, it'd probably be 15 easier to tell. You would know what was going on. 16 But I think that's an important provision. I just 17 wanted to point it out. And we'll keep an eye on 18 it.</p> <p>19 Active assailant drills, you know about those. 20 Once a month.</p> <p>21 MR. SCHACHTER: Chairman?</p> <p>22 SHERIFF GUALTIERI: Yes?</p> <p>23 MR. SCHACHTER: Was there a recommendation to 24 reduce the number of active assailant drills, 25 remember we had that --</p>	<p style="text-align: right;">Page 202</p> <p>1 SHERIFF GUALTIERI: We're going to get to 2 that, but I'll just cover it here. Let me just 3 cover it here.</p> <p>4 MR. SCHACHTER: Okay.</p> <p>5 SHERIFF GUALTIERI: So what happened is that 6 we spent a lot of time, a lot of time, and received 7 feedback from the school safety specialist, 8 remember, from the State Fire Marshall's Office, 9 from a number of stakeholders. And the consensus 10 was drill schedule needed to change. The drill 11 schedule needed to be reduced and fire drills need 12 to change, they didn't need to be as often as they 13 are now. And we went through some very specific 14 recommendations. Those recommendations were in the 15 bills that were proposed in 2020 and didn't pass.</p> <p>16 In 2021, it actually came out of the House, 17 and I do think that this is insightful, the House 18 was willing to consider, remember the Senate didn't 19 consider a bill this year. But the House bill, and 20 in talking to staff in the House, they're receptive 21 to it and decided that there was probably a better 22 path. And the better path was to kick it to the 23 State Board of Education and to put in law that the 24 drills had to be at the intervals set by the State 25 Board of Education. And the State Board of</p>
<p style="text-align: right;">Page 203</p> <p>1 Education had to look at our report and our 2 recommendation and all that work that was done. 3 And the reason that they thought, I think it 4 sounded logic, is that if they put all that 5 specificity in state statute, changing it is a big 6 deal, changing it is a problem. And the State 7 Board was in a better position to change it by rule 8 more nimbly than can be changed in the statute.</p> <p>9 So I support that. We got it in the proposed 10 legislation for 2022, that if it passes, let's say 11 the drill schedule can be modified by the state 12 board. The state board looks at all the work that 13 we did, which was very substantial. In making its 14 determination, I hope that they will look at that 15 and consider it because all the stakeholders were 16 heard in that, as you know. So I think that it's 17 on the pathway, hopefully to changing. Because 18 some of these, especially with the elementary 19 schools, the drills now are probably too many, and 20 we all know that. So it didn't change, but I think 21 that's the direction that it looks like it's going 22 to head in.</p> <p>23 MR. SCHACHTER: And I really hope that that 24 happens because as we heard from all the school 25 safety specialists and all the stakeholders,</p>	<p style="text-align: right;">Page 204</p> <p>1 they're doing too many drills and there's a lot of 2 drill fatigue. And we want them to take it 3 seriously and my fear is that if you're doing these 4 many drills, it's really not as effective as we 5 need it to be. So I hope it happens.</p> <p>6 MR. SCHACHTER: So this on drills here, it 7 says each district and charter had to annually 8 certify that school personnel received annual 9 training on the procedures in the act of assailant 10 response plan. I can tell you in the most recent 11 FSSAT, under question 5.9.1 and 5.10.7, shows there 12 was not 100 percent compliance, but I think that 13 some of that may be nuances and how the question 14 was answered. We really need to wait for the 2021 15 FSSAT response and flush that out more.</p> <p>16 So that's where that is. And the question is 17 there about annual training for everybody on the 18 plan. Remember they had to meet -- each district 19 had to submit its active assailant response plan 20 and that was required also by this law in 2019. 21 Because why? Because we're a year passed, well 22 over a year passed the Stoneman Douglas incident 23 and some districts still didn't have that active 24 assailant response plans.</p> <p>25 So, we asked the legislature put it in law,</p>

<p style="text-align: right;">Page 205</p> <p>1 tell them they got to have an active assailant 2 response plan, and you had to file it with DOE. 3 And they did. But now it requires in here that 4 they have this annual training on that plan. So is 5 that a one and done, or is it fluid, is it ongoing, 6 is it being trained on a regular basis? Again, we 7 need to keep an eye on that. I'm not sure. 8 Let's look at slide 42. Here's another one 9 that we included because of what we saw here with 10 the Stoneman Douglas incident and feedback that 11 we're getting about what was going on in the 12 schools is that people were aware of situations and 13 they weren't being reported, staff members. And so 14 the law now requires that the principals notify all 15 school personnel of their responsibilities 16 regarding incident reporting. Something bad is 17 happening. You're obligated to report it. And the 18 schools are obligated to document it. And 19 specifically, and importantly, to document, that 20 last sentence, the disposition of the incident. So 21 I don't know if that's happening. It is a question 22 that'll be in the 2021 FSSAT, its question 4.1.51. 