

MARJORY STONEMAN DOUGLAS HIGH SCHOOL  
PUBLIC SAFETY COMMISSION

MSD COMMISSION MEETING

VOLUME II

Amended

DATE: Tuesday, September 28, 2021  
TIME: 8:31 a.m. - 5:45 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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1 INDEX TO APPEARANCES

2

3 COMMISSION MEMBERS:

4 Sherriff Bob Gualtieri, Chair

5 Kevin Lystad, Vice Chair

6 Jim Martin, Esq., General Counsel

7 Pat Stewart, Commissioner

8 Grady Judd, Commissioner

9 Douglas Dodd, Commissioner

10 Ryan Petty, Commissioner

11 Marsha Powers, Commissioner

12 James Harpring, Commissioner

13 Chris Nelson, Commissioner

14 Richard Swearingen, Commissioner

15 Max Schachter, Commissioner

16 Melissa Larkin-Skinner, Commissioner

17 Mike Carroll, Commissioner

18 ALSO PRESENT:

19 Christina Linton, FDLE

20 Simone Marstiller Secretary, Agency for Health Care

21 Administration

22 Jacob Oliva, Chancellor, Dept. of Education

23 Josefina Tamayo, Acting Secretary, Department of

24 Juvenile Justice

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1 ALSO PRESENT:

2 Shevaun Harris, Secretary, Department of Children

3 and Families

4 John Suess, Pinellas County Sheriff's Office

5 Annie White, FDLE

6 Heather Pence, FDLE

7 Tom Foy, FDLE

8 Mike Phillips, FDLE

9 Jennifer Miller, FDLE

10 Devin Lovett, FDLE

11 PRESENTING SPEAKERS:

12 Tim Hay, Director, DOE Office of Safe Schools

13 Eric Hall, Senior Chacellor, Florida DOE

14 Sylvia Ifft, DOE

15 Sally Lawrence, Sarasota County 911 Coordinator

16 Jeff Kelly - Public Speaker

17 Keith Touchberry, Chief, Fellsmere Police

18 Department and Indian River State College

19 Chris Cicio, Major, Director of Law Enforcement,

20 St. Lucie County Sheriff's Office Adjunct Faculty,

21 Indian River State College

22 John Teske, Director of Security for SDIRC,

23 Emergency Operations Center ESF 1 LTC, USAR, MP

24 Dr. Kelly Amatucci, Ed. D., Indian River State

25 Colege, Dean of the School of Education

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1 P R O C E E D I N G S

2 (Thereupon, the following was heard at 4:02 p.m.)

3 MS. WHITE: Great question. That's one of the

4 surveys that we plan to do in-house. We recently

5 learned about a school district that wanted to

6 promote Fortify Florida. So they actually held a

7 pop -- a poster contest. So they called, they

8 wanted to make sure under statue what they had to

9 have in the poster and they made it a contest for

10 their kids. So going back to what I said earlier,

11 each district is responsible for educating their

12 students on what the tool is. And when you talk

13 about advertisement and bookmarking it, I have seen

14 everything from our logo being front and center in

15 the poster contest, to some districts that simply

16 have writing on a tab that says Fortify Florida.

17 There's no icon, there's no -- no logo and you

18 click and it goes to it. You know, I think we're

19 all over the board on that. Unfortunately, we

20 don't govern that. You know, it's going to be up

21 to that school district to look at what they need

22 to do to market to their audience. Lynn is going

23 to talk about some things they've done here,

24 including languages. You know, in North Florida,

25 we may not have the language barriers that you

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1 experience here in Broward County and that's where

2 it's incumbent on each school district to take

3 ownership of this, invest in it, make it the best

4 tool for them. Because we have it. It's -- it's

5 in statute, we got this until something else gets -

6 - replaces it, make it better for everyone, so --

7 MR. SCHACHTER: You know, all these school

8 districts had to give schools, especially during

9 COVID, you know, a lot of kids, they gave them

10 laptops and computers. Is this installed on every

11 school computer?

12 MS. WHITE: That is a requirement of the

13 statute.

14 MR. SCHACHTER: Okay. Great. Thank you.

15 SHERIFF GUALTIERI: All right. Thanks, Annie.

16 MS. WHITE: Thank you. --

17 MS. MOSCOSO: Good afternoon, everyone.

18 SHERIFF GUALTIERI: Good afternoon. Welcome.

19 Thank you.

20 MS. MOSCOSO: Thank you so much for the

21 privilege to be here, everybody. My name is Lynn

22 Moscoso, Protective Research Analyst. I also have

23 the privilege of managing the BJA Stop the Violence

24 grant. The district is very fortunate to have

25 various of these Department of Justice -- Bureau of

<p style="text-align: right;">Page 6</p> <p>1 Justice Assistance grants. And ours revolves  2 around threat assessment with the focus being on a  3 couple of things, specifically tip management right  4 now, improving communication internally and  5 externally with our LEO partners, internally with  6 our special investigative unit, and also some  7 future SRO training that we are working on. And  8 this is me I believe. All righty.</p> <p>9 And I just have to give credit to the Bureau of  10 Justice Assistance because they're going to make  11 all the things that I want to talk about today  12 possible for our children, staff, and families here  13 in Broward County. Again, thank you for this great  14 privilege to be here. A title that's not there and  15 is very important as well is that I'm a mom, and  16 I'm a mom of a sixteen-year-old that's also a  17 student here in the district.</p> <p>18 First of all, so that you can have some context  19 of how it is that we manage these Fortify Florida  20 tips and what we're doing to make it better for our  21 community is that I'm part of a team known as the  22 District Security Operation Center. The District  23 Security Operations Center is the only 24/7/365  24 unit or division in the entire district and it's  25 comprised of specialists, protective research</p>	<p style="text-align: right;">Page 7</p> <p>1 analysts, and a manager, all reporting to our  2 director, Michael Medina. And the specialists are  3 there year-round during hurricanes, whatever it is,  4 24 hours a day like I said. And they are handling  5 things like intrusion alarms, fire alarms,  6 providing support if there is an incident, and  7 helping us attend to any kind of tips that come in.</p> <p>8 When it comes to tip management, they handle  9 what is the intake process. The protective  10 research analysts, which I'm one of, we accept that  11 tip into a new tip tracking and accountability  12 system and that it's inputted in and a number  13 assigned to it, and we started looking into it. We  14 add additional research, social media research into  15 that, and we make sure that we prepare everything  16 into a package. We call it a PRA report. That  17 report goes out to our investigators, we share it  18 with LEO partners and so that they can make better  19 decisions during an investigation. And again, this  20 is a preventive mechanism, so you have school  21 hardening and all of that but what we're talking  22 about is a preventive tool, it's a tip reporting  23 method.</p> <p>24 So in regard to Fortify Florida, and some of the  25 things that we have done with that in collaboration</p>
<p style="text-align: right;">Page 8</p> <p>1 with Ms. Annie who has been so open-minded in  2 leading the team supporting us, is that we had all  3 these meetings and we just started sharing. It was  4 an open, comfortable, safe space and we said, what  5 do we need to do, you know, we have this tool on  6 Facebook. We need to start reaching the little  7 ones and the community at large, the parents as  8 well. So we started working on simplification of  9 the system. We made recommendations and the  10 Statewide Intelligence Office listen -- listened to  11 us and they worked with the -- the company for  12 Fortify Florida, simplifying processes, wording,  13 really reducing the steps that it takes to submit a  14 tip in Fortify Florida.</p> <p>15 We improved the Spanish web portal version,  16 understanding that in our community here in Broward  17 County, we have a significant Spanish-speaking  18 population. We have other languages too, and that  19 is hopefully something that we can continue working  20 on in the future. We updated the school site names  21 like Ms. White has discussed and what I truly  22 appreciate is the effort that your team took in  23 working on the narrative requirement. If -- if you  24 -- if we can just take a moment to reflect and  25 understand that now with the old narrative</p>	<p style="text-align: right;">Page 9</p> <p>1 requirement in Fortify Florida. what that means is  2 that LEO's, before closing out a tip in Fortify  3 Florida will now have to enter an explanation of  4 what happened.</p> <p>5 So we're talking about post-incident data that  6 we're going to start looking at in the next year or  7 so. This is going to help our leadership make  8 better decisions when it comes to security. And  9 I'm personally really excited about that knowing  10 that that is something that I work on which is  11 data, we know that data is what helps us with our  12 decision-making. Really quickly there is something  13 going on right here. I apologize. Okay. Sorry  14 about that.</p> <p>15 This is going to take us into that campaign, but  16 before I go into that because you do need some  17 context. The Fortify Florida as you know, comes in  18 two versions like Ms. White shared, and that is the  19 app version and the web portal version. Like her  20 research is showing, we're finding that that the  21 utilization is really happening with the web portal  22 version when it comes to our community. Same  23 reasons, the children don't want to have  24 necessarily the app on their phone. They feel like  25 we're watching them, is it really anonymous? They</p>

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1 don't want to look like snitches. That's -- that's  
 2 the feedback we're getting.  
 3 The staff, unless they're forced to do it,  
 4 they're really not going to be downloading the app.  
 5 So the web portal continues to be the primary  
 6 portal that is reaching us. So I just thought that  
 7 that was important to mention because I think that  
 8 we need to continue collaborating on additional  
 9 research and that's going to go into what I will be  
 10 discussing, which is the campaigning and the  
 11 education which is -- which is necessary. And I  
 12 think it answers some of the concerns that are  
 13 being shared here when it comes to how are the  
 14 schools. Doing this and how is up to every  
 15 district to really communicate this out to the  
 16 public. And so what we recognize in our tip  
 17 process, understanding that, again, intake comes  
 18 into us. Law enforcement, we're not slowing down  
 19 law enforcement. The tips are coming in, law  
 20 enforcement are taking action.  
 21 We're doing our thing at the district level at  
 22 our DISOP, or the District Security Operation  
 23 Center. We're preparing these reports, we're  
 24 disseminating reports so that action can be taken  
 25 and also so that we can disqualify information that

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1 were going to be presenting so I just wanted to  
 2 really express to you that we've been working on  
 3 this for the past year-and-a-half already, and it  
 4 was our intention to put up a campaign to Education  
 5 recognizing that we have to show our users how to  
 6 utilize these tools so that we're not getting 50,  
 7 60 percent of non-actionable tips or -- or non-  
 8 security tips that these tools are meant to be  
 9 used.  
 10 Fortify Florida can be used with various other  
 11 tools that we do have in phase. They're supposed  
 12 to be used for security tips, but the education  
 13 piece is important. So we collaborated with  
 14 internal resources. There's lots of resources out  
 15 there. Like I mentioned, BSO Real-Time Crime  
 16 Centers, Statewide Intelligence Office, Bilingual  
 17 ESL department at the district department -- at the  
 18 district, and we collaborated on this very fun, I  
 19 think I'm very proud of this poster that came out  
 20 with QR codes so that our students can access them  
 21 confidentially. They just have to walk by that  
 22 poster in the school if they wish.  
 23 We also posted them in foreign languages in our  
 24 website. This has all happened, by the way, in the  
 25 past two weeks or so because that's at the cusp

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1 might be confusing or not accurate against speeding  
 2 up the process to getting to the person of concern  
 3 and providing services of whatever -- of whatnot  
 4 support and support, of course, to LEO.  
 5 We are also, by the way now, at these District  
 6 Security Operation Center, we are helping the BSO  
 7 real-time crime center through a collaboration of  
 8 the grant and MOU that we have by helping them  
 9 clean up their dashboard. We're closing out tips  
 10 that are administrative in level and category.  
 11 Means they're not necessarily security high-level  
 12 threats. But if those complaints that Ms. White  
 13 shared, it's a concern about an employee that be --  
 14 that might be intoxicated, that they're allegations  
 15 of that nature. We're cleaning that up or  
 16 disseminating those reports, but we're also closing  
 17 out the dashboard to provide support to our  
 18 partners of -- in this case the BSO real-time crime  
 19 center and the various LEO partners that are  
 20 responding to these tips.  
 21 But once we're out of that picture we closed  
 22 out, we're focusing on campaign. Campaigning is  
 23 really -- right now, we're -- we're -- right now at  
 24 the cusp of it and we did not prepare this  
 25 presentation. I mean I -- we recently learned we

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1 that we were at. And we're going to go out and  
 2 promote this poster and the messaging, You are not  
 3 snitching, you're helping. Be a Broward buddy.  
 4 Report a tip. Let us know. You can remain  
 5 anonymous. All of this is going to go out to the  
 6 town halls. We have to infiltrate the book fairs,  
 7 the open houses. We have to collaborate with our  
 8 LEO partners and if they're having a community  
 9 event, like the BSO is always having community  
 10 events for their various communities, we need to  
 11 appear there. We have to have a table there. We  
 12 act -- we need to speak to our parents in their  
 13 languages.  
 14 And we have to continue and continue developing  
 15 and improving and never stopping the work with the  
 16 Fortify tip methods, but also our campaigning and  
 17 our messaging because things change and security is  
 18 ever-evolving and we're competing -- I think that  
 19 we never catch up to social media with its TikTok  
 20 challenges and other nuances that are just getting  
 21 ahead of us. And we -- we can do a better job  
 22 getting ahead of them, I think by engagement with  
 23 our community. And so I'm personally very excited  
 24 about that and I can say that beyond the posters --  
 25 it's beyond the next slide which is our website --

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1 we have re-branded our messaging. We have included  
 2 the additional tip methods that we have available  
 3 for our community here.  
 4 And again, working on language, the language you  
 5 are not snitching, you're helping. And -- and  
 6 again, having -- putting it out there in multiple  
 7 languages this particular assignment is short, but  
 8 just like I said, I think it was 48 hours ago, we  
 9 uploaded the various languages that have that  
 10 translated in Haitian-Creole, Spanish, and  
 11 Portuguese into our website. So if teachers want  
 12 to download additional posters while they wait for  
 13 their large posters that are going to be sent to  
 14 all the schools they can do that, and -- and they  
 15 can con -- they can continue to have their own  
 16 community engagement. The Principals can present  
 17 these things at the open houses when we're not  
 18 available and just continue to send the messaging  
 19 that we are here. We're here to provide them  
 20 support.  
 21 But all of these recommendations that we've been  
 22 working on with Ms. White, it's important to know  
 23 it wasn't just my opinion under the grant, it was  
 24 collaboration that -- and information that we  
 25 obtained for the secret service presentation, but

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1 level numbers here on the left side. This is data  
 2 that even though I cannot tell you a big story  
 3 about, I thought it was responsible and that I  
 4 needed to show that we do have a count for previous  
 5 years in Fortify Florida tips. We have 419 tips  
 6 that were received between January and June 30th of  
 7 2020. I can't tell you a lot -- a big story about  
 8 it because that is when we were starting up this  
 9 particular new unit. We were putting all this data  
 10 in. Some systems automate it, some manually. So  
 11 it's some work that we're still looking at.  
 12 We think it's res -- it's an important thing for  
 13 us to go back and still evaluate the data of that  
 14 time and so on. However, ever since implementing  
 15 our new system under our new director starting in  
 16 June 23 with the start of summer school, I can take  
 17 you a quick rundown here that we have 97 Fortify  
 18 Florida tips that we received, 81 of which were  
 19 anonymous. We combine them to what would be, sort  
 20 of -- similar to the categories that Ms. White  
 21 demonstrated, the weapons, the violence, and life-  
 22 threatening tips were 26. Out of those 26, 9 of  
 23 them were actionable. Three of those actionable  
 24 tips resulted in arrests. Those are completed  
 25 investigations. There still might be ongoing

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1 sometimes with critical comments after this  
 2 particular commission meeting. And it was okay  
 3 because we take that criticism, we take that  
 4 advice, we take those suggestions and we said how  
 5 we do -- how do we fix it. What can we do to make  
 6 this better?  
 7 So again, looking at the CSTAG report that some  
 8 of you other speakers have mentioned, the internal  
 9 combined experience of so many security  
 10 professionals that are old and new in our division,  
 11 in speaking to the LEO partners that work in --  
 12 excuse me -- to our district partners that work in  
 13 mental health, psychological services, school  
 14 climate and really getting that feedback so that we  
 15 can develop a campaign in the messaging networks in  
 16 support of the Fortify Florida tool being used  
 17 because at the end of the day that is the -- those  
 18 are the tips that we're getting. We're getting  
 19 them to the Fortify Florida web portal. And it's  
 20 up to us to just make it as easy to use for our  
 21 community and that for us to be able to set it up  
 22 in a way that we can manage them, that we can  
 23 respond to them.  
 24 So just a quick show of data and I want to  
 25 apologize and explain why there's just some high-

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1 activity taking place.  
 2 What's really interesting, also matching the  
 3 statewide level that, at this time we have 56  
 4 administrators for other actionable tips. We are  
 5 not ignoring tips, if someone is making an  
 6 allegation of something that could put safety on --  
 7 on -- on the top of our list, something that's  
 8 concerning, we're going to take action. Of course,  
 9 you can imagine that that includes things like  
 10 bullying allegations. It includes a complaint or a  
 11 concern about teacher behavior. We're treating  
 12 everything so seriously, and we take it through  
 13 that tip process, our brand-new tip management  
 14 process.  
 15 It comes in through intake, gets to the  
 16 protective research analysts, we get all the facts  
 17 together, we clean it, we organize it, and we  
 18 disseminate it, just like in a re -- regular  
 19 intelligence cycle. And that report goes out to  
 20 all of the stakeholders. So now you have the  
 21 accountability. And we do have increased reporting  
 22 dashboards that we can share, it's just not  
 23 specific for an open forum, but that is something  
 24 that I'm certainly sure my leadership would be  
 25 happy to provide to this commission as requested.

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1 We have an intelligible tip system. Again, those  
 2 would be the keystrokes with one-offs, and I want  
 3 you to know that my analysts are so hungry for  
 4 information that we even investigate those  
 5 keystrokes.  
 6 The kids speak in code. Idk, we know that means  
 7 I don't know. We look at everything to make sure  
 8 before we qualify them as an unintelligible. And  
 9 then we have not actionable tips which means that  
 10 those 15 that came in, we understood what it said  
 11 but it was just something that was totally not  
 12 related. I -- we had one that said, I like this  
 13 app so I just wanted to give it a try, for example.  
 14 So that would be a not actionable tip.  
 15 That's really a -- a quick synopsis of report of  
 16 the all the work that we have been doing as a team.  
 17 There's a quick thank you, though I'm not going to  
 18 pull down the list, but I think what's important of  
 19 the thank you list that I provided here, obviously  
 20 Ms. White is one of my favorites right now because  
 21 we -- she's really listening to us and we're  
 22 getting a lot of support from Broward County from  
 23 the Statewide Intelligence Office and -- and I have  
 24 to say, the app developers in being flexible to the  
 25 needs of our community.

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1 presentation. Does anybody have any questions for  
 2 Lynn? Go ahead, Mr. Petty.  
 3 MR. PETTY: So I just want to say thank you for  
 4 the attention to school safety and the energy  
 5 you're bringing to this issue. Like, it's  
 6 refreshing quite -- quite frankly.  
 7 MS.MOSCOSO: Thank you, sir.  
 8 MR. PETTY: I -- I know that the thrust of your  
 9 -- your presentation was around Fortify Florida,  
 10 and -- and what you are doing with the tips in the  
 11 -- in the District Security Operations Center. I'm  
 12 wondering about compliance with the recently passed  
 13 590 and notification of parents.  
 14 MS.MOSCOSO: Uh-huh.  
 15 MR. PETTY: Is that the responsibility of the  
 16 District Security Operations Center, will you be  
 17 notifying parents of incidents that go beyond sort  
 18 of just the threat that become actionable or if  
 19 there was some incident on campus?  
 20 MS.MOSCOSO: You know, I'm definitely as a staff  
 21 person in the nerdy data group. I -- I'm probably  
 22 not going to have the most recent grand scale  
 23 information, but we're a very courageous group and  
 24 I -- and I want to recognize my leadership. The  
 25 leadership that I have right now is just very

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1 But I did want to show you here too is that we  
 2 reached out to -- perhaps it's not -- it shouldn't  
 3 be so innovative but we reached out to resources  
 4 that were there and we had conversations and  
 5 sometimes it got a little heated, but it was all  
 6 for the same goal and mission: We're here to  
 7 protect the children, the staff, and families of  
 8 our community and we have the resources. We just  
 9 have to get together, we have to get out the  
 10 unified messaging. We have to have a unified  
 11 messaging agreement and we have to agree to  
 12 disagree, but put all of this in -- in -- in --  
 13 information that's transparent, and then we can  
 14 start providing you with some -- some more periodic  
 15 updates.  
 16 And I think that now we're in a big position to  
 17 do that and I'm very excited to have been here,  
 18 again, and to give you a little preview of what  
 19 we're doing together, Broward County and Statewide  
 20 Intelligence Office, and utilizing the Fortify  
 21 Florida tip meth -- tip method as one of our  
 22 various tip methods. Happy to take any questions.  
 23 Thank you so much.  
 24 SHERIFF GUALTIERI: All right. Thank you, and  
 25 thank you for being here and for your important

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1 courageous and open to staffers like myself to  
 2 provide projections like that. And I have actually  
 3 someone right now taking notes, helping me so we  
 4 can come back and if anything, come back with more  
 5 solid responses. But I can tell you that we've  
 6 already agreed to -- internally, with my leadership  
 7 -- to put out things like newsletters that are  
 8 going to talk about those things, hopefully with  
 9 the support of this commission in our higher-level  
 10 district leadership to talk about things like  
 11 sextortion that is occurring, right?  
 12 We have victims of -- that are falling through  
 13 that. Unfortunately, suicides have occurred  
 14 because of that and I think that that's one way  
 15 that we can begin that conversation with the  
 16 parents along with the town halls, the engagement  
 17 in their languages, right, have one of those bold  
 18 conversations. But in regards to this particular  
 19 law or change, I -- I can tell you from -- I'm very  
 20 honest that I am not very familiar with what that  
 21 would be. But at this time the communications that  
 22 ought to go to parents right now officially still  
 23 come out to our PIO's office.  
 24 And then, of course, we have a communication  
 25 specialist in-house. We're very fortunate. She's

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1 here as well. And she collaborates with the PIO  
 2 office when it comes to security information with  
 3 our chief, of course, Dr. Nista (phonetic).  
 4 MR. PETTY: Okay. Now, that's -- that's a  
 5 helpful -- like that's -- that's helpful and maybe  
 6 a question I'll ask the superintendent when she  
 7 comes out it's -- the part of the requirement is --  
 8 is a timely notification, and since you're  
 9 receiving those messages --  
 10 MS.MOSCOSO: I see.  
 11 MR. PETTY: -- and initiating some action, I  
 12 guess, on part of the --  
 13 MS.MOSCOSO: Yeah.  
 14 MR. PETTY: -- administration, it's important to  
 15 get that information to the parents quickly. If  
 16 there's some requirement in stats --.  
 17 MS.MOSCOSO: Yes. And I've heard some of it  
 18 today now, so that's definitely on my list of  
 19 exploration. Is that going to be the sec -- the  
 20 Security Operation Center's responsibility, so  
 21 that's probably going to come back to you in a  
 22 response from my leadership.  
 23 MR. PETTY: Thank you.  
 24 MS.MOSCOSO: Of course, sir.  
 25 SHERIFF GUALTIERI: All right. Thank you I

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1 clarity. Again, especially with our multilingual  
 2 community, with our younger groups, right? And if  
 3 we have five or six tools, I think that's great.  
 4 That's what Secret Service recommends, having  
 5 multiple diverse tools. But to have conflicting  
 6 tools, perhaps, I just don't think that's a good  
 7 communication strategy.  
 8 MR. SCHACHTER: Thank you very much.  
 9 MS.MOSCOSO: Yes, sir.  
 10 SHERIFF GUALTIERI: All right. Thank you.  
 11 Appreciate it.  
 12 MS.MOSCOSO: Thank you so much.  
 13 SHERIFF GUALTIERI: All right. So we're  
 14 obviously way behind schedule, it's 1:10 now.  
 15 Absent any objection from anybody, I think this is  
 16 what we should do, is to 1:10 and come back at  
 17 1:40. Forego, perhaps indefinitely postpone the  
 18 presentation. It's just an update. You have it in  
 19 your books on the FSSAT. We'll do the SESIR  
 20 presentation at 1:40. We need to stick firm on  
 21 that, 30 minutes. I know it's an important topic,  
 22 some of you have a great interest in it, but it's  
 23 an update. If we don't get to the FSSAT  
 24 presentation later, then we can do it in the next  
 25 meeting. It is an update because the

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1 appreciate your being here. Thank you.  
 2 MR. PETTY: Sure.  
 3 SHERIFF GUALTIERI: Go ahead.  
 4 MR. SCHACHTER: Broward County uses SaferWatch  
 5 and Fortify Florida?  
 6 MS.MOSCOSO: It's one of the tools that we have  
 7 advertised in our website. Yes, sir.  
 8 MR. SCHACHTER: Do you think that's confusing  
 9 for students to have multiple of these platforms  
 10 when they're trying to report something?  
 11 MS.MOSCOSO: I will give you from my data app.  
 12 I believe it does -- it does. Because it would be  
 13 to me, such as advertising a -- our main 321-3500  
 14 number that we advertise for our 24/7 operation  
 15 center. For me to go out and campaign and say,  
 16 call 3500 and then call 0911 and then call 1111. I  
 17 -- I don't think that this is necessarily something  
 18 to disqualify any other tools that we might be  
 19 fortunate to have, when there's some districts all  
 20 over the State that unfortunately don't have  
 21 funding for that, right?  
 22 But I think that when it comes to messaging --  
 23 if we focus on messaging, that's something that we  
 24 can continue, which is what we are doing right now  
 25 with my team, continue to focus on messaging

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1 superintendent's coming in at 2:00. If we start  
 2 right at 1:40, do 30 minutes on SESIR, we can push  
 3 that to 2:10.  
 4 We need to be respectful of her time. She's  
 5 blocked a certain time out of her schedule to be  
 6 here with us. And I know that's going to be a  
 7 detailed presentation and obviously some robust  
 8 discussion so we need to keep this on track. So  
 9 does anybody have any concern with doing that? All  
 10 right. So we'll start again at 1:40.  
 11 (Thereupon, the Court went to recess at 1:10  
 12 p.m.; after which, the following proceedings were  
 13 heard at 1:44 p.m.)  
 14 SHERIFF GUALTIERI: All right. We're going to  
 15 begin this -- here for the next 30 minutes and get  
 16 an update on SESIR reporting from Tim Hay. Tim,  
 17 turn it over to you.  
 18 MR. HAY: Hey, Sheriff.  
 19 So a little bit about SESIR. SESIR collects  
 20 data on 26 incidents of crime, violence, and  
 21 disruptive behavior. This collection is limited to  
 22 incidents that occur on school grounds, on school  
 23 transportation, and at off-campus school-sponsored  
 24 events. It also includes any 24-hour period, 365  
 25 days per year.

