

Marjory Stoneman Douglas High School
Public Safety Commission Meeting

The Marjory Stoneman Douglas High School Public Safety Commission Meeting was held on August 2, 2022, commencing at 8:30 a.m., at 1 Panther Parkway, Sunrise, Florida 33323. The Meeting was called to order by Bob Gualtieri, Chair.

PERSONS PRESENT:

Bob Gualtieri, Chair

Jim Martin, Esquire

Chris Nelson

Bruce Bartlett

Mike Carroll

Mark Glass

Max Schachter

Melissa Larkin-Skinner

Manny Diaz, Jr.

Simone Marstiller

Eric Hall

Shevaun Harris

James Harpring

Pam Stewart

Douglas Dodd

Lauren Book

Ryan Petty

**CERTIFIED
ORIGINAL**

Marsha Powers

Christina Linton

NOT PRESENT:

Grady Judd

ALSO PRESENT:

Sheriff Greg Tony

Lt. John Suess

Julie Collins, DOE

Harold Sample, Sound Support

Sylvia Ifft, DOE

Dr. Vickie L. Cartwright, Broward County Schools
Superintendent

Dr. Joe Phillips. Chief Information Officer
Jaime Alberti

Tim Forson, St. Johns County Schools Superintendent

Ted Roush, Suwanee County Schools Superintendent

Fred Heid, Polk County Schools Superintendent

Jacob Oliva

Tony Montalto

Michael Sirbola

Albert Koenigsberg

Kristina Braziel

Miriam Brighton, Laws Reporting

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P R O C E E D I N G S

CHAIR GUALTIERI: All right. We're going to get started again.

FSSAT UPDATE AND ALYSSA'S LAW UPDATE - SYLVIA IFFT, DOE

MR. GUALTIERI: We now have a presentation from Sylvia Ifft from the Office of Safe Schools with an update on Alyssa's alert and the FSSAT.

Sylvia.

MS. IFFT: Looks like we're -- there we go.

Thank you, Mr. Chair, members of the Commission. It's great to be back and see everybody again. It's been a while.

There are three things that I'm going to cover for the FSSAT update. First of all, I'm going to give a review of the program evolution and include the new language from the past legislative session, so it's new requirements for the FSSAT.

I'll also cover the implementation and timeline from the 2021 as well as the '21-'22 school year, since we were unable to address that last time.

And then, finally, I'm going to provide a final update on where we stand with implementing the recommendations from the third-party review that was concluded in 2019.

1 Just as a quick reminder, the data and the
2 information related to the School Security Risk
3 Assessments is protected information. Therefore, it
4 stays brief. It will be a high-level overview
5 that's more appropriate to this public forum.

6 So just historically speaking, this program
7 originated from the legislation that passed in 2001.
8 That was the District Best Practices Assessment that
9 was conducted.

10 It -- at the time, it was a pen and paper
11 assessment. It was a self-assessment completed by
12 the districts for everything to ensure that they
13 were meeting and going through the exercise of
14 looking at everything that -- everything that was
15 required, both in state law and rule.

16 Fast forward to 2013. The Department of
17 Education received funds to develop a School
18 Security Risk Assessment program.

19 As you remember, at the time, it wasn't
20 required that this assessment be completed, this
21 particular DOE-created assessment, as most of the
22 districts were -- they had their own tool in place,
23 and so they continued to use their own tool.

24 In 2018, it -- the Legislature required that
25 the School Security Risk Assessment developed by DOE

1 be the instrument that they use for physical
2 security risk assessments.

3 And then in -- also required the third-party
4 evaluation that I will speak to later on.

5 In 2019, there was some revisions to the
6 deadline to the School Security Risk Assessments of
7 when those had to be submitted to us.

8 And then this past legislative session -- I'm
9 sorry -- in Rule, we have updated the requirement
10 that the districts submit their District Best
11 Practices Assessment to us no later than November
12 st
1 .

13 That was not required previously. It was just
14 an ask. And I'll talk a little bit about that when
15 we go through the timeline.

16 And then, finally, in 1421 this past session,
17 we're required to address policies and procedures
18 for preparedness response and reunification within
19 the FSSAT.

20 So, this is the timeline that we are required
21 under statute to implement.

22 So, the School Security Risk Assessments are
23 required to be released and available to the schools
24 no latter than May 1st of every year.

25 During the June timeframe when we hold our

1 annual training for our schools -- our District
2 School Safety Specialists, we address a lot of the
3 implementation requirements in FSSAT at that time.
4 We also provide a lot of technical training, and we
5 have technical staff on hand to provide some
6 assistance to the districts.

7 st
October 1 , the School Security Risk
8 Assessments are due to our office. And I'll give
9 you the numbers on that in just a minute.

10 th
October 15 , all the districts must report to
11 our office that all of their schools have completed
12 their School Security Risk Assessments in FSSAT.

13 st
By November 1 , the districts must report their
14 district Best Practices Assessment and the
15 recommendations to their superintendent and to their
16 School Board and the findings of the School Board.

17 And then we are to turn around a report to the
18 governor's office, the Senate president, and House
19 Speaker, the implementation of the FSSAT for the
20 previous year.

21 st
New language this year. By December 31 .
22 There was some language attached to the proviso for
23 the School Hardening Funds, which now requires the
24 school districts and the Charter schools who are
25 receiving these funds to report to our office,

1 again, no later than December 31st, the total
2 estimated cost for their unmet school hardening
3 needs, a prioritized list of those projects, and an
4 anticipated timeline for completion.

5 So going back to the 20 -- 2020-2021 school
6 year, so we were able to have our assessments
7 available to the districts. That launched on April
8 24th of 2020.

9 By October 1st, 2020, the School Security Risk
10 Assessments that were submitted to our office
11 numbered 3,705.

12 By October 15th, all of the districts reported
13 that their School Security Risk Assessments had been
14 completed.

15 And then by November 1st, all but three
16 districts had submitted their findings and their
17 School Board actions to our office. Those three
18 districts that did not report before -- until
19 November 1st, that was mostly due to the fact that
20 the School Boards, their local School Boards did not
21 meet until after that November 1st timeframe. And
22 also, during this timeframe, November 1st was not a
23 requirement; it was an ask of our office.

24 For the '21-'22 school year, we launched FSSAT,
25 all the School Security Risk Assessments, by April

1 th
28 .

2 st
By October 1 , 3,711 campuses were completed in
3 FSSAT with the School Security Risk Assessment.

4 th
By October 15 , all the districts reported the
5 same.

6 st
And by November 1 , all of the districts had
7 submitted their assessments to us for their district
8 findings.

9 In regards to the third-party review that was
10 concluded in 2019, if you recall, that group came
11 out and reported to this Commission in April of that
12 year the findings for their review of the assessment
13 tool.

14 And so, there were three categories that they
15 presented. First was technical recommendations.
16 They also provided some recommendations on the
17 content, as well as some recommendations for
18 implementation to our office. So, I'll cover those
19 and -- and let you know where we're at with each of
20 those items.

21 So, the first bullet there, increase the
22 platform security protocols. So that has been
23 completed.

24 A few examples of the measures we implemented
25 were some enhanced log-in and some timeout features

1 with the tool.

2 There was also over the past year a
3 comprehensive audit conducted for the security
4 controls for the system. And so that has been
5 completed and that report has been provided to our
6 office.

7 The next bullet, revise the survey
8 construction. So, after that initial third-party
9 review, we went through every question in the tool.
10 We revised all of the content, and we added some
11 additional information that -- that was provided to
12 us in the recommendations of that report.

13 And we also go through this on an annual basis
14 to update every question in the tool. And we go
15 through every question in the tool and provide an
16 update for that.

17 The -- for the next one on the -- using -- the
18 user experience and the tool functionality, so we
19 continuously collect user feedback. We have weekly
20 planning meetings with the vendor. The feedback, we
21 go over anything that is submitted to our office.
22 And we also provide some product updates monthly
23 with this particular tool.

24 And then the last -- I'm sorry -- second to the
25 last, pre-populate boiler -- boilerplate sections of

1 the assessment. So that has been completed. We
2 have a system in place now where typical answers
3 that are the same from year to year, such as utility
4 information, things like that, that carries over.
5 And we've also made some adjustments to the tool to
6 migrate the information where it makes a little bit
7 more sense.

8 The very last one, create a knowledge
9 management system for sharing -- sharing and storing
10 critical safety and security information. So, we
11 also enhanced the help section of our tool. We have
12 built out a lot of the information. We've got a lot
13 more information on FERPA, SESIR, emergency
14 management, incident management. So, there's a lot
15 of tools and resources in the section that were not
16 there before.

17 On content recommendation, so the first one
18 there, revise the content to collect more robust
19 information on safety and security details at the
20 schools. So, this is -- this was done initially
21 after that first review and is also ongoing.

22 This past year, for instance, we implemented
23 some dependent sections -- dependent questions and
24 dependent sections within the tool. So, a good
25 example is if you answer in the affirmative that you

1 have fence, then some additional questions will open
2 up that say, okay, describe the fence, how high is
3 the fence, what's the fence made out of, does the
4 fence encompass the entire perimeter of the
5 property.

6 The next one, include introductory explanatory
7 briefs to provide users with rationale for the
8 questions. One of the things that we did initially
9 after that third-party evaluation, we introduced
10 purpose statements at the beginning of every
11 section. There's also within the tool helper text,
12 as we call it. So, each question has an info button.
13 You can open up the info button and get additional
14 information on either what the question is asking,
15 or, if there's a statutory requirement attached to
16 it or best practice, there's some reference
17 information there.

18 As far as implementation of the tool, so the
19 first bullet there, provide user training and
20 support, that is -- we have -- we have built out the
21 tool in -- incredibly. We have added lots of user
22 training. There's a lot of on-demand training.

23 We also provide quarterly webinars for the
24 districts.

25 Again, during the District School Safety

1 Specialist training in the summer, we provide
2 training and support in that forum.

3 There's how-to videos. There's best practice
4 videos.

5 So, there's a lot of training that's been
6 introduced into the tool.

7 We've also added the -- there's a two-hour
8 training embedded in the tool on FERPA. As I
9 mentioned, links to the SESIR training. And then
10 there's quarterly FSSAT administrator training that
11 I just mentioned. So those webinars are also posted
12 in the tool.

13 And then, finally, conducting a yearly audit of
14 the FSSAT at the school level. So that's ongoing.
15 Last year, what we had implemented was for our
16 regional team members that are going out and
17 visiting schools. They're looking at the FSSATs
18 when they're going out to the schools and comparing
19 what they're seeing actually on the visits to what
20 those schools are reporting in their FSSAT, and
21 they're reporting that information back to us.

22 Also, along with those monitoring visits, we've
23 really over the past year improved the format for
24 the notification and compliance determinations for
25 these schools.

1 And then this upcoming year, we have introduced
2 a audit and review schedule for the FSSAT
3 assessment.

4 So, between December and January, we're going
5 to be taking a more comprehensive look at the
6 assessment reports and doing a good quality review
7 and providing feedback to the districts on what we
8 find there.

9 And that's the FSSAT update, sir.

10 MR. GUALTIERI: Okay. So, the districtwide
11 assessment, I see you get 67 of those, and you get
12 just under 4,000 of the school-specific ones.

13 And somebody had mentioned this earlier, I
14 think Commissioner Carroll mentioned this on a
15 different topic but is this another one of those
16 areas where largely -- and because of staffing -- is
17 is that the Office of Safe Schools receives the
18 FSSAT but doesn't do any review of the FSSAT for
19 quality assurance to make sure that all the fields
20 are completed, to make sure that there's
21 comprehensive answers, et cetera.

22 So, you get it, and that's basically all that's
23 done because you just don't have the people to
24 review them. Is that true?

25 MS. IFFT: So, for the past few years, that has

1 been true. We just have a bandwidth issue on our
2 staffing.

3 This upcoming year, we've -- or have the
4 capability to hire another analyst. So much like
5 the analyst that's helping with the SESIR data --

6 MR. GUALTIERI: Right.

7 MS. IFFT: -- we've got somebody that's going
8 to be put in place that's going to be continually
9 looking and monitoring this information, as well as
10 now that we have the field staff that are a lot more
11 familiar with the tool, they're going to be able to
12 assist with that process as well.

13 MR. GUALTIERI: Okay. So up to this point, you
14 haven't had it, but, hopefully, going forward,
15 you'll be able to do that. And then -- and then the
16 field staff will start using this as they are
17 dealing with the individual districts to monitor
18 that way.

19 MS. IFFT: Yes, sir. That's correct. So, they
20 will be looking at both the district assessment --
21 because the district --

22 MR. GUALTIERI: Uh-huh.

23 MS. IFFT: -- assessment goes over a lot of the
24 policies and procedures at the district level,
25 whereas the school is more the physical security and

1 what you're --

2 MR. GUALTIERI: Yeah.

3 MS. IFFT: -- actually implementing.

4 And so that's some information that they're
5 going to be able to use to helpfully -- hopefully
6 target their visits --

7 MR. GUALTIERI: All right.

8 MS. IFFT: -- a little bit more strategically.

9 MR. GUALTIERI: Well, it's really -- it's
10 really important that the -- the districts -- and,
11 you know, we'll hear from the superintendents here
12 in a little bit -- but it's really important that --
13 that the districts have their own also internal
14 oversight process and they have a quality assurance
15 component to make sure that what is being completed,
16 probably by statute, the School Safety Specialist
17 that's -- that is responsible for this, but,
18 ultimately, it goes to the School Board for approval
19 of the districtwide before it's sent up.

20 And -- and I can tell you that, from looking
21 at some of these recently, the ones that were
22 submitted for 2021 school year, is is that -- and I
23 brought some to the attention of some
24 superintendents -- is that there are quality
25 assurance problems with some of these. When all the

1 -- all the answers -- all the questions are not
2 answered; when it calls for explanations, they're
3 not explained; there's items that are omitted.

4 But this goes back to, you know, a bandwidth
5 issue where, you know, you're one person and there's
6 only so much that can be done. So, this is another
7 one of those areas.

8 But ultimately, this is also one where it
9 shouldn't be submitted to the Department unless it's
10 right. And the people that are filling them out
11 shouldn't leave fields blank and shouldn't
12 incomplete the answers when it calls for
13 explanations on it.

14 So, I just want to, you know, point that out,
15 that this is another one of those areas where -- and
16 these are big instruments. I think you reduced the
17 questions from roughly 400 and something down to 300
18 and something, but they also have -- it opens up,
19 and I don't remember off the top of my head on the
20 timeline, it opens up around May and it's not -- and
21 they have until October, you know.

22 So, I was right. May, it opens, and they have
23 until October, so they have a good period of time to
24 do this. And it isn't that people don't know it's
25 coming. It's every year. So, they just need to

1 prepare for it.

2 The -- the schools ones are very large, very
3 different. It's the districtwide ones that will
4 probably give you the best read as to what's going
5 on, so.

6 Do you get any feedback? Have you had any
7 feedback? I know that you did a School Safety
8 Specialist training conference a month or so ago and
9 had an opportunity to interact with all the School
10 Safety Specialists. Are you getting any -- any
11 feedback from that them about the FSSAT and how they
12 think it's working, what they would like to see? Is
13 there anything that they shared with you about it?

14 MS. IFFT: Sure. So that goes back to the --
15 the feedback that we -- we continuously get.

16 There's a couple of different things that
17 happen. I will say from the summer training, we had
18 a lot of folks that were appreciative of the
19 dependent questions and the -- the carryover answers
20 and how we've restructured that.

21 The other thing that we do is we pull in some
22 focus group -- anybody from the district level that
23 is responsible for the district assessments and
24 reviewing their school assessments, they're welcome
25 to be part of our focus group. We usually hold a

1 couple between January and -- I'm sorry, December
2 and January, and we do full-day feedback sessions
3 with them.

4 And so, we collect a lot of information. And
5 so, for the common suggestions for our tool, we'll
6 usually categorize and prioritize those and put
7 those within the plan to get that implemented over
8 the next year.

9 MR. GUALTIERI: Is there any one thing or two
10 things in particular that they -- that the
11 specialists are giving you feedback that they like,
12 or that they feel frustrated about about the --
13 about the process with the FSSAT?

14 MS. IFFT: The one thing that I hear is that it
15 is a comprehensive tool, and that just can't be
16 helped, because there's a lot of information that
17 has to be covered within the FSSAT.

18 And I think the -- moving forward, just getting
19 that down to the school-based assessment teams and -
20 - and having some more kind of face-to-face training
21 with those guys is going to be very helpful, because
22 the -- you know, the -- they're school
23 administrators, and so they may or may not
24 understand all the nuances of the -- the security
25 process.

1 MR. GUALTIERI: Okay. Next topic that you're
2 going to cover is going to be just Alyssa's Alert,
3 but before Sylvia does that, any of the Commission
4 members have any questions for her on the FSSAT?

5 Commissioner Schachter, go ahead.

6 MR. SCHACHTER: Hi, Sylvia.

7 MS. IFFT: Hi, there.

8 MR. SCHACHTER: You -- you mentioned a -- a
9 yearly audit. Is -- is that something that you have
10 available? You said that the regionals are doing
11 kind of an audit, comparing the FSSAT to the actual
12 what's happening at the school. Is that something
13 that --

14 MS. IFFT: Yeah, so when we first started doing
15 the assessment process -- sorry -- when we first
16 started doing the assessment process, we identified
17 specific questions and things that they're looking
18 at when they go out to a -- see a school. And so,
19 during their visit, you know, looking at the
20 exterior, going in and looking for information on
21 their Threat Assessment Teams, things like that.

22 So what we did is we went back and compared
23 where those topic areas were in the School Security
24 Risk Assessments and said, here are the questions
25 that you need to specifically go and look at that

1 would be sort of a one-to-one comparison to what
2 you're looking at, and see how they're -- the
3 schools are answering that question as -- and what
4 they're actually seeing when they go out for the
5 visits.

6 MR. SCHACHTER: And how is the audits going? I
7 mean, is the -- are you finding issues with -- with
8 the way they're answering, or, you know, is there a
9 grade? Is there any kind of report that you put
10 out?

11 MS. IFFT: No, there's no grade that we put in
12 there. There is a report that the -- the regional
13 team members will provide back to the school and the
14 District School Safety Specialist so they can see
15 kind of the findings on there.

16 So there -- there is a report format that they
17 use when they're doing their visits, and they'll
18 document the things that they saw in that report.

19 MR. SCHACHTER: And then, Sheriff, the only
20 other question I had was in light of Uvalde with the
21 horrible tragedy there with the -- the door locks,
22 is there anything that's included in the FSSAT that,
23 you know, is -- is around that issue?

24 MS. IFFT: Absolutely. So, we ask about policy
25 --

1 MR. SCHACHTER: Classroom locks.

2 MS. IFFT: -- we ask about policy for classroom
3 locks, we ask about, you know -- you know,
4 monitoring -- self-monitoring, so the monitors,
5 SROs, the folks that are at the schools, are they
6 checking on that. Our team checks for that as well.
7 That -- that's one of our high priority items.

8 MR. SCHACHTER: Thank you very much.

9 MR. GUALTIERI: Are there any other questions
10 on the FSSAT?

11 Okay. Alyssa's Alert.

12 MS. IFFT: So, while he's bringing that up,
13 there's two things that I want to cover for the
14 Alyssa's Law update.

15 First of all, I'm going to talk a little bit
16 about the requirements that are in Alyssa's Law,
17 but, more specifically, the supporting language that
18 was introduced in Rule that will clarify some of the
19 expectations and provide some considerations for
20 implementation.

21 And then, finally, I'll talk a little bit more
22 about where we stand with monitoring and compliance
23 for the new program.

24 So, as you all know, state law requires that
25 each public school, including Charter schools,

1 implement the Mobile Panic Alert System. It needs
2 to be capable of connecting diverse emergency
3 service technologies, real time coordination with
4 multiple responder agencies, and must integrate with
5 local Public Safety Answering Point infrastructure
6 to transmit those 911 calls.

7 So, something that we did in Rule is first of
8 all recognize the requirement in statute to
9 implement the Mobile Panic Alert System, you know,
10 known as Alyssa's Alert.

11 In November of '21, Rule language was revised
12 to clarify some -- some of the expectations under
13 Alyssa's Alert deployment in schools, not just to
14 include the mobile devices being placed throughout
15 each school, but also consider device placement,
16 such as, you know, desktop applications, landline
17 capabilities, wearable panic alerts, things like
18 that, so that we have, you know, a -- a -- kind of a
19 comprehensive system of being able to implement this
20 and that s so that any staff member can activate a
21 panic alert silently and easily.

22 So, the -- the Rule further states that school
23 districts must also include Alyssa's Alert in their
24 local emergency policies and procedures.

25 This came about as some of the -- trying to

1 work with the 911 centers to ensure that the -- the
2 integration that was needed was there and that we
3 had good interoperability.

4 Also, Alyssa's Alert policies and procedures
5 must be developed by the district, and that needs to
6 be done in consultation with County 911 and local
7 emergency management, again, to make sure that that
8 integration piece is there for the 911 centers.

9 Currently, our vendors that we have now are
10 here, so we are at eight vendors. What's really
11 been encouraging over the past year with these
12 systems is that many of these vendors are partnering
13 with one another, not just the DOE vendors, but DOE
14 and non-DOE vendors are -- are partner -- partnering
15 with one another to help make sure that they're
16 meeting the needs of the 911 centers for that
17 integration piece.

18 In terms of training, again, when we provide
19 our update at the District School Safety Specialist
20 training, we go over all the requirements, both in
21 law and Rule, answer any questions that they have.

22 Also, each of the DOE vendors are required
23 under their contract to provide on-demand training
24 for -- on their specific tool for all of their end
25 users.

1 Now, as far as compliance and checking on
2 implementation, so back last summer, before school
3 started, our regional team members that are assigned
4 to the districts began, you know, working with their
5 school districts, seeing where they are on
6 implementation. They've kept in contact with them
7 throughout the year and helped answer any questions
8 that they had as this program rolled out.

9 Also, too, starting last spring, we started
10 having our teams really do a bit more robust, you
11 know, one-on-one with their district contacts,
12 specifically looking to see what the status of their
13 implementation was, has it been fully rolled out to
14 school staff, is testing still in progress or is --
15 are you showing full integration with the PSAPs, has
16 that been verified, has the district identified the
17 requirement -- or addressed the requirement for the
18 real time coordination between first responder
19 agencies.

20 And as these improvements are identified and
21 implement, we can see that this program is starting
22 to mature, and there's going to be some additional
23 implementations implemented over the next -- over
24 the next year.

25 Some of these things include the things that

1 have been brought up last time when we had Sally
2 from 911. That's the integration with the CAD
3 system or the radio equipment or the call processing
4 equipment.

5 From what we can gather, the majority of our
6 districts are reporting that they are at full
7 implementation.

8 We do -- we have identified a number of
9 districts that we're going to need to do some
10 additional follow up with. For the most part, what
11 we're seeing is that there's some additional testing
12 that needs to be done between the -- the schools,
13 the school districts, and the 911 centers. And
14 that's being done over the next couple of weeks.

15 A few of the districts are -- are changing
16 vendors from -- for a number of reasons, either
17 because they -- they're using a non-DOE vendor and
18 that contract has run out and so they're switching
19 to a new vendor for this upcoming school year, or
20 that the vendor that they chose just, for -- for one
21 reason or another, just wasn't meeting the needs of
22 the -- the Public Safety Answering Points.

23 So -- so what we're doing moving forward is
24 we're collecting the testing data from the vendors
25 just to validate what was being reported to us from

1 the districts. So, we're going through that
2 information now and receiving the information from
3 the -- those vendors. And that's going to give us
4 some -- some good data on whether or not, you know,
5 these -- this is truly being implemented across the
6 board from the school districts' response to
7 agencies and the PSAPs.

8 And then, of course, any areas for improvement
9 or issued non-compliance is going to be reported to
10 our DOE leadership and the district.

11 And that's where we are --

12 MR. GUALTIERI: So --

13 MS. IFFT: -- with implementation.

14 MR. GUALTIERI: -- so for the Commission
15 members that may not be totally familiar with this,
16 just to -- so Alyssa's Alert law required that there
17 be an app that could be installed in the phone of
18 personnel on every school campus.

19 You went through a procurement process. DOE
20 awarded the contract to eight different vendors. I
21 think there were nine and you went back to eight.
22 And there was somewhere around \$7,000,000 -- is that
23 all accurate?

24 MS. IFFT: That's right. Eight.

25 MR. GUALTIERI: 8,000,000. Okay. And the

1 concept is is that when the app is installed on your
2 phone, it -- it's geofenced so that it knows that
3 you're at X high school, X middle school, whatever
4 it may be in that county, so that if you're a
5 teacher on that school today and you push the button
6 because there's an active assailant event or another
7 emergency where you need first responders, you push
8 the button, it goes directly to the 911
9 communication center. Some people call it a PSAP,
10 which is a Public Safety Answering Point. It's the
11 911 center.