23 And I'm really anxious to see the results of that 24 and see what the districts are reporting. Because 25 are they keeping track of everything that's</p>	<p style="text-align: right;">Page 206</p> <p>1 reported and what they do with it, how they dispose 2 of it. 3 This is different than SESIR. Because, 4 remember, you only have 26 different incidents that 5 are required to be reported under SESIR. So this 6 isn't SESIR stuff, this is where a teacher, a plan 7 operator, a coach, somebody becomes aware of 8 something, they got to notify somebody about it. 9 And it was inconsistent because some of it was just 10 being verbally dealt with, some of it wasn't being 11 reported, it was being dismissed. 12 So to deal with that, you got to report it, 13 you got to document it, and they have to keep a 14 record of the disposition of the incidents that are 15 reported. I don't know whether this is being done. 16 So this is definitely a follow up item and it is a 17 question in the FSSAT. I think we wait, we see the 18 results of that, and see where it is, and see what 19 the responses are, and see if it's being complied 20 with. I have some concerns about whether it's 21 being complied with, but I don't know. 22 Does anybody have any thoughts or comments on 23 that that they want to bring up? 24 Harold, let's go over to the next 25 presentation, which is Senate Bill 590 in the</p>
<p style="text-align: right;">Page 207</p> <p>1 School Safety Provisions. This one is pretty 2 quick. 3 One of the things that I do want to point out, 4 while Harold is bringing this up, is that in -- 5 Director Hudd had it in his presentation and had to 6 do with the Baker Acts, and one of the things that 7 he mentioned is that the parents are required to be 8 notified before a child is Baker Acted. It was 9 kind of shorthanded in his presentation. What the 10 law actually says is that a parent or guardian or 11 caregiver for the child, there has to be a 12 reasonable effort, a reasonable attempt to notify 13 that person before the kid is transported, not 14 before the kid is Baker Acted. And this is an 15 important distinction. 16 I try and clarify that every chance that we 17 can, so that people don't have a misunderstanding 18 and manage expectations. The cop, whoever it is, 19 the school personnel that are authorized to Baker 20 Act, they can Baker Act, but you have to make a 21 reasonable effort to notify the parent before the 22 kid is transported. There's a big difference where 23 you have to notify the parent before you can Baker 24 Act and that's not the case. A lot of people are 25 under that impression wrongly, it's a requirement</p>	<p style="text-align: right;">Page 208</p> <p>1 they be notified before the kid be transported. So 2 just so that we're clear with that. 3 A lot of this in 590, remember, again, what I 4 said before is 590, which was primarily a mental 5 health bill this year in 2021. The House, at the 6 last minute, took some of those provisions out of 7 their bill that were school safety related, put 8 them into this bill so that we got some of those 9 things that had been left over from 2020 as well 10 and incorporated. But a lot of this has to do with 11 mental health. 12 That section four line, 186, is what I was 13 just talking about, where it amended Florida 14 Statute 1002.20, and requires a reasonable effort 15 to notify the parents before the kid is 16 transported. Another important provision that was 17 included is, that I know is very important to the 18 parents, was the notification of very serious 19 incidents that happen on campus. So section four, 20 line 238, and it ties to section six below, we'll 21 get to that here in a second. 22 So we're going to talk more about this 23 tomorrow, but we as a Commission made this 24 recommendation. We talked a lot about diversion. 25 We talked a lot about the promise program, we</p>

<p style="text-align: right;">Page 209</p> <p>1 talked a lot about what happened here in Broward 2 County. And just to refresh for you, the Promise 3 Program is a diversion program that is also called 4 an Alternative to External Suspension Program. And 5 remember, at Cross Creek, here in Broward County, 6 is the Promise Program Center, where kids to commit 7 these violations, they go, and some of these kids 8 are referred to Cross Creek for and the Promise 9 Program, some are criminal, some are not criminal. 10 And the district was not operating this as a 11 diversion program.</p> <p>12 So under section 985.12, Florida Statute, 13 about three years ago, every single circuit in the 14 state of Florida, every judicial circuit, all 15 judicial circuits were required to establish adult, 16 and in this case, juvenile prearrest diversion 17 program. Some people call them simple citation 18 programs. Whatever you want to call it, it's a 19 prearrest diversion program. And state attorney 20 led, required to establish criteria and that 21 circuit as to how that program would be run. 22 Hopefully this brings back and refreshes for you 23 all a little bit about what was required to be 24 done. so what does that mean? That means what 25 crimes can kids be diverted for. Is it any</p>	<p style="text-align: right;">Page 210</p> <p>1 misdemeanor? Is it only a specific set of 2 misdemeanors? How many times can a kid be 3 diverted? And there has to be a program with 4 framework, criteria established by the public 5 defender, the state attorney, law enforcement, all 6 the stakeholders within that circuit and that's the 7 way it operates.</p> <p>8 The schools took the position, and a lot of 9 schools took the position they weren't bound by 10 that. They could do whatever they wanted. Broward 11 could have its Promise Program and if a kid 12 committed a battery, committed vandalism, committed 13 a theft, they could do whatever they want. They 14 didn't have to abide by that community-based 15 program. They also took the position that if they 16 diverted a kid, because the kid committed a theft, 17 committed a battery, had drugs, whatever it was, 18 that they didn't have to enter that kid's diversion 19 into the juvenile justice information system into 20 JJIS, into the prevention website, which tracks 21 diversion.</p> <p>22 Which meant that if you had a kid who was at 23 the mall the last three weekends in a row and stole 24 something and the kid was diverted three times by 25 the cops on the street, when the school is looking</p>