<p style="text-align: right;">Page 26</p> <p>1 So new for 2021, 2022 was updated SESIR rule; US  2 Department of Education Office for Civil Rights  3 changes were allegations of sexual assault or  4 sexual battery against school personnel, outcome of  5 allegations, incident basis on religion, and  6 monthly SESIR reporting to the Department of  7 Education, and also changes to successor  8 definitions.</p> <p>9 The rule was originally drafted and approved by  10 the State Board of Education in 2020. This latest  11 update to the rule reflects the revised definitions  12 and new federal reporting requirements from the US  13 Department of Education civil rights data  14 collection. We have been collecting data -- data  15 on incidents of sexual assault and sexual battery  16 for several years, but this new requirement  17 includes allegations of these offenses followed by  18 resignation, retirement, or duty reassignment prior  19 to the final discipline, as well as whether or not  20 the individual was determined to be responsible or  21 not responsible or whether the -- the determination  22 is still pending.</p> <p>23 For the purpose of this reporting, school  24 personnel include school employees, volunteers, and  25 contractors. In order for schools to capture</p>	<p style="text-align: right;">Page 27</p> <p>1 offenses committed by staff, the department has  2 added the school personnel option and -- and prior-  3 year staff offenses were reported under non-  4 student. Out-of-district students was also added  5 this year to facilitate reporting for incidents  6 where a student from another district might get  7 arrested for -- for an example, for bringing a  8 weapon to a school athletic event. Schools are  9 required to report any applicable -- applicable  10 basis for bullying, harassment, sexual harassment,  11 or threat intimidation incidents. The bases are  12 sex, race, disability, sexual orientation, and  13 religion.</p> <p>14 Monthly SESIR reporting to the Department of  15 Education. We're excited about this new change.  16 This change will improve the quality of SESIR data  17 reporting throughout the year. Will provide timely  18 data for the -- for use by Florida Schools' Safety  19 Portal. Data will be used for analytic purposes.  20 In addition to monthly reporting, the regular data  21 collection will still continue. These are the 26  22 SESIR incident categories. Those in red have  23 definitions that were updated by the most recent  24 SESIR rule. This slide outlines the recent SESIR  25 definition changes in rule, including section</p>
<p style="text-align: right;">Page 28</p> <p>1 790.001, and weapons possession definition  2 clarifies what is considered a weapon. The statute  3 also defines a firearm as any weapon, which will  4 expel a projectile by the action of an explosive.  5 The firearm definition does not include BB guns.</p> <p>6 SESIR technical assistant and training, online  7 guidance and frequently asked questions, annual  8 data reviews, technical assistance upon request,  9 and onsite and virtual training by the Office of  10 Safe School staff, district-led training with  11 Office of Safe School support, and online training  12 at sesir.org. We're currently working on  13 improvements to our online SESIR training, and we  14 hope to -- to upgrade the functionality and content  15 of the site over the next year.</p> <p>16 And -- and really, as we move forward with, you  17 know, SESIR and the school incidents as we receive,  18 you know, we really want to partner with our  19 districts and make sure that they understand this  20 process and they understand what it means to report  21 these incidents. And so as we're engaged with our  22 -- our districts, we're constantly trying to  23 improve those processes. And really at the end of  24 the day, we want them to find value in this -- in  25 this work. We want them to be able to use this as</p>	<p style="text-align: right;">Page 29</p> <p>1 a tool to recognize incidents that are occurring in  2 their districts, at their schools, and be able to  3 take action to -- to mitigate any of those issues.</p> <p>4 And so the monthly reporting, we think, is going  5 to be a really positive change to this. So we can  6 be really proactive and intentional as we're  7 working with the districts in seeing real data that  8 we can then respond to and support those districts  9 as they work through any issues that they may have.  10 And -- and with that, I'd be happy to answer any  11 questions --</p> <p>12 SHERIFF GUALTIERI: Can we -- we go back on your  13 slide to the reportable offenses. Yeah, there. So  14 -- so what we know is -- is that we identified in  15 prior meetings two years ago some significant flaws  16 in SESIR reporting. Unquestionably, undeniably,  17 there were flaws. And I think what we concluded  18 was that the flaws were caused by a multitude of  19 issues. Some of it was apathy, some of it was  20 confusion over definitions, some of it was a lack  21 of training, not on the part of DOE, but by -- in  22 the school -- by the schools and the districts in  23 receiving the training. And maybe that was  24 contributed to by apathy as well.</p> <p>25 Nonetheless, this is a -- we saw one very large</p>



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1 district as an example, in the entire district that  
 2 had zero reported batteries. And then we had this  
 3 one elementary school in a relatively small county  
 4 that had a high number. So the data was all over  
 5 the place, and it -- it was not being reported. We  
 6 had a big panel discussion. The superintendents  
 7 were here. The superintendents agreed to get with  
 8 our colleagues, work with the department, and make  
 9 improvements to SESIR reporting. You mentioned in  
 10 your slides that the State Board updated the rule  
 11 and made some changes. But some of the things,  
 12 that's why I asked you to put it up here, is that  
 13 some of the things that some of us may think are  
 14 reportable are not reportable under SESIR.

15 So as an example for theft is -- is that it's  
 16 only grand theft. So that means \$750 or more.  
 17 Vandalism is an example of some of those were  
 18 \$1,000 or more. So battery is really what most  
 19 people consider aggravated battery. Simple battery  
 20 is in a different category. So there is still  
 21 reported nuances under this. And at its core,  
 22 though we will not know until next year whether  
 23 there has been improvements. And the reason for  
 24 that is, is that there has been upgraded training,  
 25 there's been a change in the rule. And

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1 Districts discipline, even without a school  
 2 suspension for incidents that are not SESIR  
 3 reportable. So you can't tie discipline and what's  
 4 going on at the school to whether it's appropriate  
 5 or whether it was properly reported or not under  
 6 SESIR.

7 So these are the things that we just got to keep  
 8 in mind when we talk about it. But those -- that's  
 9 the list, and that's what's reportable, is what's  
 10 on that list. And -- and again, some of these  
 11 things -- so you can have a kid larceny-theft, you  
 12 have a kid that steals something that is worth  
 13 \$500. That's not SESIR reportable because it's  
 14 \$750 or more. So those are the thresholds that are  
 15 in there. Any -- what questions, comments does  
 16 anybody have for Director Hay?

17 Mr. Petty, go ahead.

18 MR. PETTY: Just -- just a brief comment. I  
 19 mean I was part of changing the rule on this at the  
 20 State Board and I -- I didn't want to gloss over  
 21 one of the things Director Hay said that I think is  
 22 -- is important. One of the reasons we changed it  
 23 to monthly is because we want this to be valuable  
 24 to the superintendents, to the school boards, and  
 25 to the principles where this information is being

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1 importantly, data is skewed right now because of  
 2 what was going on last year in the districts with  
 3 COVID.

4 So until you can take the '21 data and look at  
 5 this next year and compare it to the -- probably  
 6 '18, '19 data, you won't know whether there's been  
 7 an improvement. And so right now, there's monthly  
 8 reporting. We'll look at this data next year, and  
 9 we'll look at 2021 data and look at the first part  
 10 of '22 and then compare it to '18 and '19 and want  
 11 to see whether there's an improvement. But it's  
 12 impossible for anybody right now to know. It's  
 13 impossible to know whether there has been an  
 14 improvement in SESIR reporting because, one, the  
 15 monthly reporting just started, and you have to  
 16 have time for it to develop and for it to abate to  
 17 know whether there's been an improvement.

18 So there was a lot of concerns that people have  
 19 about SESIR, about the reporting, about the  
 20 accuracy. Some of what maybe we think should be  
 21 reportable is not, so you have to keep that in  
 22 mind. And the other thing is this -- is remember  
 23 that there's only 26 reportable incidents.  
 24 Districts do discipline, whether it's out-of-school  
 25 suspension, in-school suspension discipline.

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1 reported from. And so I want to make sure  
 2 everybody understands now it is a monthly reporting  
 3 process. And I was, you know, like, there was a  
 4 comment back from on one of the principals in a  
 5 media report that I think you sent around, Sheriff,  
 6 for the previous year.

7 It was just that -- that the information wasn't  
 8 useful to them, and that's why we made the change.  
 9 That's why we were asking the districts to report  
 10 on a monthly basis, and we hope -- it was our hope  
 11 that school Boards would look at this information  
 12 on a more regular basis rather than getting to the  
 13 end of the school year, seeing the report and  
 14 saying, Well, that's water under the bridge. There  
 15 are opportunities within a year now to make -- to  
 16 understand where there are issues and where --  
 17 where issues need to be addressed with you know,  
 18 down to the school level. So my -- my hope is --  
 19 is, Director Hay, I hope that districts will look  
 20 at this information, not just as a compulsory  
 21 reporting exercise but actually useful information  
 22 that will help them make decisions.

23 MR. HAY: Absolutely. If I may.

24 SHERIFF GUALTIERI: Sure. Please do.

25 MR. HAY: And we'll be looking at it too,

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1 monthly as well. And -- and we have a position  
 2 that just started a few weeks back that they're  
 3 going to be in -- in the data and looking for areas  
 4 that are either low or high so that they can be  
 5 engaged with that school district to see if there's  
 6 additional training or if there's any confusion on  
 7 what they're supposed to be reporting. And so  
 8 hopefully they are paying attention, they're  
 9 recognizing those areas of -- of improvement or  
 10 additional training. And if we come and ask  
 11 additional questions, they can somewhat explain,  
 12 Hey, this is -- this is that issue, the principal  
 13 didn't have the training yet that's why you see  
 14 some of the high numbers or low numbers, and then  
 15 we can really get to the bottom of what the issue  
 16 may be.

17 SHERIFF GUALTIERI: How would you describe the  
 18 training? Is it more robust than it was, say, two  
 19 or three years ago? Are the districts getting more  
 20 training, did they ask for more training? Can you  
 21 touch on that?

22 MR. HAY: Yeah. No. The districts are  
 23 definitely more regularly trained and asking for  
 24 additional training. Our team goes down and will  
 25 physically come down and train -- you know,

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1 to get SESIR trained. Can you give us some kind of  
 2 insight into, you know, that?

3 MR. HAY: I can't speak to the numbers and the  
 4 statistics. I can work on that. But Julie tried  
 5 to provide a little bit of that feedback to you on  
 6 who requires it and makes it mandatory and who  
 7 doesn't. I can tell you from my engagement with  
 8 her, that the districts are, you know, engaged in  
 9 the -- that process, they were more so in what they  
 10 were prior. So, like, I think they're definitely  
 11 paying attention to their data that they're  
 12 submitting and there's a renewed interest in the  
 13 quality of what's being submitted and I mean we  
 14 have a -- a team that's dedicated to all the  
 15 reports that we receive, that the information in --  
 16 in it is accurate and reliable and that's the  
 17 standard that we have and -- and we are going to  
 18 hold those accountable to that standard.

19 MR. SCHACHTER: All right. I think it's  
 20 important if we get school districts that are not  
 21 taking SESIR training, it would certainly not  
 22 surprise me if their data is not that accurate. I  
 23 just wanted to go over just -- I -- I put together  
 24 three slides that I think you've seen before -- if  
 25 we can put those up on the screen -- but what it

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1 personnel within the district. We also do a number  
 2 of webinars and -- and other training when  
 3 requested. So we're very responsive in that aspect  
 4 of it. I think as we improve some of the online  
 5 portions of it, you know, we'll benefit for --  
 6 we'll benefit from enhancing a little bit of more  
 7 of the -- the web-based on-demand style of  
 8 training.

9 SHERIFF GUALTIERI: Mr. Schachter, go ahead.

10 MR. SCHACHTER: Thank you for coming here,  
 11 Director Tim -- Director Hay, it's good to see you.  
 12 In -- in Julie's presentation in 2019, she made  
 13 some comments where she said that in some school  
 14 districts, they make it mandatory for all the --  
 15 the staff to take mandatory SESIR training and in  
 16 some districts, hardly anyone knows the training.  
 17 She didn't have the numbers when she was here back  
 18 several years ago. I was curious if you would  
 19 share with us, you know, those kind of statistics,  
 20 what districts -- because I think training is a  
 21 major component in SESIR and how accuracy it --  
 22 accurate it is and how much districts are doing a -  
 23 - a good job or not doing a good -- good job.  
 24 Training is really important. We've got probably  
 25 100,000 administrators across the state that need

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1 talks about is -- it talks about that we have in  
 2 the State of Florida, 18 percent of all the schools  
 3 in the State of Florida are not reporting to SESIR.  
 4 We've got approximately 600 schools that did not  
 5 report to SESIR in the 2019-2020.

6 In nine school districts, 50 percent or less of  
 7 their elementary schools did not report to SESIR.  
 8 In Manatee County, 44 percent of their elementary  
 9 schools did not report to SESIR. That's 20  
 10 schools. In Lee County, 53 percent of their  
 11 elementary schools did not report to SESIR. That's  
 12 24 schools. And here are some of our larger  
 13 counties, Miami-Dade County, 61 percent of their  
 14 elementary schools did not report to SESIR. That's  
 15 77 schools. Here are the slides coming up right  
 16 now.

17 Okay. And then, in Broward County, 69 percent  
 18 of the elementary schools did not report to SESIR.  
 19 That's 52 schools. And then in the high schools in  
 20 Miami-Dade County, 80 percent of the high schools  
 21 reported to SESIR. And in Broward County, 86  
 22 percent of the high schools reported to SESIR. But  
 23 if you're a high school, middle school, or  
 24 elementary school it is State law that you report  
 25 to SESIR; is that correct?

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1 SHERIFF GUALTIERI: So hang on a second. Mr.  
 2 Schachter, out of that please provide the context  
 3 with the time frame of those statistics.  
 4 MR. SCHACHTER: This is the 2019-2020 school  
 5 year.  
 6 MR. HAY: Okay. Just before the change took  
 7 effect with the State rule, and -- and before the  
 8 increased training, et cetera. This is -- so this  
 9 is '19, '20?  
 10 MR. SCHACHTER: Yeah, so it's always been  
 11 mandatory that schools report to SESIR; am I  
 12 correct or not?  
 13 SHERIFF GUALTIERI: Right -- right, but -- but -  
 14 - but we -- we know, and this is a given -- okay,  
 15 that they were messed up. We know that. We've  
 16 established that. We've established that there was  
 17 apathy, there was a lack of training, there was  
 18 confusion over definitions. It was a total mess as  
 19 far as SESIR reporting was concerned by a number of  
 20 areas. And so you're correct and you can ask --  
 21 and Director Hay can respond to that. But that  
 22 goes what I said a second ago: We will not know  
 23 whether there's been an improvement from all of  
 24 that mess that you're talking about, if you are  
 25 correct, until we see the data in early '22 under

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1 SHERIFF GUALTIERI: Right.  
 2 MR. SCHACHTER: So we've given them years, you  
 3 know, to report. There are schools that report  
 4 zero SESIR. That is not what I'm referencing. I'm  
 5 -- I'm -- there's 600 schools in the State of  
 6 Florida, they did not even report to SESIR. We  
 7 have plenty of schools that report zeros. I'm just  
 8 trying to emphasize that every school in the state  
 9 has to report to SESIR.  
 10 SHERIFF GUALTIERI: Commissioner Carroll. Go  
 11 ahead.  
 12 MR. CARROLL: And I know that you are not going  
 13 to have the --  
 14 SHERIFF GUALTIERI: We can't hear you. I'm  
 15 sorry.  
 16 MR. CARROLL: I know from what Sheriff Gualtieri  
 17 said that -- that the analysis around the  
 18 qualitative piece associated with this data is not  
 19 available, but do you guys have a plan? I -- I  
 20 know when we first looked at this data two years  
 21 ago, it did jump off the page, the data anomalies.  
 22 So you didn't have to do much digging. You knew  
 23 almost immediately that you weren't going to be  
 24 able to use this data and do any type of heavy  
 25 lifting from a data analytics standpoint. Do you

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1 hopefully what is a new light, with revisions to  
 2 the rule, more attention, monthly reporting, better  
 3 training, better evidences, and better  
 4 accountability. It's that if we see the same  
 5 things that you're talking about in 2022 and -- and  
 6 again, you go back to as well, you go back to the  
 7 zeros you're talking about, especially in  
 8 elementary schools, it is not impossible that you'd  
 9 have a whole -- whole bunch of elementary schools  
 10 with those 26 categories that have zeros.  
 11 MR. SCHACHTER: I understand --  
 12 SHERIFF GUALTIERI: And -- and you can have  
 13 discipline at the schools. You can have in-school  
 14 suspensions, out-of-school suspensions, and  
 15 discipline. One, they don't fit one of those  
 16 categories or even -- and -- and for those things  
 17 and they're not reportable to SESIR. So you've got  
 18 to keep -- we just got to keep that in mind. So  
 19 your point -- your point I -- I get, is that  
 20 they've been messed up. But we've got to keep in  
 21 context that we've established that.  
 22 MR. SCHACHTER: Sheriff, it's -- it's been --  
 23 we've been talking about SESIR for three years now.  
 24 These schools know that they have to report SESIR.  
 25 This is not a surprise.

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1 guys have a plan that actually, when this data  
 2 starts coming in, to look at it and be looking for  
 3 those data anomalies?  
 4 MR. HAY: We do.  
 5 MR. CARROLL: Can you walk through that process?  
 6 MR. HAY: Well, we have a dashboard that we're  
 7 in development right now that will really be able  
 8 to -- to help the region teams that are plugged  
 9 into the districts to be able to evaluate the  
 10 schools and see the numbers that are there. And so  
 11 really that's going to engage our process as we're  
 12 doing site visits, so that we can then identify  
 13 schools that either have high numbers or low  
 14 numbers. And then go in and do a deeper dive and  
 15 have further conversations with those schools to --  
 16 to recognize why are we seeing the numbers that  
 17 we're seeing. And so we are excited about that  
 18 additional tool. And I mean, with almost 4,000  
 19 schools and we have seven regional team members to  
 20 try to accomplish that, that's a lift. So we're  
 21 trying to be as strategic as we can. And this is  
 22 one of those areas that we'll -- we've identified  
 23 that we'll engage that process as we do our school  
 24 visits.  
 25 SHERIFF GUALTIERI: Does anybody else have any

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1 other questions or comments on SESIR for Director  
 2 Hay? Okay. All right. Thank you. We're good.  
 3 So next, we will hear from Superintendent  
 4 Cartwright. I believe she's here. Good afternoon,  
 5 and welcome.  
 6 MS. CARTWRIGHT: Good afternoon, everybody.  
 7 SHERIFF GUALTIERI: Good afternoon.  
 8 MS. CARTWRIGHT: First and foremost, I would  
 9 like to thank the Commission Chair Gualtieri for  
 10 your introduction and to you as well as to all of  
 11 the Commission members thank you for the invitation  
 12 to present before you today. I want to acknowledge  
 13 two Commission members, especially, Mr. Petty and  
 14 Mr. Schachter, for your contributions after the  
 15 tragic loss of your family members and the other  
 16 family members who are watching or present here  
 17 today. I am deeply sorry for your loss. And thank  
 18 you for your efforts to make our school safer for  
 19 all students, not only in Broward but in Florida  
 20 and across the entire United States.  
 21 There's much work that has been undertaken and  
 22 accomplished in Broward County Public Schools since  
 23 August of 2019, the last time that Broward County  
 24 Public Schools leadership presented this  
 25 Commission. I'm here today to provide information

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1 necessary steps to ensure the recommendations of  
 2 this commission and other bodies, including the  
 3 Broward League of Cities and the National Police  
 4 Foundation are informing our budgetary and  
 5 operational decisions. My experience coming into  
 6 this role includes three years as a superintendent  
 7 in Wisconsin which followed 17 years in the Orange  
 8 County Public Schools here in Florida. During my  
 9 service in Orange County Public Schools experience  
 10 in two roles served me well and ensuring that  
 11 Broward County Public Schools continues the work of  
 12 improvement, highlighted by this commission and  
 13 others in examining how to best operate schools  
 14 safely.  
 15 My service as the Associate Superintendent for  
 16 Exceptional Student Education and the Senior  
 17 Director for Accountability Research and Assessment  
 18 in Orange County Public Schools has prepared me  
 19 professionally to review and address the policies,  
 20 procedures, and implementation of the services that  
 21 students receive. While in Orange County Public  
 22 Schools I served as the Teaching and Learning  
 23 Representative on the brand new District Incident  
 24 Management Team, which predated the MSE Commission.  
 25 I've worked closely with personnel on the creation

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1 on the progress the district has made on previously  
 2 presented topics, update the Commission on matters  
 3 related to it's broad purview which have risen in  
 4 the past two years. And to describe ongoing areas  
 5 of work which will be brought to completion soon.  
 6 I will also identify efforts which require constant  
 7 review, for some work requires perpetual cycles of  
 8 implementation, analysis, and improvement.  
 9 Slide 2. There are two significant updates in  
 10 relation to the district administration. The roles  
 11 of Superintendent and General Counsel are in our  
 12 own positions. I began as Interim Superintendent  
 13 on August the 2nd, of this year. Less than two  
 14 months ago. Though I am interim, during my  
 15 service, I have full authority to lead the school  
 16 district. I am not a placeholder or, simply put, a  
 17 seat to be held as a seat warmer. I work closely  
 18 with the school board, staff, and community to  
 19 ensure that ongoing work maintains momentum,  
 20 urgency is demonstrated in responding to  
 21 challenges, individuals are held accountable for  
 22 their actions and non-actions, and most  
 23 importantly, that students and staff are supported  
 24 in a safe learning and working environment.  
 25 I have already and will continue to take

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1 of many of their comprehensive emergency management  
 2 plans.  
 3 In Broward County Public Schools, we must ensure  
 4 that service providers coordinate with each other  
 5 in order to have a continuity of information.  
 6 People must be trained and once they're trained, be  
 7 held accountable for their role. These have been  
 8 characteristics of my leadership. I'm very  
 9 fortunate and very blessed to have a very deep  
 10 understanding of law enforcement. I am married to  
 11 a law enforcement officer here in Florida. My own  
 12 son is currently in the police academy, so I have a  
 13 deep appreciation and understanding in relation to  
 14 this area. In addition to that, I've also served  
 15 as the Sheriff's Appointee for the Orange County  
 16 Citizens Review Board. So I have a long-standing  
 17 history related to this.  
 18 Going back all the way to when I was working on  
 19 my doctorate, way back in the 1990s -- I don't want  
 20 to age myself too much right now -- I had the  
 21 wonderful opportunity to work under one of the  
 22 nation's best leading researchers in the area of  
 23 school safety, Dr. Johnny Purvis, who is now  
 24 retired, but also worked closely with the FBI. My  
 25 training with him at the time, even my own

<p style="text-align: right;">Page 46</p> <p>1 dissertation, was on school safety related to gang 2 activities.</p> <p>3 So my role, I guess is what I'm trying to say, 4 is that this is an area that I feel very 5 comfortable on having conversations and holding 6 people accountable to what is the most recent 7 research. What is the direction that we have been 8 provided? What do our colleagues and our partners 9 advise us, as to what those steps -- steps are? 10 Creating a strategic process in which to implement 11 those changes, to act with a sense of urgency, and 12 to hold people accountable. To ensure that we are 13 monitoring appropriately, adjusting where needed, 14 and making sure that people understand that this is 15 not work that you just have a pass-off. It must be 16 one of our core priorities. Because we must be 17 able to set up that safe learning and working 18 environment for all that are in the Broward County 19 Public Schools.</p> <p>20 While I've only been in the -- this position for 21 the preceding 57 days, I have found the need to 22 direct staff to complete unfinished work. I have 23 ensured that projects, specifically the district's 24 reunification plan and the district's enhanced 25 prices communication plan, were brought to our law</p>	<p style="text-align: right;">Page 47</p> <p>1 enforcement and county government partners, and 2 then approved by our school boards. That, you just 3 heard recently from our Sheriff, that is the second 4 week of August. Mind you, I just started August 5 2nd. These projects were lingering and unfinished 6 as of August, 2021. We now have documents that 7 have been finished and in its original form. We 8 also recognize that the documents will need to be 9 revised as we learn additional information and 10 research does adjust. We have to be flexible and 11 responsible.</p> <p>12 I will be bringing that same urgency to the 13 other matters that this commission has raised in 14 previous reports. The issues of diversion problem 15 definition, the standardization of naming 16 conventions for cameras, the quality of behavioral 17 threat assessments are examples of topics I will be 18 addressing this afternoon.</p> <p>19 Slide 3. Let me begin by closing some matters 20 that arose out of the August 2019 meeting, 21 regarding the district ensuring that every district 22 and charter school has sustained presence of a safe 23 school officer. Whether a law enforcement member 24 present as a school resource officer or have hired 25 or contracted -- Guardian. Schools in Broward</p>
<p style="text-align: right;">Page 48</p> <p>1 County are having a good guy with a gun present. 2 And under Florida Senate Bill 590 and rule 6A, 3 1.0018, Broward has put into place protocols to 4 collaborate with charter schools to ensure that 5 charter students will have an SSO present during 6 instructional hours. Beginning with Senate Bill 7 7026 in 2018, 7030 in 2019, and the guidance 8 intended in the Senate Bills 7040 that did not pass 9 in 2020, and Senate Bills 70 and 590 in the 2021 10 legislative session, Broward County has been -- 11 been provided guidance by the Department of 12 Education Offices in safe schools.</p> <p>13 Under my administration, we will be reviewing 14 and monitoring compliance. We're grateful to the 15 DOE for their work in supporting districts 16 throughout this entire State. But Broward -- 17 especially Broward needs to be more than just 18 compliance. We have received several independent 19 third-party reports on the tragedy of February the 20 14th, 2018. In addition to these reports of this 21 commission, we have received reports from Safe 22 Havens International, which was sought by Broward 23 County Public Schools. The Federal Commission of 24 School Safety, and the Broward League of City 25 Schools, and Community Public Safety Task Force.</p>	<p style="text-align: right;">Page 49</p> <p>1 Many of the recommendations that we found were 2 similar in nature. Together, the recommendations 3 provided an initial set of 458 recommendations. 4 Through documenting, cross-referencing, planning 5 and resources. these inputs have taken been the 6 work of the district over the past two years. In 7 August of 2019, the commission was informed that 8 Broward Schools had created an Office of Safety, 9 Security, and Emergency Preparedness six months 10 prior. Much of the work needed to be accomplished 11 as outlined by the integrated recommendations of 12 external and inter -- internal reports has been 13 accomplished by this division.</p> <p>14 But the work is the work of every leader, every 15 employee of the Broward County Public Schools. The 16 School Board has requested and received regular 17 updates on the progress of these plans. 18 Additionally, a new Broward Schools strategic plan 19 was approved in 2019 that outlines the priorities 20 and expectations of the community for the time 21 frame of 2019 to 2024. The recommendations of the 22 commission and other independent reports were 23 incorporated into the foundation of this strategic 24 plan. The district, however, will be recalibrating 25 its strategic plan due to the impact of the COVID</p>

