

MARJORY STONEMAN DOUGLAS HIGH SCHOOL
PUBLIC SAFETY COMMISSION METING

BB&T CENTER CHAIRMAN'S CLUB
1 PANTHER PARKWAY
SUNRISE, FLORIDA 33323
September 5, 2018
8:30 A.M. - 5:30 P.M.

COMMISSION MEMBERS/ATTENDEES:

SHERIFF BOB GUALTIERI - CHAIR

JASON JONES - PSC GENERAL COUNSEL

CHRIS NELSON - CHIEF OF POLICE, CITY OF AUBURNDALE

BRUCE BARTLETT - CHIEF ASSISTANT STATE ATTORNEY,
SIXTH JUDICIAL CIRCUIT

RICHARD SWEARINGEN - COMMISSIONER FLORIDA DEPARTMENT
OF LAW ENFORCEMENT

MAX SCHACHTER - VICTIM PARENT

LARRY ASHLEY - SHERIFF, OKALOOSA COUNTY

MELISSA LARKIN SKINNER - CEO, CENTERSTONE OF FLORIDA
(absent)

PAM STUART - COMMISSIONER OF EDUCATION

JUSTIN SENIOR - SECRETARY, AHCA

TIMOTHY NIERMANN, SECRETARY, DEPT OF JUVENILE
JUSTICE

MICHAEL CARROLL - SECRETARY, DCF

JAMES HARPRING - UNDERSHERIFF/GC, INDIAN RIVER
COUNTY

DESMOND BLACKBURN - SUPERINTENDENT, BREVARD COUNTY

GRADY JUDD - SHERIFF, POLK COUNTY

DOUGLAS DODD - SCHOOL BOARD MEMBER, CITRUS COUNTY

LAUREN BOOK - SENATOR, DISTRICT 32

RYAN PETTY - VICTIM PARENT

MARSHA POWERS - SCHOOL BOARD MEMBER, MARTIN COUNTY

KEVIN LYSTAD - PRESIDENT, FLORIDA POLICE CHIEF ASSOC

CHRISTINA LINTON - COMMISSION STAFF, FDLE

1 (Thereupon, the meeting is called to order:)

2 CHAIR: All right, good morning everybody.
3 We've called the meeting to order. If you
4 would please stand with me for a moment of
5 silence in recognition of the victims, and then
6 we'll do the pledge.

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

8 CHAIR: Please join me in the pledge.

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

10 CHAIR: Good morning, and welcome back for
11 the September meeting. Just a couple
12 housekeeping things before we get started.
13 Just remember for the October meeting we will
14 not be here. It's opening night for hockey, so
15 that's very important down here, and especially
16 at this facility. So we'll be over at the
17 Doubletree, but we should be back here in
18 November. I want to welcome Tim Niermann, the
19 interim secretary for the Department of
20 Juvenile Justice. Tim is taking Christi Daly's
21 place, and Christi as we know retired, and left
22 DJJ.

23 And Secretary Carroll, thanks for being
24 here. I think this is, what, your last day, or
25 second to last day?

1 SEC. CARROLL: It is, yeah.

2 CHAIR: And we appreciate you being here.
3 And I think your replacement, Ms. Kapusta, will
4 be here for the next meeting I believe, so
5 again thank you for your contributions and
6 everything to the Commission.

7 I want to just update you all on, well,
8 let me do that -- before we do that let me
9 just, as we always do, because I think we
10 should, is let Jason give us a reminder on the
11 Sunshine Law obligation. So, Jason, do you
12 want to do that?

13 MR. JONES: So you guys know the, the
14 spiel by now, but just as a reminder we are
15 covered by the Sunshine, so please no side
16 conversations at breaks, no e-mails back and
17 forth about Commission business we're going to
18 be discussing today. And once again we will be
19 going into closed session, so just be mindful
20 of the things that we hear in the closed
21 session, that we need to keep those things
22 private, thank you.

23 CHAIR: All right, thanks. The radio
24 tower issue with Tamarac has been resolved. It
25 was approved by the Tamarac City Commission,

1 and the City and the County are working their
2 way through that permitting process. We sent
3 you some e-mails during the last few weeks on
4 that. I don't have anything more other than
5 they are working through the permitting
6 process, which is a good thing, and I had
7 discussions, some productive discussions with
8 the City Manager in Tamarac, and they were able
9 to bring that in for a landing. So I think
10 that their timetable is still, even with where
11 they are today as I know it, is still mid to
12 late 2019, but they are making progress with
13 that, and they are going through the permitting
14 process.

15 You all received an e-mail about the
16 Fortify Florida app, and hopefully that the
17 Fortify Florida app will be up and running before
18 our next meeting. You know, we tell people to
19 say something when they see something, and this
20 is the app that will give them the vehicle to
21 do just that. People under the Fortify Florida
22 app will be able to report information
23 24/7/365. It will go to the Sheriff's Office
24 in each county, in addition to other
25 stakeholders, so that the appropriate action

1 can be taken based on the tip.

2 And right now there's very few places in
3 the state that have digital capability where
4 people can report anonymously that information,
5 and this will be a state-wide reporting app. I
6 know that it will be publicized, there will be
7 a roll out plan with it. FDLE and others have
8 been working hard to get this up and running,
9 and I hope that we'll be able to get a
10 presentation on it, and let you know more about
11 it at the October meeting. I know that the
12 FDLE staff is working with the Sheriffs and
13 others on the work flow for it and trying to
14 get this thing up and running as quickly as
15 possible.

16 So it's good news about the Fortify
17 Florida app, and, you know, I anticipate that
18 it will be actively used, and we're going to
19 get a lot of information on it to follow up.
20 So as we know more about it we'll let you know,
21 but that part of 7026, and that part of the
22 response, and filling that void is, is close to
23 coming to fruition and being accomplished, so
24 hopefully we'll be able to tell you in October
25 that it's up and running.

1 I just want to update you on what's been
2 happening during the last month. And since
3 we've last met we've wrapped up witness
4 interviews in all of the three main
5 investigative areas, the historical aspect of
6 Cruz's life, what occurred on February 13th and
7 14th, and school safety at Stoneman Douglas,
8 and within the Broward School District
9 generally. So to date our investigators have
10 conducted about 100 interviews, with more
11 interviews scheduled for this week.

12 Interviews have included past friends of
13 the Cruz family, school district personnel,
14 mental health providers, law enforcement
15 officers, and other first responders. We've
16 also done neighborhood canvasses where Cruz
17 used to live, which resulted in numerous
18 interviews during the effort to leave no stone
19 unturned. Also, as I have told you previously,
20 we are coordinating with FDLE and the Office of
21 Executive Investigations to use as many of
22 their interviews as we can and eliminate
23 redundancy.

24 FDLE has interviewed about 150 people, and
25 we've reviewed the results of each of those

1 interviews as well. So in total we've
2 interviewed and/or reviewed the results of
3 interviews of about 300 people so far. Several
4 interviews have been conducted of command staff
5 of the Broward County Sheriff's Office, of
6 Coral Springs Police Department, and the Coral
7 Springs Fire Department. I've personally
8 participated in all of those command staff
9 interviews.

10 The investigative focus has been on trying
11 to determine the facts in each of the
12 investigative areas so that you can receive
13 presentations on these topics, and consider the
14 facts against the frame work for each area that
15 you've heard testimony about in our previous
16 meetings. Once you've had the factual
17 presentations we will begin the discussion
18 about findings and recommendations.

19 We already did that with the PROMISE
20 program. You heard what the program is, the
21 facts related to this case, and you made
22 findings and recommendations. We are asking
23 that make findings and recommendations on
24 several other areas that are ripe for doing so
25 during the next two days so that we can begin

1 including those topics in the draft January
2 report.

3 There are three key areas that I hope we
4 can find findings and recommendations on during this
5 meeting, and they are the SROs and armed
6 personnel on school campuses, site security and
7 campus hardening, and the FSSAT, or Florida
8 Safe School Assessment Tool. We're also going
9 to discuss, but may not finish, the findings
10 and recommendations section on the Florida
11 mental health system, school based behavioral
12 threat assessments, state and federal privacy
13 laws, and law enforcement records management
14 and data sharing.

15 We're also going to review a proposed
16 outline for the January report, and seek your
17 input on the report's direction. You all
18 received a copy of that outline in the
19 preliminary material. Hopefully you've had a
20 chance to look at it, and we will discuss that
21 later today.

22 From a presentation standpoint there are
23 three critical presentations left. One we
24 started, and we'll finish tomorrow, and that
25 focuses on Cruz's life and involvement with

1 service providers, including law enforcement,
2 the school district, and mental health
3 services. The next topic is what happened on
4 February 14th, and we're going to start hearing
5 about that later today with a presentation on
6 video surveillance from the exterior of
7 Stoneman Douglas on February 14th, and a
8 specific focus on the actions of former deputy
9 Scott Peterson.

10 We're having the presentation today on the
11 exterior video, and of what Peterson did,
12 because we have subpoenaed Peterson to testify
13 at our October meeting, and it's important that
14 you have this information before hand to
15 formulate your questions. We will continue the
16 topic of what happened on February 14th at the
17 October meeting, when you're going to hear a
18 very, very comprehensive and detailed
19 presentation regarding what occurred leading up
20 to and during the shooting, and how law
21 enforcement, fire, EMS, and school personnel
22 responded to the shooting. This will included
23 detailed information about the 911 calls, radio
24 traffic, and lack thereof, and the CAD data.

25 Again, you heard how the 911 and dispatch

1 systems work here in Broward County, and now we
2 need to find out against that backdrop the
3 details of what happened or didn't happen
4 within that system on February 14th. And
5 that's what we're going to hear a lot about in
6 October. We had a three-hour meeting yesterday
7 with all of the stakeholders to resolve time
8 synchronization issues between the various
9 systems so that this presentation can move
10 forward. It was my initial desire to do that
11 presentation during this meeting here in
12 September, but there were issues that had to be
13 resolved that prevented that.

14 I really wanted to try and get you that
15 information here and then get into the
16 chronology of what happened on the 13th and
17 14th, but we simply couldn't do it because
18 having to get these factual issues resolved,
19 because it's got to be factually right. So we
20 were able to do that yesterday, and we'll have
21 that presentation in October.

22 The October presentation is really
23 crucial, and at the core of this Commission's
24 work. Also likely at the October meeting
25 you'll hear the results of interviews with

1 Stoneman Douglas staff, results of the analysis
2 of school active assailant policies and
3 procedures, and the physical site security
4 situation at Stoneman Douglas. After you've
5 received these presentations we'll ask Sheriff
6 Israel, Superintendent Runcie, Chief Perry from
7 Coral Springs Police Department, to appear
8 before the Commission and answer your
9 questions. It doesn't make any sense, you
10 know, to have them come before the Commission
11 until you've heard these presentations and you
12 have an opportunity to formulate your questions
13 based on the facts that you've heard.

14 We may also ask Dr. Steven Ronik, the CEO
15 of Henderson Behavioral Health, to come and
16 answer your questions if you feel it's
17 beneficial after you hear the remainder of
18 Detective Lyon's presentation tomorrow. So
19 we'll make that decision tomorrow after you
20 hear the balance of his presentation. Due to
21 time constraints we will probably ask those
22 people to appear at the November meeting, but
23 some we can consider in October if time
24 permits.

25 So that's kind of an overview of where we

1 are, where I see us going today, tomorrow, and
2 into October, is everything now is really, has
3 to gear towards preparing for that interim
4 report in January. So before we go any further
5 does anybody have any thoughts, comments,
6 questions, anything you want to bring up before
7 we begin today? No, okay.

8 So where we're going to begin this morning
9 is with a final presentation really in where we
10 left off at the end of the last meeting, and
11 that was on data sharing. And we wanted to
12 bring some information to you to kind of close
13 that circle on the state and the regional
14 fusion centers, and we have with us Jessica
15 Davenport, who's a senior management analyst
16 supervisor with the Florida Fusion Center.
17 Jessica, if you would come on up and enlighten
18 us about the Fusion Center process. And thank
19 you for being here.

20 PRESENTATION FLORIDA FUSION CENTER

21 MS. DAVENPORT: Good morning. Thank you
22 very much for having me. Can you hear me? As
23 the Sheriff mentioned my name is Jessica
24 Davenport. I'm with the Florida Department of
25 Law Enforcement, where I serve in the Florida

1 Fusion Center as an analyst supervisor. I'm
2 leading our external partners unit. We're
3 responsible for coordinating with all of our
4 various partnering agencies, and developing
5 strategic analysis. I heard that you have a
6 very full agenda today, and obviously ambitious
7 plans, and so I'll try to be brief in my
8 remarks about how fusion centers work, how we
9 work at the Florida Fusion Center, what the
10 state and national network of fusions centers
11 looks like, and then Major Rafky will talk to
12 you a little bit about what that looks like
13 here in the southeast.

14 For those of you who haven't been there
15 the first thing that you see when you walk into
16 the Florida Fusion Center is the memorial
17 hallway. The first to the terrorist attack on
18 September 11, 2001, then to the terrorist
19 attack at the Pulse nightclub, and we
20 anticipate completing over the next week
21 additional memorials to the shooting at the
22 Fort Lauderdale Airport and the massacre at
23 Marjorie Stoneman Douglas. In part it is there
24 as a memorial, in recognition of the atrocities
25 and remembrance of the victims, and in part it

1 is there as a reminder to our members about the
2 why, why fusion centers exist, why information
3 sharing is important, why we analyze events
4 across the country and half a world away to try
5 to figure out what we can learn to do better
6 here at home, and why what we, what we, all of
7 us do, is important.

8 Fusion centers were in many ways born out
9 of tragedy. Following the attacks of September
10 11th the 911 Commission tasked, really much
11 like you are now, with finding out what could
12 have been done differently, what should be done
13 differently in the future to prevent this from
14 ever happening again, recommended significant
15 changes to information sharing. Lots of
16 agencies had little bits of information, but no
17 one had the full picture.

18 The idea was if there was a place to share
19 those little bits of information the dots may
20 have been better connected to build a more
21 complete picture. Doing this requires having
22 strong relationships across all levels of
23 government so that information can be shared,
24 and the raw information can be analyzed and put
25 into a context, and disseminated to the people

1 who need to know it to help them see the
2 picture as we currently understand it. And
3 this is an ongoing process, as the picture
4 evolves, and we get more information the
5 picture, the process evolves again. And that
6 in short is all fusion centers.

7 Fusion centers are comprised of many
8 agencies, and with a stake in public safety,
9 and are run by local stakeholders. The Florida
10 Fusion Center, for example, is comprised of
11 more than 30 agencies, and those agencies
12 identify analysts, and liaisons, and executives
13 to serve as conduits between those agencies and
14 the Florida Fusion Center. Fusion centers work
15 with our partners to identify threats in
16 criminal intelligence information from a
17 variety of sectors, analyze that information
18 using the expertise of those varying partner
19 agencies, to provide actionable intelligence,
20 and disseminate the information to their
21 partnering agencies.

22 The truth is that nobody can do it alone.
23 Florida is just too big, and this slide shows
24 just a couple of snapshots of stats from across
25 the state. With 21 million people,

1 approximately 6,800 schools, 14 major seaports,
2 20 theme parks, and countless other types of
3 infrastructure, and we need all the help that
4 we can get. And the threats, the threats that
5 we face come from a variety of fronts, so while
6 we've talked a lot about terrorism so far, and
7 I'll continue to do so, the truth is the role
8 of fusion centers has evolved over the last ten
9 years, because what we've realized is not only
10 is information sharing useful in preventing
11 terrorist attacks but it's useful for all types
12 of criminal activity.

13 At the Florida Fusion Center we consider
14 ourselves all crimes, all hazards, so if it's
15 terrorism or a cyber-attack, or human
16 trafficking or drug smuggling, and there's
17 information that can be analyzed to build that
18 bigger picture, we want to know about it. And
19 that's reflected in our partnerships. We don't
20 just have law enforcement partners, we have
21 partners from education, and fire, and
22 financial services, and healthcare, and so many
23 more, all working together as a sort of force
24 multiplier pulling information and assets
25 together in one place so that it can be used

1 more effectively.

2 And fusion centers rely on information
3 from our partnering agencies, whether from one
4 of our immediately partners or someone else, to
5 know what's really going on, from the people
6 who are out there in our communities every day
7 and seeing things. They're seeing things
8 change, they're seeing trends, they're seeing
9 that something maybe isn't the same that it
10 was, or is not quite right. And likewise, when
11 agencies hear from other partners about what
12 they're seeing that maybe is not yet on their
13 radar it helps them to better prepare so that
14 they can potentially look for new indicators
15 that it's going to be impacting them, and get
16 ahead of and combat issues.

17 And because we're just a large state here
18 in the state of Florida, and we kind of see
19 from our map, we actually have eight fusion
20 centers in the state. The Florida Fusion
21 Center where I work is the state's primary
22 fusion center, and we have a state-wide area of
23 operations. Each of the other fusion centers
24 has a regional footprints. At the State fusion
25 center we primarily partner with state and

1 federal agencies, like state law enforcement
2 agencies, like the Highway Patrol and
3 Agriculture Consumer Services, other state
4 agencies like the Department of Education, the
5 Department of Children and Families, and
6 federal agencies like the Department of
7 Homeland Security and the FBI.

8 As I mentioned the other fusion centers do
9 cover designated regions, so each consisting of
10 several counties, and the primarily partner
11 with local entities and agencies, including
12 Sheriff's Office's and police departments,
13 county emergency managements, school boards,
14 county health departments, things of that
15 nature. Many also have state and federal
16 representatives in their fusion centers as
17 well. We share information between ourselves
18 constantly. We're talking on a daily/weekly
19 basis. We meet regularly to ensure information
20 sharing continues seamlessly throughout the
21 state.

22 Three of the regional fusion centers that
23 you see on this map, actually the ones in
24 Pensacola, Tampa, and Fort Myers, work as nodes
25 of the Florida Fusion Center. The others

1 operate independently. So the South Florida
2 fusion center who you'll hear from later, which
3 covers Broward, Miami-Dade, Monroe, and Palm
4 Beach Counties, the light yellow color that you
5 see on the screen there, while we work
6 together, and we work together well, our
7 centers are operated independently, so they
8 don't fall under the authority of the Florida
9 Fusion Center, and vice versa.

10 Much like there's a network here in the
11 state of Florida there's also a national
12 network. Across the country there are 70
13 fusion centers that are recognized by the
14 Department of Homeland Security, and you can
15 see those on your screen here, and we have
16 conduits to request and share information with
17 every single one of them. The network is
18 strong, and it provides us with a vetted
19 community where we can almost instantaneously
20 reach out and get information, which is
21 important because criminal activity and threats
22 don't stay in one place, so we know that if
23 there are things happening here sooner or later
24 they're going to see those things in Alabama,
25 and Georgia, and Virginia, and vice versa.

1 Additionally it allows us to share
2 information through the various states, and up
3 into the intelligence community. And likewise
4 the intelligence community is able to share
5 information back down through the fusion
6 centers to local agencies. This allows us to
7 put their findings into a context, so if the
8 identify that there are new threats, or new
9 tactics that are being used, we're able to take
10 their intelligence and talk about what that
11 looks like here in the state of Florida, and
12 provide our boots on the ground with the
13 context of what they should be looking for, and
14 how this may impact them in their everyday
15 lives.

16 For each of us, collaboration is key, and
17 we strive in that. In all the things that we
18 do, though, the processes we may use may be a
19 little bit different depending on the fusion
20 center and their resources. So the Florida
21 Fusion Center is operational 24/7/365. We like
22 to say that we have people who are there
23 nights, weekends, holidays, Hurricanes. We've
24 always got somebody there who is supporting our
25 mission, and we, they maintain situational

1 awareness on events both across the state and
2 across the world that may have an impact to the
3 state of Florida.

4 Each of the fusion centers also develops
5 intelligence products that may, and sends out
6 information in an ongoing basis, some sends
7 them out daily, weekly, are ongoing depending
8 on their customer base. As I mentioned fusion
9 centers also develop criminal intelligence
10 products. If you're not familiar with them,
11 they're basically reports, analytical reports
12 where we identify findings to give people a
13 better picture, and provide briefings as well
14 to share information analysis with our
15 stakeholders.

16 And we also work to develop trip wires to
17 the public on occasion, so for example when
18 ISIS put out some information propaganda
19 encouraging people to conduct in vehicle
20 ramming attacks we looked at the propaganda and
21 attempted to identify things that we could send
22 to you, every day people, and to people who
23 rent trucks to let them know what they should
24 be on the lookout for. So if somebody comes in
25 asking for a truck with metal fenders that

1 might be suspicious activity, because they're
2 encouraging people to go and do exactly that.
3 So we do our best to get that information to
4 the public so that they can better provide
5 suspicious activity back to us as well.

6 To be truly effective in all of these
7 things, as I sort of described in that process,
8 it really requires ongoing information from our
9 partnering agencies, and sometimes from the
10 public as well, about what they're seeing. The
11 fusion center has great analysts, and they rely
12 largely on the information of other people
13 because we have a relatively small footprint
14 ourselves, and that allows us to develop a true
15 and regional, or state-wide analysis, or better
16 identify threats when they occur.

17 Unfortunately, even with all the
18 prevention efforts that happen, not just in
19 fusion centers but in public safety agencies
20 across the state, and across the country, bad
21 actors keep finding new ways to do terrible
22 things. They find ways to evolve, and to
23 attack, and commit crimes, so the last thing I
24 want to talk to you about, our responsibility
25 as a fusion center was the role that we play in

1 mass casualty incidents.

2 If a terrorist of mass casualty incident
3 happens really anywhere around the world we're
4 immediately looking to see what the connections
5 are to the state of Florida. If the
6 perpetrator doesn't have a connection, or any
7 ties to the state, we're looking at what types
8 of locations they attacked, what methods they
9 used to engage in an attack, and are these
10 things that we need to further analyze to
11 identify what the threat might look like here
12 in the state of Florida, does it change our
13 picture here of what we should be doing to
14 better protect ourselves, and what information
15 do our partners need in order to allow them to
16 do that.

17 When an incident happens here in the state
18 of Florida, the fusion centers across the state
19 work together to share information amongst each
20 other with the national network as appropriate,
21 so that they can tell us if there are ties back
22 to their states. They may have information
23 that would be useful for us in our analysis, or
24 the investigation. And obviously we work very
25 closely with the investigating agencies to do

1 that.

2 The specific role really varies depending
3 on the incident, and frankly the needs of that
4 area. So we may be running down tips and
5 leads, we may be analyzing the potential for
6 follow on attacks, or we may be having people
7 deployed to that area if that's what they need.
8 We bring in more staff, more partners, and we
9 work as an analytical force multiplier to
10 assist the impacting agencies. And this is
11 frankly where having those developed
12 relationship is really important. I think
13 you've probably heard it said before, after
14 something happens is not the time to be
15 exchanging business cards, and so fusion
16 centers allow us to have a place where we
17 already have vetted partners who we know that
18 we can rely on to provide us with trusted
19 information, and to be there when something
20 terrible does happen.

21 Following the massacre at Marjorie
22 Stoneman Douglas as an example our analysts
23 worked with other local, state, and federal
24 agencies, to try to determine the potential for
25 follow on attacks, and put together any

1 information that we could find out systems, and
2 the systems of our partnering agencies about
3 the perpetrator to share with the investigating
4 agencies. And we worked to triage the school
5 threats, that I'm sure you saw so much about in
6 the media, in the days and the weeks that
7 followed as well.

8 And my very last topic for today, I wanted
9 to talk to you a little about suspicious
10 activity reporting. It sounds like you guys
11 have probably already had some conversation on
12 this, as I know you've talked about ways of
13 expanding reporting as well. And as I talked
14 about our collaboration at fusion centers isn't
15 just with our partnering agencies, but we do
16 rely on the public as well, sort of as a force
17 multiplier.

18 There are only so many people who are
19 involved in public safety, or law enforcement
20 officers, and as many of them as there may be
21 in the state we know that we have 21 million
22 people who live here, and millions more who
23 visit every day, and so if they're seeing
24 things that make the hair on the back of their
25 neck stand up those are things that we want to

1 know about so that we can make sure that
2 they're triaged, vetted, and determination if
3 there's a possible threat there.

4 And we consider suspicious activity
5 reporting a kind of big umbrella that covers
6 several initiatives. One that you've probably
7 heard a lot about is if you see something say
8 something campaign, which encourages the public
9 to report suspicious activity, which I know the
10 Sheriff referenced earlier. You may see
11 posters, and billboards, and things of that
12 nature that have been put out to encourage
13 people to provide that reporting. The
14 reporting that we collect is based solely on
15 criminal activity, or indicators that have been
16 identified by the nationwide suspicious
17 activity reporting initiative as signs that a
18 person may be planning an attack.

19 This includes things like suspicious
20 photograph, trying to get into restricted
21 access areas, and things of that nature, trial
22 runs for an attack. It's not based on things
23 like race, religion, national origin,
24 ethnicity, only on that behavior itself. We as
25 fusion center analysts, as I mentioned we're

1 available 24/7. Our analysts are available
2 24/7 to answer calls, and to assist the
3 hotline, we have a website as well, and we know
4 that there are more tools that people are
5 looking to encourage and increase reporting as
6 well.

7 Fusion centers in addition to all of those
8 things also get reporting from local law
9 enforcement agencies if they see something that
10 is suspicious, and from our partnering
11 agencies. Many fusion centers have liaisons,
12 and those are people who are specifically
13 trained to serve as a conduit between their
14 home agency and the fusion center, so a lot of
15 that training really revolves around suspicious
16 activity reporting, and knowing when to elevate
17 that information to a fusion center.

18 To go back to our earlier discussion, if
19 you have just one bit of information but it's
20 not being shared with others it's hard for us
21 to put together that big picture, so even if
22 you have one bit of suspicious activity it may
23 be that other agencies have other little bits
24 of suspicious activity, so we work with them to
25 try to house that information collectively.

1 Once we receive a suspicious activity
2 report and we analyze all the information that
3 we can get our hands on, and immediately get it
4 to both the regional fusion center that has
5 those local partnerships, along with the FDLE
6 regional office in the area to triage, and they
7 work together to de-conflict, and they work
8 with local agencies to determination if there's
9 a threat or a criminal activity is occurring.
10 We also have a specially trained analyst who
11 reviews all suspicious activity reporting that
12 we receive to determination if it meets
13 indicators for terrorism so that it can be
14 elevated to the FBI as appropriate.

15 As a fusion center, we have been focusing
16 a lot on both our suspicious activity reporting
17 initiative, we see it as one of our main
18 initiatives, encouraging public reporting, but
19 also working with public safety officials to
20 make sure that they're appropriately trained on
21 what to look for and how to engage in
22 reporting. That's been a big push of ours for
23 the last several years, that we've had some --
24 lots of recent success on. In parts we've been
25 working to institutionalize those processes as

1 well, so we're not just training the people who
2 are in these seats right now what to look for,
3 but we're working with agencies to put a plan
4 in place so that they're training the people
5 who start two years from now, and they're
6 training people again in a couple of years so
7 that the indicators are fresh in their mind,
8 they know what to look for, and most
9 importantly, they know once they see something
10 what to do with it, so it just doesn't just end
11 up in a report somewhere but ends up in a place
12 where it can be analyzed along with other
13 information.

14 We really see suspicious activity
15 reporting as one of the main things that we can
16 do for prevention, and the best tools that we
17 have to get ahead of, and try to stay ahead of
18 attacks. And that's a sort of brief overview
19 of fusion centers broadly. Major Rafky from
20 the Southeast Florida Fusion Center will be
21 able to tell you about what that footprint
22 looks like here in the southeast Florida area,
23 including in Broward County in detail, and then
24 we'd be happy collectively to answer any
25 questions that you may have about the fusion

1 process and our role. Thank you.

2 CHAIR: Okay. All right, next we have
3 Major Brian Rafky, who is the Director of the
4 Southeast Florida Fusion Center. Welcome.

5 PRESENTATION SOUTHEAST FLORIDA FUSION CENTER

6 MAJOR RAFKY: Good morning everybody,
7 happy to be here. So -- let me see how to get
8 this thing -- all right, thank you.

9 So like I've been introduced, Brian Rafky,
10 Major Miami-Dade Police Department Homeland
11 Security Bureau. I'm the Director for the
12 Southeast Florida Fusion Center. With me is my
13 Captain as well, Jamie Nunez, he's the Deputy
14 Director Southeast Florida Fusion Center. Lots
15 of what Jessica spoke about is very similar to
16 what we do. We all work together. That's one
17 of our main objectives with fusion centers, is
18 collective sharing of intelligence.

19 So just to go to short, quick, so our
20 SEFFC provides research and intelligence
21 analysis for the southeast Florida region, and
22 monitors information as received from local,
23 state, tribal, and federal sources, as well as
24 private partners and open sources. We function
25 as a regional fusion center, and is part of,

1 we're part of a broader nationwide network that
2 shares information, provides assistance,
3 investigative tools, analysis resource, and
4 expertise.

5 What does that really mean? So on a daily
6 basis we have analysts and detectives within
7 the southeast Florida fusion center that are
8 collaborating, not just with people in our
9 region but also with people throughout the
10 state, throughout the nation. And in doing
11 that any things that come to light, best
12 practices, things that are, are seen on ways to
13 improve from a safety perspective, a lot of
14 times things that, that are called a product
15 will be put out. It could be anything from an
16 opioid crisis that could be put into an
17 analytical notes that get shared throughout the
18 region and the state, and even the nation, to
19 some type of threat.

20 You know, an example that I'll be brief on
21 is that if we encounter something where we say,
22 hey, there's a security threat, and this is a
23 way that security was brief, and this is the
24 methodology, we can then create a product that
25 can be shared within the state, go, hey, this

1 is something we're seeing, let's say
2 hypothetically at stadiums, this is a way to
3 defeat a magnetometer. And that can be shared,
4 so that can go to Department of Homeland
5 Security, that can go other law enforcement
6 agencies, stadiums, so that we can share a tip,
7 a tactic that's used throughout the entire
8 state, throughout the nation, so now we can
9 share that information, local law enforcement
10 all across the nation can be better from it,
11 and learn from it.

12 So we're comprised of two nodes, like
13 Jessica said. The south operations, which is,
14 we're housed in the Miami-Dade Police
15 Department in the Homeland Security Bureau, and
16 also north operations, which is Palm Beach
17 County, which they operate really as a fusion
18 center as well. We also have the Broward
19 Sheriff's Office Betty and Major Grant on a
20 frequent basis, the main thing with that is
21 collaboration coordination. We have a very
22 good relationship, not just in our region but
23 in the state of Florida.

24 On a quarterly basis Captain Nunez and I
25 travel to Tallahassee, we meet with all the

1 fusion center directors, and we discuss best
2 practices, we discuss what's working, what's
3 not working, things that we see within our own
4 areas of responsibility, and we share that
5 information, not just periodically talking to
6 each other, seeing what's going on, and things
7 of that nature. And, you know, our partners
8 include municipal, county, state, federal,
9 tribal, and first responders.

10 You know, another thing that's unique
11 about the Southeast Florida Fusion Center is
12 that we house detectives in the NOC, and the
13 NOC stands for the National Operation Center
14 out of Washington D.C., and what is that is is
15 we'll send a detective for five weeks out of
16 the year. So us and Miami-Dade Police
17 Department, Broward Sheriff's Office and Palm
18 Beach, have dedicated detectives that can go
19 there for five weeks, they stay in Washington,
20 they stay in Washington D.C., and they're
21 basically in the hub gathering information,
22 anything that comes in that's a potential
23 threat, any type of analytical information,
24 anything can be shared within our region, or
25 even the state for that matter, is done so.

1 And that's something that's been very
2 successful, and we've actually got a lot of
3 really good tips that have come out of that
4 that we've been able to share through our
5 region and state.

6 So this is just a little overlay, you
7 know, the population for our region is
8 6,235,837. I'm sure that number is ever
9 changing, as you all know, but we're, we're
10 large, it's a lot of people. We're, you know,
11 we're going to be the biggest in the state.
12 Our critical infrastructure, you know, major
13 seaports, airports, stadium, malls, nuclear
14 power plants, and so on and so on, as you can
15 read. You know, our region down here is known
16 to be critical infrastructure heavy, you know,
17 we have a large population down here, we have a
18 lot of critical infrastructure.

19 One thing that we do out of our Homeland
20 Security Bureau is we have detectives that are
21 assigned to sector assignments, so we have
22 detectives assigned to all these different, you
23 know, critical infrastructures, so they're
24 responsible for knowing who's in the seaport,
25 who's the contact at the power plant, and they

1 have these connections, they establish these
2 things so they can share intelligence, gather
3 intelligence, and then disseminate it as well.

4 Within this as well all of the law
5 enforcement agencies I mentioned before also
6 have members in the Joint Terrorism Task Force
7 with the FBI, so we also have buy-in from that
8 angle as well. Just -- just in our Homeland
9 Security Bureau for the SEFFC we house in our
10 office, you know, federal agencies such as FBI,
11 DHS, ATF, ICE, the State Department, they're on
12 site so if incidents happen, if questions need
13 to get answered, if resources need to be used
14 we have people on site, just like Jessica had
15 mentioned, relationships, people that we can
16 call, things of that nature, that we have a
17 constant working relationship with these
18 people.

19 Our -- we have a very robust amount of
20 detectives, we're involved with the Secret
21 Service, and we're just spread out to where we
22 have our kind of tentacles in, in a lot of
23 different, a lot of different pots so that we
24 can be able to provide resources, provide
25 information, and work together collectively.

1 So this is just kind of a work flow here
2 that you guys can see where it will show kind
3 of how raw information gets generated into
4 things, so whether a tip comes in through a
5 citizen tip line, through a law enforcement
6 agency, it goes to our fusion center and it
7 gets disseminated in a couple of different
8 ways. It can go straight to the Joint
9 Terrorism Task Force. If it's something that
10 looks like there's a nexus to terrorism it will
11 go straight to that unit, and like I said each
12 one of our agencies have detectives assigned to
13 that.