<p style="text-align: right;">Page 211</p> <p>1 at the kid for stealing something, they didn't look 2 at it, they didn't know the kid had already been 3 diverted three times in the last month. And vice 4 versa, and importantly, that if a kid committed a 5 battery, the kid committed a theft, the kid 6 committed a vandalism, and now the cop on the 7 street encounters the same kid on a Sunday 8 afternoon and the kid committed another vandalism, 9 the cop on the street doesn't have anything to 10 check in JJIS to know that kid has been diverted 11 because of what that kid did in the school.</p> <p>12 So, our position was that the school based 13 programs needed to be consistent with the community 14 based programs under 985.12. The school-based 15 programs needed to follow that criteria. And 16 importantly, the schools needed to enter all of 17 their diversions into JJIS, into prevention webs, 18 so that you go that sharing of information so that 19 what, so that good decisions can be made. So 20 informed decisions could be made, and you don't get 21 kids that are getting multiple bites at the apple 22 because it goes back to silos and the lack of 23 information sharing.</p> <p>24 So, in Senate Bill 590, which took effect on 25 July 1, it required that all of the school-based</p>	<p style="text-align: right;">Page 212</p> <p>1 programs and amended Florida Statute 1007.07, that 2 the criteria for prearrest diversion programs be 3 consistent with 985.12 and that all of the 4 prearrest diversions be entered into JJIS within 5 seven days. Well, guess what? And the 6 superintendent will be here tomorrow and I'm sure 7 we'll ask her about it. And remember, she's moved, 8 she's an interim superintendent that just started, 9 but Broward ain't doing it. And they're still 10 taking the position that the Promise Program 11 doesn't fall within this. That it is an 12 alternative to external suspension program and that 13 they don't have to do this.</p> <p>14 If a kid commits a battery, if a kid steals 15 something, if a kid commits a vandalism, that's a 16 crime. If the kid is having sanctions applied 17 other than criminal sanctions, in lieu of criminal 18 sanctions, in lieu of arrests, in lieu of a police 19 report, in lieu of anything to do with the juvenile 20 justice system, I don't care how you slice it, dice 21 it, talk about it, twist it, turn it, it's 22 diversion. It is prearrest diversion. It is in 23 lieu of arrest. And the fact that they still take 24 this position, and I can tell you from talking to 25 Secretary Mile, is that Broward has not entered</p>

<p style="text-align: right;">Page 213</p> <p>1 anything into JJIS, in prevention web since 2019.</p> <p>2 Now, prior to July 1 of this year, they</p> <p>3 weren't required to. But since July 1, they're</p> <p>4 required to operate under this and they're still</p> <p>5 not operating under it. And I venture to say that</p> <p>6 there's probably more districts around that are</p> <p>7 still not complying with this law that took effect</p> <p>8 on July 1. But probably our most concern to us and</p> <p>9 certainly first and foremost is what's going on</p> <p>10 here in Broward and the fact that they are still</p> <p>11 taking the position that they don't have to comply</p> <p>12 with this. So we'll talk more about it tomorrow</p> <p>13 with the superintendent. I hope their position</p> <p>14 changes. I hope the school board position changes,</p> <p>15 because doing all these gyrations, and that's</p> <p>16 really what they are, doing all these gyrations,</p> <p>17 trying to figure out a way around all this stuff,</p> <p>18 they're spending more time trying to figure out how</p> <p>19 not to do it than just comply with the law and do</p> <p>20 the right thing. And it's getting old. Frankly,</p> <p>21 I'm tired of it.</p> <p>22 MR. SCHACHTER: So you're saying that nothing</p> <p>23 has changed basically and that you can still have</p> <p>24 these kids have multiple bites of the apple and</p> <p>25 these silos of information --</p>	<p style="text-align: right;">Page 214</p> <p>1 SHERIFF GUALTIERI: Whatever the Promise</p> <p>2 Program criteria is, they're opine. They're not</p> <p>3 entered it into prevention web. And they're not</p> <p>4 coordinating with the State Attorney's run program.</p> <p>5 I don't know what the State Attorney run program</p> <p>6 criteria is here in Broward and really don't care,</p> <p>7 but it is whatever criteria they've established for</p> <p>8 prearrest diversion programs here in Broward</p> <p>9 County. Broward is a little bit unique in that it</p> <p>10 is its own judicial circuits. You don't have</p> <p>11 multiple counties. So, it's real easy. You got</p> <p>12 one county, you got a group of stakeholders, they</p> <p>13 came together, they formed a prearrest diversion</p> <p>14 program. That's what the school district -- and</p> <p>15 I'm talking about crimes. So I'm not talking about</p> <p>16 classroom disruption, I'm not talking about</p> <p>17 tardiness, I'm not talking about bullying, I'm not</p> <p>18 talking about all that stuff. And when you look at</p> <p>19 the statute, it does prohibit and it should</p> <p>20 prohibit it entering noncriminal misconduct. And</p> <p>21 that's one of the things when the former general</p> <p>22 counsel was at the school board, they got all mixed</p> <p>23 up on.</p> <p>24 If you remember, they were entering for a</p> <p>25 while and then they stopped. Because they were</p>