<p style="text-align: right;">Page 50</p> <p>1 pandemic, and this provides additional 2 opportunities for the commission's new 3 recommendations to be addressed. 4 School safety is always our top priority for our 5 students and staff members. Although time 6 prohibits a complete accounting, I am going to 7 outline some of the work that Broward has and is 8 performing to assure our community that their child 9 is safe and secure. 10 Slide 4. Broward County Public Schools organizes 11 the work into projects with clear lines of 12 ownership. Much of the work is directed under the 13 Office of Safety, Security, and Emergency 14 Preparedness. Additionally, the Office of 15 Information Technology, the Office of School 16 Performance and Accountability, the Office of 17 Academics, and the Office of Student Support 18 Initiatives and the Recovery lead significant 19 project. But again, this work must be done by all 20 and must be led by the superintendent. The Office 21 of Student Support Initiatives and Recovery is 22 another change in Broward schools that resulted 23 from a tragedy. This division was launched in July 24 2019 by elevating several departments focused on 25 student mental health, social-emotional</p>	<p style="text-align: right;">Page 51</p> <p>1 development, climate and discipline, and recovery 2 services to Ma -- Marjory Stoneman Douglas High 3 School, its feeder schools, and the greater 4 community to a cabinet level position. 5 This has placed the development and health of 6 our students at the table with the superintendent 7 and other senior leadership for making decisions. 8 Implementing the recommendations resulted in 569 9 tasks, which are being monitored. At the start of 10 this year, 97.9 percent of the tasks have been 11 completed or commenced. I've been informed that 12 the lingering tasks are dependent on other ongoing 13 work to be commenced. I directed the staff to 14 outline me -- for me what those dependencies are, 15 and what, if anything, can be done to ex -- 16 expedite completion. 17 On slide 4, you will see that the works -- the 18 streams reflect multi-divisional groups. Broward 19 needs to ensure a coherent response. I do not 20 tolerate silence as I come to better understand 21 these structures I will look for areas of potential 22 improvement. I've seen that staff is working hard, 23 but I do believe that a fresh set of eyes can 24 result in improvements, and that it certainly can 25 result in a renewed sense of urgency. Later in</p>
<p style="text-align: right;">Page 52</p> <p>1 this presentation, you will see that Broward has 2 recently completed both a district-wide crisis 3 communication plan and district-wide reunification 4 plan. 5 And I want to acknowledge to this commission 6 that these tasks were only approved by the school 7 board two weeks ago. In the weeks following my 8 appointment, I became aware of these tasks that 9 have been initiated but were not complete. By 10 making it clear that these were top priorities, we 11 were able to bring these items law enforcement and 12 other county partners for input and review, then to 13 the school board for approval. Due to the 14 sensitive nature of these topics, to prevent 15 someone from using our plan to bring further harm 16 during a crisis, both plans were approved by School 17 Board in a closed session. 18 This fall, staff will be trained on their 19 respective roles, parents and students made aware 20 of the site-specific details. We will be providing 21 that information to them. But the comprehensive 22 plans are only available to those who need to know 23 on how to ensure that the planning, the resourcing, 24 and the implementation can successfully occur. 25 However, hearing some of the comments even earlier</p>	<p style="text-align: right;">Page 53</p> <p>1 today related to this, we will be evaluating if 2 this approach is appropriate and take additional 3 steps if it's deemed that the plan should be made 4 public in any form. 5 Slide 5. Slide 5 provides additional detail on 6 13 projects which have been referenced in previous 7 commission meetings. You will see the crisis 8 communi -- communication plan and reunification 9 plan training project titles in red for the reason 10 I just outlined. You will see that the schedule 11 for both is not on target. Since August, we had 12 made this a priority and it will remain a priority 13 until these projects are part of the standard 14 training drills and expectations of all relevant 15 students, staff, and district processes. 16 These projects work together to focus on the 17 first line of defense, ensuring that our school 18 exteriors are secured. This means fencing around 19 our school properties whenever possible. This 20 means securing gates. This means having staff 21 present when those gates are open, and ensuring 22 that staff at the open gates can communicate with 23 others in real-time. We have our safety staff 24 walking the exteriors and we are experi -- 25 expanding our external monitoring via cameras.</p>

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1 These cameras are visible at the schools, at the  
 2 district, and shared with the Broward County real-  
 3 time crime center. We currently have over 15,000  
 4 cameras monitoring the exterior and interior of our  
 5 school campuses.  
 6 Last week, I became aware of two issues related  
 7 to our cameras and the ability of law enforcement  
 8 where those cameras are. So of those approximately  
 9 15,000 cameras, approximately 250 of our cameras  
 10 are being brought into compliance with the agreed-  
 11 upon naming convention with law enforcement, so  
 12 that someone who is looking at the camera knows  
 13 where on the camera -- the camera is viewing. I'll  
 14 make it a point that 250 -- just one being out of  
 15 compliance is one too many, but it is something  
 16 that we are already starting to address.  
 17 No new camera installation is paid for without  
 18 it being properly named. As we are installing new  
 19 cameras, there is a gap between when the camera  
 20 goes live and when it is renamed to the -- to the  
 21 convention. This is the issue that is being  
 22 addressed and should be complete by mid-October.  
 23 There is a second issue that is now also being  
 24 addressed. Some of the Broward cameras have the  
 25 capability to provide the exact geo-location data

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1 grants, the district has prioritized improving  
 2 visibility, communication, and the ability to  
 3 monitor these locations remotely. This project  
 4 will have a video intercom, fixed duress button,  
 5 and a standard second door at all single points of  
 6 entry.  
 7 This work was placed into 10 phases and except  
 8 for sites with unique architectural challenges to  
 9 establish secondary doors, will be complete -- we  
 10 will have more than 220 school locations by March  
 11 of 2022. These enhancements will establish a new  
 12 higher standard for the infrastructure of our  
 13 schools, and it will better serve our community.  
 14 The design of our single points of entry, the  
 15 technology to monitor who is coming and going, and  
 16 the steps taken to secure the perimeter of our  
 17 buildings will help to protect people and school  
 18 campuses from bad actors gaining access. But we  
 19 must also ensure that the interior of campuses are  
 20 safe as well.  
 21 Slide 7. The greatest security asset that our  
 22 schools have is the people on the campuses. The  
 23 safe school officers, whether a sworn law  
 24 enforcement officer or an ARP Guardian. Our campus  
 25 and area Security Managers, and the School Safety

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1 as a part of this database. These are advanced  
 2 cameras and as a part of a district enhance --  
 3 enhancement, we are increasing the presence of  
 4 these cameras in our camera portfolio. As of  
 5 yesterday, Broward Schools is putting in place the  
 6 ability to share that geo-location metadata with  
 7 law enforcement.  
 8 Securing the perimeter is necessary and once stu-  
 9 -- students, staff, and visitors proceed through  
 10 that layer of security, they need to enter the  
 11 facility. This is our single point of entry. On  
 12 the next slide, I will highlight a project that  
 13 goes beyond an initial task of establishing a safe  
 14 single point of entry.  
 15 Slide 6. While completing a single point of  
 16 entry at every school was completed by Broward  
 17 County Public Schools by September 2019,  
 18 significant effort has gone into enhancing these  
 19 critical junctures of human movement. These  
 20 locations both protect and create a bottleneck  
 21 during periods of high traffic flow. Ensuring that  
 22 these locations have sufficient and highly trained  
 23 staff is critically important. The district has  
 24 provided the necessary staff at these strategic  
 25 locations. Utilizing the DOE's school partnering

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1 Staff all provide overlapping layers of coordinated  
 2 security within our campuses. Their observations,  
 3 monetary reports, review of drills, including  
 4 after-action reports of real incidents, are all  
 5 documented through a centralized school safety  
 6 portal via a web and mobile application that  
 7 provides access to the resources you see outlined  
 8 on slide 7.  
 9 Initially rolled out for Broward staff, this  
 10 tool has matured to the point where now we intend  
 11 to make it -- make the information available to our  
 12 law enforcement -- our partners. As with all  
 13 technology integrations this will need to be tested  
 14 after implementation to ensure success, and we  
 15 anticipate that this will occur in the relatively  
 16 near future. By putting the correct information  
 17 into the hands of our staff, we are directly  
 18 addressing several of the findings that this  
 19 commission had in its initial report from January  
 20 2019. People need to know what to do, have access  
 21 to resources such as maps, and we must know who has  
 22 had that training at each site. This system  
 23 Navigate 360, which is being used at our district,  
 24 has elevated the support provided to the staff.  
 25 Safety is the responsibility of every person on

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1 campus. Every person needs to know if you see  
 2 something, say something. Every purpose {sic} on  
 3 the campus needs to know that they can call a code  
 4 red, and they need to know how to do so. Ensuring  
 5 that the safety and security remains the highest  
 6 priority for our school district requires training  
 7 and practice. And the training and practice need  
 8 to be appropriate to the role of people on the  
 9 campus. Administrators, teachers, support  
 10 personnel, and students must all know what they're  
 11 expected to do and how they are to do it.

12 To support this effort over the past two years,  
 13 Broward Schools has developed role-specific  
 14 emergency protocols. The practicing of these  
 15 protocols, as we know, has not been consistent  
 16 because we have not been in person in school due to  
 17 the COVID-19. So I do want to point out that fact  
 18 as well. So it is still a work-in-progress as to  
 19 the practicing and the training.

20 Slide 8. Role-specific emergency protocols  
 21 ensure that everyone knows their role, and that  
 22 their role is described and trained, in plain  
 23 language. Complicated language hinders safety.  
 24 I'm aware of Broward's current system of color  
 25 codes. I have asked for this system to be

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1 of incident types we must prepare for in today's  
 2 world. When is it appropriate to hide? When is it  
 3 appropriate to evacuate?

4 And we need to ensure that our special  
 5 population needs are addressed as well. And we  
 6 must plan, train, and practice with law enforcement  
 7 and emergency services. I have directed staff to  
 8 determine if we are sufficiently coordinating  
 9 training with our external partners. I know that  
 10 Broward County has planned with our partners, but  
 11 this is an area which we must -- be improved upon  
 12 to sufficiently involve our partners in our live  
 13 drills. Everyone has a role, and now, thanks to  
 14 Senate Bill 70, Alyssa's Law, every member of the  
 15 school community can inform authorities about an  
 16 emergency on their mobile device.

17 Slide 9. The commission received an update on  
 18 the statewide implementation of Alyssa's Law  
 19 yesterday, but it has special meaning in Broward  
 20 County. Alyssa was a Broward County student.  
 21 Alyssa was murdered in her Broward County school.  
 22 Alyssa is a child of a Broward County parent who  
 23 now sits as one of our Board members. So I say,  
 24 thank you L'orial(Phonetic), for your leadership to  
 25 pass this legislation.

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1 examined, to see how it can be improved. Colors do  
 2 not always provide a sense of what a particular  
 3 threat is nor does a color always provide proper  
 4 guidance on what is to be done. I ha asked for  
 5 this review to see if plainer language can be  
 6 developed, trained on, and implemented.

7 The definitions of the roles have now been  
 8 developed and provided to every campus.  
 9 Definitions and guidance for every role are  
 10 available in hard copy and in electronic format.  
 11 This fall, area and campus security managers at  
 12 every campus are leading tabletop exercises. Upon  
 13 completion of the training, the drills will  
 14 reinforce the needed behaviors. And the reviewer  
 15 drills will indicate where we need to educate  
 16 further training.

17 This speaks directly to the findings of the  
 18 commission that district staff were found to be  
 19 undertrained and that there was no way to hold  
 20 staff accountable for actions or failures to act  
 21 during events. This training will impact the full  
 22 spectrum of campus employees, the security staff,  
 23 the instructional staff, the cafeteria, the  
 24 maintenance, the administrative, the clerical, and  
 25 other staff roles, and it will train on the variety

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1 And Broward, we have selected Motorola  
 2 SaferWatch as our foundational system for  
 3 implementing Alyssa's Law, while the District has  
 4 maintained the functionality of it's previously  
 5 existing phone and tech systems and integrated them  
 6 into our communications. Broward Schools is  
 7 promoting and training on SaferWatch. Yesterday, a  
 8 question was asked about what happens when a call  
 9 or an alert goes out from MSD High School. The  
 10 answer is that the notification goes to all three  
 11 main County Public Safe -- Safety answering points  
 12 or piece apps. The Broward Sheriff's Office, the  
 13 City of Coral Springs, and the City of Plantation.

14 SaferWatch has been installed on many district-  
 15 owned devices, but that's not enough. I've been  
 16 made aware of a report that only 18 percent of our  
 17 teachers have downloaded and installed the  
 18 application on their personal devices, not district  
 19 devices, personal devices. The District has  
 20 examined it's outreach efforts and will implement a  
 21 marketing plan that will encourage teachers and  
 22 other staff members to download and register the  
 23 app.

24 We will work directly with staff at their work  
 25 locations, and we will partner with our labor



<p style="text-align: right;">Page 62</p> <p>1 groups to educate staff on the importance of this  2 tool. We plan to be more strategic and informative  3 moving forward. We know how we're doing on  4 installing the SaferWatch app and on many other  5 issues by gathering and analyzing data and then  6 taking steps for improvement based upon the results  7 of the data.</p> <p>8 Slide 10. The gathering of data, particularly  9 data on fidelity of implementation and data on  10 monitoring of compliance is critical to continuous  11 improvement. This is an area where I have  12 professional accomplishments and believe I can make  13 a strong contribution to in -- to Broward in the  14 immediate term. Since 2019, Broward has  15 implemented a campus visit records mobile app that  16 area security managers use as a digital checklist  17 for what they experience when they're conducting  18 school visits. Are students wearing badges? Was  19 the fence gate locked? If the gate was open, was  20 it stacked? Is the video system operational? What  21 concerns arose? What follow-up is needed? These  22 are some of the things that we check when we are  23 making these visits.</p> <p>24 By having a common interference -- or interface  25 for all supervisory staff, there is a common</p>	<p style="text-align: right;">Page 63</p> <p>1 standard of expectation and of inspection, the  2 monitoring. The Office of Safety, Security, and  3 Emergency Preparedness gathers and analyses this  4 data to address isolated cases and to identify  5 systemic issues. This kind of record keeping  6 requires staff to be trained and to enter data.  7 School site visits should enable the tracking of  8 performance, and we are doing this, the best  9 practice. I've been pleased to find this best  10 practice in the safety area. I've observed that  11 this best practice has yet to be replicated in  12 other domains of the district practices just yet.  13 But it is new, and the opportunity exists for these  14 practices to become standard across the District.  15 This system demonstrates that what gets monitored  16 gets done.</p> <p>17 Slide 11. The school tracking application is an  18 example of the use of information technology to  19 supplement human actions and insight. Technology  20 can improve access to information, improve  21 communication and enable analysis of large data  22 sets. But we must use technology with purpose, in  23 and of itself it does not solve any issues. Since  24 2019, the District has made progress on many  25 technological project -- projects related to safety</p>
<p style="text-align: right;">Page 64</p> <p>1 and security. Radio repeaters, video surveillance,  2 and the installation of a new visitor monitoring  3 guide, as well as new timekeeping for our employees  4 and other programs, have been completed.</p> <p>5 We have made progress on intercom systems, but  6 we are behind schedule. I'm aware that the  7 Commission has raised concerns about intercoms and  8 about external speakers on campuses in Broward and  9 across the State. You have my commitment to ensure  10 that this work is reviewed, and as needed, that  11 approval for resources is sought to address  12 obstacles that are in the way of successful  13 completion.</p> <p>14 Our IT systems enable us to become aware of  15 issues, to respond quickly, to document and analyze  16 for improvement, and to integrate the layers of  17 training, monitoring, communications that our staff  18 undertakes. But I reiterate, technology is only  19 able to be of real value if the people who are  20 using it are trained, and we monitor the  21 implementation of it. That is our objective.</p> <p>22 Slide 12. One of Broward's accomplishments is  23 the creation of the District Security Operation  24 Center also known as our DSOC. This facility and  25 most importantly, the staff that are monitoring our</p>	<p style="text-align: right;">Page 65</p> <p>1 facilities 24 hours a day, seven days a week, 365-  2 days a year. The District has an added additional  3 staff who actively monitor camera feeds from our  4 schools, and it is where our threat assessment  5 analysts work to provide an immediate impact upon  6 an event that occurs. The DSOC coordinates with --  7 with real-time crime center to provide trained  8 security professionals to supplement our school's  9 day staff.</p> <p>10 The DSOC truly is a comprehensive, integrated  11 district support system that is improving our level  12 of safety and security services to our community.  13 The DSOC is representative of a new era of security  14 oversight, in Broward. It is run by the Office of  15 Safety Security and Emergency Preparedness, and now  16 it is true for all safety and security personnel.  17 Safety and security personnel report through the  18 Chief of Safety and Security Officer. Even staff  19 deployed from schools and campus level security  20 staff report this way. These staff continue to  21 work closely with school administrators, but their  22 accountability is to the Chief of State and  23 Security, and these staff are the primary  24 coordinators of relationships with law enforcement.  25 I know that there have been questions concerning</p>

<p style="text-align: right;">Page 66</p> <p>1 law enforcement relationships on topics such as the</p> <p>2 SRO costs, camera access, staff integration,</p> <p>3 behavioral threat assignment sign offs and other</p> <p>4 matters. But the creation of the Office of Safety,</p> <p>5 Security, and Emergency Preparedness has greatly</p> <p>6 improved our communication and collaboration with</p> <p>7 the Broward Sheriff's Office and other law</p> <p>8 enforcement agencies. I am looking forward to open</p> <p>9 questions and looking forward to meeting with and</p> <p>10 collaborating with Sheriff Tony. Broward schools</p> <p>11 and law enforcement are partners. While I am</p> <p>12 Superintendent, given my background and experience</p> <p>13 working with law enforcement agencies, Broward</p> <p>14 schools will be a great partner.</p> <p>15 Slide 13. I want to return to the most important</p> <p>16 component of our safety and security. The</p> <p>17 awareness and preparation of people in our schools.</p> <p>18 Practicing what we plan is the only way to prepare</p> <p>19 for successful implementation. We hope to never</p> <p>20 need to call on our training, but we must be</p> <p>21 prepared to use our training at any moment. I am</p> <p>22 reviewing our training and making ongoing</p> <p>23 recommendations for improvement.</p> <p>24 Specifically, I'm looking into a report on</p> <p>25 teacher safety that was conducted by the Broward</p>	<p style="text-align: right;">Page 67</p> <p>1 Teachers Union and released in August 2019. After</p> <p>2 that release, a task force on school safety</p> <p>3 convened and met three times before the work -- its</p> <p>4 work was interrupted by the COVID pandemic in March</p> <p>5 2020. Now that our schools are fully operational</p> <p>6 with 100 percent in-person learning, I have drafted</p> <p>7 -- directed staff to reconvene the task force and</p> <p>8 complete the promise of a final report. I expect</p> <p>9 that to be done before the end of this school year.</p> <p>10 There has been enhanced training for this school</p> <p>11 year, but training must be frequent, relevant,</p> <p>12 multi-model, and must be monitored. Training must</p> <p>13 be followed with practice drills. Slide 13</p> <p>14 outlines many of the aspects of the training and</p> <p>15 how the aspects fit together. Broward schools</p> <p>16 provides a variety of training modalities now than</p> <p>17 it did in 2019.</p> <p>18 Small group, in-person training, recorded</p> <p>19 sessions for playback, video reinforcement roles,</p> <p>20 specific training, practicing training and</p> <p>21 integrated drills, and open lines of communication</p> <p>22 to gather suggestions for improvement from</p> <p>23 employees in the field are underway. We must</p> <p>24 invest in our people and then we must expect</p> <p>25 performance. I've read the commission reports, and</p>
<p style="text-align: right;">Page 68</p> <p>1 you were correct. With expectations comes</p> <p>2 accountability.</p> <p>3 Slide 14. One of the major changes in the</p> <p>4 district practices introduced in 2019 concern</p> <p>5 behavioral threat assessments. Both the DOE and</p> <p>6 Broward schools initiated major changes. You heard</p> <p>7 about the strong support from the DOE to districts</p> <p>8 in presentations at this commission meeting.</p> <p>9 Broward's policies and documentation procedures are</p> <p>10 fully aligned with statute and with the CSTAG</p> <p>11 model. Broward schools replaced it's decentralized</p> <p>12 paper-based behavior threat assessment system with</p> <p>13 a centralized digital system in August 2019.</p> <p>14 Based on the November 2018 review of the former</p> <p>15 system, a process that enables the auditing of</p> <p>16 every step in the BTA process was established.</p> <p>17 Automatic timestamps are entered with transactions.</p> <p>18 Digital identities are associated with</p> <p>19 transactions, and a massive documentation system</p> <p>20 was put in place to enable the tracking and</p> <p>21 monitoring of every threat assessment. And the</p> <p>22 District did it by going immediately to full</p> <p>23 implementation two weeks after their initial</p> <p>24 training. New attributes were added to the system</p> <p>25 based on feedback, and then the second round of</p>	<p style="text-align: right;">Page 69</p> <p>1 training was conducted in early 2020.</p> <p>2 We also added a policy to this. So per policy,</p> <p>3 an audit of this initial year roll-out, the 2019/20</p> <p>4 school year was conducted. This audit was released</p> <p>5 on August the 5th, 2021. Though it has not gone</p> <p>6 through our typical release process just yet,</p> <p>7 however, as I was aware of the audit results, I</p> <p>8 directed staff to share a copy of the RSM audit</p> <p>9 report to you. The report and management response</p> <p>10 will be going to the district's audit committee on</p> <p>11 Thursday of this week. It will then go to the</p> <p>12 school Board.</p> <p>13 I am listening here today and will be listening</p> <p>14 during the upcoming reviews of the audit to ensure</p> <p>15 that any needed additional action is implemented.</p> <p>16 My immediate response is one of deep concern.</p> <p>17 Recently, I've been presented with some evidence</p> <p>18 that the issues raised in the '19-'20 audit have</p> <p>19 been addressed. I requested further verification</p> <p>20 of compliance with our policies and procedures, and</p> <p>21 the audit of the -- 21 -- of '20 and '21 threat</p> <p>22 assessment is scheduled for release in early 2022.</p> <p>23 Responding to threat events requires planning,</p> <p>24 training and monitoring of the fidelity of</p> <p>25 implementation. This audit showed that the</p>

<p style="text-align: right;">Page 70</p> <p>1 behavioral threat assessments training and  2 implementation was not initially successful. I'm  3 looking to see what happened last year, and I'm  4 committed to ensuring that BTAs are completed  5 properly, entered online, and monitored. Those  6 responsible for noncompliance will be held  7 accountable. A sworn law enforcement officer needs  8 to be involved in every BTA from the start, not  9 just signing off at the end.</p> <p>10 There are no excuses now that we have seen how  11 poorly the initial effort at complete documentation  12 was two years ago. The future will be different.  13 Everything that needs to be monitored is now able  14 to be audited. Training must result in good  15 implementation. While many of the issues in this  16 audit had been successfully addressed, I am still  17 looking for better outcomes, especially in the  18 areas of approved documentation of the services  19 provided to students. Those responsible for  20 noncompliance, again, will be held accountable.</p> <p>21 I want to raise another issue of concern to the  22 commission that I had recently been made aware of:  23 That our PROMISE, the definition of a diversion  24 program, the entering of data in the JJIS and  25 Citadel 590. The District originally had a stance</p>	<p style="text-align: right;">Page 71</p> <p>1 that PROMISE is an alternative to external  2 extension program, and that Broward schools has not  3 entered data into the PreventionWeb portal of the  4 Juvenile Justice Information System. This is a  5 concern.</p> <p>6 I became aware of the -- of the details of this  7 matter this past Friday. I'm continuing to work  8 with our interim general counsel to review all  9 related loss with urgency. As of today, I have  10 directed Broward County Public Schools staff to  11 begin correcting this practice immediately.  12 District staff have already begun retroactively  13 entering incidents into the prevention web portal  14 starting with our current school year. We will add  15 new incidents as they occur.</p> <p>16 If the legal opinion of the general counsel is  17 that PROMISE is a pre-arrest diversion program,  18 Broward County Public Schools will ensure that any  19 consequence that redirecting the students from  20 arrest is treated as a pre-arrest diversion  21 program.</p> <p>22 Slide 15. In 2019 the commission was informed  23 about the resources provided by a county-wide  24 referendum to support the education, safety, and  25 mental health of students of Broward County. Those</p>
<p style="text-align: right;">Page 72</p> <p>1 resources continue to supplement the district's  2 general fund commitment. Slide 15 outlines some of  3 the investments that Broward has made since 2019.  4 These involve multiple sources of funding,  5 including local, State, and federal dollars. The  6 federal grants can be spent over the course of  7 several years. Local general funds are allocated  8 annually.</p> <p>9 The Broward County referendum funding that was  10 passed in 2018 is up for renewal in 2022. It is  11 critically important that the districts works with  12 all of our communities to renew their commitment to  13 educators, safety, and students' mental health.  14 You see a variety of projects that have been  15 undertaken with the resources, safety personnel,  16 student services, and physical and some digital  17 layers of security. All of these require financial  18 resources. Broward has committed resources to  19 ensure the work will be done.</p> <p>20 Slide 16. The District will continue to respond  21 to the input from this commission, the Board of  22 legislator, and other independent bodies providing  23 input, and the District will continue to conduct  24 reviews and audits of our policies, practices, and  25 implementation. While we have undertaken many</p>	<p style="text-align: right;">Page 73</p> <p>1 improvements and have completed many safety  2 enhancement projects in response to the tragedy of  3 February 14, 2018, we still have much to accomplish  4 to ensure we are providing a safe learning and  5 working environment for all students, staff, and  6 visitors.</p> <p>7 I bring a deep professional and personal  8 commitment to ensuring that the work of this  9 commission is acted upon with urgency. The work of  10 the current school year which I just started in  11 August of this year is being reviewed to make sure  12 that there's clear ownership of responsibility,  13 sufficient commitment, and physical resources  14 dedicated to accomplishing the commitments. That  15 people are trained and are practicing their  16 training. That we are supervising, monitoring, and  17 auditing our roles and responsibilities and that  18 accountability for accomplishments and for failures  19 is present.</p> <p>20 Thank you, Chair, for the opportunity to provide  21 an update to the commission from the Broward County  22 Public Schools and to introduce myself, and again,  23 a sincere thank you to each of you for the service  24 that you are doing on this commission.</p> <p>25 SHERIFF GUALTIERI: Thank you, Dr. Cartwright.</p>