12 And they know you need help, and they'll
13 automatically dispatch police because you've got
14 that emergency.

15 If tomorrow you go to a school, because you're
16 a substitute teacher, at the other end of the
17 county, the same thing happens. You push the
18 button; it's going to get to the right school
19 because it's all geofenced.

20 At the same time, when you push the button on
21 the phone, not only doe sit contact the 911 center
22 so that help is coming, it notifies everybody else
23 on that campus, so within a closed universe, that
24 there's a problem within that campus.

25 Now, the law required that there be full

1 implementation by the end of the school year that
2 just ended. And so, Sally Lawrence from the state
3 911 coordinators, was here at our meeting last
4 September. And if you recall, she testified that
5 there was not full implementation at that point,
6 that they were working on it.

7 And you also have to define implementation.
8 The core basic implementation is is that there are
9 people on every campus -- there's a question as to
10 how many. That's a different issue. But there are
11 people on every campus that have a phone with the
12 app on it, and when the push the button is that it
13 notifies the 911 center.

14 Now, there's some more advanced integration
15 that deals with CAD and computer aided dispatch and
16 mapping and some of these other things. Not worried
17 about that. That's the -- that's the Cadillac. The
18 basic is is that you push the button, and it goes to
19 the 911 center.

20 I think -- Sylvia, and you can correct me if I
21 don't have this correct -- is is that we're
22 comfortable that on every campus in every district
23 in Florida, there is at least some people that have
24 a phone that have one of those vendors' apps on it,
25 or another one, but at least these -- that if they

1 push the button, it is going to notify everybody on
2 that campus in the closed universe that they pushed
3 the button.

4 But as we sit here today, now, two weeks out
5 from school starting, we cannot say with a hundred
6 percent certainty that every district has
7 implemented Alyssa's Alert so that if you push the
8 button, that it's going to the 911 center. We don't
9 know that for sure.

10 MS. IFFT: Yeah, and that's going to be the --
11 the testing part of that so that we can get that
12 information. I know there was a -- a district a
13 couple of weeks ago that we were looking at, that
14 they, you know, were testing their silent alert.
15 And so, they -- they identified some issues, and so
16 they're going back and -- and testing that
17 component.

18 MR. GUALTIERI: So -- so, as you know, I've
19 been in -- I was in contact with Sally Lawrence over
20 the last couple weeks, and the information that she
21 provided to me is different than the information
22 that you all had.

23 And the information from here was that there
24 was a huge gap in integration. So, from the state
25 911 coordinators' perspective. So, we're trying to

1 -- to -- to define this.

2 But the point is is that I think we need you to
3 come back again at the next meeting and hopefully
4 tell us that we've been able to say with certainty
5 and definitively that we have full integration.

6 Are -- are any of those vendors, eight vendors
7 -- and this is something else that I'm unclear
8 about, but can -- can -- do you -- can you say of
9 those eight vendors that every single one of them
10 has the technical capability of interfacing with a
11 911 center, at least to the extent of the basic
12 integration?

13 There -- are there any of those that are not
14 capable when a -- if their app is on a phone at X
15 school, if that button's pushed, that it has the
16 technical capability of integrating with a 911
17 center? Are there any of those that don't have
18 that?

19 MS. IFFT: Oh, absolutely. Every one of them
20 has that capability.

21 MR. GUALTIERI: Okay.

22 MS. IFFT: It's -- it's just the nuances of --
23 of how that integration works at the PSAPs that --
24 that we're trying to work out.

25 MR. GUALTIERI: So, do you have any idea why

1 the PSAPs are saying that -- that -- that this
2 integration has not occurred?

3 MS. IFFT: So there -- there's a couple of
4 things that are in place. One is the -- the method
5 that the -- the vendors are -- are implementing,
6 their -- their integration.

7 So, they had a project that, you know, this is
8 how we implement. At the PSAPs, they said, well,
9 this is the console that we have set up. We want to
10 make sure that those 911 operators can see it in
11 their console, so -- and each PSAP has a different,
12 you know, setup with -- with their infrastructure --
13 so those 911 operators can, you know, see specific
14 information that they're looking for, be able to
15 grab it and own it.

16 So -- so there's -- like I say, there -- there
17 are some nuances there. The call gets through, but
18 what happens after that, the -- the information that
19 the operator sees on their console is --

20 MR. GUALTIERI: But --

21 MS. IFFT: -- what we're trying to get -- get
22 to.

23 MR. GUALTIERI: -- but -- but we don't know --
24 but, again, right now, we -- we don't know that --
25 that -- we can't say that in all 67 districts that --

1 - that when you push a button on every school campus
2 that it is going beyond the closed universe.

3 And that's what we've got to figure out, if
4 there are still some that -- for whatever reason,
5 that there's not integration with the PSAP at the
6 most basic level. And that's -- we just don't know.
7 Is that right?

8 MS. IFFT: Right. That's the testing
9 information that we're collecting right now. So --

10 MR. GUALTIERI: Okay.

11 MS. IFFT: -- when -- when we get the testing
12 logs from the vendors --

13 MR. GUALTIERI: Uh-huh.

14 MS. IFFT: -- it shows, you know, when the call
15 was made, where the call was made from --

16 MR. GUALTIERI: Okay.

17 MS. IFFT: -- and, you know, how it hit the
18 PSAP.

19 MR. GUALTIERI: So, you know, with the state
20 spending 8,000,000 bucks on this, and the law saying
21 that it had to be done by, you know, the end of the
22 school year that just passed, I mean, how -- why are
23 we now where -- where we don't know? Any idea as to
24 -- I mean, is this just -- school starts and it's
25 obviously important, if we're getting help, why --

1 why --

2 MS. IFFT: So, it has been a process, doing
3 these additional -- I don't want to say addition,
4 but, you know, additional implementation.

5 So, some of the -- the PSAPs are looking for
6 redundancy, testing.

7 MR. GUALTIERI: Yeah.

8 MS. IFFT: There's been a -- a lot more testing
9 than we anticipated that -- that was needed just to
10 make sure that all of these requirements for the
11 PSAPs are met.

12 MR. GUALTIERI: All right. Anybody have any
13 questions for Sylvia on this?

14 Mr. Schachter, go ahead.

15 MR. SCHACHTER: I'm just -- I'm still trying to
16 wrap my head around so if the call doesn't go to the
17 911, to the PSAP, where's it going?

18 MR. GUALTIERI: It -- it -- the only thing it
19 would do is notify -- so let's just make it easy and
20 use Stoneman Douglas as an example. So, if a
21 teacher at Stoneman Douglas -- and let me just say
22 this as well is is that the number of people on each
23 campus or within each district that actually have
24 the app installed on their phone is very
25 inconsistent.

1 And there's a number of reasons for that. Some
2 of the districts, some of the personnel don't want
3 it. some are dealing with union issues. So, it's -
4 - it's all over the board as to how many in each
5 district has it.

6 But if somebody has it and they push the button
7 and they're at Stoneman Douglas, but it is not
8 integrated, the only people that are going to be
9 notified are the people that are on the Stoneman
10 Douglas campus. So other teachers, as an example.

11 Then you would have to go and pick up the phone
12 and call 911 to get the help coming.

13 So, this is what we're trying to figure out, is
14 -- is this integrated in all 67 districts and
15 working on every campus. And as we sit here today,
16 what she's saying is is that we can't say that with
17 certainty. Don't know.

18 So that's what we've got to find out. And
19 hopefully they'll be able to do it and next time
20 come back and tell us that it's done, it's working,
21 it -- because what you don't want is -- is that it
22 has limited value. Without integrating with a 911
23 center, it's telling everybody else in that closed
24 universe on that campus we've got a problem, but
25 it's not calling for the help, for the calvary.

1 You've still got to go pick up the phone, call 911,
2 and -- and get help.

3 So that's where it is.

4 MS. BOOK: So just to go back to this morning.
5 If you're at Marjory Stoneman Douglas and you have
6 Alyssa's Alert, you push the button, we may or may
7 not be connected to the PSAP to have --

8 MR. GUALTIERI: Yeah.

9 MS. BOOK: -- somebody come.

10 MR. GUALTIERI: I -- I don't know. And in some
11 the districts, too, like down here Broward -- and
12 Superintendent Cartwright's coming up next, she can
13 probably answer it for you -- is the last I -- I
14 think that of the eight vendors, I think they have
15 like six here in Broward.

16 Okay? So that -- that's one of the issues is
17 is that there are many districts that have multiple
18 vendors, and, you know -- you know, I -- I -- I
19 don't know whether in Broward there's total
20 integration. I think there is. I think the
21 superintendent can talk to you about that.

22 But in some districts, there's either not or
23 it's unknown. And this is where we can't -- we
24 can't say today, on August 2nd of 2022, whether
25 there's -- it's fully operational throughout the

1 state. We don't know.

2 MS. BOOK: Well, what's frustrating still is,
3 to your point, \$8,000,000 spent, and, to the point
4 from this morning, again, we may still have those
5 911 issues. Alyssa's Alert and the legislative
6 intent --

7 MR. GUALTIERI: Uh-huh.

8 MS. BOOK: -- was to ensure that things like
9 that didn't happen.

10 MR. GUALTIERI: Uh-huh.

11 MS. BOOK: And so that's where the rubber is
12 meeting the road, clearly.

13 MR. GUALTIERI: Yeah, no, I -- I'm with you.
14 You know, I -- I -- I -- you know -- you know, laws
15 were put in place, and they're put in place with
16 deadlines. People need to follow the deadlines, and
17 they need to be met. I -- I don't -- so I -- I get
18 frustrated with that, you know. It just -- you
19 know, if it says be done by this time, then have it
20 done by that time.

21 But we don't know. So hopefully by the next
22 time we meet, we'll know.

23 And if it's not, then hopefully it'll be fixed.

24 And -- and -- and again, we have to be careful
25 with this is is that -- that -- the most basic

1 level. Some of the advanced stuff, that's a
2 different topic, you know. But at least so that we
3 know that if somebody pushes that button, they don't
4 have to tell somebody else to call 911, go to their
5 cell phone, go to something else, because that's not
6 much better than where it was before.

7 All right. Go ahead.

8 MR. SCHACHTER: Yeah, my -- my thought was when
9 they're doing these drills that are -- that are
10 mandated, are -- is this part of the process that
11 they're testing the system to make sure that it
12 works with all these different systems? And
13 especially we know that from the Uvalde report, they
14 tried to use their panic app and it failed because
15 they had wi-fi issues with these -- all these
16 buildings.

17 So, you know, what are we seeing with that
18 process as the testing goes or is it still a work in
19 progress?

20 MS. IFFT: Sure. So, to your first question,
21 are they using this part -- as part of their drills.
22 Absolutely. And, as a matter of fact, over this,
23 you know, first semester of school starting back,
24 we've asked our regional folks to get drill
25 schedules from our districts and, you know, go and

1 observe some of these drills, see what is actually
2 going on when, you know, they're doing an active
3 assailant drill and what they're using, what
4 technology they're using, and -- and report back to
5 us what they're finding there.

6 To the other, you know, component about the wi-
7 fi, so that -- that's been one piece of this
8 integration, is identifying those issues. And so,
9 there's been some areas where, you know, wi-fi and
10 other connectivity -- you know, signal boosters,
11 things like that are being implemented.

12 And that's part of the hardening grant process
13 as well.

14 So, there's -- there's several different things
15 at play.

16 I -- I will say what I, in -- in speaking with
17 a lot of folks from, you know, other states is what
18 really makes this program unique is that integration
19 with the 911 centers, which a lot of them, you know,
20 don't -- aren't having that in place, as well as the
21 coordination with the first responders.

22 So, the first responders that have the app on
23 their phone, they're getting notified the same time
24 911 is and the school district is.

25 MR. GUALTIERI: All right. Thanks, Sylvia.

1 Appreciate it. Thank you.

2 MS. IFFT: Thank you, sir.

3 MR. GUALTIERI: Thank you.

4 BROWARD COUNTY PUBLIC SCHOOLS UPDATE - DR. VICKIE L.
5 CARTWRIGHT, BROWARD COUNTY SUPERINTENDENT

6 MR. GUALTIERI: Okay. Next, we're going to
7 hear from Broward County Schools Superintendent
8 Vickie Cartwright.

9 Dr. Cartwright, welcome. Thank you for being
10 here, and we appreciate hearing from you an update
11 on safety and security in the Broward County
12 schools.

13 DR. CARTWRIGHT: Absolutely. It's on -- it's
14 my honor to be here in front the MSD Commission.
15 Thank you very much for having us here today.

16 So, Commissioner Chair Sheriff Gualtieri, for
17 the introduction and -- that you gave earlier today,
18 I'm very grateful for that.

19 And thank you all, again, for an opportunity to
20 share an update on the work that has occurred in
21 Broward County Public Schools during this past year.

22 Before we start, I want to recognize and thank
23 the Broward County Public Schools staff for their
24 ongoing commitment to improvement at every school
25 level of our organization.

1 Educating students is our focus and ensuring
2 their safety in our schools is our top priority.

3 Unfortunately, school shootings continue to be
4 a reality in our nation.

5 On behalf of our district, I offer our deepest
6 condolences to all of the communities affected by
7 these massacres.

8 Without further ado, I'll go ahead and give you
9 an update.

10 Broward County Public Schools has undergone
11 significant changes since we last met.

12 In response to prior recommendations by the MSD
13 Public Safety Commission, general concerns about
14 school safety, and findings provided by expert
15 safety organizations, district security staff, law
16 enforcement partners, and the community at large
17 through advisory boards and parent, community, and
18 board meetings, the district completed an assessment
19 and restructured the entire organization to improve
20 teaching and learning and operational effectiveness.

21 This slide presents an updated Safety,
22 Security, and Emergency Preparedness Division
23 leadership and administrative roles first introduced
24 in 2019.

25 As outlined here, the Chief of Safety and

1 Security Officer reports directly to me, to reflect
2 my commitment to accountability for all who serve on
3 this organization.

4 The district reset its security projects to
5 better align with the district's updated safety and
6 security strategies.

7 To do that, we also restructured safety and
8 security teams to improve services in the areas of
9 school prevention, response, compliance, and support
10 services.

11 As a part of the division's reorganization, on
12 May 17th, 2022, the Broward County Public School
13 Board approved the creation of a new Behavioral
14 Threat Assessment Department under the Safety,
15 Security, and Emergency Preparedness Division to
16 lead and monitor all behavioral threat assessment
17 processes for all district schools, including
18 Charter schools.

19 Like all the departments under the Safety and
20 Security, this department will be held to the
21 highest standards and will be expected to engage
22 heavily with other district departments and law
23 enforcement partners to ensure the critical sharing
24 of safety and security information.

25 The Behavior Threat Assessment Department will

1 perform various functions in support of BTAs,
2 including ensuring that all state statute
3 requirements from the Office of Safe Schools are
4 implemented; district policies and procedures
5 regarding threat assessments are implemented with
6 fidelity, as well.

7 This means they will be supporting schools by
8 creating school-based behavioral threat assessment
9 core teams and provide BTA teams with the required
10 and ongoing training in BTA implementation.

11 Our ultimate goal is to move beyond just
12 compliance and start to get into the quality of the
13 BTAs being written and executed.

14 Other duties will include coordinating threat
15 assessment processes with municipalities and law
16 enforcement agencies, ensuring monthly Threat
17 Assessment Team meetings are conducted, completing
18 quality assurance checks, and collaborating with
19 Student Support Services to ensure students receive
20 necessary supports.

21 One of the district's key priorities was to
22 ensure a seamless transition of records within
23 district schools, between district and Charter
24 schools, and between in-County and out-of-County
25 schools.

1 A committee comprised of multiple district
2 departments and school-based staff developed a
3 formal transfer and communication process for
4 students with active monitoring plans and safety
5 plans resulting from a behavior threat assessment
6 and/or suicide risk assessment.

7 This new process includes updated student
8 registration forms and flow charts containing
9 multiple steps that outline the procedures for
10 various scenarios for the registration, transfer, or
11 withdrawal of students with active monitoring and/or
12 safety plans within Broward County Public Schools,
13 our Charter schools, and schools outside of the
14 district.

15 In addition, an alert was created in the
16 Student Information System to notify staff
17 immediately when a student with an active monitoring
18 or safety plan is enrolling or withdrawing from the
19 school location.

20 The district is currently working on agreements
21 with school districts that utilize EDPlan to create
22 a seamless transition of threat assessment and
23 monitoring and safety plan records.

24 As it relates to data, in the 2021-'22 school
25 year, the district, including public and Charter

1 schools, identified 3,132 transient threats and 624
2 substantial threats.

3 th
4 On April 19 , 2022, Jaime Alberti was appointed
5 as the new Chief Safety and Security Officer. Chief
6 Alberti immediately began working with the
7 leadership within his division to redesign security
8 roles and responsibilities, as well as create new,
9 specialized positions that were previously shared in
10 this presentation.

11 Currently, the safety school -- Safety,
12 Security, and Emergency Preparedness Division has
13 approximately 960 school-based security staff, which
14 includes campus monitors, security specialists, and
15 armed guardians, who receive role-specific training.

16 Many of these school-based positions are funded
17 with dollars from the 2018 voter-approved
18 referendum. The School Board is committed to -- to
19 continuing to support this additional layer of
20 security and, earlier this year, approved to renew
21 the referendum to secure funds for this important
22 task.

23 The referendum is being presented to voters in
24 the primary elections at the end of the month, on
25 rd
August 23 .

 The Safety, Security, and Emergency

1 Preparedness Division also includes the Special
2 Investigative Unit that has 23 law enforcement
3 officers on staff, the Chief of School Police, two
4 lieutenants, a sergeant, and 19 detectives, all of
5 whom have completed trainings on the Comprehensive
6 School Threat Assessment Guidelines, and crisis
7 intervention.

8 Additionally, district school police are
9 coordinating with the Broward Sheriff's Office and
10 local municipalities' police departments to ensure
11 that all School Resource Officers comply with the
12 statutory CSTAG NSIT (phonetic) training.

13 Although not physically assigned to schools,
14 staff at the District Security Operations Center
15 provide school safety, security, and school police
16 teams with analytical and operational support 24
17 hours a day, seven days a week, 365 days a year.

18 The DSOC, our District Security Operations
19 Center, is staffed by 14 specialists, three
20 protective research analysts, and a manager.

21 In addition to the DSOC staff, the Department
22 of Justice Bureau of Justice Assistance grant funds
23 an analysis that reports to the SSAP and works on
24 threat assessment research and related updates to
25 security programming. Some of that work will be

1 highlighted in the following slides.

2 As you may be aware, the Florida Department of
3 Education's Office of Safe Schools issued a 4.8-
4 million-dollar school hardening grant to Broward
5 schools. This funding is being used to help the
6 district push forward projects supported by the
7 findings of our last School Security Risk
8 Assessments, which identified important
9 opportunities related to single point of entry,
10 emergency communications for first responders, and
11 additional camera equipment and technology.

12 One of the initiatives is the video intercom
13 systems being installed at all single point of entry
14 at schools. This preventative security system
15 allows school staff to communicate with visitors
16 before they enter the building.

17 As of today, the project is at 98 percent
18 completion with four schools pending installation.

19 The DOE School Hardening Grant is also helping
20 the district respond to concerns regarding existing
21 intercom systems that, in the event of an active
22 shooter, would not be capable of overriding the fire
23 alarm system to make campus-wide announcements.

24 System updates that are on target for
25 completion in December of this year will provide

1 adequate sound coverage in the interior and exterior
2 occupied and communal areas, as well as connected
3 areas such as parking and drop-off and pick up
4 locations.

5 We completed risk analyses following the
6 updates made to the National Fire Protection
7 Association permitting requirements, and the
8 equipment was preordered to try to avoid supply
9 chain issues.

10 Over the last three years, the district has
11 added 6,000 -- 6,000 analytical cameras across
12 school campuses, and a video management system
13 assessment conducted in the spring shows that more
14 than 90 percent of cameras are online and in
15 compliance with naming conventions.

16 As of last month, 64 cameras were offline,
17 primarily due to supply chain issues. Some
18 necessary repair parts are scheduled for delivery
19 this month, as well as next month.

20 Naming conventions as well as GPS coordinates
21 are verified on all modified or added cameras.

22 As an added layer of working cameras
23 verification, the District Security Operations
24 Center completes an annual full system audit.

25 Prioritization of cameras installation is based

1 on data regarding school security incidents.

2 Another project was to ensure geo coordinates
3 were added to all district school cameras to provide
4 the Broward Sheriff's Office Real Time Crime Center
5 with easier viewing capabilities of our school
6 cameras.

7 During the last Commission meeting, a concern
8 was raised that some of our school cameras had not
9 been assigned a geo coordinate.

10 Thanks to the collaboration of our BSO partner,
11 I'm happy to report that this project is now
12 complete.

13 This slide also supports us with replacing door
14 locks in classrooms and labs at schools with an auto
15 lock door system. These locks cause the doors to
16 lock automatically when they close. The doors will
17 always open from the inside without a key but
18 require a key for entry from the outside.

19 Existing school key systems are not affected by
20 this upgrade.

21 The remainder of the parts needed to complete
22 this project have been ordered and we're expecting
23 full completion by the end of this calendar year.

24 In addition to school hardening projects, our
25 teams have continued to develop and improve other

1 safety initiatives, which I will highlight in the
2 next few slides.

3 As one example, for data collection and
4 analysis, our area security managers utilize a
5 school safety inspection application when conducting
6 site inspections. The app is used to record
7 administrative, safety, and compliance data that
8 feeds a great district databank.

9 Additional improvements are being made to this
10 app to ensure new statutory requirements are
11 captured accordingly during inspections.

12 In April of last year, our School Board -- or
13 last school year, our School Board adopted a new
14 policy for the use of hand-held metal detectors.
15 Our security team developed a training course and
16 provided instruction to over 1,000 security and
17 school-based staff in the proper use of the security
18 tool following established guidelines.

19 Metal signs informing the public of this new
20 procedure were delivered to all sites and are
21 currently in the installation process.

22 Previous to the metal signs, we did have paper
23 signs that were available and used so that the
24 general public was aware.

25 Also, pilot screenings were completed at

1 several schools in order to align us for a proper
2 roll out this school year.

3 The Safety, Security, and Emergency
4 Preparedness Division currently utilizes Microsoft
5 communication tools to engage with security and
6 school-based staff regarding incidents or tips.

7 In collaboration with other district
8 departments, Safety and Security will research a
9 more comprehensive incident management system during
10 this coming school year.

11 Security tips will continue to be managed in
12 its current accountability and tracking system until
13 upcoming options become available.

14 In 2021, Broward County Public Schools received
15 a \$700,000 Department of Justice Bureau of Justice
16 Assistance Grant to support the district's threat
17 assessment initiatives. The grant focused on all
18 threats research, incident response communications,
19 interagency collaborations and sharing of critical
20 information, data warehouses, security tip reporting
21 tools, and on creating a threat recognition and
22 violence prevention campaign.

23 Last year, our team updated this Commission on
24 this progress made in developing a tip program and
25 on the progress made in improving Fortify Florida

1 tip reporting tool via collaboration with FL --
2 FDLE's Statewide Intelligence Office, and the DOE's
3 Office of Safe Schools.

4 Since then, additional updates have been made
5 to our technology, investigative, and administrative
6 processes to continue to refine the security's tip
7 program as research shows tips are essential in
8 preventing negative events.

9 The SSEP and our information security team
10 continue to collaborate with our strategic partners,
11 including the Broward Sheriff's Office Real Time
12 Crime Center and the University of Michigan National
13 Center for School Safety.

14 A newly developed SRO District DSOC operations
15 and treat assessment training is scheduled for all
16 district Resource Officers this month, August 2022,
17 and one-on-one trainings with our school
18 administrators is on track to be completed by
19 December 2022.

20 Lastly, a Charter has been drafted for the
21 Broward's Buddies Safety Student Ambassador program.
22 The goal of this program will be to reprogram the
23 way our youth think about reporting security
24 concerns to officials.

25 We must remove the stigma around this topic, as

1 students are some of our best tipsters.

2 As stated earlier, the security tips program
3 has continued to be highlighted, updated, including
4 the accountability and tracking tip data system.

5 Some highlights from the data includes that
6 more than 1,500 tips were received and processed
7 during the 2021-'22 school year. From this count,
8 approximately 800 tips were categorized in the
9 weapons possession, sexual offenses,
10 threat/intimidation, battery and fighting
11 categories, although the tip may fall into more than
12 one category.

13 The DSOC averages about 18 tips per day.
14 Fortify Florida, followed by the district's
15 anonymous tip submission box, continues to lead as
16 the preferred mechanisms used by tipsters.

17 Some of these tips have thwarted negative
18 behaviors, and even criminal actions by individuals
19 that may have had the means to hurt others.

20 Some of the tips were still non-actionable
21 because of the quality of the information. However,
22 as we continue to promote the use of the tip
23 reporting tools with all stakeholders, we expect
24 that future analysis will demonstrate continued
25 positive results.

1 As previously reported to the Commission, all
2 tips, regardless of threat level or even subject,
3 are monitored and assessed at all hours of the day
4 and, when not security related, are still processed
5 and reassigned to other departments as applicable.