<p style="text-align: right;">Page 215</p> <p>1 actually entering into JJIS. They were entering</p> <p>2 noncriminal stuff. How they did that and how they</p> <p>3 got there on that, I have no idea, but the whole</p> <p>4 thing got all mixed up, so then they just stopped</p> <p>5 everything. And now with hits law passing, they</p> <p>6 were supposed to do, what they should be doing,</p> <p>7 what every district should do, is get with the</p> <p>8 stakeholder led criteria, get with the State</p> <p>9 Attorney, find out what that criteria is in that</p> <p>10 circuit, implement it in the school and if it says</p> <p>11 that you can only divert for these crimes, then</p> <p>12 those are the crimes you divert for. If it says</p> <p>13 that it's any misdemeanor, then it's any</p> <p>14 misdemeanor.</p> <p>15 Whatever it is, so you have consistency --</p> <p>16 because consistency -- to be consistent, to be fair</p> <p>17 is to be consistent. You shouldn't have certain</p> <p>18 criteria on the street in a different criteria in</p> <p>19 the school. And whatever it is, it all should be</p> <p>20 entered into one system, which therein exists with</p> <p>21 JJIS, so that everybody has access to it, so you</p> <p>22 don't get kids that are on the street, by cops</p> <p>23 being diverted and they already got four diversions</p> <p>24 in the school that nobody knows about. Because</p> <p>25 obviously there should be consequences that are</p>	<p style="text-align: right;">Page 216</p> <p>1 different than diversion if they haven't got the</p> <p>2 message after three of four times. And vice versa.</p> <p>3 And the schools, if the kid has a bunch of</p> <p>4 diversions in the community-based program, they</p> <p>5 shouldn't be diverted in the school because the kid</p> <p>6 isn't getting the message. Diversion is about</p> <p>7 giving people who makes mistakes opportunities.</p> <p>8 It's not about allowing people to escape with</p> <p>9 multiple violations. So this is, again, it's</p> <p>10 frustrating, so. Anyway.</p> <p>11 Yeah, go ahead, Commissioner Dodd?</p> <p>12 COMMISSIONER DODD: This is for the school</p> <p>13 based diversion programs. I mean these community</p> <p>14 based programs like Teen Core and all these other</p> <p>15 programs that are already established, I mean it</p> <p>16 would make sense that why have a school based</p> <p>17 program if that community based diversion program</p> <p>18 is already there.</p> <p>19 SHERIFF GUALTIERI: Exactly. That's my point.</p> <p>20 COMMISSIONER DODD: Yeah, right. And now the</p> <p>21 law says it has to be consistent. It has to be run</p> <p>22 under the criteria of 985.12. And I wonder how</p> <p>23 many of the 67 districts have their own school-</p> <p>24 based --</p> <p>25 SHERIFF GUALTIERI: Well, when DJJ, when</p>

<p style="text-align: right;">Page 217</p> <p>1 Secretary Marsteller was on the other side of the 2 House, over at DJJ, and they did that report, they 3 did a very good job, very thorough, also had to 4 rely on what the districts called their programs. 5 So when you look at that report, some of them, oh, 6 we don't have a diversion program. So they don't 7 label it as a diversion program. I think if you 8 peel back, you're going to find that there's a lot 9 more that are actually prearrest diversion 10 programs, and what they're calling prearrest 11 diversion program. 12 So, all that probably needs to get revisited 13 in light of this law passing. And to sum it up, I 14 don't care what label you put on it, it doesn't 15 matter. What it is, did the kid commit a crime? 16 And are you doing something with that kid other 17 than arresting them? If you are, that's diversion. 18 Forget the labels. The labels cause the durations. 19 The labels cause this twisting and turning to see 20 if I can figure out a way not to do -- and with the 21 spirit and intent. There's good reason with this, 22 there's good logic with this. It's the right thing 23 to do. But they don't like it, so they're trying 24 to twist their way out of it and put these labels 25 on it.</p>	<p style="text-align: right;">Page 218</p> <p>1 So, I don't think it matters. What matters 2 is, did the kid commit a crime? And are you giving 3 the kid some break and some alternative, other than 4 a police report, other than a referral to DJJ and 5 some involvement in the juvenile justice system? 6 If you are, great, but document it so that 7 everybody has access to the information and the 8 best decisions could be made moving forward. 9 That's really what it comes down to. 10 We talked about, Mr. Schachter, your question, 11 about drills, and one of the things that did get 12 modified in 590, though, was allowing the ESE 13 centers, for Exceptional Student Education Centers 14 for modification of drills. That wasn't there 15 before. That was a bid deal because especially the 16 ESE Centers couldn't comply with it once a month. 17 So they did provide some relief for that. 18 So, notification. The school board, I think 19 somebody asked about this previously, the school 20 board is required now, and how that's going to be 21 done, I think Director Hay talked about some rules 22 to implement 590, and I'm sure this will be part of 23 the FSSAT going forward and some monitoring, but 24 the districts now are required to notify parents 25 when certain things happen on campus, whether</p>