<p style="text-align: right;">Page 74</p> <p>1 I certainly appreciate your presentation. I  2 appreciate you being here today. You and I met a  3 couple of weeks ago and I left our meeting hopeful  4 and optimistic about a new way of doing business,  5 about a new energy level or sense of urgency, and  6 quite frankly, sincerity as opposed to lip service  7 because that's what we've received over the last  8 few years. In hindsight, it was a bunch of lip  9 service and a lack of urgency in getting things  10 done.  11 You know, and the writing was on the wall and --  12 and I talked about this extensively previously, but  13 it hadn't changed. This incident as we know  14 occurred on February 14th of 2018. Broward County  15 School District in February 2018 didn't have an  16 Active Assailant Response Policy. I appeared  17 before the Broward County -- Broward County School  18 Board in February of 2019, a year later. And it  19 wasn't until the week before I appeared before the  20 school board to summarize our findings that they  21 passed our first-ever Active Assailant Response  22 Policy. So it took a year and -- and that's been  23 the trend since.  24 So you've been in office less than 60 days. And  25 so you inherited this. I really am optimistic</p>	<p style="text-align: right;">Page 75</p> <p>1 based upon your presentation today and our meeting  2 that there is a new day, there is a new era, and  3 things are going to be, you know, different. But  4 please know that today we're still going to -- and  5 I told you we would -- we still got to probe some  6 of this. We still need to ask some questions about  7 it and it is not to beat you up. It is not to give  8 you a hard time because you aren't responsible for  9 it, you know, but, you know, the prior  10 administration was, and quite frankly, the school  11 board is.  12 And, you know, there's people that have been on  13 that school board for a long time and, you know,  14 they have a role, an oversight role of the  15 superintendent and I don't think they exercise  16 that. And you know, when you sit here and you hear  17 the terrible situation that the families went  18 through with reunification. We went through this  19 whole series of meetings, we heard from everybody  20 and it wasn't until, as we know, a couple of weeks  21 ago now that you-all passed the reunification  22 policy.  23 And it's really -- you see a consistent theme.  24 So we talk about the threat management. When I  25 first sat down and heard about the threat</p>
<p style="text-align: right;">Page 76</p> <p>1 management protocols because the threat management  2 -- the crews was botched, totally. And we looked  3 at it and we got a briefing on it and said, you  4 know, there's a good policy here. There is a good  5 methodology. The problem wasn't the methodology,  6 the problem was in the implementation because they  7 didn't train on it.  8 Communication, in my view, from what I've seen  9 over the last three-and-a-half years, the  10 communication between the administration and the  11 people charged with implementing things in the  12 Broward County School District has been pathetic  13 and there's just this expectation that it happens  14 somehow. If I hear one more time, which I won't  15 now under you, I'm sure, is -- is, Oh, we put it on  16 the Internet. That's not how you train people.  17 That's not how you implement things.  18 And so they said, oh we got it. And we're going  19 to have this new threat assessment process. We're  20 going to invest -- I don't remember what the price  21 tag was, but it was significant, you know, a  22 million bucks, 2 million bucks, whatever you-all  23 spent on the new threat assessment software. But  24 guess what? We got the same result. It's not  25 because you changed the process you're going to get</p>	<p style="text-align: right;">Page 77</p> <p>1 a different result. You've got to change the  2 implementation. You've got to train, you've got to  3 -- you know, the software isn't a magic button.  4 So now, you know, is that you've got a situation  5 where 100 percent of the 875 threat assessments  6 that were done that were high risk or medium risk  7 had exceptions. 60 percent did not have monitoring  8 plans. A whole bunch weren't signed by the team  9 members and 17 percent of those weren't signed by  10 law enforcement. So again, it's all in the  11 implementation. Changing the process isn't going  12 to do it and I certainly appreciate your immediate  13 reaction and response to changing the requirements  14 and having the law complied with, which isn't hard.  15 The law says that if a kid commits a crime and  16 something is done with that kid other than entering  17 them into the juvenile justice system, then it  18 needs to comply with the community-based diversion  19 program and it needs to get entered into JJIS. Why  20 is that so difficult? And I ask that rhetorically  21 of course. But I -- I thank you for stepping up  22 and acting with urgency and, hopefully, it is a new  23 day with a new light on how business is going to be  24 conducted in -- in the District.  25 The camera issue, same thing. Like you said, I</p>

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1 know you've got thousands but -- and I sent you  
 2 copies of the letter. I sent to your staff that  
 3 Sheriff Tony sent these letters out in 2019. Now  
 4 we had a little difference in the numbers and  
 5 whether it's 200 or 500 or whatever, the point is,  
 6 it's still at MSD, you've got cameras around here,  
 7 and this is the lack of urgency. This is -- this  
 8 shows a culture problem and I hope that you're  
 9 going to change that culture and that -- and I -- I  
 10 -- I believe you're -- you're saying it with  
 11 sincerity, that you understand it and that you're  
 12 going to make every effort within your power to do  
 13 that.

14 A couple of things that, if you can address  
 15 that, are open-ended that you didn't address during  
 16 your presentation. One of those is just to update  
 17 the commission to the extent you can to complete,  
 18 it's just that there were a number of personnel  
 19 investigations that were done that were ongoing  
 20 with Greenleaf and Porter and the -- all those  
 21 people that were investigated, Are you prepared --  
 22 can you just generally tell everybody, is -- are  
 23 there any ongoing investigations of personnel or  
 24 are they all complete? What's the status of those  
 25 internal investigations?

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1 that I would like to do is to be able to candidly  
 2 review the survey and some of the results that are  
 3 in there at -- at a more granular level from a  
 4 researcher lens, which is part of my background.  
 5 And taking a look at that, but moreover, I think  
 6 what's more important, regardless if we say it's --  
 7 you know, if it was valid or not, the point being  
 8 is a survey is a survey, the results are the  
 9 results. And so we -- I -- I have already directed  
 10 my staff to reconvene that task force and to sub --  
 11 to finalize a report prior to the end of the school  
 12 year.

13 SHERIFF GUALTIERI: Do you have an understanding  
 14 of you being able to determine why, you know, you  
 15 said he was -- for a landing within 120 days which  
 16 would have put it at the end of 2019 and if the  
 17 task force -- the report -- did -- do you have any  
 18 idea of what happened, why that didn't get done?

19 MS. CARTWRIGHT: I do. So they did meet three  
 20 times and then, unfortunately, we did have the  
 21 pandemic that started at that point in March of  
 22 2020 so almost a year later. But they had met --  
 23 like I said, they had met at least three times.  
 24 That task force was used a little bit differently  
 25 and it was actually tooled a little bit different

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1 MS. CARTWRIGHT: To my knowledge, all of those  
 2 investigations have been completed --

3 SHERIFF GUALTIERI: Okay.

4 MS. CARTWRIGHT: -- at this point in time. We  
 5 had -- we did have some resignations that -- or  
 6 retirements I should say, that occurred also while  
 7 those investigations were ongoing.

8 SHERIFF GUALTIERI: Okay. One of the things we  
 9 heard about back in 2019 as well, it was an open-  
 10 ended issue, was the survey that the Broward  
 11 Teachers Union conducted and there was a high level  
 12 of concern reflected in that survey from the school  
 13 staff about the safety and the security on the  
 14 campuses. Superintendent Runcie, in his testimony  
 15 on August 15th of 2019, acknowledged there was  
 16 merit to the concerns of the school staff in that  
 17 Broward Teachers Union survey and he said that  
 18 there was legitimate concerns and pledged to act  
 19 within -- it was 120 days to form a task force and  
 20 to address it.

21 My understanding is -- is that, that is still an  
 22 open issue that the -- there's not been a report  
 23 and that it hasn't been wholly addressed. Can you  
 24 talk about that somewhat?

25 MS. CARTWRIGHT: Yes, sir. One of the things

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1 in order for us to start having response --  
 2 appropriate responses related to COVID and how to  
 3 deal with the -- with the pandemic in a school  
 4 environment. But now that we are back in school  
 5 face-to-face, 100 percent, of course, we still have  
 6 to be fluid with COVID but we are going to get the  
 7 original purpose of that force -- that task force  
 8 back together in order to re-visit this, to pick up  
 9 the conversations, and to develop a final report.

10 SHERIFF GUALTIERI: So if -- if -- if it wasn't  
 11 you standing at the podium and it was your  
 12 predecessor, my comments and my -- probably  
 13 questions but more of my comments, would be very  
 14 different than they are. I'm going to stop. I'm  
 15 going to turn it over to any other commissioners  
 16 who want to make any comments or ask any questions.

17 But it's because I have confidence in -- in you  
 18 from our meeting and what I've seen and heard so  
 19 far that it will be a new -- different day and a  
 20 new era. I'm not going to beat this up, but, you  
 21 know, you know, as we -- when we meet again next  
 22 time, I won't be in the same situation again. This  
 23 is -- this is old and this district needs to  
 24 change. This district needs to understand that  
 25 this is ground zero. This is where this happened

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1 and this district needs to show leadership and set  
 2 the example for others. This district shouldn't  
 3 continue -- shouldn't continue to be the part of  
 4 the problem and, you know, I -- I -- I hope it  
 5 changes. So I'll -- if any commissioners have any  
 6 questions for you, go ahead.

7 MR. JUDD: Thank you. Dr. Cartwright, I -- I  
 8 appreciate and enjoyed your presentation here. We  
 9 -- and I'm going to say some things that may be  
 10 just minimal therapy for me.

11 MS. CARTWRIGHT: Yes, sir.

12 MR. JUDD: I did really mean it.

13 MS. CARTWRIGHT: Yes, sir.

14 MR. JUDD: The -- my -- my major concern is,  
 15 regardless of the superintendent, there's a school  
 16 board that did not insist that there be a system  
 17 and a process in place to accomplish this. A group  
 18 of people elected by the people did not do what  
 19 they should have done in absence of the  
 20 superintendent doing what he should have done.  
 21 They should be held accountable as well. I like  
 22 what I've seen here.

23 I really do but understand that the adminis -- I  
 24 would -- I would ask that you go back and seek out  
 25 the administrators that were in charge of these

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1 were in the positions that had the authority and  
 2 responsibility to do this with or without the  
 3 superintendent's request. Because other than that,  
 4 they're going to gang up on you and slow-walk you.  
 5 I have -- I've not only worked as a -- as a chief  
 6 administrator, I've taught systems with processes  
 7 and practices, and I understand human nature and  
 8 you've got to make this -- it's difficult to  
 9 change, and that's quite frankly not going to  
 10 happen in six months, or a year, or two years with  
 11 a mammoth system like this.

12 But it has to start at minute 1 on day 1 and  
 13 they have to see your sincerity and as we have seen  
 14 it today. And at 60 days then, it's not a fair  
 15 question for you to say, what have they been doing?  
 16 Because I think you're in the process of  
 17 researching to find out what they've been doing.  
 18 But I want to rem -- to remind everyone that  
 19 watches this and -- and those in the school system  
 20 that still haven't obviously grasped the gravity of  
 21 this, a lot of children and some of their  
 22 colleagues died. Died because there were a lot of  
 23 failures and there's -- there's enough blame to go  
 24 around.

25 But when they don't start at that moment fixing

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1 disciplines, that had these marching orders and  
 2 didn't do what they should have done and  
 3 appropriately deal with them. Failure to do that,  
 4 you're just shuffling chairs around the Titanic  
 5 because regardless of the superintendent, there  
 6 were deputy superintendents, there were top  
 7 officials who could look at these guidelines, look  
 8 at these new laws, listen to this commission  
 9 meeting, seeing that we've come from all over the  
 10 State to help.

11 And for example, on the Guardian or law  
 12 enforcement, the last county to comply, the last  
 13 district to comply was Broward at ground zero. So  
 14 at -- at the end of the day, I like -- I like  
 15 lists, I like checklists, I like accountability, I  
 16 like assigning people duties and responsibilities,  
 17 but I suggest to you that you're up -- you're up  
 18 for the challenge, but you've got to have those  
 19 that you can appoint that have the same mindset  
 20 that you do as opposed to sitting around saying,  
 21 well, heck, we can just outlive the commission. We  
 22 can just outlive the request, it will go away,  
 23 because we've not seen the act -- action that we --  
 24 we should have.

25 So I would tell you to remove the people that

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1 them, that's what shocks this commission to the  
 2 core and certainly shocks me to the core. So thank  
 3 you. I -- I wish you the very best. I have you in  
 4 my prayers because you're doing the right thing for  
 5 -- at the right time. I believe there is a season  
 6 when people are put in these positions and I think  
 7 you are here for this season, for this challenge,  
 8 and you can do it.

9 But you've got to have a school board that  
 10 supports you and they have been asleep and I can  
 11 say that, you can't. But I would encourage them to  
 12 support you, to wake up or either step aside and  
 13 let somebody be on that school board that cares as  
 14 much as it appears to me that you do. Thank you.

15 MS. CARTWRIGHT: Thank you, sir.

16 SHERIFF GUALTIERI: Commissioner Swearingen. Go  
 17 ahead.

18 MR. SWEARINGEN: Thank you, Chair. Thank you,  
 19 Superintendent Cartwright, for being here today and  
 20 -- and I kind of want to echo some of what the  
 21 Chair has said. I'm actually encouraged by your  
 22 presentation. I think your sincerity comes across.  
 23 The sense of urgency that -- that you possess and --  
 24 -- and I'm encouraged by -- by your comments. I --  
 25 I expressed frustration earlier with a -- a

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1 presenter that -- that we've been meeting down here  
 2 and we keep getting, I think Sheriff Grady said --  
 3 Sheriff Judd said, lip service is all we got.  
 4 And I'm encouraged by your comments on the  
 5 school camera situation. I'm encouraged by your  
 6 comments about fixing the threat assessment process  
 7 which is obviously flawed, and I'm encouraged about  
 8 your -- your comments about the PROMISE program,  
 9 which is clearly by any stretch of the imagination,  
 10 a diversion program. So I'm encouraged by all of  
 11 those.  
 12 You know what I found, when it comes to change,  
 13 there's always passive resistance and then there's  
 14 active assistance, right? So I think we fixed some  
 15 of the active resistance through changes in statute  
 16 and rule. It was kind of forced upon those people  
 17 that didn't want to change but we've seen -- we've  
 18 seen plenty of both in Broward County since the  
 19 Marjory Stoneman Douglas massacre. There's been a  
 20 lot of active resistance and there's been a lot of  
 21 passive resistance.  
 22 The passive resistance continues in the sheer  
 23 layers of bureaucracy that -- that this county puts  
 24 on everything. I hope that -- that you can tear  
 25 away some of those layers of bureaucracy to deal

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1 principals that had a lot of economies. We  
 2 basically had 6,000-plus little satellite  
 3 organizations that were doing business pretty  
 4 autonomously. And you could see it because the --  
 5 how they implemented threat assessments, different  
 6 everywhere. They might have been using the same  
 7 tool, but it was not implemented the same way with  
 8 the same qualitative nature. There was no  
 9 comparison across school systems or even in a  
 10 school system on how that was done.  
 11 If you looked at assessment data, in my opinion,  
 12 that data was a joke because when you looked at it,  
 13 the data anomalies just from face value was so  
 14 disparate that you knew that not everyone was using  
 15 the same definition. When you looked at the  
 16 PROMISE program, even within this district, how  
 17 different it was implemented and how different that  
 18 was from everywhere else in the state. And so this  
 19 is -- this is that ecosystem of leadership that  
 20 existed, and the culture that everybody says must  
 21 change.  
 22 With respect to school safety, and we said this  
 23 back right when the incident occurred, that culture  
 24 had to change, and on issues like safety there  
 25 can't be 67 different interpretations and there

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1 with those -- those who continue to engage in  
 2 passive change. But I'm encouraged by your  
 3 comments today and I think with -- again, as  
 4 Sheriff Judd said, with the support of the -- the --  
 5 - the people who you answer to, I -- I -- I hope  
 6 you can get beyond that. But it is incumbent upon  
 7 them to wake up and support you. So thank you for  
 8 your presentation.  
 9 SHERIFF GUALTIERI: Commissioner Carroll.  
 10 MR. CARROLL: I echo everything that was said.  
 11 I -- I do want to go back to a comment that the  
 12 sheriff made earlier, this ecosystem of leadership.  
 13 It was an interesting coining of -- of -- of what  
 14 he saw as an issue with leadership on the ground  
 15 here in Bro - Broward County. But I would look at  
 16 the ecosystem of leadership within education. When  
 17 we first started this, the eye-opener for me who is  
 18 a non-educator, was that we had a structure, we had  
 19 the Department of Education. They didn't -- they  
 20 had a lot of responsibility, but they didn't have a  
 21 lot of authority. In fact, they've been given some  
 22 as a result of some of the changes.  
 23 So you basically had 67 different school  
 24 districts that had a lot of autonomy, and then  
 25 within each school district, you had a lot of

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1 can't be within every school system 4000 different  
 2 interpretations of what the district's policy is.  
 3 That there has to be consensus around school safety  
 4 issues. And I'm afraid when I see some of what I  
 5 see today. That still exists, because I would  
 6 agree that much of this is -- is a failure in -- in  
 7 leadership in -- in the ball work mechanism.  
 8 But even when we got to the, you know, the  
 9 camera issue. Well, some schools probably  
 10 implemented what was asked of them and some schools  
 11 didn't. That looks like the leftover culture from  
 12 that ecosystem of leadership that exists because of  
 13 the way this structure was set up. I know you've  
 14 only been on the job 57 days, I think you said, and  
 15 I'm quite frankly very pleased with your  
 16 presentation and especially that you took  
 17 responsibility proactively for everything that was  
 18 said just in these last two days.  
 19 I also appreciate, although it's late and you  
 20 may have been given a heads-up by different folks  
 21 including Sheriff Gualtieri on certain issues, I  
 22 appreciate that you've already taken action on some  
 23 of them because it -- it -- it -- it indicates to  
 24 me that there is a new sense of urgency.  
 25 My question in all of this is: In 57 days, and -

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1 - and it goes back to what Commissioner Swearingen  
 2 just said, had -- do you have any insight into what  
 3 the culture is? Is there a sense of urgency in  
 4 this school district? Is this -- is it this notion  
 5 that -- that happened there, but it will never  
 6 happen here? Because I got to tell you, there but  
 7 for the grace of God go I.

8 That incident and that tragedy could have  
 9 happened in ev -- any school system, and -- and our  
 10 work over these years has shown that, and it could  
 11 have happened at any school within this district,  
 12 and -- and unfortunately, Marjory Stoneman Douglas  
 13 was the unlucky -- or unfortunate school where it  
 14 occurred. So have you had any insight in your 57  
 15 days on what the culture is here, and is it  
 16 different from the school systems that you worked  
 17 with before?

18 MS. CARTWRIGHT: That's a very good question. I  
 19 am -- to be very frank with you, I'm still right in  
 20 the middle of really trying to do that evaluation  
 21 right now because, in order to come up with that  
 22 summative answer for you, it means that I'm  
 23 observing in mul -- in multiple ways, right?  
 24 Because I don't want to say that I've only observed  
 25 one subsection of -- of our district and give an --

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1 made -- the school district, despite our  
 2 complaints, has made progress, because you've put  
 3 things in place.

4 But I guess the expectation would be kind of  
 5 where Sheriff Tony was, where they went beyond the  
 6 recommendations and in some cases became the  
 7 benchmark because it happened here, and -- and so  
 8 they wanted to go beyond what the recommendations  
 9 were and become a leader in -- particularly around  
 10 safety. And I just don't get that perception that  
 11 that's the same approach the school district has  
 12 taken, and you probably aren't in a place to make  
 13 an assessment of that. At least for me, it -- it  
 14 does appear as though the approach has been  
 15 different.

16 MS. CARTWRIGHT: I can assure you that -- I can  
 17 assure you again, that it is something that is  
 18 currently under review and it's something that I am  
 19 taking a look at as to what are the senses of  
 20 urgency and where are those areas and what are the  
 21 roadblocks that are in the way in which to complete  
 22 the level of work that's necessary in the urgent  
 23 manner and time that's needed.

24 SHERIFF GUALTIERI: It -- it -- it and -- and  
 25 I'll tell you, Mr. Carroll, because I had a lot of

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1 base an answer on that. I've been interacting with  
 2 -- obviously with the cabinet and our school board.  
 3 But I've also been ensuring that I'm highly  
 4 visible. I'm going out into the community and  
 5 interacting with others and listening very  
 6 carefully.

7 So not only am I listening to our employees from  
 8 the organization, but also I'm listening to  
 9 community members and some of our partners, our  
 10 business partners and community partners because to  
 11 do more of an -- a global understanding and  
 12 evaluation, because that will give me more of a  
 13 feedback as to what are those systems that are  
 14 working well, because there are a lot of them, and  
 15 what are those areas that we may need -- we have  
 16 some opportunity in order to go forward and to  
 17 advance forward. So I apologize, I can't give you  
 18 a full complete answer, but I'm telling you what my  
 19 process is.

20 MR. CARROLL: What -- and I do appreciate that.  
 21 One -- one of the things that I appreciated from  
 22 Sheriff Tony's presentation this morning was an  
 23 appreciation that this event happened here, and so  
 24 you just went to a presentation, and I know the  
 25 school district has done a lot of work and you have

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1 individual interactions with some of those  
 2 administrators that are no longer here, and it was  
 3 a trickle-down, as you would expect. That's how it  
 4 works, is -- is that they didn't like what we were  
 5 telling them. They didn't like what was being  
 6 required, they didn't like the laws, and a lot of  
 7 it was a wink and a nod. It was, yeah, okay, and  
 8 then they turned around and did whatever the hell  
 9 they wanted, which was nothing in many cases. And  
 10 that trickled down throughout. It is still there.

11 Question is, are you going to be able to change  
 12 it? Because I've seen it, and that is, you say  
 13 something, they say okay, then they go do whatever  
 14 they want. That's how stuff's not getting done.  
 15 And -- and I've seen that way too many times, and  
 16 in -- and some of it is shown and demonstrated by  
 17 the lack of effectively even communicating what the  
 18 expectation is, because, oh, we'll just put it on a  
 19 shelf and we just forget about it or move it off to  
 20 the side. There's no question that was going on.