6 As you are aware, the School Safety Task Force
7 was created to address safety concerns voiced
8 through a survey conducted by the Broward Teacher's
9 Union in 2019.

10 The task force, which includes district
11 departments, labor unions, parents, and teacher
12 groups and other key partners, worked to improve
13 processes for the safety of our students, staff, and
14 extended community members.

15 During the COVID-19 pandemic, the task force
16 shifted its focus to address educational challenges
17 being faced, but I reconvened the group for the '21-
18 '22 school year to bring closure to the initial
19 survey conducted in 2019.

20 The task force engaged in rich conversations
21 around school safety and security practices, policy
22 updates, and legislative activity.

23 The district worked collaboratively to address
24 the recommendations shared by the task force. Here
25 are the seven recommendations and the district

1 response for each.

2 The first recommendation was to prioritize
3 positive school climate practices.

4 The district currently provides all schools
5 with a multitude of positive behavior intervention
6 programs such as See Something, Say Something,
7 Broward Stops Violence, and Choose Peace, Stop
8 Violence.

9 Through a grant, the district is implementing
10 the Students Against Violence Everywhere Promise
11 clubs.

12 To support schools with implementing effective
13 de-escalation strategies, the district ESE
14 Department -- Exceptional Student Education
15 Department -- is working with the positive behavior
16 intervention support specialist to provide ongoing
17 professional learning to school-based and district
18 staff.

19 Initial training was provided to all school-
20 based staff on March 28th of this year.

21 Moving forward, district staff will have the
22 opportunity to participate in a four-part training
23 series that will key on -- on how the use of de-
24 escalation strategies can reduce destructive
25 behavior, preventative and de-escalation of

1 intensive behavior responses, effective proactive
2 practices in classroom management, and the use of
3 trauma-informed strategies to de-escalate classroom
4 conflicts.

5 To ensure all staff and affected families
6 receive annual updates on procedures for assessing
7 support during and after a crisis, the district
8 offers the Employee Assistant Program, which is a
9 free program designed to support Broward County
10 Public Schools employees' total mental and
11 behavioral wellbeing, whether the concerns are
12 personal or work-related.

13 The district's integrated work -- Workers
14 Compensation program provides Workers Compensation
15 benefits in accordance with Florida Statute Chapter
16 440 to employees injured at an accident arising
17 during the course and scope of their employment.

18 To support families requiring support after an
19 incident occurs, the District Recovery Team within
20 the School Counseling Department contact affected
21 families, along with others and -- other individuals
22 involved in the incident, such as the persons
23 directly impacted and other students, family
24 members, or staff who may have been exposed
25 secondarily trauma, lost a loved one, or had

1 previous traumatic experiences.

2 To provide consistency to emergency procedures
3 during early morning and late afternoon/evening
4 activities, the School Safety, Security, and
5 Emergency Preparedness Division is working to
6 identify a workgroup comprised of stakeholders
7 responsible for extracurricular activities and
8 school events during the 2022-'23 school year to
9 ensure there are consistent expectations across the
10 district.

11 The fifth recommendation addresses the need for
12 a district-based Threat Assessment Department. As
13 previously stated, I initiated the creation of this
14 department within the Safety, Security, and
15 Emergency Preparedness Division to lead and monitor
16 threat assessment processes in the district.

17 This department consists of 11 staff members
18 whose sole purpose is to ensure that the procedures
19 are maintained for effective information sharing
20 between the school district, community mental health
21 and law enforcement agencies; to evaluate the
22 effectiveness of the threat assessment process
23 throughout the school year; and to recommend changes
24 to policies and procedures to maintain an effective
25 threat assessment process.

1 Another recommendation was to improve
2 communications between staff and parents and
3 guardians during and after a crisis.

4 The district published the Crisis
5 Communications Plan in September 2021. This plan
6 establishes a process for initiating and maintaining
7 timely and accurate communications among essential
8 departments and divisions and internal and external
9 stakeholders during an emergency or crisis.

10 The plan also outlines the roles,
11 responsibilities, protocols, and procedures to
12 follow in communicating with district stakeholders,
13 the community at large, and media when faced with a
14 crisis.

15 Lastly, during the '21-'22 school year, the
16 district was reorganized into regions to provide
17 more centralized support to schools.

18 Behavior support staff will be assigned to
19 schools within regions based on data-driven
20 decisions.

21 The Exceptional Student Education Department
22 will work with the Budget Office and Talent
23 Acquisition Team to increase the number of
24 behavioral support staff provided to schools.

25 I'm extremely grateful for the many individuals

1 who committed multiple hours and their time to the
2 School Safety Task Force to provide the district
3 with recommendations to improve safety and security
4 practices.

5 As my top priority, I will continue to work
6 closely with all stakeholders and other key partners
7 to ensure the safety of our students, staff, and
8 extended community members.

9 This is also a large transition that we are
10 taking this school year. The district is
11 transitioning from a color code system to plain
12 language. The Safety, Security, and Emergency
13 Preparedness Division has sent communications to all
14 stakeholders notifying them of the change and will
15 monitor the transition to ensure internal and
16 external stakeholders are communicating in the same
17 language.

18 This standard response protocol will offer
19 greater predictability to first responders in an
20 emergency.

21 The transition began as a collaborative effort
22 with law enforcement, school administrators, and
23 various municipal partners that included Broward
24 County's Chief of Police Association, the Broward
25 Sheriff's Office, and all district security

1 personnel and administrators.

2 Training is currently underway to ensure that
3 our -- all of our faculty, staff, and administrative
4 sites are introduced to this new protocol before the
5 start of the school year.

6 There is also a push to train external
7 partners, including all Broward police and fire
8 municipalities as well as Kelly Services substitute
9 teachers. In fact -- in fact, today I'm proud to
10 say we now are having -- starting to roll out our
11 resources onto our school sites for dissemination so
12 as we go through this transition, it's clear and
13 it's up front, and everybody knows what to be
14 looking for.

15 Another area of importance for the district is
16 compliance. At the height of the COVID pandemic,
17 our security training team continued to develop and
18 update training materials for required security
19 staff trainings, including new subject areas such as
20 handheld metal detectors, plain language, and Safer
21 Watch app with Alyssa's Alert.

22 Here's a high-level overview of some of the
23 important training district security staff received,
24 upon being hired by the division or as a part of the
25 ongoing and annual training requirements.

1 Some highlights include training close to 1,000
2 new and existing security staff, conducting more
3 than 1500 tabletop exercises, and training more than
4 680 district staff and volunteers to assist with
5 hurricane shelters upon activation.

6 Best of all, our staff reported greater than 98
7 percent satisfaction with the training material.

8 Broward County Public Schools has mental health
9 professionals that are school-based and/or assigned
10 to more than one school. These professionals
11 include family therapists, counselors, social
12 workers, and psychologists.

13 The mental health staff provide a wide range of
14 services which include assessment; evaluation;
15 individual, group, and family counseling; behavior
16 intervention; and crisis intervention.

17 The primary referral source for counseling
18 refer -- referrals is our family counseling program,
19 which is comprised of 60 therapists who have offices
20 in zone high schools in more than 30 locations
21 across the County.

22 Services are available to families residing in
23 Broward County with a school-aged child enrolled in
24 any school within the County, including Charter
25 schools.

1 The therapists provide free, confidential
2 short--term therapy which includes individual and
3 family therapy. Teletherapy and evening
4 appointments are available, and services are
5 available in the four district languages, our
6 primary languages, English, Spanish, Portuguese, and
7 Haitian Creole.

8 Students with greater needs can be referred to
9 one of our 22 behavioral health partners. Our
10 partner agencies provide services to students
11 regardless of financial resources, and services can
12 be provided in school, home, or office.

13 This fall, we will launch a new referral option
14 for students with severe mental health issues.
15 Broward schools entered into an agreement with
16 Broward Behavioral Health Coalition for contractual
17 services. Students will be referred for counseling
18 via the Coalition's online system through a thorough
19 assessment process and wraparound services model.

20 The district understand that mental health
21 support is not only important for our students and
22 families, this support is equally essential for our
23 employees. And that is why we offer confidential
24 and free employee assistance program to help our
25 staff and their dependents navigate through

1 difficult situations that may or may not impact
2 their job performance.

3 The district utilizes the Navigate 360 online
4 portal to track and record school safety plans,
5 drill logs, school site maps, role-specific
6 protocols, and to log all monthly behavior threat
7 assessment meetings.

8 Additionally, Navigate 360 provides
9 comprehensive school threat assessment guidelines
10 training.

11 The district is fully compliance with Senate
12 Bill 70 after selecting Safer Watch with Alyssa's
13 Alert as our approved mobile duress system.

14 We successfully tested system functionality at
15 all district schools through a collaboration with
16 municipalities, law enforcement, and district
17 partners, and we are nearing completion of all
18 Charter schools.

19 To increase access to Safer Watch with Alyssa's
20 Alert mobile duress system, our IT Department rolled
21 out a shortcut icon to all district-owned desktops
22 and laptop devices.

23 Also, to increase awareness, our communications
24 team continues to develop educational materials.

25 The district's reunification plan

1 implementation project is nearing completion. Phase
2 1 and Phase 2 focused on research, documentation,
3 and negotiations between all stakeholders.

4 Currently, we are in Phase 3 of our project,
5 where collaborative meetings are happening between
6 school administrators, district staff, city
7 officials, and first responders to finalize our
8 reunification plans for this upcoming school year.

9 These efforts have increased communications
10 between local first responders and the district.
11 The response by all stakeholders has been incredibly
12 positive.

13 The Safety, Security, and Emergency
14 Preparedness Division established a Charter School
15 Safety Compliance Unit comprised of clerks that
16 provide Charter school administrators with a direct
17 line to obtain compliance support from the district.

18 This compliance team will help ensure Charter
19 schools are following established benchmarks,
20 including the timely schedule of monthly BTA
21 meetings, as well as ensuring accurate BTA data is
22 being reported to the district.

23 Another important compliance update is
24 regarding the PROMISE program. The PROMISE program,
25 which stands for Preventing Recidivism through

1 Opportunities, Mentoring, Intervention, Support, and
2 Education, is a pre-arrest, pre-diversion program.

3 Students who commit any of the nine eligible
4 SESIR discipline infractions that would otherwise be
5 non-violent misdemeanor offences if prosecuted by
6 the State Attorney's Office, are required to
7 participate in the PROMISE program.

8 As of October 2021, all students who
9 participate in the PROMISE program have their
10 information entered into the PreventionWeb, which
11 counts as one of the three civil citations.

12 Students with three pre-diversion infractions,
13 including PROMISE, will no longer be able to avoid
14 prosecution by the State's Attorneys Office.

15 Through multiple law enforcement interagency
16 agreements, the Florida Department of Juvenile
17 Justice, and various social service agencies, the
18 district shares information with law enforcement
19 about juvenile offenders for the purposes of
20 ensuring public safety and providing wraparound
21 services to students and their families.

22 The purpose of PROMISE is to provide rehab --
23 rehabilitative services and support to students and
24 their families to decrease recidivism and support a
25 successful transition back to traditional schools

1 and their communities.

2 So, as you can see, I am committed to ensuring
3 the district works diligently on the recommendations
4 of the prior meetings, that they were taken
5 seriously and addressed promptly.

6 This is demonstrated by the creation of the new
7 Behavior Threat Assessment Department, reunification
8 plan implementation, handheld metal detector
9 program, enhanced security for single point of entry
10 systems and hardware installation, PreventionWeb
11 data entry, plain language implementation, and
12 updated internal processes that ensure increase
13 compliance and quality assurance.

14 On behalf of the Broward County Public Schools,
15 I'd like to thank the MSD Commission for the
16 invitation to provide this safety and security
17 update.

18 I'd also like to thank our law enforcement and
19 mental health partners, the School Board of Broward
20 County, and our internal and external stakeholders
21 for their continued support in meeting the needs of
22 our students, families, and staff.

23 There's still much work to do, but I hoe you
24 can see that we have made considerable process in
25 safety and in security.

1 Thank you.

2 MR. GUALTIERI: Well, thank you, Dr.
3 Cartwright. Appreciate you being here today. And -
4 - and you have made a lot of progress over the last
5 year.

6 You and I have had a fair amount of
7 communication this year, and you've moved the needle
8 considerably. And you and your staff and the entire
9 district should be recognized for that.

10 I -- I said it publicly a few months ago, I
11 think you've made more progress in the last -- I
12 said six months, I'll say in the last year than was
13 done in the prior four years because of a commitment
14 to change in culture, change in leadership, putting
15 the right people in the right seats and making sure
16 that things were followed through.

17 One of the areas that we talked about a lot
18 this morning, which was threat assessment, threat
19 management, and I can tell you I had an opportunity
20 earlier this year to spend some time with staff down
21 here on their threat management system. And I think
22 they went from a place in threat management/threat
23 assessment in Broward County where it was
24 ineffective, it was lacking, and it was a poster
25 child for the way it shouldn't be done to just the

1 opposite.

2 And I think it's a model for the way it should
3 be done, and hopefully a model that can be used by
4 others as we -- hopefully, you all agree -- form
5 this committee this afternoon to look at it and come
6 up with a framework, because it has the right
7 cadence, it has the right accountability measures.

8 They have an automated system that they use
9 through PCG that integrates with their student
10 information system. And the cadre directors are on
11 top of the principals, and the principals are on top
12 of the team, and it's just got everything that it
13 should have with it, everything from safety plans --
14 and what's important is is that it's all sharing
15 information. It all integrates. So, if somebody
16 logs on and they can immediately see what's
17 happening.

18 So, you all took it to a new level and I think
19 it's great. And there's -- like you said, there's
20 still work to be done, but the -- the level --
21 something else that is really remarkable they did
22 here, and they built it internally, which is the
23 school safety inspection app.

24 So, they've got the security people that are
25 stationed at the various schools who are responsible

1 for making sure that the gates are locked, the doors
2 are closed, that all of those harm mitigation
3 measures are in place, but they've got -- I'll --
4 you can use the right term. I'll call them area
5 managers -- that go around to the different schools.
6 And they are checking on those people to make sure
7 that they have the right measures in place at the
8 schools.

9 And so, when they go on, they have an app, and
10 they're just pushing the buttons. Are the gates
11 locked? Are the doors closed? Single point of
12 entry. Is everything done? And they can go back in
13 with metrics and view what was done, where the voids
14 are, if something wasn't the way it should be.

15 And so, I don't know of any district in the
16 state that's using that. And it's something that
17 they did internally.

18 So, there's really been a tremendous amount of
19 progress here in Broward County over the last year
20 under Dr. Cartwright's leadership, and a lot of
21 great stuff.

22 The last thing I have -- I'll turn it over to
23 the Commissioners -- is I just want to make -- be
24 clear on this on PROMISE.

25 Those things, I'll call them, incidents, are --

1 that now are referred to PROMISE, are they all
2 crimes or are there some things referred to PROMISE
3 that are not criminal? Do you know? Because I'm --
4 I'm still not clear on that.

5 DR. CARTWRIGHT: --

6 MR. ALTERTI: For the most part -- I think for
7 the most part, they're pretty much all crimes.

8 MR. GUALTIERI: They're all crimes?

9 DR. CARTWRIGHT: All crimes.

10 MR. GUALTIERI: Okay. All right. And that was
11 important, because, obviously, we spent a lot of
12 time -- and I don't want to go down that path,
13 because we spent like hours talking about PROMISE
14 previously. And -- and, as you said in here, so it
15 is a true pre-arrest/diversion program, and it's all
16 entered into PreventionWeb of JJIS.

17 So, all that's resolved as far as PROMISE is
18 concerned.

19 DR. CARTWRIGHT: All of that's been resolved.

20 MR. GUALTIERI: Okay.

21 DR. CARTWRIGHT: That was brought forward by
22 this Commission last year --

23 MR. GUALTIERI: Right.

24 DR. CARTRWIGHT: -- and that was a priority
25 project that got resolved in --

1 MR. GUALTIERI: Okay.

2 DR. CARTWRIGHT: -- in short order.

3 MR. GUALTIERI: Okay. All right.

4 Commissioners, anybody have any questions for Dr.
5 Cartwright?

6 Commissioner Larkin-Skinner.

7 MR. LARKIN-SKINNER: I don't actually have a
8 question. I just wanted to say thank you.

9 Because we spent a lot of time listening to
10 people have reasons why they couldn't do a lot of
11 things, and between you and Sheriff Tony, I just
12 want to express my appreciation, even though I'm not
13 a resident of Broward, for taking action and sharing
14 that with us.

15 DR. CARTWRIGHT: Thank you.

16 MR. GUALTIERI: Anybody else have anything for
17 Dr. Cartwright?

18 Yeah, Commissioner Schachter, go ahead.

19 MR. SCHACHTER: Thank you, Dr. Cartwright.

20 Yeah, no, it's -- it's very, very, very
21 impressive PowerPoint, and it's obviously high
22 praise from the -- the Chair. And nobody I respect
23 more than him.

24 But just a couple of questions. I remember in
25 some of our previous presentations, we talked about

1 the percentage of adoption of teachers from the
2 Alyssa's Law that have the app on their phone.

3 Sheriff mentioned that -- I think I recall it
4 was like 18 percent at one point. This is years --
5 maybe a year or two ago.

6 Do you have any idea what the percentage of
7 adoption of students that have -- I mean of staff
8 that have the Alyssa's Alert app on their phone now?

9 DR. CARTWRIGHT: So, I'm going to let you know
10 on the very front, it's not where I want it to be.
11 But we are currently at 26 percent. But that is
12 also why this year we rolled out some of those
13 structures onto our laptops, onto our district
14 laptops so that is available there as well.

15 MR. SCHACHTER: I would -- I would, you know,
16 point out that in a -- in an active assailant
17 situation, they're not going to be on their laptop,
18 so they've got -- it really has to be on their
19 phones.

20 So, I hope -- I know you're not alone in this.
21 I hope that many school districts work on this
22 issue, because if they cannot communicate the
23 threat, law enforcement is not going to know what's
24 happening, and we need all teach- -- all teachers
25 and staff to have that app on their phone.

1 And, I mean, you went over so much stuff that I
2 was curious about. Doors, cameras. I was curious
3 on the camera issue. You talked about the
4 analytics.

5 Do -- I assume your cameras have the ability to
6 identify weapons on campus, and if they do, are we
7 utilizing that type of feature? I know the Avigilon
8 system does have that kind of ability.

9 Is that something that you're doing?

10 DR. CARTWRIGHT: Dr. Phillips.

11 DR. PHILLIPS: Sure. Yes. Dr. Joe Phillips,
12 Chief Information Officer.

13 So, yes. As we're rolling out the analytical
14 cameras as well as the Avigilon video management
15 system, that is one of the capabilities of the
16 system that we are making sure is up and running.

17 So as the camera project comes to fruition in
18 December of 2023, that should be a capability that
19 we have in place.

20 MR. SCHACHTER: And then lastly, I'm really
21 pleased, your transition to plain language. I
22 talked about this several years ago. I think
23 Florida's one of the only states that the majority
24 of our districts do not use plain language in -- in
25 an active assailant, and I think that's a big

1 mistake. It's proven to be dangerous using codes.

2 So, I'm glad that you are progressing to that
3 area.

4 And -- and I just want to stress that the
5 leadership that -- that you have -- have exemplified
6 here is that when you looked at -- at an issue, you
7 saw a resurgence of weapons coming onto campus, and
8 you took action. You implemented that -- that metal
9 detector handheld wand, and that's a great thing.
10 That -- that never happened in four years.

11 And that's why the SESIR data and these
12 dashboards are so critical, bringing it all
13 together, is that school districts can look at this
14 information and they can see on a monthly basis.
15 That's why it's so great what the state did by
16 making sure that school districts are now reporting
17 monthly. It's having that ability, having all that
18 data in front of you to be able to see if you see a
19 surge in weapons coming onto your campus, you're
20 able to take action and remedy that situation and
21 put measures in place to make schools safer.

22 So, thank you for your leadership and getting
23 it done.

24 DR. CARTWRIGHT: Thank you, sir.

25 MR. GUALTIERI: Commissioner Harpring, go

1 ahead.

2 MR. HARPRING: Thank you. And thank you, Dr.
3 Cartwright. Appreciate it. I echo everyone else's
4 comments about the activity that you've been able to
5 accomplish in a very short period of time.

6 I'll say before my -- my question that it
7 appeared as if historically, you know, many people
8 had come up and just simply paid lip service and
9 patronized this Commission, which I think speaks for
10 a lot of people. And we appreciate your -- your
11 candor and your straightforwardness.

12 But in that regard, looking back to some of the
13 reporting tools and the difficulty that, you know,
14 the state has regarding evaluating the data and
15 having basically bad data put in, we talked a lot
16 about enforcement mechanisms and teeth in rules to
17 get districts to comply with appropriate reporting.

18 In that regard, what kind of recommendations do
19 you have, potentially, to -- to help the state and
20 to help Office of Safe Schools and DOE get better
21 data and better information?

22 Because the information that we saw this
23 morning regarding, you know, a lot of different
24 topics, just -- you know, SESIR and others, just
25 simply showed that the only thing that those reports

1 showed us was the problem with the data collection
2 and the problem with the reports in their entirety.

3 What do you think?

4 DR. CARTWRIGHT: A lot of it boils down to
5 training and making sure that the individuals at the
6 school sites are aware of what should be reported,
7 when it should be reported, and how it should be
8 reported.

9 And the more we can have additional training
10 that's made available to us so that we can -- we can
11 ensure that, number one, we are understanding any
12 potential future legislation that's coming out,
13 there's an interpretation and it's clearly laid out
14 so that we are in compliance, the more we're able to
15 make sure that we're providing that detailed, clear
16 direction to -- all the way down to our schools.

17 So, the training component is one thing that's
18 really important.

19 It may also be taking a look at using some type
20 of statistical analyses, because oftentimes you can
21 use predictive models in order to determine does it
22 look as though a -- a school district is about where
23 they should be or where they should not be on even
24 just the different categories within the reporting
25 that's happening.

1 So, when you're talking about maybe compliance
2 or support, which is the way I would prefer to go,
3 from the supportive side, having information such as
4 that would help us as school districts oftentimes to
5 say, oh, wait a minute, we know something's up, so
6 it goes back into our training programs so that we
7 can address what those concerns are.

8 Because I agree with Sheriff Gualtieri, there
9 are some districts that probably well over report,
10 and there's probably some districts that well under
11 report. And so, trying to find that balance and
12 using the tools and the research and the data that
13 is available to us in order to predict or have that
14 predictive analysis done will help us find where is
15 that right fit.

16 MR. HARPRING: And real quick follow up. On
17 the content and the substance, we talked about SESIR
18 reporting, the volume of data, basically the number
19 of questions and how it was reduced.

20 Do you think that perhaps separating or
21 bifurcating some of the information in those reports
22 into different reports, or simply eliminating some
23 of the content because it's not actually useful when
24 received and evaluated, would be something that the
25 state should look at?

1 DR. CARTWRIGHT: And that is always something
2 that's helpful for schools and school districts, is
3 the more we can streamline and make the process
4 easier, the more attuned people are going to say,
5 okay, it's only going to take me ten minutes, let me
6 go ahead and just get this done and over with
7 versus, oh, my gosh, it's going to take me half --
8 I'm being theoretical -- half an hour to get this
9 done, I've got a student at my door, I need to see
10 what's going on. End of the day comes, and they get
11 to work the next day, more stuff gets on their
12 plate, and they simply forgot to report it.

13 MR. HARPRING: And I know there's a, you know,
14 delicate balance between wanting some substantive
15 material and just having a checkbox form, but any
16 way you can enlighten on it -- that -- you know,
17 enlighten us on -- on those things and what your
18 views on those I think would be certainly helpful,
19 especially to the state, you know, as well.

20 Because I think the large documents are just
21 unwieldy. If you're providing that much
22 information, it does become a checkbox regarding
23 anything that's in there.

24 DR. CARTWRIGHT: I would always say look to the
25 data that's going to -- to drive change, right? Or

1 at least be able to monitor progress.

2 And if it's nothing more than just a checkbox,
3 maybe it was someone's desire or wishful thoughts.

4 The ideal situation is to remove those things.

5 But if you're getting data out of it that's
6 showing, okay, I can see trends within this area, or
7 I can see that this is going to help inform policy,
8 possibly, at the School Board level, then that's the
9 type of data that you want to make sure that we're
10 collecting.

11 But if it's not hitting on those -- on those
12 points of where it's going to cause change or it's
13 not allowing for appropriate progress monitoring, it
14 really needs to go by the wayside.

15 MR. HARPRING: Okay. Great. Thank you so
16 much. I appreciate it, Doctor.

17 DR. CARTWRIGHT: Thank you.

18 MR. GUALTIERI: So -- and Dr. Cartwright'll be
19 on the Superintendent panel, so if you have more
20 questions for her about those type of general
21 things, she'll be on the panel here in a few
22 minutes.