14 It could go to another agency, so an
15 agency without, that's not in our jurisdiction,
16 whether it be a local agency or one outside of
17 or region. We could just send it to them, hey,
18 this is something that came in, you need to be
19 aware of it, and it will get assigned
20 accordingly. And there's things that are
21 unfounded where there's no action required.

22 When it goes to us we also put things into
23 our critical infrastructure groups, so that we
24 have detectives that are in house, that's
25 something else that's unique about us, that we

1 have detectives on sight within our fusion
2 center that they can work these tips. So the
3 tip doesn't have to go to another agency that
4 maybe doesn't know the analyst that's giving
5 it, or there can be questions answered right
6 there on site.

7 So that's another benefit that we have,
8 and like I said the working relationship with
9 BSO, Palm Beach, and all the other agencies
10 throughout our region really is brought to
11 light, especially with, you know, our
12 participation with the RDSTF, the Regional
13 Domestic Security Task Force. The
14 collaboration cooperation we have I think in
15 this region I think a lot of time is used as an
16 example throughout the state, and even the
17 nation.

18 So to go into the SAR, I think Jessica
19 went into it pretty well, you know, really
20 we're looking at regional suspicious activity
21 reporting. They can be submitted through
22 mobile app, fax, web link, telephone, or
23 e-mail. Really there's a bunch of different
24 platforms in which we can get these things,
25 submission from law enforcement partners,

1 fusion center liaison, private sectors
2 partners, and private citizens. You know,
3 really we're only as good as, as the
4 information we get, so we really need people,
5 whether it's law enforcement, people in the
6 community, to call into these tip lines,
7 because that's really where we get a lot of
8 good information, or we can run down some
9 leads, and things of that nature.

10 And lastly here, for school threats, you
11 know, this is obviously a priority. I know
12 this is a big topic going on for obvious
13 reasons, so we have initiatives in place to
14 encourage information sharing, and to address
15 current threats. Threats of schools are
16 handled according to jurisdictional processes
17 in place by local enforcement in all counties
18 within the region. The SEFFC is responsible
19 for the dissemination and information sharing
20 regarding incidents of threats in the region,
21 and what that really means is if we get a tip
22 that comes in, and like for, and like in our
23 area of responsibility we have a school board
24 police department, so if we have a tip that
25 comes in and it's a school related threat, and

1 if it is a public school, we would share that
2 tip with the school board police department
3 investigators, and often times we will work in
4 conjunction with them and assist them.

5 Within our, our house also, we have
6 cybercrimes detectives, which have been
7 paramount with, with a lot of these types of
8 cases, where they've been, where they're able
9 to get into social media stuff, and do stuff in
10 locating people through IP addresses and things
11 of that nature in a very fast process depending
12 on the nature of the threat. And then for, for
13 us in Miami-Dade County if it's a, you know,
14 private school, or charter school, something of
15 that nature, our detectives will take up the
16 lead with that, usually with a general
17 investigations unit detective as well, we'll
18 work in conjunction with them.

19 But the reality with this is that we
20 always want to get these out as fast as we can,
21 look into them, leave no stone unturned. And
22 that's really our methodology, and what we do
23 in the SEFFC, and in the, and in the Homeland
24 Security Bureau, and, you know, I'll be happy
25 to take any questions. That's pretty much my

1 PowerPoint, keep it short and sweet.

2 CHAIR: Okay, thank you, Major. Jessica,
3 do you want to come back up for a second in
4 case anybody has any questions? Sheriff
5 Ashley.

6 SHER. ASHLEY: Thank you both for the
7 presentation. And some of these questions may
8 sound elementary, but just bear with me. Are
9 you allowed to share HIPAA and FERPA
10 information with your intel BOLOs to other
11 agencies?

12 MS. DAVENPORT: So I'll speak to that
13 briefly, and then allow the Major to address it
14 as well. I would say that in large part we
15 don't end up getting a lot of that type of
16 information, so because of the protections that
17 are in place around that information on the
18 occasion that we do we typically do not include
19 it in bulletins that would go out to people.
20 It doesn't mean that we couldn't necessarily
21 share it individually with somebody on the rare
22 occasions we do get that information, however,
23 to protect people's rights we wouldn't put in a
24 bulletin that we would then disseminate. I
25 don't know if that would --

1 MR. RAFKY: Yeah, I would pretty much
2 support what Jessica said. I mean I think
3 everything is case by case basis. I don't
4 think we would put necessarily HIPAA
5 information per se', but we could put law
6 enforcement sensitive information is there's
7 some type of officer safety risk or, or someone
8 that's threatening a school, we could put
9 information in there that's going to indicate
10 that the person is a danger to the community
11 without getting into the nuance of, oh, this
12 person is bipolar, or this person has some type
13 of mental health issue.

14 SHER. ASHLEY: You'd just label it
15 universal precautions, or something of that
16 nature?

17 MAJOR RAFKY: Yeah, it could be that
18 they're making threats to a school, or whatever
19 the nuance of what the threat is without
20 getting into the minutia of a diagnosis so to
21 speak.

22 MS. DAVENPORT: Yeah, again, we focus more
23 typically on the behavior than on the
24 attributes on the person. So we could
25 potentially indicate that they are emotionally

1 disturbed, or something of that nature, but we
2 probably wouldn't be specific about that type
3 of information.

4 SHER. ASHLEY: And is Broward Sheriff's
5 Office, Broward School District, DJJ, DCF, all
6 of those partner agencies?

7 MS. DAVENPORT: So at the Florida Fusion
8 Center level we do have the state level
9 agencies of DCF, the Department of Education.
10 And Major Rafky, you'd have to --

11 MAJOR RAFKY: I'm sorry, the question is
12 are those agencies represented in the fusion
13 center?

14 SHER. ASHLEY: Are they partner agencies,
15 partner agencies.

16 MAJOR RAFKY: And the agencies again, I'm
17 sorry, DCF -- I apologize?

18 SHER. ASHLEY: DCF, DJJ, Broward County
19 Sheriff's Office, Broward County School
20 District.

21 MAJOR RAFKY: Yeah, so they -- so they
22 would be in our wheelhouse for certain
23 disseminations. Now, there's some
24 disseminations that may not go out to certain
25 groups, so there's law enforcement sensitive

1 stuff. The DCF one, I would have to check on
2 that. I know we work hand in hand with DCF.
3 We have a MOU with them, with our Department,
4 but there's certain -- like there's stuff that
5 would go out to certain groups but may not be
6 others, you know what I'm saying, like not,
7 like not everything you have that's going to
8 get shared would be for every single person
9 like kind of a broad stroke, it depends on the
10 information.

11 SHER. ASHLEY: And I'm almost done. In
12 your professional opinion what is the least
13 protected critical infrastructure that you deal
14 with? You have a list of them here, and I
15 just, you know considering that in my county
16 each of these are represented, and I know what
17 kind of security they have at each of them, I'm
18 just wondering what's your professional opinion
19 on which one is the least protected.

20 MAJOR RAFKY: I mean that's a great
21 question. I mean I think it depends on the
22 area of responsibility, in the sense that I can
23 say for like my area of responsibility, for my
24 immediate county we have detectives that model
25 the DHS critical infrastructure, so they have

1 those particular assignments. I can't say for
2 the region how that exists, you know what I'm
3 saying, like I can't say that in, you know, a
4 county within our region, if they have that
5 same structure in place.

6 And the reality is, is that all these
7 critical infrastructures, you know, you could
8 have somebody on it, and they're responsible
9 for it, and there's still, and there's still
10 gaps, there's still things that we have to
11 connect the dots, and that's why the
12 relationships and the communication throughout
13 our whole state, even the country, really are
14 so paramount in what we do every day.

15 SHER. ASHLEY: Last question. Did any
16 fusion center have any information regarding
17 Cruz before the occurrence?

18 MS. DAVENPORT: I can speak for the
19 Florida Fusion Center, that we did not have any
20 information on him in our possession prior to
21 the incident.

22 MAJOR RAFKY: We did not as well.

23 SHER. ASHLEY: FBI didn't share anything
24 with you?

25 MAJOR RAFKY: No.

1 SHER. ASHLEY: Thank you.

2 CHAIR: Just to follow up on Sheriff
3 Ashley's question for a second so we all have
4 an understanding, is that in Miami-Dade County
5 roughly how many different city, besides Miami-
6 Dade Police Department how many different city
7 police departments in Miami-Dade County?

8 MAJOR RAFKY: Okay, so don't quote me on
9 this, sir, I believe --

10 CHAIR: Yeah, roughly.

11 MAJOR RAFKY: I believe there's 109.

12 CHAIR: Right, okay.

13 MAJOR RAFKY: I believe there's 109.

14 CHAIR: Okay, so -- so how many actual
15 seats at the desks in a fusion center?

16 MAJOR RAFKY: Okay, so in our Southeast
17 Florida Fusion Center the main players, the
18 main players that we have that are day in day
19 out that, that we call, communicate, is Palm
20 Beach Sheriff's Office and BSO. Now, through
21 the Regional Domestic Security Task Force,
22 which is another, and I've been doing this for
23 a little more than a year so I'm still getting
24 all the stuff lined up, but through that we
25 have communication coordination with a ton of

1 agencies, but it's not day in day out where
2 we're talking with them all the time.

3 CHAIR: Right. So -- and I'll just say,
4 so the point I want to make is, to follow up,
5 so we're all on the same page is, is that you
6 have a number of people that are in the fusion
7 center that are active and participants, but
8 you have a wider network of distribution than
9 you have people that are a part of the fusion
10 center.

11 MAJOR RAFKY: Absolutely.

12 CHAIR: Right. So that's what we want to
13 make sure is, is that so not every, not every,
14 you have some very small police departments,
15 and the small police departments may be
16 recipients of your information but they're not
17 in the fusion center, and they're not
18 collecting and aggregating a part of the fusion
19 center, but they are certainly a recipient who
20 you would distribute information to.

21 MAJOR RAFKY: Yeah, we have stuff --

22 CHAIR: That's what I want to make sure
23 that everybody understands.

24 MAJOR RAFKY: Yeah, we have stuff that
25 gets disseminated throughout the whole region

1 just in the way that you're describing. Even
2 to the point through the RDSTF we have people
3 in the, in those groups that are from, from
4 medical, or from things that aren't even law
5 enforcement, so we're able to share that type
6 of information when people, when it's
7 applicable for stuff that they're allowed to
8 know about.

9 MS. DAVENPORT: To further what you are
10 saying I would, the differentiation that I
11 usually make is that we have analysts for the
12 fusion center, which are people who are housed
13 in our fusion centers. They might be by the
14 home agency, they might be from another agency.
15 And then we have liaisons, so those are people
16 who are in the fusion center but are tied to
17 those agencies. And now, you're right that
18 there are some agencies that are relatively
19 small, they may not have a liaison either,
20 those are things that we continuously work on,
21 to provide more training to people to bring
22 more liaisons on to identify where we have
23 gaps.

24 MAJOR RAFKY: And then I would also
25 piggyback on that that, that any agency, even

1 within our region or outside of, they could
2 always send us a, a request for information,
3 and we'll always answer the bell, as would any
4 fusion center. So we'll get stuff that comes
5 in all the time, probably stuff that I'm not
6 even aware about, maybe stuff that I am, we get
7 stuff all the time, whether it's from Interpol,
8 whether it's from a small police department
9 requesting assistance, and that's what the
10 fusion centers are there for.

11 CHAIR: Great. I just want to make sure
12 that people aren't left with the impression
13 that every agency is sitting at a fusion
14 center. That's what I want to make sure. We
15 want to make sure that -- that --

16 MAJOR RAFKY: No, like -- right, yeah,
17 like you don't have to physically be in the
18 fusion center.

19 CHAIR: Yeah, the facts matter, and the
20 perceptions matter, we just want to make sure
21 we're all on the same page. Sheriff Ashley has
22 another question.

23 SHER. ASHLEY: Actionable intelligence,
24 what do you do with it? I mean when does it
25 become actionable, and when all these

1 participating partner agencies, you get this
2 actionable intelligence, what do you do with
3 it? What do they do with it? How does that --
4 how does that process work?

5 MS. DAVENPORT: So I can speak a little
6 bit, when it becomes actionable intelligence
7 would vary depending on what it is. If we were
8 using something like threat information we
9 consider that actionable immediately. We want
10 people to immediately look at it to
11 determination if there's a threat or whether
12 it's unfounded. So from our perspective, and
13 then I'll send it to Major Rafky so he can
14 maybe talk about the boots on the ground
15 perspective. Is that our folks would look into
16 it immediately, identify if there's other
17 information that we have from our other
18 sources.

19 So even if we don't have people who are
20 standing in the fusion center we may have
21 access to their data, so it's our best attempt
22 to try to pull together some of that picture to
23 provide as much of the picture as we can out to
24 people so that they can then go and do further
25 investigative work, whether that's talking to a

1 person or conducting additional investigative
2 work.

3 MAJOR RAFKY: Yeah, and I'll say from a
4 law enforcement perspective within the Homeland
5 Security Bureau, for us anything that has
6 anything that can even remotely be something
7 where violence is going to happen, a nexus to
8 terrorism, anything where there is a threat, we
9 have a no-nonsense approach to it. It is
10 urgency 100%, and --

11 SHER. ASHLEY: I guess what I'm trying to
12 get at is this Commission is trying to figure
13 out where the breakdown happened, and we had
14 actionable, supposedly actionable intelligence
15 received multiple times by multiple agencies,
16 and somehow the fusion center didn't get it,
17 nobody else got it from the FBI all the way
18 down. So I'm just trying to put that picture
19 together, and I can't figure out why nobody
20 knew, or why the agencies didn't know, why
21 nobody acted. Any -- any idea on that how that
22 happened, where the breakdown was?

23 MS. DAVENPORT: I'd be hesitant to speak
24 on the actions of other agencies. So for us if
25 we had the information we would have for

1 ourselves had a duty to act on it, and we do
2 that for all the information that we receive.

3 SHER. ASHLEY: But you analyzed it post
4 incident a well --

5 MS. DAVENPORT: We did. So we didn't get
6 any information prior to the incident to, for
7 us to conduct action on.

8 SHER. ASHLEY: But the post incident
9 analysis showed maybe where the breakdown
10 occurred?

11 MS. DAVENPORT: We didn't look at it for
12 that perspective. We looked at it to see what
13 additional information that we had available.
14 I know that frankly you guys have done very in
15 depth looks at the timeline, and information,
16 and who had what information. Our immediate
17 response in those areas is not to find the
18 breakdown per se', it's to figure out what
19 information we have now, and if there's any
20 additional threat.

21 SHER. ASHLEY: Thank you.

22 MAJOR RAFKY: Yeah, and -- and just to
23 piggyback on that, so like the way fusion
24 centers really operate is the information we're
25 going to get, because like we can get that

1 through a suspicious activity report that
2 someone e-mails our e-mail center, or calls, or
3 puts it on the app, and if we get that, and we
4 get that in, that's going to be a case that's
5 going to get shipped out, that's going to get
6 worked, that's going to get documented, and we
7 determine whether, hey, this is going to be a
8 Fed case, this is going to be a local law
9 enforcement, and it's going to be an automatic
10 thing that it's going to trigger that.

11 The problem is that if we never get it
12 it's going to stay in whatever silo that it
13 stays in, so --

14 SHER. ASHLEY: How -- how can the
15 Commission help improve the process?

16 MAJOR RAFKY: I would say education. You
17 know, I think education on, on all the
18 resources that are available. I think a lot of
19 times when you have a situation if there isn't
20 global knowledge of a bigger problem things can
21 get lost in the shuffle. And that's really
22 what fusion centers can do, which is gather
23 information, share it, disseminate it, get
24 other partner agencies involved, whether it be
25 state, local, federal.

1 CHAIR: Anybody else have questions? Mr.
2 Schachter?

3 MR. SCHACHTER: And this comment is going
4 to be just a little bit of information for the
5 other Commissioners, and then I have a question
6 for, for the fusion center. Thank you for your
7 testimony today. According to the U.S. Secret
8 Service 93% of the time perpetrators exhibit
9 behavior to others prior to a violent incident.
10 81% of violent incidents in U.S. schools,
11 someone knew it was going to happen but didn't
12 report it. In Colorado they have an app, it's,
13 it's an app, it's called Safe to Tell. Last
14 year they stopped 2,700 potential suicides, and
15 over 600 school shootings, so we know that
16 these, these apps will work.

17 And you talked about See Something Say
18 Something, and that we need to report all
19 suspicious activity. Do you think that we need
20 an app on a national level, you know, so people
21 have a way to report things, or do you just
22 recommend they call 911?

23 CHAIR: Before you answer that remember,
24 okay, because that's what I mentioned in my
25 opening remarks, here in the Florida, the Forty

1 Florida app, right, so you're familiar with
2 that --

3 MR. SCHACHTER: I am familiar with that.

4 CHAIR: -- okay, just to make sure when
5 your question, is you -- okay. So that will be
6 up and running here for Florida, okay, in
7 addition to the SAR, so go ahead.

8 MR. SCHACHTER: I understand, but this is
9 -- this is not just -- Fortify Florida is just
10 for school related, you know, suspicious
11 activity. I'm talking about on a, you know, a
12 more global scale. I know the FBI has their
13 public access line, but, you know, I'm talking
14 about more suspicious activity, criminal
15 activity.

16 MS. DAVENPORT: So what I would say on
17 that is that being involved in criminal
18 intelligence I try, we try very hard to stay a
19 little bit out of the policy making realm,
20 because we know that makes people nervous. So
21 I would leave it to you all to determine what
22 the next best courses are. I would say from
23 our perspective the idea behind the if you see
24 something say something hotline, which has
25 different numbers but is a nationwide campaign

1 so people remember it, and for us the
2 mechanisms people that use to report isn't as
3 important.

4 We're happy to have any many tools as
5 could be necessary that can best get suspicious
6 activity reporting to us. As Major Rafky
7 indicated education to people knowing that they
8 should call, who to call, what to look for,
9 those are things that with so many people are
10 still an ongoing challenge, so whether it's one
11 tool or ten tools our goal is to make sure that
12 we get the information in, that we're able to
13 compare it to other information that we already
14 have to form that picture, and get it out so
15 that it can be used as actionable intelligence.

16 MAJOR RAFKY: And I would just say like
17 always as law enforcement if, if there's
18 something that, that requires a 911 call,
19 always call 911. That's what I always tell
20 people straight up, you know, because people
21 aren't so used to calling, using an app, or --
22 a 911 is a 911, you know, that's an emergency
23 is happening, you call 911.

24 I would say as far as apps, I'm with
25 Jessica, you know, I mean that's I guess what

1 these committees are for, to figure out ways
2 on, on how to make these types of things
3 better. I think the apps are good. I know
4 whatever new things get created fusion centers
5 will adopt it and incorporate it into our
6 wheelhouse. But I think some of this stuff
7 exists, you know, it's just a matter of a lot
8 of people knowing about it, you know, it's
9 educating people, and making them aware that
10 this is an available thing. So it's just, you
11 know.

12 MR. SHACHTER: Sheriff Ashley asked you
13 about the Broward County School Board, and I
14 didn't really get a clear answer. They are not
15 part of the fusion center, or there are, they
16 are, you get, you would get information through
17 BSO as through the School Board.

18 MAJOR RAFKY: Yes, so all law enforcement
19 agencies within our region are a part of our
20 group. They're not like sitting in, in our
21 actual building down in Miami but we have
22 coordination and collaboration with them. But
23 we do it typically through, you know, phone
24 call to phone call with Betty or Major Grant
25 from BSO. I'm not familiar with Broward's

1 School Board environment or what that consists
2 of, but all law enforcement will be on a e-mail
3 list that we have, or are able to participate
4 in the Regional Domestic Security task Force
5 that we have quarterly meetings as well.

6 We have one coming up in October where you
7 have roughly 300-400 police that will come
8 together and meet about critical infrastructure
9 groups, cyber, maritime, and we'll met about
10 all kinds of different topics to share
11 information and, and learn together.

12 MR. SCHACHTER: But if there was a
13 potential school shooter, if we have this
14 Fortify Florida and there is a suspicious
15 activity and they made a report, do you know if
16 the fusion center would get this information,
17 or it would just go to the local law
18 enforcement?

19 CHAIR: This is going to be -- the
20 workflow is being framed on that, and they'll
21 be in the mix, but it will go to -- so it's
22 going to end up at the law enforcement agency,
23 for your question, it's going to end up at the
24 law enforcement agency that has first responder
25 responsibility. So as an example as with that

1 is, is that at 3:00 in the morning somebody
2 from a 954 number sends a tip to the Fortify
3 Florida app, and whatever they say, it's going
4 to go to the Broward Sheriff's Office. The
5 Broward Sheriff's Office is going to take a
6 look at it and then disseminate it from there.

7 It may also go to some other stakeholders
8 in conjunction with that, but it's going to go
9 -- and as an example let's say it was a
10 specific threat against a school in the City of
11 Fort Lauderdale, then Broward Sheriff's Office
12 would disseminate it to the Fort Lauderdale
13 Police Department whether they do something
14 themselves with it or not. So there's a
15 specific flow of all the information, but it's
16 being designed in a way that it gets to
17 somebody that is responsible for doing
18 something about it immediately.

19 You know, as an example is, is that it has
20 to be acknowledged within fifteen minutes. If
21 it's not acknowledged within fifteen minutes
22 then somebody's going to pick you a phone and
23 call and make sure it's acknowledged. So when
24 we get a better presentation on that I think
25 it'll, it'll help answer some of those

1 questions you have.

2 MR. SCHACHTER: It seems like the
3 information goes to local. When does it need
4 to go to the fusion center, and is there
5 information that just comes straight to the
6 fusion center and then gets pushed down to
7 local law enforcement?

8 MAJOR RAFKY: Yes, so -- in other words,
9 so if we get a tip that comes in, and let's say
10 it's to, to a Broward school, we would forward
11 that to Broward as a tip for them to then work.

12 MR. SCHACHTER: How would you get that
13 tip, from where?

14 MAJOR RAFKY: We would get it from an e-
15 mail, for like our I Watch South Florida,
16 someone could e-mail that and go, hey, my
17 neighbor's kid is upset, or whatever --

18 MR. SCHACHTER: Got it. You have a
19 special line. You have a different --

20 MAJOR RAFKY: Right, so -- right. Or it
21 could be our FCFSC.com, or it could be the
22 Florida fusion, so like there's, so there's
23 different ways of getting it, but it all comes
24 into one kind of control place, and then it
25 gets disseminated from there. It'll be

1 analyzed, be, okay, this is something we're
2 going to keep, or this is something that's
3 going to go out to another jurisdiction.

4 CHAIR: And the other side of that,
5 there's information that comes into the local
6 law enforcement law enforcement agencies that
7 you may never get.

8 MAJOR RAFKY: Yes, that's correct.

9 CHAIR: So it doesn't -- not everything
10 goes through them. It may go through them, but
11 it may not. Anybody else? Sheriff Judd.

12 SHER. JUDD: Just a comment. I think what
13 you'll find at the end of the day, even though
14 there's always the need to strengthen our
15 communications and our intelligence systems,
16 what you'll find at the end of the day, it's a
17 lack of sense of urgency on behalf of someone
18 in the system that's not doing the job they're
19 paid to do. The systems, the processes, the
20 infrastructure was there, and is there in every
21 law enforcement agency large and small, when
22 someone calls in and provides a threat or
23 information. Someone either didn't do their
24 job, or they weighed it and said, ah, it's not
25 serious, and didn't pass it on to the

1 appropriate people.

2 That's what happens the overwhelming
3 majority of the time. We look for a deep dark
4 infrastructure breakdown, and what it usually
5 is is lazy people not doing their job in a
6 system that's already been created.

7 CHAIR: So you all weren't here last time,
8 but I want to ask you about this because it
9 will help us, I think, and it leads into what
10 we're going to discuss, one of the topics this
11 afternoon, that we're going to talk about, and
12 that is data sharing with some potential
13 findings and recommendations. One of the
14 things we heard last time here in Broward
15 County, and Broward County is just an example
16 of the rest of the state, and in many respects
17 the rest of the country in this regard.

18 If you -- if you all remember we learned
19 that there's a common records management system
20 here in Broward County for some agencies, but
21 some have their own stand-alone, and as an
22 example a deputy on the street in order to make
23 a comprehensive query in order to know whether
24 law enforcement in Broward County has
25 familiarity with a certain person, we saw on

1 the screen they would have to make eight
2 separate queries.

3 So you would have to, one, have access to
4 do that, and then, two, a deputy on the street
5 would not only, the OSSI system, which is the
6 RMS system that Broward has, and others, they
7 can query OSSI, but then the others,
8 Plantation, others that have their own, they'd
9 have to make separate queries. So there is a
10 state-wide RMS sharing element where the fusion
11 centers can query to get reports from the
12 various law enforcement agencies that are using
13 this myriad of RMS systems around the state,
14 correct, so you can -- correct?

15 MS. DAVENPORT: Yes.

16 CHAIR: Generally. But -- and correct
17 this if this is not an accurate statement, is
18 that that's only as good as the information
19 that the myriad of 400 law enforcement agencies
20 plus across Florida are inputting into the
21 system, and based on practical experience we
22 find that when that system is queried for a
23 universal query, like by the fusion centers is,
24 is that we find that there are reports that
25 don't make its way into that system.

1 MS. DAVENPORT: I would say that that's
2 like the case. In part from what I know about
3 the system it would in part, from our
4 experience as well, depend on how frequently
5 they're updating information, who is including
6 information, and some things, you know, when we
7 train our folks we even encourage them to try
8 frequent typos, things like that, if a cop on
9 the street fat fingered something then that can
10 make it more difficult to find in the system.

11 CHAIR: And some of it, I can tell you
12 that in this case when we were querying that
13 system regarding Cruz is, is that we found some
14 reports that didn't come back in that query but
15 when we looked at individual police agencies we
16 found reports. So the point is, is that
17 from a fusion center perspective if you get
18 information on Joe Smith, and you're doing
19 you're workup, and you're analysts are doing
20 their workup because it came in through the SAR,
21 through the suspicious activity reporting app,
22 and you're doing your workup is, is that --
23 what's your view on the problem that's caused
24 -- how many queries do you have to do to be
25 thoroughly competent that you've checked every

1 RMS system, in a region let's say, because how
2 many law enforcement agencies are there in Palm
3 Beach, a bunch, how many Broward County, a
4 bunch, how many in Miami-Dade County, a bunch,
5 and so I'm just going to make the statement
6 that there can't be confidence in one stop
7 shopping. You can't query one system and say
8 that you've checked everything, and with 100%
9 certainty that's nothing been missed regarding
10 Joe Smith and intelligence that some police
11 department has, that their, that their report
12 didn't make it into that system. So how do you
13 all deal with that, do your analysts start
14 making phone calls, or do we just do the best
15 we can with what we have and hope that we've
16 captured everything in that query, or are we
17 making fifteen and twenty phone calls to all
18 these different agencies?

19 MS. DAVENPORT: So from our perspective
20 what I would say is that -- I know Major Rafky
21 talks a little bit about educational
22 challenges, and I would say that in some ways
23 there are also resource challenges, so we use
24 the best tools that we have available at any
25 given time. And data sharing systems certainly

1 approve our ability to have wide visibility, as
2 opposed other action, so at the state level we
3 create all the tools that we have available to
4 us.

5 In mass casualty incidents, or if there's
6 threatening information that comes in, we would
7 ask our partnering agencies to also query their
8 systems, so we would send that information to
9 those agencies and say can you please search
10 your systems and tell us if there's
11 information. Because some systems, even if we
12 have access to them we may not have access to
13 all of the data that a person at that agency
14 would have access to.

15 So and then we would send it down to the
16 regional fusion center, to the local agencies,
17 and so our best process is not -- we don't
18 determine at our level based on the queries
19 that we can search whether that person is a
20 threat, we provide as much information, as much
21 context as we can, but we then send all of that
22 information down to a local agency so that they
23 can continue to conduct more searches, and do
24 more in depth analysis and investigative
25 techniques. I don't know if that --

1 CHAIR: But something could be missed
2 today, it could be, correct?

3 MS. DAVENPORT: Certainly.

4 CHAIR: So you take a small police
5 department, you know, in Miami-Dade County,
6 wherever, and they came across a person,
7 they've got information -- like you've got some
8 small police departments, correct, in
9 Miami-Dade, Sunny Isles Beach, and some of, I
10 guess, or whatever, some of them are small, not
11 everybody in Miami- Dade County, as an example,
12 is on the same RMS system, are they? They're
13 not.

14 So -- so, you know, and I guess what it
15 comes down to, and I guess what I'm going to
16 suggest to you all -- does everybody understand
17 what I'm saying, where this -- does anybody
18 have -- because this afternoon we talk about
19 this, and you talk about what this, what this
20 Commission can do, and where we can have
21 meaningful impact, and, and you know, for that,
22 for that part of the discussion, you know, and
23 this is more of a rhetorical question for you
24 all, but, you know, should there be required --
25 when people are on these myriad of RMS systems

1 should it be required that there be interfaces,
2 and it should be required within a certain
3 amount of time that they are loading their RMS
4 data into the system so that we're not missing
5 anything.

6 Is -- is that, you know, and I ask the
7 question why shouldn't we do that, why
8 shouldn't we require that, why shouldn't there
9 be not an opportunity for missed information
10 and missed reports? Why should you have to, in
11 order to be comprehensive why should you have
12 to call fifteen people and query fifteen
13 different systems, and if you don't do that
14 then perhaps you get criticized because, well,
15 you got information about Joe Smith, you
16 checked everything you can, and then later on
17 they found out that X small police department
18 in Miami-Dade County had it, but you didn't
19 pick up the phone and call?

20 And that's the situation that we're in,
21 because stuff is going to get missed because
22 there is no one stop shopping for all of the
23 available information. I don't know that we
24 can ever have total one stop shopping, but the
25 more information you have the better products

1 you're going to produce. So I think that's a
2 hole in this, this RMS, all the diversion RMS
3 systems, that they're not tied, they're not
4 connected, and they're not a total interface,
5 and there's no one place where there's a data
6 dump of all the law enforcement information.

7 MAJOR RAFKY: Yeah, I would agree with
8 you. And I think that's probably the holy
9 grail of accomplishing ultimate communication
10 through every agency, and I know that's
11 something that a lot of larger agencies are
12 constantly working on. I know ours is as well.
13 And I think the main thing with that is buy in
14 and education. It's about having all these
15 other places have the ability to do it, what is
16 it going to be, you know, what's going to be
17 the platform, how's it going to be done, you
18 know, so but.

19 CHAIR: Some don't want to do it, so maybe
20 they got to be forced to do it, and told to do
21 it, you know, and some of it is -- and you can
22 -- you're familiar with this, in some of these
23 where you have sensitive information you can
24 set it up in such a way where you have pointer
25 systems, so you can have, if you do a query on

1 Joe Smith but it's information from X police
2 department, and let's say it's from their
3 intelligence section, and it's confidential
4 information, they can say that X police
5 department had information on Joe Smith and
6 contact so, correct?

7 You're familiar with those systems, with
8 pointer systems, where you're not getting the
9 actual information but you're getting that they
10 have information and call somebody, correct?

11 MS. DAVENPORT: Yes, absolutely. And when
12 we talk, really amongst the fusion center
13 network we've been doing strategic planning,
14 and we asked the fusion center directors what
15 keeps you awake at night, and I think the
16 answer from every single one was that we'll
17 miss something, and in most of these incidents
18 what we find is that we haven't had any
19 information about them that we could use to
20 prevent these incidents from occurring.

21 Not that we're in any way perfect, and no
22 agency is, but in a lot of ways we're another
23 set of eyes, so we're able to do quality
24 control, and check to follow up to make sure
25 that these reports are followed up on in

1 certain amounts of time, and are able to create
2 greater visibility, so.

3 CHAIR: Sheriff Judd.

4 SHER. JUDD: I agree with you, Sheriff.
5 Let me give you an illustration that I think
6 is, is the problem. The illustration is
7 several years ago we had the murder of police
8 officer. Five miles down the road at a small
9 police department they had armed robberies
10 during the middle of the night in the little
11 town. They not once called up the
12 investigating agency, or the agency that lost
13 the police officer, and said do you think maybe
14 the people who robbed this place two hours
15 earlier were the people who might have killed
16 the police officer. And ultimately that
17 occurred, we figured that out three months
18 later, that there was a robbery.

19 So it's really a lot simpler than
20 complicated systems, it's we get, we've got to
21 get the community to talk to us, law
22 enforcement, or school systems, and then we
23 get, we cannot dismiss it, or ignore it, or
24 think there's nothing to it, or be lazy. That
25 -- then it's got to be pumped up. I suggest to

1 you when it gets to a fusion center, those
2 folks are trained, and their antennas go up,
3 and even though there may be more than one
4 center they do a pretty darn good job at
5 getting the word out, and communicating, and
6 saying, hey, who followed up, and did they
7 follow up.

8 And, yes, we should have these RMSs
9 talking, but until we get human beings on the
10 ground understanding there's a problem here,
11 and my illustration is simply if they couldn't
12 put a robbery in context with a murder of a cop
13 five miles down the road, you know, some guy in
14 high school beating him gums certainly doesn't
15 rise to any kind of level of concern, and
16 that's the problem. It comes back to the
17 original campaign of see something, hear
18 something, say something.

19 Once it gets to their system as it is now,
20 even though yes, we can improve it, and yes, we
21 should improve it, my experience is from our
22 interaction in the intelligence systems is it
23 works pretty darn well once we know about it,
24 if it, because they will make sure the bells
25 are rung in the right place.