<p style="text-align: right;">Page 219</p> <p>1 there's a weapons possession whether there's 2 intended harm toward another person, active 3 assailant situations, murders or sex offenses. So 4 that's going to require a mass notification. 5 So, let's say at X school some kid brings a 6 weapon to the campus and he's intending to harm 7 someone else, what's required by law now is that 8 mass notifications go out to the parents of the 9 kids at that school so they're aware that that 10 happened. So that's what that requires. Is it 11 being done? I don't know. Do they have the 12 process and the infrastructure employees to do it? 13 I don't know. 14 Again, data on Baker Acts. This one was just 15 a cover, just an oversight. The short version is 16 that if you take a cop, who is an SRO, who works 17 for a sheriff's office or a police department, if 18 they're an SRO and they work for a sheriff's office 19 or a police department, they're required to have 20 CIT Training, Crisis Intervention Team Training. 21 But what was not in law until July 1, if you're a 22 cop who worked for a school board police 23 department, you weren't required to have CIT 24 Training. So we fixed that. That's all that is. 25 Last thing, Harold, is going to be the</p>	<p style="text-align: right;">Page 220</p> <p>1 analysis of our recommendations in the MSD reports. 2 We got a lot, a lot of recommendations. I'm not 3 going to run through these, I'll let you all take a 4 look at this, but I do want to highlight some of 5 them. 6 So what I did was take both of our reports by 7 the chapters and each report in those individual 8 chapters had recommendations. This isn't the right 9 one. See analysis or recommendations in the 10 MSD/PSC report. 11 COMMISSIONER PETTY: While they're trying to 12 find that, can I ask a question? 13 SHERIFF GUALTIERI: Sure. Yeah, go ahead. 14 COMMISSIONER PETTY: It was concerning to me 15 that in the report that we -- presentation we heard 16 earlier, we had a lot of -- seven school districts 17 that were conducting active shooter drills where 18 the kids were not moving. And best practices are 19 to be giving kids option based training. Did we 20 make any recommendations -- I thought that we did 21 make recommendations in the report, in one of these 22 recommendations as far as active shooter drills? 23 SHERIFF GUALTIERI: Yes. Yeah, we did. So 24 here's the format of this. So it took each chapter 25 -- what you have in your binder is a Word document</p>

<p style="text-align: right;">Page 221</p> <p>1 that lays out every recommendation from every 2 chapter. If you look at the Word document, there's 3 a number next to each recommendation. The number 4 in the Word document corresponds to the number that 5 you see here in the left on the PowerPoint. By 6 looking at the PowerPoint, so as an example, I'm 7 just going to use this as an example, is that you 8 want to know what happened to each one of our 9 recommendations. Is it pending, is it complete, is 10 it ongoing, was it not adopted? And so, you can 11 just go one by one. So, as an example, districts 12 implement a tiered approach to campus hardening. 13 So that's the physical sight security, that's 14 pending. 15 Office of Safe Schools should engage school 16 hardening experts. They did that. And that is the 17 task force and the report, and you got a copy of 18 that. The Office of Safe Schools should provide 19 the districts with a tiered list of best practices 20 with annual review and revisions. That's ongoing. 21 One of the things we made a recommendation on and 22 the legislature did not adopt it, it was just a 23 recommendation and therefore free not to adopt 24 that. The legislature should create a permanent 25 body to oversee physical sight security in schools.</p>	<p style="text-align: right;">Page 222</p> <p>1 So I use this slide just to give you an idea 2 of how all this is set up. And you can go through 3 each one of our recommendations and see what 4 happened. And you can see the majority of these, 5 the absolute majority are either complete or 6 they're ongoing. And some are pending, majority of 7 them are ongoing or complete. 8 I'm going to jump ahead here to slide seven. 9 Let me back up here a second. In number seven, 10 this is one I just wanted to mention to you. It 11 says in here, we made this recommendation, "The 12 legislature should mandate compliance and establish 13 consequences for noncompliance. The only thing so 14 far that is specific in statute, where there is a 15 consequence for noncompliance is SESIR. And what 16 was included in the law was is that it puts the 17 responsibility on the school principle to make sure 18 that there is, I'm sorry, the school 19 superintendent, to make sure that there is proper 20 SESIR reporting. And it provided the Commissioner 21 of Education with authority to direct the school 22 board to withhold the superintendent's salary for 23 improper SESIR reporting. 24 The rest of it, for consequences, gets very 25 complicated. Some of it can go to the state board,</p>