23 One thing, you -- you touched on it, and just I
24 know the reunification policy and plan that the
25 district has, the way the district passed it, it's a

1 confidential document, so it's not in the public
2 realm, is that -- I've seen it, and it's robust.

3 So, for the family members that were on the
4 panel previously, the people that have expressed
5 concern about reunification here in Broward County,
6 I can tell you that it's a comprehensive plan and
7 policy and, again, probably a model that others can
8 look to.

9 Last thing I want to say is -- but maybe it'll
10 save me from getting some emails -- is we talked
11 about threat assessments, is is that last year,
12 September, when you were here, we talked extensively
13 about the audit that was done, and that audit was
14 for '19-'20. It was highly critical of the threat
15 assessment process of the Broward County schools.

16 You made changes, made -- committed to changing
17 it. And there was a second audit that was done.
18 And that audit was just released in April of this
19 year.

20 That audit shows that there were some
21 improvements, but there were still some issues,
22 challenges, flaws.

23 But one of the things that everybody needs to
24 know, and, again, maybe it'll save me from getting
25 some emails, is is that that audit that was released

1 in April of '22 was for data from January through
2 April of '21 that's in there. Okay? So, it's well
3 before all the stuff that I'm talking about here
4 with Dr. Cartwright, all the changes this year.

5 So, there's been so much change after that
6 audit period, even though it didn't get released
7 until April of '22, the data that that audit relied
8 on stopped a year prior, so -- but a lot has
9 happened recently.

10 So, I jus throw that out to everybody because,
11 inevitably, I'll get a whole bunch of emails saying
12 that, you know, you said good things about the
13 threat assessment process and the audit called it
14 out. It did, but it's year-old data, okay?

15 So, wait until you see the audit for the next
16 period of time, and I'm confident you'll see
17 significant improvements.

18 Commissioner Carroll.

19 MR. CARROLL: I, too, want to echo the thank
20 you. It does -- it appears as though you guys did a
21 lot of really good work.

22 So, thanks to you and your team.

23 One quick question. The penetration rate of
24 teachers using the app for Alyssa's Law went from
25 about 18 percent to 26 percent.

1 You said that you weren't happy where you're
2 at. Why are folks still resistant to have that app?
3 I don't understand it. Like what -- what is the
4 issue that they don't want the app on their phone?

5 DR. CARTWRIGHT: There's a variety of different
6 reasons that are provided for that. One of the
7 things I can tell you, it's not due to my teacher
8 union, because they've actually partnered with us on
9 this. We've done a lot of public service
10 announcements for our -- our internal-facing staff,
11 collaboratively, individually.

12 I know that Ms. Alhadeff has -- had even done
13 recordings for this, trying to encourage staff to go
14 ahead and download it.

15 Some of the rationale that's given is that,
16 well, the -- the -- the device is my personal
17 device. It is not my work device. You are not
18 paying me for anything for me to put an app on my
19 personal device. That's one rationale.

20 Another rationale is the fear for the unknown.
21 People don't respect that, no, the app is not going
22 to be tracking you everywhere that you go. It's
23 only when you have the app open and actively using
24 it that -- yes, we want it to track you at that
25 point in time.

1 So, it's a lot of different types of concerns
2 that are out there. There's individuals, dependent
3 upon their -- their role and their responsibilities
4 -- believe it or not, some people don't have, you
5 know, a smart phone. And so, they still use a
6 little bit more of the traditional models of phones,
7 so you can't download it on those, either.

8 The idea of potentially going into a
9 partnership so that the district pays for a phone
10 for everybody, unfortunately, is just cost
11 prohibitive. It's not something -- we have started
12 to look into that, but, at the same time, now you're
13 getting into a teacher having two phones. And so,
14 what are they actually going to be carrying around
15 with them when they actually need that phone. So,
16 it can be just as prohibitive as -- as putting it on
17 the -- on the laptops.

18 So that's a concern as well.

19 MR. GUALTIERI: All right. So, we're going to
20 take a ten-minute break to set up for the
21 superintendent panel. So, let's try and keep it
22 right at ten minutes everyone would come back, and
23 then we'll hear from the panel of five
24 superintendents.

25 Thank you, Dr. Cartwright. Appreciate it.

1 DR. CARTWRIGHT: Thank you, sir.

2 (THE MEETING RECESSED AT 2.M:56 P.M. AND RECONVENED
3 AT 3:13 P.M.)

4 CHAIR GUALTIERI: All right. We're going to get
5 started again.

6 Good afternoon, everyone.

7 Are we missing Superintendent Husfeldt?

8 MR. FORSON: He's not -- he won't be here.

9 MR. GUALTIERI: He's not here. He won't -- he
10 wouldn't make it. Okay.

11 PANEL DISCUSSION BY FOUR FLORIDA SCHOOL
12 SUPERINDENTENTS - FLORIDA ASSOCIATION OF DISTRICT
13 SCHOOL SUPERINTENDENTS (FADSS)

14 MR. GUALTIERI: All right. We originally had
15 five superintendents; we have four.

16 We have Ted Roush from Suwanee County, Vickie
17 Cartwright from Broward County, Tim Forson from St.
18 Johns, and Fred Heid from Polk County.

19 We asked the superintendents to be here to
20 share some thoughts with us and for you all to be
21 able to ask questions, since we know we don't have a
22 superintendent on the Commission.

23 And I've asked that they all share their own
24 experiences, but also representative of the 67
25 school superintendents in the State of Florida to

1 give their perspective on things.

2 The other thing I asked them -- also asked them
3 to do, and I'm sure they will, is just to be candid
4 and frank and put it all out there in their
5 responses to the questions, because that's the only
6 way we make progress with things.

7 So, I know they have some thoughts that they're
8 willing to share. What I thought we would do is I
9 have a series of questions. I thought we'd just
10 kind of make this a facilitated panel discussion, a
11 series of questions that I'll ask them.

12 I'll ask them to keep their responses to a
13 couple of minutes. I don't want to be rude, but I
14 also want to make sure that we get through this.

15 And then allow them to make any statements they
16 want to make, and then for all the Commissioners to
17 ask them any questions that they may want to ask.

18 So, as we're going through these questions that
19 I have for you, first one is pretty straightforward.
20 Let's talk about strengths and what we see are the
21 strengths and the positives regarding school safety
22 laws and policies in the State of Florida.

23 So, from your perspective -- and, again, we
24 have a cross section of counties from medium, small,
25 large, rural, urban, et cetera, and, again, looking

1 at it from what you hear from your colleagues.

2 So why don't we begin with Superintendent
3 Roush, if you would, and then we'll just kind of mix
4 it around as ask these questions.

5 So, what do you see as the strengths of
6 Florida's school safety laws and policies?

7 MR. ROUSH: Thank you, Chairman Gualtieri. And
8 thank you for -- Commission, for having us here
9 today.

10 I -- you know, in -- in thinking about this
11 process of where we've come in the last number of
12 years since the unfortunate incident at MSD, I -- I
13 really believe that our strengths as a state, and
14 through your work and your recommendations, has --
15 has -- has provided a multi-layered approach.

16 And -- and -- and when -- when I say that I
17 mean it wasn't focused on all just one thing. It
18 just wasn't focused on mental health; it just wasn't
19 focused on prevention. It was also focused on
20 response and building out that multi-layered
21 approach that I believe has put the State of Florida
22 perhaps ahead of -- ahead of most.

23 Are we where we want to be? Certainly not. I
24 think today's -- today's work that this Commission
25 continues to embark upon, and the conversations, and

1 the data that has been analyzed continues to show us
2 that we have a lot of -- a lot of work to still do.

3 But we are headed in the right direction and
4 are much better off than where we were.

5 MR. GUALTIERI: Thank you.

6 Superintendent Forson.

7 MR. FORSON: Yes, and -- and, again, thank you
8 for the opportunity to be here. You may recall I
9 was here in 2019 to discuss S -- SESIR at that time.
10 And that continues, obviously, to be a -- to be a
11 data point, I think, for discussion as we go
12 forward.

13 But to -- to just piggyback on what
14 Superintendent Roush shared is -- is I think we're -
15 - we -- we're all -- every -- every school, every
16 school district in Florida is so far ahead of where
17 it was four years ago.

18 And, yes, we have a long way to go, but when
19 you -- when you look at it and we look at we'll open
20 school August 10th, this next week, and in that -- in
21 this year -- and I -- and it's not to -- to -- to
22 sing great praise on this Commission, but really
23 think about the difference between now and what
24 happened prior to that is -- is that an annual FSAT
25 is done. It has faults. It's -- it varies in its

1 range from one place to another.

2 Every school district has a school safety
3 specialist, and every school has someone armed to
4 protect the children of that school.

5 Every child, parent in the State of Florida has
6 the opportunity, through Fortify Florida or some
7 other tool, to provide tips and provide an
8 opportunity for early intervention and early
9 notification.

10 And -- and I -- and I think all those things
11 play a -- play a big role. I think even to the
12 point of it wasn't new to talk about safety. It
13 wasn't new to talk about the risk of -- of an
14 assailant, but I think teachers today have a more
15 defined approach and knowledge and understanding of
16 if something happens, this is what I do with my
17 children, this is what I do within the four walls of
18 my classroom. And it is going to be much more of a
19 protective and -- and successful manner in that way.

20 Yes, as -- as was shared earlier, there's a lot
21 of work to be done, but I think as -- just as -- as
22 Suwanee or Broward or St. Johns or any of us move
23 forward, we may be attacking it in different ways in
24 the way that we get to the point we need to get, but
25 in each case, because of the uniqueness of each

1 district, I think there -- there's great progress
2 being made.

3 And children and families are safer because of
4 it.

5 MR. GUALTIERI: Superintendent Heid, do you --
6 you want to answer that question?

7 MR. HEID: Good afternoon. Thank you for the
8 opportunity today.

9 I would echo, again, the comments of -- of my --
10 -- my peers.

11 The one thing I would contribute is what I've
12 seen, especially returning to the state recently. I
13 was in the state for -- for 17 years, left the state
14 to be a superintendent in Illinois, and I've
15 recently returned this last year to -- to Polk
16 County.

17 I've been very pleased to see the progress
18 being made through the Legislature to not only
19 provide -- or to put additional requirements in
20 place and additional expectations in place, but to
21 approach it with a layered approach so that these
22 things are all interrelated and we're not seeing
23 disparate silent systems.

24 And that's incredibly important. So, I think
25 that what's been done over the last few years in

1 particular, as a direct result of this Commission,
2 is incredibly valuable and important.

3 But, as my colleagues have said, I think
4 there's still opportunities for more cohesiveness.
5 And, as you talked about the data today, there's
6 clearly an opportunity for us to refine our
7 practices further.

8 MR. GUALTIERI: Yeah. Superintendent
9 Cartwright, do you have anything you want to add?

10 DR. CARTWRIGHT: I'll just be very brief, but
11 some of -- the implementation of standardizing some
12 of the practices for school safety and security, we
13 see that as a great benefit across the entire state.

14 An example of that would also happen with the
15 comprehensive safety plan, because it requires us to
16 have that collaborative discussion between district
17 personnel, law enforcement, as well as local
18 municipalities in order to create that plan.

19 MR. GUALTIERI: Okay. As we go through these
20 and I give each of you the opportunity to respond to
21 them, and if you don't feel like you have anything
22 to add because it's already been said, feel free to
23 pass and we can move on.

24 So, Superintendent Cartwright, I'll go back to
25 you with the next one, which is kind of the logical

1 follow up to the first question is what's going
2 right, what's going well, what's working, is that
3 what do you see is the greatest or greatest need for
4 improvement.

5 What areas do we have to, across the state,
6 improve in?

7 DR. CARTWRIGHT: I would say one of the areas
8 that we need help, at least with the public-school
9 districts at this point in time, is with our Charter
10 school's oversight.

11 It continues to be a challenge for us because
12 it is an unfunded mandate. The requirement that law
13 enforcement officer be present at each threat
14 assessment, particular in a Charter, places not only
15 the school safety specialist and districts in a
16 difficult position because whereas we are
17 responsible for them, we do not have the teeth
18 that's necessary to really ensure that there's
19 compliance that's occurring.

20 However, if they're out of compliance, we are
21 the ones who are responsible for it.

22 And so that is something that is very difficult
23 for us. And the local agencies would need to send a
24 responding unit that is CSTAG certified, which often
25 times is a requirement that's difficult to meet when

1 they're trying to fill and make sure we have
2 coverage and appropriate reporting requirements for
3 our Charter schools.

4 An idea, as well, that we think would happen,
5 while it's great that the state has multiple vendors
6 that are available out there, such as the Alyssa's
7 Alert, we would really like to see if -- if it could
8 be limited to just one of those per county.

9 And the reason we ask for that is because the -
10 - our PSAPs' ability to be able to manage different
11 panic alert platforms, depending on what each
12 Charter governance board and the district have
13 selected as a vendor, is an area that really needs
14 to be streamlined so that our County only has one
15 mobile panic alert vendor and we avoid the
16 complexity of trying to manage multiple different --
17 multiple vendors when there may be different panics
18 going on at the same time, which that can lead to
19 confusion.

20 And so that's just a recommendation that we
21 would have as well.

22 Another one that we would request is to include
23 a group of school safety specialists in the creation
24 of any of these type of rules or legislation or
25 compliance requirements.

1 They are on the front line, and they -- they
2 really need to have a voice and a way in which to
3 communicate and to help vet some of the ideas that
4 are going forward, because they can -- again,
5 they're front-line workers, and they'll be able --
6 be able to really provide some meaningful feedback.

7 MR. GUALTIERI: Okay. Thanks.

8 Superintendent Heid, what do you see as the
9 areas of greatest need to change or improve?

10 MR. HEID: So, I won't reiterate some of the
11 ones from earlier today about, you know, consistency
12 of -- of practice, but I will talk about improving
13 guidance and clarity of policy and procedures.

14 The greater clarify that we get -- and -- and,
15 at times, we like to believe we live in a black and
16 white world. We don't. We live in a world with a
17 little bit of black, a little bit of white, and a
18 whole lot of grey. That ambiguity leads to
19 disfunction in data systems, data collection, data
20 reporting, and systems.

21 I'd also like to see the opportunity to explore
22 the possibility of either an endorsement or a
23 specific certification for staff in each school
24 district who are responsible for these -- serving in
25 these roles, especially if it's beyond a traditional

1 law enforcement officer.

2 I think that's incredibly important. I think
3 that will lead to more credibility, better value,
4 better outcomes, again.

5 Additionally -- and -- and we tried to approach
6 that sometimes with what we call a Passport to
7 Success. What are the essential skills, trainings,
8 and characteristics?

9 I think that Superintendent Cartwright did a
10 great job summarizing for her staff, these are all
11 the trainings that are essential for them to perform
12 their roles.

13 Why not elevate that to the state level and
14 look for an endorsement or an additional
15 certification so that you get that consistency of
16 practice across the entirety of the state.

17 I'd also like to say, you know, while I'm a
18 incredible strong proponent for local control, I do
19 believe that we need more oversight. I believe that
20 you -- you inspect what you expect. You know, you
21 trust what you validate. And that's how we function
22 each day in our school systems.

23 We have incredible rapport and trust with all
24 of our colleagues and stakeholders because we're
25 here to serve our students and our -- our

1 communities.

2 But as was brought up, and I think I heard the
3 frustrations throughout the morning and throughout
4 the afternoon that, well, we have these
5 expectations, we have these deadlines, we have these
6 due dates, but they're not being met, and how are we
7 holding school districts accountable.

8 And, again, I'm not looking for the stick, but
9 I am -- I am reasonable in the fact that we should
10 be held accountable. This is part of our role, part
11 of our responsibility.

12 So, I believe that there needs to be additional
13 oversight and auditing that takes place. And I was
14 very happy to hear from the Office of Safe Schools
15 that -- and we do. In our annual report, we get
16 feedback that says your data's a little
17 disproportionate in the following areas. You need
18 to explore this.

19 I'd like to see the analytics go that much
20 further that, on a monthly basis, we get that
21 trigger that says, your data's skewed, or we're
22 seeing a -- an inconsistency in practice or pattern
23 of recording and -- and documentation and then,
24 therefore, we can be more reflective in -- in what's
25 going on and -- and really do a deeper dive.

1 Because there may be some very good reasons
2 behind why the data looks different this time, but
3 we need to be able to explore that, and to get that
4 feedback in real time is incredibly important.

5 MR. GUALTIERI: Are you getting that feedback
6 now in -- as to metrics in other areas of education,
7 or is that what you're talking about, where you get
8 it from the Department but you're -- you're not
9 getting it in the area of school safety necessarily,
10 but you are getting it in other areas?

11 MR. HEID: We do.

12 MR. GUALTIERI: Yeah. Okay.

13 MR. HEID: We do.

14 MR. GUALTIERI: Okay.

15 MR. HEID: And we do get it from School Safety.
16 I don't want to throw them under the --

17 MR. GUALTIERI: Okay.

18 MR. HEID: -- bus -- that at the end of the
19 year we get our annual report --

20 MR. GUALTIERI: Right.

21 MR. HEID: -- and they -- they indicate areas
22 of --

23 MR. GUALTIERI: Right.

24 MR. HEID: -- concern or areas to focus in on.

25 MR. GUALTIERI: Right. Okay.

1 Superintendent Roush, areas for improvement or
2 change?

3 MR. ROUSH: Yeah. Yes, thank you. Just a
4 couple of quick items.

5 I think with the extension, obviously, of this
6 Commission through 2026 -- and I'm glad to hear the
7 Chair say that there's some consideration being
8 given to bringing a superintendent voice onto this -
9 - onto this Commission.

10 And, as you work with your subcommittees, I
11 also implore you to consider bringing in a -- two --
12 two or three school safety specialists, even perhaps
13 as at-large members, to help inform and -- and --
14 and give some -- I think I heard the term earlier --
15 granular boots on the ground information of what's
16 going on in school districts.

17 And so that's just one thing for consideration.

18 The second thing is -- and, again, I'm going to
19 qualify this statement by saying this is an opinion
20 only of my own and it does not represent the other
21 superintendents up here necessarily, or the
22 Superintendents Association.

23 But I feel very, very strongly that we've come
24 to a place in school security as a part of our
25 overall multi-layered approach that we need to

1 mandate a school guardian program of some type in
2 all 67 districts.

3 I heard the Commissioner speaker about it this
4 morning briefly and his commitment to making that
5 happen, but we're not there, and we've still got a
6 number of districts that -- that do not have a
7 guardian type program.

8 In our district, we have five to seven percent
9 of all of our employees districtwide, instructional,
10 non-instructional, and administrative -- we strive
11 for five to seven percent -- trained guardians that
12 work with law enforcement, train with law
13 enforcement each and every day in our schools.

14 Our goal, as we train and have live simulations
15 and -- and -- and live drills, we seek to
16 strategically place our guardians around our
17 different facilities and schools to be able to
18 identify and eliminate a threat within 30 seconds or
19 less.

20 That is our bar. 30 seconds or less from the
21 time that the threat is identified.

22 And so, you know, in my mind, who better to
23 help equip, protect campuses than the people who
24 call that their second home. Those schools are
25 those people -- our personnel, it's their second

1 home. They love that campus, they love those kids,
2 and I believe, based on the training that we've
3 taken part in together, if something, God forbid,
4 ever goes down on one of our school campuses, our
5 people are going to swarm to the incident, swarm to
6 the assailant. And that's what we train for.

7 So, you know, we -- we -- we mandate, you know,
8 Alyssa's Law, we mandate number of drills. I
9 strongly think that we're at the place where we need
10 to make sure that all of our school districts are
11 better protected by having some form of a guardian
12 program.

13 MR. GUALTIERI: Yeah. Thanks.

14 Superintendent Forson.

15 MR. FORSON: Thank you.

16 Just -- just only to just add just briefly to
17 Dr. Cartwright and -- and the others about, you
18 know, when -- when new legislation comes forward,
19 it's -- it is clearly black and white. This is the
20 statutory requirement, this is what -- what -- where
21 you need to get to.

22 But the path to get there is not always as
23 clear. And I think that's some of the things we
24 work through.

25 So, I -- I would just hope for more capacity,

1 and that is actually building at the state level,
2 the capacity to provide more support and timely
3 support to get from when -- when legislation
4 requirements come forward to help districts kind of
5 work through what their needs are to be able to
6 fulfill and carry that out.

7 And -- and I think that's pretty important to
8 us. And -- and a collaborative attitude about it.

9 And it was mentioned before, and I -- I
10 certainly think it's really important, for a lot --
11 for most of us, I think our safety specialists --
12 our safety specialists is a -- is an employee of the
13 school district, but his experience is in law
14 enforcement. His -- he -- he is a retired -- in --
15 from St. Johns as -- as a law enforcement officer.
16 And for us, actually, it was a YRD (phonetic) at a
17 school I was a principal of.

18 So, it -- it is critical that those folks who
19 know it the best can be a contributing element or
20 part of that team to -- to help us move forward.

21 That's it.

22 MR. GUALTIERI: Well, that's actually a -- a
23 great segue into the next question that I have. And
24 -- and -- and here's the question, because it's not
25 that way in every district, as you describe with the

1 school safety specialist.

2 So, under Florida law, it's 1006.07(6)(A) is we
3 know that every district is required to have a
4 school safety specialist who, in essence, is all
5 things safety and security in the district. That's
6 really the -- the sum of the position.

7 The law allows the school safety specialist to
8 be either a school administrator or a law
9 enforcement officer from a sheriff's office. So, it
10 would have to be a school administrator or a law
11 enforcement officer from a sheriff's office.

12 Most school districts around Florida have
13 assigned an educator, an administrator as the school
14 safety specialist. There's only a handful that have
15 a law enforcement officer or a former law
16 enforcement officer as the school safety specialist.

17 Should the position -- here's the question.
18 Should the position be transferred from an educator
19 to a law enforcement commander either hired by the
20 district or mutually selected by the superintendent
21 and the sheriff and assigned from the sheriff's
22 office?

23 Are we in a situation where we've got -- trying
24 to put a round ball in a square hole as far as the
25 school safety specialists are concerned in that

1 you've got somebody who was an AP, a principal, a
2 teacher, and when this law came into being in 2018
3 that said every district will have a school safety
4 specialist, and it was amended later to say that the
5 specialist could be somebody from a sheriff's
6 office, and I only know of a couple today that have
7 that relationship between the sheriff and the
8 district where the sheriff's office has assigned
9 somebody, should -- is that a model that we should
10 encourage to be expanded further? Is it working how
11 it is?

12 Do the school safety specialists today have the
13 right knowledge the right skill set? That's the
14 question.

15 So, I'll kick it right back to you,
16 Superintendent Forson, since we -- there was a segue
17 into that.

18 MR. FORSON: Thank you.

19 And -- and I -- I would just give you a little
20 bit of our -- our own history in St. Johns.

21 So, we -- we've had a safety officer for a
22 number of years prior to -- even in 2015-16, when we
23 started moving forward with some safety issues.

24 By typically at that time, it was a part of
25 risk management, and the safety officer

1 responsibilities varied far off of what we're
2 talking about today.

3 I -- I think I -- as a former principal and --
4 and being in education my whole life, I don't know
5 what I don't know. And so, to your point, yes, I
6 think if it's -- if it's not a joint decision, and
7 it may be a decision of the district, there has to
8 be qualifications for that position to have law
9 enforcement expertise and -- and experience.

10 I mean, I -- I -- I don't know how else to say
11 it. I think it is that simple, that the
12 decisiveness, the clarity that comes with that
13 position and that person is really important, I
14 think, to carrying that out across the district.

15 MR. GUALTIERI: Is it something -- and I'll let
16 the others weigh in on this, too, maybe is is that
17 is this something the Legislature should change
18 Should there be some requirement that the school
19 safety specialist either be hired by the district
20 but have prior law enforcement experience or
21 somebody who's active that gets assigned from a
22 sheriff's office, or should -- in your view, should
23 it just be encouraged?

24 MR. FORSON: It -- it -- just one piece of it.
25 I -- I also live in a -- in a -- in a great world in

1 which there are only two law enforcement agencies in
2 St. Johns County, a city agency and --

3 MR. GUALTIERI: Yeah.

4 MR. FORSON: -- and our Sheriff's Office. And
5 so that certainly aligns and makes it much easier
6 where I am.

7 So, I'd probably have to defer where you have
8 much more complexity and you have so many entities
9 that you're trying to coordinate. Because for us,
10 it's easy to do. It is really the path we did
11 follow.

12 And, yes, I do think -- I think it needs to be
13 in writing. It needs to be clear.

14 MR. GUALTIERI: So, it needs to be -- my real
15 question is it -- should it be required? Should we
16 --

17 MR. FORSON: I --

18 MR. GUALTIERI: -- transition this?

19 MR. FORSON: -- I do think it should be
20 required that --

21 MR. GUALTIERI: Yeah.

22 MR. FORSON: -- over time that it should be a -
23 - a law enforcement --

24 MR. GUALTIERI: So --

25 MR. FORSON: -- experience requirement.

1 MR. GUALTIERI: Yeah. So, I'll move it over
2 now to Superintendent Heid, because you have one of
3 those districts where you do have a law enforcement
4 commander from the sheriff's office that is your
5 school safety specialist. So, we have somebody with
6 experience on that, because you have it in your
7 district.