21 Question is is that -- does it change and -- and  
 22 how effective, and -- and it goes back to, I -- I  
 23 guess far be it for me, but others have jumped into  
 24 it, is -- is that you're probably going to have to  
 25 change some people. And -- and you're, you know,



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1 57 days in. Probably too early in some cases to  
 2 make those decisions. But either people have to  
 3 change the -- the way they're doing things or the  
 4 people in those positions have to change to be  
 5 effective. Because there's just no way, the  
 6 district is too big, you've got too much, and you  
 7 can't -- it is not going to change itself. Some --  
 8 somebody else?  
 9 Commissioner Dodd.  
 10 MR. DODD: I appreciate you being here. I -- I  
 11 feel really encouraged by a lot of what you've  
 12 shared with us. I especially like the school visit  
 13 tracking app. I know you talked a little bit about  
 14 that and shared that with us and, you know, that's  
 15 a really great tool, and maybe other districts will  
 16 pick up on that too. Maybe even it's not just your  
 17 security managers, but your district administrators  
 18 can be a part of that as well. That's really kind  
 19 of interesting. I was a little bit concerned about  
 20 the Alyssa's Law and, you know, the lack of your  
 21 employees who are downloading the app on their --  
 22 their personal devices.  
 23 So I'm just curious as far as -- we had a survey  
 24 that Broward Teachers' Union had done on safety and  
 25 security and concerns. Have you had any push-back

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1 Guardians in in addition to our school resource  
 2 officers, and I remember all of the school monitors  
 3 that -- that Broward County has, that are -- are  
 4 not -- are not -- not armed, just monitors. And,  
 5 you know, I mentioned this before but, you know,  
 6 you already have positions that could be trained as  
 7 Guardians, still continue to be a monitor, but  
 8 could also be a secondary re-affirmed armed  
 9 personnel ready to engage in active assailant so I  
 10 just want to -- I thought I would recommend.  
 11 MS. CARTWRIGHT: Thank you for the  
 12 recommendation.  
 13 SHERIFF GUALTIERI: Commissioner Petty.  
 14 MR. PETTY: Superintendent Cartwright, thank you  
 15 for being here today. As you've heard from the  
 16 other commissioners, I -- I find reasons to be  
 17 optimistic in your presentation today. So I want  
 18 to thank you for putting this together, and from  
 19 what you shared today, I guess my question would --  
 20 you know, in my -- in my private work I have an  
 21 opportunity to do what's called management  
 22 consulting, and we do a lot of reorganization work.  
 23 My experiences leads me to -- and I think the  
 24 academic researchers there too, but my experience  
 25 leads me to the conclusion that a lot of times when

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1 from them as far as downloading this, having  
 2 teachers downloading -- downloading this, or what -  
 3 - what has been their view of that?  
 4 MS. CARTWRIGHT: There are a lot of  
 5 misconceptions that are out there right now. There  
 6 is a fear -- I'm not saying that it is based on  
 7 fact because it's not, but there is a fear that by  
 8 having this app on your phone, that we can track  
 9 where teachers or -- or employees are at any point  
 10 in time, including their own personal time. And as  
 11 you know, often -- well, for anyone who is tech-  
 12 savvy and has downloaded the app as I have, is that  
 13 you can put on there, you know, only allowed when -  
 14 - when in use. In other words, when you open the  
 15 app, and then it turns on your location device.  
 16 So that is something that we -- that's part of  
 17 our media strat -- our media strategy that we're  
 18 going forward with, is trying to resolve that  
 19 misconception that is out there and that false  
 20 fear, because you can control when the app is  
 21 actually tracking you versus when it's not tracking  
 22 you.  
 23 MR. CARROLL: Okay. And the other thing that I  
 24 had mentioned, as a school board member from a  
 25 smaller county, you know, we wanted to bring

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1 we're asked to come in and make recommendations  
 2 about improving the direction of a company, my  
 3 thoughts go to what Sheriff Judd said.  
 4 A lot of times it's a cultural issue and that's  
 5 intimately linked with people, and if you don't  
 6 make changes to the people, it's very difficult to  
 7 change the culture. So I would -- you -- you  
 8 mentioned something at the very beginning of your  
 9 presentation. You -- you -- you mentioned that  
 10 although right now your title is interim, that  
 11 you're acting with full authority as a  
 12 superintendent. I -- as a member of this  
 13 commission and as a father who lost a daughter, I  
 14 would ask you to take those words to heart and act.  
 15 Make the decisions, figure out who -- who are  
 16 the passive resistors and who are the active  
 17 resistors, and get rid of the active resistors  
 18 immediately. They are a cancer on your  
 19 organization. I'll ask you a question: What can we  
 20 do as a commission to help you?  
 21 MS. CARTWRIGHT: Thank you for that question. I  
 22 want to continue to listen and to hear some of the  
 23 recommendations that this commission has been  
 24 making, and some of the observations that you have  
 25 -- are making and have made. It's important for us

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1 to have a deeper understanding of what that is.  
 2 One of the things I would also respectfully request  
 3 is that if you're seeing something from the  
 4 outside, to feel free to reach out to me personally  
 5 as the interim superintendent to have that  
 6 conversation, because there's -- it is a large  
 7 organization.  
 8 There are going to be things that potentially  
 9 can happen that I may not be aware of because of  
 10 the size of the organization. It doesn't mean that  
 11 I'm not monitoring it. It doesn't mean that I'm  
 12 not making system changes and process changes in  
 13 order to ensure that we have fluidity within our  
 14 proc -- our procedures to hold people accountable,  
 15 but sometimes things happen. So for example,  
 16 knowing about the cam -- finding out about the  
 17 cameras, and, Chair, I greatly appreciate you  
 18 reaching out to us in order to make sure that we  
 19 were aware of that on Friday.  
 20 As a result of having that type of information,  
 21 obviously, that was something -- for me, that was  
 22 an obvious, oh my goodness, we have to handle this  
 23 right away. There has to be a sense of urgency to  
 24 this because as I mentioned before, one camera is  
 25 one camera too many. And so having that type of

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1 and accountability that we need to have. So that  
 2 would be what I would request.  
 3 MR. PETTY: Again, I'm very pleased with what we  
 4 heard today. I'm guessing this won't be your only  
 5 opportunity to present in front of the commission.  
 6 Our attitudes will be significantly different next  
 7 time if we don't continue to see some progress.  
 8 I'm pleased with the sincerity. I agree with the  
 9 comment the Chair made about lip service we were  
 10 paid in the past, and I wouldn't want to see that  
 11 repeated again.  
 12 And if there, you know, as -- as a commission, I  
 13 offer an opportunity to be helpful because I do  
 14 think you still have a large contingent of your  
 15 ward that doesn't get it, doesn't understand what  
 16 happened, doesn't understand their role in it, does  
 17 not accept the responsibility for what happened and  
 18 the mistakes and failures that were made, and  
 19 therefore, quite honestly, won't give you much  
 20 support in your effort to make changes. And so if  
 21 -- if we can serve as some sort of a surrogate for  
 22 that and support what you're trying to do, I think  
 23 you'll find a -- a friendly face here in the  
 24 commission.  
 25 MS. CARTWRIGHT: I greatly appreciate -- may I

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1 insight is something that I would greatly  
 2 appreciate in that type of relationship because  
 3 this -- the relationship that is between the  
 4 commission and the school district is one from  
 5 which I want to have a collaborative relationship I  
 6 want to build upon, and I want Broward to be that  
 7 gold standard, to be that district that other  
 8 districts look towards in order to figure out how  
 9 do we do it.  
 10 Those are some of the things that you can do as  
 11 a commission to help me. I would say I also heard  
 12 the conversations related to potential or  
 13 additional oversight. I would request a pause on  
 14 that recommendation at this point in time. The  
 15 reason I say that -- help -- and I'll help you  
 16 understand, is because oftentimes when additional  
 17 oversight is put into place, it puts an additional  
 18 layer of bureaucracy and it makes it even more  
 19 difficult to be nimble and to be responsive in a --  
 20 in a quick urgent manner.  
 21 I'm not saying don't do it, I'm just saying if  
 22 it's possible to maybe put a pause on it, allow me  
 23 an opportunity to really start working with this  
 24 organization and get the team players positioned in  
 25 the right way in order to have the level of urgency

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1 address that?  
 2 SHERIFF GUALTIERI: Yes.  
 3 MS. CARTWRIGHT: I do want to say in -- in full  
 4 transparency, my board members have been supportive  
 5 with the conversations that I've been having with  
 6 them. I meet with them on a regular basis for  
 7 either phone conversations or face-to-face  
 8 conversations, to increase the level of  
 9 communication that's occurring between the  
 10 superintendent and our school board. The  
 11 conversations that I've had with my board members  
 12 related to this tragic -- no other way to say,  
 13 massacre. There's no other way to say it.  
 14 Each of them in their own way are going through  
 15 a -- very much of -- of a grieving way. They do  
 16 recognize what happened and they do feel -- they're  
 17 -- they -- it's not that -- that they don't want to  
 18 acknowledge it, but they are trying to deal with it  
 19 in their own way a lot of times and they have been  
 20 supportive. When I was explaining to some of them  
 21 that I need to work on -- right now I can't think  
 22 about this, I've got to think about this.  
 23 I did not get any resistance. They understood  
 24 that I had to prioritize certain actions in  
 25 immediacy in order to ensure that we were providing

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1 a safe school environment when we started school.  
 2 They actually encouraged that. They did not push  
 3 back and say, No, no, no, what about this project  
 4 or what about this project? I want this to happen  
 5 instead. That was not the feedback that I received  
 6 from my board and I just wanted to make sure that  
 7 you-all were aware of that as well.  
 8 That they -- they -- they get that there are  
 9 certain things that we do have to prioritize and  
 10 really look at and that anything related to school  
 11 safety was something that they -- there's been zero  
 12 resistance from. So I just wanted to publicly say  
 13 that because, you know, oftentimes I'm -- I'm  
 14 having individual conversations so the public would  
 15 not necessarily see that. And again, they want to  
 16 do the right thing and I know that they want to do  
 17 the right thing. I feel that -- I feel that in my  
 18 conversations and their genuinity with them, their  
 19 genuineness I should say, excuse me.  
 20 So I just wanted to -- to state -- state towards  
 21 that. And, Chair, you had also mentioned about  
 22 with the staff, there's one thing I can tell you  
 23 that my cabinet will say about me, if you were to -  
 24 - to corner them and ask me. They're -- they're  
 25 definitely having a new understanding of urgency

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1 highest level.  
 2 We don't want to have these discussions. What  
 3 we want to see is success. We want to stop the  
 4 gyration, stop the twisting and turning trying to  
 5 figure out how not to do it. But let me say this  
 6 too, because of all of this discussion and -- and I  
 7 haven't said it up to this point, you have some  
 8 good people. There's no question that you have  
 9 some good people and some of the people that I have  
 10 dealt with individually over the last three-and-a-  
 11 half years and some very recently, are very caring,  
 12 highly skilled, they do have a sense of urgency. I  
 13 think they have been stymied and not been in a  
 14 position, some of them, to get to where they need  
 15 to be.  
 16 So you do have some good people around you and  
 17 there's no question about it. And I'm not going to  
 18 name names. They know who they are. But they are  
 19 good caring people who are -- I know will serve you  
 20 well just from my interactions with them over the  
 21 last three-and-a-half years, which is a long time.  
 22 It's enough time to understand people and to build  
 23 those relationships, if you will. So it's not that  
 24 you don't have some infrastructure and support  
 25 around you and you are on this island by yourself,

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1 and an understanding that where a good job has been  
 2 done I'm going to give them credit in a public way.  
 3 But where accountability that's not the nice  
 4 accountability needs to happen, that I have no  
 5 problems going there either. If you were to talk  
 6 any of my cabinet members you will definitely hear  
 7 that resonates -- that message resonates. That may  
 8 address as well for you, commissioner.  
 9 SHERIFF GUALTIERI: You know, it's good that  
 10 you're -- did you have something else?  
 11 MR. PETTY: I mean just -- I appreciate that,  
 12 Superintendent. Actions speak louder than words  
 13 and so at this point, we would want to see action  
 14 from the Broward County School District.  
 15 MS. CARTWRIGHT: Yes, sir.  
 16 SHERIFF GUALTIERI: And along those lines as  
 17 well is the follow-up on, and then Secretary Tamayo  
 18 has a question. But you can't fix things you don't  
 19 know about. None of us can. So it's uncommon and  
 20 -- and as I've done and will continue to do, there  
 21 -- there's nothing that has been brought up here  
 22 today that I know of and I -- that you didn't hear  
 23 about either directly from me or from my staff.  
 24 We've been very forthcoming, very -- we'll continue  
 25 to do that. We want to help you succeed at the

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1 that's not the case. You do have some good people.  
 2 Secretary Tamayo.  
 3 MS. TAMAYO: Yeah. Superintendent, thank you  
 4 very much for coming. And I've been very  
 5 encouraged by your -- this morning the e-mail that  
 6 I received with the information that needed to be  
 7 provided into JJIS, our PreventionWeb was going to  
 8 be entered. More importantly, the information or  
 9 the data that is from previous years since that was  
 10 not entered is also of ultimate importance because  
 11 we as a public safety agency also are very data  
 12 driven.  
 13 We want to make sure that we have accountable  
 14 measures and we also want to make sure that we are  
 15 able to evaluate our prevention program. So my  
 16 staff, I have already told them, call them  
 17 immediately, see what they need and I hope that the  
 18 people that you have now ordered to enter the  
 19 information in PreventionWeb and by every stretch  
 20 of the imagination, the PROMISE program is a  
 21 diversion program.  
 22 It is very clear we have memos and opinions  
 23 going back for two years that we will have that  
 24 data and of course we will be a good partner and  
 25 work with your staff to ensure that that

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1 information is entered so that information could be  
 2 shared with all our partners. And good luck to  
 3 you, I know it is a very difficult job that you  
 4 have entered and I don't want to reiterate what all  
 5 the other commissioners have said, but actions do  
 6 speak louder than words and when you are in the  
 7 slot that you're in, actions speak louder than  
 8 words. Thank you.  
 9 SHERIFF GUALTIERI: Commissioner Larkin-Skinner.  
 10 MS. LARKIN-SKINNER: Thank you Doctor  
 11 Cartwright. I have a -- a question regarding your  
 12 reunification plan. Until today, until your  
 13 presentation actually, we talked about it being a  
 14 policy and the policy was just approved. So the  
 15 question I have is with the reunification plan  
 16 training, is it really a plan? Because a policy is  
 17 not a plan. And what is the training because we've  
 18 talked quite a bit about training isn't just  
 19 sending a policy by e-mail and acknowledging that  
 20 you read it, right? Is there really a plan and  
 21 really a training? And please forgive my  
 22 skepticism.  
 23 MS. CARTWRIGHT: Most certainly. So there --  
 24 yes, ma'am there is really a reunification and a  
 25 crisis communication plan. There are two of them

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1 know, are there elements of it that we can have  
 2 public? Because for example, parents need to know  
 3 what is their core responsibility in this?  
 4 Especially in the reunification process, just like  
 5 students need to know what that's going to look  
 6 like. So there's -- obviously there's going to be  
 7 some sections of this that will be public but some  
 8 of this may not be public as well.  
 9 MS. LARKIN-SKINNER: Thank you. And my follow-  
 10 up question to that is: Who are your community  
 11 partners? Because it almost sounds like the  
 12 district is developing this in a vacuum. So for  
 13 instance, in my community, there are a ton of  
 14 community partners involved in developing a plan  
 15 for family reunification for multiple emergencies  
 16 and I don't know how the district would do that  
 17 alone.  
 18 MS. CARTWRIGHT: We didn't. We coordinated with  
 19 the Broward County Sheriff's Office, we are very  
 20 appreciative of that. We also coordinated with the  
 21 -- I'm now lost for the name of it but is the -- is  
 22 the crisis communication -- not the crisis -- but  
 23 the hub for all round when we have a crisis that  
 24 happens and they get implemented. We've partnered  
 25 with them and I know that we're continuing to also

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1 that -- that interact -- interconnect with one  
 2 another, of course. That is what was approved by  
 3 our board with the -- with the understanding and  
 4 caveat that this is the beginning phases of this.  
 5 This gets us going because we know that as we start  
 6 having practices or as research may change because  
 7 it does, related to school safety, that we're going  
 8 to have to make some slight revisions to those  
 9 plans because we want them to be living documents  
 10 and not just something that we -- we wrote a plan,  
 11 great, checkbox, put it up on the shelf.  
 12 As to the training that we're talking about that  
 13 is -- we are at the beginning phases of that. That  
 14 we're nowhere near mid-line or completed because it  
 15 was just approved about two weeks ago. So we are  
 16 at this point in time identifying who are those  
 17 individuals, the roles that we need to do the  
 18 training, and how are we going to implement that  
 19 training and what is that going to look like, so  
 20 I'm not prepared to give you specific answers on  
 21 that but I do understand your skepticism.  
 22 And again, as I mentioned before, we did do it -  
 23 - we did do it in a closed door session. However,  
 24 we have our reasons for why we don't want to make  
 25 all of it public, but we are reevaluating, you

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1 reach out to some of our other cities as far as  
 2 that was concerned related to -- I know that  
 3 there's an organization where all -- all the cities  
 4 are represented with -- with a group -- a chief  
 5 group. I know that we're looking -- if we have not  
 6 already, but also looking to partner with them as  
 7 well so that was -- we're all on the same page and  
 8 it's not just in isolation.  
 9 MS. LARKIN-SKINNER: That's good to hear. The  
 10 last thing is more a comment. I think you're  
 11 courageous for taking on this role. You have a  
 12 mess to fix. I -- I do believe in your sincerity  
 13 like my fellow Commissioners. However, what we've  
 14 seen out of this county is a lot of people that --  
 15 I don't know, maybe have good intentions, but when  
 16 it comes to the rubber meeting the road, they don't  
 17 actually act.  
 18 So yeah, actions speak louder than words but  
 19 more importantly, I hope this community and the  
 20 leaders in this community hear the words of -- of  
 21 this commission today and -- and -- notice that we  
 22 notice. We notice they are making this more  
 23 difficult than it has to be. We notice they're not  
 24 really providing leadership, at least not good  
 25 leadership. And you're coming into a situation

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1 where I really hope, obviously with the new Sheriff  
 2 of Broward -- Broward County and you being new  
 3 there's a lot of opportunity for change in this  
 4 county and that also gives me hope and  
 5 encouragement. But I -- I -- I'm going to remain  
 6 skeptical like I think we all are and I wish you  
 7 the best of luck and I really hope your board does  
 8 get this for those that are lagging behind and  
 9 whatever their lack of understanding is that they  
 10 get it and they should support at least what you're  
 11 talking about doing.

12 SHERIFF GUALTIERI: All right. Doctor  
 13 Cartwright. Thank you very much for being here.  
 14 We appreciate it and we'll stay in touch.

15 MS. CARTWRIGHT: Thank you very much. Thank you  
 16 very much to all of you here. The Commissioner,  
 17 again, thank you for your volunteering and your  
 18 time. Have a wonderful rest of your day.

19 SHERIFF GUALTIERI: Thank you. Thank you. All  
 20 right. Why don't we take ten minutes or so -- take  
 21 a ten minute break, come back and we'll wrap things  
 22 up.

23 (Thereupon, the Court went to recess at 3:34  
 24 p.m.; after which, the following proceedings were  
 25 heard at 3:54 p.m.)

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1 that you-all want to see, is -- you need to let me  
 2 know because I think Senator -- is trying to turn  
 3 something around pretty quickly.

4 So let me run through this. So what I did is to  
 5 take right now the provisions in 7035. So remember  
 6 7035 was the 2021 bill. It was a House bill, the  
 7 Senate didn't have a bill. So these are your --  
 8 the provisions of 7035 that were not included in  
 9 590 because, again, we'll recall that they took  
 10 some of the things that were in 735 -- 7035, they  
 11 already passed the 590, so these are the things  
 12 that were not included in 590. We have brought  
 13 this up before. There's -- because of  
 14 confidentiality, is that when you get false  
 15 attempts to Fortify Florida is -- is that they  
 16 can't disclose the IP address because of  
 17 confidentiality provisions, this would allow that  
 18 to happen.

19 This was something that I'm not sure we should  
 20 include. I've got it in here right now. When  
 21 Secretary Marstiller was over at DJJ, we had a lot  
 22 of discussions, she worked on this. And this goes  
 23 to -- we had kind of a two-prong two-fold issue.  
 24 One was making sure that the school-based diversion  
 25 programs that we've talk about a lot now are a part

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1 SHERIFF GUALTIERI: What I want to do is run  
 2 through for you what I've put together as proposals  
 3 for the upcoming 2022 legislative session. I've  
 4 had discussions with Senator -- who chairs the  
 5 Education Committee in the Senate and Senator  
 6 Latvala, who chairs the Education Committee in the  
 7 House and we were down here a few weeks ago. That  
 8 was Mr. Montalto and members of -- went to give  
 9 their input.

10 These are proposals that I put together but I  
 11 want your input, not necessarily needed today. I'm  
 12 going to ask you to do -- I just want to run  
 13 through this so you can see what the basic  
 14 framework is. I know Senator -- is working on a  
 15 bill and I believe representative Latvala is as  
 16 well and it's probably going to be a committee bill  
 17 in the House from what I understand but all that's  
 18 fluid.

19 What's important is -- is that we get to them  
 20 what our recommendations are, and as I run through  
 21 this, you -- you know, keep in mind that it is  
 22 fluid. I'd like you-all to go back and probably  
 23 within the next few days, and preferably the end of  
 24 the week or first part of next week, sooner rather  
 25 than later, anything that we don't have in here

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1 -- part of the community program, et cetera under  
 2 98512, so we checked that box. That was  
 3 accomplished in 590.

4 The other part of it is, is that the cops on the  
 5 street have field access to JJIS so that they can  
 6 determine the number of diversions a kid has so  
 7 that they can make good decisions. Because, well,  
 8 the schools are going to enter that data and others  
 9 are entering the data. When the cop is at the mall  
 10 on a Saturday afternoon when they got the kid who  
 11 just stole something, and the cop has to make a  
 12 decision, do I divert this kid or do I arrest this  
 13 kid?

14 They don't have other than their own system in  
 15 their own county and their RMS system -- Records  
 16 Management System -- they don't have a way to check  
 17 globally. So an example would be is that if you've  
 18 got a cop that's in Boca Raton in Palm Beach  
 19 County, but the kid's been diverted three times  
 20 here in Broward County, they don't have a way of  
 21 checking that. And the reality is -- is that the  
 22 cops, most of them on the street don't have a logon  
 23 for JJIS. They don't have access to PreventionWeb.  
 24 They don't have a way into it.

25 And so what we wanted to do is create a way that

<p style="text-align: right;">Page 114</p> <p>1 the cops have field access so they can make that  2 determination. Like with anything, there's a  3 fiscal that goes with it. I think that there was  4 receipt -- I know there was receptiveness on the  5 part of Secretary Marstiller when she was there and  6 I would imagine Secretary Tamayo would be open to  7 it. But there's a pretty big fiscal with it in  8 trying to get that access. So we want to see where  9 that goes, so that's the issue and if not, we'll  10 just keep it on the list that -- may be at some  11 point in the future.</p> <p>The next one was to allow the Commissioner to  withhold the superintendent's salary if non-  compliant overall with school safety and security  requirements. Remember, the only thing that is  specific in the statute today -- in the statutes  today has to do with assessor. Anything else, you  got to go through this table web and you go back to  the law that really allows the State board to take  action, but that is something that I don't know  about you-all, I feel very strongly about this or  has to be this level of oversight, this level of  accountability. So that for sure will be in our  proposals for this year.</p> <p>Require -- DOE to require -- to -- this goes</p>	<p style="text-align: right;">Page 115</p> <p>1 back to what, you know, we talked about it now as  2 you know, the property on Broward. DOE to develop  3 a model reunification plan for the school districts  4 and for each district to adopt the plan. We've had  5 problems with not everybody on a threat assessment  6 team participating in the threat assessment  7 process. If you recall, down here in Broward -- in  8 Fort Lauderdale, they have Guardians at the  9 elementary schools.</p> <p>One of the problems was is that there was no law  enforcement officer participating on the threat  assessment team, and they were conducting the  threat assessments and they called a zone officer  from the Fort Lauderdale Police Department to come  in and sign off on the threat assessment. And so  we wanted to put it in statute to make sure that it  was clear that everyone who is required to be on a  team participates in all steps and all stages of  it, and that they meaningfully participate.</p> <p>This next one is probably low-hanging fruit, but  it is something to clean up, is that the school  boards that have police departments like Miami-  Dade, Jacksonville, Pinellas, you know, others.  The school or the police officers don't have  authority on these charter school campuses that are</p>
<p style="text-align: right;">Page 116</p> <p>1 at least commercial space, et cetera. So that just  2 gives them that authority, that seems common sense.</p> <p>This has to do with Guardian and make sure that  they, you know, conduct the proper testing and  training and that the sheriff invests in the  qualified individuals who can perform the required  psychological evaluation. If you remember, in  7026, it states all the Guardians have to have a  psychological evaluation, and I don't know if you-  all recall, we did have some discussion about this,  is -- is that it excludes psychologists who are  licensed under a specific provision of the statute  and it was very narrow. So there is a whole  section of psychologists who are licensed in a  certain way and they were excluded.</p> <p>As opposed to naming everybody, is -- is that we  thought that the better approach is, as long as  it's a qualified individual, what the Sheriff does  need, as long as there's a psychological evaluation  done because the problem is when you get into  naming, and you forget one or you omit something or  something changes, then you end up with a result  that we have here where some are left out. So  that's what that fixes. We want to make sure the  FSSAT also addresses reunification reporting. That</p>	<p style="text-align: right;">Page 117</p> <p>1 that'd be a mandate in the FSSAT.</p> <p>Again, getting back to accountability, the State  Board Authority to direct withholding of the salary  and I think what we see here, this is important, if  the superintendent is appointed, the State Board  could withhold the salaries of the school board  members for non-compliance. That would be -- So  those are the things that were in 7035 that were  not in 590.</p> <p>Now back up further. These are the things that  were in 7040 from 2020. They weren't even in 7035.  So if they weren't in 7035, then they could have  made their way into 590. So now we're backing up a  year and we're going to add these things in as the  proposal. Make sure that sheriffs provide access  to the Guardian training, sheriff contract with a  private entity or sheriff from another county --  again, creating specific protocols for the  certification. These are all things that this  commission adopted in the past. This isn't  anything that you-all haven't seen before. This  isn't anything that we all didn't make  recommendations on.</p> <p>Whoops. Okay. Let's try this again. Keeping  records. Here's something that hasn't been done</p>

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1 and some of it is a capacity issue. I'm sure we  
 2 often say schools because they're pretty stretched  
 3 thin. It's -- is that remember all the discussion  
 4 we had about HIPAA and FERPA and all the  
 5 misunderstandings of these laws is to develop  
 6 training about these laws, and the Florida privacy  
 7 laws as well. So that's something that we had  
 8 recommended previously. And again, it was in 7040,  
 9 but didn't pass back in 2020. This was something I  
 10 think is important. And what would really help DJJ  
 11 out in this respect in being able to monitor is to  
 12 require the Office of Safe Schools to maintain a  
 13 list of school-based diversion programs. So right  
 14 now there is no list.

15 So we have -- other than what DJJ did in that  
 16 analysis back in 2019, there is no list of who has  
 17 diversion programs. So as Secretary Tamayo and her  
 18 staff are looking at the data and looking at who's  
 19 entering what and they don't see from certain  
 20 districts or certain areas, they don't know whether  
 21 they have a diversion program or not. There's  
 22 something being missed. That way DJJ could get the  
 23 information from the Office of Safe Schools. They  
 24 could share and then again, it helps in oversight,  
 25 it helps in accountability, it helps to know who

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1 with a big bomb -- . And just go off and it's not  
 2 against the law.

3 And I realize that kids can make an utterance  
 4 out of anger that certainly we don't want to rise  
 5 to the level of -- of -- of a threat. But it seems  
 6 to me that if we can work -- we've got some -- some  
 7 brilliant lawyers that are on this commission that  
 8 somehow we craft something that -- even if we have  
 9 to tear up -- take over to -- to a school event or  
 10 that shooter event or something very tight with,  
 11 you know, somehow -- some -- somehow we need  
 12 something because we're dealing with things  
 13 occasionally, and if I'm dealing with it  
 14 occasionally, you would extrapolate that under the  
 15 State of Florida -- really dangerous kid.

16 That all they're doing right now is saving them,  
 17 and we, of course, we took them off the radar, and  
 18 do all the things we can to monitor, check in with  
 19 -- with -- with parents, and give them, you know,  
 20 help, and on and on and on and on. But sometimes  
 21 that's not enough. You need a tool to give them to  
 22 the criminal justice system so that the judge can  
 23 say, you and your parents aren't going to do this.  
 24 You're going to go and get some help with  
 25 counseling and you're going with the little junior

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1 has diversion programs and who doesn't. So they  
 2 have the Office of Safe Schools maintain that list.

3 This gets back to policies for drills of --  
 4 Section 10, line 569, we talked about that. As far  
 5 as the frequency, we're going to kick that over to  
 6 the State board, let them establish the frequency  
 7 of the drills, but that they have to refer to our  
 8 recommendations. We talked about that yesterday.  
 9 All right. So those are the -- those are the  
 10 proposals we have for the upcoming legislative  
 11 session. If anybody wants to share anything now,  
 12 I'm happy to listen. We can take some notes on it  
 13 or again, you can send an e-mail. Maybe --  
 14 Sheriff Judd, go ahead.

15 MR. JUDD: And -- you know, it's not -- Sheriff,  
 16 it's not about the ones you have here but -- and I  
 17 realize we -- we try to -- try to -- try again to  
 18 give -- no matter how tight will we have to crack  
 19 to be in verbal threat legislation, you can simply  
 20 write on a bathroom door with a magic marker, I'm  
 21 going to blow the school up, and that's a crime.  
 22 But you can stand in the front of the school and  
 23 say, I'm going to kill you, I'm going kill you, I'm  
 24 going to kill you, I'm going to kill you, and I'm  
 25 going to blow the school up, and I'm going to do it

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1 -- meetings. So -- so -- so we've all gone up and  
 2 down this with the Legislature. I'm still not  
 3 convinced that we can't get something that's --  
 4 past this mirror of integrity.