1 CHAIR: Mr. Petty, go ahead.

2 MR. PETTY: Just to comment, Mr. Chair,
3 and then a question just to clarify. So I
4 guess, you know, we're coming up on the
5 anniversary of 9/11, and I realize it's sort of
6 outside the scope of this Commission, but I'm
7 shocked sitting here today that it would seem
8 to me based on what I understood that we were
9 now all sharing information, and we had learned
10 the lessons of 9/11, and it seems that the
11 steps we have taken are nothing more than a
12 thin veneer of communication and collaboration,
13 so I'm dismayed by what I'm learning today
14 about how difficult it is to actually get
15 information and share information. So that's
16 just a comment.

17 I wanted to clarify one, one point with
18 the Major. So you mentioned specific to school
19 threats that tips go to the school board
20 investigative unit. Do they go to law
21 enforcement, do they go to the school board;
22 can you clarify your comment?

23 MAJOR RAFKY: Right, so in our, in Miami-
24 Dade County we have a school board police
25 department, so they're their own stand-alone

1 police department, so it would be like sending
2 it to like Sunny Isles, or --

3 MR. PETTY: Fair enough.

4 MAJOR RAFKY: -- or some other. So they
5 have their own detectives, they have their own
6 officers, everything. A lot of times we'll
7 work with them. If they need help I have
8 detectives that will, hey, I'll go out with
9 you, or if you need help from a cyber
10 perspective we can help with that, or whatever
11 it is, but it is really theirs to own and say
12 we're going to do this, we're going to do that.

13 MR. PETTY: In Broward where do they go?

14 MAJOR RAFKY: In Broward it would go to
15 whatever agency where the threat is coming in
16 at, and it would be whatever that agency, I'm
17 not sure of the breakdown of Broward agencies,
18 whatever system they have in place. So whether
19 it's an investigative unit, whether some type
20 of school's police, or something like that. So
21 it would go to the section where the threat is
22 happening.

23 MR. PETTY: Okay, so it goes, it goes to
24 law enforcement regardless, just in the case of
25 Miami-Dade there's a school board police

1 department.

2 MAJOR RAFKY: Yes. Yes. Yeah, for us in
3 Miami-Dade we have an actual school board
4 police department. So in Broward, I don't know
5 if they do or don't, I don't think they do, it
6 would go to the police department, and then
7 they would be responsible for all schools, or
8 whatever it is. And then I would say to you,
9 just to assure you about the 9/11 thing, like I
10 will say not working in this position in
11 Homeland before 9/11 obviously, but will tell
12 you that the collaboration we have with our
13 federal partners, with our state and local, I'm
14 telling you it is amazing.

15 I mean during the incident that happened
16 for Marjorie Stoneman, I'll tell you we were
17 all on the phone. We were all on the phone
18 with everyone from Broward to Tallahassee to
19 Palm Beach, to FDLE to FBI, I mean so we all
20 are cooperating and collaborating. I think,
21 you know, there's just other, you know, there's
22 so many little things that have to be done,
23 that these things are beneficial because they
24 have to be done, but I will assure that we, I
25 mean we have a working relationship that I

1 truly don't think existed before 9/11. It's
2 not perfect obviously, but --

3 MR. PETTY: No, and I appreciate that, and
4 I'm certain things are better than they were.
5 I guess my comment goes to being proactive as
6 opposed to reactive. So I'm glad you guys
7 communicate, but it often times is in reaction
8 to an event as opposed to prevention of an
9 event.

10 CHAIR: So to the extent it's help from --
11 Mr. Petty, just remember in Broward County --
12 Miami-Dade is different because the school
13 board has its own police department, so the
14 City of Miami, the City of Miami Shores,
15 they're not providing cops to the schools, the
16 police department for Miami-Dade County does it
17 all for Miami-Dade schools, correct?

18 MAJOR RAFKY: Miami-Dade school Police
19 Department has its own police department for
20 schools.

21 CHAIR: But not all, okay. But anyway,
22 here in Broward, remember the SIU in Broward,
23 are you familiar with, the SIU is sworn, but
24 they're not putting any of the cops in the
25 schools, so the SIU for Broward schools is

1 sworn law enforcement but they're not putting
2 the cops in the schools, so they're kind of an
3 investigative arm, yeah --

4 MR. PETTY: That was -- that was my point
5 in clarifying.

6 CHAIR: Okay. Okay. All right, anybody
7 else? Sheriff.

8 SHER. JUDD: Yeah, let me make one more
9 statement for Commissioner Petty, because we
10 can't talk about this unless it's public. It's
11 important to understand when you talk about
12 just veneer, that's not accurate. I want to
13 back up the Major. When you look to see what
14 we've done since, since 9/11, across the state
15 and nation, our communication of intelligence
16 is thousands of times better than it's ever
17 been. The weaknesses, the reaction that you're
18 talking about, a fusion center can't react
19 until it has data. None of us can react until
20 we have data.

21 Where we need to be more proactive is on
22 the front end, saying you got to talk, you got
23 to talk, you got to talk, and we have to be
24 active out on all these Facebook pages, and
25 you'll find that, that a lot of that occurs on

1 the open Facebook pages, when they say things
2 like we're going to shoot up, we have guns,
3 we're going to rob. So, so there is proactive
4 things going on, but we can't react to a threat
5 until we're made aware of a threat, which is a
6 reaction.

7 But the key to it clearly is, and that's
8 why I want to share, if you think that it's
9 just veneer, and it really isn't, it's much,
10 much better than it ever has been, but apathy,
11 and it's not real, and they're just mad, and
12 nobody tells anyone, or somebody tells someone
13 and then it gets a government official and then
14 they don't do what they're supposed to, and
15 what they're paid to do, that's where the
16 breakdown really occurs.

17 MR. PETTY: So I -- so I appreciate that,
18 and my, perhaps I would have chosen a different
19 word, but I guess, I guess my point is if it's
20 so difficult to find information, and if the
21 information doesn't come in, then we are
22 susceptible to the, to your, to your word, the
23 lazy person that just says, you know, I'm not
24 going to do eighteen queries to find out
25 whether Joe Smith is wanted for something here,

1 here, and here, I'm just going to, I'm just
2 going to pass the information along, or I'm not
3 going to pass it along because it doesn't rise
4 to the level of, of threat in my opinion,
5 right?

6 SHER. JUDD: Exactly. Yeah, you got it.

7 CHAIR: Commissioner Harpring.

8 UNDER. SHER. HARPRING: Sheriff, a couple
9 things very briefly. As to the personnel we
10 all know in our own professions, in our own
11 experience, there are those people that don't
12 step up to the challenge of their
13 responsibilities, but my experience with being
14 involved with CFIX in my area, because I'm in
15 Indian River County, and also to some extent
16 having some involvement with southeast Florida,
17 is that the personnel are really outstanding
18 across the board, but the challenge, and I'd
19 like Ms. Davenport to comment on this briefly,
20 is the sheer volume.

21 It's not that we're not getting
22 information, it's not that we don't have data
23 coming in, either from fusion centers to the
24 locals, or from the local entities back to the
25 fusion centers, there's just a sheer volume

1 that is difficult to deal with, primarily
2 because of personnel and resources. There are
3 just realistic constraints. And I will note
4 that one of the best things we do in law
5 enforcement is, is react. We show up to the
6 scene. We get the call, we go. We do that
7 very, very well, but there has been a change
8 since 2001 in the proactive side of it.

9 Clearly I think the stand-alone data
10 wherein you can make a query, analogous to
11 FCIC, where whether it's a deputy in a car on
12 their NDT, on their computer, or someone
13 through dispatch can look someone up, and
14 that's a very limited system, but that I think
15 is ultimately going to be the gold standard to
16 which we should strive, and one that we should
17 recommend, is the development of this
18 stand-alone single source access system for
19 data on individuals. And that takes a lot of
20 volume, it takes a lot of resources, and it's
21 clearly going to take some time.

22 But I would like to have either or both of
23 you comment on the, the challenges, not just
24 the systemic challenges with the computer
25 systems, and things that you have, but just the

1 volume of information that come in that people
2 have to make judgment calls on, in terms of
3 I've got three things in front of me, I've got
4 to make a judgment call as to, as to triage
5 side of it, if you could comment on the
6 challenges that you have there.

7 MS. DAVENPORT: Sure, I feel -- give me
8 just a moment, I want to address a couple of
9 the concerns kind of collectively. I would say
10 that we identify that there are still some gaps
11 in information sharing, in the tools that we
12 have available, and the amount of data that
13 comes in and our ability to process it, and so
14 we do our best to take a multi-front approach.

15 I think you've heard a little bit about
16 that from us. So we build those relationships,
17 so somebody does have the ability to just pick
18 up the phone, and hopefully we provide them
19 with training so that they understand why it's
20 actually important. I think lots of people
21 don't think this type of thing is going to
22 happen to them. They don't think terrorism is
23 going to happen to them. They don't think a
24 mass casualty incident is going to happen to
25 them, so sometimes that sense of urgency isn't

1 there because they don't think it will become
2 something, and providing them training helps
3 them to better understand what some of those
4 indicators are so that we can hopefully do
5 something that is more preventative or
6 proactive.

7 And we also use various systems and tools,
8 and work to develop various systems and tools,
9 to allow us as much as possible to collect, or
10 to view and aggregate data that comes in across
11 the state, and to have more places where we can
12 view that data. I would certainly say that the
13 amount of data is part of the challenge, so I
14 think that's probably why you still see so many
15 gaps, there's so much data, getting it all into
16 various places, getting tools to help us
17 analyze those things.

18 As it relates specifically to your
19 question I would say that information that is
20 reported to us directly is information, that we
21 don't have resources used there, those are
22 things that we prioritize over everything else.
23 We have -- products can wait. If there's
24 information that is reported to use directly
25 we'll act upon that information.

1 But you're right that there is so much
2 other data out there that we kind of get
3 passively, that we have the ability to go in
4 and query, we do proactive searches, and the
5 tools are not necessarily in place to help us
6 analyze that in a broad, in a broad scale way
7 that allows us to better identify things that
8 aren't being reported directly to us. We do as
9 much of that as we can, but we rely a lot on
10 analysts identifying those things themselves,
11 or coming up with them, and querying things,
12 and looking at things, and seeing things that
13 are posted, or whatever that might be, rather
14 than having tools that allow us to get that
15 information a little bit in aggregate from the
16 data that is collected from law enforcement
17 around the state.

18 UNDER. SHER. HARPRING: So your challenge
19 may be taking some specific information that
20 you get that is actionable, and that you have
21 an opportunity to take look at and actually
22 devote some resources to, but then aggregating
23 other information from either closed sources or
24 open source intelligence, Facebook, Twitter,
25 other websites for certain entities. I would

1 imagine that's a pretty severe challenge, as to
2 where to devote those resources.

3 MS. DAVENPORT: Absolutely. And we know
4 that anything that we do doesn't end up giving
5 the complete picture, because there's always
6 data out there that we don't have access to for
7 whatever reason, somebody didn't report it to
8 us, it's in a stand-alone system, and so we do
9 our best to carry that into with our analytical
10 judgments, and realize that that's the case,
11 share it with people who may have access to
12 those things. But anything that we do we know
13 is not entirely the complete picture.

14 MAJOR RAFKY: Yeah, and I would say for
15 Miami-Dade County especially, since we have the
16 detectives, sergeants, and lieutenants, that
17 are assigned to these critical infrastructures,
18 that are assigned to anything that has a nexus
19 to terrorism, we're constantly making decisions
20 daily. I mean we get inundated with stuff
21 every day of stuff coming in, and we got to
22 decide what are we doing with this, who is it
23 getting assigned to. It is a constant,
24 constant battle, and that's just for our small
25 AOR for throughout the whole state.

1 And one thing that I would tell people to
2 also to keep in mind, when you think about a
3 fusion center, a fusion center often times is
4 the strategic method do things, so and what I
5 mean by that is like, for instance, like our
6 fusion center, for every major event our, our
7 wing of our department that does like football
8 games, concerts, stuff like that, we'll do like
9 threat assessments, and I know you guys do the
10 same in CFIX, everyone does that, they'll do
11 threat assessments, so they're analyzing are
12 there threats at this venue, are there threats
13 at this thing, are, like our transit system,
14 what's going on with that.

15 And they'll look at it from a strategic
16 mindset of how, like how is this working, how
17 is it going, and then produce a product, and
18 then that will get sent out. So but yeah, I
19 would say every day decisions are being made
20 about, you know, and I think, Sheriff, you said
21 it, urgency is the key. Urgency is the key to
22 all this.

23 CHAIR: Commissioner Dodd.

24 MR. DODD: Would there be a benefit to
25 having the Fortify Florida app, that's the

1 information is going to be coming in on those
2 tips, to be copied to the fusion centers?
3 Could that allow for an extra set of eyes on a
4 topic, or would that be redundancy, would that
5 be overwhelming? I mean obviously the system
6 is not in place right now, but what are your
7 thoughts on that?

8 CHAIR: If you all don't know --
9 Commissioner Swearingen, do you want to address
10 that? It is going to be. It is going to go
11 to --

12 COMM. SWEARINGEN: Yes, that is going to
13 happen. There will be a copy sent, not for
14 reaction, it obviously needs to go to the
15 response agency, but we will be looking at all
16 of that data for trends or patterns. That's
17 what we will be trying to find. We're not a
18 response agency.

19 CHAIR: Right.

20 COMM. SWEARINGEN: Adding us in that
21 capacity would just simply put another layer
22 of, of bureaucracy between the people that need
23 to respond, so we're not trying to do that.
24 But we will be looking at, at trends and
25 patterns, so that is going to happen.

1 MR. DODD: Okay.

2 CHAIR: Commissioner Book, go ahead.

3 SEN BOOK: Thank you, Mr. Chair. I think,
4 and it's dovetailing off of Commissioner
5 Swearingen, you've talked a lot about big data,
6 and data analytics, the amount of information
7 that you get is overwhelming, and I don't know
8 that we even have the manpower to look at
9 everything, and so I think that, you know,
10 thinking about somebody just sitting making a
11 judgment call, or somebody who says, well, you
12 know, he's upset, not, not studying those
13 trends, not studying those patterns, is the
14 stuff that is, that Commissioner Petty is
15 talking about.

16 That is terrifying. Those are the things
17 that keep everybody up at night, the things
18 that are missed when we know after last month's
19 meeting that leakage occurs leading up to an
20 event, there's not somebody tracking that
21 analytics. If there is -- if there aren't
22 people, you know, reporting that somewhere,
23 things will get missed, as they do, but I think
24 that as a whole we've not been very good at
25 leaning on technology, and that data analytics

1 of things.

2 You know, unrelated, a friend of mine,
3 their child has autism, and Autism Speaks has
4 been working on a project where they map
5 everyone's genome, and throughout the country
6 and the world now they upload the genetic
7 makeup of, of their children, so that we can
8 study trends and patterns within the genes of
9 autism to decide where they are. It blows my
10 mind that in 2018 we're not doing something
11 similar so those things don't fall through the
12 cracks, and so, you know, I think one of the
13 things that as we look towards putting together
14 some of those recommendations, you know, and
15 being in the legislature, making sure that we
16 invest in data analytics so that FDLE and other
17 agencies can access data, can study those
18 trends and patterns, and so that, you know, we
19 are creating that safety net, which is really
20 important.

21 CHAIR: Commissioner Swearingen.

22 COMM. SWEARINGEN: A couple of points
23 first. I want to echo what's been said by
24 several other commissioners as far as sharing
25 of information and intelligence. We are light

1 years ahead of where we were pre-9/11 at all
2 levels. Not to say there's not some gaps, and
3 some things we can still improve on, but we're
4 light years ahead of where we, where we were.
5 Most of us state and locals now have clearances
6 where we can actually see classified
7 information related to national threats that
8 could impact our, our states, and our cities,
9 and our counties, which we didn't have
10 pre-9/11, so that's a huge advantage for all of
11 us.

12 I also want to talk about, when we talk
13 about the one stop shopping for searches, there
14 are laws regarding information that can be
15 shared between agencies, and I don't think that
16 it would be supported at either the state or
17 the national level for a police state, where we
18 as law enforcement have access to everybody
19 else's data. That's why we have the liaisons
20 in the fusion center representing the other
21 agencies, they best know what their, what
22 information they possess, and what information
23 they can share, and at what point they can
24 share that. So I think there's some, some
25 improvements that could be made, but and large

1 I think the information sharing is, we're light
2 years ahead of where we were.

3 When we talk about the RMS systems, it
4 would be nice if we could all be on one system.
5 That's probably not going to happen because
6 everybody is making decisions based on what is
7 best for them financially, what the system
8 does, so I think it's incumbent upon those of
9 us who lead an agency, whether it's a sheriff's
10 department, a police department, DOE, that when
11 you're buying one of those systems then it's
12 incumbent upon us to ask the stakeholders that,
13 that will be also connected somehow to that
14 system, for their input. And -- and that's on
15 us.

16 Instead of looking solely at what best
17 suits my agency we have to ask, you know, if
18 FDLE is going to buy a system maybe I need to
19 be talking to the FSA, and the FPCA, to make
20 sure that whatever system we're buying, and
21 that's a negotiation point at the front end
22 with the vendors, okay, if you're going to, if
23 you're going to sell us this product then it's
24 incumbent upon you to make sure that this
25 product will talk to these other systems that

1 are already in place.

2 And there's going to be a cost with that,
3 but we have to be willing to accept that, or
4 come up with some other solution when, when the
5 vendor is trying to put all of these products
6 on each of our agencies, that that system has
7 to be able to talk to all of the other systems
8 that may be out there that maybe they don't
9 have the financial ability to replace right
10 away.

11 So -- and the other thing, this will come
12 up probably later when we talk about threat
13 assessments, but I think one of the key things
14 in this instance in my opinion was the lack of
15 education. One of the misconceptions, targeted
16 violence is not impulsive, it's planned. They
17 don't snap, they decide when they're going to
18 act. And I think we need to make sure that we
19 understand that.

20 There are -- there are many studies that
21 have been done, and there are absolute
22 indicators for when one of these people is
23 going to act. The warrior mindset, dressing
24 and acting, you know, as a cop, or a military;
25 Cruz exhibited that. Novel aggression such as

1 animal cruelty; Cruz exhibited that. An energy
2 burst, experimenting with violence, all of his
3 fights; he exhibited that. Leakage, telling
4 someone else what you're going to do; he did
5 that. Direct communication of the threat; he
6 did that.

7 So there were plenty of indicators here
8 based on the national studies of targeted
9 violence, how many of our educators and
10 administrators, mental health folks that dealt
11 with this guy, how many of them knew that? How
12 many of them had been trained and educated on
13 the indicators of targeted violence? I would
14 bet you probably none of them had, so they
15 wrote this off as this is an angry kid acting
16 out. If you had put all of these pieces
17 together, which the evidence has shown these
18 are all, they're all present -- when you have
19 one of these targeted violence incidents
20 they're all present, one or more of these is
21 always present, so I think we need to make sure
22 that when we move forward, especially when it
23 comes to these threat assessment teams, that
24 there is a absolute standardization of the team
25 makeup, and there's standardized training.

1 Every school board doesn't get to decide
2 what training they're going to provide, we need
3 to establish a baseline minimum standard of
4 training for every person in that school, that
5 should be on us to decide.

6 CHAIR: Repeat that this afternoon when we
7 talk about, because it's on the agenda for this
8 afternoon. That's one of the areas hopefully
9 we'll get to, is on threat assessment and
10 recommendations. I think, I mean it's spot on,
11 so this afternoon we need to make sure we
12 capture that. Last question, Mr. Schachter,
13 and then we'll take a break.

14 MR. SCHACHTER: I think that that was a
15 great point that the Commissioner made. On
16 that topic you've got the FBI that makes
17 presentations on prevention and identifying
18 threats, and also the Secret Service. There is
19 the National Threat Assessment Center. We had
20 Chief Lena Alathari come and speak with us.
21 She goes around and talks specifically to
22 educators, teachers, parents, about how to
23 identify threats. I think one of the
24 recommendations that we should make is to fund
25 that agency, fund the Secret Service's

1 research, and enable more people like her to go
2 around the country and educate exactly the
3 people that are working with this so that can
4 educate the public on how to identify these
5 threats, because you're right, there is not,
6 knowledge not readily available, people don't
7 know.

8 Back to what we were talking about
9 earlier, it sounds to me that if this fusion
10 center gets the information good things will
11 happen. Unfortunately they didn't have, you
12 guys didn't have information about the monster
13 that we're talking about today, so it sounds to
14 me like, you know, there should, we should be
15 pushing more information to the fusion center.
16 Most people, most Americans I don't think even
17 know what a fusion center is, let alone how to
18 get information to you, you know, to go on your
19 website, or stuff like that, so my question is
20 in the vein of the see something say something,
21 that should there be a national see something
22 say something app as opposed to, you know, only
23 calling 911, because as we know there are no
24 borders nowadays.

25 The Safe To Tell app prevents school

1 shootings in other states, and other countries,
2 so that, that's a question that I have, and a
3 question for the Commissioners, should there be
4 a national app as opposed to each school
5 district having an app, each police department
6 having an app, should there be a national app?

7 CHAIR: Go ahead, Sheriff.

8 SHER. ASHLEY: I hate to -- I know we're
9 going to go to break, but I just want to remind
10 Commissioners, and believe me I'm, that
11 analytics and the like is great
12 recommendations, but the FBI had actionable
13 intelligence, the Broward County Sheriff's
14 Office had intelligence, the school district
15 had actionable threat assessment intelligence.
16 None of it was shared, and I think it's due to
17 a lot of artificial privacy barriers that we've
18 created with FERPA, with HIPPA, with our
19 privacy laws, and that if we're going to make
20 recommendations it will be what information
21 should we allow law enforcement to have to act
22 on rather than hide from.

23 And so I would just ask Commissioner to
24 consider that, that we had all the information
25 available, it just couldn't be share for

1 whatever reason, whatever purpose, we don't
2 want to label somebody a threat, we don't want
3 to label somebody as mentally ill, we don't
4 want to label, label, label, and that fear, and
5 that artificial fear in my opinion needs to be
6 addressed.

7 CHAIR: Commissioner Blackburn, go ahead.

8 DR. BLACKBURN: And I know, Sheriff, we're
9 trying to move to a break, but if all of the
10 people connected all of the right dots prior to
11 14th February of last year what would have
12 happened by whom in order to avoid the
13 incident?

14 SHER. ASHLEY: I think he'd have been
15 institutionalized myself. I think that would
16 have happened, when it was through a court
17 order, through a march mag to Baker Act, those
18 temporaries, but he would have, he would have
19 been, I think at some point a court would have
20 adjudicated him mentally deficient and
21 institutionalized him.

22 DR. BLACKBURN: And I ask out of pure
23 ignorance. So we have the laws and policies on
24 the books today that if everything we know now
25 were connected prior to that would have

1 happened?

2 SHER. ASHLEY: I believe it would have. I
3 don't -- I can't say that with certainty, but I
4 believe it would have.

5 UNDER SHER. HARPRING: I could
6 respectfully dissent, we've actually had this,
7 no disrespect, Sheriff, but --

8 SHER. ASHLEY: Oh, I agree, we've had the
9 same issues.

10 UNDER SHER. HARPRING: We know -- put it
11 all together in a package, even what they knew
12 what he was doing locally didn't meet the Baker
13 Act criteria. That's 72 hours. Even if they
14 had Baker Acted him he would have been gone.
15 We didn't have the prohibitions regarding the
16 risk protection orders that could have
17 presumably precluded him from lawfully
18 purchasing firearms, but we know how easy it is
19 to get firearms unlawfully on the street.

20 The declaration of guardianship, and a
21 civil mental health institutionalization, I
22 don't think he would have qualified for a
23 guardianship because he didn't exhibit any of
24 the indicia of, of not being able to care for
25 himself, or that he may have prospectively been

1 a harm to others. And I -- I agree with you,
2 sir, all of the indicia were there, but I will
3 say that if it was all together and it was put
4 before a court, I'm not a judge, but I don't
5 believe a judge would have been able to civilly
6 commit the individual to some institution for,
7 for any period of time.

8 And I think that's the -- I think that's
9 the, that's the one thing that really hasn't
10 been said, in direct course put it all together
11 and there was nothing under the law at that
12 time, or even at this time, that could have
13 been done.

14 SHER. ASHLEY: I would disagree, only in
15 that we've done this in our school system, and
16 had children that exhibited violent tendencies
17 and threats. They assigned an escort to this
18 individual at school because he was hitting
19 other kids. He was a threat. He communicated
20 those threats on a pretty regular basis. So
21 we've had children, I say children, teens
22 adjudicated mentally, I don't know the,
23 mentally ill, institutionalized at
24 Chattahoochee, and that occurs today. At least
25 in a conservative county that I come from if

1 you, if you exhibit those behaviors, those
2 violent tendencies, and you can't control
3 yourself, then they will institutionalize you.
4 And I think we need to certainly move to that
5 direction.

6 CHAIR: I don't know what happens in
7 Okaloosa, but --

8 SHER. ASHLEY: Well, you guys come from a
9 liberal, a liberal South Florida, so --

10 CHAIR: I can tell you the -- the other
11 places -- I agree with Commissioner Harpring.
12 I can tell you from what, you know, is that
13 with this, for what we know -- but we'll find
14 out more this afternoon in closed session as we
15 bring, you know, some of the rest of it full
16 circle on what did happen. And there will be
17 plenty of time to have robust discussion and
18 debate about this as we move forward. Go
19 ahead, Sheriff.

20 SHER. JUDD: I'll say thing quickly. I
21 agree with the mental health system, that at
22 least where I'm from I'm not sure that, that
23 Cruz would have been institutionalized, based
24 upon what I hear, I know. And quite frankly I
25 quit reading the newspaper stuff when I was

1 going to be on this commission because I want
2 to hear the facts here.

3 But what I -- what I still don't know --
4 we have a criminal justice system, that had he
5 been brought into the criminal justice system
6 for his criminal acts as opposed to diverted,
7 diverted, diverted, diverted, PROMISE, PROMISE,
8 PROMISE, PROMISE, he might have built enough of
9 a criminal history of assaults, of threats, and
10 batteries, to have done something with him
11 there. But once again the jury is out on that
12 until we hear all of what we hear.

13 CHAIR: Okay, why don't we --

14 MAJOR RAFKY: Sir, I was going to -- I was
15 going to mention one, a quick thing to you
16 guys. One thing that's available, because I
17 got someone in training, is the NCTC, and I'm
18 probably going to mess up the acronyms, the
19 National Center for -- the National Counter --
20 there's so many acronyms, I apologize. The
21 Nation Counter Terrorism Center, they're from
22 Washington D.C., they come down and actually do
23 a presentation.

24 We just did it with our department, where
25 they can do a presentation on how to identify

1 HVEs, or terrorism, or certain things in your
2 community. They can tailor it to whatever area
3 you have, so if you have a problem with white
4 supremacy in your area, or -- I mean they're
5 really flexible in what they can do. It's
6 fully paid for by, by their organization.

7 We just did it. We had our community
8 officers go through this training, and it's
9 something that they can, they can then go into
10 the community and kind of, they gave them a
11 PowerPoint, they gave them a whole packet. I
12 mean I don't think that's the solution to
13 anything, but it's definitely a, you know, a
14 notch in the belt of something that, you know.
15 If anyone wants that information afterwards
16 I'll stick around, and I can give it to you
17 guys.

18 CHAIR: All right, well, we thank you both
19 for being here. Thank you for the
20 presentation. Why don't we take ten minutes,
21 and then we'll come back and move into a
22 discussion about school resource officers.

23 (Thereupon, a break is had, and the proceedings
24 continued as follows:)

25 CHAIR: One of the things I forgot to do

1 when we opened this morning was to approve the
2 minutes, so hopefully everybody has had an
3 opportunity to review the minutes. Do we have
4 a motion to approve?

5 ASA BARTLETT: I move.

6 CHAIR: Commissioner Bartlett makes a
7 motion. Do we have a second?

8 SEN. BOOK: Second.

9 CHAIR: Commissioner Book, second. Any
10 discussion, revisions, comments, changes? So
11 we have a motion. We have a second. All in
12 favor, aye.

13 (Aye)

14 CHAIR: Any opposed same? So that motion
15 passes, and the minutes are approved. So the
16 next thing we're going to do is to start
17 talking about making findings and
18 recommendations, and as we begin making those
19 findings and recommendations, especially in the
20 areas of SRO staffing and school hardening, I
21 want to share some thoughts with you about how
22 we might consider approaching our work, and
23 against a backdrop.

24 We learned a lot from the presentation by
25 Nevin Smith last month that I think will help

1 inform our analysis, and our recommendations.
2 While Dr. Smith and others, including the
3 Secret Service in its behavioral threat
4 assessment presentation rightfully cautioned
5 that characteristics in profiles are not
6 effective in identifying potential future
7 attackers. The data sure paints a pretty
8 consistent picture about what has happened in
9 these prior incidents, and that data should
10 inform how we go about making our
11 recommendations, so while there's certainly
12 validity in the Secret Service, and others that
13 have studied this, they've said you really
14 can't use a profile to predict the future, but
15 the past I think really does tell a story about
16 the things that we should focus on as we're
17 trying to, and I use this term cautiously,
18 prevent, but mitigate the devastation of any
19 future acts.

20 So thing about the things we know, is that
21 based on Dr. Smith's presentation we know that
22 most active assailants had access to the
23 campus, and that they were current or former
24 students. So of the forty-six prior attacks
25 forty-three of those prior attacks were

1 committed by current or former students.

2 So what does that mean as we have our
3 discussion, and we're considering findings, and
4 we're considering recommendations? It means
5 that campus hardening in simple, and single
6 ingress and egress points, have their limits on
7 being effective at preventing a targeted
8 attack, because if somebody is authorized to be
9 there, and has access, you can have all the
10 single ingress and egress points you want, you
11 can have all the biometrics in place you want,
12 but if a person is allowed to be there, as they
13 were in forty six, forty three out of forty six
14 attacks, that is going to have limited value.
15 Now, that doesn't mean that single entry points
16 are not a good idea, it simply means that they
17 will not stop someone who has that authorized
18 access, which is the majority of the shooters.

19 We also know from Dr. Smith's presentation
20 that the commonly used gun is a pistol, which
21 means that it is easily concealed, and it also
22 means that it is quickly produced without
23 warning. We know that most active assailant
24 incidents are over in less than four minutes.
25 The Marjorie Stoneman Douglas shooter was in

1 the 1200 building for about six minutes, and
2 killed and/or shot thirty-four people within
3 about three minutes.

4 So start putting that all together. Is
5 that we know that the majority of the shooters
6 were authorized to be there, they had access.
7 We know that the majority of the shootings were
8 done with weapons that were easily concealed
9 and quickly produced, pistols in the majority
10 of them. We know that the majority of these
11 killings, as occurred at Stoneman Douglas, are
12 over in a very short amount of time. Remember
13 that the final three minutes of the shooter's
14 time at Stoneman Douglas was spent on the third
15 floor in the teacher's lounge trying to get a
16 sniper position.

17 We also know based on Dr. Smith's
18 presentation that most K-12 targeted active
19 assailant situations had been most often
20 stopped by school staff, and not by law
21 enforcement. So again most are committed by
22 authorized people, students or former students.
23 Most are committed with easily concealed and
24 quickly produced firearms. Most are over in
25 short order. Stoneman Douglas, less than three

1 minutes, or about three minutes of shooting,
2 shot and/or killed thirty-four people. And
3 that most times these events are stopped not by
4 law enforcement but by school staff.

5 Eighteen of the forty-six incidents ended
6 because school personnel captured the shooter.
7 Ten ended because of capture by law enforcement
8 on campus. And only four of these incidents,
9 four of those ten involved a firefight between
10 law enforcement and the shooter. So I suggest
11 to you that these are important facts to keep
12 in mind as we consider our recommendations,
13 because we have to prioritize. We know that we
14 cannot do everything all at once, so I suggest
15 that we consider what I'm going to call an
16 inside-out approach, in theory, to our
17 recommendations.

18 And what I mean by that is this, is that
19 consider that our recommendations should
20 initially be on the last line of defense, and
21 that is which can be timely and realistically
22 implemented. Being realistic means that we can
23 pay for it, and it means we can gain general
24 consensus for its implementation. The last
25 line to defense is really in many cases the

1 first line of defense to mitigate harm once the
2 shooting has happened.

3 After focusing on the core, if you will,
4 we can then focus on that which will take
5 longer to implement. Some things will take
6 time and extensive funding to implement, and
7 they are major shifts. So thinking about some
8 of these things that can be done across
9 Florida's roughly 4,200 schools with about 2.9
10 million students all at once is unrealistic,
11 this can't be done all at once, so remember our
12 January report is an interim report. The
13 number of topics and volume of material that
14 we're covering in this Commission's work is
15 astronomical. We're producing a report in six
16 months that other commissions took three years
17 to produce after prior school shootings.

18 Our work does not end in January, and in
19 many aspects the work only begins in January,
20 but things have to be put in place now in all
21 Florida schools that are reasonable ensured to
22 mitigate the next attack, and our initial focus
23 I suggest to you should be on that, focus on
24 the core, strengthen it from the inside out,
25 build the tree before worrying about the

1 branches, focus on that which will stop an
2 active assailant once he has breached the
3 school.

4 Again get back to the data. Most are
5 conducted by people who have access. Most are
6 over in less than four minutes. Most are
7 conducted by somebody that can produce a weapon
8 quickly. Most are stopped by school personnel.
9 That doesn't mean certainly that we ignore the
10 long-term enhancements, but that for the
11 immediate task that we have at hand that we
12 focus on immediate priorities. Things like
13 changing the mental health system, or
14 installing live monitored video cameras, on all
15 4,200 Florida K-

16 School campuses is long-term. That's --
17 that's a long-term task. Making sure classroom
18 doors lock, and there are effective alert
19 systems that can be done more immediately, and
20 across all campuses in Florida, should be the
21 priority.

22 You heard from Guy Grace with Littleton
23 Schools, remember last month, and he's also the
24 chairman of PASS, which is that Partner
25 Alliance for Safer Schools. So PASS has

1 outlined a comprehensive school safety plan,
2 and estimated the cost to implement that plan
3 in all Florida K-

4 Schools, and this is a school hardening
5 plan, it's a multi-tiered plan, a comprehensive
6 plan, and the cost to implement that plan in
7 Florida is \$2.2 billion.