8 What's your view of that?

9 MR. HEID: You don't hire a plumber to run your
10 electrical. And -- and while I have an -- again, an
11 incredible respect, and all of us are practitioners,
12 first and foremost, and there's a value that that
13 brings, understanding how to interact with children
14 and the realities of public schools and school
15 settings, but you need someone who's qualified.

16 And -- and I would go a step further. It's not
17 just somebody who is an LEO, it's someone with
18 directly applicable skills and experiences.

19 So, if you're going to refine the job
20 description and you're going to refine it in statute
21 about what the qualifications are, I would go that
22 far --

23 MR. GUALTIERI: Uh-huh.

24 MR. HEID: -- because you want to have someone
25 -- and I would even go so far as to say you want

1 someone with Florida experience, because I think
2 that's important.

3 I believe the decision should be left to the
4 district. However, it should be done in conjunction
5 and collaboration with the sheriff's office or their
6 -- their largest municipality, whomever they're
7 partnering with.

8 MR. GUALTIERI: Yeah. That's kind of why I
9 framed it that way. You know, I -- I -- and see
10 what others think if they want to weigh in here at
11 some point, but I -- is is that you've got to make
12 sure you have the right person. It's got to be a
13 good fit between the superintendent, and if it is
14 assigned from the sheriff's office, you know, you --
15 you -- you have to have the right temperament and
16 the right person with -- that'll be a good fit. So
17 --

18 MR. HEID: Correct.

19 MR. GUALTIERI: -- Superintendent Cartwright,
20 what's your view of that?

21 DR. CARTWRIGHT: I believe that the selection
22 should be left up to the district, because every
23 district has different resources that are available
24 to them, have different types of relationships that
25 they --

1 MR. GUALTIERI: Uh-huh.

2 DR. CARTWRIGHT: -- have with their local law
3 enforcement. And that has to be taken into
4 consideration.

5 As you're aware, this past year, we hired in
6 Broward our -- our own. But one of the things I was
7 committed to was making sure that I reached out to
8 some of my law -- local law enforcement agencies --

9 MR. GUALTIERI: Uh-huh.

10 DR. CARTWRIGHT: -- and invited them on the
11 interview panel along with me.

12 That way, we -- it was a collaborative
13 decision. It was something that I -- an area where
14 I'm not an expert. But I am an expert within how
15 the school's function. So, it was a -- it was a
16 combined approach.

17 And then from there, hired somebody who was
18 previous law enforcement into the position, but they
19 work for the district.

20 MR. GUALTIERI: Who -- who you have now, and he
21 was here with you this morning -- or this afternoon,
22 was Chief Alberti is your school safety specialist,
23 who was a former lieutenant in the Orange County
24 area and then with the Orange County School Board,
25 correct?

1 DR. CARTWRIGHT: I --

2 MR. GUALTIERI: So, he --

3 DR. CARTWRIGHT: -- he was previously in Orange
4 County School Board, but I also believe he worked
5 with the -- I believe Kissimmee --

6 MR. GUALTIERI: Yeah, he was a lieutenant in a
7 police department up there, so he had law
8 enforcement.

9 So, the point is -- but -- but do you -- do you
10 think it's okay to have somebody in the school
11 safety specialist position that has -- that was a
12 former teacher and has absolutely no law enforcement
13 experience? Do you think that that -- you know,
14 again, is that okay or -- or should we, you know,
15 move more toward that model of requiring it?

16 And if it even means the districts have to
17 change personnel, I mean, what -- what -- that -- I
18 guess that's really the crux of the question.

19 DR. CARTWRIGHT: I would not be advocating it -
20 - for it to be a position from somebody who's a --
21 at an instructional level.

22 I think it does require somebody who
23 understands how to look at things through a
24 compliance lens --

25 MR. GUALTIERI: Yeah.

1 DR. CARTWRIGHT: -- because a lot of the
2 requirements right now are through that compliance
3 lens.

4 MR. GUALTIERI: Yeah.

5 DR. CARTWRIGHT: And so, if you have an -- an
6 administrative background, oftentimes your training
7 can lend -- lend you towards that area --

8 MR. GUALTIERI: Yeah.

9 DR. CARTWRIGHT: -- and allow you to do that.
10 So, it -- again, I can see both sides to this.

11 MR. GUALTIERI: Yeah. Superintendent Roush,
12 what do you think?

13 MR. ROUSH: Yes, just briefly, I -- I'm in a
14 situation where I've had both. My -- our first
15 district school safety specialist was retired 26-
16 year MP out of the Army, and subsequently he was
17 promoted to assistant -- one of our assistant
18 superintendents.

19 We replaced him with a high -- a former high
20 school principal who works side-by-side with our
21 lead SRO, who has a office right beside our district
22 school safety specialist in the district office that
23 oversees the SRO program from the sheriff's office.

24 And so, I have, you know, that sheriff's
25 department employee, the lead SRO, working with our

1 -- our district school safety specialist.

2 I believe that it still need to remain as it is
3 currently, with my experience with our current
4 model. I -- I feel -- I feel hesitant to say that
5 it needs to be moved more toward a sheriff's
6 department employee or necessarily just background
7 where it would be mutually selected.

8 I believe the districts need to completely own
9 their own district security, and I think you do that
10 primarily by having your district school safety
11 specialist be that person, as it is in Broward, that
12 reports directly to the superintendent.

13 MR. GUALTIERI: All right. But -- and -- and
14 maybe I missed it, but you said that you -- you've
15 had both, so -- but does your person now who reports
16 directly to the superintendent employed by the
17 School Board, do they have law enforcement
18 background?

19 MR. ROUSH: Currently, he -- he did not come
20 from a law enforcement background.

21 MR. GUALTIERI: Did not come from a law
22 enforcement -- okay. But -- but it works for you.

23 MR. ROUSH: Yes.

24 MR. GUALTIERI: Okay. Okay. Next question is
25 -- and I'll kind of combine these two -- does there

1 need to be more specific direction given to the
2 districts on meeting school safety requirements and
3 expectations?

4 So, do you need more clarity, do you need more
5 specifics, do you need more direction on what the
6 expectations are?

7 And what changes do you recommend for the
8 Office of Safe Schools?

9 So, kind of a two-part question there.

10 Superintendent Cartwright, you want to begin?

11 DR. CARTWRIGHT: I think sometimes what is
12 happening right now, the policy implementation
13 pieces of the legislative requirements seems to be
14 an ambiguous area.

15 So, when we're looking for guidance in order to
16 provide us, okay, when we're saying it has to be
17 done at the end of the school year, does that mean
18 June 30th or does that mean that last day of
19 traditional school year or the last day of summer
20 school?

21 Not getting answers to that type of question
22 lends itself to a very ambiguous area, as a very
23 grey area, and it lends all school districts to have
24 their own interpretation on that, which I know is
25 not at the heart of what the legislation was

1 designed to do.

2 So, the more specific direction that's given to
3 us to effectively implement safety requirements and
4 expectations from the very beginning, the better we
5 are going to be able to respond and that we are
6 going to meet that expectation.

7 And that -- those are some of the things that
8 we're -- we're struggling with and that we're
9 seeing, is because when we're asking some of these
10 questions about interpretation, we're not getting
11 clear answers. Or it depends on who you're asking.

12 The other recommendation that we would give
13 also that would help us as a school district is
14 right now there's an annual training that occurs for
15 the school safety officers. We recommend actually
16 doing it quarterly, because things happen throughout
17 the entire year, and we feel as though we want to be
18 more responsive and that we are getting a little bit
19 clearer direction on a more frequent basis.

20 It also allows to ensure that we have people
21 who are updated and that they're involved in ongoing
22 discussions. Because on an annual basis, something
23 may have happened during the school year where you
24 have a district who's struggling with something, and
25 not knowing that two districts over, they're

1 struggling from the exact same thing.

2 So as a result, what's happening is a lot of
3 times these school safety -- the individuals are
4 creating their own network offline in order to have
5 those conversations, but it's not fluid throughout
6 the entire district -- state, excuse me. Not fluid
7 throughout the entire state.

8 So that's a challenge. So, a recommendation is
9 let them meet more frequently, maybe quarterly, so
10 that way we can start asking these pointed what --
11 questions and get the guidance that's necessary so
12 that we, as the district, are meeting the state
13 requirements and expectations.

14 MR. GUALTIERI: Yeah. Any other specific
15 changes you'd like to see in the Office of Safe
16 Schools?

17 DR. CARTWRIGHT: Just really looking towards
18 the interpretation, oftentimes, with legislation --

19 MR. GUALTIERI: Okay.

20 DR. CARTWRIGHT: -- and just be black and white
21 on that. The -- the more clear you can be on that -
22 - and in -- in a timely manner, the more we're going
23 to be able to meet that bar.

24 MR. GUALTIERI: Okay. You -- you feel like
25 that sometimes you -- you've asked questions and not

1 getting a response definitively and in a timely
2 manner? Is that what you all experience, at least
3 to some degree?

4 DR. CARTWRIGHT: Yes, sir.

5 MR. GUALTIERI: Okay. Superintendent Roush.

6 MR. ROUSH: Yes, I would concur. My feedback
7 from district school safety specialists after
8 attending the June trainings is that the Office of
9 Safe Schools does a tremendous job with the
10 information they have at that time.

11 But more times than not, quite frankly, there
12 are a lot of things that we are trying to get
13 answers to when the answer comes back, we don't know
14 yet because all the legalese has not been sifted
15 through in terms of legislative intent and what the
16 actual implementation looks like --

17 MR. GUALTIERI: Uh-huh.

18 MR. ROUSH: -- of the legislation that's been
19 passed.

20 And so, I think the idea of those folks meeting
21 quarterly, at least, if -- if -- you know, if not
22 quarterly, at least twice a year so that they can
23 receive those updates timely certainly is a -- is --
24 is a great suggestion.

25 MR. GUALTIERI: Okay. Superintendent Forson.

1 MR. FORSON: I would just reinforce the same
2 thing. I think the -- the idea sometimes, the
3 timing of new legislative requirements is so short
4 from a time of a -- of -- of that statutory
5 decision, that -- that legislative decision that was
6 made, that it's difficult.

7 So, I think the capacity of the State Office of
8 Safe Schools has -- would have to be expanded to be
9 able to be a responsive like -- like school
10 districts may -- may be asking.

11 MR. GUALTIERI: Yeah. Superintendent Heid?

12 MR. HEID: You know, and I'll -- I'll kind of
13 oversimplify it. It's really, we're talking about
14 inter-rated reliability. The more frequently our
15 individuals can come together and get additional
16 information and resources and training and support,
17 the more likely it is we're all operating with the
18 same understanding of each definition and
19 operational term.

20 And that will lead to better consistency in our
21 data and less bad data that's being reported.

22 I'll go a step further, because the second part
23 of the question was about enhancements to the Office
24 of Safe Schools. I believe that they need a program
25 enhancement. I think they need additional staff.

1 This has become a main priority in the State of
2 Florida. And to do so with their current resources
3 is not -- is insufficient.

4 You heard what Broward County's done. I think
5 each one of us has taken strides to add additional
6 staff in this particular area. The state needs to
7 do that as well.

8 I'd even go as -- based off the question you
9 asked previously, it need to be linked back to FDLE.
10 There needs to be a collaborative effort there or
11 brought under one umbrella so that that law
12 enforcement expertise is part of that narrative.

13 The -- right now, the Office of Safe Schools is
14 an incredible repository for information, and it's -
15 - it really is a valuable tool. And the state is
16 very blessed to have everything that's there and all
17 the support that's there.

18 But they need additional assistance. And I --
19 I don't know the individuals who work in that
20 department, but I'll advocate on their behalf.

21 But, again, I would encourage us to look at is
22 there a way to create a partnership with FDLE or
23 bring it under an FDLE umbrella, because I believe
24 that that's a missing component as well.

25 MR. GUALTIERI: Okay. So, you all heard this

1 morning the discussion about SESIR and threat
2 management. And so, like to hear your thoughts, if
3 you have any, on how we make those changes, make
4 those fixes.

5 And also, do you support a statewide SESIR
6 database? How important do you think that is in a
7 common platform for threat management?

8 So, I want to say this about -- before you
9 answer the question -- about a common platform for
10 threat management is is that there are a number of
11 vendors that are currently providing the electronic
12 systems for those districts that have it.

13 As I said this morning, there's a whole bunch
14 on pen and paper still, but there are districts that
15 have it.

16 There's also some districts -- excuse me --
17 that have their own proprietary systems.

18 Since we're already so far down this -- down
19 this path is is that it may not be viable to have
20 one vendor's system. We may need something that
21 lays over the top that just brings it all together.

22 So, I'd like to hear, again, how important do
23 you think that is, and that's what I'm talking about
24 with that probably at this juncture, but a common
25 SESIR database for reporting and any other thoughts

1 you have about SESIR and threat management and where
2 do we go from here.

3 So Superintendent Forson, you want to begin?

4 MR. FORSON: Yes, thank you.

5 And -- and I think the one thing about both --
6 both SESIR -- because you're -- you're asking people
7 to make a determination about human behavior,
8 something that happened with a child.

9 And -- and it's not about a building, it's not
10 about a lock, it's not about cameras or anything
11 else. It's about human behavior.

12 So that lends itself to a judgmental call that
13 -- that has to have some parameters and confines to
14 it.

15 And so, I think it's one of those things I've --
16 -- I've -- we've probably thought about -- over
17 thought about about SESIR, because as you grow and
18 as you move people into leadership roles, the faces
19 change who are also inputting the data.

20 So, I think the common database, the common
21 system is important, but I think the same way a
22 principal assesses the -- the effectiveness of a
23 teacher, it's pretty defined about the behaviors
24 that you're watching in a classroom to say that's a
25 high-quality teacher and we're going to get high

1 quality results.

2 I think sometimes we're -- we're not there yet
3 with SESIR when you're looking at a behavior. It
4 might be a seven-year-old child's behavior versus a
5 17-year-old child's behavior, and -- and in
6 descriptive, they've similar, but I think the -- the
7 struggle comes on the judgment side of that.

8 So, I think the more we can over time define
9 and even provide instruction that helps people look
10 comparative of behaviors, comparative of -- of
11 things they're seeing and acting upon, I think will
12 provide more consistency.

13 I think SESIR is -- is going to be that
14 challenge because of the judgment of behaviors.

15 I -- but I think the other piece of it is just
16 schools and school systems love autonomy and
17 options. And in this world -- in this world, I
18 think we really need to restrict the options and --
19 and try to more clearly define what this means for
20 each person along the way, if that -- if that makes
21 sense.

22 I -- I think it's a -- it's a challenge, but I
23 think it's important that we start to squeeze that
24 down somewhat.

25 MR. GUALTIERI: How important is a -- is a

1 common database?

2 MR. FORSON: I -- I think it's extremely
3 important.

4 MR. GUALTIERI: Yeah.

5 MR. FORSON: But I think, right now, I would
6 say even if you -- if you looked at our database --
7 and St. Johns falls somewhere in the middle, and we
8 have 50,000 students and 200-and-something cases in
9 -- in particular levels -- what you don't know, even
10 when that squeezes down to consistent numbers, you
11 don't know the path by which those 250 got defined.

12 MR. GUALTIERI: Right.

13 MR. FORSON: And I think it is much more than
14 just looking at comparative charts and numbers.

15 I think until we take the time to look at how
16 that check got -- happened, how it happened in the
17 incident, I think it's important that the database
18 has -- has robust support and training before you --
19 we feel like the answer is in a singular database.

20 I don't know that it's -- it's that simple --

21 MR. GUALTIERI: Yeah.

22 MR. FORSON: -- that --

23 MR. GUALTIERI: Where do you think you all are
24 on threats?

25 And -- and I apologize if I'm putting you on

1 the spot. I really don't mean to. I'm just trying
2 to, you know, figure things out and -- and so we all
3 learn from this.

4 Do you think you're more on the side of, again,
5 threat assessment or are you all doing threat
6 management where it is more holistic and -- and
7 you're closing the circle on it?

8 And just tell us a little bit about where you
9 think St. Johns is overall in threats, dealing with
10 threats.

11 MR. FORSON: Well, we -- we have a district
12 threat assessment team that reviews the threat
13 assessments that are coming out of schools.

14 MR. GUALTIERI: Uh-huh.

15 MR. FORSON: So, I think from a process of
16 identifying and being thorough about the -- the --
17 the case management at the time of an incident or at
18 the time of a threat, we're -- we're pretty good.

19 I think from the ideal -- just being very
20 honest -- from case management, I -- I would say
21 that -- and -- and Dr. Cartwright spoke to it a
22 little bit, kind of indirectly, but the case
23 management extends beyond the law enforcement and
24 the school district to a community at whole and all
25 the resources that are part of that community to try

1 to provide the right tools, engagement, whatever
2 kind of support it is, for those young adults, many
3 times young children, who might be coming from
4 dysfunctional environments or -- or -- or just
5 isolationism that the threat management, I think, is
6 a much larger task that I would say right now, we
7 have good resources, but we're not there.

8 We're absolutely not there with long-term
9 management of threat cases.

10 MR. GUALTIERI: And the model you just talked
11 about is one you see in some places. So, there's a
12 number of districts that have threat assessment
13 teams in every school. They're pretty autonomous.
14 They have limited oversight. People may ask for
15 data periodically, maybe once a month, but they're
16 pretty autonomous.

17 Then you have the model that Superintendent
18 Forson's talking about with some districts, where
19 the threat assessment teams are functioning in the
20 schools and if it's a transient threat or a non-
21 threat, it pretty much stays there, but if it's a
22 substantiated threat, substantive threat, it gets
23 elevated to a districtwide threat assessment team.

24 And then districtwide threat assessment takes
25 it to a higher level and they kind of oversee it and

1 -- correct? That's kind of your model?

2 MR. FORSON: Yes. Yes, sir.

3 MR. GUALTIERI: And that's what -- that's why
4 it gets back to the point where there's no
5 consistency. It's all over the place.

6 The other thing, and maybe as the rest of you
7 respond on SESIR and threat assessments, too, is
8 that one of the areas that I see where there's a
9 greater need is greater interaction between the
10 threat assessment teams and law enforcement.

11 Like anything that you're assessing, it's only
12 as good as the information that you receive. And
13 you have a law enforcement on every threat
14 assessment team, required by statute.

15 If you ask the average cop who's an SRO in a
16 school to go do a background check, what they're
17 going to do is go out to their car, they're going to
18 run it in the records management system, the report
19 writing system, they're going to run it in FCIC NCIC
20 and -- for criminal information. That's about all
21 you're going to get.

22 So, when they come back and say, oh, we don't
23 have anything on Joey, is is they checked this much
24 (indicating) where the universe is this much
25 (indicating). And there's not enough robust

1 information gathering to bring it back to the team.

2 So, you know, now, when it generally goes to
3 the district teams, there might be some more
4 information that's gathered, et cetera, but that --
5 that, I can tell you, is absolutely a huge void, is
6 that people think that they're making decisions
7 based upon the background check.

8 Well, background check is, again, a subjective
9 term. And if it is only checking a couple
10 databased, they're missing the mark on it.

11 So, anyway, Superintendent Roush, you have any
12 thoughts on it?

13 MR. ROUSH: Yes, thank you. I -- I would
14 agree. We absolutely need a standardized platform
15 for both SESIR reporting and for threat management
16 and -- and the threat assessment piece.

17 I'll give you an example. A lot of times, you
18 know, it's -- it's -- it's already challenging just
19 getting stuff moved in -- in district. But what
20 concerns us even more as we have students coming
21 from other districts is a lot of times what comes
22 with that student's cumulative record does not
23 include the information that you really need to
24 know.

25 If we had a statewide database where

1 information was kept, once we pulled that system --
2 that student into our system and we identified that
3 student identifier number with that student, that
4 information would be available to us
5 administratively upon receipt of that student into
6 the district.

7 It -- it -- it's -- it's very troubling when
8 you've had a student on your campus for a week, or
9 two weeks, attending classes, that you learn after
10 the fact you would have handled differently and now
11 have to go back and have some -- some different
12 conversations about.

13 On the SESIR side, I think what you've also got
14 in play, and I haven't heard a lot of conversation
15 about it, but I believe what's impacting such an
16 influx -- my opinion -- on the SESIR data is that
17 you've got every school district in the state that
18 also has a myriad of their own local definitions in
19 terms of disciplinary inputs that get identified
20 with that particular behavior based on the narrative
21 that is written in that incident report.

22 And so, for example, you know, you may -- you
23 may have somebody that -- that -- that's committed a
24 simple battery, or under SESIR, it's the physical
25 attack, but in your district code, you've also got

1 the ability to tag that as an inappropriate touch or
2 strike, and not that physical attack or that simple
3 battery.

4 And so, you're looking at the narrative and
5 saying, okay, is it serious enough to be a SESIR or
6 do I use our local code that's not a SESIR that is a
7 similar behavior by definition in our Code of
8 Conduct.

9 And I just brought our Code of Conduct for
10 that. As I was looking over that, I was just amazed
11 at the number of alternative tags that we had in our
12 district that you could use as an alternative to
13 identifying something as a SESIR that could be,
14 depending on who's looking at it, a SESIR incident.

15 And it's not intentional to try to circumvent
16 reporting something as SESIR, but what I am saying
17 is, to the end user, usually an assistant principal
18 or a dean, it can be very confusing as to which one
19 of these is the most appropriate.

20 And so, until we have a standardized, more
21 well-defined definition of terms that we deal with
22 with SESIR and a statewide reporting base that
23 interacts with that center -- SESIR data, I think
24 we're going to continue, quite honestly, to
25 experience those challenges.

1 MR. GUALTIERI: And -- and the last things you
2 said are, in your view, the ways we mitigate this,
3 because you don't eliminate it, but -- but there
4 needs to be tighter definitions.

5 And how do you deal with the local -- the
6 interaction between SESIR definitions and local --
7 and local definitions? Do you require that the --
8 the districts do away with local definitions? How -
9 - how do you deal with that?

10 MR. ROUSH: I don't know how you deal with that
11 unless you go to a statewide level of defining what
12 behaviors exist.

13 So, whether -- whether you use a Skyward,
14 whether you're using Focus, and you go in and you
15 pull up that disciplinary referral --

16 MR. GUALTIERI: Uh-huh.

17 MR. ROUSH: -- and there's an option there for
18 the individual to attach the incident to the
19 narrative and -- and -- and -- and -- and process
20 that particular disciplinary referral, unless that's
21 standardized, I -- I think you're -- we're going to
22 continue to struggle with that.

23 And so, again, being a proponent of local
24 control, I don't want my cake and eat it, too, but I
25 will say that I think we need a standardized set of

1 behaviors that don't allow such a wide gap or -- or
2 a lack of uniformity in how we -- in how we define
3 what disciplinary referrals are -- are -- are
4 attached to when you're listing that indicator, be
5 it SESIR or district definition.

6 MR. GUALTIERI: Okay. Superintendent
7 Cartwright, do you want to --

8 DR. CARTWRIGHT: Certainly.

9 MR. GUALTIERI: -- address those questions on
10 SESIR and threat assessment?

11 DR. CARTWRIGHT: Certainly. So, on the SESIR,
12 I know I answered some -- I already gave some
13 perspective and insight on that. I -- so I'm not
14 going to repeat that from previous.

15 But, again, having a statewide -- and even a
16 statewide set of definitions I do think would help
17 provide that clarity.

18 Related to the statewide threat management
19 model, I appreciate what you said earlier where
20 districts have models, a lot of them do, but there
21 may be some type of an overlay model that's on top
22 of that that will do a push and a pool of data, so
23 that way, it is shared across the entire state.

24 As mentioned before, in Broward, we use EDPlan,
25 and we have invested an enormous amount of time and

1 energy. And if the state were to come in and say,
2 okay, we're going to take that away and do something
3 different, the amount of time and energy it's going
4 to take for my staff in order to make a transition
5 is -- is a -- is a very large ask --

6 MR. GUALTIERI: Right.

7 DR. CARTWRIGHT: -- especially when we're
8 really starting to get used to what we're doing
9 right now.

10 We are currently -- for other districts who use
11 EDPlan, we are pushing that information out so that
12 we can try to -- to the best of our ability, share
13 the information and as well as obtain it.

14 But it's only as good as the other districts
15 who are using the same company.

16 MR. GUALTIERI: Right. I know like for what
17 you all have with PCG, which is in EDPlan, I think
18 you have it, Hillsboro has it, Palm Beach has it,
19 then you've got USA Software, you've got a bunch of
20 different ones that are out there, but the -- the --
21 the question will ultimately be for DOE, you know,
22 and I would say that the caution, at least for me,
23 you all can weigh in, we don't want this, assuming
24 we can get it and the state'll do it, we don't want
25 this to turn into Alyssa's Alert. At least, I

1 don't, because -- where you've got eight vendors.
2 So now you've got a situation where you've got
3 Navigate 360 or you've got USA Software, you've got
4 PCG, you've got all this, and you have a whole bunch
5 of districts right now that don't have anything.
6 You have it because you invested in it. Some other
7 districts did. But you've got a whole bunch --
8 Miami-Dade's the biggest -- that don't have
9 anything.