5 SHERIFF GUALTIERI: So, the -- the -- the  
 6 challenges and everything that you're talking about  
 7 is in the context of what we're concerned about  
 8 here, which is the kids, the school environment,  
 9 and threatening -- threatening a mass shooting or  
 10 other similar type attack. Now, we know that if  
 11 it's threatening to place an explosive devices, an  
 12 example that's already covered, okay, so we're  
 13 talking about the shooting, the active shooter or  
 14 active assailant, the threat, or the public harm,  
 15 et cetera.

16 And so what they're concerned about, because I  
 17 don't think we can do it -- I don't think anybody  
 18 can really do it -- is to tailor this to just the  
 19 school environment or just to kids. I even  
 20 suggested to them some way of doing that to exclude  
 21 the situation where you got -- because what they've  
 22 raised is you get somebody that's, let's say, in a  
 23 bar and somebody says -- they get in a fight and  
 24 it's just a bunch of trash talk and somebody says  
 25 to somebody else, you know, I -- I'm going to shoot

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1 your tail end up, okay? Now, all of a sudden you  
 2 got a third-degree felony and -- and they're  
 3 getting criminalized for trash talk.  
 4 Well, we had a discussion, what about making it  
 5 a misdemeanor? No, I don't like that. Well, what  
 6 about limiting it to a verbal threat against just a  
 7 public building? So we've had a lot of discussions  
 8 about this. I want to -- and I can tell you that  
 9 they're concerned about this, and the opposition to  
 10 it isn't people in leadership positions, in the  
 11 Legislature, in the highest levels. And I'm going  
 12 to share offline with you who those people are and  
 13 you can call them and have a discussion with them  
 14 about it. I  
 15 have tried extensively and they just really are  
 16 not there. You know, there is no harm, we can go  
 17 back and try again. But I can tell you that the --  
 18 the -- the -- the discussions have ruined the gamut  
 19 with options. Again, including limitations on it  
 20 to narrow it as much as it can be narrowed and they  
 21 just really have a -- a great concern about it.  
 22 MR. JUDD: And -- and I -- I truly understand  
 23 that. But if you can write a simple statement on  
 24 elementary bathroom door, there ought to be some  
 25 environment if there's the willingness to mention.

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1 private provider in the State, that contracts with  
 2 the State, we're required to have an independent  
 3 financial audit every year. We're required to  
 4 maintain accreditation, which requires that every  
 5 three years an independent audit from an  
 6 accreditation body that comes in and looks at it.  
 7 We are required to undergo the -- both of our  
 8 State and federal contracts, qualitative review of  
 9 the -- the work that we do. And so when I was  
 10 reading the audit that was done on the behavioral  
 11 health assessments that were done in Broward, I  
 12 think it would be really useful until culture is  
 13 changed, even if you sunset a law and put it ten  
 14 years out that you require school systems every  
 15 three years to have an independent audit that  
 16 looked at three things.  
 17 One, how they're doing on the behavioral health  
 18 assessments. Are they actually doing what they're  
 19 supposed to do? Is the assessor data where it's  
 20 supposed to be and that -- that one could be an  
 21 internal one, the extent of the officer of school  
 22 safety, and -- and same with some of the physical  
 23 plans there because I saw some information in the  
 24 last couple of days that some schools, for  
 25 instance, still don't man open gates, stuff like

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1 Say it was with this, stop one person's idea. Just  
 2 as the commission is trying to keep people safe and  
 3 it's crafted under this narrow circumstance, and  
 4 then is recommended by this commission who's  
 5 reviewed all these threats. And -- and -- and I --  
 6 I think it's worthy of another run if for no other  
 7 the reason to say we tried to get them and they  
 8 turned us down again and we're -- we're not in a  
 9 position later on to say we didn't ask.  
 10 SHERIFF GUALTIERI: No, we do. I'll share some  
 11 info -- information with you in a -- on -- on --  
 12 Commissioner Carroll, go ahead.  
 13 MR. CARROLL: On -- on a little different path,  
 14 in terms of oversight, I -- I am really concerned.  
 15 SHERIFF GUALTIERI: In terms of what? I'm  
 16 sorry.  
 17 MR. CARROLL: Oversight.  
 18 SHERIFF GUALTIERI: Yeah. Oversight.  
 19 MR. CARROLL: Ongoing oversight. This -- this  
 20 commission ends in a year-and-a-half. And I  
 21 believe we do have cultural issues that have to  
 22 change on the ground here, but I'll be willing to  
 23 bet some of those cultural decision -- issues  
 24 extend beyond the borders of this county and  
 25 particularly in some larger school districts. As a

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1 that.  
 2 To me, if you're ever going to change the  
 3 culture of the school system, I think you need some  
 4 level of independent audit that takes place on some  
 5 type of recurring basis at least for a short period  
 6 of time until you can be assured that folks get  
 7 there. And -- because otherwise, what -- you know,  
 8 Sheriff Tony said it, if we weren't meeting, I  
 9 don't even know if some of the issues that were  
 10 addressed in the last couple of weeks here would've  
 11 been addressed. So --  
 12 SHERIFF GUALTIERI: So, you're -- you're right.  
 13 If you would hold that thought for a second because  
 14 the next presentation, I'm going to put up recaps  
 15 for you in one points -- what the current oversight  
 16 responsibility or oversight authorities of the  
 17 Office of Safe Schools, then I'll make some  
 18 comments, and then I want to have that discussion.  
 19 I think that's a -- that's a crucial discussion, so  
 20 if you would just kind of hold on that right there.  
 21 Anything else on the -- any other legislative  
 22 issues you want to talk about right now, Mr. Judd?  
 23 MR. SCHACHTER: I really -- I really like the --  
 24 the first presentation and I think if we're going  
 25 to make schools safer, we've got to be educating



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1 our teachers on preparing them, giving them all the  
 2 tools, they need. I think that -- that, you know,  
 3 is -- is going to go a long way towards making  
 4 schools safer across the State is there any way we  
 5 could incorporate that in trying to advance that  
 6 towards a -- a statewide model or --

7 SHERIFF GUALTIERI: Yeah -- so -- so Jennifer is  
 8 moving on to brighter pastures, I guess, right? So  
 9 we -- in the past, the commissioners have used  
 10 Jennifer Miller as a point of contact to send the  
 11 information. We've done that in the past. We've  
 12 asked people to provide follow-up on  
 13 recommendations, et cetera. So who do you want  
 14 people to send -- do you want to send something out  
 15 to everybody and who they should send stuff to? We  
 16 can send it to you to send it to Jennifer, or send  
 17 it to you. How do you want to do this?

18 So when we do -- because Jennifer is moving on  
 19 with FDLE. She got a promotion. So why don't we  
 20 say that any recommendations that you-all have, if  
 21 you would by next Monday is send your  
 22 recommendations to Heather Pence at FDLE. If you  
 23 would send out an e-mail with your contact  
 24 information to everybody. So by close of business  
 25 next Monday, if you would send any recommendations

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1 communication and coordination among first  
 2 responder agencies, sharing knowledge of risk  
 3 indicators regarding threats, threats to school  
 4 safety, and sharing knowledge of possible threats  
 5 of mass violence in the future, being ongoing  
 6 responsibilities. This isn't the PowerPoint that  
 7 was passed out to you. It's not in your reports,  
 8 but you have it. This is a PowerPoint that was  
 9 placed it -- on your tables at the break, so you  
 10 all have this.

11 Also required to make recommendations to enhance  
 12 communications and coordination regarding  
 13 indicators of risks. This gets into the threat  
 14 assessment process and regarding tools or resources  
 15 in this regard. So these are the things, you know,  
 16 when I looked at the PowerPoint yesterday and we  
 17 had a whole bunch of things that were -- boxes  
 18 checked, that were complete that the commission was  
 19 required to do and have done.

20 This is a calling out of those things that are  
 21 perpetual and will exist until January -- or July  
 22 1st of 2023, which is when the commission sunsets.  
 23 These are ongoing responsibilities. Some of the  
 24 things that, of course, as you know that we're  
 25 continuing to monitor; the radio communication

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1 on any of the things you want us to make  
 2 recommendations to -- to Senator Brewers and to  
 3 Chairman Latvala, then we can do that. And then  
 4 it'll save time and then you can put all --  
 5 everything you think about. You can take a look at  
 6 this, add to it, and just send your recommendations  
 7 in and then we'll try and incorporate everything  
 8 in, good? So why don't we just do it that way?

9 All right -- all right -- all right. So we have  
 10 the last PowerPoint. There we go. Okay. So these  
 11 are the ongoing safety responsibilities by us and  
 12 by the DOE Office of Safe Schools. There we go.  
 13 Okay.

14 So I took the statute and called out those  
 15 things that are in there that provide for ongoing  
 16 responsibility, ongoing oversight, if you will, to  
 17 a degree, by this commission. And so the  
 18 commission's required to, it is very broad, develop  
 19 recommendations for system -- system improvements  
 20 across the board. We continue to do that. Make  
 21 specific recommendations for approving future  
 22 response by law enforcement and SROs to active  
 23 assailant events. That's a continuing  
 24 responsibility of the statute.

25 Make specific recommendations for improving

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1 issue here, status of improvements to BSO's active  
 2 assailant mass casualty ready -- readiness, which  
 3 we got a brief presentation from Chair Anthony on  
 4 today and they definitely made improvements.

5 School Safety Officer -- School Safety Officer  
 6 compliance and training state-wide, the threat  
 7 assessment process, which is a tremendous amount of  
 8 opportunity to do more and better. Broward's  
 9 threat management process and threat management  
 10 policies that are consistent with the mandated  
 11 instruments and methodologies.

12 Again, getting more into threat management,  
 13 general campus safety. Consistent law enforcement  
 14 access to school camera systems across Broward  
 15 County. We have made progress down here in Broward  
 16 County and I did confirm with Chief Parry that in  
 17 the Coral Springs 911 Center, in their piece app,  
 18 the Coral Springs does also now have access to the  
 19 cameras. So a lot of progresses were made. We  
 20 know BSO has access, but Coral Springs also has  
 21 access. But I don't know, and -- and in fact,  
 22 probably not the case where all the law enforcement  
 23 agencies across Florida that want access to the  
 24 school camera systems have that. I think it's  
 25 probably inconsistent, so we need to follow up on

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1 that.

2 Says here we talked about the FSSAT. We'll get

3 more information on our next meeting about -- we

4 had a presentation on Fortify Florida and -- and of

5 course, we had a lot of discussion and what we need

6 to continue to watch is the effective

7 implementation of Alyssa's Law. Making sure that

8 the -- that -- that once every three years two of

9 my first responders occurs and that these drills be

10 conducted by these first responder agencies that

11 are responsible to respond to the campuses. We

12 talked about that yesterday.

13 Again, looking at see -- best we can with the

14 transfer of school records within three days. And

15 we talked about this yesterday as well about

16 services and make sure they commence within the

17 right time frame. The -- the principals have

18 properly trained their personnel and that the --

19 there's written documentation regarding the

20 disposition of incidents. That's something that we

21 need to wait for the current FSSAT, but these are

22 just things that are on the radar that we're

23 keeping an eye on.

24 So let's talk about the Office of Safe Schools

25 and the Department of Education. See this bounces

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1 options and they're all fiscal related.

2 So the commissioner or the State board can

3 withhold grant money, can withhold salaries of the

4 superintendent and it's all related to fiscal

5 oversight. So it also gives the commissioner

6 authority to conduct investigations. So I'd say of

7 all these statutes that currently exist from my

8 review of them, that 1008.32 well, it's complex in

9 some regards. It's probably the best statute that

10 provides for Court oversight. I do think that all

11 of this needs to get cleaned up in one place

12 because it's all in these different statutes and

13 it's kind of going in a -- in a bunch of different

14 directions from what I see. That's why I want to

15 put it up here, and then I'm going to get some

16 comments, and then I'll hear what you-all want to

17 do as far as direction, and where you think we

18 should make recommendations about where all of it

19 should go.

20 Again, providing ongoing professional

21 development and to coordinate approaches for

22 technical assistance. Just keep this in mind with

23 one of the comments that I'm going to make is the

24 Office of Safe Schools, this is their

25 responsibilities; provide ongoing professional

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1 around. Okay.

2 So here is what it looks like right now with

3 what the Office of Safe Schools, when we talked

4 about accountability, we talked about oversight, is

5 -- is that in statute 1001.212, is the Office of

6 Safe Schools is to monitor compliance with

7 requirements relating to school safety and the

8 office shall report incidents of noncompliance to

9 the commissioner and the State Board. That 1,832

10 is part of that kind of complex scheme about what

11 the State board can do. Then under 1001.11.9, the

12 Commissioner shall oversee compliance with the

13 safety and security requirements of the Marjory

14 Stoneman Douglas High School Public Safety Act for

15 all the schools, including charter schools.

16 So these are again, different provisions. I'm

17 just kind of putting them all together in one place

18 so you can see what the current situation is as to

19 what the Department of Education can do. Oh, God -

20 - there. The next one is under 1002.12, what --

21 the Commissioner must facilitate compliance to the

22 maximum extent possible and report incidents of

23 non-compliance or impose or recommend to the State

24 board sanctioning the actions under 1008.32 or

25 other authority. That 1008.32 provides a number of

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1 development, coordinate an interdisciplinary

2 approach to technical assistance and guidance, and

3 safety and security recommendations to address

4 deficiencies.

5 The Office of Safe Schools is also required to

6 develop and implement the school savings -- the

7 safety -- school safety specialist training

8 program. They do that every year. Just did it

9 before school started over in Orlando. That's

10 where Commissioner Petty spoke and I was there. I

11 know Mr. Schachter has spoken to this group in the

12 past. And so that -- they provide the training for

13 the school safety specialists.

14 These are some of the things that I know that

15 the Office of Safe Schools was working on. It has

16 to do with the FSSAT, a core assessor of behavioral

17 threat assessment, instrument implementation,

18 annual threat assessment, quantitative data, I'm

19 going to talk a little bit about that here in a

20 second. The predecessor workgroup, we heard a

21 presentation on that, you know, see where that goes

22 as far as the database is concerned. And each

23 district is certified annually that all school

24 personnel have received annual training on the

25 active assailant response plan.

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1 So the -- some of it is -- is that there are  
2 some statutes that give the Department of Education  
3 and the commissioner some authority and give the  
4 State board some authority. They're kind of all  
5 over the place in different sections of the  
6 statutes then you've got to cup them all together  
7 to get an understanding of exactly what options are  
8 available or not. I think it would be helpful to  
9 have it all in one place and to have it clear, you  
10 know, what it is. The Office of Safe Schools and  
11 the Department of Education has a multifaceted  
12 responsibility in that, on one end they are there  
13 to provide some oversight, but on another end other  
14 they are there to provide technical assistance and  
15 training.

16 So that's really what all that says and there's  
17 a number of things that are ongoing that they are  
18 working on and they are monitoring. So what I want  
19 to do is make some comments to kind of maybe, I  
20 hope, bring all this together, which will lead to  
21 the discussion we want to have before we break  
22 today, which at the end of the day is where we go  
23 from here. So this commission as we know, first  
24 began meeting in April of 2018. There is no  
25 question that a lot has been accomplished.

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1 challenges unless something changes. Some of them  
2 just don't have the necessary urgency and the  
3 commitment to increasing school safety and so they  
4 don't have that buy-in, and because they don't have  
5 that buy in, it requires an ongoing oversight and  
6 nudging, if you will, to get them where they need  
7 to be.

8 And this is something that we've seen way too  
9 many times that some of these people are spending  
10 more time trying to figure out how not to comply  
11 and reason with some twisted logic why what is  
12 required does not or should not apply to them and  
13 the PROMISE program is a classic example of that.  
14 Some of them use these complicated laws like FERPA  
15 and HIPAA as swords to wiggle out of what should be  
16 done. It is -- you-all have expressed, and  
17 Commissioner Parry most was recently here a few  
18 minutes ago, and I have expressed concern that  
19 without continued oversight and required  
20 verifications that the progress that we've made,  
21 the progress that this commission has made will  
22 dissipate and in some cases the safety enhancements  
23 will regress.

24 And some of the reasons for my concern, and I  
25 just want to recap this, is that and I said this

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1 They increased school safety in the State of  
2 Florida. There's no doubt that the schools are  
3 safer today than they were on February 14th of 2018  
4 and that law enforcement's active involvement --  
5 very active involvement, school safety is more  
6 prevalent today than it was three-and-a-half years  
7 ago. The schools have improved their preparedness  
8 to prevent, to respond on campus safety incidents.  
9 And we know that this takes a collective effort.  
10 And it takes a collective effort to raise and to  
11 educate kids, but it takes a collective effort to  
12 keep kids in our schools safe. And the students  
13 and staff on Florida's school campuses are safe,  
14 but they can be safer. They need to be safer.

15 This work isn't complete and frankly will never  
16 be complete because as threats evolve, school  
17 safety and security has to evolve and it must be  
18 part of the school culture. It has to be indelible  
19 in the mindset of school administrators. And  
20 unfortunately, there's a lot of school  
21 administrators and staff who have not embraced it.  
22 There are some who have, and we certainly  
23 appreciate that. Unfortunately, though, those who  
24 have not embraced it are the ones that are causing  
25 challenges for us and will continue to cause

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1 earlier, I'm saying it again, this is that this  
2 commission convened in April of 2018, the MSD event  
3 occurred on February 14th of 2018. It wasn't until  
4 a year later -- a year later that this school  
5 district, the Broward County School District passed  
6 its first ever Active Assailant Response Policy.  
7 That is so ridiculous. It was ridiculous then and  
8 it is ridiculous now. But it's because there's a  
9 lack of urgency and there was no oversight, there  
10 wasn't any accountability.

11 On March 9th of 2018, Governor Rick Scott signed  
12 State Senate bill 7026 into law and it required a  
13 threat assessments team on every school campus in  
14 Florida. And if you remember, we had this  
15 discussion. Five months later after Governor Scott  
16 signed 7026 into law requiring these threat  
17 assessment teams on every school campus is that one  
18 of Florida's largest school districts, five months  
19 later in August of 2018 publicly debated whether  
20 threat assessment teams were a good idea and  
21 whether they should be in place in every school.  
22 That's the law. Why was it debatable?

23 We called them out, remember? And then what did  
24 they do? They implemented threat assessment teams  
25 in every school on the campus. But let's look at

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1 some data. So the data shows that that same  
 2 district that five months after the law took effect  
 3 was debating whether threat assessments were a good  
 4 thing is a district of 130,000 students. That  
 5 district has 215 schools. They conducted -- think  
 6 about this, I'm going to say it again,130,000  
 7 students and 215 schools, they conducted 139 threat  
 8 assessments during the school year in '19-'20, and  
 9 61 threat assessments during the year '18-'19.  
 10 So I'll say it for the third time, 130,000  
 11 students, 215 schools, and in '18-'19 they did 60 -  
 12 - 61 threat assessments and in '19-'20 they did  
 13 139. Now, that's not even one threat assessment  
 14 per school for the entire 1920 school year in that  
 15 district. Compare that to another district with  
 16 113 schools and a student count of 73,000 plus.  
 17 During the same period of time and that smaller  
 18 district did 383 threat assessments in the '19-'20  
 19 school year.  
 20 Yet another comparison shows a district with 245  
 21 schools conducted 353 threat assessments, and a  
 22 slightly larger district with 312 schools did 1,466  
 23 threat assessments during the same period. So you  
 24 -- during the same period you got one district with  
 25 245 schools they did 353, a district with 312,

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1 a monitoring plan for the person who was assessed.  
 2 How can it be?  
 3 So if you do a threat assessment, you gather the  
 4 information. You may analyze the information and  
 5 60 percent of them don't have a monitoring plan, so  
 6 it means they didn't do anything with it. Here's  
 7 another staggering number that came out of that  
 8 audit, is 20 percent of all 875 were missing  
 9 teacher input forms. So, you're supposed to get  
 10 input from the teachers.  
 11 Remember in the Cruz situation, they didn't get  
 12 input from all of the staff and there was some  
 13 indication that even some of the information was  
 14 made up in some of those forms. So that was a  
 15 problem there and then 20 percent -- after they  
 16 fixed the process, 20 percent were missing teacher  
 17 input forms, and 16 percent -- think about this, 16  
 18 percent were missing initial student interviews.  
 19 So they weren't even interviewing the kid that was  
 20 the subject of the threat assessment. 43 percent  
 21 of the threat assessments were not signed by all  
 22 the required team members and 17 percent of the 43  
 23 percent were not signed by a law enforcement  
 24 officer here in Broward County.  
 25 So we called out because the elementary schools

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1 slightly larger they did almost 1,500 threat  
 2 assessments. So you got to ask the question -- got  
 3 to ask the question why the disparity?  
 4 And is that disparity a coincidence or is that  
 5 reflective of culture in that district? Is there a  
 6 commitment to threat assessments or the best way is  
 7 to prevent the next school shooting? Or like in  
 8 that district that debated it five months after the  
 9 law took effect, is it to check the box because  
 10 there need to have threat assessment teams, they  
 11 need to have a pro -- a process, so they got it,  
 12 but they really don't buy into it. During 2018 and  
 13 2019, we heard compelling testimony about the  
 14 failed reunification. We know that Broward County  
 15 didn't have a reunification policy. We know that  
 16 they just enacted it now after we inquired.  
 17 So we talked about the threat assessments here  
 18 at Broward County, and we talked about the audit  
 19 report. We talked about some of the data, but I'm  
 20 going to just kind of summarize it here again. Is  
 21 that in the period of time of August 2019 to June  
 22 2020, 100 percent of the high and medium risk  
 23 threat assessments in Broward County had  
 24 exceptions. Sixty percent of all assessments -- 60  
 25 percent of all 875 threat assessments were missing

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1 in Fort Lauderdale, remember they had the Guardian,  
 2 I talked about that a few minutes ago. And the  
 3 zone cop was coming in and being asked to sign it.  
 4 Is that nonsense still going on even after they say  
 5 they fixed it? Because 17 percent of these were  
 6 not even signed by a law enforcement  
 7 representative. So we know that those threat  
 8 assessments are important and there's room to do  
 9 more, to do better. We know that there's issues  
 10 with assessor. We know what happened in here with  
 11 the diversion programs. We talked about the camera  
 12 situation. We talked about the camera situation  
 13 even at MSD, and I can go on with these but I'm not  
 14 going to.  
 15 So the reason why I recap all of that, is really  
 16 just to emphasize the point that while Florida  
 17 schools are for sure safer today than they were in  
 18 2018, the work isn't done. And at least put the  
 19 question into the discussion, that we need to talk  
 20 about is where do we go from here. Remember this  
 21 commission sunsets on July 1, 2023. And as I've  
 22 been told many, many times as this commission gets  
 23 ready to meet. Every time this commi -- commission  
 24 gets ready to meet, it's the schools and the school  
 25 districts -- forward to get white knuckles because

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1 they're concerned about being called out.

2 And I know it's true because I've seen the

3 scrambling as we prepare to get things done before

4 we meet. The real question, I think, is how do we

5 get to a point where they simply do what is

6 necessary, and don't need to be called out, and

7 don't get worried about when this commission is

8 meeting. That's the goal, isn't it? Nobody wants

9 to call others out. I certainly don't relish doing

10 it, but it was sadly necessary. So here's the

11 question: Is -- does the DOE Office of Safe Schools

12 have the necessary authority and resources to

13 provide the level of oversight that's required to

14 ensure our schools' safety and security continues

15 to improve? And the districts that are not there,

16 get there, and stay there.

17 Should the responsibility be with the Department

18 of Education Office of Safe Schools? Should the

19 responsibility be with the Department of Education

20 Inspector General? Should the responsibility be

21 with a different State entity? Should there be a

22 permanent commission that provides this oversight?

23 And that's where I want to kick to you-all to have

24 this discussion. And one of the things I want to

25 just kind of add is -- think about this, we don't

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1 training unit to conduct the investigation, they go

2 to internal affairs to conduct the investigation.

3 So my question is, I guess, concern is -- is

4 that is the Office of Safe Schools, which is

5 charged with being the trainer, providing technical

6 assistance, being the subject matter expert,

7 develop their relationship with the schools, and

8 getting with the districts and helping them, the

9 right entity also to inspect them, oversee them,

10 and enforce where it's necessary? And I guess I

11 say all that to say I'm concerned about that. I'm

12 not sure whether that's the right model. So if

13 that isn't the right model, what is? Should there

14 be a permanent commission? Should we recommend

15 that to the Legislature? But where does this go?

16 So I'm going to stop and ask you-all to pour

17 your ideas out because I think that we need to do

18 this now, given the fact that this commission

19 sunsets on July 1st, 2023, which means something

20 has to be done in this legislative session that

21 starts in January or, which would be really pushing

22 it, the next legislative session in early 2023. So

23 those are my thoughts, what do you-all think? Yeah,

24 go ahead.

25 MR. HARPRING: I go break the ice?

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1 even -- the reason why I'm emphasizing what I did

2 in there in that PowerPoint presentation is to --

3 is to say this is for the Office of Safe Schools.

4 And I now adjust this to what we have in -- in

5 law enforcement agencies, it's that we have robust

6 training units. And those training units are there

7 to work with our law enforcement officers to make

8 sure that they get the most up-to-date training,

9 they have the right skills, they work closely with

10 them, develop relationships with the deputies, with

11 the officers, and are there for them. And they are

12 also technical advisors, subject matter experts,

13 and they have to have a relationship with the

14 people that they're providing the training for.

15 But what we want to find out if, as an example,

16 the training is effective, if our policies are

17 effective, or what's going on, is that most of us

18 have some entity that we call something to the

19 effect of a staff inspections unit. And so that

20 they're going around checking on things, and that

21 they do this staff inspections, and they talk to

22 people, and they review policies and procedures.

23 And if they find that things are not necessarily

24 where they need to be, or they find a problem, or

25 they find fault, is that -- they don't go to the

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1 SHERIFF GUALTIERI: Yeah.

2 MR. HARPRING: We've seen time and again over

3 the years that we've been meeting with -- and

4 everybody knows this, in your own, you know,

5 professional areas of endeavor without oversight

6 and without accountability the rules are ultimately

7 irrelevant. It doesn't matter what any rules or

8 legislation happens to say about what people are

9 supposed to do. And I think the sheriff's comments

10 about the Office of Safe Schools perhaps not being

11 the appropriate specific entity for enforcement, I

12 -- I think it's a point well-taken, if that

13 particular office is supposed to be more of a

14 collaborator with the districts.