8 Couple that with the \$400 million in
9 annual costs to put a cop in every school, and
10 to implement what PASS recommends as
11 comprehensive school hardening in Florida, and
12 to put at least one cop on every campus in
13 Florida schools, you're looking at a price tag
14 of about \$2.6 billion. Even if we were to
15 spend all that money on school hardening, not
16 any one, or in some cases all, of the things
17 implemented will stop that next mass killer,
18 and there must be a hard last line that can
19 timely and effectively mitigate the effect of
20 that next mass assailant attack.

21 Again go back to it, they happen fast,
22 school personnel stop them, most are with
23 pistols, and most are with people that have
24 access to the school, so those hardening
25 points, and all those other barriers, not going

1 to stop it because the person has access to the
2 facility. The true last line -- the true last
3 line, and in some cases is the first line of
4 defense, is somebody who can stop the attacker
5 once they've begun their attack, and I suggest
6 you that's what we need to focus on because the
7 rest of this is going to take time. We have to
8 have somebody that is going to stop that attack
9 when the next one happens, and that requires
10 someone with a gun, and that discussion begins
11 but does not end with a school resource
12 officer; run hide and fight only goes so far
13 when you're fighting empty handed against
14 someone with an AR-15.

15 So we have to discuss the SRO's role, and
16 SRO staffing. We also have to consider other
17 armed personnel, whether we want them, who they
18 are, and what their role may be. The fact is,
19 is that Cruz had an empty gun, and this, I'm
20 telling you, and I keep saying this, but this
21 gnaws at me, is that the fact is, is that Cruz
22 had an empty gun within the 1200 Building at
23 Marjorie Stoneman Douglas when he reloaded five
24 times, and there were five opportunities to
25 mitigate the harm and kill him if there had

1 been armed personnel in that building.

2 I really don't think anybody could have
3 done anything about the initial shots on the
4 first floor, that happened so fast. But he
5 went to the second floor, and he went to the
6 third floor, and he had an empty gun in that
7 building five times where that gun was empty.
8 So as we consider SRO staffing, as with the
9 school hardening, we have to be realistic in
10 our recommendations as to those who are the
11 decision makers considering how best to staff
12 the schools with armed personnel.

13 One of the things that we cannot do is we
14 cannot ask the impossible, or set up situations
15 where the people protecting the schools cannot
16 meet our expectations. We can't set the SROs
17 up for failure. We can't set them up not to
18 meet what we're asking them to do. Again,
19 there are about 4,200 K-12 schools and charters
20 in Florida, and currently there are about 1,350
21 SROs. Being realistic means not recommending
22 that we put cops in every Florida school, and
23 not recommending that we maintain the current
24 SRO model unless there's recurring and
25 sustainable funding to support the approximate

1 \$400 million in recurring revenue that it would
2 take to do that.

3 Recommending the impossible, or the
4 unattainable, it's not worthwhile. It also
5 means realizing that we cannot maintain the
6 current SRO model, and current staffing levels,
7 and expect a different result. An SRO cannot
8 be expected to protect a 16 building 45-acre
9 campus with 2,300 students while teaching
10 classes, mentoring and counseling students,
11 performing administrative office tasks, and
12 other similar non-security functions.

13 So as you're going to see shortly in a
14 presentation from FDLE in a recent job task
15 analysis conducted by current Florida SROs they
16 rank the number one task they perform most
17 often is building rapport with students, while
18 also ranking that task fourth on the list that
19 they consider to be critical functions. So
20 what they consider to be most critical they're
21 not doing most often, and the thing that they
22 are doing most often is not the most critical,
23 and that is building rapport with students.

24 So, in other words, fostering relationships is
25 not even considered the most important task by

1 the current SROs who are doing that most often.

2 Campus safety, again, what they ranked as
3 the most critical, isn't what they're doing
4 most of the time, so this begs the question
5 whether there should be a law enforcement
6 officer or other identifiable armed security
7 presence whose primary role and task is visible
8 and constant roving of the campus throughout
9 the school day to timely intercept and act on
10 an active assailant or other threat situation,
11 or is it acceptable that the often loaned armed
12 personnel are in classrooms, or in office
13 across campus where they have a several minute
14 response? Again remember that the Stoneman
15 Douglas shooter shot thirty- four people in
16 about three minutes.

17 Most would also agree that there is a
18 deterrent effect of visible armed security, and
19 a deterrent effect of potential shooters when
20 they know that there is armed people ready to
21 engage them. So I suggest to you that the
22 first goal should be, is to prevent a potential
23 active shooter from engaging in his plan, and
24 make it hard for them to do so. As we're
25 cautious about using the word prevent, but

1 deterrence, knowing that there are armed people
2 ready to engage, that is prevention.

3 So what primary role do we want for on
4 campus SROs post Stoneman Douglas? The
5 traditional SRO role has its benefits, and
6 undoubtedly has made a positive difference in
7 the lives of many students here in Florida, but
8 is that role realistic and feasible today?
9 It's somewhat appealing to say what should be
10 done, but the real question is what
11 realistically can be done, and what do we have
12 the will to do. Saying no to everything
13 changes nothing. Saying not to new and
14 sustainable SRO funding, saying no to
15 guardians, saying no to armed school personnel,
16 saying we don't want cops to have access to gun
17 safes with rifles on campus, saying we must not
18 change the traditional SRO role, all that means
19 maintaining the status quo while saying change
20 is necessary. Simply, that equation doesn't
21 work.

22 Only one SRO per school in the current
23 role is feel good, and checking a box, because
24 that lone SRO role in many of these schools
25 will not realistic provide the necessary

1 deterrence in high probability that is
2 necessary to affectively intercept the active
3 assailant, so we either have to accept the
4 status quo or be willing to live with change.
5 Not change that we necessarily like, but change
6 we can live with, because we have to honestly
7 consider the resources, both financial and
8 human capital, that are available to implement
9 whatever it is we recommend. Neither money nor
10 people are an unlimited supply, so keep this in
11 mind as move into this discussion here in a
12 second.

13 We cannot hire the cops we need today, and
14 that's a hard fact, so even if this \$400
15 million becomes available to staff cops in
16 every school how are we going to hire enough
17 cops to do that? The state has not expressed
18 an interest in providing the additional
19 hundreds of millions of dollars to put a cop in
20 every school. Most school boards have rejected
21 the notion of tax increases for enhanced school
22 safety, and they likewise have rejected cutting
23 hundreds of millions from other places to fund
24 cops on every campus, and county and city
25 commissions have also said not it for new

1 funding.

2 So we have 25 out of 67 counties that have
3 implemented the guardian program. All this
4 digging in about what we don't want, but yet we
5 say we don't want another Stoneman Douglas
6 shooting either; so if we want a different
7 result we have to make changes, and that is
8 what we are tasked with recommending. So it
9 boils down to a philosophical and resource
10 availability issue, and what are we willing to
11 live with, and resource that are available, and
12 that means money and people.

13 So to kind of frame this as we move into
14 this very important discussion, consider that
15 please, in that we have to be realistic, we
16 have to look at the data about what happened in
17 the past, and we have to be willing to either
18 accept the status quo or move the needle, and
19 neither one are comfortable in many respects
20 because we see benefits to the current SRO
21 model, we don't want another Stoneman Douglas,
22 but we have to move something.

23 So, as we proceed with this topic we're
24 going to hear from a couple of speakers. We're
25 going to hear from Dean Register with the

1 Florida Department of Law Enforcement to give
2 us some information on that job task analysis.
3 We're going to hear from DOE on the
4 demographics, if you will, of the schools in
5 Florida. We do have here with us Captain Tim
6 Enos, and you heard from his previously, from
7 FASRO, the Florida Association of School
8 Resource Officers. He's here to answer any
9 questions that you may have, but he doesn't
10 have a presentation because FASRO does not have
11 a recommendation on this, is there is
12 divisiveness on this topic.

13 There is divisiveness on it within FASRO.
14 There are people within the organization that
15 say the roles should not change. But go back
16 to what I just said, is that that's great, but
17 you can't expect the role not to change, and
18 expect that you're going to have an SRO sitting
19 in the class, doing mentoring, doing all those
20 things, and get across a huge campus and be
21 able to stop this active assailant. It isn't
22 going to work. That's setting them up for
23 disaster. That's setting them up for failure.
24 We can't have our cake and eat it too. So he's
25 here to answer questions, but doesn't have an

1 official position on this at all from FASRO
2 because they can't agree on it.

3 So why don't we begin, and these are short
4 presentations, and then we'll begin with the
5 discussion. Why don't we begin with Jane
6 Fletcher from DOE to just give us the makeup of
7 the schools in Florida, so we have that
8 information. So Ms. Fletcher, welcome. Thank
9 you.

10 PRESENTATION FLORIDA DOE

11 MS. FLETCHER: Thank you. Just to give
12 you a little bit of context this table shows
13 you the number of schools by school type,
14 elementary, which are generally K-5, middle,
15 which are 6-8, high schools, and then
16 combination schools, which can be either K-8,
17 or the might be 6-12, they can be lots of
18 different combinations. And this table, if you
19 go across from left to right, shows you the
20 number of students per school. That first
21 column shows you the number of schools, for
22 example that 1,803 is the number of elementary
23 schools that have 1,000 or less students, and
24 as you go across to the right you see larger
25 schools, so all the way to the right you see

1 there are two high schools in Florida that have
2 4,000 or more students.

3 When you look across this table in general
4 you see there are about 800 school that have
5 more than 1,000 students, and of those
6 elementary schools, those 1,800 elementary
7 schools, about a third of them are smaller than
8 500, so we have a wide variety in sizes of
9 schools across the state.

10 This slide tells you a little bit about
11 the differences of public schools. All of the
12 public schools are not like the ones that you
13 might be familiar with with your, your children
14 or your grandchildren's public schools.

15 Schools across Florida might be a traditional
16 public school run by the school district, they
17 might be a charter school run by a charter
18 organization. They might be an alternative
19 school which serves students who haven't been
20 successful in a regular school environment.

21 They could be ESE centers, where students with
22 disabilities who need a special type of
23 environment to succeed go to the school.

24 They might be schools with multiple
25 buildings on campus. A lot of our schools are

1 not just one building, but multiple different
2 buildings that students would go to. They
3 could be co-located schools, so it may be one
4 school campus, one building, but it may have
5 three different schools in it with different
6 administration, and different reporting
7 structures within that one building. It could
8 be a virtual school where there is no campus,
9 where the students are not on a school campus
10 but they're going to school.

11 Also Florida schools have magnet schools.
12 For example, you may have a school that
13 attracts students that come for a particular
14 type of study. It could be an AP or an IB
15 program, or a stem program. And then you have
16 some small schools that may be single grade
17 centers, where they have all of one grade at a
18 specific school. And then you have the
19 traditional neighborhood schools that most of
20 us are aware of, and then we have some schools
21 that are in downtown urban settings, and their
22 needs, and the things that they are doing are
23 very different maybe from a school out in the
24 rural area where kids come from a wide range of
25 places to come to school. And then you have

1 schools that are in non-tradition facilities.
2 They may not be in a building that you think of
3 as a school building, they may be in an office
4 park, they may be in a shopping center, so the
5 facilities that the SROs would be in may not be
6 the same kinds.

7 This is a slide that shows you in a
8 picture those schools that are more than, have
9 more than 1,000 students. The white cells are
10 the schools that have -- the districts that
11 have no schools with more than 1,000 students.
12 And you can see there are several of those
13 across the state where none of the schools have
14 more than 1,000, but you can also see that
15 there are quite a few districts where it gets
16 darker and darker blue. The darkest blue are
17 where they have 51 or more schools that have
18 more than 1,000 students, and across the state
19 there are about 800 schools that have more than
20 1,000 students in them.

21 And this slide gets at the school resource
22 officers, or the school, safe school officers
23 that we have currently. The districts that are
24 in blue are the districts that have school
25 resource officers only, and that's the only

1 type of safe school officers that those
2 districts are using. The sort of teal green
3 are the districts that are using SROs and
4 guardians from the guardian program. Those
5 sort of greeny yellow districts, they are using
6 both SROs and school safety officers, and the
7 orange districts are using all three.

8 You should also have in your materials
9 some tables I think that look kind of like
10 this, no? Well, we have available -- you do?

11 CHAIR: They do. They do.

12 MS. FLETCHER: Okay. And those tables
13 show you by district, so that you can see
14 district by district what types of resource
15 officers are in that district. This is just
16 for your reference. And then another table
17 that is wide that has by district, and by type
18 of school, the number of schools with less than
19 1,000 students and the number of schools with
20 1,000 for more students, and just so you can
21 see the variety across the state, and as a
22 reference tool as you're thinking about your
23 discussions. And that's --

24 CHAIR: So for a clarification point, is
25 you're talking about on there, you have three

1 categories, you have SROs, you have guardians,
2 and you have safety officers under the umbrella
3 of a safe school officer. All of that is
4 driven by the language in SB7026. So we know
5 what SROs are, and they are police officers or
6 deputy sheriffs employed by a city police
7 department or a sheriff's office, correct?

8 MS. FLETCHER: That's correct.

9 CHAIR: And the second one are guardians,
10 who are non-sworn personnel employed by the
11 school board, and either dedicated for that
12 capacity, or non-teachers who are performing it
13 as a collateral responsibility.

14 MS. FLETCHER: That's correct.

15 CHAIR: And then the third category of
16 safety officers, those are police officers
17 employed by a school board that has its own
18 police department.

19 MS. FLETCHER: That's generally correct,
20 yes.

21 CHAIR: So -- okay, so then clarify then,
22 if it's --

23 MS. FLETCHER: The clarification is that
24 there are some of the districts, for example
25 Miami-Dade, no, they have SROs and safety

1 officers, okay, because they have their --

2 CHAIR: But -- but my question is, so
3 we're on the same page, a safety officer is --
4 Commissioner Stewart, is that correct, a safety
5 officer is, is a police officer who is state
6 certified but employed by a school board police
7 department as opposed to a city police
8 department; is that correct? Okay. I just
9 want to make sure we're all, you know, we're
10 all on the same page with that.

11 The other thing I'd like to just clarify,
12 because I use the numbers, and we have
13 different numbers, and the numbers are
14 sometimes hard for all of us, but is, is that
15 you up there have 3,800 schools. I used 4,200
16 schools, but I understand the difference then
17 in there is charters and, and some others, so I
18 really -- and I don't know -- when we talk
19 about money, and we talk about funding, I don't
20 know that it really matters between 3,800 and
21 4,200 when you're talking about \$2.4 billion
22 for hardening, and you're talking about, you
23 know, \$400 million for cops. It doesn't
24 matter, but to some degree, so is that, is -- I
25 want to try and get as close as we can, because

1 frankly we've received different numbers, so
2 can you help us?

3 MS. FLETCHER: Sure. The 3,800 does
4 include charters, but it doesn't not include
5 adult schools, and it does not include virtual
6 schools.

7 CHAIR: Okay, so -- so the best that you
8 have from the department's position to include
9 K- 12, charters, elementary, middles and high
10 schools is, is that the numbers that you have
11 provided here, which is, make sure I get this
12 here, the number that you provided us is 38,
13 whatever you gave us. Is that that's, that's
14 the best, that 3,884, so round it up to 3,900,
15 is the number we should use for calculations;
16 is that correct?

17 MS. FLETCHER: That's right.

18 CHAIR: Okay. Okay, that helps. Anybody
19 else? Commissioner -- Senator Book, go ahead.

20 SEN. BOOK: -- clear -- does that also
21 included placements like PACE Center for girls,
22 like alternative placements? Not necessary a
23 virtual school but alternative, like an
24 alternative placement?

25 DR. FLETCHER: It includes alternative

1 schools. I am not sure that it includes DJJ,
2 which would be PACE Center for girls, so I'll
3 have to verify that.

4 SEN. BOOK: Okay. Because I think that's
5 where there's some of that discrepancy, because
6 those are, for Broward County, Broward County
7 students, an alternative placement, so I just
8 want to make sure that we're clear. Thank you.

9 CHAIR: Sheriff Judd.

10 SHER. JUDD: Also to get closer to your
11 number of 4,400, we have private schools, you
12 know, and we as a commission have to look out
13 for the best interests of the children in the
14 private schools. Just because they choose to
15 go to a private school doesn't mean that we
16 should choose not to make sure that they're
17 protected, because they too deserve that
18 protection, and quite frankly their parents are
19 paying school taxes, and city taxes, and county
20 taxes, and state taxes, and federal taxes, so
21 that number of private schools needs to be
22 added in.

23 Do we have any idea how many private
24 schools there are in the state?

25 MS. FLETCHER: I am not sure how many

1 private schools there are, but we do have that
2 as part of the Department's information. We
3 can provide that.

4 MS. STEWART: The only caution I would
5 make, that can be part of what do here as a
6 commission, it would not part of what we would
7 be responsible for with local school districts,
8 as well as at the state level. But to your
9 point it can be something that is addressed by
10 the Commission, and we can come very close to
11 the number of private schools, but not all of
12 them must, or not all of them have necessarily
13 registered with us.

14 CHAIR: Anybody else, questions? Okay,
15 thank you. We appreciate it. Next is Dean
16 Register from FDLE to talk about the job task
17 analysis that was recently done from the SROs.

18 PRESENTATION FDLE JOB TASK ANALYSIS

19 MR. REGISTER: Thank you, Mr. Chairman.
20 Okay, thank you. First off, the last time I
21 was here back in June, I'd like to take just
22 real quick and update you on several things
23 that I briefed the Commission on at that time.
24 One, at that time we reported that we were
25 conducting a job ask analysis on the duties of

1 an SRO. We do not typically drill down into an
2 assignment, but this issue made it important
3 that we do so. So I'm proud to say that we
4 completed that job task analysis Friday
5 afternoon, and was able to put the results
6 together for this meeting.

7 Additionally, back then we talked about
8 the SRO courses. We are continuing for the
9 second time. I will tell that is progressing
10 well, but certainly building that course
11 follows the completion of the JTA. Also we
12 discussed the need for single officer response
13 to active shooter. There again we reported
14 that that training is taking place across
15 Florida, however we would like to, and we need
16 to, standardize it so that there is one model
17 if agencies elect, or academies elect, and that
18 process is going well also.

19 Lastly, there is issues in 7026 as it
20 relates to the requirement of crisis
21 intervention training. We are in discussions
22 on the national level with CIT International
23 and some others. We need to figure out what
24 type of training that we need to bring to meet
25 the statute, and make sure that that's included

1 in our new SRO course. And then lastly on
2 training, and then we'll move into the JTA, is
3 all of these things that we talk about, we've
4 got to make sure that they will also
5 stand-alone. While they will be part of the
6 new SRO course we need to do some refresher
7 training, and re-training, for the over 1,300
8 SROs that we currently have out there that have
9 gone through the traditional training. So
10 that's where we are real quickly on, on
11 training.

12 Job task analysis that we completed, as
13 you'll see from this slide we had good numbers.
14 As far as replies to it, 629 SROs responded,
15 representing 47 agencies. We also involved
16 supervisors of the SROs to ensure that we had
17 validation also there. Job task analysis,
18 basically what we did, we worked with a focus
19 group and an advisory team, who helped us put
20 the instrument together. The instrument
21 consisted of twenty-nine duties that were
22 identified by this team. Those twenty-nine
23 duties basically can fall, and do fall within
24 one of these six areas.

25 What we ask the officers to do, and the

1 Sheriff alluded to it earlier, is we had them
2 rate it on several different things. First
3 being the, the criticality. Basically
4 criticality is what are the consequences if you
5 don't get it are right, how critical is it that
6 an officer, an SRO has to get this duty, this
7 assignment right each and every time.

8 Criticality was rated on a scale of 0-4 for
9 those twenty-nine duties. Secondly, we asked
10 them to rate frequency, and there again
11 frequency is just what it sounds like, how
12 often are they conducting those twenty-nine
13 duties that we identified in the survey.

14 Okay, and what we did, the actual job task
15 analysis is a twenty-three-page document with a
16 lot of information, and to be honest with you
17 it's a lot of confusing information, in the
18 fact that the job task analysis does meet
19 industry standards, was developed by a
20 psychometrician, and so forth. But for the
21 purpose of the Commission what we did, we
22 pulled out two, two things. You have a
23 handout. You have a handout that lists all
24 twenty-nine of the duties listed by
25 criticality. That is how the officers rated

1 it. The second page, or the back page, should
2 be the twenty-nine job duties ranked by
3 frequency.

4 What we're showing on the board here this
5 morning are the top ten. A couple things just
6 to point out, you know, there was a lot of
7 discussion in the earlier presentation about
8 proactive and reactive assignments and duties,
9 if you look at this I would submit to that
10 number one is probably, is reactive. Two
11 through ten I would say is probably proactive
12 duties by an SRO. Also looking at it, I think
13 there's three, at least three break points if
14 you look at these scores. There again, this
15 was rated on a score of 0-4. The top three I
16 would say are paired. The middle three are
17 somewhat paired. And then you have the bottom
18 four in that top ten.

19 All right, and then we move to the
20 frequency. There again this is the top ten,
21 and from a quick look I would submit that there
22 is a couple of breaking points there with the
23 top three, middle three, and then bottom also.
24 One thing you will notice if you compare the
25 list, there are actually five of these items

1 that appear in both of the top tens; that being
2 providing security, deterring, detecting and
3 intervening in criminal activity, building
4 rapport with students, communicating with
5 school and administration, and informing the
6 chain of command, are the five that appear in
7 both the frequency and the criticality of the
8 top ten.

9 And then sort of to, to close out, then
10 certainly we'll try to answer any questions,
11 but one thing that we realize, this job task
12 analysis is going to need to be revalidated, I
13 would suspect within twelve to eighteen months.
14 The numbers that we're using on the number of
15 SROs, we got that through a survey with police
16 chiefs and sheriffs back in May. That -- that
17 will also need to be redone, because I submit
18 to you those numbers have come up since then.
19 This job task analysis, based on either
20 legislation or actions from this Commission,
21 will certainly have an impact on the duties of
22 an SRO as we move forward. So staff, it's a
23 lot easier to revalidate a job task analysis
24 than it is to do one from scratch, and we
25 realize that. Typically a JTA will last from

1 five to seven years before it can be called
2 into question, but we realize we will do that
3 one, this one a lot sooner than that.

4 And then just in closing, on training we
5 are on track, and we certainly intend to be
6 able to take the new SRO course, the single
7 response to active shooter course, and the
8 crisis intervention course for SROs, to the
9 Criminal Justice Standards and Training
10 Commission in February of 2019. And with that
11 I will answer any questions. Sheriff.

12 CHAIR: Does anybody have any questions
13 for Mr. Register? Mr. Schachter.

14 MR. SCHACHTER: Yeah. Thank you for your
15 testimony. Can you -- you talked about
16 training. Can you touch on the fact that NASRO
17 just came out with standards, but Florida does
18 not work with NASRO, and I know we've got
19 someone from FASRO here, so how do we, you
20 know, standardize these training like you
21 talked about?

22 MR. REGISTER: And I would have to ask --
23 the training you're talking about from NASRO,
24 I'm not familiar with it.

25 MR. SCHACHTER: Do any of the sheriffs,

1 are they familiar with that? They came out
2 with standards, but I don't think Florida is,
3 you know, works with NASRO, so I --

4 MR. REGISTER: Let me say this. I have
5 had conversations with NASRO early on, probably
6 several months ago, and certainly will make a
7 note, and if you're referring to standards on
8 the national level, I will certainly look into
9 them.

10 MR. SCHACTHER: Thank you.

11 CHAIR: Look at it, you know, I'm not
12 familiar with it, haven't heard, you know, and
13 the first question is, is what are they, and
14 how they'd get put together, and, you know,
15 there's a lot of hard work being done here by
16 Mr. Register and the FDLE staff, and others,
17 and, you know, nothing against NASRO, but it
18 doesn't mean that ours aren't better, and that
19 we're not ahead of them in some respects, you
20 know, so, you know, I think that they're on the
21 right track, and from what I know in
22 discussions with them they are very much on the
23 right track, and moving in the right direction,
24 especially with the elaborate JTA process they
25 just went through. But certainly they can a

1 look at it.

2 MR. SCHACTHER: Yeah, and maybe we could
3 have -- I think there's somebody here from
4 FASRO, maybe we could have them, you know, talk
5 about that, because NASRO just came out with
6 national SRO standards. So I don't know to
7 what extent, but, you know, I'm just curious.

8 CHAIR: Yeah, well, I mean FDL, FDLE,
9 remember FDLE is responsible for all the, you
10 know, the curriculum and, and developing the
11 curriculum and all so, well, let them look at
12 it, and then we can see what NASRO's is, since
13 nobody is familiar with it. Commissioner Dodd,
14 go ahead.

15 MR. DODD: Mr. Register, I just had a
16 couple questions on the job task analysis
17 itself. Now, we know when you talk about
18 school resource officers and that triad
19 approach, the teacher, the counselor, the law
20 enforcement officer on campus, I noticed that
21 there was, the mention of teaching wasn't
22 really in the job task analysis.

23 MR. REGISTER: No.

24 MR. DODD: You didn't use the word teach.
25 You used the words prepare and present

1 information.

2 MR. REGISTER: Yes.

3 MR. DODD: Was there any reason why you
4 stayed away from the word teach classes?

5 MR. REGISTER: You know, I would have to
6 go back probably to the notes from the focus
7 group and advisory team, because to build the
8 instrument, that's the group that we pull
9 together, and I will have to go back to the
10 notes, and probably the advisory, to see if
11 they intentionally stayed away from that.

12 MR. DODD: And so in these responses from
13 these SROs, obviously once they go to training
14 you're still teaching the triad concept though,
15 correct?

16 MR. REGISTER: Yes.

17 MR. DODD: But yet when they responded,
18 this job task analysis, the only thing in the
19 criticality is, it looks like it's mainly more
20 law enforcement duties. I mean we do have
21 talking about building rapport with students,
22 but there's not a counseling part of the
23 criticality in the top ten. Counseling came
24 out at number five in frequency. They
25 deescalate in counsel students, but yet if we

1 look at the criticality of the officers, the
2 SROs who are in the field, they're saying that
3 their most important critical functions are
4 these law enforcement functions.

5 MR. REGISTER: That is correct.

6 MR. DODD: Okay. And so the building
7 rapport with students, which yet that is in
8 both criticality and frequency towards the top,
9 but yet was there -- counseling students and
10 working with students is part of that building
11 rapport; would you agree with that?

12 MR. REGISTER: I would.

13 MR. DODD: Okay. So would we -- would we
14 say though that the counseling of students, and
15 working with deescalating students in crisis
16 it's frequency is high, but I'm just kind of
17 curious why it wasn't looked at in the critical
18 area.

19 MR. REGISTER: And I can't tell you where
20 it come from from the 600 officers that we had
21 go through the survey, but one thing I will
22 say, even staff, the early conversations, you
23 can imagine we're having them in the office,
24 right now an SRO is, he receives over, he and
25 she receives over four to five hours of lesson

1 plan development, that is four to five hours
2 that we can use somewhere else based on this
3 job task analysis. And that one did surprise
4 us a little bit.

5 And as we're looking at the current course
6 that's the type of things we're looking at,
7 saying, okay, what can be pulled down to free
8 up time for more crisis intervention, for more
9 one on one communication. You know, in ours --
10 the SRO has got to be a communicator. Every
11 law enforcement officer we expect to have
12 acceptable communication skills. As we move
13 forward that's got to be a concentration on our
14 SROs, is communicating from everything from the
15 students to the staff to their chain of
16 command. Communications is very essential.

17 MR. DODD: And it seems like in a lot of
18 ways the educational component becomes less as
19 the, as the child, as the grades get higher,
20 right? In high school there would be less
21 teaching than middle school, middle school less
22 teaching than in elementary school. But I do
23 think the elementary component of the school
24 resource officer with teaching, and getting in
25 those classrooms, is important, but on the

1 other hand I do agree with your looking at how
2 you can use time better as far as the training
3 goes. All right, thank you.

4 CHAIR: Commissioner Nelson.

5 CHIEF NELSON: Director Register, thank
6 you again for your attention to this, and also
7 your staff's. My question is, after completing
8 the JTA did it change, and to what extent did
9 it change the SRO training program?

10 MR. REGISTER: It has not changed it yet,
11 but the JTA will certainly be utilized as we
12 move forward for the new SRO course. And also
13 keeping in mind the job task analysis is only
14 one thing that we keep an eye on as we're
15 building a course, the compelling legislative
16 7026, actions from this commission, will also
17 have equal weight. JTA is only one tool for
18 it, but it has not affected it yet, but it will
19 in the future.

20 CHIEF NELSON: And do you think it will
21 change it enough, or do you know that
22 information yet, that it will require
23 retraining of the current SROs that have
24 already gone through the SRO course?

25 MR. REGISTER: Too early to say, but if

1 we, I think if we do it right, and we build it
2 in blocks to where it can also be pulled out, I
3 think we can do some retraining, or refresher
4 training, for existing SROs. That would be my
5 preference if we can make that work.

6 CHAIR: Sheriff Judd.

7 SHER. JUDD: As your position in FASRO, or
8 in this SRO process, have you considered the
9 need for you to expand this to include
10 guardians, because as I'm about to talk about
11 in a few minutes, and you've already seen
12 across the state, the sustainability, and to
13 think that we can successfully move to enough
14 SROs for every school, or multiple SROs for
15 every school, is not realistic. Have you all
16 decided that guardians are here to stay, and
17 they're real? And by the way, we need to go
18 ahead and add them into this training, and this
19 system that you have.

20 MR. REGISTER: There have not been any
21 discussions on extending this to guardians, but
22 certainly as we do with any criminal justice
23 standards and training component it can
24 certainly be used for, for others. So I guess
25 that would be our response, but at this time

1 that has not been discussions of, of moving it
2 with them.

3 CHAIR: Anybody else? Commissioner
4 Blackburn.

5 DR. BLACKBURN: Thank you for the
6 presentation. Not so much a question here as
7 it is a reminder for the Commission. Once we
8 come up with recommendations on adjustments we
9 need to make to the SRO role we're going to
10 have to standardize it in some way, shape, or
11 form, given that every school district has
12 individual contractual relationships with their
13 county and their municipality. So just a
14 reminder that we'll have to put something in
15 place to enforce it.

16 CHAIR: That means the legislature.
17 Senator Book.

18 SEN. BOOK: The one thing that I just want
19 to point out again is the, looking at again the
20 social media activity of students, if those
21 SROs aren't looking at that again I think we're
22 missing the boat. They know the kids. They
23 are there, they are present. I think that we
24 have to kind of look at what that might mean,
25 and what that looks like. So I was concerned

1 that it's kind of low on, on the rank, the
2 criticality and frequency. But I mean we know
3 it's there, so.

4 CHAIR: You know, I'll say it, you know,
5 one more time what this, and I just think it's
6 very important that we keep this in mind.
7 These recommendations, and ultimately the
8 decisions that the decision makers have to make
9 in this process, it's largely not what we want
10 but what we can live with, because there is no
11 utopia, there is no perfection, and I think the
12 adage don't let trying to be great get in the
13 way of good applies, is, is that it is
14 impossible.

15 Remember -- and we're going to talk about
16 hardening later. Remember the price tag from
17 PASS. To be ultimately successful, and to
18 create the best hardened environment in using
19 their tiered approach they're estimating an
20 \$2.2 billion. To put a cop on every campus in
21 Florida, just one, is a minimum of \$400
22 million, and we cannot hire enough cops to do
23 that. That's just a fact.

24 So these are just realities that we have
25 to keep in mind, and we have to be realistic

1 about. It's not what we want, it's what we can
2 live with, and what we can accomplish, and
3 unless we approach it that way some of these
4 recommendations can't come to fruition. And
5 part of it is, and this Commissioner Blackburn
6 made reference to is, is that the other
7 component of this is, is having buy-in, and
8 having the decision makers in the various
9 districts be willing to implement what we
10 recommend, or having the legislature, because
11 it needs to be uniform, and even though there's
12 generally a reluctance on the legislature to
13 mandate at a local level, and generally I
14 concur with that reluctance, but sometimes it
15 just has to be done in order to create the
16 necessary environment.

17 And these are all the questions that we
18 need to answer in the discussions that we need
19 to have, and unless anybody has got any other
20 questions for Director Register we'll stop, and
21 then begin the discussion process which
22 involves all of us. Anybody else have any
23 specific questions for him on the JTA? All
24 right, Mr. Register, thank you for being here.
25 We appreciate it.

1 MR. REGISTER: Thank you, sir.

2 CHAIR: So in order to, to help us with
3 the discussion, I've prepared a -- and, Donna,
4 would you have somebody pass that out? I've
5 prepared a two-page document, if you will, that
6 is just some highlights and some questions that
7 I hope will just be a foundation to help guide
8 us in this process, and in this discussion.
9 It's all questions. There's no answers in
10 this. Talking about the beginning place again
11 I'm going to -- I'll just, I'm going to say it
12 one more time, because please remember this,
13 remember what the facts -- as we begin this
14 discussion remember what the facts show us.

15 The facts show us that most of these
16 shooters have authorized access to the campus.
17 They can produce a gun fast because it's
18 concealed. Most are over with in four minutes.
19 And most are stopped, not by cops, but by
20 somebody on the campus who is school personnel
21 that can mitigate the shooting once it's
22 happened. Cruz had an empty gun five times,
23 five times, including on the first floor. He
24 could have been prevented. If somebody had
25 killed him on the first floor he wouldn't have

1 made it to the third floor.

2 So again, do we want, in this perfect
3 world we don't live in do we want school
4 personnel to have to go to school and carry
5 guns? No, we don't. Who stops them most of
6 the time; school personnel. Maybe we need to
7 shift our thinking here a little bit, what we
8 can live with, not what we necessarily want in
9 the perfect world we don't live in. Do we want
10 to have something short of fully certified
11 fully trained law enforcement professionals
12 protecting these campuses? In the perfect
13 world we don't live in we'd love to have that.
14 The reality is you can't.