10 So, if the state comes up and says, okay, we're
11 going to do this is is that you're going to have a
12 big push by the vendors because they all want a
13 piece of it. And so, do you give it to one vendor,
14 or do you do what happened with Alyssa's Alert, oh,
15 we'll just give it to everybody?

16 And I think that's a mistake. I -- I think
17 that for those who -- those who already have it,
18 they can keep it, but there needs to be one horse to
19 ride for all the rest. Because otherwise it's going
20 to be a very messy situation, I think.

21 But I guess that's for somebody else to make
22 the decision on and we can weigh in, but I -- I
23 think that's something they have to be very cautious
24 about, because otherwise we end up back in the
25 situation where we've got a whole bunch of different

1 vendors, you know, around.

2 So, anyway, Superintendent Heid, go ahead.

3 MR. HEID: Yeah, and I'll -- I'll add to what
4 you just shared, because I think that's an
5 important point -- important area to clarify
6 further.

7 If we have a system and the state were to adopt
8 something different, a repository or a database,
9 it's -- it's absolutely acceptable to provide
10 operating parameters, and -- and that would dictate
11 how our reporting structure has to be programmed so
12 that it would facilitate that information getting
13 into that database.

14 So, there are ways to do that. It's not
15 uncommon for states to put out RFPs and say, here's
16 how the data has to be reported, in the following
17 format. And that way, they can find one overarching
18 database that would feed into it.

19 I just wanted to touch on something my
20 colleague shared and not undersell the importance of
21 a database for the sole reason of student mobility.

22 We make sure, and we work incredibly hard to
23 make sure, that student academic data follows them
24 from one grade level to the next, and from one
25 school level to the next, and from district to

1 district.

2 And yet we don't have that same thoroughness
3 when it comes to these types of issues. And that
4 creates not just a hardship, but it creates a real
5 significant security breach, because we don't know
6 what level of support an individual student may
7 require so that we can put those safeguards in
8 place. Not to be punitive, not to be restrictive,
9 but to ensure that the wraparound services are well
10 established so that child can hit the ground running
11 and be incredibly successful.

12 But without that information, we're operating
13 in the dark, and it takes -- it can take us months
14 to figure out what's actually happening with a
15 student.

16 MR. GUALTIERI: So, one of the things I -- I
17 think it's important that we be clear about when
18 we're talking about threat management and some type
19 of a common platform is is that it's really no
20 different than law enforcement records management
21 systems or report writing systems.

22 This is not -- and I want to stress what it's
23 not -- it's not artificial intelligence. It's not
24 predictive analytics. This isn't putting -- because
25 there are people that have concerns and -- and

1 rightfully so, that there's privacy issues and
2 there's certain groups that could be targeted
3 because of it, et cetera. That's not what this is.

4 This is so that when you get a complaint, you
5 get an allegation, it can be assessed. It can be
6 determined to be substantive, transient, non-threat,
7 whatever you want to call it, whatever the category
8 is. But if it is, especially, that there can be a
9 sharing of the information. You've got all the
10 assessment instruments in there, and it can be
11 shared intradistrict and interdistrict so that
12 everybody has access to it. And if you had a kid
13 that was assessed years prior or a certain amount of
14 time in the past, and there's ones that are done
15 periodically, people will know.

16 That's all this is. So, this is not about some
17 type of, again, artificial intelligence or
18 predictive, trying to look at traits or behaviors.
19 That's not what this is about in any way.

20 So, from a facilitated discussion, those are
21 the questions. And I'd like to open it up now to
22 each of the superintendents, if there's anything you
23 want to add that we haven't discussed, anything that
24 you've heard, anything from the superintendents
25 across the state perspective that you want to bring

1 up to the Commission, now's a -- a chance where you
2 can do that.

3 And then I'll open it up to questions from any
4 of the Commissioners.

5 So, I'll kind of go down the line, beginning
6 with Superintendent Heid and down. If there's
7 anything that you want to bring up that we haven't
8 discussed, please do so.

9 MR. HEID: No, sir. I think I put a lot out
10 there.

11 MR. GUALTIERI: Okay.

12 MR. HEID: I encourage accountability. I'm
13 encouraging alignment and consistency in practice.
14 I'm encouraging us to explore the possibility of
15 expanding the office to ensure that they have the
16 appropriate resources to man and to ensure that
17 we're getting timely reporting back, that if -- and
18 I believe in analytic -- I believe in the analytics
19 behind the data.

20 You know, there are some statistical anomalies
21 that were discussed earlier today.

22 I'm -- I'm going to be honest. I'm grateful to
23 be in the -- in the quadrant that's over reporting,
24 then, if that's -- if that's the reality, because
25 what that means is, through my threat assessment

1 team and the threat management process, we're re-
2 evaluating all those scenarios. We're not missing
3 them.

4 So, I'll accept that data point at this -- at -
5 - if -- if that's our current reality.

6 But I think there's a lot of opportunities, and
7 I think we shared a lot of feedback today that would
8 help improve the system overall.

9 MR. GUALTIERI: Superintendent Cartwright?

10 DR. CARTWRIGHT: I would like to say that we're
11 very grateful for the support and -- and the
12 relationship that we do have currently. And we
13 really appreciate the information that we do get.

14 The things that I put out today are just
15 recommendations on how we can improve, how we can
16 continue to go forward, how we can keep a growth
17 mindset.

18 MR. GUALTIERI: Yeah. Superintendent Roush.

19 MR. ROUSH: Yes, I was going to -- I -- I told
20 myself I wasn't going to be careful about how I said
21 something, but I'm just going to -- okay. I won't
22 say it.

23 Let me say this. Let -- let me do echo, having
24 had experience with two different School Safety
25 Directors, what Fred mentioned just a minute ago.

1 And this is not on the Office of Safe Schools. They
2 have done the absolute best they can with the
3 personnel they -- they -- they -- they -- they have
4 with them.

5 But the ladies that we've interacted with over
6 the years, Julie Collins, Sylvia Ifft, Brooks
7 Rumenik, they have a -- that -- that office has an
8 extremely large job to do for an extremely large
9 state. And I think sometimes we lose sight of the
10 fact that Florida's the third largest state in the
11 country, serving almost 3,000,000 students;
12 relatively speaking, has a very small Office of --
13 of Safe Schools to -- to us that support.

14 So, nobody from DOE told me or asked me to say
15 that, but I'm -- but I think we are at a point where
16 we really need to look, you know, and -- and give
17 the Department the support they need for the
18 personnel that we are asking them to help implement
19 all these things that we're trying to do.

20 Second, talking about the -- the standardized
21 platform, whether you're talking about threat
22 management, threat reporting -- the data gathering
23 on that this morning was eye-opening. I had not
24 seen any data points on that previous to this
25 morning -- or whether you're talking about SESIR

1 incidents, the standardization of how we report as
2 school districts to the state to try to clean that
3 data up and make it more accurate so that we can do
4 some real analytics on what it means for us, I'll
5 use the -- maybe it's a poor -- maybe it's a poor
6 example.

7 But it doesn't matter if you're in Broward
8 County, in Suwanee County, or Escambia County, or
9 down in Monroe. It doesn't matter.

10 If you report on DCF's website a suspected
11 child abuse situation, that platform, that reporting
12 mechanism and all those data elements are exactly
13 the same in all 67 districts.

14 And in that vein, I think we've got to get to a
15 point where we look at it through the same lens.
16 Whether you're talking about threat management,
17 threat reporting, or you're talking about SESIR
18 incidents, we've got to come up with a better way of
19 standardizing what that looks like on the user end,
20 user interface from a data input perspective across
21 our districts.

22 And that's what I would -- that's what I would
23 offer.

24 MR. GUALTIERI: Okay. Thank you.

25 Superintendent Forson.

1 MR. FORSON: Thank you. and I -- I don't know
2 that I have -- have much to add except just to say
3 that, you know, when we talked about a -- a number
4 of different things, and I -- I want to go back to,
5 you know, when you started this morning, you talked
6 about the -- you all talking about the formation of
7 committees to be focused.

8 We're doing a lot of things, and it's -- it --
9 it is a -- a full-fledged approach to trying to make
10 schools safer, because there's an urgency about it,
11 and we all love the urgency about it to keep
12 children safe.

13 But when we're talking about how do we make it
14 better for -- for our safe -- our school safety
15 officers and how they're doing the right thing in
16 making sure FSAT is -- is accurate and -- and
17 working through SESIR, I think, to your point, doing
18 singular things to the best of our ability, whether
19 that's through Office of Safe Schools or however it
20 is.

21 So, I appreciated, on behalf of FADSS and on
22 behalf of the superintendents sitting here today,
23 the opportunity to be at the table, to -- to -- just
24 to discuss and to share.

25 But I think moving forward, you know, you have

1 to walk before you run, and -- and there's a lot of
2 running that's happened quickly to -- to lift things
3 up and to happen and to make it successful.

4 But I hope that as we go forward, if -- if it's
5 individuals that we can singularly focus on the one
6 thing we want to move forward the most now, and --
7 and by having singular focus, I think we'll have
8 greater success going forward for -- for children
9 and for schools.

10 So, I -- I appreciate it. I -- I know we all
11 appreciate the time to be here.

12 MR. GUALTIERI: Thanks.

13 So, Commissioners, you have any questions for
14 the superintendents?

15 Yeah, Commissioner Dodd, you have --

16 MR. DODD: Thank you all for being here. I'm a
17 School Board member in Citrus County, so I
18 appreciate the work that you all do as
19 superintendents. I know you have big jobs.

20 I was just curious, though, how -- in your
21 district, how do you determine when a school would
22 be better served by more than one safe school
23 officer?

24 MR. ROUSH: If you're -- if you're speaking
25 about the on the -- boots on the ground safe

1 schools' officer --

2 MR. DODD: That's right.

3 MR. ROUSH: -- at each school, we look at it
4 from a strategic standpoint. Every school facility
5 is different. I -- I think -- I think that all the
6 superintendents up here could agree that as you look
7 across your schools, whether you've got ten or
8 whether you've got 200, they're all -- they're all a
9 little different.

10 And so, in order -- I've used this analogy a
11 number of times. You've got -- depending on the
12 number of buildings you've got, you've got fire
13 extinguishers in every hallway, you've got smoke
14 detectors, you've got all these lives saving
15 preventative type things in place.

16 That's how we determine how many people we need
17 in a school is based on the facility layout and how
18 that school is structured. Is it under one roof or
19 is it multiple wing? That helps us drive how many
20 school guardians we want to train and put in place
21 to work with that SRO and that campus as school
22 safety personnel.

23 MR. DODD: Anyone -- yeah.

24 MR. HEID: So, I'll add from Polk's
25 perspective, it's -- it's enrollment, and then the

1 campus layout.

2 Just as was said previously. If it's a large,
3 spread-out campus, you need multiple bodies. If
4 it's a smaller, condensed, more comprehensive
5 campus, multiple stories, it's a little easier to
6 manage that with fewer individuals. But those are
7 two factors that we use.

8 MR. DODD: And so, you are working towards
9 campuses that have more than one safe school officer
10 acting.

11 MR. HEID: We -- yes, sir, we already do.

12 MR. DODD: Okay. And as we've discussed, I
13 mean, the -- the price of a guardian, where you can
14 -- you know, is about half of the price of a sworn
15 law enforcement officer. And I know in Broward
16 County when we first looked at all these monitors
17 that you all had that were not guardians, you know -
18 - and I -- I appreciate the fact in Broward it looks
19 like you all have moved more towards that guardian
20 model but having the -- those personnel available is
21 a great thing.

22 So, I'm just kind of curious on how -- you
23 know, how your districts are looking at that.

24 And -- and Tim -- Mr. Forson, did you have a
25 comment there? It looked like --

1 MR. FORSON: I -- I think we're -- we are the
2 same. I -- I would give you the example, we're a
3 very fast-growing district. Two years ago, we had
4 two high schools over 3,000 students. So, in our
5 agreement with the Sheriff's Office, we actually
6 have -- for 43 schools, have 55 employees -- or --
7 or shared employees in that, and so those larger
8 schools, it -- and it is, it's exactly what was
9 shared is that in some of those schools, you may
10 have relocatable classrooms for a couple of years,
11 so it's -- it's a constantly changing site. That
12 means you have to respond to that with a number of
13 individuals based on that.

14 MR. DODD: And then so it does sound like
15 you're not satisfied with just one person. I know,
16 Sheriff, you had mentioned, you know, two is better
17 than one, three is better than two. And -- and I'm
18 -- I'm glad to hear that.

19 I know in our district, we've looked at that at
20 our larger -- larger schools, how we can combine a
21 guardian with an SRO and how we can have some
22 different float positions that we need at different
23 events.

24 So, I -- I appreciate the information.

25 MR. GUALTIERI: Anybody else have any questions

1 for the superintendents?

2 Commissioner Carroll, go ahead.

3 MR. CARROLL: Thank you all. Two -- two
4 questions, unrelated.

5 The first one, our early work on this
6 Commission was around school hardening, you know,
7 everything -- I think the -- the basic level was
8 making sure the gates were closed and making sure
9 the doors were locked, making sure you limited entry
10 to visitors' access points. It was about hard
11 corners in classroom. And there was some money
12 appropriated to do that.

13 Are -- are you satisfied where you're at or
14 where your schools, all of your schools are at in
15 terms of school hardening, or even some of the --
16 the softer stuff in -- in terms of teachers'
17 abilities to arrange their classrooms so they are
18 providing hard corners and stuff?

19 MR. FORSON: If -- if -- if I can just -- I
20 would just say in -- where we -- we are, we had a
21 sales tax that we passed in 2015. So, we were
22 already on the -- the school hardening journey.

23 But, honestly, seeing the -- the change in 2018
24 did cause us to invest even more. We -- as a school
25 district, we have taken resources and -- and focused

1 on hardening at a level we probably would not have
2 before Marjory Stoneman Douglas. And so, it did
3 cause us to change what we do and how we do it.

4 As I said, we always seem to have schools under
5 construction, so we also have someone -- our -- our
6 school safety officer is a part of that early site
7 design and -- and layout, that -- that we do that
8 early work. So --

9 MR. CARROLL: Okay.

10 MR. FORSON -- it -- it's been important.

11 MR. ROUSH: I believe that the -- the work on
12 the -- on the school hardening front is one of those
13 things that never really completely gets finished.
14 The -- the projects are just -- are -- are -- are --
15 are never-ending.

16 And just to -- when you get to a particular
17 place where you've -- you've solved one issue, or
18 you've gotten to a place where you've got the most
19 recent technology, the technology changes and you
20 need to circle back again.

21 And to -- to say that, you know, I remember
22 when we -- when -- after -- after 9/11 and the --
23 and the Department of Homeland Security, there were
24 grants there. We started doing single points of
25 entry, we started working on changing out locks to a

1 different key system.

2 And then from that, you know, we've gone to the
3 badges. We're moving toward a hundred percent of
4 our schools' access to doors, even classroom -- at
5 the classroom level, the access badge that's
6 programmed just for that teacher at that particular
7 door.

8 And so, you know, the -- the -- things are
9 expensive. We've used every dollar of our school
10 hardening dollars toward true school hardening
11 efforts. We're appreciative.

12 We need more. Fencing's expensive. Doors are
13 expensive. Everything is expensive.

14 And -- and so, you know, I would -- I would --
15 my -- my ask would be is that we not stop looking --
16 looking at school hardening and continue to ask and
17 press for school hardening allocations for years to
18 come so that we can continue these efforts.

19 MR. CARROLL: Second question, and -- and,
20 Superintendent Roush, you actually made me feel a
21 little bit better on the data, although now I have
22 even more questions on the data.

23 And I don't want to keep bringing it, because I
24 think there's some consensus around the fact that we
25 need to fix it.

1 But you said that you had school-based codes
2 that were alternatives to the SESIR data. So, it
3 dawned on me that a lot of these places that are
4 under reporting SESIR data are probably still
5 reporting, but they're -- they're -- I guess this
6 Level 5, a school-based code, because it doesn't
7 make it to a SESIR.

8 So, an inappropriate touch as opposed to a
9 physical attack, for instance, so there's lots of
10 stuff in between.

11 And you referenced DCF in -- in terms of the
12 hotline and their ability to report.

13 One of the things that DCF reports also do is
14 there's a disposition at the end of it, you know.
15 And it would seem to me -- I -- I guess that's what
16 I was looking for on Level 1s and Level 2s, if it
17 was really a Level 1, if you had a rape in a school,
18 I'm thinking at some point -- it might not be
19 immediately, but I'm thinking at some point there's
20 going to be an arrest, and at some point there's
21 going to be an expulsion, you know.

22 And -- and so I could do some analysis around
23 what the disposition was in that case to begin to
24 understand the differences in how folks are -- are -
25 - are handling the data entry.

1 You guys track dispositions at all on these
2 things? Because I'm not sure of the timing of how
3 you enter SESIR data, when it -- when it's entered,
4 is it gone? Or do you guys actually enter
5 dispositions at some point and go back and update
6 this stuff?

7 MR. ROUSH: In -- in our district, when you're
8 looking at SESIR-type incidences, those more serious
9 things that take place, that does get discussed at
10 the district level with our lead SRO, our Director
11 of School Safety, our Assistant Superintendent and
12 myself, and many times, the student -- Director of
13 Student Services, depending on the nature of the --
14 of -- of the situation.

15 So, we are -- we are following up on the
16 disposition.

17 If we don't get disposition, we come back -- we
18 circle back around and say, hey, we didn't -- we --
19 we don't know what happened to Johnny. You know,
20 what -- what happened to Johnny? What was the
21 disposition in that particular situation or that
22 case?

23 And I -- I think you do have a large variety of
24 -- of -- of points where districts involve or don't
25 involve law enforcement on these different SESIR

1 incidences.

2 And I was looking at the Level 1, 2, 3, and 4,
3 and I will tell you that, in our district, we have
4 law enforcement in all four levels --

5 MR. CARROLL: Uh-huh.

6 MR. ROUSH: -- whether it's, you know, down to
7 the Level 4 where you're talking about a tobacco
8 citation issued to a student for \$35 or certain
9 alcohol possession. I mean, we're going to involve
10 law enforcement on all levels when you're dealing
11 with a SESIR incident.

12 MR. CARROLL: SO, if there were a statewide
13 database to enter this stuff, then folks could go
14 back and enter what the disposition was on some of
15 these -- like how these incidents were resolved.

16 Would you find that helpful, as a school
17 administrator?

18 MR. ROUSH: I -- I wouldn't -- I personally
19 wouldn't have a problem with it. We're finding out
20 the disposition anyway. But --

21 MR. CARROLL: Yeah.

22 MR. ROUSH: -- if the disposition is of
23 interest to the state through the SESIR reporting to
24 try to encapsulate what this data means, back to the
25 great disparity that exists, then to that extent, I

1 would be in favor of it.

2 MR. CARROLL: Okay.

3 MR. GUALTIERI: Mr. Schachter, go ahead.

4 MR. SCHACHTER: Thank you very much for being
5 here. This -- the insight and the feedback that you
6 guys have given us has really been helpful.

7 I have two questions on SESIR.

8 The first is that we heard a really detailed
9 presentation on the analysis of the latest SESIR
10 data on the monthly. And, you know, we heard about
11 all -- you know, some school districts are reporting
12 zero, some school districts are reporting very, very
13 low numbers, and others are -- are just, you know,
14 much higher per 1,000 kids.

15 Is there any explanation that you can give to
16 help us understand the data and the huge
17 discrepancies on -- on both ends of the spectrum
18 that, you know, we didn't talk about today and from
19 -- I think your perspective would really be helpful.

20 MR. HEID: I think Superintendent Roush touched
21 on that quite extensively, actually, because if each
22 district adopts within their own documentation,
23 their own form, alternate language to capture --

24 MR. SCHACHTER: Uh-huh. Okay.

25 MR. HEID: -- student behaviors --

1 MR. SCHACHTER: Yeah.

2 MR. HEID: -- that then doesn't rise or trigger
3 that response in SESIR --

4 MR. SCHACHTER: Right.

5 MR. HEID: -- for a fight, for a battery, for
6 something else because we're coding it as something
7 alternative to what it actually was.

8 MR. SCHACHTER: Okay.

9 MR. HEID: And so, each district does that,
10 whether it's -- it's been done -- sometimes it's
11 been done intentionally, sometimes it's just a
12 historical manifestation of what takes place over
13 time.

14 But that's a reality. So, again, I think what
15 we talked about earlier was even in our systems,
16 whether it's Focus or some other, if we forced those
17 to all fall within the SESIR designations --

18 MR. SCHACHTER: Okay. Okay.

19 MR. HEID: -- and did not allow any deviation
20 from that --

21 MR. SCHACHTER: Uh-huh.

22 MR. HEID: -- you'd see better consistency in
23 your reporting.

24 MR. SCHACHTER: Okay.

25 MR. HEID: That coupled with training, so that

1 everybody understood the true definition. I go back
2 to what I said earlier.

3 MR. SCHACHTER: Right.

4 MR. HEIG Inter-rated reliability. Do was all
5 -- do we all have the same operational understanding
6 of what a term really means. A fight, a battery --

7 MR. SCHACHTER: Yes.

8 MR. HEIG: -- an assault. And so, when you can
9 achieve that, that's when you'll get more
10 consistency.

11 But I think --

12 MR. SCHACHTER: Okay.

13 MR. HEID: -- that's the best justification --

14 MR. SCHACHTER: Okay.

15 MR. HEID: -- or explanation.

16 MR. SCHACHTER: Perfect. Yeah, no, thank you
17 for reiterating that.

18 You know, big picture here, we're spending a
19 lot of time and effort on SESIR and, you know,
20 collecting this data's great, but nobody wants to,
21 you know, just collect data. Where do you envision
22 and -- and if you had this dashboard -- I'm -- I'm
23 not sure if each of your districts have these kinds
24 of dashboards, but what do you ultimately think that
25 we should be doing with this data and how should we

1 be using it to -- to make schools safer?

2 I talked earlier about how Superintendent
3 Cartwright is using this data, you know, to
4 implement, you know, metal detector wands.

5 What would you be able to do, what could you
6 do, and how do you think it would help us? You
7 know, why should we continue to collect this data?

8 MR. HEID: It's -- it's a precursor to other
9 issues. So, my -- my current dissertation's on
10 adverse childhood experiences, the use of cognitive
11 behavioral therapy to -- to address those issues.

12 There are patterns of behaviors that emerge
13 early on. And if we can identify those patterns
14 before they -- they result in a behavior, then we're
15 better off.

16 And I -- so having that data and being able to
17 analyze it and find patterns within students -- or
18 populations of students would give us that
19 information to help trigger better or different
20 interventions and supports for early intervention,
21 rather than a -- a responsitory intervention after
22 the fact.

23 MR. SCHACHTER: And do you feel this specific
24 SESIR data we're collecting is going to help you do
25 that? Or --

1 MR. HEID: I -- I do.

2 MR. SCHACHTER: Okay.

3 MR. HEID: I do. Because it's not -- it's --
4 because we won't use the SESIR data in isolation.
5 You're looking at academic performance data. You're
6 going to couple that with attendance data. You're
7 going to couple that with disciplinary data.

8 MR. SCHACHTER: Right.

9 MR. HEID: So that collective data set is what
10 informs that practice.

11 MR. SCHACHTER: Would it help if we collect --
12 if we did it all -- if we put it all together for
13 you?

14 MR. HEID: I don't know that I want to open
15 that can of worms, put that burden on the Commission
16 --

17 MR. SCHACHTER: Yeah, right.

18 MR. HEID: -- at this time.

19 MR. SCHACHTER: Go down that route.

20 MR. HEID: But I think that's worth further
21 discussion --

22 MR. SCHACHTER: Yeah.

23 MR. HEID: -- if the Commission is --

24 MR. SCHACHTER: Yeah.

25 MR. HEID: -- another committee --

1 MR. SCHACHTER: Yeah.

2 MR. HEID: -- is -- is facilitated --

3 MR. GUALTIERI: Yeah.

4 MR. HEID: -- as a result.

5 MR. SCHACHTER: Yeah.

6 MR. GUALTIERI: You know, one of the -- it's
7 hard question, but I'm going to ask anyway, because
8 you all have a tremendous amount of experience.

9 Before you can solve any problem, you've got to
10 know what the problem is, what's causing the
11 problem. We know we've got a problem. We don't
12 know exactly what's causing it. And we can
13 speculate.

14 But just based on your instincts, your guts,
15 your many, many years of collective experience, do
16 we have a problem? Not does it happen. Of course
17 it happens, probably anecdotally, but does -- does
18 it really happen where it's a big problem, where you
19 have, at a line level, let's say a principal level
20 or below, do you have non-reporting and under
21 reporting to circle the wagon, that is a big problem
22 that has to be addresses where we've got to change a
23 culture and make people understand that they are not
24 going to get dinged just because their school shows
25 a high number of incidents.