<p style="text-align: right;">Page 223</p> <p>1 some the Commissioner can do. But it really comes 2 down to a very complicated process that has to do 3 with withholding grant funding, withholding funding 4 to the district and there's really not much else 5 that can be done. So as far as consequences are 6 concerned, the only one that is specific is SESIR. 7 Here's another one in number nine. Some of 8 this -- all law enforcement agencies should bring 9 all SROs under a single closely supervised command. 10 Some agencies just aren't structured that way. But 11 remember, that was an issue here in Broward. 12 Sheriff Tony will be here tomorrow. You can ask 13 him about it. I've talked to him about this and he 14 has restructured, within the Broward Sheriff's 15 Office, and now all the SROs are under a single 16 command. So they did adopt that here in Broward 17 County. 18 Number 12. All SROs should be issued rifles 19 and ballistic vests. That's not been adopted by 20 all agencies. Some of it is a philosophical 21 difference and some of it is a funding issue. So 22 we made that recommendation, but not all agencies 23 are going to do that. 24 Number 17. I just want to briefly talk about. 25 So allocation of SRO guardians must provide for</p>	<p style="text-align: right;">Page 224</p> <p>1 immediate backup. Some campuses have one good 2 person with a gun, some have multiple ones. Again, 3 that's going to vary from district to district as 4 to the resources that they have. You can see that 5 consistent with Director Hay's presentation earlier 6 where some campuses have only guardians, some have 7 guardians and SROs. And those campuses where 8 there's guardians and SROs, they may be school 9 staff, they may be teachers, they might be 10 administrators, they might be coaches, or they 11 might be uniformed dedicated guardians. You're 12 going to see a real variation of it around Florida 13 schools. 14 I'm going to jump ahead here to number 35. 15 Law enforcement should be required to have 16 communications inoperability with all law 17 enforcement agencies in their county. In 2019, in 18 addition to 7030, there was some standalone bills. 19 And one of the standalone bills was house bill 441 20 that required this. So that's been completed. So 21 that recommendation was adopted. There was a 22 specific law that passed and so that's complete. 23 MR. SCHACHTER: Sheriff, that's nothing to do 24 with the CAD, even though the CADs can't 25 communicate, that's still sufficient --</p>

<p style="text-align: right;">Page 225</p> <p>1 SHERIFF GUALTIERI: It has to do with actual 2 radio communications and their operability so 3 everybody can talk. It has to do with the radio 4 communications. House Bill 441 addresses 5 everything that is numbers 35 to 38. Go up to 56 6 and 57.</p> <p>7 MR. SCHACHTER: Sheriff, number 37, were sure 8 that that's not being done? I mean, I would think 9 that that's being done.</p> <p>10 SHERIFF GUALTIERI: Let me go back. Its 11 pending. Probably someone done it. It's not been 12 done by all of them. Its pending.</p> <p>13 MR. SCHACHTER: There's no way for you to 14 know?</p> <p>15 SHERIFF GUALTIERI: No. And again, you get a 16 variety of agencies and different sizes, different 17 counties. I'd say that's pending and not complete.</p> <p>18 Let's go up to 56. So this is complete. I 19 just went through this. This is complete by 20 statute. So that was completed in 590. So again, 21 from our recommendation, its complete. 57 and up 22 to 57E is the same thing. So all that's complete 23 because the law passed. Now, if it's being 24 followed, that's a different question. As far as 25 our recommendation for the legislature, it was</p>	<p style="text-align: right;">Page 226</p> <p>1 adopted. So I'm saying its complete because 2 there's a law on it, not because its being done. 3 59, so Broward County Public Schools should 4 immediately evaluate its threat assessment process 5 to determine if there's a district wide problem. 6 Well they did. And they determined there was a 7 district wide problem and they made changes to the 8 process. Spent a lot of money on a system. But you 9 have a copy of the audit report. We'll talk more 10 about it tomorrow. The superintendent will be here 11 tomorrow, and it shows that during that audit 12 period, that during the period of time with the 13 audit period, it ended last year, but that report 14 was just released in August of this year. It shows 15 that in the 8 threat assessments were done, in the 16 high risk and medium risk category, there were 17 exceptions in 100 percent of them.</p> <p>18 So that means 100 percent of high risk and 19 medium risk threat assessments, there problems and 20 things weren't done right. Sixty percent of them 21 didn't have a student monitoring plan. Forty 22 percent of them didn't have signatures of all the 23 required threat assessment team members in those 24 threat assessments. So we can go on and on. I 25 hope you had a chance to read that report. Page 30</p>
<p style="text-align: right;">Page 227</p> <p>1 of the report is a real summary. If you didn't 2 have a chance to read it, hopefully you can glance 3 at it tonight. But superintendent will be here 4 tomorrow.</p> <p>5 So, they did evaluate it and they did make 6 changes. But the audit report shows that probably 7 not much better than where they were. Number 60, 8 the guiding principal for threat assessment process 9 should be behavior, not a threat. And the most 10 successful process assesses aggregated information. 11 Threat assessments are just an ongoing work across 12 the state.</p> <p>13 Number 81. Again, this has to do with the 14 FSSAT. We'll talk more about that. Its ongoing. 15 Now we're going to move into the second report. 16 And in the second report -- so this is -- I don't 17 even know what to say about this. So every 18 district should have a plan set forth in policy 19 that addresses reunifying students and staff with 20 their families in their emergency situation. Each 21 school district should have a plan consistent with 22 the district policy.</p> <p>23 We know that the reunification of students 24 with their families on February 14, 2018 was a 25 mess. It was a disaster. We know that. And we</p>	<p style="text-align: right;">Page 228</p> <p>1 had a panel in here with the parents. We had 2 discussion with the district. We had discussion 3 with BSO. And we know that they had no policy. 