15 So can we -- as you get to the second page
16 of this look at the second two questions I have
17 on there. Should SRO staffing be supplemented
18 by armed guardians? Should guardians be paired
19 with SROs instead of multiple SROs on the
20 campus? These are all questions that have to
21 be answered. So please consider some of the
22 remarks that I made earlier. Consider the data
23 for sure. Consider the facts. Consider the
24 realities of funding.

25 And I'm going to suggest that the

1 threshold question, and I have it in here as
2 one of the questions, but I'm going to suggest
3 to you the threshold question that we have to
4 resolve as a group, as a commission, and make
5 recommendations about before we can go further,
6 is what do we believe the role today, not what
7 it can be six months, or a year, or two years
8 from now as things evolve, but immediately
9 today what should the role of SROs be on
10 campus. Should this role change, at least for
11 the foreseeable future until we can harden
12 these campuses better, and solidify the, the
13 hardening process, and the security process,
14 and should they stop trying to build all this
15 rapport and be that roving force deterrent
16 that's out there, that's visible, that can take
17 quick action and end one of these things in
18 short order as opposed to letting somebody
19 climb three, three floors, and commit carnage.

20 So the role of the SRO, if we decide that
21 the role of the SRO should more migrate then
22 that takes us in one direction. If we decide
23 that, no, the SRO, the role needs to be
24 maintained the way it is, then you simply need
25 more people. You have to define the role

1 because it drives the number of people that are
2 necessary in the security function. I don't
3 think you can start going to other aspects of
4 the recommendations until we make a decision on
5 the role. So that's my thought on it.

6 One second. So what I want to do is we're
7 going to, as we talked about, we're going to
8 whiteboard this, so we can actually come up
9 with, and take your decisions here today in a
10 findings, and then in a recommendations. So
11 what Heather is going to do is to put up a
12 couple documents, as opposed to having an
13 actual whiteboard with a marker we're going to
14 do it in the 2018 way, and use technology. We
15 need some fourteen-year-olds here to help us
16 with it, because they'd probably do a better
17 job than we will, but we're going to use
18 technology here, and we're going to put it up
19 electronically.

20 And, Heather, you may need to really
21 increase the font on that so everybody can see
22 it. And we're just going to whiteboard, and we
23 don't necessarily have to use those, the
24 questions I have, but we want to whiteboard it
25 and, and come up with some findings, and then

1 some recommendations. We may not be able to
2 make all the findings, and conclude the
3 findings, because I think you also need to hear
4 from Detective Scott this afternoon on what
5 Peterson did, didn't do, the exterior video,
6 all, and a little bit about what comes next
7 time. Then I think you have enough information
8 to make some findings regarding SROs and
9 security staffing, and armed personnel, and
10 that good guy on the campus with a gun
11 staffing, to make some recommendations.

12 So if anybody feels otherwise let's get it
13 out on the table, but I think we start with a
14 discussion about what the role of the SRO
15 should be. Sheriff Judd.

16 SHER. JUDD: I mentioned early on for a
17 program, any program to be successful, it takes
18 feasibility, affordability, and sustainability.
19 The bottom line to this is if you look at
20 between 400,000 and 500,000 as a starting point
21 for SROs, to have one on every campus, or 390
22 --

23 CHAIR: 400,000.

24 SHER. JUDD: 400,000.

25 CHAIR: \$400 million, not thousand.

1 SHER. JUDD: I mean million. I'm sorry.
2 If you look at that as a starting point, and it
3 grows from there, that is not sustainable.
4 That's not affordable. The legislature ground
5 zero day one did not provide enough money for
6 that, and they will move on as legislatures
7 term out and things calm down, and other issues
8 and problems and priorities occur, that money
9 will wash away. At the same time, and the
10 Sheriff said it very eloquently, there has to
11 be a paradigm shift. This is a new world, it's
12 the new normal, it's a new day. It's not
13 something we want to do, but it's something we
14 have to do.

15 When we're dealing with this immediate
16 security you have to give security and the
17 comfort of security. We have to see guardians
18 as the alternative that are sustainable, that
19 are affordable, and that can't, that are
20 feasible. And the reason we have to, to do
21 that, is when you take this to step two, we
22 teach in policing that a multiple force reduces
23 probability and increases success. We don't
24 send a SWAT person into an event, we send a
25 SWAT team. We don't do a building search for a

1 burglary in the middle of the night with one
2 police officer, we have external perimeters, we
3 have internal support, we have aviation, we
4 have K-9s. And now a new technology, we have
5 aerial response with drones.

6 So when we put one SRO on a campus, that
7 gives him or her zero backup. So if we put one
8 SRO on the campus in a uniform the one who is
9 planning the next shooting goes the first thing
10 I got to do is take that person out, and then
11 there's no guns on the campus for five minutes
12 when the backup arrives. Or if you put one SRO
13 on every campus in the state then you don't
14 have them any backup at all so it's a one on
15 one horrible event, and hopefully he or she can
16 hold them off until backup arrives.

17 If we're serious about this, yes, we need
18 SROs on middle school and high school campuses
19 for a variety of reasons, but they've got to
20 have backup, and it's got to be affordable, and
21 it's got to be sustainable. And that's where
22 your guardians should be backups to at least a
23 SRO on every high school and middle school
24 campus. When it comes down to elementary
25 schools, you need a guardian on campus, but

1 you're going to have to have other guardians as
2 backup, because once again our data is showing
3 us, is that who intervenes in the active
4 shooter the most often, the Sheriff has already
5 eloquently said that, we've all seen it, school
6 personnel.

7 So what we've got to do in my estimation
8 as a commission, and FASRO has got to embrace
9 it, and the police and the sheriffs have got to
10 embrace it, is the reality is you don't have to
11 have a law enforcement officer with all of the
12 tools, all of the different kinds of tools,
13 which are investigative tools, crime scene
14 tools, all kinds of tools, to protect children.
15 You have guardians that's well trained to
16 provide security, and then you have backup
17 guardians. It's not sustainable, it's not
18 feasible, and it's not affordable, even at day
19 one if it's \$400 million, or \$380 million day
20 one, that grows, it always does, to think that
21 we can go in that direction for a state this
22 size.

23 And I don't believe it's in the best
24 interest to create that, because what you're in
25 affect doing is you're looking at a population

1 of, whether it's a city or a county, and you're
2 saying, hey, we provide this much police
3 service for the city or the county, but now a
4 percentage of that city or county goes to
5 school so we're going to provide another layer
6 of police at massive amounts of taxpayer money.
7 It's not sustainable and affordable.

8 So I'll end where I, where I began. We
9 have to learn a new normal. There has to be a
10 paradigm shift. Buy-in doesn't come easy.
11 We've got to have more than one guardian on the
12 campus, where the guardians are the primary,
13 where the SROs are the primary. We've got --
14 we must have guardian backups. And I give this
15 last anecdotal statement. The last anecdotal
16 statement is day one this your when we had
17 guardians on every campus the support, and
18 energy, and enthusiasm, and thanks from the
19 community, the silent community, was
20 overwhelming, that we had people on that
21 campus, that we had guardians on that campus to
22 protect their children.

23 CHAIR: Okay, let me try this. Heather,
24 if you would go to a blank page, because we --
25 one of the things we have to do is come up with

1 things that we can start building for this
2 report. We've got to start articulating very
3 specific things, so if you would put findings
4 at the top of that, and can we do this, because
5 this is the way the report is going to read.
6 This is your report, so what we're doing now is
7 helping to forum and formulate what is going to
8 be in the report.

9 So can we, and we can ask Heather to call
10 out the specifics, but in this section of the
11 report for findings, can we agree to put in
12 here the specific objective data from Dr.
13 Smith's report that addresses the fact that out
14 of 46 prior K-12 targeted attacks on schools
15 that 43 of those occurred by somebody with
16 access as a current or former student? The
17 second thing would be that the majority of them
18 are committed by handguns. The third thing
19 would be, is that they are under four minutes,
20 the -- in those findings -- so can we, to begin
21 this report, and in this section without --
22 because we can call it out, it speaks for
23 itself -- can we agree the number one item in
24 this as far as findings will be the findings of
25 Dr. Smith's report?

1 MR. SCHACHTER: The facts, right?

2 CHAIR: The facts. Can we agree to start
3 with that? Does anybody disagree with that?

4 SHER. ASHLEY: The only thing I would
5 disagree in that report is the intervention by
6 school staff. A lot of those cases that he was
7 looking at there was no SRO there to begin with
8 so of course it would be intervention by a
9 school staff, so I think that skews that number
10 --

11 CHAIR: So we can asterisk that. So we
12 can -- so -- so we can put that in there
13 because it's a fact, but put in there as well
14 that -- and if it's -- if the data is in there,
15 and I think it might be, Sheriff Ashley, if you
16 can put in there is that which of the schools
17 had SROs at the time and which did not. To the
18 extent that it does we'll identify that, but if
19 not we will asterisk that. And does that
20 satisfy your concern if we do that?

21 SHER. ASHLEY: Yes. Yes, sir.

22 CHAIR: Okay, so the first thing would be
23 -- Secretary Carroll?

24 SEC. CARROLL: Just when we're putting the
25 data up, because I agree that the data tells a

1 story in and by itself, to me the data that
2 stood out the most was that if you don't have
3 an immediate response, and I mean an immediate
4 response, then you're going to lose people, and
5 sometimes that you don't have to, and that
6 would be a crime for us to allow that to
7 continue, so that was the biggest thing. But
8 the other ones all to me have a little bit of
9 caveat, because, you know, that data point that
10 says most of them done by handguns, true, but
11 there are much more casualties associated with
12 the, with the rifle type weapons because the
13 killing is quicker.

14 In terms of 43 of the 46 were known to the
15 school either present or past, again that's
16 true, although some of them if they're former
17 students shouldn't necessarily have access to
18 the school, but they certainly know how to gain
19 access to the school, and so I understand the
20 point that you're making, but I don't want to,
21 because I believe that when we make
22 recommendations it ought to be made, they ought
23 to be real but they ought to be layered, so to
24 me the response thing is a big thing, how do
25 you provide immediate response in a school.

1 And I think what Sheriff Judd is saying is
2 actually true, how, you got to have people on
3 the school, in the school to do, to have an
4 immediate response, and we can't afford to put
5 police officers, and particularly multiple
6 police officers in every school, so how do you
7 do that? And I think we need to make a
8 recommendation around that, but if we're going
9 to work away from the immediate responses
10 without looking at prevention, and I do think
11 school hardening is going to come into it, and
12 I know we're going to talk about it later, and
13 I know what the cost tag, the price tag is,
14 \$2.4 billion, but you can make simpler
15 recommendations around any new school has to
16 meet certain criteria, any update to a current
17 school, it has to meet certain criteria.

18 I go around, I tell you since I've been on
19 this commission I think of the world totally
20 differently. Every time I go by a high school
21 in my own community I start looking at it,
22 because when I grew up we used to hang at high
23 school when high school, when high school, or
24 the schools weren't in session. That's where
25 you went to play basketball, you hung out

1 there. You don't hang out there anymore,
2 they're all fenced up. Most of them are very
3 difficult to get on the property afterwards.

4 But I go by schools thinking where would
5 somebody leave a weapon outside the door, could
6 you get over the fence there, I wonder if they
7 have a camera view of that. I never thought
8 that way before, but that's now how I think
9 when I drive by a school, and I think that's a
10 terrible testament to where r. But I do think
11 there are simpler things that all schools can
12 do to limit access even without the \$2.4
13 billion infrastructure, and I think for those
14 school systems then need to start doing it now,
15 so I just -- I understand where we're going
16 with this immediate response, and I agree with
17 everything I heard, but the data, I think we
18 need to be careful how you use data, because as
19 you peel that data back, and I thought Dr.
20 Smith did a good job of that, was as you peel
21 the data back and you start really looking at
22 it in a segmented way, the segmented data tells
23 you even more things than what the big picture
24 data would tell you.

25 So I agree with putting the data in there,

1 but I just want to be careful in that we chunk
2 this thing out to different things. So there's
3 an immediate response, to me, truthfully
4 immediate response is one thing to me, so I
5 agree with everything Sheriff Judd was saying.
6 When you get to the function of the school
7 resource officer, and I know there's been some
8 talk here about should they be spending as much
9 time building relationship with kids, well,
10 that's to me an important part of the
11 prevention component, because if they don't
12 have a relationship with the kids they're not
13 getting any of the information they need to
14 move this to a prevention mode. So that to me
15 is a different subject, so to me if this is
16 about the, that recommendation that will come
17 around the notion that we have to have an
18 immediate response, and the data clearly tells
19 us that, then I agree.

20 CHAIR: Right, so we're -- I want to just
21 touch on one thing you said as far as the \$2.2
22 billion, and that is that that's what we're
23 going to talk about when we get to the
24 hardening, because I concur, and I'm going to
25 suggest to you that, and I think I said it in

1 my remarks, but to the extent I didn't, or I
2 wasn't clear about it, is that's all right, and
3 there's a lot of things than can and should be
4 done that are low hanging fruit that won't cost
5 anything.

6 So as an example, and one of the things
7 that you'll hear, and I can tell you this from
8 the interviews that have been done, is that
9 there is confusion at best among personnel on
10 the code red policy at Stoneman Douglas, on
11 what it was, who could call it, et cetera. And
12 implementing clear concise policies that
13 everybody is mandated to be trained on, and
14 they are promulgated, and everybody has, it
15 doesn't cost a dime. And making sure that the
16 doors have locks, and when the doors have locks
17 that they are actually using the locks; those
18 are a whole bunch of things that don't cost
19 \$2.2 billion to do.

20 So we're going to get there with that, and
21 we're going to suggest that that also be
22 tiered, or be layered in implementation, but --
23 hang on one second. So with what we're doing
24 here -- I also want to put this caveat on it,
25 is what we're doing here is an initial, very

1 initial list of inclusions for findings. This
2 is not the final product by any stretch, and
3 you'll have an opportunity to weigh in on this,
4 but we've got to get Heather something to start
5 drafting. If we don't get her something to
6 start drafting for the report we're not going
7 to make January.

8 So what I'm -- what I'm suggesting, and we
9 can certainly vet it, we can caveat it, we can
10 asterisk, is you start seeing it once we get
11 these sections out to you and we have
12 discussions about them, so my question here is,
13 is not whether once we see it we can, we can
14 tweak it, is generally including these factual
15 findings that are, I think we would agree, at
16 least arguably helpful to framing what we need
17 to about SRO staffing. So my question really
18 is is everybody okay with including these
19 findings from Dr. Smith's reports, the facts,
20 that will be subject to your input and tweaking
21 once we have it down the road. So is anybody
22 not okay with that? All right.

23 So I know, Commissioner Harpring, you want
24 to say something, and I'm going to give you one
25 second here. Is -- is that so the -- as an

1 example for the next thing from a findings --
2 remember these aren't recommendations, these
3 are findings, is that are we in concurrence
4 with a statement to the effect of none or only
5 one SRO on every campus is, whatever the word
6 is, not effective, is that, in other words, is
7 that having only one on some of these campuses
8 is not enough.

9 SEC. CARROLL: I think that's qualified,
10 depending on the nature of the campus --

11 CHAIR: It said some, not all, because
12 elementary schools are different than the
13 5,000- person high school. So but from a
14 finding standpoint -- so I'll put it the other
15 way. Are we all okay with -- are we all okay
16 with, and I think the answer is no, but are we
17 all okay with there only being one good guy
18 with a gun on every campus across the board?
19 No. So we got to figure out how to artfully
20 word that for a finding. So a finding needs to
21 be, because we have to have a finding, and the
22 finding is, is that, and at least in some
23 campuses we, every, every campus needs one,
24 that's already in the law so we don't need to
25 worry about that, but that in at least some

1 campuses one is not enough.

2 SHER. JUDD: I don't think --

3 UND. SHER. HARPRING: But, Sheriff, our --

4 CHAIR: Go ahead, Mr. Harpring, go ahead.

5 UND. SHER. HARPRING: Well, I'm just --
6 are we -- are we -- I'm still a little
7 concerned about findings and recommendations.
8 For example, the factual findings I think are
9 important, and to address Secretary Carroll's
10 concerns I note that, and I think rightly so,
11 that an appendix to the final report is
12 ultimately going to be important, because we
13 don't have the ability to put -- well we do,
14 but I don't think it would serve, I don't
15 serve, think it would serve the public well, or
16 the commission well, to have so much in the
17 final report that could really be referenced in
18 the appendix material, such as the substantive
19 reporters and the other data that have been
20 presented to us, and I'm just concerned that we
21 begin mix, mixing findings which are, which I
22 perceive anyways as being more factual, as
23 opposed to the recommendations which will come
24 from the commission as a whole, which might be
25 nuanced, or based on the findings.

1 CHAIR: Okay, we can flesh that out.
2 Sheriff?

3 SHER. JUDD: I think the best practice
4 needs to be there has to be one SRO, at least
5 one SRO on every middle school and high school
6 campus, but it's not, but the best practice has
7 to be other backup guardians/SROs. There has
8 -- and that -- there's not -- it's never okay
9 to only have one guardian or one SRO on every
10 campus.

11 CHAIR: So in -- Heather, flip over to
12 another page and put recommendations on it. I
13 think -- I think what we have to do for report
14 purposes is that we have to have
15 recommendations, but the recommendations have
16 to be based on findings, so we got to do the
17 findings, and then the recommendation should be
18 driven from the findings. So that's what I'm
19 trying to do here in trying to set up, and so,
20 and we can go back and forth in this, but for
21 everything that we're making a finding on -- we
22 can't have a recommendation -- we shouldn't
23 have -- we shouldn't have a recommendation
24 absent a finding. Secretary Carroll.

25 SEC. CARROLL: Just to follow up on that

1 point, to me the findings here, if you
2 separated the recommendations with the facts
3 that you, that you stated earlier, in terms of
4 the 43 out of the 46, how quickly these things
5 take place, and the one, I don't know if you
6 mentioned it this time, but the one before it
7 about now having an accurate predictor, you
8 know, we have 21 million kids, 21 million
9 people in this state, if 25% of them are school
10 age that's millions of kids in school, and if
11 you have one school shooting, to predict that
12 one out of those millions of kids, there's not
13 going to be a reliable predictor on which ones
14 those are, so you have to have the -- you have
15 to have the response in place.

16 What I think the finding is, is that the
17 current makeup makes it difficult to, to assure
18 that, because without coming out and saying you
19 need one or you need two is to me, the
20 logistics of the school, the data we just got
21 where so many schools are more than 1,000 kids,
22 we have so many schools that are multi-level,
23 and the one that we went out to, Stoneman
24 Douglas, it was like a small college campus
25 with multiple buildings, that, those are facts

1 that are inarguable, and it makes it difficult
2 for the current, the coverage as it's designed
3 today to be anywhere near foolproof.

4 What happens when a person is sick, or is
5 out, or, or, you know, I've heard stories
6 earlier where SROs had to go to other places
7 or, and so they weren't even on site when
8 something might happen, so how do you then --
9 so I think the finding at the end of the day is
10 that we don't have adequate coverage of these
11 schools, and then the recommendation would be
12 -- and I think there's enough facts from all
13 the things we had to fill that in a very
14 factual way, everything from the facts that Dr.
15 Smith shared with us to the facts on how big
16 and spread out some of these schools are, and
17 some of the different, the ways the school, the
18 infrastructure, the way the school is set out,
19 and then you get into the clean, okay, so how
20 do we ensure capacity, and --

21 CHAIR: Okay, so -- and, you know, that's
22 why -- and this is what's healthy about this,
23 and that's why there's so many of us, and, you
24 know, we bring this together, and that we've
25 got this, you know, whiteboarding concept,

1 because you delete stuff, you add stuff, and
2 you move it around. So what I hear you saying,
3 and I think there's, I think there's merit to
4 it, you know, maybe number one is just what you
5 just said, is, is that a finding is, is, is
6 that there is not adequate coverage of armed
7 personnel on K-12 campuses in Florida. Maybe
8 that's the finding, is, is that --

9 Now one of the things that, and we'll get
10 to it this afternoon I hope at some point, is
11 we're going to talk about the outline of the
12 report, and where we put in the report Dr.
13 Smith's findings, and right now we have it in
14 the section, I think it's section nine or
15 something toward the end. I'm going to suggest
16 strongly that we move it to the top so perhaps
17 in the report those findings are in there, they
18 speak for themselves as they are, the reader
19 will have already read all of that, and like
20 you're saying, Secretary Carroll, is that this
21 becomes more from a findings standpoint, that
22 the finding is, is that no adequate coverage of
23 armed personnel on K-12 campuses in Florida,
24 and then we could from a factual standpoint add
25 some of the facts specific to MSD and

1 Westglades, which is really one campus, and the
2 people who were there, and maybe some of the
3 facts of what happened on that day.

4 So maybe that's -- maybe that should be
5 number one -- go ahead.

6 MR. DODD: Sheriff, having studied the,
7 the legislative report outline, and those
8 topics, and I appreciate you doing that, I
9 think there are findings associated essentially
10 with Chapters 2- 9, and I think how we organize
11 it, and how we structure it relative to then
12 what comes from those findings, which should in
13 my opinion logically be the recommendations,
14 may structurally help us organize it and, and
15 put it together in a, in a little more cohesive
16 manner, and that the findings really follow the
17 outline of the report. And as I -- as I read
18 the legislative outline I think there are
19 findings to be associated with things in
20 Chapters 2-9 as, as in that outline.

21 CHAIR: Okay, we'll get there. Senator
22 Book.

23 SEN. BOOK: Thank you, Mr. Chair. And I
24 think this goes to the things that Secretary
25 Carroll is saying, in that we're kind of part,

1 parsing apart a little bit. When we talk about
2 findings, and we talk about only one SRO on
3 campus maybe insufficient, campus, like we're
4 defining -- we don't have like a really firm
5 definition of what is a campus. We talked --
6 when DEO is here we're talking about how many
7 are there, what does that look like. And when
8 I bring up PACE Center for Girls, for example,
9 those are still students that are a part of, in
10 Broward County, Broward County students, but
11 the comment, you know, but that's DJJ, well,
12 these are all students within this system.

13 And, you know, something that I've heard a
14 couple of times is, you know, well, but those
15 are so small, like those, you know, virtual
16 school settings, or that, that are in a place
17 for example, or, and not necessarily here, but
18 part of like the discourse in dialogue, mm,
19 they don't need them, but we have seen that not
20 all students are the same. Some of those
21 children who suffer with EBD, they are, they do
22 pose a greater threat, and so perhaps you
23 cannot simply look at, well, there's only
24 1,000, you know, 1 for every 1,000.

25 Maybe there's five kids that all have

1 emotional and behavioral disorders, they
2 probably need more than maybe one, and I think
3 that we need to look at that. And the finding
4 perhaps could be that there currently is no
5 system in place for us to look at students, and
6 how we keep them safe within different
7 settings. Again, we can't even today decide,
8 or understand, the numbers of how many schools
9 there are. That's a little terrifying. I
10 don't even know what to do.

11 CHAIR: Right. Right. Well -- well, you
12 know, you got a point there with this, you
13 know, is that maybe -- so, Heather, put as the
14 first one, try, see what this looks like, put
15 as the first one up in there, because I think
16 you just hit a point there, that the first one
17 is that there is no finding, there is no
18 current system, or objective criteria, for
19 determining armed person staffing, because I
20 don't want to just say SROs or cops, I want to
21 say armed person staffing at K-12 educational
22 facilities in Florida.

23 So there's no current system or criteria
24 for determining armed person staffing at K-12
25 educational facilities in Florida. That gets

1 to your point we're not limited to campuses, et
2 cetera. It gets to the point we're not talking
3 about cops, we're talking about, and what you
4 raised there is again not what's the perfect
5 world but what are realistic options.

6 I suggest to you that putting a fully
7 trained fully certified police officer, let's
8 say at a PACE Center with 25 girls, is probably
9 unrealistic for a bunch of reasons. Could that
10 school afford a dedicated guardian, perhaps.

11 Or the third option is, is is that, again not
12 perfect, but it is taking one of the people who
13 work there as a collateral responsibility, who
14 volunteers, who wants to do it, who wants to go
15 through the rigorous trainings, who's got the
16 right mindset, and at least you have that armed
17 person, that good guy with a gun on that campus
18 in some of these alternatives that are smaller,
19 that only have a few.

20 Again go back to -- remember what the
21 legislature has set up, and a whole bunch of
22 people are talking about this unfunded mandate,
23 well, it's not an unfunded mandate, is that
24 there's options. People don't like the
25 options, but there's options, so it's not

1 mandating a cop in every school, and in every
2 case it's probably not a good idea to try and
3 put a cop in every school.

4 So go back to number one, perhaps number
5 one is, is there is not current system or
6 criteria for determining armed person staffing;
7 that's a fact. Then perhaps is that take what
8 you have there as the last one, that there is
9 not adequate coverage of armed personnel at
10 K-12 educational facilities in Florida. And I
11 think there, maybe it should say there is not
12 adequate coverage, however we can tweak it, of
13 armed personnel at some K-12 educational
14 facilities, because there may be some where it
15 is adequate today. All right, so --

16 SHER. JUDD: I'd change some to most.

17 CHAIR: Okay, Most. And -- okay, change
18 some to most. Again, we're going to tweak
19 this, but this is just to get us started, and
20 start moving down this path. Commissioner
21 Blackburn.

22 DR. BLACKBURN: While we're at the early
23 stages of creating these findings and
24 recommendations I just want to add some pieces
25 to the narrative that I'm hearing. One, when

1 we say that the majority of the cases have been
2 intervened by school personnel, school
3 personnel has jumped in there, well,
4 absolutely, I say this unapologetically, school
5 personnel, teachers and counselors, and
6 principals, are some of the most selfless
7 people on the face of the Earth, so they jump
8 in because they're the only ones there.

9 I would argue that if this body met a
10 couple of thousand times, and we had a
11 percentage of criminal behavior that would
12 happen in this room, in this building, I would
13 argue that perhaps 100% of the time it would
14 be, it would be challenged by a sworn law
15 enforcement officer, given how many sworn law
16 enforcement officers are in this room in this
17 building right now. So to say that we have
18 this finding of school personnel intervening,
19 and putting their lives on the line to save the
20 lives of their children and their coworkers,
21 that's absolutely true, but to build on it, I
22 don't think that's sustainable, all right?

23 I also think we are drawing the line in
24 the sand too early in the process around what's
25 affordable. If I do some quick math around

1 what it would take, we said \$400 million for an
2 officer, law enforcement officer on every
3 building in this state, every school in this
4 state, quick math, that's less an half of one
5 percent of the State's budget, quick math.
6 Multiply it by two and you still don't get to a
7 full percent of the State's budget.

8 If we're really, really serious about
9 protecting the children in this state, we have
10 ports, we have nuclear facilities, we have
11 courthouses, we have the Dolphins' next
12 football game, right, that are all more heavily
13 protected with official police officers than
14 our schools, so I don't think we should start
15 the day out by letting the state off the hook,
16 to be quite honest with you, in limiting our
17 request for -- I'm okay with others, guardians,
18 train them. I'm okay with the others, but I
19 also think we ought to differentiate and state
20 every school, every campus should have a police
21 officer on it.

22 Commissioner Book, the piece you're
23 talking about involving PACE, it's a scenario
24 that happens in every school district, there is
25 a school, and then there are multiple campuses

1 to a school. PACE Center for Girls actually
2 belongs to a school in the district. At least
3 it did when I worked here, right? So you have
4 a school, you have campuses, right? Wherever
5 there are students in our state we should have
6 a sworn law enforcement officer.

7 Again, I guarantee you whenever there's a
8 judge somewhere in this state we have a sworn
9 law enforcement officer, so let's do the same
10 for our kids.

11 CHAIR: So, you know, with that said, and
12 also this has to be in the mix, and Chief
13 Lystad, Chief Nelson, Sheriff's, Commissioner
14 Harpring, weigh in on this, it is impossible in
15 the foreseeable future, even if the money was
16 available, and I can tell you, and Senator Book
17 can speak to this if she wants to, based on my
18 discussions with members of the legislature I
19 don't see them coming up with that amount of
20 money.

21 Regardless of whether somebody wants to
22 push the issue with them I don't see it
23 happening, for a bunch of reasons, but even if
24 the money was there given the current state of
25 hiring within law enforcement agencies I don't

1 see in the foreseeable future that we can hire
2 enough law enforcement officers to accomplish
3 what you're suggesting. So anybody else care
4 to weigh in on it?

5 SHER. ASHLEY: I would like to weigh in on
6 that, Chair. I don't know if you were reading
7 my lips or what, but that, you hit the nail on
8 the head. I reject the notion that we keep,
9 this is not sustainable or affordable.

10 Literally 20-25% it's been said of our citizens
11 attend school during the school day, and so why
12 not use 20-25% of the current law enforcement
13 resources, assign to those schools. And I get
14 to the point, because we were sustaining a
15 school resource officer in every school,
16 elementary school, middle school, and high
17 school, well before Parkland.

18 After Sandy Hook we took them off the
19 streets and put them in our schools. That's
20 their, that's their zone. That's where they're
21 assigned for their duty day. Their duties
22 included sexual offenders, predators, theft,
23 rape, child neglect, child abuse, the whole
24 slew of law enforcement services, but their
25 main duty is to be present on campus. And when

1 we start talking about ratios, and the number
2 of officers per thousand citizens we have in
3 our communities, we should at least have that
4 minimum within our schools, and I would suggest
5 that you'd have one inside and outside, so you
6 have an outside perimeter and an inside
7 perimeter, and defending the castle that
8 contains our children rather than having to lay
9 siege to it after a shooting begins.

10 And the -- the school personnel
11 intervening, or course they're going to
12 intervene, they're just like any other parent
13 when they intervene in an emergency situation.
14 But the threat assessment teams at our schools,
15 they've got to start communicating. If they
16 have kids or threats know to them through these
17 assessments law enforcement needs to be made
18 aware of that. And we can get into those
19 privacy issues or not, but I just wanted to
20 again reject the notion that we can't afford
21 this.

22 CHAIR: Let's -- let's try and keep this
23 on SRO staffing. So if I hear you what you're
24 saying, what you're suggesting is, is that the
25 recommendation should be is, is that there be

1 two, one inside and one outside on all 3,800
2 schools in Florida, 3,900, there should be on
3 cop on the inside and outside on all 3,900
4 campuses.

5 SHER. ASHLEY: There's -- there's more
6 than that, Chair, there's the monitored camera
7 system, there set --

8 CHAIR: No, but we're talking about SROs.

9 SHER. ASHLEY: Exactly. But that depends
10 on what's happening at the school. Does it
11 have a design where it's limited access or not;
12 that would determine how many SROs you need.
13 Does it have CPTED designs? Does it have
14 monitored camera systems? Does it have
15 sections? All of those things, all of those --

16 CHAIR: Those -- those are all variables,
17 but we, we can't -- we have to come up with for
18 this, we've got to move this into specific,
19 what are we going to put in this report.

20 SHER. ASHLEY: And that's my point, Chair.
21 I would suggest that that, the number of SROs
22 or armed personnel necessary for a school be
23 determined by the Superintendent, the School
24 Board, and the Sheriff of that community,
25 rather than come up with some cure all panacea.

1 That that should be determined at the local
2 level, hold those individuals accountable for
3 how many armed personnel you have on the school
4 campuses.

5 CHAIR: Well, okay, so I think that's a
6 given, but is the, the school, the type of
7 school, the size of the school, and all of that
8 are going to be criteria, there's no doubt, but
9 we got to back up, back it out. Before we can
10 get there we've got to come up with these other
11 things. Commissioner Stewart.

12 MS. STEWARD: A couple of things. I'm not
13 going to get into the whether it should be SROs
14 or safety officers, or guardians, but I do want
15 us to think about this. What we put in here is
16 going to matter, and we've been tasked with
17 making that recommendation. I personally think
18 that locals should have input. Some of it has
19 been brought up by Commissioner Book and
20 Commissioner Blackburn, that we've got to think
21 about this in a way that will translate into
22 legislation.

23 So we've presented, the Department
24 presented today that it's 38/84. Well, that's
25 our representation of what we though would be

1 most pertinent to this Commission. We did not
2 think that those non-brick and mortar virtual
3 school settings needed to be included there.
4 Brick and mortar virtual should be included
5 there. PACE school has one school number
6 registered in a district potentially, and
7 therefore that we have that information, but if
8 they have multiple campuses that should be
9 taken into consideration.

10 So when we try to do one recommendation
11 that then may get translated into law that
12 becomes almost impossible for a local school
13 district then to implement. Those are things
14 that we have to take into consideration. We
15 have schools, and I'm really not sure whether
16 or not we included that in the 38/84, but there
17 are schools that are located in the district
18 office, because that's the, in some cases the
19 actual location where those five students come
20 to. And so if we say one for every school, or
21 we end up two for every school, or something
22 along those lines, that will be difficult for a
23 local school district to implement.

24 Those are -- those are factors that I
25 think we've got to take into consideration.

1 And I think it was Commissioner Book that said
2 we, something along the lines of what is a
3 school. There is no statutory definition of a
4 school. We've worked on that, and it's very
5 difficult to do that, because do you mean where
6 the students go sit in rows, or do you mean
7 where they are all registered under one
8 umbrella, such as the PACE school that was
9 mentioned, or do you mean hospital homebound
10 that is actually registered as a school? So
11 those are all factors that have to be taken
12 into consideration.

13 And, yes, most would be the appropriate
14 word, but we do have some that are schools that
15 maybe don't even need one because they're a
16 school but there's no one physically present
17 there, they're sitting in their home.

18 CHAIR: Well, so maybe before we break for
19 lunch we can -- can we at least decide on
20 number one, that there is no current system or
21 criteria for determining armed person staffing
22 at K-12 educational facilities in Florida? Can
23 we all agree on that?