1 And is that a major issue that has to be
2 addressed as we try and tackle this?

3 DR. CARTWRIGHT: I think any time you're
4 looking at how the data is going to be viewed, you
5 always have to also look at from a how is the public
6 going to view it. Because if the numbers are high,
7 then there's a perception, or a false perception,
8 that maybe told from others.

9 And so, there's always that balance that
10 sometimes school administrators feel they have to
11 walk. I'm not saying it's right. Because, frankly
12 speaking, I believe it's important for us to be
13 transparent, and what the data is is what it is.

14 But it allows us to inform future decisions on
15 how we go forward.

16 Just as my colleague, Mr. Heid was -- was
17 describing about being able to look at trends and
18 patterns for a student in order to help identify if
19 that child needs additional support, it can also be
20 trends and patterns that are occurring within a
21 school environment as well.

22 And so, it feeds both ways as far as an
23 analysis is concerned, but what do you do with the
24 data to drive change going forward is the ultimate
25 question, without being really kind of dinged --

1 dinged by other people because, wow, you've got
2 really high numbers here, what's going on.

3 So, it's that -- it's how do we have this very
4 honest conversation that is a very fine line
5 conversation in saying we realize that there's
6 things that are going on, and here is our plan of
7 action on how we're going to address it, and,
8 community, we need you alongside of us because we're
9 in this together.

10 MR. GUALTIERI: Anybody else want to offer any
11 view on that question? No? Okay.

12 Anybody else?

13 Yeah, Commissioner Glass, go ahead.

14 MR. GLASS: Thank you, Mr. Chair.

15 Thank you guys for being here, and I'm -- I'm
16 like getting up to speed on all this for the past 90
17 days, so -- but I do have a question.

18 As we harden our target, we harden the schools,
19 and we make it -- and we talk about behavioral and
20 we harden everything, with the safety officers and -
21 - and the school resource officers, we have a lot of
22 the school district classrooms. moving around, on
23 the roads.

24 So, has your school districts been monitoring -
25 - you know, do you have video cameras inside the

1 school buses, or real time monitoring and also
2 tracking where they're moving to that has the
3 capability of getting to the PSAP almost immediately
4 on a 911 call, on an active alert?

5 Because as we harden all this up, that's where
6 that child or that student that's having an issue is
7 going realize, I can't get it here, but I can get it
8 right there.

9 And are we training our school bus drivers in
10 the same type of behavioral recognition?

11 Just curious.

12 MR. FORSON: If -- if -- if I can just answer
13 that briefly, I -- I think it is -- that -- that's a
14 very significant issue, and that we have moved --
15 yes, we have cameras, multiple cameras, actually,
16 now, multiple cameras on our buses and -- and we
17 also have GPS to track and be able to respond
18 quickly.

19 The -- the other element of that is -- is
20 having 800-megahertz radio, so even if a bus
21 operator has an incident, they can, right a that
22 time, get law enforcement to a place or anything of
23 that nature.

24 But I -- but I think one of the -- you bring up
25 an important point I think we all have to remind

1 ourselves of. There are some very vulnerable places
2 for us.

3 As well as we put up fencing, as well as we do
4 things with buses, when you have bus stops, you have
5 children on playgrounds and athletic fields, there's
6 a -- there's -- there's always a vulnerability that
7 I think that makes us uncomfortable, that we -- we
8 try our best to try to do the best we can to provide
9 -- if it can't take away the risk of 50 children
10 being on a bus, or the behavior that happens there,
11 to -- to apply as much support as we can that if, in
12 fact, there was an occurrence.

13 I -- I don't know how much else to -- to share
14 in that.

15 MR. ROUSH: We -- we also have multiple
16 cameras, and we have GPS tracking, and we've
17 outfitted all of our buses at this point with new
18 radios in the last 12 to 18 months to be better able
19 to communicate not only with the -- with each other,
20 but with the transportation base station and with
21 the schools.

22 I would also add that we have armed concealed
23 carry transportation employees in our district. And
24 so, what I would say is, to anybody that would want
25 to cause a major issue and try to commandeer a bus,

1 you want to guess which one or ones they are?

2 And our people -- you know, our people know
3 that. I mean, we have employees across the spectrum
4 that are highly trained. You know, God forbid
5 something bad should happen, you know, on a School
6 Board, I -- I believe it's a deterrent.

7 MR. GUALTIERI: Yeah. Mr. Oliva, go ahead.

8 MR. OLIVA: So, I -- I just want to say real
9 quick, Chair and Commission, if I can, thank you to
10 the superintendents who I think did an outstanding
11 job bringing a voice from the field.

12 And -- and I think we're really lucky at the
13 Department to be able to work with so many wonderful
14 superintendents across the state.

15 But I -- I just want to thank everybody here
16 for having this discussion, because I think we've
17 got some very real -- and I like to like tier things
18 in buckets -- some things that we can start working
19 on right now and somethings that are going to take
20 some time, real practical ideas that I know we can
21 stand by and support the work of this Commission and
22 -- and the support for safe schools, that -- that
23 we're going to see before school starts, some ideas
24 come to fruition.

25 And I -- I welcome the opportunity to provide

1 an update at the next Commission meeting on the
2 progress we made based on some of the feedback we've
3 heard from our superintendents today.

4 MR. GUALTIERI: Yeah. Yeah. Thank you.

5 All right. Anybody else?

6 All right. Well, we thank you for being here,
7 and we appreciate it. Thank you.

8 UPDATE FROM STAND WITH PARKLAND - TONY MONTALTO

9 MR. GUALTIERI: So, the last presentation today
10 will be from Tony Montalto from -- an update from
11 Stand with Parkland.

12 Good afternoon, Mr. Montalto. Thank you for
13 being here. Appreciate you coming.

14 MR. MONTALTO: Thank you. Good afternoon. I'm
15 must begin my third term as the elected president of
16 Stand with Parkland, the National Association of
17 Families for Safe Schools.

18 It's my honor to lead this group and speak to
19 this Commission on their behalf.

20 The families who had a loved on taken in the
21 Parkland tragedy on February 14th, 2018, have bonded
22 together, forming this organization to help prevent
23 others from living our nightmare.

24 Stand with Parkland looks at school safety in a
25 uniquely inclusive, non-partisan, and holistic way.

1 We use the school safety triad, which consists of
2 improving the security of the school campus,
3 improving mental health screening and support
4 programs, and, finally, if you choose to own one,
5 ensuring responsible firearms ownership.

6 These three things push and pull on one another
7 to keep our students and teachers safe at school.

8 All three of these things failed our families
9 on that terrible February day.

10 In the wake of the Parkland school massacre,
11 Florida has led the way for this nation in school
12 safety. Much of what Florida has done has been
13 informed by the work of this Commission, by the
14 experts you have had testify, by the recommendations
15 you have made to the Florida Legislature, and by the
16 courageous leadership on both sides of the aisle in
17 Tallahassee, as our politicians came together to
18 change the status quo and help ensure the safety of
19 our students and teachers at school.

20 Stand with Parkland works on all levels of
21 government, local, state, and federal.

22 We are focused on issues, answers, and
23 families.

24 With that guidance, we have been able to build
25 relationships and have meaningful conversations with

1 elected representatives and policy makers on both
2 sides of the aisle for the single purpose of
3 creating a safer environment for our nation's
4 students and teachers at school.

5 And now we're going to try this.

6 MR. SAMPLE: I think the other way.

7 MR. MONTALTO: The other way. There we are.
8 Nope. Try that way.

9 Our persistent efforts have led to great
10 victories.

11 I'm going to concentrate on the federal level
12 of our advocacy for a few moments.

13 Just a few short weeks ago, we saw the
14 Bipartisan Safer Communities Act signed into law.
15 We achieved 80 percent of our goals for this 117th
16 Congress through this one law. It has Stand with
17 Parkland's DNA written into it.

18 Similar to what Florida did with the Marjory
19 Stoneman Douglas High School Public Safety Act, the
20 Bipartisan Safer Communities Act addresses the need
21 to improve security of the schools, to increase
22 accessibility and explore extra avenues for mental
23 health, as well as addressing some firearms
24 provisions.

25 One of the most important features of this new

1 law is that it was passed in a bipartisan fashion.
2 Florida state leaders have shown that this can be
3 done, and we are happy to see these joint efforts
4 move the needle in Washington.

5 This bill provides for many things such as over
6 300,000,000 in school security and violence
7 prevention efforts through the Stop School Violence
8 Grants.

9 It provides for the recently launched
10 nationwide 988 suicide prevention lifeline, and
11 \$500,000,000 for school-based mental health staff
12 and services.

13 It also provides for federal funding for states
14 to pass crisis intervention orders, or red flag
15 laws, to help ensure responsible firearms ownership.

16 We saw Florida address all these issues in the
17 wake of the Parkland massacre. Our state has
18 demonstrated how effective red flag laws can be,
19 having used them over 8,000 times since the bill was
20 passed.

21 With a number that large, I'm sure we prevented
22 tragedies and saved lives along the way.

23 Additionally, Stand with Parkland had initial
24 success on the federal level as we advocated for the
25 passage of the Fix NICS Act, as well as the

1 Students, Teachers, and Officers Prevent School
2 Violence Act, both of which were included in the
3 omnibus spending bill back in the spring of 2018,
4 shortly after my beautiful daughter Gina, her 13
5 classmates, and her three teachers were murdered.

6 We worked with the Trump administration and now
7 with the Biden administration as we helped create
8 and review the content available at
9 schoolsafety.gov, the Federal Clearinghouse of Best
10 Practices for School Safety, and that was launched
11 in 2020 on the second commemoration of the massacre
12 of our loved ones.

13 The Luke and Alex School Safety Act, during
14 testimony before the US Senate Homeland Security and
15 Government Affairs Committee in summer of 2019,
16 Stand with Parkland requested the Federal
17 Clearinghouse Best Practices for School safety,
18 which is accessed through schoolsafety.gov, be
19 codified into law so that the all of government
20 approach which brought together the Departments of
21 Health and Human Services, the Department of
22 Homeland Security, the Department of Justice, and
23 the Department of Education would be firmly
24 established as an existing unit instead of
25 conducting business under a Memorandum of

1 Understanding.

2 With persistence, Stand with Parkland was able
3 to see the Luke and Alex School Safety Act, named
4 after Luke Hoyer and Alex Schachter, two of
5 Parkland's victims, incorporated into the Bipartisan
6 Safer Communities Act.

7 The schoolsafety.gov website is truly a one
8 stop shop for everyone involved with the safety of
9 our nation's students and teachers at school.

10 It brings together the work product of the
11 aforementioned agencies. It has everything from how
12 to improve the culture and climate of your school to
13 how to protect kids from COVID to a readiness plan
14 to check on a school's active assailant plan.

15 Should any deficiencies be found, there are
16 links to the -- to federal documents that can help
17 you repair the issues that are deficient.

18 There is also a grant finder tool that allows
19 states, school districts, and even individual
20 schools to identify federal dollars available
21 through grants that can help them fix any
22 deficiencies or create improvements regarding school
23 safety insecurity.

24 This is a vital piece of the puzzle, if we --
25 as we have secured increased funding through the

1 Bipartisan Safer Communities Act. We must now make
2 sure it gets to schools and is used properly.

3 Stand with Parkland is already working with the
4 staff from schoolsafety.gov to make sure they have a
5 list similar to what this Commission has put out of
6 low-cost, no-cost, and first step items that schools
7 around the country can execute with this increased
8 funding.

9 We make sure Florida's Office of Safe Schools
10 knows about these opportunities for Florida to
11 access these federal dollars and improve our
12 schools.

13 We are also proud to report that Florida is
14 among the most proactive states in the firewall
15 protected information sharing section of
16 schoolsafety.gov.

17 Which brings us to some of our work on the
18 state level.

19 On the right side of this slide, you can see
20 the bills that have passed in Florida. You may
21 notice consecutively from 2018 to '19 to '20 to '21,
22 and this year, in 2022, Florida has continued to
23 pass a series of legislative efforts to improve
24 school safety.

25 Many of these items included in these laws came

1 from the work and expert testimony before this
2 Commission.

3 Additionally, Stand with Parkland has helped
4 generate some of the ideas encompassed in these
5 laws.

6 The laws started out in a bipartisan fashion.
7 Just three short weeks after the tragedy here in
8 Parkland, we saw the Marjory Stoneman Douglas High
9 School Safety Act pass.

10 This important first step passed with
11 bipartisan support.

12 Since then, the Florida Legislature has been
13 able to come together to vote unanimously for the
14 school safety programs listed for the next four
15 years.

16 Through multiple avenues, from letter writing
17 in support of bills to visits to the capital to
18 personal appearances testifying for the reason and
19 the need for these bills, Stand with Parkland's
20 founding members have been actively involved. It
21 has been our mission to help secure the legacy of
22 those we lost by creating a safer environment for
23 students and teachers in school.

24 Just this year, as discussed earlier, HB 899,
25 Stand with Parkland was -- was able to insert a

1 provision that requires each school district to
2 create a districtwide mental health coordinator.

3 We believe that having this single individual
4 in charge of making sure that a student who is
5 receiving help through the school district is on a
6 path to a best possible outcome is very important.

7 Hopefully, this will close the loop that we saw
8 fail and allow the murderer of my daughter and her
9 classmates and teachers get through.

10 We believe having a single individual in each
11 district to help coordinate with the school safety
12 specialist, the Office of Safe Schools, and the
13 superintendent of each district will make sure that
14 no one, especially those students that have gone
15 through the behavioral threat assessment process,
16 falls through the cracks.

17 It has been shown that this monitoring piece,
18 or management, as you guys discussed earlier, is
19 important to the successful outcome for these
20 individuals.

21 In 2021, with the passage of SB 590, we saw the
22 inclusion of our Parents Need to Know initiative.
23 This bill was the brainchild of Phil and April
24 Schentrup, parents of Carmen, a victim here in
25 Parkland. It requires that information get to

1 families in a timely manner so they can make a
2 decision on how best to protect their children.

3 Before this law was there, there was no legal
4 duty to warn parents about threats made to a school.
5 Yet we saw here, through testimony before this
6 Commission, that the school officials, the mental
7 health folks, and the police knew about the dangers
8 of the shooter, but nobody sought to inform the
9 parents of the students that attended MSD.

10 Parents need to have information so they can
11 make the proper choices and Stand with Parkland was
12 happy to work with Sheriff Gualtieri and the leaders
13 of the Florida House and Senate to get this law
14 passed.

15 This initiative has been forth into a US House
16 bill which will carry once again something that
17 Florida has enacted forward, hopefully into federal
18 law.

19 The initiative is similar to the federal Clery
20 Act, which applies to information colleges need to
21 notify parents about.

22 We are hopeful to see this applied to America's
23 K through 12 schools.

24 Stand with Parkland has worked in other states.
25 Just this year, we worked with Virginia and also

1 testified in Pennsylvania. As we told them about
2 the laws and procedures we have passed here in
3 Florida, we tried to export Florida's expertise to
4 places where it can be used to protect students and
5 teachers in other states.

6 Sadly, many states have not found the
7 leadership necessary to take urgent steps to improve
8 school safety.

9 I'm going to lay the groundwork for some of
10 Stand with Parkland's ongoing efforts.

11 Myself, along with Stand with Parkland members
12 Max Schachter and Ryan Petty, toured the nation with
13 the National Threat Assessment Center Team, also
14 known as NTAC, in 2019 and 2020 as they rolled out
15 their Protecting America's Schools Report.

16 Over 5,000 school, law enforcement, and mental
17 health professionals heard our stories to accentuate
18 the reason they needed the training that was
19 presented to them.

20 I also worked with the team from NTAC as they
21 launched their 2021 report on averted school
22 attacks.

23 Both of these reports are available on
24 standwithparkland.org's resources page.

25 Stand with Parkland is advocating in Congress

1 to pass the Eagles Act, named after the mascot at
2 Marjory Stoneman Douglas. It is a bipartisan bill
3 in the US House and Senate that would reauthorize
4 the National Threat Assessment Center, which is part
5 of the US Secret Service, to continue its vital
6 research on preventing school attacks, as well as
7 provide additional funding for training in local
8 communities around this nation.

9 Proper training on the post proactive tool we
10 have to stop school shootings, behavioral threat
11 assessment and monitoring, is vital.

12 Sadly, as this Commission uncovered, the
13 behavioral threat assessment process was not handled
14 properly at MSD High School. And that failure
15 contributed to the deaths of students and teachers.

16 Closer to home, Stand with Parkland has had
17 people reach out to us for help. Through our local
18 School Board and Stand with Parkland members Lori
19 Alhadeff and Debbi Hixon, we were told of an
20 increase in weapons being brought to schools. And
21 they asked for our help to come up with a program to
22 keep students safe.

23 With that in mind, we provided this messaging
24 about one method to teach students to avoid touching
25 guns. It's a very simple message. Gun safety is as

1 easy as one, two, three.

2 One, do not touch the gun.

3 Two, do not let your friends touch the gun.

4 Three, go get an adult.

5 With these three steps, you can be a hero and
6 prevent tragedy.

7 Our board thought through this and thought it
8 best to create some additional outreach on firearms.
9 We know that many firearms were purchased for the
10 first time during the pandemic.

11 Stand with Parkland wants to encourage all
12 firearms owners, whether newly introduced or it's
13 been in your family for years, to make sure your
14 firearms are stored safety, someplace where it's not
15 accessible by children, as well as someplace where
16 it's not likely to be stolen.

17 We are hopeful that this Commission can
18 encourage our Legislature to increase funding for
19 public service announcements or other efforts to
20 protect Florida students by providing some increased
21 messaging to prevent students from bringing a gun or
22 other weapon to schools and stressing the need for
23 safe storage.

24 Next -- all right. I'm going to touch on a
25 slide -- as the new school year begins -- I guess I

1 left this one out -- but our five questions that
2 every parent should ask are available on our
3 website.

4 The five questions are, one, does the school
5 have an active shooter policy.

6 Two, does the school train all staff members
7 for active shooter scenarios?

8 Three, does the school have a single point of
9 entry being access controlled during school hours?

10 Four, is there a way a student and staff can
11 report threats?

12 Five, how are parents notified when a threat
13 has been made to the school?

14 We believe these five questions are
15 conversation starters with schools, administrators,
16 and school districts to help ensure the safety of
17 students and teachers at school.

18 We provide the answers of what parents should
19 expect to hear free of charge when you sign up at
20 standwithparkland.org.

21 We hope that schools will continue to advertise
22 the Fortify Florida app as well as any other
23 applications that are used in districts, such as
24 Safer Watch here in Florida -- or here in Broward, I
25 should say.

1 We need to get the word out that if you see
2 something, say something.

3 The NTAC reports have shown that students are
4 the most likely source to see any indication of a
5 threat first, and we must provide them a way to
6 report it to agencies that will act on it to prevent
7 a tragedy. They can't just report their concerns to
8 social media companies.

9 I'll say that Florida has the right approach.
10 Florida took decisive action by creating this
11 Commission and extending it to 2026, by having
12 elected leaders that had the political courage to
13 work together to find a comprehensive path that
14 would stop what happened here in Parkland from
15 devastating another community in our state.

16 Sadly, we have seen the people in Texas suffer
17 through two mass school shootings since the Parkland
18 tragedy. Texas failed to make the significant
19 changes required to protect students and teachers.

20 Florida's changers -- changes are broad based.
21 They address Stand with Parkland's school safety
22 triad: securing the campus, improving mental health
23 screening and support programs, and, finally
24 ensuring that firearms are owned responsibly.

25 We must continue to see a wide range of

1 solutions on school safety issues. Perhaps helping
2 the Office of Safe Schools to fulfill its dual
3 mandate by bifurcating it to have an enforcement
4 division and a facilitator division is a path we
5 should explore.

6 Florida's laws on firearms work. The change to
7 age 21 to buy, the introduction of red flag laws,
8 again, used over 8,000 times to help save lives,
9 have all prevented another tragedy like we had here
10 in Parkland.

11 Preventing school shootings is a public safety
12 issue. It's not a personal rights issue.

13 The current firearms laws in Florida have
14 prevented another tragedy in our state like
15 Parkland. There is no need to change them.

16 Thanks to leaders like Sheriffs Judd, Tony, and
17 Gualtieri, Florida has emphasized how law
18 enforcement has a role in preventing school
19 shootings, in improving the terrible response we saw
20 here in Parkland, and how law enforcement can help
21 mitigate these strategies.

22 Stand with Parkland is proud to have partnered
23 with this Commission. We understand -- or I should
24 say proud to have partnered with the Commission,
25 helping many of the recommendations you have made

1 find their way into law.

2 We understand the importance of your work, and
3 we look forward to continuing as part of a team that
4 has coalesced to protect students and teachers at
5 school.

6 Florida has led the way, and the families of
7 Stand with Parkland have paid the ultimate price for
8 that progress.

9 Thank you.

10 MR. GUALTIERI: Thank you, Mr. Montalto. And
11 certainly, appreciate you and the work that the
12 families have done through Stand with Parkland.

13 Does anybody have any questions for Mr.
14 Montalto? No? Okay.

15 Thank you very much. Appreciate --

16 MR. MONTALTO: Thank you.

17 MR. GUALTIERI: -- you being here.

18 All right. So that's the last presentation we
19 have on the agenda today.

20 COMMISSION DISCUSSION ON FORMATION OF ACTIVE
21 ASSAILANT MODEL POLICY

22 WORKGROUP, THREAT MANAGEMENT STATEWIDE PROCESS AND
23 POLICY WORKGROUP AND SESIR WORKGROUP

24 CHAIR GUALTIERI: The next topic on the agenda
25 is to talk about the committees that I'd suggested.

1 I know we're kind of running up on the end of
2 the day here and -- timewise but tell me what you
3 all thing.

4 What I would propose is is that we, you know,
5 form three committees. One chaired by Commissioner
6 Nelson that would bring together law enforcement and
7 the appropriate stakeholders to come up with that
8 active assailant response policy, a model policy
9 that would be brought back and approved by the
10 Commission, and then set out as one that could be
11 adopted by agencies that don't have one, agencies
12 can modify their policies based upon this model
13 policy. And it would be something as a -- as a go-
14 by to avoid that situation where nobody has the tool
15 that they need.

16 And it would help guide their training,
17 hopefully, within the agency, so.

18 The second one would be on SESIR. And I would
19 propose, because they really are the leaders on it
20 and the subject matter experts are there, along in
21 the districts, but the leadership on it is to have
22 the Office of Safe Schools and the Department of
23 Education lead that SESIR committee but to -- Mr. --
24 Mr. Schachter's done a tremendous amount of work in
25 this area of SESIR. I know he has a keen interest

1 in it and has a public-facing website that you put
2 out with some of the older data.

3 So, I know this is something that's very
4 important to you.

5 And to have Mr. Schachter participate on that
6 committee with the Department of Education.

7 And all of these have to have all the
8 stakeholders. So, in the workgroup that
9 Commissioner Nelson would lead, it would be
10 fire/EMS, school principal/superintendent, Florida
11 Police Chiefs representative, Florida Sheriffs
12 representative, FDLE.

13 I've talked to Commissioner Glass about this,
14 and you said that you'd commit people from FDLE.

15 But on the SESIR workgroup, it's got to get
16 down where you've got some teachers, you've got to
17 have some assistant principals, you've got to have
18 some principals, you've got to have some
19 superintendents. You need the feedback from the
20 people on the ground, and it really needs to be a
21 cross section.

22 And I've spoken with Chancellor Oliva about it,
23 and with DOE, and you all are willing to lead that,
24 correct?

25 MR. OLIVA: Absolutely.

1 MR. GUALTIERI: Okay. And then the last one,
2 and, really, just because I -- I'm so entrenched in
3 it, I -- I just figured I would do it myself and
4 lead the committee on the threat management.

5 We can't have more than two Commissioners on
6 any committee. Otherwise, we run into Sunshine Law
7 issues, and I think it just gets very complicated,
8 because then we have to notice meetings and we have
9 to do minutes and we have to do all of what goes
10 with sunshine.

11 So -- but I would propose same thing on the
12 threat management, that we would have people at a
13 line level, again, teachers, APs, superintendents,
14 all the appropriate stakeholders, and come up with a
15 model statewide process, protocol, and then come
16 back with these -- so all these committees would be
17 fact finding, making these recommendations.

18 Come back, to a presentation to the Commission,
19 and then you all would have an opportunity to weigh
20 in on the proposals. Similar to what we did when we
21 did our reports is that we did presentations, we sat
22 here, we brainstormed, we came up with ideas, and we
23 tweaked what it was so then the Commission would
24 have an opportunity to have input and to adopt a
25 model threat assessment policy, decide whether we

1 want to recommend that it goes to the state board
2 for rulemaking, whether it goes to the Legislature,
3 whatever we do with it.

4 Same thing could be with SESIR.

5 So, these purpose of these committees is just
6 to do a whole bunch of legwork, bring it back, and
7 then we decide where we want to go from there.