4 They had no plan. There was nothing that was 5 addressed about reunification at the time of the 6 MSD shooting. We had lengthy presentations, 7 lengthy discussion on it. We made this 8 recommendation. We put into the proposed 9 legislation for 2020 that would require that every 10 single school district in the state of Florida have 11 a reunification policy. Remember, the 2020 bill 12 died on the floor at the weening moments of the 13 session.</p> <p>14 So, from what I understand, again, this is 15 under the prior superintendent, not under the 16 current superintendent, that the district began 17 working on this reunification policy because it was 18 proposed in the legislation, it was on the floor, 19 it looked like it was moving forward, it looked 20 like the bill was going to pass and that they had 21 been working on a reunification policy. So this 22 would have been in early 2020.</p> <p>23 So, in preparation for this meeting, in 24 August, I called the Broward County Public Schools 25 and I asked for a copy of their reunification</p>

<p style="text-align: right;">Page 229</p> <p>1 policy. And guess what? They don't have one. And 2 so, when the law didn't pass, they just simply 3 stopped working on it and never put together a 4 reunification policy. And about two weeks ago, a 5 reunification policy was presented to the Broward 6 County School Board, and they passed a 7 reunification policy about two weeks ago.</p> <p>8 This is three and a half years after the 9 Stoneman Douglas incident. Its two years after the 10 Commission meeting with all of this flushed out and 11 the recommendation. So again, frustrating. How 12 this district, three and a half years after the 13 shooting, and the botched reunification, and all 14 the discussions we had here. And the only reason 15 they have a reunification policy today is because 16 this Commission was going to meet and I called down 17 and asked for it and they then scrambled to put it 18 together. Saying its unacceptable is an 19 understatement. Its mind boggling.</p> <p>20 This is again one of the things I'm going to 21 talk to you about tomorrow is where do we go with 22 all of this and what all of this tells me is there 23 has to be, there has to be ongoing oversight to 24 provide the right amount of accountability. If 25 this Commission didn't exist, if I didn't make this</p>	<p style="text-align: right;">Page 230</p> <p>1 call in August, would they have a reunification 2 policy today? No. It'd be sitting in a drawer 3 some place. And doing business this way is just -- 4 what message does that send to the parents and the 5 kids in the Broward County Schools. Three and a 6 half years later, they still don't have a 7 reunification policy?</p> <p>8 Number, let's see, here's another one for you. 9 Number three. I know this is going to shock you 10 all. With the Hollywood tower, it still doesn't 11 exist. They do have a new radio system. So the 12 county administrator will be here tomorrow. Chief 13 Rosa will be here on behalf of the law enforcement 14 component of ORCAT. But there's still no tower in 15 Hollywood.</p> <p>16 MR. SCHACHTER: Why?</p> <p>17 SHERIFF GUALTIERI: You can ask all them that 18 tomorrow. There's still no tower. So Sheriff Tony 19 will raise this tomorrow, he'll address this. We 20 said in our recommendation BSO and the county 21 should address concerns raised by the employees. 22 Remember in 2016 they brought in Fitch to do a 23 survey. And in that survey -- and the survey we 24 did in 2019, there was a majority of the regional 25 communication employees that believe the 911 center</p>
<p style="text-align: right;">Page 231</p> <p>1 was not equipped to handle a mass casualty event. 2 Sheriff Tony is going to address that tomorrow, 3 talk about the improvements in how the 911 center 4 here in Broward is equipped to address and handle 5 mass casualty events. So he's aware of both of 6 those prior surveys and he's going to address that 7 with you tomorrow.</p> <p>8 I already talked about this in number eight 9 and nine. It has to do with the drills. I just 10 talked about that in response to Mr. Schachter. 11 Remember we made recommendations about changes. 12 This is where it is. It's in chapter 5, page 83, 13 and that's what I think the legislature will 14 probably kick over to the state board to make those 15 specific recommendations. Number 12, specific 16 recommendations for ESE students for drills. That 17 was adopted in Senate Bill 590. Same thing here 18 with number 18. We say its partially complete. 19 The legislature should mandate that only Florida 20 sheriff's conduct the guardian training. The 21 training may be conducted by the sheriff of the 22 county where the school is located or another 23 Florida sheriff.</p> <p>24 Commissioner Dodd, this goes to what you were 25 talking about before. So, something still needs to</p>	<p style="text-align: right;">Page 232</p> <p>1 get worked out. It's partially complete.</p> <p>2 Number 27, I talked about this already. It 3 should be our priority for the legislature to 4 criminalize making a threat, verbal threat to 5 commit a mass shooting. And it was proposed in 6 House Bill 311, but again, the legislature is not 7 supportive of this. I don't see that bill passing. 8 It was last year in 311. And again, they're not 9 supportive of it.</p> <p>10 So, you can take a look at all this on your 11 own. I'm not going to through anymore, but in 12 every single recommendation, every single chapter 13 is laid out here. It tells you what the status is. 14 If anybody has any thoughts or comments before we 15 adjourn tomorrow or at any time going through it, 16 if you see that something is other than the way 17 that I have it identified, please let me know. But 18 we can use this as a fluid, kind of an ongoing 19 document to assess the recommendations and as 20 things we'll update it.</p> <p>21 The last thing that I have for you, Harold, 22 would you put up the last one which is the National 23 Police Foundation PowerPoint.</p> <p>24 And I'm not going to go through this. This is 25 just here for you. Back in March of 2018, I put</p>