24 MS. STEWART: I'll just add here, we kind
25 of need to think about K-12. Do we actually

1 mean K- 12, or do we also mean, as Jane pointed
2 out in her presentation, we have adult centers.
3 Do -- what do we mean with that? We didn't
4 include that because the assumption was we
5 meant a strict interpretation of K-12, but we
6 have 9-12th grade students attending part time.

7 CHAIR: Well, which then goes back to
8 begging the question, is, is that, you know,
9 what are we seeking to protect? Are we going
10 to, you know, are we going to -- and, you know,
11 I mean, hey, I think the answer is no. When --
12 when you have let's say a local college, let's
13 say a community college, or what was a
14 community college, it's now a state college, or
15 whatever, and they have a magnet program at the
16 college campus of the local community college,
17 and you have kids going there every day, but
18 it's primarily, primarily it's freshmen in
19 college. Are we going to make sure because we
20 got those kids going there -- I mean there has
21 to be a limit, okay, you got to draw a line
22 somewhere in this. It's not infinite, so you
23 got to draw a line some place.

24 MS. STEWART: But then the language
25 matters.

1 CHAIR: And it does matter. So what do we
2 - - what -- so what are we most concerned
3 about, what are we trying to protect? And, you
4 know, yes, you do have, you know, PACE as an
5 example, and some of the other ones that have
6 -- and most of the PACE ones that I'm familiar
7 with are non- traditional, so in other words
8 they may even be in rented storefront space,
9 that may be where the PACE school is, or an
10 office, an office complex more, okay, some of
11 those. So when -- so, and they're tucked back
12 in. I can tell you we have one in our county
13 that's in an office complex, you wouldn't even
14 know it's there, it's in --

15 But so no current system or criteria for
16 determining armed person staffing. We could
17 just take out K-12 and say education facilities
18 in Florida, because that's true.

19 MR. SCHACHTER: You also have to think of
20 charters, and charters, you know, as long as
21 there is an address there is a school.

22 CHAIR: Charters are in this mix.
23 Charters are in this mix. So take out K-12.
24 So is there anything in that number one that
25 anybody can't live with? Yeah, Secretary

1 Carroll, go ahead.

2 SEC. CARROLL: Not number one. I'm okay
3 with number one. I was going to give you a
4 suggestion for number two.

5 CHAIR: Go ahead.

6 SEC. CARROLL: Current coverage, when we
7 say non-adequate, current coverage of armed
8 personnel at most, I don't care if you say K-12
9 campuses, is inadequate to ensure immediate
10 active shooter response.

11 CHAIR: Put that up there, Heather, see
12 how it looks.

13 SEC. CARROLL: Ensure immediate active
14 shooter response.

15 CHAIR: I like that, personally I think
16 that's accurate, and it capturing the essence.
17 So current coverage of armed personnel at most
18 educational facilities is inadequate to ensure
19 immediate active shooter response. Anybody
20 can't live with that? All right, so we got two
21 things.

22 So why don't we break for -- I can tell
23 you -- it's 12:23. We were supposed to break
24 for lunch at noon, so why don't we break for
25 lunch. We're going to come back, we're going

1 to start sharp, hard, okay, at 1:30. We're
2 going to work on this. Some of this other
3 stuff we had on the agenda is just going to,
4 you know, have to wait. But I can tell you, is
5 that we got a hard 4:00 stop on this topic.

6 I would like to see if we could also
7 address, I think it might be helpful, the
8 report format, if we can get to that. But we
9 got a heard 4:00 stop for Detective Scott's
10 presentation on the video, et cetera. So we're
11 going to come back from lunch at 1:30. We're
12 going to continue with this, and see what great
13 progress we can make on the findings and
14 recommendations on the SRO topic, probably
15 forgo the other things that are on there for
16 now.

17 I hope, and I think that once we do this
18 the first time, and we go through this, that we
19 go through the findings and the recommendations
20 -- and the SRO is probably one of the hardest
21 topics, to be honest with you. I think once we
22 go through this that it will help us in the
23 subsequent topics that we're doing this with,
24 that it will flow easier, and we'll get kind of
25 a cadence with it, and it will go easier. So

1 let's take our time and get this right,
2 especially on this topic because it's so
3 important. So we'll break now. We'll come
4 back at 1:30 and continue with this, and go
5 until at least 4:00. If we get done earlier
6 then we'll move onto something else before we
7 have the video presentation. So we'll see
8 everybody at 1:30.

9 (Thereupon, a lunch break is had, and the
10 proceedings continued as follows:)

11 CHAIR: So we'll go ahead, and we'll get
12 started again. We got Heather's findings up
13 there. So the first thing again, I'm just
14 recapping, we have, the first thing is there's
15 no current system or criteria for determining
16 armed person staffing at education facilities.
17 Number two is the current coverage of armed
18 personnel in most facilities is inadequate to
19 ensure immediate active shooter response.

20 So based on the discussion, at least at
21 this point, because it depends how we set it
22 up, because if Dr. Smith's report and those
23 facts are going to be at the beginning of the
24 report anyway, so for right now I suggest that
25 we just take that bullet out about Smith's

1 findings and facts, we take it out of here for
2 now.

3 So what about the role? Can we say --
4 where I'm going -- can we say that the role
5 today of the SRO is not completely defined?
6 It's not defined anywhere. It's kind of
7 evolved. Is it articulated any place in any
8 objective way that the role of the SRO is X? I
9 don't know of any place where it is. So --

10 MR. SCHACHTER: I heard NASRO has a role
11 for --

12 CHAIR: No, I'm talking about the, not
13 NASRO or FASRO. Remember those are
14 associations, and they're good organizations,
15 but they're the members. Those are the SROs
16 themselves. So I'm talking about from a policy
17 maker standpoint, from a school superintendent,
18 school district, a sheriff, police department,
19 et cetera, standpoint, and or from a
20 legislative standpoint have we, has it been
21 defined as to what the role of a school
22 resource officer or deputy is, and I think the
23 answer to that is no. Mr. Blackburn.

24 DR. BLACKBURN: Yes. And going back to
25 those contractual relationships we have, there

1 is some --

2 CHAIR: Okay, that's a point. Yeah, okay.

3 SHER. ASHLEY: I would just second that,
4 they are contractual in --

5 CHAIR: That may be right.

6 SHER. ASHLEY: -- listed in our contracts
7 with the school district.

8 CHAIR: So how do we word this then, is,
9 is that the role of SROs varies across Florida,
10 and is defined based upon contracts between
11 school districts and various law enforcement
12 agencies.

13 SHER. ASHLEY: That's -- that's the way it
14 currently is.

15 MR. SCHACHTER: Each school district does
16 -- doesn't each school district define the
17 role?

18 CHAIR: No, it's really an agreement
19 between the sheriff or the police chief and the
20 district, and they are different. There is
21 differences in different places depending upon,
22 and that's, you know, a great point. That -- I
23 mean that's, that's accurate. I forgot about
24 that, because it is, it does talk about those
25 in the contracts. Secretary?

1 SEC. CARROLL: In that finding breaks out
2 two sentences, and we just acknowledge that the
3 role of school resource officers is defined
4 through contracts in each school district, and
5 then the second part of it is, however, core
6 functions, role, communication protocols, vary,
7 and are inconsistent across schools within
8 districts, but I think it's also particularly
9 true across school districts.

10 CHAIR: I agree. So can you capture that,
11 Heather?

12 SHER. ASHLEY: Just absent of
13 standardization.

14 UNDER SHER. HARPRING: Well, you might be
15 able to just add and within this district
16 itself if you don't want to break it out,
17 because this, the way I'm reading that, the
18 role of the SRO varies, and is defined based on
19 contracts between school districts and various
20 law enforcement agencies, and within the
21 district itself, because I think that's what,
22 that's what Secretary Carroll is saying, that
23 within each district the role of the SRO at any
24 particular school could, could vary.

25 MR. SCHACHTER: Yeah, Broward contracts

1 with thirteen different municipalities, or some
2 huge number.

3 UNDER SHER. HARPRING: Well, for example,
4 I mean some are just DARE officers, that's what
5 they do, they teach DARE. So there's a
6 variation within the, not just, not just
7 overall throughout the state but within each,
8 within each district as well.

9 CHAIR: So the role of SROs varies across
10 Florida, and within each district, and the role
11 is defined based upon contracts between
12 districts and various law enforcement agencies.
13 I think that captures it, because it's not only
14 saying, and as Mr. Schachter pointed out is, is
15 that that's broad enough to encompass multiple
16 contracts between the district and different
17 agencies within a district.

18 Can you turn on -- can you talk into the
19 mic, we can't hear you?

20 MR. SCHACHTER: Is it between law
21 enforcement agencies or between the
22 municipalities, between the districts and the
23 municipalities?

24 CHAIR: It's between the law enforcement
25 agencies.

1 SHER. ASHLEY: There are some
2 consistencies in all of them though, so I'm not
3 sure if we list it as varies across. There are
4 some, all of them to, at least to my knowledge,
5 enforce the law. All of them provide security.
6 You know, other things they might provide, like
7 intel services, or counseling, or teaching, or
8 of that nature may vary, but I think there are
9 some consistencies as well.

10 CHAIR: Yeah, and I don't think we're
11 saying -- I don't think that we're saying that
12 there's not. I just think that we're saying
13 that there are, that -- can we just leave that
14 for now, and then we can flesh it out later,
15 without trying to really wordsmith it down to
16 the last for right now. Let's see how it plays
17 out. Sheriff.

18 SHER. JUDD: I know we're on the findings,
19 but to me if we're getting down to their role
20 as it, as it regarded to active assailants, you
21 know, the finding is when seconds count minutes
22 don't matter, or when, yeah. And that the best
23 practice is to have a SRO, is to have multiple
24 SROs/guardians, depending on your community, on
25 every campus for the security of the, the

1 children and the staff. And that way for the
2 community that thinks it's worthy to put two
3 SROs in every campus in the county, good, for
4 those who say realistically in our community
5 that's not possible, good.

6 But to me the findings are, and I guess
7 I'm asking -- maybe I've just got, I'm ahead of
8 this thing, but to me the findings are that we
9 know there are active shooters, we know that
10 seconds count, minutes don't matter. We know
11 that the size of the campus varies, the volume
12 of people, children, staff on the campus
13 varies, but the reality is we know some basics,
14 and the basic is one SRO or one guardian is not
15 a best practice in an active shooter situation.

16 CHAIR: So I suggest to you that that
17 would go over on the recommendation side, is
18 that they're, in the, it would be framed like
19 that there should be more than one on some as
20 opposed to --

21 SHER. JUDD: But should -- should the
22 finding -- should the find -- should there be a
23 finding that, that second, you know, when
24 seconds count minutes don't matter, or some
25 wording to the effect that, you know, that it's

1 -- because we've well established whether you
2 have one SRO on campus, we saw the results of
3 that here, or not, there's, there's still some
4 place in the findings, is we've got to deal
5 with seconds, not minutes.

6 MR. SCHACHTER: How about to -- in order
7 to mitigate casualties incident needs to be
8 stopped, or needs to be prevented with --

9 CHAIR: So try -- in order to mitigate
10 casualties there must be an armed person to
11 effect an immediate response, go -- something
12 in that direction.

13 MR. SCHACHTER: But, Sheriff, are you
14 saying you want that specifically language in
15 there, that, you know, we need to do this with
16 under, under a minute, or do you want the, do
17 you want the seconds part in there?

18 SHER. JUDD: I think seconds. What we
19 know -- what our -- what our findings are, that
20 on average the active shooter arrives and
21 finishes his evil deed between two and five
22 minutes, so we know statistically that when
23 seconds matter minutes don't count, so we can
24 take, as far as our findings we can take data
25 that's already been derived from other

1 shootings across the nation and say seconds
2 count, and there has to be an immediate
3 multiple response.

4 CHAIR: Right. But isn't that what that
5 says, there must be an armed person to effect
6 an immediate --

7 SHER. JUDD: Well, I don't think one
8 person is sufficient if you --

9 CHAIR: Okay, well, okay, there must be --
10 we're going to get there, but in order to
11 mitigate casualties there must be at, you can
12 say at least -- Rick, go ahead.

13 COMM. SWEARINGEN: I think some of this is
14 covered in Nevin's product, right, he addresses
15 how quickly these things happen.

16 CHAIR: He does.

17 COMM. SWEARINGEN: So I think trying to
18 drill down into --

19 CHAIR: Right. And that's what I'm trying
20 to do, is originally I started there, but of
21 course we're trying, seeing now, because -- so
22 picture this is in your head, that before
23 anybody reads this section they're going to
24 have already read Nevin's information, and so
25 if we put Nevin's findings, and put Nevin's

1 report right up at the front of the document,
2 so they have already had all of that when they
3 read this.

4 SHER. JUDD: Is it rapidly available,
5 where we can throw it up here and go, oh, there
6 it is there, there it is there, there it is
7 there? And then would that be quicker than us
8 discussing --

9 CHAIR: What, Nevin's you're talking
10 about?

11 SHER. JUDD: Yeah, would, you know, put it
12 up here and say he, that finding is, is not
13 under debate with the Commission, so you add
14 that as a finding. The next one is not under
15 --

16 CHAIR: So why don't -- we can do that,
17 but in essence of time is, is that -- maybe
18 we'll add it back. And that's the whole
19 purpose of, of this whole thing, and, you know,
20 the whiteboard process. So why don't you --
21 why don't you try this. After -- just before
22 the bullet you're in, why don't we add
23 something in there just as a place holder
24 about, just put Dr. Smith's findings.

25 MR. SCHACHTER: Sheriff, can I, can I

1 throw this out there? How about during an
2 active shooter event a child's chance of
3 survival is measured in seconds? That's per
4 New Hampshire.

5 UNDER SHER. HARPRING: Sheriff, my only
6 concern has to do that we're, we're trying to
7 determine findings based on information that
8 has been, you know, presented here. A lot of
9 it is going to be contained in the appendix to
10 the report, and if, at least, you know, my
11 opinion is that we're going to have Dr. Smith's
12 findings in there. They're going to be notated
13 as part of the appendix. I don't know that we
14 necessarily need to asterisk each finding. And
15 in fact if we're concerned about getting down
16 too much into the weeds on the, on the
17 individuals, maybe the bullet point is in order
18 to mitigate casualties there must be an
19 immediate armed response, period. Because
20 we're going to talk about the numbers, and the
21 rations, and all those recommendations.

22 CHAIR: See what that looks like. That
23 maybe the right language is, is that there must
24 be an immediate armed response. So in order to
25 mitigate casualties -- and that way we don't

1 get into, Sheriff Judd, what you're talking
2 about, the concerns about the numbers, so
3 that's generic enough and general enough, is
4 that in order to mitigate casualties -- and
5 just -- and I know that, the way you're talking
6 about it, is in the draft you have I think it
7 talks about Dr. Smith's report being in the
8 appendix. Well, we'll get to it, but my
9 intention is, is not to put it in the appendix
10 but to put it in the meat, and to put it right
11 up front, because I think it's that important.
12 But we can have that discussion.

13 So think about it that way, that it won't
14 be in the appendix, it will actually be right
15 in the front of the report, so.

16 MR. SCHACHTER: Now -- now when you say
17 armed, what about saying immediate law
18 enforcement response --

19 CHAIR: No.

20 MR. SCHACTHER: If you have -- is a
21 guardian law enforcement?

22 CHAIR: So -- no, so here's -- before we
23 -- and this is something I think we should do
24 before we go any further, and it goes right to
25 the heart of what you're just saying right

1 there. I think that we should, and this might
2 be a hard one but I think we have to do it
3 because it drives us either path A or path B
4 is, is that is, and it goes over to
5 recommendations, and if you go to the top of
6 recommendations is, is that number one, is the
7 recommendation from this Commission that there
8 be an armed, that there be a law enforcement
9 officer, inherently are, if there be a law
10 enforcement officer on every school campus in
11 Florida --

12 MR. SCHACTHER: That's an SRO, right?

13 CHAIR: No, I'm -- whatever you want to
14 call them. SROs are law enforcement officers.
15 So I'm talking about a police officer or deputy
16 sheriff, a law enforcement officer is, is that
17 there should be a law enforcement officer on
18 every school campus in Florida, is that the
19 recommendation, or is the recommendation -- so
20 go to the next one so we can see what it looks
21 like, Heather. Is -- is that is the
22 recommendation that there should be a law
23 enforcement officer or a guardian, or -- put it
24 this way, should be there a law enforcement
25 officer or a dedicated guardian, or and it'd be

1 and/or, armed school personnel on every campus,
2 because we've got to settle that, as far as
3 what the recommendation of this Commission is,
4 because if the recommendation of this
5 Commission is, is that there be a law
6 enforcement officer on every campus, that takes
7 us in one direction.

8 If the recommendation is, is that it be a
9 law enforcement officer, a dedicated guardian,
10 or armed school personnel, that takes us in a
11 different direction.

12 SHER. JUDD: On -- on the issue too, if
13 you, if you track the current 7026 it's a law
14 enforcement officer, a guardian, or a school
15 safety officer, I think is their terminology.

16 CHAIR: Okay, use, use the 70 -- so -- so
17 in other words you're asking do we, do we
18 support the current scheme in 7026, or are we
19 suggesting that it go in a different direction
20 with only a cop.

21 SHER. JUDD: I, you know, once again, and
22 you know we have different opinions, which is
23 healthy, it's sustainability, and therefore I
24 like option two. But I don't think we should
25 say a law enforcement officer, once again

1 because we all know if we're truly preparing
2 for the active shooter there has got to be more
3 than one there for at the time of the
4 emergency, so.

5 CHAIR: Well, so I get what you're saying,
6 but we're going to get -- but the whole point
7 of this is, is not whether it should be one,
8 two, or three, the point is, is that as a
9 Commission, is that are we going to take the
10 position that we should endorse the current
11 scheme of 7026, and that there should be a safe
12 school officer on every campus, which means
13 either a law enforcement officer or a guardian.

14 SHER. JUDD: Or a school safety officer.

15 CHAIR: Yeah, but they're -- school --

16 SHER. JUDD: Which is they're --

17 CHAIR: They're cops. They are law
18 enforcement officers.

19 SHER. JUDD: Right.

20 CHAIR: So it really comes down to, and in
21 the, and it's a subset, but I don't think we
22 need to get there, and get into the weeds on
23 that, is that in the guardian, as a guardian
24 there are now in effect, there are two
25 categories of guardians. It's not on the law

1 but it's a practice. One is, is what you have,
2 and what I have, and others have, which is a
3 dedicated non-collateral duty person that's
4 doing nothing other than school safety. The
5 other one is that it's the plant operator who
6 is former military that's doing his plant
7 operator business, but he's armed. That --
8 that -- and that's different, but it's all
9 under the guardian umbrella. It doesn't really
10 matter, but it does to some degree because it
11 gets back to the point of the dedicated
12 guardian who's wearing a uniform, who's got
13 that armed visible presence that's a deterrent,
14 is something that you might couple, or
15 supplement the SROs with, where the person who
16 is doing the collateral responsibility is kind
17 of different.

18 But for this purpose at least, because I
19 think -- and -- and it may be one of those
20 things that we're just going to have to take a
21 vote on it, but this is something we've got to
22 decide before we can move further is, is that
23 is the recommendation going to be that there be
24 a law enforcement officer on every school
25 campus, or the recommendation there should be a

1 law enforcement officer -- and you can just
2 this to track 7026, there should be a law
3 enforcement officer or a guardian --

4 MR. SCHACHTER: At least.

5 CHAIR: At least, on every campus. Then
6 we can start dissecting it from there. Then we
7 can get into the different categories, and how
8 many, and all that stuff.

9 MR. SCHACHTER: Now -- now if you're
10 asking us to agree on 7026, or when you say
11 guardian does that also include a teacher with
12 a gun?

13 SHER. JUDD: Yes, it would.

14 CHAIR: Well, right now under 7026 it does
15 not. It is that --

16 SEN. BOOK: It does not.

17 MR. SCHACHTER: It does not?

18 SEN. BOOK: No.

19 SHER. JUDD: If -- if they have multiple
20 jobs it does.

21 CHAIR: It -- it says right now that a
22 guardian cannot be somebody --

23 SEN. BOOK: If you are solely a classroom
24 based educator you cannot participate in the
25 guardian program.

1 SHER. JUDD: Right.

2 CHAIR: Right.

3 MR. SCHACHTER: Educators cannot, okay.

4 CHAIR: So -- so if your primary duty is
5 classroom teaching then you cannot be a
6 guardian. Anybody other than the person whose
7 primary duty is classroom teaching can be a
8 guardian. So the principals, the AP, the
9 counselors, the plan operators, everybody and
10 their brother as long as your primary duty is
11 not as a classroom teacher. So if you -- and
12 if you, you know, I guess the way to, is it
13 really should be guardian with a capital G, not
14 lower G, because it's term of art that's
15 defined by 7026. And so there should be a law
16 enforcement officer, and a law enforcement
17 officer is either a cop employed by a police
18 department, a sheriff's office, or the school
19 board police department. That encompasses all
20 of that. Or that you have a guardian, and a
21 guardian means anybody other than a cop, and
22 other than a classroom teacher.

23 MR. SCHACHTER: A guardian is not a law
24 enforcement officer.

25 CHAIR: No, not a law enforcement officer.

1 DR. BLACKBURN: I would say -- I would
2 say, Sheriff, yes to the first portion of
3 number two. Similar to what many of us are
4 doing in our districts, law enforcement officer
5 or, where dedicated I think is important, so or
6 dedicated guardian.

7 CHAIR: Yeah, or, right. Right. And well
8 - - and in here maybe -- and maybe it should be
9 this. And I don't, this might be a leap, a
10 bridge too far, but there should be a, because
11 we're going to have to get there with this if
12 we go to number two, I don't know if we are,
13 but there should be a law enforcement officer
14 and/or a dedicated guardian on every campus in
15 Florida.

16 MR. DODD: Now, see, when you used the
17 term dedicated, to me that means --

18 CHAIR: No, no, take dedicated out. I'm
19 sorry. Take -- it should be a law enforcement
20 officer and/or a guardian on every campus.

21 MR. DODD: Because to me a dedicated
22 guardian would be an individual hired just for
23 that job.

24 CHAIR: You're -- you're absolutely
25 correct, Commissioner, absolutely spot on. So

1 to keep it broad, and just to, to set the --
2 this is more of a philosophy of policy, and
3 then we can take it from there, is, is that --
4 so is, again, is this Commission's position
5 going to be as we move it forward now that
6 there should be a law enforcement officer on
7 every school campus in Florida, or are we going
8 to start with the position there should be a
9 law enforcement officer and/or a guardian on
10 every school campus? Commissioner?

11 SEN. BOOK: I think that one of the things
12 that Commissioner Judd said really made, stuck
13 out in my mind. We send in a SWAT team, not a
14 SWAT person, and so I think that I, I like the
15 thought of having a dedicated law enforcement
16 officer and a guardian, or some sort of --

17 SHER. JUDD: Supplement.

18 SEN. BOOK: Yeah, a supplemental team.

19 CHAIR: Right. But that goes back to the
20 point, just, and I know you know this but I'm
21 going to say it again, is that goes back to the
22 point, if we are going to recommend, and
23 somebody were to accept our recommendations,
24 meaning the legislature, or somebody else, is
25 it goes back to, is, is that, one, the price

1 tag with it, but I just disagree with you, and
2 I can, from where we are is, is that we cannot
3 hire enough cops to put enough a cop on every
4 campus, so I'll suggest to you maybe a hybrid,
5 just for discussion purposes, is that there
6 should be a law enforcement officer on every
7 middle and high school campus and/or a
8 guardian, comma, and there should be a law
9 enforcement officer or a guardian on elementary
10 campuses.

11 I think that there, there might be merit
12 to saying that there should be a law
13 enforcement officer on the middle and high
14 school campuses but allow just the guardians as
15 a recommendation on elementary school campuses.
16 So you can have a law enforcement officer and
17 eight guardians in a high school, it doesn't
18 matter, as far as I'm concerned the more
19 guardians the better. That's my personal
20 opinion. But there should be at least, because
21 of the nature of the high school environment,
22 the nature of the middle school environment,
23 there should be a cop there.

24 When you get to the elementary schools it,
25 again my view, it's not realistic from a

1 financial standpoint, and from a hiring
2 standpoint, and from a duties standpoint, that,
3 you need somebody there than can take affective
4 action and neutralize the threat, and that
5 doesn't necessarily have to be, because the
6 role in the elementary school is so different,
7 so splitting the baby in a hybrid would be cop
8 plus whatever else you want in middle and high
9 schools, and in elementary schools if a
10 district wants to do a cop, if Okaloosa or
11 Seminole, or whoever wants to do a cop in the
12 elementary schools, then you're free to do
13 that, but you're not free to have nobody, and
14 you at least have to have a guardian in the
15 elementary schools. And that kind of splits
16 it.

17 SEN. BOOK: I'm -- sorry.

18 MR. DODD: No, go ahead.

19 SEN. BOOK: I'm good with that. I don't
20 want to mucky the water a little bit, but can
21 we also say that if we're going to have a
22 guardian or law enforcement that, I'm not sure
23 how to wordsmith it, but that I do think that
24 there's an important component to this of
25 community policing, and building those

1 relationships. And I know we talked a lot
2 about, well, if that person is in a classroom
3 they can't be securing the perimeter, so can we
4 also simply put something in there that would
5 also include building relationships with
6 students?

7 CHAIR: Well, we can get there.

8 SEN. BOOK: Okay. I just wanted to make
9 sure.

10 CHAIR: Let's just do this first, and
11 then, and then we get here, because, because
12 the other question, a next question, if we were
13 to go with what's up there as number one
14 another question is, and there's, there's mixed
15 feelings on this, is, is that should we, and
16 this goes, I have it in the handout that you
17 received, it's on the second page in number
18 two, number two and number three, should SRO
19 staffing be supplemented by armed guardians.
20 In other words should there be a mix and a
21 match.

22 Should we recommend that it is okay -- and
23 there is some -- I can tell you in some law
24 enforcement circles there is some philosophical
25 opposition, that you shouldn't be mix and

1 matching guardians with the cops. Some that
2 I've heard have some resistance to that, but
3 the reality is, is that it may be something
4 that just has to happen from a staffing
5 perspective, and from a cost perspective. So
6 if we were to go with one then the next
7 question is, because it also drives, Senator,
8 your point I think, because if we want that one
9 cop, the cop -- as long as you have somebody
10 there, and it is, and I'm going to assume that
11 the guardians that we have are either, well,
12 they're either going to be dedicated guardians
13 or they're going to be collateral duty
14 guardians, but regardless of which one it is
15 they're going to go through this training, and
16 this training, and make no mistake about it, is
17 this training is not inconsequential.

18 This training is pretty rigorous, and I
19 can tell you that the training programs I know
20 about is they're putting them through shoot
21 houses, they're putting them through frag
22 drills, they're putting them through -- they're
23 testing these people. And I'll tell you that
24 in the first academy that we ran with about 85
25 guardians is the quality of the people and

1 their success in the training far exceeded my
2 expectations. I was very skeptical about their
3 ability to grasp the concepts, and to perform
4 at the necessary levels, and they did.

5 And largely what we're getting is former
6 military, former cops, former corrections, and
7 current or former security people. Now, we're
8 having to go through a whole big applicant pool
9 and weed out a lot to get what we're getting,
10 no doubt, but we're, what we're getting, and
11 others can speak to it if they have different
12 experiences, is a decent product, and it's one
13 that will work with us. And in the first, you
14 know, few weeks now that school's been in, and
15 we're using them, and we got them through the
16 training, it's a lot better than what I thought
17 it was going to be.

18 And I'm very satisfied with the quality of
19 the people and the job that they're doing. And
20 we haven't -- since we got them in the schools
21 we haven't lost one. Now, we lost some in the
22 training, et cetera, but that's all part of the
23 process. So mixing and matching -- so if --
24 getting to your point is, is maybe this is
25 where we go if we can decide on this, and that

1 way you can preserve some of the role, because
2 you've got that person there who, as I just
3 said, is trained, and is competent, and can
4 shoot straight, and is going to take care of
5 the threat, so it doesn't so matter so much
6 that the cop is standing in the bus circle, or
7 the cop is roving the campus, or the cop is
8 immediately available, because you can
9 supplement the cop with, for the same cost with
10 two or three other armed people that are there.

11 So you preserve the role, you preserve the
12 relationships, you preserve all the threat
13 assessment team participation, you preserve all
14 of the other things they need to do, but at the
15 same time you don't have somebody that's
16 fifteen buildings away and isn't going to get
17 there in time.

18 UNDER SHER. HARPRING: Sheriff, Mr. Chair,
19 I think for the Commission as a whole, and then
20 individually relative to recommendations, I
21 hate to do this to Heather, I'm sorry, but I
22 think we should at least evaluate the three and
23 see where we, where we come out. I know
24 there's two up there, but I do think from a
25 Commission standpoint we should evaluate the

1 previous first bullet, which was, you know, a
2 recommendation that there should be a law
3 enforcement officer on every campus period, the
4 hybrid, which deals with the middle and the
5 high school, and then the, and then the
6 elementary school, and then, and then the last
7 one relative to the, to the combination,
8 because I think the -- I'm completely
9 sympathetic with the jurisdictions that simply
10 don't have the personnel, sworn law enforcement
11 personnel.

12 We know how long it takes to get through
13 an academy, plus field training, to get those
14 people, much less to hire them, and the
15 attrition rate, but I do think it's important
16 for the Commissioners to indicate, you know,
17 primarily for, not just for ourselves but for
18 the public, where we stand on those, and then
19 have the Commission come to a collective
20 determination, whether it's a, whether it's a
21 vote or not, because they all have merit, but I
22 think the Commission needs to evaluate those
23 and, and then come to a conclusion as to that
24 recommendation.

25 SEC. CARROLL: Can I weigh in real quick?

1 CHAIR: Secretary Carroll.

2 SEC. CARROLL: To move this along, those
3 three are fine, and I know which one I would
4 vote for, but I think they need to be quickly
5 followed by two, and I think if we put the next
6 two there this one makes more sense. But let's
7 say if I were to, well, I don't even get a
8 vote, but let's say hypothetically I supported
9 number two, I would say I support number two,
10 but the next thing I would support is that that
11 the Florida legislature fully fund the staffing
12 model needed to fulfill this requirement. And
13 number three would be that, that local
14 communities, and similar to what Sheriff Ashley
15 was saying today, that that supplemental piece
16 I think needs to be school by school, and I
17 think that local law enforcement and local
18 school districts need to come together and
19 determine what that supplemental staffing needs
20 to look like.

21 Because one of the findings in our up
22 front section is going to be that we've already
23 said one is not enough to provide an immediate
24 response in both schools, so to me that other
25 recommendation after the funding recommendation

1 would be that, that the locals would have to
2 get together to come up with what they think a
3 suitable supplemental staffing would be the
4 secure that immediate response, and it be based
5 on such things as everything we talked about,
6 the school layout, whether the physical plan,
7 the number of kids in the school, whether they
8 have film, whether it's, whether that school's
9 already been hardened or not, depending on how
10 modern it is you may need more or less.

11 And but -- but that would take care of the
12 supplemental piece --

13 CHAIR: All right. So could we do this
14 then -- okay, so I got your point. And maybe
15 on the funding is, is that, and I'm going to
16 digress here for a second, but so if we were to
17 put that -- at some point we have to address
18 that. So if we were to put, and let's say that
19 we get consensus, whether it happens or not,
20 but at least the recommendation is, it's on the
21 table, is that we make a recommendation that
22 the Florida legislature fully fund what, the --
23 well, before we do that we've got to decide on
24 where we're going to go with one, two, or
25 three, because what are we going to ask them to

1 fund, one cop, or one cop plus all the -- so we
2 got to -- we got to decide on that.

3 So do -- do you all want to -- those are
4 the three things that are on the table. Do we
5 want to just talk about -- I'm good doing it
6 either way, we take a formal vote on it, or is
7 there consensus for number two? And we could
8 vote each one, we could go with number one and
9 take a vote, and then take it off the table, or
10 that will be, it's on the table.

11 MR. SCHACHTER: Chair, were you saying
12 that it would cost \$400 million to put a law
13 enforcement officer in every school in the
14 state; is that what you're saying?

15 CHAIR: Yeah. Yes.

16 MR. SCHACTHER: And you are saying that's
17 not feasible.

18 CHAIR: No, it's not.

19 MR. SCHACTHER: So now we're going to
20 recommend law enforcement plus a guardian?

21 CHAIR: I -- let's -- let's figure this
22 out, and then we'll talk about that, because
23 the other thing I have in here is a suggestion
24 to that we could recommend, okay, and again
25 just a suggestion, is, is that the Florida

1 legislature authorize the school districts to
2 implement a special assessment similar to the
3 fire districts do, and a special assessment,
4 that they authorize them, because if the
5 Florida legislature isn't going to fund it --
6 again, it's not what I think is going to
7 happen, or what I, it's what you all want to
8 recommend, okay? And just because you
9 recommend it, because we recommend it, it
10 doesn't mean it's going to happen, okay, but,
11 but the recommendations should also be
12 realistic, but sometimes you make
13 recommendations just because you feel like it's
14 the recommendation that should be made whether
15 it's going to happen or not.

16 But I would suggest to you that there
17 needs to be some recommendation other than just
18 the Florida legislature funding it, okay, so it
19 would go into that, and I suggested to you, or
20 whatever else you all may want to come up, is,
21 is that -- and again the amount is going to --
22 if we're going to say that there should be,
23 that there should be law enforcement on every
24 campus, that has a much higher price tag than
25 number two.