8 So, is this something that -- do we have
9 concurrence on it? You all want to do it in some
10 other way? Is this -- does anybody not agree with
11 that? I guess I'll put it that way. Is everybody
12 okay with it?

13 I -- I don't know that we need a motion on it,
14 but -- yeah, Commissioner Larkin-Skinner, go ahead.

15 MR. LARKIN-SKINNER: I support it, definitely.

16 Just one suggestion, to -- to make sure that on
17 the threat management workgroup there's behavioral
18 health provider --

19 MR. GUALTIERI: Yes.

20 MR. LARKIN-SKINNER: -- representation.

21 MR. GUALTIERI: Yeah, so what I had on -- and I
22 think on there is is that because they were recently
23 formed, I think we have to have at least
24 representation from the new mental health
25 coordinators with every district.

1 We also need some people on that that are
2 current members of threat assessment teams in
3 districts, which would include behavioral health,
4 mental health people.

5 So, I'm a big believer that with all of this is
6 is that it needs to be bottom up driven, not top
7 down driven. I think that's been part of the
8 problem. We need to get input from the people that
9 are tasked with doing it every day and have been
10 doing it, because they're probably best suited and
11 will have the best insight about what works and what
12 doesn't work.

13 And I -- and I think that's been part of the
14 problem is is that people have said, this is the
15 best idea. We've pushed it down and told people to
16 do this, but we don't have enough input from them on
17 what works and how they learn and -- and how the
18 processes are working so they can push it back up.

19 MR. LARKIN-SKINNER: I -- I would suggest
20 considering also the mobile response team
21 representation and CAT, because those are two things
22 that were created after Parkland as part of the bill
23 as more of that coverage across the state.

24 MR. GUALTIERI: Uh-huh.

25 MR. LARKIN-SKINNER: And they're the ones that

1 --

2 MR. GUALTIERI: Sure.

3 MR. LARKIN-SKINNER: -- get called out.

4 MR. GUALTIERI: Sure. Yeah. So, it seems like
5 we have consensus on this as -- as a way to go with
6 it.

7 So, the next question is, you know, how much
8 time -- the legislative session is late this year,
9 meaning it's later than -- because it's a odd year
10 coming up. So that means it doesn't start until
11 March as opposed to even years where it starts in
12 January. That's what I mean by that.

13 And so, we've got a little bit of time. And
14 because it's also an election year, no bills can be
15 filed by anybody until after the election.

16 So normally you start seeing bills that are
17 filed and you start seeing committee, you know,
18 meetings and committee weeks.

19 But, you know, generally how it's going to work
20 is after the election, then people will start filing
21 some bills and they'll set some organizational
22 meeting weeks, that kind of thing.

23 I don't think -- and, Senator Book, you can
24 weigh in on this if I -- if you -- don't have it
25 right, is most of the work's not going to begin

1 until the first of the year. That's when you're
2 going to see the substantive committee weeks, and
3 then it'll go into the session in March. So, we've
4 got a little bit of time.

5 I -- I think there's two options here. I asked
6 Heather Pence from FDOE to check with the facility
7 here and see what they had available in early
8 November.

9 I want to have a takeaway from this because I
10 believe it's good to work against deadlines so that
11 we don't just form these committees and then things
12 just sit, is I would suggest that we either try and
13 -- it might be too -- it might be a lot to try and
14 get this work done over the next three months and
15 come back in early November, or we get a little
16 breathing room, perhaps, and then we can go back and
17 check with them, maybe come back in early January.

18 I suggest that we don't try and meet in
19 December. There's just too much going on between
20 Christmas and -- Thanksgiving and Christmas in that
21 timeframe. That we either shoot for getting this
22 done by early November or it would probably work
23 this year to do it in January, early January,
24 because I don't think much is going to happen,
25 again, bills being filed. We've got plenty of time

1 to get stuff done with the bill filing deadline
2 being just before session starts.

3 Do you see any problems with -- so what do you
4 all recommend? What do you all want to do? Do you
5 want to push it and try to do early November, or
6 should we just shoot for maybe early January?

7 MR. LARKIN-SKINNER: I think January.

8 MR. GUALTIERI: January?

9 MR. HARPRING: Mr. Chair, given the multiple
10 pieces, I -- I think January would probably give us
11 a better --

12 MR. GUALTIERI: Okay.

13 MR. HARPRING: -- substantive view of the
14 multiple pieces and won't hurt our timing relative
15 to the legislative session, I don't think.

16 MR. GUALTIERI: Uh-huh. Secretary Marstiller?

17 MS. MARSTILLER: I don't disagree that January
18 for an ultimate product is --

19 MR. GUALTIERI: Yeah.

20 MS. MARSTILLER: -- where we want to go, but I
21 would suggest, if we can, an interim look at what
22 the committees are doing so that the Commission
23 agrees, right, that we are looking at the right
24 things. And so, if those --

25 MR. GUALTIERI: Yeah.

1 MS. MARSTILLER: -- committees need a little
2 bit of tweaking or some guidance from the Commission
3 --

4 MR. GUALTIERI: Okay.

5 MS. MARSTILLER: -- that they have time to make
6 those adjustments in time for January.

7 MR. GUALTIERI: Okay.

8 MR. OLIVA: I was going to actually say the
9 same thing. I -- I think for us, I'd -- I'd like to
10 be able to bring a product back in November to get
11 feedback and have a runway that if we've got to go
12 back to the workgroups to update the feedback from
13 the general Commission, if we're not -- if the
14 workgroup's not hitting the mark or the expectation,
15 we -- I think it would be wise to have a buffer zone
16 that, yeah, by January, we should have --

17 MR. GUALTIERI: Yeah.

18 MR. OLIVA: -- recommendations, but I think --

19 MR. GUALTIERI: Okay.

20 MR. OLIVA: -- there would be value in having a
21 meeting prior to that.

22 MR. GUALTIERI: Yeah, I think, you know, in
23 hearing that I -- I -- I think you all probably --
24 there's probably some merit, given -- and one of the
25 reasons why I say that and what -- is that our prior

1 processes in this, when we were doing the -- the big
2 reports, is is that it did take more than one
3 meeting to get through, get all the input, and then
4 to formulate it.

5 So maybe we should try and do something just to
6 bring back some sort of a product in November and
7 then maybe shoot for some sort of product -- final
8 product in -- in January.

9 I don't know what you all thing about it. I --
10 I -- you know, I'm not sure -- and, again, given as
11 big as this Commission is and the makeup and our
12 dynamics in the past, you know, when we've been
13 working through things, I don't -- I don't think a
14 Teams or a Zoom type meeting for that's going to
15 work. I think it has to be an in-person thing. I
16 just can't see us being able to accomplish that. I
17 think it has to be in person.

18 So, it seems like I got head nods on that.

19 All right. So, the -- is -- is the consensus
20 is we'll try and get something -- so shoot for
21 November and then see what we can work through in
22 November?

23 Maybe we can get it done, and, if not, take it
24 back to the workgroups, make some modifications, and
25 bring it back for a final product and

1 recommendations in January.

2 Does that work for everybody? Okay. All right.

3 MR. CARROLL: Sheriff --

4 MR. GUALTIERI: Anybody else? Yeah.

5 MR. CARROLL: -- I agree with the timeframes.

6 And I also agree with the checkup.

7 Can I ask, though, that -- I love that we're
8 going to look at -- break out in subcommittees and
9 do this work, but could I ask that as the groups
10 look at it, they look at it in three distinct way --
11 like it's going to be great to get back process, but
12 then a key to that is how we're going to implement
13 and train folks, and then what process are we going
14 to propose to do some follow up.

15 Because as we have seen repeatedly in our
16 experience over the past four years, just having a
17 policy doesn't mean anything.

18 And so, if each of those committees would
19 approach it from the standpoint that what are your
20 recommendations for improvement, how are we going to
21 implement, what's the training look like, what's the
22 timeframes look like, and then how are we going to
23 know that was actually done, like what would --
24 what's the follow up cycle.

25 MR. GUALTIERI: And I think some of that is

1 going to have to be, you know, through the
2 legislative process or through the rule making
3 process.

4 You know, one of the things in -- that I have
5 had communications with Commissioner Diaz about is -
6 - and while this Commission's sunset was moved from
7 next July until July of 2026, there really needs to
8 be a transition and a segue into the Office of Safe
9 Schools for the long term.

10 There has to be a successor entity. There has
11 to be a transition plan from this Commission into a
12 permanent -- and I think that that's what
13 Commissioner Diaz has begun the process of by
14 bringing in Chief Cochran (phonetic), by recognizing
15 that there needs to be a separation from the
16 training, mentoring, technical assistance component
17 with the compliance component -- component, and
18 trying to, I think with those things that are
19 appropriate, to transition some of that into the
20 Office of Safe Schools.

21 You know, we've been at this now for four and a
22 half years, and, at some point, is it that there has
23 to be an entity that is going to maintain and
24 advance it in perpetuity.

25 So, I -- I think, to your point, absolutely,

1 Commissioner Carroll, is is that what we've seen is
2 is that if it's just put out there, it sits. And
3 there has to be some permanency to it and somebody -
4 - something that is going to advance it as well.

5 And -- and I think, to a large degree, it's the
6 Office of Safe Schools that we would rely on to --
7 to do that.

8 MR. CARROLL: Well, and I do think that at
9 least I heard that the superintendents were in favor
10 of actually providing the Office of Safe Schools
11 with some more resources to do just that. They --
12 they were inviting some more oversight.

13 MR. GUALTIERI: I -- I think I heard the same
14 thing, which is good.

15 And this is something that, you know, we've
16 heard from the schools from the superintendents
17 consistently I've heard is somebody just tell us
18 what you need, what we're supposed to do, give us
19 definitive answers in a timely fashion, and we'll
20 get it done.

21 And this is what the feedback has been is they
22 -- they need and want more of that, is is that don't
23 come to us and tell us all of what we're not doing
24 until somebody just tells us, again, definitively
25 and timely, do this, and we'll get -- and we'll fix

1 it for you.

2 So I think that there -- that it seems this
3 panel was along those lines and willing to do it,
4 and I think that that's the route that we need to
5 go.

6 So, again, with -- whether it's on active
7 assailant response, whether it's on SESIR, whether
8 it's on threat management, whether it's on any of
9 these other topics, is is that let's give them what
10 they're asking for.

11 And, you know, the local control issue's
12 important to them, but in this area, what the
13 consistent theme -- theme seems to be is is that
14 they're open to more oversight and open to more of a
15 framework.

16 So, this is where -- you know, as an example,
17 threat management. You've got some districts, you
18 know, that have the -- the strictly local team at
19 the school, some have a school-based team, some have
20 all these other things.

21 So, we're going to have to come up with a model
22 that gives a degree of flexibility but some of the
23 timeframes, some of the districts may not like.

24 And so, what I say to that is, oh, well, is is
25 that, too bad, and it's just what you're going to --

1 so we'll work with you, but you're not going to have
2 -- you can't have a system that has structure that
3 gives everybody their own way of doing it ad hoc.
4 You can't have -- and that's where we are now, and
5 this is what we've got.

6 So, we've got to change it.

7 And, you know, one of the challenges is going
8 to be with the active assailant response policy. I
9 don't know that that can get mandated, but if it's,
10 which I'm sure it will be, a great product that's
11 compelling, then why wouldn't they adopt it?

12 Another -- another one, and we'll see, and this
13 is what the Office of Safe Schools is already tasked
14 with, and it's a big deal. You hope you never need
15 it, but it's a reunification policy.

16 So, a reunification policy is just that. It --
17 it needs to be then implemented and they have to
18 train on it.

19 I -- I guarantee you that very few counties,
20 very few areas, very few districts in any active
21 assailant drills, training, or mass casualty events
22 have actually tested their reunification protocols
23 they have in place. Very few -- most don't even
24 have it, much less tested it.

25 So that's another area that, you know, needs to

1 be looked at because -- because it's got to be
2 implemented, so.

3 All right. So, we'll -- we'll work with you
4 and come back and look at those dates in November to
5 try and come back with something.

6 COMMISSION DISCUSSION ON PROPOSED LEGISLATION FOR
7 2023 AND FUTURE COMMISSION MEETINGS

8 MR. GUALTIERI: If -- if you all have, and I
9 guess you can start thinking about it, is if there's
10 any other areas or topics for proposed legislation
11 for 2023, you know, start thinking about that and
12 bring those things forward and we can talk about
13 that at the next meeting as well in November, about
14 proposals unrelated to anything that we're talking
15 about here or that complements it.

16 So, with that, the last thing that we have is
17 public comment, unless anybody has anything else.
18 If there's anything that -- Chancellor Oliva, go
19 ahead.

20 MR. OLIVA: Sure. I just -- I just want to --
21 I think it would be good, because I -- we heard it
22 mentioned a couple times today about the district
23 mental health coordinator requirement in recent
24 legislation.

25 So, I think it's good for the Commission to

1 know that we have somebody identified from all 73
2 LEAs. We have our 67 districts, our four lab
3 schools, four deaf and blind, and four virtual
4 school.

5 We actually did an introductory call with all
6 of them about two weeks ago to talk about roles and
7 responsibilities and next steps.

8 So, we're starting to move some great
9 legislation that's been recently passed into law,
10 getting some of their workgroups together to start
11 collaborating with state schools so that that is
12 moving forward.

13 So, I think there's value in making sure the
14 Commission knows that.

15 MR. GUALTIERI: Good. Do you know what -- I'm
16 just curious on this. Do -- if districts assigned
17 that as a collateral responsibility to somebody or
18 are they -- is that a full-time position? Do you
19 know how they're doing it, or you don't know?

20 MR. OLIVA: I think it's -- you're going to
21 find it's all over the place.

22 MR. GUALTIERI: Okay. I was just curious,
23 yeah.

24 All right. Anybody else? Any -- yeah, Mr.
25 Schachter.

1 MR. SCHACHTER: I think, you know, this mission
2 -- this Commission meeting was another really
3 productive meeting. Thank you for everybody that --
4 that made the effort to travel all the way down
5 here.

6 And -- and, Sheriff Gualtieri, thank you for
7 not taking your foot off the -- off the pedal. It's
8 been four and a half years, and you're still working
9 -- working hard to -- to protect our schools and
10 make our kids safe and -- and prevent the next
11 Parkland and Uvalde.

12 And we are all in -- in your debt. So, thank
13 you for doing all your work.

14 MR. GUALTIERI: Yeah. Thanks.

15 PUBLIC COMMENT

16 MR. GUALTIERI: All right. So, we'll open it
17 up for public comment. As always, we ask that
18 people keep their comments to three minutes.

19 And we'll begin with Mr. Montalto.

20 MR. MONTALTO: Can't get enough of you guys
21 today.

22 I just want to say leadership makes a
23 difference.

24 Thanks to the superintendents that were on the
25 panel today.

1 I'll make a suggestion that you guys have a
2 teacher panel at a future meeting. They need to be
3 part of the solution as well.

4 And to echo Commissioner Schachter, Chair
5 Gualtieri, thank you for your leadership, for
6 driving school safety throughout this state.

7 Thanks to all of you on this Commission.

8 Many legislators have shared their admiration
9 for your recommendations and the work you've done.

10 Thanks to the people in the Department of
11 Education and the Office of Safe Schools for trying
12 to keep our students and our teachers safe.

13 After hearing Sheriff Tony and Dr. Cartwright,
14 we have seen good leadership equals positive change.

15 With that, I'd like to say thank you to Chair
16 Latvala and Chair Gruters from the Florida Senate
17 and -- Florida House and Florida Senate, to
18 Representatives Hunschofsky, Hawkins, Bailey, and
19 LaMarca, to Speaker Sprowls and President Simpson,
20 and to Governor DeSantis.

21 I'll say it again. Leadership makes a
22 difference. Good leadership equals success.

23 MR. GUALTIERI: Thank you, Mr. Montalto.

24 The next -- and I can't read the last name.
25 First name is Albert.

1 If you would, sir, please just provide your
2 last name when you come up for the record.

3 MR. KOENIGSBERG: My last name is Koenigsberg.

4 MR. GUALTIERI: Okay.

5 MR. KOENIGSBERG: I appreciate you allowing me
6 to speak for a moment today.

7 I started advocating for public safety in 1991.
8 I filed comments back then against Nextel and
9 Motorola taking away the old brick radios.

10 I provided the software into the World Trade
11 Center that was used on the second floor when the
12 building went down by the Port Authority of the City
13 of New York and New Jersey police.

14 I'm here to advocate for the fire and the
15 police right now.

16 You guys have done a great job. I admire it.
17 but there are two common denominators in every
18 school shooting that I've noticed.

19 One is the shooter. And the other is the lack
20 of incident command and control.

21 What you wrote was eloquent in your findings,
22 but not once today have I really heard about how
23 we're going to support the police, how we're going
24 to support the fire.

25 I've heard -- and I've been speaking before a

1 lot of School Boards, and I've heard about all of
2 what they call layers. The metal detectors, the
3 door access control, Alyssa's Law. All great
4 things.

5 But layers with legends will never provide a
6 common operating picture, will never provide the
7 Sheriff and his people and our first responders, who
8 are selfless, the tools that they need so that they
9 can walk into a building with confidence.

10 With a good system, with command and control,
11 you would not need to send 400 responders to a
12 little school in Uvalde, Texas.

13 You can't have command and control if you have
14 400 responders going after one gunman.

15 I heard earlier today, and it was great,
16 integrating cameras with metal detectors. This is
17 being done now.

18 But too much data is not the way to solve a
19 problem unless you design a way to showcase that
20 data. And that's what I've dedicated the last 15
21 years of my life to do.

22 So, I have emailed each and every one of you
23 through the Florida website some information on the
24 work that I do. I would love to work with this
25 organization to find one -- one Florida school that

1 has the courage to deliver to the sheriff and our
2 law enforcement, our fire and our emergency
3 responders the proper tool that they need for
4 incident command and control.

5 Thank you.

6 MR. GUALTIERI: Okay. Thank you, sir.

7 Next is Kristina Braziel.

8 MS. BRAZIEL: I actually wrote something down
9 but thank you all so very much for this work.

10 In my heart, all of the families who have lost
11 is just wide open, and I just am so thankful for the
12 work that those that have experienced our tragedy
13 here at MSD, their families have done. As we've
14 seen that we've gotten two unbelievable School Board
15 members that have come forward to serve the Parkland
16 families.

17 It's astounding what people can do when they
18 care.

19 So, on my way here this morning, I tried to
20 write down something, because I'm not good at that.

21 I am in quite a melancholy mood as I come
22 before you today with so much, I'd like to say. In
23 order to do so, I would like to first give you some
24 background on my experience as a volunteer leader
25 within Broward schools community.

1 Not all it could be yet, but I am so thankful
2 for so many that have blessed our lives in the
3 process.

4 One of the most exciting parts of my journey as
5 volunteering and delivering -- with delivering into
6 the necessity to use surveillance as preventative
7 and protective.

8 I had the opportunity through advisory to help
9 the superintendent to -- suggesting how we utilize
10 our surveillance and the fact that we should come to
11 one central location and be able to utilize that.
12 And everything was on the ground to do that.

13 Sorry. I'm going away from -- and it sounds
14 like Sheriff Toney this morning, through our new
15 superintendent, that they're actually going to be
16 able to action that to come to fruition, which is
17 wonderful for the district as well as having a
18 central location to see live school activity. I
19 believe today the surveillance is necessary for
20 preventing injury and assisting with our first
21 responders.

22 One of my biggest challenges was learning the
23 responsibilities in my role as a volunteer as a
24 server to the community as an advisory chair. I --
25 we take that on. There's statutes that say we're

1 supposed to do certain things when we're given
2 information in those roles.

3 And we need to top down, bottom up, give those
4 procedures and policies clearly to those that are
5 serving, equip them with the ability that when they
6 do see something and they say something and they
7 bring it forward to you, there is a concise process.

8 It doesn't matter who the political person is
9 sitting in the seat, it doesn't matter of those
10 things.

11 It's what's just. We have to bring the facts
12 forward. And that's what your Commission is doing.
13 The work, I mean, that the families have done, the
14 websites, the information that they have brought --

15 MR. GUALTIERI: Ma'am, you --

16 MS. BRAZIEL: -- forward is amazing.

17 MR. GUALTIERI: -- you need to wrap -- you need
18 to wrap it up, please.

19 MS. BRAZIEL: I'm wrapping it up.

20 MR. GUALTIERI: You're over your time.

21 MS. BRAZIEL: Okay. Thank you.

22 I just thank you all.

23 I do -- I just want to -- following policies
24 and procedures and statutes to the best of my
25 ability. We need to do that in our service, and we

1 need to make it easy for those that want to.

2 And I thank you for the work, and I know great
3 things are coming for our state and for our kids and
4 our families.

5 Parents needs to be stakeholders on those
6 committees.

7 MR. GUALTIERI: All right. Thank you.

8 The last public comment card we have is from
9 Michael Sirbola.

10 MR. SIRBOLA: Yeah, so thank you.

11 I congratulate you on finding out that it's
12 about not reporting the truth. There's not a record
13 keeping. You know, in 2014, that was the first
14 thing I spoke to Mr. Runcie about. They had the
15 Broad Foundation come down here. They wanted to --
16 all the schools to be independent, just like Charter
17 schools.

18 And that's where -- where politics comes in --
19 into play. And that's where you come into play.

20 You shouldn't be here. And you, Mr. Gualtieri,
21 in particular. And I think you're a great guy and
22 I'm sure you have good whatever. But when you were
23 talking earlier about the data and how you didn't
24 trust the data from the schools, I thought, well,
25 let's look at how the police do, because we trust

1 the police and their reporting.

2 And the police arrested, in Miami, which has
3 330,000 students, they arrested 3100 students of
4 which 386 were arrested in schools.

5 The worst district was Marion. They have
6 43,000 students. They arrested 277 -- they had 270
7 total -- seven total arrests.

8 Pinellas, which has 104,000 students compared
9 to Miami's 330,000, arrested 4100 kids. Miami only
10 arrested 3100. And of those, 462 were in-class
11 arrests, and then another 441, they weren't arrests,
12 but they were there. So maybe 800.

13 So, you were between four to eight times even
14 what Miami was.

15 And the reason I bring this up isn't about you.
16 It's about the cognitive dissonance that is the
17 cause of why the kids are killing. Okay? It's the
18 cognitive dissonance and a punitive culture of zero
19 tolerance that we promulgate through this type of --
20 of effort.

21 When the March for Our Lives came out to --
22 think of it. Kids marching to protect their own
23 lives. There was a total news blackout of the fact
24 that a couple weeks ago they threatened to do a
25 total walkout. A total daily student walkout if we

1 didn't pass real gun laws. That wasn't reported.

2 So, when we say that the -- the -- the Senate
3 with the Safer Communities Act, they all got
4 together and cooperated, no, they didn't. they
5 didn't get together on Saturday night and announce
6 something on Sunday. They did that to block the
7 news cycle.

8 And there wasn't one single mention of that on
9 any of the news, and that includes Fox and the,
10 quote, unquote, mainstream.

11 It's about business. It's not about kids. You
12 wanted to keep the dang schools open. It has
13 nothing to do with the kids.

14 And the kids are on to you and the fact that
15 you're unwilling to do anything about guns or just
16 about anything else if it doesn't mean you, you,
17 you.

18 Look behind me. Everyone left from the
19 education. Look behind me. There's nobody from the
20 community. The news people left.

21 This is what is -- why there's shootings.
22 There's cognitive dissonance when you say one thing
23 and you do another. And the kids can't read. They
24 know they can't read. They're -- they're -- they're
25 screwed. They're -- they were going to graduate.

1 They're all men. They're all --

2 MR. GUALTIERI: Okay. Mr. Sirbola --

3 MR. SIRBOLA: -- the same ages.

4 MR. GUALTIERI: -- Mr. Sirbola, your --

5 MR. SIRBOLA: There's no mention of trauma
6 awareness.

7 MR. GUALTIERI: -- your time is up. Thank you.

8 MR. SIRBOLA: You've been very kind.

9 So, it's nonsense, and we need to stop. And we
10 are the cause --

11 MR. GUALTIERI: Okay. Harold --

12 MR. SIRBOLA: -- not the children. Not the --

13 MR. GUALTIERI: -- Harold --

14 MR. SIRBOLA: -- children in Pinellas.

15 MR. GUALTIERI: -- please turn off his
16 microphone. Okay.

17 MR. SIRBOLA: Thank you.

18 MR. GUALTIERI: All right. Thanks.

19 ADJOURN

20 MR. GUALTIERI: All right. Does anybody have
21 anything else? Good of the order?

22 All right. Thank you, everybody.

23 We're -- we're adjourned. Thanks.

24

25 (Thereupon, the meeting adjourned at 5:22 P.M.)

1 CERTIFICATE OF TRANSCRIPTION

2 The above and foregoing transcript is a true and
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7 *Miriam Brighton*
8

9 Miriam Brighton, Transcriber

10 September 29, 2022
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