15 But I think somewhere under DOE, there has to be

16 an auditing, an inspection, an accountability

17 entity or unit, in order to understand what's

18 required and what's not happening. Because the

19 data flow that they're getting from all the

20 districts around the State is a mess. You know,

21 now we've moved to monthly reporting and, of

22 course, I have great concerns about the validity of

23 the data going into SESIR and -- and other reports.

24 So the reality of it is, to me, I -- I -- I, you

25 know, having -- had not much time to ponder the

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1 location of whatever group it is, I think there  
 2 needs to be some trained analysts and people  
 3 familiar with this area of endeavor in order to, at  
 4 the State level, hold the districts accountable.  
 5 Because we've seen that, sadly, they will not  
 6 ultimately do it themselves.  
 7 And -- and I will just say this very briefly, I  
 8 hope that at our next meeting -- I am disappointed  
 9 -- and I hope that at our next meeting I am wrong.  
 10 Because right now -- and other commissioners may  
 11 share this sentiment, I feel as if I was at a  
 12 meeting that we were having in 2019. Earlier  
 13 today, I literally could replay the tape with a lot  
 14 of what is happening. And I -- I, you know, I feel  
 15 for a lot of the entities that are involved and I  
 16 see Sheriff Tony, an independent -- independently  
 17 elected constitutional officer saying that he wants  
 18 to take ownership and possession back of -- of  
 19 basically the -- the ORCAT essentially from a  
 20 bureaucratic mess, for lack of better way to put  
 21 it. I -- I'm sure very well-intentioned people,  
 22 but things like that don't make a lot of sense.  
 23 And I just have a feeling that when I come back, I  
 24 will not be disappointed, and I will not be wrong  
 25 when I suggest that we will hear more of the same,

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1 bandwidth to do the type of oversight that would be  
 2 necessary, and if DOE did it, it would be a typical  
 3 Q/A function where if -- if I was on the receiving  
 4 end of it, it's something someone else is doing to  
 5 me.  
 6 I would prefer that we suggest or recommend that  
 7 school districts, as part of their  
 8 responsibilities, have the responsibility of  
 9 conducting this independent audit. And you can  
 10 make it X amount a year, so it doesn't have to be  
 11 every year, that they're responsible for reporting  
 12 the results to the Department of Education and the  
 13 Office of Schools Safety. And if there are  
 14 deficiencies cited in those audits, then I do think  
 15 the Office of Schools Safety and DOE has the  
 16 bandwidth then to work with school in terms of  
 17 training, technical assistance, and that type of  
 18 stuff, to get school districts where they need to  
 19 be.  
 20 If I'm a school superintendent and I own that  
 21 audit process, I buy into that more as opposed to  
 22 somebody coming and telling me to do something. I  
 23 just think if it's the Department of Education,  
 24 we're setting up a peer match between local school  
 25 boards and the Department of Education as opposed

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1 and many of the most essential issues that we've  
 2 talked about and addressed for years will not in  
 3 fact be resolved.  
 4 I think I'm adverse to a commission for a  
 5 variety of reasons that I won't belabor, but I  
 6 think the empowerment -- legislative empowerment  
 7 with enforcement abilities somewhere in DOE for the  
 8 gathering of the information, the analysis, the  
 9 auditing, and then the ultimate reporting on  
 10 compliance is probably where it -- where it  
 11 ultimately needs to be. I don't know on the  
 12 granular level what that actually looks like, but I  
 13 think it's actually -- that's -- that's my thought.  
 14 Thank you, Chair.  
 15 SHERIFF GUALTIERI: Commissioner Carroll.  
 16 MR. CARROLL: I -- I -- I just want to go back  
 17 to that -- that cool little statement, that  
 18 ecosystem of leadership, because I -- part of this  
 19 disfunction and disconnect is going to always be in  
 20 place and by design because you have local school  
 21 boards that are locally elected and they ought to  
 22 have a level of autonomy to be responsive to folks  
 23 in their community. So I -- I -- I believe that  
 24 that decentralization was built into the system for  
 25 a reason. I don't believe that DOE has the

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1 to putting the responsibility back to where it  
 2 belong, where local school districts have a  
 3 responsibility to implement this in a way that  
 4 keeps kids safe. And -- and there are certain non-  
 5 negotiables about that. And -- and I -- so I do  
 6 think -- and -- and by the way, the private sector  
 7 independent outside reviews and audits are way of  
 8 business. I mean, I don't think there's a private  
 9 organization out there that doesn't have some type  
 10 of independent audit that's done.  
 11 So I -- I would go for a hybrid because I -- I,  
 12 like these sheriffs, believe that I -- actually I'm  
 13 more positive than most because I think the glass  
 14 is half full. There's been a tremendous amount of  
 15 work in -- in -- even here in Broward. I -- I -- I  
 16 know that we are dissatisfied with some of the  
 17 things they didn't get done, but they've got a lot  
 18 done. And as a State, I do believe like you, that  
 19 kids are safer. I don't think that they're safe as  
 20 they can be or should be, but there has been a  
 21 tremendous amount of work by a lot of parties that  
 22 are coming together to do this.  
 23 But when this commission goes away and the  
 24 oversight goes away, and then you're two  
 25 superintendents down the road or you're a couple of

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1 education commissioners down the road and -- and --  
 2 and folks get focused on different things, four or  
 3 five years from now, aren't we back in the same  
 4 place and then everybody says, what happened? So  
 5 that's why I believe if you have a decentralized  
 6 culture like we have here, which is not going to  
 7 change because you have ind -- independently  
 8 elected school boards, which I think is -- is -- is  
 9 by design. I think it's good and I support that.  
 10 You have a Department of Education that sets the  
 11 overall policy and requirements and -- and that  
 12 type of stuff and could provide training and  
 13 technical assistance.  
 14 And -- and even in the school districts, as much  
 15 as I like to say that I would like to see more  
 16 consistency in school districts, you'd still have a  
 17 lot of -- of autonomy. In reading that report the  
 18 other day from the case over in Lee, I was struck  
 19 by the statement that the woman made in that --  
 20 that case where she said, well, at this school the  
 21 principal said, in my school, we don't do blah blah  
 22 blah. And I won't go into what she said he said  
 23 because it turned out to be unfounded, but that --  
 24 that's -- that's the culture I perceive, is that  
 25 when you go to a school, if the principal says,

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1 why, I mean, that's really what the question is, is  
 2 that because you have, you know, this, maybe they  
 3 shouldn't be the ones to do it in the best case  
 4 because they're tasked with that or they have to  
 5 wall it off in some fashion, you know. But I can  
 6 pay if -- but I bring concern about, you know, they  
 7 -- they messed up SESIR reporting. The FSSATs,  
 8 remember -- if you think back, and we've reviewed  
 9 this in closed session -- remember there's  
 10 district-wide FSSATs in the school base, and they  
 11 were supposed to be kind of along the lines of what  
 12 you're talking about. It was a -- a self-  
 13 evaluation and a self-report. And until we call  
 14 them out, remember what they were doing here in  
 15 Broward, is -- is that it was all boilerplate  
 16 information. It was check the box. There was no  
 17 sincere, honest evaluation. It -- it was a mess.  
 18 MR. CARROLL: I'm -- I'm not saying self-  
 19 evaluation. I'm saying an independent audit, kind  
 20 of what Broward did, where it's an outside  
 21 organization.  
 22 SHERIFF GUALTIERI: Oh. An outside -- an  
 23 outside --  
 24 MR. CARROLL: Yeah. I -- I'm --  
 25 SHERIFF GUALTIERI: Well, different . But if it

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1 well, this is how we do it in my school.  
 2 So it's not like when you go into it -- and  
 3 school systems are not like a McDonald's. When you  
 4 go into McDonald's and I don't care if you go here  
 5 or in California, you get the same example. You go  
 6 to different schools -- or if your kids have gone  
 7 to different schools like mine have, even in the  
 8 same school district, you understand that depending  
 9 on who is the principal, I think things function  
 10 much differently in those schools.  
 11 So I -- I believe that for this to work, it has  
 12 to be an independent audit. The responsibility of  
 13 that audit should be at a local level. I think the  
 14 results ought to be shared with the Department of  
 15 Education and the Office of School Safety, and the  
 16 Department of Education ought to be available by  
 17 technical assistance, training, or whatever is  
 18 needed to -- to help our district close the gap and  
 19 deficiencies that are noted. But if we put the  
 20 burden on the Department of Education, I think it  
 21 will fail because, A, they don't have the bandwidth  
 22 or the resources to do it, and B, I -- I think  
 23 you're going to have this because you do have  
 24 locally elected officials.  
 25 SHERIFF GUALTIERI: Well -- well, isn't that

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1 -- it -- it -- it -- I thought you meant, like,  
 2 they would do it to themselves.  
 3 MR. CARROLL: No. No.  
 4 SHERIFF GUALTIERI: Because that -- that isn't  
 5 going to work.  
 6 MR. CARROLL: No.  
 7 SHERIFF GUALTIERI: That's, you know --  
 8 SHERIFF GUALTIERI: Who else? Anybody? Sheriff  
 9 Judd, go on.  
 10 MR. JUDD: Whichever avenue we -- we take as a  
 11 Commission, we -- it's been demonstrated to us over  
 12 and over, even after the law passed, that absent  
 13 some accountability and consequences, they're going  
 14 to ignore it. They're going to ignore it. We --  
 15 we've seen that all over the state. I mean,  
 16 Broward is the poster child, and I think it -- it  
 17 astounds us more so because this is where the  
 18 horrible tragedy occurred. But -- but the -- the  
 19 fact remains that there has to be oversight and  
 20 there has to be accountability. Somebody's got to  
 21 have a --- a direct, but for, responsibility to  
 22 this.  
 23 So whether we do it with an audit, as  
 24 Commissioner Carroll said, or -- but if the audit  
 25 comes back and then there needs to be, you know,

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1 30, 60, 90 days, if it's not -- if it's -- if it's  
 2 not corrected in the 90 days, then you remove --  
 3 you remove the superintendent by State law then.  
 4 You know, either just -- you need to fix it or you  
 5 can't do that. They're not going to manage  
 6 themselves. We fought with them when the law was  
 7 in place and the grand jury was calling for them  
 8 under oath. Now, if you're not afraid of a grand  
 9 jury, you're a silly individual because they can  
 10 change your life forever. And we saw them defiant  
 11 up to and appearing before a grand jury.  
 12 SHERIFF GUALTIERI: Commissioner Petty?  
 13 MR. PETTY: So let's say we accused you of  
 14 favoring the Department of Education, sort of  
 15 without regard to where this sits, it seems to me  
 16 the functions that are needed. We talked about  
 17 training, and I -- and I think the Office of Safe  
 18 Schools has taken that -- taken that charge from  
 19 the legislation, and -- and it's doing Gilman's  
 20 work in trying to train the school districts. I  
 21 think you do need some sort of an audit compliance  
 22 function. Where that sits, if it's an external  
 23 agency that comes in or State, I -- but that needs  
 24 to exist.  
 25 And then there needs to be -- Chairman, you said

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1 for these kinds of important school safety  
 2 measures. And I don't -- I don't see enough  
 3 evidence of parents being involved. I see parents  
 4 quite honestly more concerned about whether or not  
 5 their child is forced to wear a mask.  
 6 Without getting into the politics of that, I  
 7 think -- I think that concern pales in comparison  
 8 to whether or not they come home from school that  
 9 day. So, you know, if there's a way we can  
 10 incorporate parents into this, and maybe that is  
 11 school board level. Maybe it is a posting of the  
 12 audit on a website that the school district may or  
 13 may not control so they don't have -- they don't  
 14 have the ability to -- to undermine the results of  
 15 that. And parents take notice of that and it gets  
 16 published in some form or fashion that the parents  
 17 can make decisions of whether or not they want  
 18 their child to attend that school or that district  
 19 based on the audit results. We've got to find some  
 20 way to get accountability into the system. And I --  
 21 -- I think school boards and parents are an  
 22 important element of that.  
 23 SHERIFF GUALTIERI: Mr. Schachter.  
 24 MR. SCHACHTER: I -- I agree with all the  
 25 Commissioner's comments. You know, what -- what

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1 it. There needs to be some sanctioning because it  
 2 doesn't appear to me, I was going to say public  
 3 shaming or white knuckles before a Commission  
 4 meeting, but even the jan -- grand jury doesn't  
 5 seem to be motivation enough for some of the  
 6 culture changes. So functionally, whatever --  
 7 whatever we recommend, I think we've got to still  
 8 have that training component ongoing. That's  
 9 probably got to be collaborative and co-operative.  
 10 And then whether State does it or some outside  
 11 entity contracted by the school district, but I  
 12 think that component also needs to be public in  
 13 nature.  
 14 Is it -- my hope would be that the school boards  
 15 would come to this equation and say, we're going to  
 16 be the ones that hold these superintendents in  
 17 these districts accountable, but we haven't seen a  
 18 lot of evidence of that, unfortunately. So  
 19 training, audit compliance, and some sanction. The  
 20 other component that I -- I -- I don't want to  
 21 leave out of this, and I don't know how to get  
 22 there to be honest with you, I thought that after  
 23 what we -- the horror that we saw on February 14,  
 24 that parents across the state would become more  
 25 involved in holding their school boards accountable

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1 we're seeing is that, you know, Broward County  
 2 Public Schools did an audit. Is this the second  
 3 audit that they did, the one we're reviewing now?  
 4 SHERIFF GUALTIERI: No. It's the first one.  
 5 MR. SCHACHTER: The first on the -- on the  
 6 threat assessments?  
 7 SHERIFF GUALTIERI: Right. Well, they did a  
 8 review the first time, even though they had a  
 9 problem, so from an audit standpoint, this is the  
 10 first audit of the new system. They did an  
 11 internal review to determine whether it was a  
 12 system-wide problem or whether it was a problem --  
 13 MR. SCHACHTER: Right.  
 14 SHERIFF GUALTIERI: -- with the State.  
 15 MR. SCHACHTER: Right.  
 16 SHERIFF GUALTIERI: They determined it was a  
 17 system-wide problem. But under the new system,  
 18 this is the first audit of the new system.  
 19 MR. SCHACHTER: So my -- my, you know, my fear  
 20 is that if we sunset and we're not here, even if  
 21 they had this audit, they would -- these -- these  
 22 systems would not be fixed. My other -- my other  
 23 concern is that DOE and the Office of Safe Schools  
 24 inherently -- I think you brought this up -- is  
 25 their relationship is -- is -- is really as -- as a



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1 helper, and they're -- they're there to work with  
 2 the school district. So I'm not so sure if they  
 3 can be the -- the enforcer and the auditor at the  
 4 same time. I think it's a difficult balance that  
 5 they -- they have to walk, so I don't know where  
 6 that audit or that -- that authority sits. Is it  
 7 in FDOE instead? So...

8 SHERIFF GUALTIERI: Can I get -- one second.  
 9 Yeah.

10 Go ahead, Commissioner Carroll.

11 MR. CARROLL: I don't want to put Commissioner  
 12 Stewart or Chancellor Oliva on the spot, but if --  
 13 when we talk about consequences because if -- if  
 14 this came up at the Department of Education and  
 15 somebody did have significant issues with an audit  
 16 that was done, realistically, what type of  
 17 consequences could DOE levy on the school district?

18 MR. OLIVA: So first, is it a -- it's -- it's a  
 19 -- And so I -- I think first of all, to kind of  
 20 speak to the question to the room about giving an  
 21 opinion because now that the conversation evolved,  
 22 that the task has been identified. This really  
 23 calls for the Office of Safe Schools to manage  
 24 compliance, perpetual development, and then also  
 25 manage oversight. Where -- where did that -- where

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1 part of it. Like, if there could be some language  
 2 around the vision of, who are stakeholders that  
 3 need to completely be a part of that auditing  
 4 process, and how does Safe Schools support the  
 5 training of those folks to do the independent audit  
 6 and take those results and findings and then help  
 7 make our schools safer.

8 But to your point, we do have a code of  
 9 professional ethics, and any educator that holds a  
 10 valid teaching certification within the system,  
 11 could be brought to Professional Practices and have  
 12 sanctions taken against their certificate. There  
 13 are some statutory authorities that did -- they  
 14 give oversight to the State board to implement  
 15 sanctions on school board salaries, superintendent  
 16 salaries. There could be conversations about  
 17 levera -- leveraging, withholding funds, whether it  
 18 was State driven or federally driven. But that  
 19 gets into a dicey situation as well when they start  
 20 pulling district funds that are there to support  
 21 kids who are a victim of adults, And I don't know  
 22 what they're supposed to be doing.

23 How do you -- why are you punishing kids? So --  
 24 I think that's part of this conversation, but it --  
 25 ultimately, we have a code of professional ethics

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1 did that follow? We've actually had internal  
 2 discussions. Should we bifurcate the team at the  
 3 Office of Safe Schools, where some folks are  
 4 focused solely on compliance while other folks are  
 5 focused solely on implementation. But it goes to  
 6 bandwidth issues. When you -- when you have a  
 7 small team and then now you're splitting up all the  
 8 duties with all this work, it -- it can become  
 9 overwhelming and daunting.

10 And to Commissioner Carroll, your point about  
 11 it's a local control state, so we -- we keep  
 12 talking about how each district kind of has their  
 13 own personality, I don't know if that's the right  
 14 term for it, but it's -- it's in our State  
 15 constitution that we're a local control state made  
 16 up by local elected officials that represent the  
 17 population that -- that they observe. Should that  
 18 independent audit happen at a local level, if -- if  
 19 there was something like that, I think, to share  
 20 and both carry your point, it -- it wouldn't be an  
 21 independent review of the school district, but how  
 22 do you get the local officials to share, at least  
 23 with these parents, to help be part of an  
 24 independent audit world.

25 Maybe that's -- a school board member could be a

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1 and conducts. And if most aren't following the  
 2 laws or implementing the laws, and they having a  
 3 valid teaching certificate, you could open an  
 4 investigation and they could face possible  
 5 sanctions.

6 SHERIFF GUALTIERI: Commissioner Larkin-Skinner,  
 7 go ahead.

8 MS. LARKIN-SKINNER: So I -- I think  
 9 Commissioner Carroll's idea of the external audit  
 10 is a good one. I mean, we all do that in private  
 11 business, it's required. However, I have grave  
 12 concerns about the sunseting of this particular  
 13 Commission just based on the lack of progress and  
 14 lack of urgency that we see. I mean, we've talked  
 15 a lot the last day and-a-half about our  
 16 frustration. And I'm not suggesting that this  
 17 Commission necessarily be permanent, I think an  
 18 extension is warranted until we come up with a  
 19 permanent solution. But my biggest concern is  
 20 having an independent body ultimately have  
 21 oversight.

22 So where do those external audits go? If they  
 23 don't go to an independent body, whoever's reading  
 24 them or not bothering to read them, is that --  
 25 that's bad, right? And -- and people won't read

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1 them. They won't. Eventually they won't. So  
 2 having some independent body like this that has  
 3 that oversight that doesn't have a connection to  
 4 the work, that I -- I -- I -- I'm not beholden to  
 5 the educational system. I'm not beholden to DOE.  
 6 I'm here because I care about this. I care about  
 7 the people of Florida. I care about people in my  
 8 districts. I care about kids. I care about you-  
 9 all, I care about what happened here.  
 10 It's disturbing and distressing. The lack that  
 11 -- that I actually have more urgency, I think. I  
 12 wish I could be here to fix it, but I don't want to  
 13 live here. I don't want to be here. And -- and  
 14 that sounds terrible, but that's how I feel today,  
 15 very passionately. So my biggest concern about  
 16 sunsetting this is that we need an independent body  
 17 that's going to read those audits and -- and then  
 18 make suggestions and recommendations for  
 19 improvement. Otherwise, it's all going to go away.  
 20 People are going to forget. And I -- and I think  
 21 it needs to be singularly focused on this issue.  
 22 That's the other thing because I thought for a  
 23 moment about the OIG. I thought about a different  
 24 body in DOE. But the -- the reality is all of  
 25 those entities have other things to focus on. And

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1 It's been there for the public. It's been there  
 2 for two months. It's when we raised it. Now, all  
 3 of a sudden, here you go. So I think that goes to  
 4 that point.  
 5 And what seems to move the needle? When  
 6 something gets reported up at Tallahassee, no  
 7 offense, but I don't know that anybody pays a lot  
 8 of attention to the State board meetings. Who sits  
 9 on their TV and watches it, right? What people  
 10 watch this? You do? Yeah, Secretary Tamayo does.  
 11 I'm going to start. I want to -- I -- I'm sure  
 12 it's really --  
 13 MS. TAMAYO: I watch all of it. I -- I watch --  
 14 I watch all of it.  
 15 SHERIFF GUALTIERI: You can't get your wife to  
 16 watch it? But -- but look at the media coverage.  
 17 Look at the articles and paper. Look at -- look at  
 18 what this gets, you know. I think that your point  
 19 at least -- your point resonates. It's that maybe  
 20 you need a combination of both. You need that  
 21 audit -- that report, maybe to some degree. But  
 22 you've got to have some way that -- what -- what  
 23 has been proven here, what moves the needle, is the  
 24 public aspect of -- that is what's moving the  
 25 needle. That's what's affecting the change.

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1 I think this warrants an independent body that  
 2 focuses solely on this issue and all of the things  
 3 that have been un -- uncovered here  
 4 Because there may be issues with leadership  
 5 here, and I know there are in other counties, I  
 6 know there are. It's not going to go away. We  
 7 haven't even talked to people from other counties  
 8 really. And we should, that should be a part of  
 9 this at some point. So that I -- I just -- I don't  
 10 really have, like, a permanent solution in mind at  
 11 the moment, but I do believe an extension of this  
 12 particular Commission is warranted. We put a lot  
 13 into this. I don't want to walk away from it until  
 14 I feel like we're somewhere better, and I don't. I  
 15 mean, we're a little better, but we're not better  
 16 enough.  
 17 SHERIFF GUALTIERI: So -- so your point on the  
 18 audit is the audit was supposed to go to the audit  
 19 committee back in August. They actually posted the  
 20 audit. I believe it was around August 2nd. It was  
 21 in early August that this audit was posted publicly  
 22 on the Broward County Schools website, early  
 23 August. This is now the end of September.  
 24 When's the first time that anybody took notice  
 25 of this audit? It's been there for the media.

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1 Having people standing up there and it -- it has  
 2 moved some, not as much as others. But look at the  
 3 -- look at the difference in the attitude and the  
 4 whole approach the superintendent has.  
 5 And so I -- I -- I think that -- that what  
 6 happened or didn't happen with this audit report is  
 7 proof of your point. That you -- you got to have  
 8 someplace for it to go work is going to get acted  
 9 on. And there has to be some public hearing of it  
 10 because otherwise it becomes an audit report that  
 11 goes on a shelf figuratively or it goes on a  
 12 website nobody sees. Because we do have some  
 13 public comments. We have, I think, about six or  
 14 seven public comments cards that we need to get to  
 15 before we break so --  
 16 Commissioner Powers.  
 17 MS. POWERS: So I just want to say really  
 18 quickly in defensive school boards a little bit  
 19 that the majority of us, I know at least the two  
 20 school board members that sit here, I know for sure  
 21 do follow the law and we follow the law set by the  
 22 Legislature and our Governor in our County. So,  
 23 you know, I don't -- I just want to not be the  
 24 broad-brush of Broward County to be reflective of  
 25 what's happening in the majority of school

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1 districts across the State.

2 And are there improvements even in the best

3 school districts? Absolutely, but to the point

4 about the audit, I think it's a good idea. In my

5 other job, I get audited regularly,

6 programatically, fiscally, and the DOE takes those

7 results very seriously. I think that they look at

8 that and make recommendations. If there were

9 really bad things happening, then there would be

10 consequences.

11 And I think that's the key to any -- anything

12 that's done -- if we're going to review something,

13 then there has to be authority to make changes, not

14 just suggestions. Because what we know, sitting

15 here for four years, three years, listening, we've

16 made suggestions and that's all they are, nothing

17 happens. So unless there are consequences and

18 authority to make those changes, then we are just

19 meeting to meet. So I -- I -- there has to be

20 consequences.

21 SHERIFF GUALTIERI: Yes -- yeah, and I -- and I

22 hear you but I also have to say you know, about all

23 of this, as you can see from what we put up there

24 yesterday, is -- is that this commission's work has

25 been more than just advisory. It -- it has

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1 recommendations, but it's like, oh, boy, we got to

2 -- we got to get together because we're not doing

3 what we supposed to do. And that, you know, that

4 really does -- I can see the result of the work

5 this commission and I think it's great.

6 SHERIFF GUALTIERI: Well, that's where the

7 culture has to change. Because it -- it -- it --

8 it should be doing, you know, what's that the --

9 the -- the test is not what you're doing when

10 people are watching, it's what you're doing when

11 people are not watching and that's where we need to

12 get that's the goal. But so we do have public

13 comments --

14 Yes, Commissioner Stewart, yes -- yes.

15 MS. STEWART: If I could just quickly talk about

16 the fact that School districts are audited, all of

17 them. And they are audited financially, they're

18 audited with their FTV, and they are audited where

19 there are any points of law. And there are under a

20 100,000 students that need that is done by Auditor-

21 General, and if there are over 100,000 then those

22 are done by a CPA firm -- independent CPA firms.

23 And all of that information goes to deal with --

24 there's certainly the time those have to be

25 corrected. I think, generally speaking, those get

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1 affected change. It has and people have listened.

2 So -- but no, you're right. I mean, you do have a

3 lot of school boards out there, and again, it's

4 like with everything. You have some that are doing

5 it the right way so there is no doubt about that.

6 Yeah -- Commissioner Dodd?

7 MR. DODD: Chief, you need to remember that

8 there's still a majority of superintendents in the

9 State that are -- in more the smaller, medium-size

10 counties. So we need to talk about school boards

11 holding superintendents accountable. There are

12 still, I think, 45, maybe, elected superintendents.

13 And so, you know, there is a chance for the public

14 to elect a constitutional officer, a

15 superintendent. And I would also like to say that

16 we do know how much this commission gets action, in

17 your reaction, we've seen that and, you know, so

18 before meetings, -- . I mean, I heard one

19 commenter just talked to somebody before the

20 meeting, they are coming up to testify, you know,

21 that's a week before, two weeks before things are

22 getting done.

23 It kind of reminds me of the strategic plan.

24 And I don't think we have a very strategic plan

25 here. We brought up an act and, you know, we made

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1 corrected or there are financial consequences. And

2 there were the two that you had referenced earlier,

3 is very specific. And as you mentioned,

4 complicated, but just the financial part with those

5 audits, can have an impact.