1 MS. POWERS: Just one thing. One number
2 two I think we do need to specify the school
3 safety officer, because the guardian in the
4 legislation is like a \$500 stipend, whereas the
5 schools, or whatever it was that, the staff --

6 CHAIR: No, no, no.

7 MS. POWERS: -- that carry the gun.

8 CHAIR: So the school safety -- this is
9 very confusing. The school safety officer is a
10 police officer, okay, so that means that
11 they're a police officer, but they're employed
12 by one of the districts in Florida that has its
13 own police dept. So they're being paid,
14 they're a cop. The guardians who are -- here's
15 the history. This is what happened. Okay,
16 I'll tell you this is, it's messed up, but
17 here's how it got messed up, is the original
18 proposal was that they're, that guardians would
19 be -- the original proposal was guardians could
20 be any school board employee, including
21 teachers, and the thought in the initial
22 drafting was, and it just didn't get fixed in
23 the final version, was that if we're going to
24 ask these teachers, and these counselors, and
25 these APs, and everybody else to act in this

1 guardian capacity, then we're going to give
2 them an extra \$500 for just doing that in a
3 collateral capacity.

4 Then the teachers got carved out of it,
5 and when the teacher -- because in the money
6 for the guardian money is, is that \$67 million
7 is what's allocated, but it's non-recurring
8 funding. \$500 thousand is recurring, but it's
9 in there for the stipends, and the stipend was
10 supposed to be for those people that were doing
11 it as a collateral responsibility. Now what's
12 evolved from that is, is it stayed in there, it
13 didn't get cleaned up, is the \$500, but now we
14 have, I'd say the majority of the guardians
15 that are being used across Florida are not
16 going it in an collateral responsibility,
17 they're not the counselor, they're not the AP,
18 they're not whoever it is, the plant operator,
19 they are dedicated guardians.

20 MS. POWERS: So that's all I'm saying, is
21 that if we're going to make a recommendation,
22 that we need to delineate what those
23 responsibilities are, because do they necessary
24 have to be a sworn law enforcement officer to
25 be that guardian, could they be --

1 CHAIR: No, you're mixing the concepts.
2 You can't be -- you can't be a guardian and a
3 sworn law enforcement officer.

4 MS. POWERS: Right. But I'm not talking
5 about just a staff person. I'm talking about
6 the ones that, like you have in Pinellas
7 County, that you trained, and they're, that's
8 their dedicated job. What do you call those?

9 CHAIR: Guardians.

10 MS. POWERS: And then you call a teacher
11 that --

12 CHAIR: Guardian.

13 MS. POWERS: But the, the guy who is,
14 wears the uniform and carries the gun, and
15 that's their sole job, they're getting paid,
16 they're not getting paid \$500, they're getting
17 paid a salary by the school district.

18 CHAIR: Correct. You got it. That's the
19 framework.

20 MS. POWERS: That's not the --

21 CHAIR: Yeah, Sheriff, go ahead.

22 SHER. ASHLEY: We talk about costs, and
23 having gone through this after Sandy Hook, and
24 I think maybe this will bring us closer to
25 agreement that we can afford this, is that

1 literally is the cost of a pair of shoes per
2 capita, \$25 in our county, and our program is
3 about \$5 million. We got a school resource
4 officer in every elementary, every middle
5 school, and every high school in our county,
6 and it's about \$5 million. The school district
7 now covers half. We've covered 80% for the
8 first six years of this thing, but it's
9 literally \$25 per capita cost to cover that.

10 And so I get your, your concern about
11 having enough law enforcement officers trained
12 to do this, but that happens through time, and
13 we already cover those zones where our schools
14 sit, that is the center of our community, so I
15 like number three, certainly there should be a
16 law enforcement officer and/or guardian in
17 every school campus in Florida.

18 CHAIR: So why don't we do this, is that
19 those are the three, those are the three that
20 are on the table. And here's what we're going
21 to do, is take them one by one, and I'm going
22 to ask if there's a motion as to number one.
23 If there is a motion then I'm going to ask for
24 a second. If there's a second, if there's a
25 second then we can have further discussion, and

1 we'll vote on it, and take it, and it'll either
2 rise or fall. And we'll do that with all three
3 of those.

4 CHIEF NELSON: Just for a point of
5 clarification, Sheriff, should the --

6 CHAIR: Say -- in which one, one, two, or
7 three?

8 CHIEF NELSON: Number to, an or in the
9 first sentence.

10 CHAIR: Yeah, there should be a law
11 enforcement officer and/or a guardian -- yes,
12 it should be and/or because -- wait a minute --
13 no - - it should be a law enforcement officer
14 -- yeah, see the and/or needs to come out.
15 There should be a law enforcement officer --
16 and what I was thinking about there was trying
17 to get to the supplemental factor, but -- so
18 this is the minimum. This isn't the maximum,
19 this is only the minimum. So to read it right
20 for a minimum, there should be a law
21 enforcement officer on every middle and high
22 school campus in Florida, and at least a
23 guardian on every elementary campus.

24 Now, that doesn't mean that you can't have
25 more than that, we'll get there, but this is

1 just the, setting the floor, not the ceiling,
2 because I think there's a whole bunch here that
3 we'll say and agree, that if you have one law
4 enforcement officer it would be great to also
5 have ten guardians, and whether they're
6 dedicated or collateral, or whatever it is. So
7 this is the floor, this isn't the ceiling.
8 Make sense? Go ahead.

9 MR. SCHACTHER: So number three doesn't
10 mean that an elementary school has to have a
11 law enforcement officer.

12 CHAIR: Yeah, number three would say that
13 there should be a law enforcement officer --

14 MR. SCHACTHER: That's the difference,
15 right?

16 CHAIR: -- and/or a guardian on every
17 school campus, right, and so number three would
18 require a law enforcement officer in elementary
19 schools. Number two does not require a law
20 enforcement officer in elementary schools, only
21 in middle and high schools, and it leaves it
22 optional in elementary schools. If a district
23 wants a law enforcement officer, great. If a
24 district wants guardians in the elementary
25 schools then they can do it that way. And

1 number one requires a law enforcement officer
2 everywhere.

3 UNDER SHER. HARPRING: Number three
4 doesn't really require --

5 CHAIR: No, no, you're --

6 UNDER SHER. HARPRING: Number 3 is more a
7 ratification of 7026 as it stands right now.

8 CHAIR: Right.

9 UNDER SHER. HARPRING: And number one is
10 clearly a substantive departure from saying
11 that it's got to be law enforcement. And then
12 number two provides an option with more local
13 control and determination. In my opinion
14 that's, that's the effect.

15 CHAIR: Right. So number one is a
16 complete deviation from 7026. Number three is
17 what 7026 is today. And number two is a
18 hybrid, because right now under 7026 you don't
19 have to have a law enforcement officer in a
20 middle or high school, you could accomplish
21 that by a guardian, and what our recommendation
22 would be is, is that it's too much, and you
23 should have a cop in the middles and the high
24 schools, which I think most are doing but it's
25 not a requirement.

1 So 7026, three is 7026. One if a complete
2 aberration of it, and two is splitting it in
3 the middle. Sheriff.

4 SHER. JUDD: I understand this is our
5 recommendations, and then we're going to talk
6 about the details later, but here's, here's my
7 concern if we don't at least have in the
8 recommendations how much you staff above this
9 one. We're saying is up to the different
10 schools. I don't believe as a base
11 recommendation we should allow -- say any of
12 these we voted on. I don't believe that we
13 should leave that latitude for any school
14 district/sheriff's office, police department,
15 whatever, to say, hey, you know, the
16 recommendation is to only have one.

17 I think there at least has to be a bullet
18 here that says you have to have immediate
19 backup, whether that be additional SROs,
20 additional guardians, to them in the core
21 recommendation so that there's no illusion that
22 you can only have one on a campus.

23 CHAIR: Can we discuss that after we
24 decide which one of these we're going to --
25 because you can fit what you're saying, you can

1 have that discussion as to any one of those,
2 one, two, or three.

3 SHER. JUDD: Sure, but -- but what I'm
4 saying is if you do one, two, or three, and we
5 pick any one of these, absent a mandate that
6 they have to have backup then they can read
7 one, two, and three of these independent.

8 UNDER SHER. HARPRING: Well, he have that
9 in our, we'll have that in our ratio, in other
10 words when we make our recommendations about,
11 about the ratios. And I can understand Sheriff
12 Judd's concern, because the a law enforcement
13 officer could easily be interpreted as a
14 singular.

15 SHER. JUDD: One.

16 UNDER SHER. HARPRING: As opposed to law
17 enforcement presence. But I do think that we
18 are going to have those, eventually those --

19 CHAIR: Okay, so -- so if -- if -- if you
20 want, I don't care, you can change all of
21 those. There should be at least a, there
22 should be at least one law enforcement officer
23 on every school campus in Florida. There
24 should be at least one law enforcement officer
25 on every middle and high school campus in

1 Florida, and at least one guardian on every
2 elementary school campus. There should be at
3 least one law enforcement officer and/or one
4 guardian on every, at least one, that way it
5 doesn't -- is you're saying at least one. You
6 can do it that way.

7 SHER. JUDD: Well, I think that's further
8 solidifying what I want to get away from.

9 CHAIR: Okay.

10 SHER. JUDD: I want to make sure that they
11 can't read our recommendation to say, look, we
12 only have to have one. The rest is dicta, to
13 say here's what we think the staffing ratios
14 are. I think what we need to say is a best
15 practice, for example, plug it in, there should
16 be a law enforcement officer on every school
17 campus in Florida, and immediate assistance of
18 another, of additional law enforcement officers
19 and/or guardians.

20 What -- what I want to do, I just want the
21 recommendation to say, look, we recognize as a
22 best practice one person on a campus is not
23 enough. We're not telling you that you have to
24 have three, four, five, six, or ten, but what
25 we are telling you is that you have to have

1 more than one, there has to be an immediate
2 backup.

3 UNDER SHER. HARPRING: Maybe there's a
4 precursor to each one of those which is;
5 subject to the staffing recommendations
6 contained herein, or something like that,
7 because again, I do see it as we are going to
8 have another substantive recommendation
9 relative to the ratios. And I do think that's
10 important, Sheriff Judd, to quality that it's
11 not, we're not saying one singular definitely,
12 so maybe it's subject to staffing
13 recommendations contained in the report there
14 shall be law enforcement presence, or something
15 like that.

16 CHAIR: So -- so does it work -- take this
17 - - should there -- there should be a law
18 enforcement officer on every school campus, or
19 supplemented by other armed personnel for
20 immediate back up.

21 SHER. JUDD: Yes.

22 UNDER SHER. HARPRING: On campus?

23 CHAIR: There should be a law enforcement
24 officer on every school campus in Florida
25 supplemented by -- see, but that doesn't -- but

1 that takes away from what your, Sheriff Ashley
2 is trying to say, is, is that -- well, no, I
3 guess it doesn't.

4 DR. BLACKBURN: Well, we're talking about
5 guardians. The supplemented effort, we're
6 talking about the guardians.

7 CHAIR: Yeah, sup -- right, I know,
8 because --

9 SHER. JUDD: But it could be -- some
10 community could say we'll put two officers
11 instead of one officer and one guardian.

12 CHAIR: Right. So sup -- that will
13 probably work, supplemented by other armed
14 personnel for immediate backup.

15 SHER. JUDD: Or you could say there should
16 be law enforcement officer(s), in parenthesis,
17 the S in parenthesis, on every school campus in
18 Florida. There, and it should be, there shall
19 be, there shall be a law enforcement officer,
20 in parenthesis, there shall be law enforcement
21 officer(s) in parenthesis, on every middle
22 school and high school campus in Florida,
23 and/or, and there should -- well --

24 SHER. ASHLEY: I think what we're trying
25 to do is establish a basic level of that in the

1 statute, or recommendation, versus optimal,
2 because optional is going to be different to
3 all of us based on local recommendations, and
4 local issues with schools --

5 MR. SCHACTHER: Minimum, minimum
6 standards.

7 UNDER SHER. HARPRING: But when you add --
8 when you add be supplemented by other armed
9 personnel, for me, back up under number one,
10 you're basically saying number one is the same
11 as three, because the only other armed
12 supplemental backup that you could have would
13 be guardians, or school personnel, which we're,
14 which we're calling guardians.

15 CHAIR: No, we could, no it could be, if
16 you take --

17 SHER. ASHLEY: It could be law
18 enforcement.

19 CHAIR: If you take Sheriff Ashley's
20 approach on what he said earlier was is that it
21 should only be cops, you should have one cop
22 inside and one cop outside, and you shouldn't
23 have guardians at all, is what --

24 UNDER SHER. HARPRING: RIGHT. But when
25 you talk about other armed personnel that does

1 open it up for guardians. I still think that
2 the ratio should be separate from the
3 recommendation. I don't see that as defining
4 the ratio, or the numbers, and supplements. I
5 think that's a -- I think that's an associated
6 connected piece, but I think it's --

7 SHER. ASHLEY: Don't -- don't mistake me.
8 Don't mistake me, I'm all for guardians. I'm
9 just saying that as, as a supplement, so I
10 don't' think if -- if I heard you right you're
11 saying I'm against the guardians. I --

12 CHAIR: I thought you said that you should
13 have it one inside and one outside. That's
14 what I thought.

15 SHER. ASHLEY: We have in our high
16 schools, those bigger campuses, we have an
17 officer inside and an officer outside.
18 Certainly if you want to add supplement with
19 guardians that's fine. That's why I said
20 number three was fine with me, but --

21 CHAIR: But number two is not fine with
22 you?

23 SHER. ASHLEY: Well, I think at that point
24 you're saying that you don't need a law
25 enforcement officer in an elementary school.

1 CHAIR: Right.

2 SHER. ASHLEY: And our experiences with
3 child abuse, child neglect, intel, all sorts of
4 court orders --

5 CHAIR: Not -- not whether you need, but
6 whether we're going to recommend that it be
7 compulsory, and there's a difference.

8 SHER. ASHLEY: Right. I believe
9 elementary schools -- Sandy Hook is a perfect
10 example of why I believe you need them there as
11 well.

12 CHAIR: All right, so I'm not sure,
13 Sheriff Judd, I'm not sure that we can address
14 -- and this -- we've got to decide. We've got
15 to come to a place here about whether it's got
16 to be cops everywhere, in all three,
17 elementary, middle and high, and we may just
18 have to, you know, once we decide on that then
19 we can tweak the language and talk about
20 additional personnel. But we've got to bring
21 this in for a landing, about whether we are
22 going to require that, recommend that it be
23 required that there be a law enforcement
24 officer only in the elementary, middle and high
25 schools, or whether something else is

1 acceptable. We've got --

2 SHER. JUDD: Well, is --

3 CHAIR: Jim, go ahead.

4 UNDER SHER. HARPRING: Well, I actually,
5 to try to move it I'd like to make a motion
6 that we evaluate, discuss, and determine the
7 three recommendations on the board that were
8 articulated prior to the addition of the
9 supplemental language.

10 CHAIR: You lost me on that.

11 UNDER SHER. HARPRING: Well, so we've
12 added the supplemented by other armed
13 personnel --

14 CHAIR: Okay, yeah. Okay, yeah.

15 UNDER SHER. HARPRING: I think the
16 numbers -- sorry, I'm just killing Heather over
17 there. But I just -- and again, just to try
18 and move it along, because I do honestly
19 believe that the ration, and the discussion of
20 the additional, which, Sheriff Judd, I
21 completely agree with, that we have to do that,
22 I just think that's a separate piece --

23 CHAIR: That's what I'm saying.

24 UNDER SHER. HARPRING: -- from what we're
25 looking at right now.

1 CHAIR: I'm saying the same thing.

2 UNDER SHER. HARPRING: So I make that
3 motion that we, the Commission evaluate one,
4 two, and three, and make a determination in
5 that regard, and then we can look at ratios.

6 MR. SCHACTHER: Can't you -- can't you --
7 I'm sorry, Sheriff Judd, go ahead.

8 SHER. JUDD: Let me wordsmith this one
9 second.

10 MR. SCHACTHER: Yeah, go ahead.

11 SHER. JUDD: There -- let me look at two.
12 There shall be a law enforcement presence on
13 every middle and high school campus in Florida,
14 and at least a guardian presence on every
15 elementary school campus. All campuses --

16 CHAIR: No, I'm sorry, here's the problem
17 with that. You already got people reading into
18 this. Law enforcement presence means, okay,
19 that you're there for two hours and then you
20 leave.

21 SHER. JUDD: However we do it, my point is
22 if you think this works like -- I'm good, but
23 my point is people lawyerize this stuff, so if
24 we have suggested ratios down here they go,
25 yeah, but it only says we have to have a law

1 enforcement officer. That -- and I'm not
2 sure --

3 CHAIR: Well, what about at least.

4 MR. SCHACHTER: And can't -- and can't you
5 say based on these ratios that we're going to
6 develop right now in there?

7 CHAIR: What about this -- what about
8 this; subject to appropriate ratios, comma,
9 there shall be a law enforcement officer --

10 MS. STEWART: A minimum of one.

11 CHAIR: Okay. Subject to appropriate
12 ratios there shall be a minimum of one, minimum
13 of one law enforcement officer on every middle
14 and high school campus in Florida, and a
15 minimum of one guardian on every elementary
16 school campus. See what that looks like.

17 SHER. ASHLEY: Well, that says the same
18 thing.

19 CHAIR: Does it? Okay.

20 SHER. JUDD: Well, if we just officer(s)
21 subject to ratio; you see what I'm saying? For
22 example, in any one of them, there shall be a
23 law enforcement officer(s) on every campus,
24 school campus in Florida, subject to the below
25 ratios. And then in the ratios we can say

1 there has to be a minimum of one backup
2 officer, for every officer there has to be one
3 backup, for every guardian there has to be at
4 least one backup, for every 1,000 students
5 there has to be at least one backup. You see
6 what I'm saying? That way they see a number
7 one, well, I can't get away with putting one
8 there because it says officer(s).

9 CHAIR: So -- right. So how do you want
10 this? Subject to appropriate ratios there
11 shall be law enforcement officer, with the S in
12 parenthesis. Is that what you want?

13 SHER. JUDD: Subject to the appropriate
14 ratios there shall be law enforcement
15 officer(s) on every middle and high school
16 campus in Florida, and a minimum -- and say,
17 say the same thing.

18 CHAIR: It should be guardian(s), paren S.

19 SHER. JUDD: And guardian(s) subject to
20 ratios -- there shall be guardian(s) --

21 UNDER SHER. HARPRING: I don't think it's
22 the same language, the subject to, because you
23 have large -- in some jurisdictions based on
24 the data that we've seen you have large
25 elementary schools. I think the subject to

1 appropriate ratios is linked to the guardians
2 with elementary schools the same way it's
3 linked to the law enforcement officers in the
4 middle schools and the high schools.

5 SHER. ASHLEY: Say at least. At least --

6 CHAIR: Subject to appropriate ratios
7 there shall be law enforcement officers on
8 every middle and high school campus in Florida,
9 and guardians on every elementary school
10 campus.

11 UNDER SHER. HARPRING: I think you say and
12 subject to appropriate ratios.

13 MS. STEWART: Or law enforcement. It
14 could be or law enforcement. It doesn't have
15 to be a guardian.

16 UNDER SHER. HARPRING: See, I think it's
17 then subject to appropriate ratios there shall
18 be guardians on every elementary school campus,
19 because if you say that there's going to be at
20 least one, we know that.

21 CHAIR: That's fine.

22 UNDER SHER. HARPRING: And again, I -- no
23 offense to Jason, I'm not trying to lawyer it
24 up. I blame myself.

25 CHAIR: Well, it's a modifier. You know,

1 so, okay, so subject to appropriate ratios
2 there shall be law enforcement officers on
3 every middle and high school campus in Florida,
4 and subject to appropriate ratios at least one,
5 there should --

6 SHER. ASHLEY: Not -- not at least one.
7 Take at least one.

8 CHAIR: Take at least one out.

9 SHER. ASHLEY: Say guardians --

10 CHAIR: And shall be guardians on every
11 elementary school campus. So does that -- does
12 that work?

13 SHER. JUDD: That seems to restrict law
14 enforcement in elementary schools.

15 CHAIR: It does. It does.

16 MS. STEWART: Well, it could be or law
17 enforcement, guardians or law enforcement on
18 every elementary school campus.

19 CHAIR: Okay. Okay. Now I see what
20 you're saying, yeah. Okay, so subject to
21 appropriate ratios there shall be law
22 enforcement officers in every middle and high
23 school campus in Florida, and subject to
24 appropriate ratios officers or guardians on
25 every elementary school campus.

1 SHER. JUDD: Or guardians.

2 CHAIR: Yeah, same thing. But put the,
3 put the S in parenthesis. Does that work?

4 SHER. JUDD: Or any combination thereof.

5 CHAIR: No, don't -- don't -- no, no, no,
6 don't muck that up.

7 UNDER SHER. HARPRING: So I'll withdraw my
8 previous motion. Subject to the amended
9 language here I'll move that we discuss those
10 three and make a specific recommendation in
11 that regard.

12 CHAIR: Well -- do we -- does any -- okay,
13 let me put it this way. Does anybody want to
14 make a motion for one, two, or three, that are
15 up there?

16 SHER. ASHLEY: I'll make a motion we
17 accept number two.

18 CHIEF NELSON: Second.

19 CHAIR: Okay, so Sheriff Ashley was the
20 motion on number two. Chief Nelson is the
21 second on number two. Any other discussion on
22 number two?

23 MR. DODD: I have a question on the -- you
24 know, when I look at the law enforcement
25 officer on the middle school or high school

1 campus, and I think about those campuses that
2 would be backed up with a guardian, because I
3 see that as the way we need to be going, we
4 need to go with, you know, a secondary person
5 as a backup, and that would in my book look
6 like a guardian. My question is if the law
7 enforcement officer has to leave campus for an
8 arrest, or a Baker Act, or should they be sick,
9 we're still going to have to cover it with a
10 law enforcement officer.

11 CHAIR: Yes.

12 MR. DODD: Even though there's a guardian
13 there --

14 CHAIR: Yes.

15 MR. DODD: -- there would still be a --

16 CHAIR: Yes.

17 MR. DODD: -- law enforcement officer that
18 would have to fill in.

19 CHAIR: Yes. Commissioner Bartlett, go
20 ahead.

21 ASA BARTLETT: On number two we have this
22 appropriate ratio, which I thought we weren't
23 going to get into what we thought would be the
24 best ratios, so that's my open for
25 interpretation, however anybody who is reading

1 it wants to interpret it, and then you say
2 nothing regarding a backup, so you started out
3 talking about having sufficient presence of
4 either the guardians or the law enforcement
5 officer to provide for an immediate backup in
6 emergency situation. We've drifted away from
7 that now, and we talk about this term ratios,
8 which I would suggest to you is more nebulous
9 than it was the way you had it worded the first
10 time where you were concerned if we were going
11 to be able to let them interpret it and, and
12 narrow down the application, or the
13 applicability of it.

14 DR. BLACKBURN: Well, what we're going to
15 do is we, we're going to talk about the ratios
16 next, and plug that back in.

17 ASA BARTLETT: Okay, so are we going to
18 decide though on a number, what we believe to
19 be a minimum for each one?

20 CHAIR: I think we have to have that
21 discussion, and we either have to decide on
22 either specific ratios, or at least factors
23 that would be subject to local control.

24 ASA BARTLETT: Yeah, I was under the
25 impression that each school varies, so it's

1 kind of hard to have us command that you will
2 have this ratio of law enforcement officer
3 and/or guardians, because the applicability
4 would be changed --

5 CHAIR: And doesn't that -- so if we say
6 appropriate ratios it's vague, but doesn't that
7 leave us enough room where the ratio could be
8 determined by the local district and/or law
9 enforcement -- so the appropriate ratios -- and
10 then we got to have that discussion about, you
11 know, how decides the appropriate ratios.

12 ASA BARTLETT: I thought we were.

13 CHAIR: Or what the factors are that go
14 into the appropriate ratios.

15 DR. BLACKBURN: In the motion for number
16 two -- we haven't eliminated number one yet,
17 have we?

18 CHAIR: Well, if we have a motion and a
19 second that's on the table, and we're in
20 discussion on number two, so if the, if the
21 motion passes then we would adopt number two as
22 being up there. If -- but we don't have a
23 motion on number one. We are on number two.

24 DR. BLACKBURN: You beat me to the punch
25 on the motion, but I mean if number two is so

1 difficult to understand by the authors of
2 number two implementation of it is going to be
3 near impossible. I mean number one is pretty
4 clear cut and simple.

5 SHER. ASHLEY: I'm not sure about the
6 implementation. What -- what issues do you see
7 with implementation on number two?

8 DR. BLACKBURN: Raise your hand if you
9 understand number two. There it is.

10 SHER. JUDD: Why don't we just take them
11 from the top and vote on all of them. That --
12 that way if one is voted down, and say, you
13 know, if I'm going to vote for two I'm not
14 going to vote for one --

15 CHAIR: We -- that's what I was going to
16 do originally, but we can do that. So -- so --

17 ASA BARTLETT: The only -- the only
18 question I have is on number two does anyone
19 see the first, the first part of number two as
20 precluding the additional guardians?

21 CHAIR: No.

22 ASA BARTLETT: In other words, we've
23 talked about supplementing. I just want to
24 make sure that we're all clear that we have
25 talked about having law enforcement officers,

1 but also having them supplemented by guardians.
2 Does anyone see that as a, as a preclusion
3 based on that language?

4 SHER. JUDD: I think that's where the
5 ratio defines it.

6 CHAIR: So maybe it shouldn't say -- and
7 I'm just going to, you know, this whole thing
8 is so complicated, but so -- so maybe we're
9 using the wrong word. Maybe it shouldn't say
10 ratios. Maybe it should say subject to
11 appropriate staffing, because by using ratios
12 it assumes that we are going to use a ration to
13 drive it, because there could be some schools,
14 let's say it's a school with a huge campus that
15 only has 500 students, but because of the size,
16 the physical size of the campus, ratios of
17 students to officers doesn't matter.

18 So but it makes the point at least,
19 Sheriff Judd, I think that you're trying to
20 make is, is that all this is subject to
21 appropriate staffing. Then we can come back
22 and talk about how we get to appropriate
23 staffing. Chief Lystad.

24 CHIEF LYSTAD: So I think we're -- I think
25 we've made it pretty muddy so far. I don't

1 know that I want to clean it up any, and I
2 don't really want to add more work for Heather,
3 but perhaps the line three is more appropriate
4 since that's what 7026 has already talked
5 about. And so if we take number three, and
6 after that you go, which I think will speak to,
7 to Sheriff Judd, and other concerns, is, is you
8 make for this article, or however you want to
9 word it, for high schools this shall be at
10 least two of the above enumerated, unless you
11 want it to say for high schools this will be a
12 law enforcement officer and/or another
13 guardian, for middle schools it will be a law
14 enforcement officer and/or a guardian, and then
15 however you want to do elementary.

16 And then so you could look at it that way,
17 there shall be a law enforcement officer and/or
18 guardian on every school campus in Florida,
19 period. For high schools or middles, if want
20 to define it that way, to follow up what
21 Sheriff Judd spoke about, requires a law
22 enforcement officer and another authorized
23 individual, so you could have two law
24 enforcement officers, you could have a law
25 enforcement officer and a guardian.

1 You could use the same wording for middle
2 schools, and then elementary is a different,
3 however anybody wants to interpreter that,
4 whether you want to go with guardians. You
5 could say for elementary schools however,
6 however you want to address that.

7 For the numbers you can look at what the
8 school size was and use a break point, if you
9 wanted to, of saying for every 1,500, or for
10 every school larger than 1,000 requires one
11 additional at minimum.

12 CHAIR: Okay, let's not go there yet.
13 That's --

14 CHIEF LYSTAD: Okay, I'll leave it, leave
15 it at that part there.

16 MR. DODD: Well, we could go that way,
17 because there's also 539 combination schools in
18 the material that was shared with us. They
19 have four types, elementary, middle, high, and
20 combination. And again those were the K-8 or
21 6- 12, so we could, we could break that down at
22 the end of number three to show what's
23 required.

24 CHAIR: Go ahead.

25 ASA BARTLETT: Okay, how about -- just

1 listen to this before we start having Heather
2 type anything. There should be at least a
3 minimum -- there should be a minimum of at
4 least one law enforcement officer on every
5 middle and high school campus, and a minimum of
6 at least one guardian on every elementary
7 school campus. Each allocation of law
8 enforcement officer or guardian should be
9 sufficient, should be staffed sufficiently to
10 provide for an immediate backup in an emergency
11 situation.

12 DR. BLACKBURN: My primary concern with
13 number two, in addition to us just not stating
14 we're going to have a police officer on every
15 campus, is differentiating by level, right, in
16 the event of an active shooter. When we are
17 suggesting that we'll accept a lesser degree of
18 security with our most defenseless student
19 population, I have an issue with that
20 differentiation.

21 CHAIR: All right, so it sounds like --
22 okay, Bruce, hold your though there on that
23 one. It sounds like that we probably should,
24 because Commissioner Blackburn has raised this
25 a couple times, and a couple, it sounds like

1 that we probably should vote on number one just
2 to have a vote on it.

3 DR. BLACKBURN: Would you like me to
4 withdraw my motion?

5 CHAIR: If you would.

6 DR. BLACKBURN: I will withdraw my motion
7 on number two because I, I have been convicted
8 again that number one is right.

9 CHAIR: Okay. So if you -- the motion is
10 off of the table. So do we -- so number one
11 is: There shall be a law enforcement
12 officer(s), paren S for plural, on every school
13 campus in Florida. Do we have a motion on
14 that?

15 DR. BLACKBURN: So moved.

16 CHAIR: Moved by Commissioner Blackburn.
17 Is there a second?

18 SHER. ASHLEY: Second.

19 CHAIR: So on that is there any further
20 discussion?

21 ASA BARTLETT: Can we put there shall be a
22 minimum of at least one law enforcement
23 officer? That leaves more of an open approach
24 to being able to add a guardian as opposed to
25 --

1 MR. SCHACHTER: At least?

2 CHAIR: That -- that would require --
3 well, it's worded as it is. We've got -- so
4 you have to ask him if, you know, if he'll
5 accept that as an amendment to it, because what
6 he's -- I think, Commissioner Blackburn, what
7 you're trying to require with number one is, is
8 that there be a law enforcement officer on
9 every charter, every elementary, every middle,
10 and every high school campus, period; is that
11 correct?

12 DR. BLACKBURN: Yes, sir.

13 CHAIR: So I would think, Commissioner
14 Bartlett, that he would not accept that,
15 because it would open it to not having a copy
16 on every charter, every elementary, every
17 middle, and every high school. But you can
18 answer that, if you want to accept it as an
19 amendment.

20 ASA BARTLETT: What I'm saying is there
21 shall be a minimum of one law enforcement
22 officer on every campus, so you're saying you
23 can at least have one, you can have more if
24 you'd like. And that would be suggestive of
25 the Commission to maybe have the guardian

1 backup that, that Sheriff Judd was talking
2 about, so you --

3 CHAIR: But that would still require,
4 though, a cop on every campus in Florida, still
5 require it, so do you --

6 MR. SCHACHTER: How are we going to do
7 that?

8 CHAIR: What?

9 MR. SCHACHTER: Is that even -- is that
10 even feasible, to put a cop --

11 CHAIR: We got a motion on the table. We
12 got a second. We're in discussion on the
13 motion that's on the table and, and the second.
14 Senator Book.

15 SEN. BOOK: I was echoing Commissioner
16 Schachter's question. Is -- is that even -- do
17 we have the law enforcement to do it? That's
18 all I wanted to understand.

19 CHAIR: Well, you know my position on it.
20 I've stated it several times today, so. Chief
21 Lystad.

22 CHIEF LYSTAD: So I just -- I would just
23 kind of echo Sheriff Gualtieri, the Chair's
24 comments, in that's not, that's not feasible.
25 The number one issue facing, at least the local

1 police chiefs in their discussion at our recent
2 conference, is hiring and recruitment of law
3 enforcement officers. We've got one county, I
4 mean Broward County alone I know is about 300
5 officers down just for routine staffing. I
6 just don't think that that's realistic.

7 DR. BLACKBURN: Pushing back on the
8 notion, or on funding and finding law
9 enforcement personnel for every school in the
10 state, superintendents have to find a certified
11 highly qualified teacher for every classroom in
12 this state. The number of people going through
13 colleges of education is going down and down.
14 Funding for compensation isn't where it needs
15 to be. So fully aware of the challenge that
16 exist, but I don't think we should start the
17 day out limiting ourselves.

18 We believe in the event, I think, in the
19 event of an active shooter the number one
20 option is to have someone who does this for a
21 living present to be able to protect our
22 children, and we ought to try to meet that
23 goal.

24 SHER. ASHLEY: Mr. Chair. Mr. Chair.

25 CHAIR: Yeah, Commissioner Ashley, go

1 ahead.

2 SHER. ASHLEY: Let me just piggyback on
3 that. I would argue, and vehemently so, that
4 we already have the resources to do it. You
5 just take, you just reassign them to the
6 school. You already have the resources on the
7 street. We answer almost 300 thousand calls a
8 year for service, and the percentage that come
9 out of the schools, that's just -- schools are
10 just a microcosm of society. That's what --
11 what's happening outside of schools is
12 happening inside a school, the calls for
13 service are the same, so that I would argue
14 that we already have those resources available.
15 It's where you place that priority, where do
16 you assign them. Are you going to assign them
17 out there doing traffic or are going to assign
18 them there guarding our children?

19 CHAIR: Okay, we're going to wrap this
20 here in a second. We're going to call the vote
21 on this. Sheriff Judd, go ahead.

22 SHER. JUDD: You know my colleague Sheriff
23 Ashley is a wonderful man, and I wish in my
24 next life I got to police in the environment he
25 has, but if I took those deputies off of patrol

1 to quit working crashes to put them in the
2 schools commerce and economy would come to a
3 grinding halt in Polk County because it would
4 all be backed up behind crashes, waiting on
5 nobody to come work the crashes.

6 The reality of it is, and I share this
7 with you, if it weren't a funding issue, if it
8 weren't a staffing issue I would love to have
9 law enforcement officers, give me two or three
10 on a campus. But I can only give you the best
11 case information, you know, and then we just
12 need to vote, because we've all said it, the
13 resources aren't there if we had the money.