<p style="text-align: right;">Page 233</p> <p>1 this together at the request of some of you, you</p> <p>2 wanted to know what the recommendations were in</p> <p>3 this National Police Foundation report. So back in</p> <p>4 2018 in March, Broward County Government retained</p> <p>5 the National Police Foundation, which is a think-</p> <p>6 tank, out of Washington D.C. to conduct an</p> <p>7 investigation into the Stoneman Douglas incident.</p> <p>8 And they did their investigation, and they issued a</p> <p>9 report. All the background, their methodology,</p> <p>10 everything is laid out here. I'm not going to go</p> <p>11 through it. You can read it on your own.</p> <p>12 I'm just going to give you one example of it.</p> <p>13 They came up with recommendations. And the</p> <p>14 questions that I was getting was what happened to</p> <p>15 the National Police Foundation investigation, what</p> <p>16 happened to the National Police Foundation report,</p> <p>17 and what happened to their recommendations and were</p> <p>18 their recommendations acted on. The answer is, I</p> <p>19 don't know. It wasn't ours. It was convened by</p> <p>20 Broward County. And so an example of that would be</p> <p>21 here on slide 10. So I took all the</p> <p>22 recommendations that are in the National Police</p> <p>23 Foundation report, put it into this PowerPoint that</p> <p>24 you have.</p> <p>25 So, Broward County, should work with Broward</p>	<p style="text-align: right;">Page 234</p> <p>1 County League facilities and relevant stakeholders</p> <p>2 to develop an all hazards emergency response plan</p> <p>3 that includes NIMS, which is the National Incident</p> <p>4 Management System, et cetera, principles. Has that</p> <p>5 been done? I have no idea. And you can go on with</p> <p>6 all of these recommendations that are in here.</p> <p>7 2.2.1 Broward County, the City of Parkland and all</p> <p>8 municipalities should regularly review their CEMPs</p> <p>9 to expand beyond national disasters, to include</p> <p>10 current and emerging threats.</p> <p>11 So again, all of this lays it out. I provided</p> <p>12 a copy of this to County Administrator Bertha</p> <p>13 Henry. A copy of it to the interim superintendent.</p> <p>14 And a copy of this to Sheriff Tony. And I'm just</p> <p>15 going to tell you, that if you have questions about</p> <p>16 it, those are the people you need to direct your</p> <p>17 questions to. I don't know. This isn't in our</p> <p>18 report. We didn't have anything to do with it. I</p> <p>19 had questions from you all about it, so I've</p> <p>20 included it in here with recommendations. I'm just</p> <p>21 going to leave it at that. If you want to ask</p> <p>22 about it, they have copies of it. I told them that</p> <p>23 they may get questions about it, so they're aware</p> <p>24 of it.</p> <p>25 All right, so that's a lot. I don't have</p>
<p style="text-align: right;">Page 235</p> <p>1 anything else for today. Does anybody have</p> <p>2 anything you want to bring up, any comments,</p> <p>3 thoughts or questions?</p> <p>4 Commissioner Petty?</p> <p>5 COMMISSIONER PETTY: I know, Mr. Chair, I was</p> <p>6 the one asking about sort of the lay of the lands,</p> <p>7 so the recommendations we made, where we were at.</p> <p>8 So, I just wanted to thank you for walking us</p> <p>9 through that, for the staff for putting this</p> <p>10 together. I'm assuming --</p> <p>11 SHERIFF GUALTIERI: Well, I did. They didn't.</p> <p>12 COMMISSIONER PETTY: Thank you for doing that.</p> <p>13 SHERIFF GUALTIERI: No problem. It needed to</p> <p>14 be done. Hopefully it helps. Hopefully it's what</p> <p>15 you're looking for. And hopefully it gives a</p> <p>16 picture of where we've been and where we are.</p> <p>17 COMMISSIONER PETTY: This Commission has done</p> <p>18 a lot of work, and I think sometimes it's helpful</p> <p>19 just to step back and look through what we've</p> <p>20 accomplished.</p> <p>21 SHERIFF GUALTIERI: Yup.</p> <p>22 Anybody have anything else?</p> <p>23 So, we'll see you at 8:30 tomorrow morning.</p> <p>24 (Thereupon, the meeting was adjourned at 6:07 p.m.)</p> <p>25</p>	<p style="text-align: right;">Page 236</p> <p>1 CERTIFICATE OF REPORTER</p> <p>2</p> <p>3 THE STATE OF FLORIDA:</p> <p>4 COUNTY OF BROWARD:</p> <p>5</p> <p>6 I, JOHNNY CALDERA, a Court Reporter</p> <p>7 in and for the State of Florida at Large, do hereby</p> <p>8 certify that I was authorized to and did report the</p> <p>9 proceedings in the above-styled cause, at the time and</p> <p>10 place set forth; that the foregoing pages, numbered from</p> <p>11 1 through 220, inclusive, constitute a true and complete</p> <p>12 record of my notes.</p> <p>13 I further certify that I am not an attorney or</p> <p>14 counsel of any of the parties, nor related to any of the</p> <p>15 parties, nor financially interested in the action.</p> <p>16</p> <p>17 Dated this 16th day of October 2019.</p> <p>18</p> <p>19 <i>Johnny Caldera</i></p> <p>20 Johnny Caldera, Court Reporter</p> <p>21 Notary Public, State of Florida</p> <p>22 Commission No.: GG 148028</p> <p>23 Commission Expiration: October 3, 2021</p> <p>24</p> <p>25</p>

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