6 I agree with what everyone has said that unless

7 there are consequences, and very often what we have

8 found over time is unless those consequences are

9 public, it just continues to be perpetuated. So if

10 there is a way to -- to leverage what's already in

11 place, with complementing that with some

12 consequences, I think that's probably the best

13 solution to that.

14 SHERIFF GUALTIERI: Okay. Go ahead.

15 MR. SCHACHTER: And, you know, just -- just as -

16 - I just want to thank all the commissioners. I

17 think on the last few days, even though it's been

18 hard and upsetting the people of Broward County

19 really owe you a debt of gratitude. And to the

20 Sheriff, I know all the hard work you put into

21 this. This is not just the last few days. You're

22 working on this constantly hours on the phone,

23 reaching out to all these officials. So thank you

24 for all your hard work.

25 SHERIFF GUALTIERI: You're welcome.

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1 So this is what -- we did call a comment here,  
 2 but I'm thinking, you know, tell me what you-all  
 3 are thinking is that we have another meeting  
 4 sometime after the first year. Let Superintendent  
 5 Cartwright do her work, get some things going.  
 6 Legislature is going to meet. There is an early  
 7 session this year, January, February. Maybe --  
 8 maybe sometime after the legislative session and  
 9 we'll see what the results of that are. That's the  
 10 time frame that I'm thinking. Is that -- anybody  
 11 have any other thoughts on that? I mean, we're not  
 12 doing anything formal but I don't see any value in  
 13 trying to meet again between now and the end of the  
 14 year. I think we wait until the first part of that  
 15 year sometime and then see where things are -- .  
 16 Commissioner Carroll.  
 17 MR. CARROLL: How -- how are we going to --  
 18 there has to be a face-to-face meeting, but how are  
 19 you going to finalize what the legislative  
 20 recommendations will be for this session?  
 21 SHERIFF GUALTIERI: I think what I'm going to do  
 22 -- is take your -- take your recommendations that  
 23 we will receive here by the next week, you know, a  
 24 couple of them with these, maybe send something out  
 25 to everybody. And if we have to have a telephonic

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1 these school districts. If it doesn't happen then  
 2 it will regress. And I think -- so I truly think  
 3 that once we crack this legislation we probably  
 4 need to at least have it on the record, but we can  
 5 all agree with that are substantial majority, I  
 6 guess.  
 7 SHERIFF GUALTIERI: And I've already had some  
 8 discussions with members of the Legislature about  
 9 it just to put this on their dashboards so that  
 10 they know that it is something that we're at least  
 11 recommending. We know it has to be addressed.  
 12 That it's obviously a 100 percent concurrence that  
 13 if -- if this was July first, 2023, and this  
 14 Commission goes away, there's going to be  
 15 regression, and if there's no oversight, I don't  
 16 see anybody that disagrees with that.  
 17 So the question is -- is what to do and how to  
 18 do it. So we already had that, so we know they  
 19 were thinking about it. So maybe that they craft  
 20 it because they're the ones that ultimately make  
 21 the decision. Obviously, we can provide input. I  
 22 want to have discussion with Commissioner -- about  
 23 it, I think he needs to weigh in. And and I  
 24 imagine -- I don't know this, but I imagine the  
 25 Governor's Office also may want to weigh in on it.

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1 meeting, we could but just to get your feedback on  
 2 it. And again, these are recommendations that  
 3 we're making. As you know, well, to senators and  
 4 representatives, -- and ultimately, they'll make  
 5 the decisions about whether they concur with the  
 6 recommendations and what they're willing to file.  
 7 So that's the way I see the process going, is  
 8 we'll compile everything that you-all have and then  
 9 send it back out to everybody. And if there is,  
 10 you know, no objection to that, then -- you know,  
 11 we've already started the process with them but  
 12 it's still early, so we can, you know, add  
 13 additional things. So that's what -- that's how I  
 14 see the process going unless you-all want to do it  
 15 differently.  
 16 MR. JUDD: The only thing that I -- I think we  
 17 need to focus on is if we truly claim that there  
 18 needs to be oversight, would that be auditing and  
 19 consequences or DOE involved in it. I think -- I  
 20 think what we need to do is at least have a Zoom  
 21 meeting, once that's crafted and then we get  
 22 everyone's input. Because I think, if we can  
 23 agree, we can get -- to send to the Legislature to  
 24 say, well, we sunset soon. And there is empirical  
 25 evidence that if somebody doesn't stay on some of

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1 So I think that, you know, we have these  
 2 discussions and see what their thoughts are. Share  
 3 some of those thoughts back with everybody and  
 4 certainly we could do a Zoom meeting. We could  
 5 meet again in person. And it doesn't have to  
 6 happen -- it doesn't have to happen in this  
 7 legislative session. And then, you know, maybe  
 8 there's more -- maybe there's something more that  
 9 we're not thinking about that doesn't necessarily  
 10 require legislative action. I guess I don't see  
 11 that. It is going to require some sort of  
 12 legislative action. There has to be some.  
 13 The question is, does it happen this session or  
 14 next. You know, another possibility is if it takes  
 15 more time to craft it, like Commissioner Larkin-  
 16 Skinner said, is that maybe they extend this -- for  
 17 a year or so for a period of time. I don't know.  
 18 There's a lot of options. But I think that -- I  
 19 think the entities will really have to weigh in on  
 20 it or the leadership if the Legislature, the  
 21 Governor's Office, Commissioner, corporate, and I  
 22 think there's a number of stakeholders that need to  
 23 weigh in. And, you know, maybe even to some  
 24 degree, even superintendents or other school boards  
 25 to some degree that are doing a right, maybe they

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1 should have an opportunity to weigh in on what it's  
 2 going to look like, but I don't think that's  
 3 unreasonable either. So I think that's how -- I  
 4 think that's how we can move down the path.

5 MR. SCHACHTER: Sheriff, we're going to have a  
 6 grand jury report that's going to come out  
 7 hopefully in the next couple of months, and I think  
 8 there's going to be, I think, a lot -- a lot in  
 9 there that needs to be worked on. I think we  
 10 should keep doing what we're doing. This is  
 11 working, we're making progress. I feel, so...

12 SHERIFF GUALTIERI: Yeah. All right. So let's  
 13 start with -- so we started public comment -- we do  
 14 have several people that want to make public  
 15 comments. So I'm going to call the folks up with  
 16 completed public comment appearance forms. As  
 17 always, we ask you, you need to limit your comments  
 18 to three minutes. It will begin with Mr. Montalto.

19 MR. MONTALTO: Good afternoon. I'll start off  
 20 my comments on today's testimony by saying that  
 21 this Commission should be extended. The reason is  
 22 because this important work must continue.  
 23 Leadership makes a difference. Sheriff Tony,  
 24 Superintendent Cartwright's testimony today showed  
 25 anyone watching that leadership can indeed make a

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1 Florida has made in the area of school safety. We  
 2 should also recognize the need for continued  
 3 support from the current and future speaker of the  
 4 house and president of the Florida Senate, for the  
 5 law changes recommended by this commission be  
 6 enacted. The chairman of this Commission, and  
 7 Parkland's former mayor, and now State  
 8 Representative Hunschofsky, have been -- have been  
 9 great advocates for school safety.

10 Same with Parkland, the school advocacy group  
 11 bounded by families who lost a loved one in the MSD  
 12 tragedy, met earlier this year with Senator --  
 13 Senator for education -- Chair Latvala, and Chair  
 14 Gualtieri, to plan a legislative path forward.  
 15 During this meeting, Stand with Parkland proposed  
 16 the idea of creating a school district mental  
 17 health coordinator. This position is similar in  
 18 nature to the school district safety specialist,  
 19 would require specific education and experience to  
 20 be had.

21 They would be charged with coordinating the  
 22 mental healthcare of students that have gone  
 23 through the behavioral threat assessment process  
 24 and make sure that the care that they are receiving  
 25 from various providers, has the student on track

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1 difference. The positive tone, and reported  
 2 results were an amazing turnaround from what we've  
 3 all seen at previous commission hearings.

4 For the first time since my daughter Gina, and  
 5 the 16 other wonderful souls were murdered, there  
 6 is hope for Broward citizens. To be clear, there  
 7 is more work to be done and we demand action.  
 8 Every family in Florida should be thankful for the  
 9 changes driven by the work of this commission. As  
 10 the father of Gina Montalto, my forever 14 year-old  
 11 daughter who was a victim in the MSD shooting, I  
 12 want to thank you all as well.

13 The improvements and school safety have come  
 14 from multiple sources. The State Office of Safe  
 15 Schools, the State Board of Education, the Florida  
 16 Legislature, and the governor. We must recognize  
 17 the leadership of house education and labor  
 18 chairman, representative Chris Latvala and his  
 19 staff in the passing of the recommendations of this  
 20 commission into law. Although Florida has seen  
 21 some improvement in each session since the 17  
 22 wonderful souls were taken from us over three years  
 23 ago, it's clear that more needs to be done.

24 We were hopeful to see bipartisan discussion and  
 25 action through law that continues the progress that

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1 for success. This commission's discussion  
 2 yesterday seemed to support that kind of idea. We  
 3 are hopeful the Florida Senate will work with the  
 4 house in the 2022 legislative session to pass a  
 5 comprehensive school safety bill, enacting many of  
 6 this body's outstanding recommendations.

7 I ask everyone to please take a moment to  
 8 remember the 17 individuals taken on February 14th  
 9 of 2018. And I thank all of you on this commission  
 10 for your time and dedication to making Florida's  
 11 schools safer.

12 SHERIFF GUALTIERI: Thank you, Mr. Montalto,  
 13 next is Anna Fusco.

14 MS. FUSCO: Good afternoon, how are you-all?  
 15 I stand here speaking on behalf of the Broward  
 16 educators and support staff here in Broward County  
 17 Public School.

18 MS. FUSCO: I want to thank all of you for the  
 19 hard work, the tremendous amount of time you've put  
 20 into it, and wanting to create a -- just a  
 21 positive, safe space that we need in -- everywhere.  
 22 Our schools are very important. Our educators walk  
 23 into our schools every single day knowing that they  
 24 have children's lives that they need to protect.  
 25 And the first thing that's in their heads is safety

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1 first, and then how to educate them.

2 Having strong leadership in our Broward County

3 public schools is very important. I know you all

4 know me. I'm not a hidden face to any of you, even

5 behind this mask. You know how I stand very strong

6 on supporting our educators and all the resources

7 that they continuously need and continuously ask

8 for. Our public school system always seems to be

9 the place that's always underfunded, and great

10 expectations always seem to be happening. And our

11 teachers weather through it, lots of times taking

12 out of their own pockets to take care of the needs

13 of their students.

14 We know that safety is important. Broward

15 Teacher's Union is going to stand very strong in

16 always wanting to put that first, and making sure

17 that our educators understand the importance of

18 putting that first. When there's a training, when

19 there is a new safety protocol, when there's a new

20 safety policy, but first and foremost that they

21 need is to know that it's there. They need to

22 understand how to get it, and they need to be put

23 forth with the training. And I really respect

24 every one of you that want to sit here through

25 these many countless hours and taking the time for

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1 understand that it's not tracking them, but it's an

2 app that has a direct alert that can save a life.

3 And that anybody that has it can use it without any

4 repercussion. The sole purpose is to save a life.

5 So I'm committed to standing with Lori and

6 anyone else who wants to advocate for this app, and

7 just to get the first and foremost, is the

8 communication. Miscommunication is the number one

9 situation of why people don't do things because

10 they just don't know. So if we can keep

11 communicating, getting the right information out,

12 and us encourage people to listen and pay attention

13 and receive the information, that is going to be a

14 success. And I'm committed to doing that with Lori

15 and with Debbie, our school board members, and, of

16 course, you've met our new interim superintendent

17 who came into a broken system and only wants the

18 best for us. And I genuinely believe she does. We

19 just have to get people to stand with her and let's

20 get the work done, and in Broward Teacher's Union,

21 in my leadership, we are committed to doing that.

22 So thank you guys again for everything you've

23 done. This is a tremendous amount of work. And we

24 want to make sure that we help with this message in

25 making sure that safety happens and the people

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1 making sure that we're going to get it.

2 And I do work hand-in-hand with Lori Aldahoff

3 {sic}, Debbie Hixon, that have taken this role to

4 sit on our board, and I know they have to sit

5 through lots of things that is so hard to hear. As

6 for you, Mr. Schachter, and you, Mr. Parry, sitting

7 here knowing that you're doing this work is so

8 hard, but you're still doing it because you care,

9 and you want everyone else to know that there is a

10 purpose for this safety. I also stand to speak

11 very strongly on promoting, through Alyssa's Law,

12 that Lori has spent dedicated time and hours to put

13 forward, and she wants Alyssa's Alert to be known

14 and understood, and through the SaferWatch app in

15 our schools. And I know you heard that our

16 educators don't have it downloaded yet.

17 Not a -- not a great amount. First and

18 foremost, the communication piece has to happen.

19 They need to understand what it is. They need to

20 understand why. In that, I'm dedicated to working

21 with Lori and the security group of Broward County

22 Public Schools to make sure that we understand what

23 it's about, so they do feel comfortable and safe

24 downloading it, and know that it saves a life. And

25 that's what's important. So we need to get them to

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1 understand why and how they do it. Thank you.

2 SHERIFF GUALTIERI: All right. Next up is Jeff

3 Kelly.

4 MR. KELLY: Thank you, Sheriff Gualtieri, and

5 commission members. Thank you for all you do. As

6 a vendor -- I am not a panic button vendor. I work

7 in communications related to interoperability. As

8 you might imagine, many companies came to me. Your

9 guidance led the charge. You mandated video

10 sharing. You mandated interoperability between

11 disparate radio systems. So given the history of

12 the 16 counties that I work with, beginning with

13 Captain Francis in Seminole County five years ago,

14 many companies came to -- to my company, Mutual

15 Link, and said we'd like to integrate with you so

16 that when we can answer this RFP, we can tell the

17 State of Florida that yes, we can provide radio and

18 video interoperability.

19 Now, I just -- I think this is my eighth meeting

20 I've attended. I've never spoken before, for a

21 number of reasons I wanted to stay out of it, but

22 there were questions that were brought up yesterday

23 that I tried to speak. There was a compliance form

24 in the contract with the State of Florida. There

25 was a compliance form that must be filled out by

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1 both the vendor and the district. And you must  
 2 check the box for all the issues that some of you  
 3 have described. Interoperability, video sharing,  
 4 direct into 911, so forth, and so on. What's the  
 5 bottom line here? The bottom line is the vendor  
 6 will not get paid if the compliance form is not  
 7 filled out.

8 I'm being pestered now by a few charter schools  
 9 that are all but complete with their panic button  
 10 downloads, their interoperability of video-radio  
 11 sharing. And they want to get the forms, they want  
 12 to get it off their plate, and I'm going to want to  
 13 address a couple of those in some counties in the  
 14 next couple or three days.

15 Especially to that question about a survey about  
 16 interoperability and direct to 911. The timeline  
 17 of that, well, honestly, ladies and gentlemen,  
 18 we're far from being completed where the apps are  
 19 connected right to 911. As you might imagine, you  
 20 know, Security Director Hay is doing a world-class  
 21 job, and his staff is nothing short of remarkable,  
 22 but let's think about what they did. There are  
 23 nine vendors, so contracts had to be negotiated  
 24 with the State of Florida with nine vendors. Nine  
 25 vendors have nine lawyers. The State Office of DOE

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1 geofence campus and they turned the location  
 2 services on that we're all familiar with per the  
 3 application. And it is, I will tell you firsthand,  
 4 that Capital Press has had a robust program five  
 5 years ago where you had a little competition, and  
 6 it was 54 percent. After Parkland, that rose to 84  
 7 percent. I will further tell you that Brevard  
 8 County, 110 schools that I've worked with, in  
 9 meeting with the union that they brought it early  
 10 on, they signed an MOU with the union. Number 1 --

11 SHERIFF GUALTIERI: Mr. Kelly --  
 12 MR. KELLY: -- there were no --  
 13 SHERIFF GUALTIERI: -- you're -- you're --  
 14 you're already over four minutes --  
 15 MR. KELLY: Okay.  
 16 SHERIFF GUALTIERI: -- and you need to conclude.  
 17 MR. KELLY: Let me -- I'll wrap it up. Issue  
 18 number one. In the MOU, there will be no  
 19 punishment for a false activation. Number two,  
 20 they promised never to monitor a district employee  
 21 if they weren't at work. With that, I close.  
 22 Thank you.

23 SHERIFF GUALTIERI: All right. Thank you.  
 24 Kristina, I believe, Braziel?  
 25 MS. BRAZIEL: Okay. Thank you all for your

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1 has a lawyer. It took time.  
 2 So in some cases, contracts were not signed  
 3 until early summer with an August 1st deadline. So  
 4 what I'll tell you right now is, I'm quite busy, as  
 5 you might imagine, traveling the four corners of  
 6 the state over the coming weeks, making sure that  
 7 that integration is complete. Now, staffing,  
 8 Commissioner Swearingen requested -- or questioned  
 9 if you will -- the staffing. There's quarterly  
 10 testing required as part of the contract. Who's  
 11 going to audit those forms that all the schools in  
 12 larger districts are doing the testing, that the  
 13 panic button did what it was supposed to do.  
 14 Notify all the staff members, connected radio-  
 15 video, connected to 911.

16 There was a -- there is a path here that needs  
 17 to be checked. So I applaud the Commissioner, that  
 18 he needs more staff. No question. As far as  
 19 compliance goes, I am troubled like you are. I am  
 20 not in the panic button business. I'm very  
 21 troubled that only 15, 17, 18 percent have  
 22 downloaded the app. And -- and these  
 23 professionals, the teachers and teacher's unions  
 24 could not be more wrong.  
 25 They are not being monitored unless they're in a

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1 work, obviously. I can't -- I -- I mean, since  
 2 Marjory Stoneman Douglas happened, emotionally for  
 3 me it's been very difficult. But I can't even  
 4 imagine what those of you that have served the way  
 5 you have, how you do it. And I just -- I honor it  
 6 so much. I so appreciate it.

7 I've -- I've -- I've been part of this culture  
 8 of Broward County Public Schools. I raised two  
 9 amazing daughters within it. And I got -- I was --  
 10 I was floored to hear a few days ago that we just,  
 11 officially in Broward County, passed policies in  
 12 regards to our families being reunited. Because  
 13 when -- when I came to talk to you before, I had  
 14 recalled my experience being on -- within my  
 15 children's school, even though I wasn't the chair,  
 16 like, governing -- well, at one point, I actually  
 17 did become a chair and chaired the area.

18 So I had to find out and know the policies. And  
 19 then from our policies, we have to go to our State  
 20 statutes and what governs them and how they  
 21 actually made the policy. But then it seems like  
 22 when you get to the local level, and everybody has  
 23 an interest in certain things, you like to  
 24 wordsmith everything around as close as you can to  
 25 the statute so that you can proceed with what it is

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1 that you think needs to be done.

2 But anyway, when I look at the situation with

3 the jurisdictions, and with what it is that you

4 need to do and the authority that you have within

5 this board, I do think that the Department of

6 Education needs to be involved. But I also think

7 that there has to be a true governing law office

8 that connects. I mean, there -- there has to be

9 authority in going in, and there has to be people

10 that are actually policing these situations.

11 It's kind of sad to say that we really need that

12 kind of structure, but when you talk about budgets

13 and to hear that we have a audited budget for it,

14 and -- and I've tried to be pretty deep in Broward

15 as far as what they're doing with their money, and

16 I've never heard at a school board meeting -- I

17 also sat at years and years and years of school

18 board meetings and tried to give input on that I

19 thought was best for our kids. I've never heard of

20 us having a state -- that the State audit as far as

21 our budgets --

22 SHERIFF GUALTIERI: Ma'am, you're over three

23 minutes, so you need to conclude, please.

24 MS. BRAZIEL: So I just definitely think that

25 you need more work. I think the Legislature has to

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1 We are -- we could not be more for having more

2 safety, more security, and more ability to reach

3 out to law enforcement when an event occurs. But I

4 have some trepidation about the -- the application

5 that's being used or -- or endorsed in Broward's

6 schools, and I -- I cannot speak to other school

7 systems. The trepidation has to do with the end-

8 user agreement and how invasive that end-user

9 agreement is. Now, I've -- I've heard other

10 speople -- people speak that there's geofencing,

11 and it only applies once we get within a certain

12 area, but that's not what the end-user agreement

13 says.

14 So if I have that agreement, that it's only

15 going to do something when I am within a general

16 area of my school, I'll download it right now in

17 front of you. But until that time, I'm staying

18 with Fortify Florida to satisfy the law, and I know

19 that's -- that's probably what I shouldn't be

20 saying, but I -- I -- I believe that. And I -- I'd

21 be willing to talk further with any of you about

22 this, but I know this is just public comments so I

23 don't -- I don't know that I can be asked

24 questions. But please, I want you to know we are

25 100 percent in support of the law itself. Thank

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1 help you to bridge the gaps between your

2 jurisdictions and how it is that you're following

3 through on your threat assessments. As well as, I

4 love what I heard about the mental health and what

5 you-all are talking about doing and having a point

6 person in order to support those services that are

7 given. So thank you for your time.

8 SHERIFF GUALTIERI: Thank you for your comments.

9 Kevin -- Kevin Bolling?

10 MR. BOLLING: I would like to thank you guys.

11 Beautiful job. And that's all I wanted to say.

12 Thank you.

13 SHERIFF GUALTIERI: All right. Thank you. Eric

14 Garner?

15 MR. GARNER: First of all, I have to apologize

16 for my attempt at my appearance. I -- I actually

17 had a doctor's appointment before this and had to

18 do a little work. Thank you, guys. I -- I know

19 you're working hard and -- and you're doing God's

20 work for sure. I'm a teacher at Marjory Stoneman

21 Douglas. I was there that day. And today I want

22 to talk to you about the hesitancy that teachers

23 are feeling. I know that it's been brought up

24 about Alyssa's Law. I am going to tell you the

25 teachers are 100 percent behind Alyssa's Law.

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1 you.

2 SHERIFF GUALTIERI: All right. Thank you. Last

3 one is Michael Sirbola.

4 MR. SIRBOLA: Yes. Hello to everyone here who's

5 lost someone. Your motive -- motives are certi --

6 certifiable, and for that reason, I want to point

7 out that if we were to move forward with some of

8 the things we're talking about, children would

9 suffer. We're all here to prevent that. And we

10 don't want to hold people as good or bad, and I'm

11 going to use ourselves as a demonstration, I guess.

12 We know your motives, and yet, if we move

13 forward, for example, with Alyssa's Law, eventually

14 three to maybe 30 kids are going to die needlessly

15 because what's going to happen is the teachers who

16 have access to those alarms are going to have tens

17 and hundreds of thousands of ROTC fake guns moving

18 in and out of schools. They will sometimes do it,

19 sometimes won't, sometimes they'll hesitate. The

20 FBI will, you know, go in every time and they'll

21 say, well, there was a hesitation here. Well,

22 they'll go through a lot of those hesitations

23 before anyone finally says maybe we should not have

24 fake guns that are sold on the basis of how real

25 they are.



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1 And by the way, we'll have more people and more  
 2 schools sign up for ROTC because guns are passe. I  
 3 mean, that's like using an old phone with a cord to  
 4 it, you know. We need to be teaching real things  
 5 that matter in the new world. So that's an  
 6 example, the fact that we are doing now what we're  
 7 accusing that the school district of having done  
 8 before. They aren't bad people. Why are we here?  
 9 We're here because the 1944 US Constitution  
 10 mandated you guys to have the right to have a  
 11 minimum of public safety. You have a  
 12 responsibility to us.

13 And by the way, you're representing a government  
 14 that isn't applying that to vaccines. So when you  
 15 are talking about Broward, two months later  
 16 debating State laws that potentially endangered  
 17 children's lives that we took an oath to defend.  
 18 That is why we do this because, obviously, states  
 19 do pass those kinds of laws. It is just common  
 20 reactive thinking to think otherwise. The Hague  
 21 would be prosecuting the State of Florida if we  
 22 were a country for mass crimes against humanity  
 23 because to promote natural herd immunity is COVID  
 24 eugenic genocide. So these aren't questions, these  
 25 are facts, and these, you know -- history

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1 MR. SIRBOLA: -- it's anti-government. Forget  
 2 about policies when we're talking about children's  
 3 lives, please.

4 SHERIFF GUALTIERI: Okay. Thank you.

5 MR. SIRBOLA: Thank you very much for giving me  
 6 the time. Thanks.

7 SHERIFF GUALTIERI: All right. That's the last  
 8 public comment we have. Please remember to get  
 9 whatever comments you want on the legislation in by  
 10 next Monday. And everybody safe travels back. And  
 11 we're adjourned.  
 12 (Thereupon the proceedings concluded at 5:43 p.m.)  
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1 eventually sorts this all out.

2 In real-time, it's more difficult. For example,  
 3 right now, if you want to make children safe, to  
 4 make schools really safe, give responsibilities for  
 5 those children so that they're facing the person  
 6 responsible for them right there face-to-face, not  
 7 a governor, not a corporate office or something.  
 8 So that's where the safety lies, and give them back  
 9 responsibility for testing and for assessment of  
 10 those children that you took away. That's the real  
 11 source of this issue. And yes, don't give them com  
 12 -- full control, then give yourself control over  
 13 those teachers and those schools and exert strong  
 14 central control, but give the direct  
 15 responsibilities to those teachers if you want real  
 16 change.

17 There's a void right now that's been left  
 18 because the testing is up in the air. There you  
 19 go, pass -- propose some legislation to ban those  
 20 fake guns. That's just common sense. If you can't  
 21 do that, don't dare tell other people to change.  
 22 Half the people here aren't wearing masks. That's  
 23 against the science, and it's a part of the  
 24 libertarian --  
 25 SHERIFF GUALTIERI: Mr. Sirbola--

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1 REPORTER'S CERTIFICATE  
 2  
 3 THE STATE OF FLORIDA  
 4 COUNTY OF BROWARD:  
 5  
 6 I, Johnny Caldera, Court Reporter and Notary  
 7 Public, certify that this transcript is a true and  
 8 complete record of my notes.  
 9 I further certify that I am not a relative,  
 10 employee, attorney, or counsel of any of the parties,  
 11 nor am I a relative or employee of any of the parties'  
 12 attorney or counsel with the action, nor am I  
 13 financially in the action.  
 14 DATED this 15th day of November 2021.  
 15  
 16 *Johnny Caldera*  
 17 \_\_\_\_\_  
 18 Johnny Caldera,  
 19 Notary Public-State of Florida  
 20 My commission # HH 182910  
 21 Expires October 6, 2025  
 22  
 23  
 24  
 25