14 CHAIR: The perfect world we don't live
15 in. All right, so we have a motion that's on
16 the table. We have a second that's on the
17 table. As to number one as written on the
18 screen, I'm going to ask you, for all the
19 voting members to raise your hands. Christina
20 is going to count votes, and then we'll
21 announce the votes. So all in favor of number
22 one please signify by raising your hand.
23 There's three.

24 All those opposed signify by raising your
25 hand. All right, so that fails. That motion

1 fails. So the motion as to number one fails.

2 So as to number two -- so we have another
3 option which Commissioner Bartlett put on the
4 table, and maybe it would be helpful, so if you
5 could take it verse -- is that why don't you
6 replace -- or just take number -- just put a --
7 below three just put a four in there I guess.
8 And the, Bruce, would you just repeat that for
9 Heather?

10 ASA BARTLETT: Let's see. There should be
11 a minimum of at least one law enforcement
12 officer on every middle and high school campus,
13 and a minimum of at least one guardian on every
14 elementary school campus. Each allocation --
15 I'm sorry, I forgot about you, Heather.

16 MS. PENA: If you give us your handout
17 we'll type it in.

18 ASA BARTLETT: But I changed, instead of
19 shall, which would be considered to be a
20 directive, that you shall operate like this,
21 we're making a recommendation there should be
22 at least one.

23 CHAIR: Right, because it's a
24 recommendation, right.

25 ASA BARTLETT: And because we're in a

1 category called recommendations I think that's
2 more appropriate than a directive of shall.

3 DR. BLACKBURN: While we're drafting, I
4 think it needs to be shall if we are making the
5 recommendation, because should means they don't
6 have to if they don't want to, and the whole
7 idea is we're affirmatively stating this has to
8 be a minimum.

9 CHAIR: All right, so the recommendation
10 is that those that are making the decision
11 shall require, so, okay. I'm sorry, Secretary,
12 go ahead.

13 MS. STEWART: Is it -- does that statement
14 assume that a law enforcement is beyond the
15 minimum? And the reason I ask that is because
16 I want us to be clear, are we excluding law
17 enforcement at elementary with what was just
18 read. If at a minimum of guardian means that
19 law enforcement would be beyond the minimum
20 then you're, you're covered either way. If not
21 you're saying only a guardian at the
22 elementary. I don't have an opinion. Well, I
23 might have an opinion. I'm not expressing an
24 opinion, I'm only wanting to talk about the
25 fact that we need to be careful how the words

1 end up.

2 CHAIR: I don't -- Commissioner Bartlett,
3 do you want to address that?

4 ASA BARTLETT: Well, the way that, as
5 worded now that would provide for a guardian at
6 elementary schools.

7 DR. BLACKBURN: You could put and/or one
8 guardian.

9 ASA BARTLETT: Yeah, that would work.
10 That's fine. It's just so a lot of people were
11 concerned about the monetary application.

12 SHER. JUDD: So you either have to put a
13 law enforcement officer or you can use a
14 guardian at the elementary.

15 CHAIR: Yeah, that would allow -- that
16 would allow -- is, right -- so --

17 SHER. JUDD: That way they'll exclude --

18 CHAIR: Right. So there shall be a
19 minimum of at least one law enforcement officer
20 on every middle and high school campus, and/or
21 a minimum - -

22 MS. STEWART: And a minimum --

23 CHAIR: And a minimum of one law
24 enforcement officer or guardian on every
25 elementary school campus. That takes care of

1 that. That's a good point. Good catch. And
2 then each allocation of law enforcement officer
3 or guardian should be staffed sufficiently to
4 provide for an immediate back up in an
5 emergency situation.

6 MR. SCHACTHER: Saying that on an
7 elementary school they're going to have both,
8 right?

9 MR. JUDD: No, either or.

10 CHAIR: You could have -- you could have
11 one, the other, or both, or multiples of --

12 MR. SCHACTHER: It says backup.

13 CHAIR: No. No, each allocation of a law
14 enforcement officer or guardian --

15 MR. SCHACHTER: Backup.

16 CHAIR: -- should be sufficient.

17 MR. SCHACHTER: So that means you need two
18 on an elementary.

19 CHAIR: No.

20 MR. SCHACHTER: No?

21 CHAIR: Well -- well, yes. What it's
22 saying is, is that -- what it's saying is, is
23 that it is -- each allocation of law
24 enforcement officer or guardian should be
25 staffed sufficiently to provide for an

1 immediate backup, and to a degree it's leaving
2 it for some determination.

3 MR. SCHACHTER: And immediate backup, does
4 that mean like as a response, like from the
5 police department --

6 CHAIR: Yeah, you can only do -- you can
7 only wordsmith it so much, and I agree with you
8 in, you know, it's subject to -- just like --
9 just like -- and frankly I am miffed by it, but
10 when there were a few with the current version
11 of 7026 when it said that there shall be a safe
12 school officer assigned to every campus, that
13 there were some that were saying assigned means
14 all you got to do is assign them, and they
15 don't have to be there. That's ludicrous.
16 It's ridiculous. It's disingenuous. So people
17 are going to try and twist this around, and you
18 can only make it so tight.

19 MR. SCHACHTER: Right.

20 CHAIR: So your point is well taken, but I
21 don't know that we, you can't make it airtight.
22 You know, and there comes a point where people
23 just need to do the right thing and look at
24 what's intended, you know, and comply with the
25 spirit of it, and not wordsmith for

1 self-serving, you know, deviation.

2 So, Commissioner Bartlett, does that
3 accurately reflect what you wanted in there for
4 number four?

5 ASA BARTLETT: I think so, is what I'm
6 trying to say anyway. I don't think backup is
7 the best word to choose on that, but I guess it
8 says what it is.

9 CHAIR: Each allocation will afford --
10 will be sufficient -- and immediate --

11 UNDER SHER. HARPRING: Is that -- I just
12 have a question about that. Is that -- does
13 the first sentence, is that internally
14 contradictory with the second sentence, because
15 of each allocation has to be staffed
16 sufficiently to provide for an immediate
17 backup, doesn't that inherently mean that there
18 has to be a second person?

19 MS. STEWART: There has to be a minimum of
20 two.

21 UNDER SHER. HARPRING: That's just my --
22 that's the way I think it could be read.

23 CHAIR: Well, which I think is what
24 Sheriff Judd was getting at, and I think that's
25 what he's trying to say, is, is what he's

1 saying is, is that if you have a law
2 enforcement officer then either you use a
3 collateral school personnel or you use a
4 dedicated guardian. But I think that that's
5 the gist of what he was getting at. You can
6 speak -- you can speak to the Sheriff, but I
7 think that the answer is, yes, that's what you
8 were trying to get at, is there should be more
9 than one on every campus, and it's just a
10 question of what combination thereof.

11 SHER. JUDD: Yes.

12 UNDER SHER. HARPRING: And if that's the
13 case wouldn't you then just remove the minimum
14 of at least one law enforcement officer,
15 because the second sentence infers that you're
16 going to have at least a law enforcement
17 officer, and at least somebody else, whether it
18 be a law enforcement officer or a guardian,
19 because you're referring to immediate backup?
20 That to me implies that they're physically
21 there, whether it be a law enforcement officer
22 or a guardian.

23 ASA BARTLETT: But the minimum was
24 suggestive of having more than one person
25 without a directive, and then you take that in

1 conjunction with the final sentence there,
2 which is however they want to work it. If
3 they're going to follow what we're suggesting
4 they're going to have to have some method, or
5 way of having a backup for that particular
6 person, if it's -- if it is a school staff
7 person, or however it's done. I just scribbled
8 it out here, so --

9 CHAIR: Secretary Carroll, go ahead.

10 SEC. CARROLL: No, I just, I think your
11 mixing apples and oranges. To me that first
12 recommendation ends with the period after
13 campus, because that's one thought, you're
14 establishing a minimum of, this is what at
15 minimum has to be at every school in the state
16 of Florida. Number two talks about if a law
17 enforcement officer is not available how do you
18 go about setting what that backup looks like,
19 which is different to me than the third issue,
20 which would be the third bullet, and it's about
21 supplementing the minimum based on what your
22 assessment of that specific school's needs are.

23 I would strongly suggest you separate
24 these things out into three different, because
25 you have three different issues here. You

1 have, one, what's the minimum requirement, two,
2 what's the requirement for a backup for the law
3 enforcement position, and three, what is your
4 requirement for supplementing the minimum based
5 on the specific needs of that school district,
6 or that particular school. I would separate
7 that out into three different recommendations,
8 one, two, and three. Otherwise you're going to
9 have this big long recommendation that when it
10 goes to be made into some type of statute
11 people aren't going to be able to understand
12 it.

13 I strongly encourage you to keep it short,
14 direct, and to the point. And so if you ended
15 that at one on every high school and middle
16 school, and then one and/or on every elementary
17 school, that's pretty hard not to understand.
18 Next bullet, and the next bullet would be how
19 you intend to provide back up for law
20 enforcement, and then the next bullet, how you
21 intend to supplement the minimum based on that
22 school's specific needs.

23 CHAIR: Okay, so -- Commissioner Bartlett,
24 number four is yours, it's your suggestion, do
25 you want to, in hearing what Secretary Carroll

1 said, and any others, do you want to leave that
2 on the table as it is, or do you want to make
3 any changes to it?

4 ASA BARTLETT: I mean if something has a
5 change a change that'll improve it I don't -- I
6 mean we're kind of at an impasse on one, two,
7 and three, we haven't done so well, so I just
8 thought I'd try to do an alternative.

9 CHAIR: Sure. So because -- because what
10 I'd like to do is settle on whatever they are,
11 and then ask for a motion on either what is now
12 two, three, or four. If we get a second then
13 we'll vote on it. Because again, we got to
14 bring this in for a landing here, so is there
15 anything you want to change in number four?
16 It's yours, so.

17 ASA BARTLETT: I think it -- it conveys
18 the thought that I was trying to present, is
19 that this is what you got to have but it's
20 recommended that you go here, because there was
21 a bit of a discussion on the districts not
22 being able to financially put a law enforcement
23 officer in each and every school, so it still
24 allowed for a guardian in an elementary school,
25 but it suggested that you needed to have a

1 backup to the other schools, which would be
2 like a law enforcement officer plus a guardian,
3 or a guardian plus a guardian if need be.

4 It just left open options but had bare
5 bone minimum they had to have of one. That was
6 all. That was what I was trying to --

7 CHAIR: Sheriff Judd.

8 SHER. JUDD: I really like what the
9 Commissioner has done here, and the only reason
10 I would not agree with what Commissioner
11 Carroll said is only for, for the legislative
12 purposes. I don't want them pick, to pick one
13 without the other. So if you're asking for a
14 motion I would, my motion is that we adopt
15 number four.

16 CHAIR: Is there a second? Wait, hang on
17 a second.

18 SEC. SENIOR: I actually can't second, but
19 it seems to me there's a lot of discussion
20 here, there seems to be a feeling in the room
21 that there should be a minimum of one law
22 enforcement officer, and perhaps one guardian
23 or law enforcement officer at every high school
24 and middle school, and then at the elementary
25 school level there should be probably be a

1 minimum of two guardians but there could be a
2 law enforcement officer, I mean there could be
3 others.

4 Is it possible that maybe we could get
5 some of the, the folks on the staff of the
6 Commission to maybe wordsmith some of these and
7 present some options that get at those
8 concepts, so we don't necessarily have to
9 wordsmith in public, and then we can look at it
10 at a subsequent meeting? I mean I don't know,
11 you know, doing all of this out, and going
12 through this is, is kind of painful, but it's
13 possible when they've got lawyers in the room
14 they can get it to where they think, you know,
15 the various options are presented, give us a
16 couple of choices, and then we can talk about
17 it and pick the one that we think best meets
18 our needs.

19 CHAIR: You know, I -- you know, I don't
20 know that that's going to change anything,
21 because probably what we put up is going to get
22 wordsmithed anyway. You know, my whole
23 intention doing this is, is to make this
24 participatory. I mean this needs to be a
25 collective product, it needs to be your

1 product, and but, but in seeing how long it's
2 taking us just to do this I think for some of
3 the future topics, I think inherently we're
4 going to have to set forth some suggestions and
5 then work off of it as opposed to doing it this
6 way, because otherwise we just won't get there.

7 So your point is well taken, but I also
8 think, and you all can tell me if you want to
9 do it differently, I think you want to be
10 involved, you want this to be your work, and
11 that you all want to help craft this thing, so
12 as opposed to, you know, others, you know, just
13 putting it out there, we've done that, you
14 know, a little bit because we've had to, but --

15 SEC. SENIOR: I do think this has helped
16 us reach consensus, so I do think that we are
17 getting to where feel like there's a consensus,
18 but now maybe the staff can start to build on
19 what we've got.

20 CHAIR: Right.

21 SEC. SENIOR: Because this has been
22 helpful I think, that but we all kind of sort
23 of understand each other and where we're coming
24 from.

25 CHAIR: Right. And I'll say this, maybe

1 somewhat hesitantly, but is, is that what we
2 settle on here can be discussed again.
3 Remember what we're looking at now is what it's
4 going to go in the initial draft of the report,
5 so there will be another opportunity. So what
6 I suggest that we do is, again, not try and
7 make this perfect right now. Let's settle on
8 the model. We've already taken off the table
9 that there will be a recommendation that there
10 be a cop, which is huge, on every campus.
11 That's a big dichotomy. So what I suggest is,
12 is that which one of those looks the best right
13 now, and it will come back before you again,
14 just like, Commissioner, like you're saying, it
15 will come back again, where there will be an
16 opportunity, and looking at it in context with
17 everything else.

18 Remember this is only one piece of this,
19 so you'll get to look at that in conjunction
20 with the other things, and then we can tweak it
21 at that point. Sheriff Ashley.

22 SHER. ASHLEY: I would just say that
23 either two or four basically all fit in number
24 three. There shall be a law enforcement
25 officer and/or guardian on every school campus

1 in Florida basically says the same thing we're
2 saying in four, you get to decide whether it's
3 a law enforcement officer or a guardian at, so
4 how many you want to put in there, it says that
5 in 7026 already.

6 CHAIR: Well -- well, what it -- but now
7 what it does though is, is that we're narrowing
8 it, and what we're saying is, is that you
9 shouldn't have just guardians on high school
10 campuses and middle school campuses, so there
11 is a big difference there, because three allows
12 you to not have, which goes just the opposite
13 of what, you know, you wanted. Three says you
14 don't have to, you could have somebody that
15 says that they don't have a cop on a high
16 school campus, and so but two and four with
17 some variations would require a cop at least on
18 the high school and middle school campuses.

19 CHIEF NELSON: I'll second the motion,
20 Sheriff.

21 CHAIR: So the motion was for number four,
22 correct, Sheriff Judd, as it's written up
23 there, and Chief Nelson second, seconded that
24 motion. So we'll do the same hand vote so we
25 have a count, is that all in favor of --

1 CHIEF LYSTAD: Sheriff, just one comment,
2 I think the Chief had a comment, I do as well,
3 a question more in discussion. So are any of
4 the Sheriffs aware of any sheriff's department
5 that's just using guardians and not putting
6 sworn law enforcement officers in any schools,
7 that have chosen just to use guardians for high
8 schools and middles? Are you aware of any
9 jurisdiction, anybody aware of any jurisdiction
10 that's doing that?

11 CHAIR: Yeah, actually in thinking about
12 it, now that you mentioned it I think that, I
13 think that's what, I think, and I believe
14 that's what's happening in Hillsborough County.
15 No, I'm not sure. No. No, because -- no,
16 because no, they've got -- I was thinking
17 because they have their own internal security
18 force, but I think they're just using them. So
19 the answer to your question is no, I'm not
20 aware. I don't -- I don't know that's not the
21 case, but I'm not aware. Anybody else want to
22 weigh in?

23 MR. DODD: Yes. And so one -- one
24 situation we're in is out sheriff won't approve
25 a guardian program, so we don't have that

1 option. So there could some districts that
2 don't have the option to have a guardian
3 program. The second thing is, I'm thinking of
4 an academy, a small environmental academy that
5 we have 80-120 students, high school students.
6 Now, with this number four we would have to
7 have a sworn law enforcement officer there and
8 a backup of a guardian; is that correct? It
9 would have to be a guardian though?

10 SHER. JUDD: It could be.

11 MR. DODD: It could be a guardian. So
12 when the sworn law enforcement officer is off
13 that campus the guardian is still there -- now
14 let's go back. Do we still have to have a
15 sworn officer on that campus?

16 CHAIR: Yes.

17 MR. DODD: So that's -- I wonder how many
18 schools are in that, would be in that position,
19 of a smaller school that is working hard to get
20 the school covered with one person --

21 SHER. JUDD: Well, they should be there
22 already according to 7026.

23 MR. DODD: Right.

24 SHER. JUDD: You know, you've got to have
25 gap coverage.

1 CHAIR: According to 7026, to put it in
2 the simplest terms I can, there has to be a
3 good guy with a gun on every campus while that
4 school is in session. As it is today it can be
5 a guardian, or it can be a cop, either one, but
6 you can't have any gaps in coverage. You can't
7 have -- so you can't have a campus unattended.

8 MR. DODD: Right. But this would mean it
9 would have to be a cop.

10 CHAIR: Right.

11 MR. DODD: Not a -- not a guardian or a
12 cop, or would have to be a cop.

13 CHAIR: Correct. Correct, for the middles
14 and the highs.

15 UNDER SHER. HARPRING: Sheriff, the only
16 comment I'd like to make on four, and
17 Commissioner Bartlett, I appreciate the
18 language, I think it's very good. My only
19 concern that I'll reiterate is the, is the last
20 sentence, the second sentence. As -- as
21 attorneys we're always subject to language that
22 is subject to interpretation. Immediate backup
23 is subject to interpretation.

24 I think that first sentence in my opinion
25 very succinctly states what I think a lot of us

1 has been talking about, which is the
2 differentiation between a middle school and a
3 high school, and having a law enforcement
4 officer but allowing that to be supplemented,
5 and then as to the elementary schools allowing
6 it to be either or. I am just concerned that
7 when we talk about immediate backup, what does
8 that mean? We all have radios. Is immediate
9 backup one minute, two minute, five minutes, I
10 don't know.

11 But I very much like the first sentence.
12 That will be my only comment on, on number
13 four. I would have a hard time supporting it
14 with the second sentence in there because of
15 the interpretive factors.

16 CHAIR: Okay. All right, well, we have a
17 motion, and we have a second, and we're going
18 to call a vote on number four. So all in favor
19 of number four, in support, please raise your
20 hand. All right, all opposed same. 9-5, so
21 number four passes. So for now for inclusion
22 in the draft report it will be number four.
23 This will come back again. You'll have an
24 opportunity to have further discussion and
25 tweak it in context with other recommendations.

1 So -- so now that we have -- I want to
2 make sure we stay on time here for the 4:00
3 card, we'll take a break before that. So we
4 have this recommendation now, so -- can you
5 switch back for a second, Heather, because I
6 forgot, it's been so long? Switch back to the
7 findings. Okay, so I think that recommendation
8 takes care of this finding that in order to
9 mitigate casualties there must an immediate
10 armed response, so the next thing we should
11 probably tackle is -- now go back -- if you
12 would go back to the, what we just did, is, is
13 that there shall be a minimum of at least one
14 law enforcement, et cetera.

15 So do we want to either -- now do we want
16 to talk about funding, or we can start talking
17 about, or do we want to talk about the factors
18 that should drive the level of staffing? So do
19 we want to talk about factors? I think that we
20 probably have to. I think it's required in the
21 statute, so I think we have to talk about it
22 and come up with what those factors are. So
23 why don't we do -- why don't we talk about
24 funding?

25 So do we want a statement in there -- do

1 we want a statement in there that the Florida
2 legislature should fully fund the
3 recommendations of number one? Do we want
4 that?

5 MR. SCHACHTER: Could we --

6 MS. STEWART: Yes.

7 MR. SCHACHTER: Of course we do. Lauren,
8 take care of that. In reference to, I think
9 Sheriff Ashley talked about, could we like
10 mandate, or recommend that each school charge a
11 safety fee? Is that something that --

12 CHAIR: You can recommend whatever you
13 want.

14 MR. SCHACHTER: What do you -- what do you
15 think of that?

16 CHAIR: So, you know, the -- so you're
17 asking what I think, is that I think that if we
18 make a recommendation that the Florida
19 legislature shall full fund the recommendation
20 in number one is, is that we're wasting our
21 time. It's not going to happen, but if you
22 want to make the ask just because we want to
23 make the ask, and that's what you want to do,
24 then we can do it. But do I think it's going
25 to happen, absolutely not. Do I think it's

1 realistic, no I don't.

2 MS. POWERS: Well, how about asking for
3 some flexibility for school districts with our
4 --

5 CHAIR: I think -- I think one of the
6 things that you could ask for that potentially
7 is realistic is, is that, and remember,
8 remember, and then, and then to get to your
9 point though, remember one of the things I have
10 in here is a suggestion, and somebody else can
11 come up with anything else they want, is that
12 it could be a recommendation that the
13 legislature authorize the school districts to
14 impose a special assessment to fund school
15 safety. Now that, I don't know, that might
16 fly. I don't know.

17 But those are the things -- but -- but
18 perhaps, and this is -- this is, you know,
19 could be significant, and is perhaps a viable
20 recommendation, remember the \$67 million that's
21 in there right now to equip, to train, to do
22 everything, screen, and that whole process,
23 that's non-recurring, so perhaps in number two
24 is, on the funding issue we're talking about,
25 is that we should make a recommendation to the

1 Florida legislature that it provide continuous
2 funding for the guardians, and that it not be
3 just the one time allocation it was this year,
4 it could be recurring.

5 I don't think that's offensive to the
6 legislature. I think that's very, it's a
7 reasonable ask whether they do it or not. So
8 that the funding that is in 7026 now for
9 everything that it does with guardians, the
10 backgrounds, the hiring process, the training,
11 the equipment, et cetera, that that funding be
12 continued. So we could -- is that kind of
13 along one of the things you're talking about,
14 Commissioner Powers?

15 MS. POWERS: Yes, but I was thinking along
16 the lines of restoring our discretionary
17 ability to raise our millage without voter
18 referendum. We used to have that ability, and
19 that was kind of taken away.

20 CHAIR: So that goes overall, so if you
21 want to -- so we have to come up with an exact
22 language, but I'm going to suggest thing that
23 be on there, and then you can add yours as the
24 number two. The first thing that be on there
25 is, is that the legislature should provide

1 recurring dollars to sustain the guardian
2 program.

3 MR. SCHACHTER: But the \$67 million is not
4 nearly the \$400, so how --

5 CHAIR: No, and it's not necessary -- what
6 we're seeing now is, is that we don't, they
7 won't, even to sustain it they won't need
8 nearly the \$67 million, is it would have to be
9 determined what that amount is. But I'm just
10 saying in concept that the legislature should
11 provide adequate funding to sustain the
12 guardian program.

13 MR. SCHACHTER: Do we have any idea, any
14 way to calculate that minimum would be based on
15 a recommendation?

16 CHAIR: A lot of it -- right now you've
17 got counties that are participating in some
18 fashion in the guardian program. Some of it
19 would depend based on all of this, whether that
20 number goes up, and it depends upon the
21 attrition rate of the guardians too. If you
22 don't get a lot of attrition then you don't
23 have a train a lot, you know, more people, once
24 it's done it's done. Really the ongoing
25 training should be for new districts that are

1 coming on board, or if you're adding a
2 personnel, or you're just dealing with
3 attrition. I mean the -- if we don't add any
4 more districts the bulk of it should be done
5 before the end of this fiscal year. It should
6 be.

7 DR. BLACKBURN: And, Sheriff, perhaps
8 something else to think about in terms of a
9 legislative ask, we don't require any
10 additional money, the recurring piece of it,
11 yes, but also right now the dollars are
12 restricted in buckets based on security, school
13 hardening, and mental health, perhaps opening
14 up the restrictions.

15 CHAIR: So go -- so, Heather, under that
16 is that -- why don't you do it this way, okay,
17 because number two is going to deal with
18 funding. Why don't you do two, and then just
19 do like funding, and then put what I have there
20 as A. Just put funding, and then do, and then
21 put, and then put what I had as A. There you
22 go. And then -- and then do A.

23 Okay, now what's the next thing that, your
24 recommendation?

25 DR. BLACKBURN: To remove the restriction

1 and allow all the dollars to be used in some
2 variance around security, mental health, and --

3 CHAIR: I think you have to explain that,
4 because I don't think everybody is exactly
5 familiar with the restrictions that are now in
6 place.

7 DR. BLACKBURN: So currently the
8 restrictions are, here's a pot for school
9 hardening, here's a pot for mental health
10 supports, here's a pot for security, and those
11 are restricted pots. There's a sum total,
12 right, you cannot change the sum total at all
13 and just open, make it unrestricted and allow
14 each region -- you can put some, some checks
15 and balances in there, like an agreement
16 between the sheriff and the school system, use
17 whatever allotment you get and assign it to
18 some --

19 CHAIR: To move -- so to move it within
20 funds, if you will?

21 DR. BLACKBURN: Correct.

22 CHAIR: To move it within call centers, or
23 however it's, under chart of accounts, however
24 it's done.

25 DR. BLACKBURN: Right, around those three

1 areas.

2 CHAIR: Okay, so could -- all right. So
3 let Heather work with that for a second, and
4 then tell her how you want that tweaked.

5 MR. SCHACHTER: How do you make sure that
6 school districts, you know, don't --

7 MS. POWERS: Spend their money.

8 MR. SCHACHTER: Yeah, don't, don't put a
9 majority of it towards mental health, or
10 something like that, when, you know, they need
11 to be putting it towards hardening and so on --

12 DR. BLACKBURN: So again, as we've -- as
13 we've found out, right, there is at least one
14 school district who even though we weren't
15 funded to do this created the resources to put
16 a police officer in every school, right. That
17 may happen, so in that situation there's a
18 greater need in one of the other areas, either
19 school hardening, or in mental health. Some
20 community based on the resources they have at
21 their disposal may be able to self-fund more on
22 the mental health, creating a situation in that
23 community where they can allocate more
24 resources towards the security component.

25 There are a lot of variances across 67

1 counties. And again I would, I would support
2 creating some kind of check and balance so that
3 this Commission, or whoever else, knows that at
4 least it's effective community by community.

5 CHAIR: And again, these are concepts, and
6 they can be tweaked. This is just a general
7 concept, just to get it on the table. So,
8 Commissioner Powers did you, what did you want
9 to --

10 MS. POWERS: Well, my recommendation would
11 be to restore out flexibility at the local
12 level, to go ahead and put back our authority
13 with -- we used to have a half mil authority at
14 the local level, we did not have to go to
15 voters. And I'm not saying it should be a half
16 mil, but maybe it's a quarter mil specifically
17 for safety and security, just restoring that
18 authority without having to go to the voters
19 every year, because then it's not recurring.
20 We have to go to the voters every four years.

21 CHAIR: Because now you have to -- you
22 have to do it now with the referendum, it
23 requires a referendum.

24 MS. POWERS: Yes.

25 SHER. ASHLEY: Can you do an MSTU then?

1 Can you do a taxing unit for a service?

2 CHAIR: They don't have that.

3 MS. POWERS: No. We have to go to the
4 voters, and it's set --

5 CHAIR: So restore local authority for
6 public safety millage increase without
7 referendum? How are we going to word this?
8 Come up -- help -- help --

9 MS. POWERS: Yeah, that's -- I mean that
10 sounds -- restore local authority to public
11 school boards.

12 MR. SCHACHTER: Do you want this to go to
13 law enforcement, or SROs, or school hardening?
14 What's the objective?

15 MS. POWERS: Well, I think it's school
16 safety and security in general. I mean it
17 could be -- probably would not be hardening
18 because those are capital dollars. Hardening
19 is different than paying salaries, so we have
20 two separate --

21 MR. SCHACHTER: I just don't know what
22 school safety, how --

23 MS. POWERS: School safety personnel?

24 MR. SCHACHTER: Okay. If we could find a
25 way to pay for the SROs that would be great,

1 and law enforcement increase if the state is
2 not going to pay for it, yeah.

3 MS. POWERS: In some counties that would
4 be a very significant amount of money to be
5 able to fund that.

6 CHAIR: So restore local authority to
7 public school boards to --

8 MR. DODD: Levy a half, or a quarter
9 mil --

10 MS. POWERS: A quarter. I think a quarter
11 mil is very reasonable.

12 MR. SCHACHTER: We just had to pass a
13 referendum in Broward County to pay for SROs
14 and teacher's raises.

15 MS. POWERS: We did the same in Martin
16 County. We passed a half mil, but that was for
17 teacher salaries. We have all those converging
18 on each other, so a quarter mil flexibility
19 would be huge for us.

20 MR. SCHACHTER: Be objective to a half if
21 we limit that to SROs or guardians.

22 SHER. ASHLEY: Safety personnel.

23 MS. POWERS: Well, safety personnel, I
24 would --

25 CHAIR: So restore local authority to

1 public school boards to levy a quarter mil --

2 MR. SCHACHTER: Could they use to
3 security, towards security monitors as well?

4 MS. POWERS: Like personnel, if they're
5 personnel I don't --

6 CHAIR: For -- for school safety personnel
7 without a referendum.

8 MR. SCHACTHER: I'm just -- I mean do we
9 want them to be able to use it for just
10 security monitors is my question? I'd rather
11 them use it towards good guy with a gun as
12 opposed to just the security --

13 CHAIR: Well, because right now they can
14 -- right now they can use the original, the
15 original, not the new safe school allocation,
16 for monitors. They can't use the new safe
17 school allocation for, they can only use that
18 for new SROs. So restore local authority to
19 public school boards to levy a quarter mil for
20 --

21 MS. POWERS: It should be without, a
22 quarter mil without referendum, without a
23 referendum for school safety.

24 MR. SCHACHTER: And the reason we're not
25 doing a half is?

1 MR. DODD: Well, maybe we should say up to
2 a half mil, I mean that could be -- it was a
3 half mil before.

4 MS. POWERS: I think it would really -- I
5 don't know that --

6 MR. DODD: You said up to a half mil.

7 MS. POWERS: I know the numbers for my
8 county. I don't know what that would generate,
9 but I know a quarter mil would generate enough
10 for us to pay for an SRO in every school in my
11 county. I don't know in other counties what
12 that would mean.

13 SHER. ASHLEY: It would -- it would be
14 more than -- it would be more than enough to
15 pay for that, for an SRO in every school.

16 CHAIR: So what do you all want in there,
17 up to a half mil, or you want, how do you want
18 it?

19 MR. DODD: I would like to say up to a
20 half mil, do a half mil --

21 CHAIR: All right, so just ask, I mean
22 because again this is, you know, one is an ask,
23 and --

24 MS. POWERS: It's an ask.

25 MR. DODD: Yes. I would say up to a half

1 mil.

2 CHAIR: So -- so restore local authority
3 to public school boards to levy up to one half
4 mil without a referendum for -- so do you want
5 it to say school safety personnel, or do you
6 want it say for law enforcement officer and/or
7 guardians?

8 MR. SCHACHTER: I would prefer being very
9 specific here.

10 CHAIR: Okay, so for -- so referendum for,
11 what about this, for -- okay. For law
12 enforcement officers or guardians. We can --
13 we can tweak it more later.

14 MR. DODD: Yes, that's good.

15 MS. POWERS: I think you almost have to be
16 specific about law enforcement and guardians,
17 otherwise you could end up with some other
18 kinds of personnel, yeah.

19 CHAIR: Correct. So another thing, while
20 I'm thinking about it, this should, this should
21 be added in here too under the funding, is we
22 should do this, especially for Sheriff Ashley,
23 and for Seminole, and I think those are the
24 only two, but it's important, my suggestion is
25 that we make a recommendation to the

1 legislature that the, because the safe school
2 allocation, remember there's two, there's the
3 new one in 7026 and there's the previous one,
4 the previous one is unrestricted, the new one
5 is restricted, but the language in it is for
6 new SROs, and I suggest to you it's unfair to
7 Okaloosa and to Seminole because they currently
8 have SROs in all the schools, and that safe
9 school allocation can't be used for their
10 current SROs.

11 So it should -- we make a recommendation
12 that we allow, however it is, that the, that
13 the recurring 7026 safe school allocation to be
14 used for new or existing SROs. All right, does
15 anybody else have anything else on the funding
16 recommendations that you want to put on the
17 table?

18 UNDER SHER. HARPRING: Are we using the
19 terminology school safety officers or law
20 enforcement officers in sub D, at the very end
21 that's highlighted?

22 CHAIR: Allow for school safety allocation
23 to be --

24 SHER. ASHLEY: Just use school resource
25 officers.

1 UNDER SHER. HARPRING: Would that be law
2 enforcement officers or, or school law
3 enforcement officers, or SROs, as opposed to
4 school safety officer?

5 CHAIR: It can only be used now for new
6 SROs. It can't be used for guardians, so --

7 UNDER SHER. HARPRING: It's in the
8 terminology though, it should be school
9 resource officers as opposed to school safety
10 officers.

11 CHAIR: Yeah, it should be school resource
12 officers. And I think, Heather, put in there
13 so that we, is that, and we'll figure out the
14 language, but put amend the current version of
15 7026 and allow for this, and it's called the
16 safe school allocation, the safe school
17 allocation to be used for new or existing
18 school resource officers, and then we'll know
19 what that means when we finalize it. Senator
20 Book, go ahead.

21 SEN. BOOK: Thank you, Mr. Chair. I --
22 and this is a question for everybody, but I'm
23 directing it towards Commissioner Stewart. If
24 we're looking at the allocation I would think,
25 because of the way the budget it written, do we

1 want to ask in doing the recurring dollars for,
2 for the guardians, to be through the Office of
3 Safe Schools, not calculated within the FEFP, I
4 believe as it's being done now? I just want to
5 make sure that -- I don't know.

6 MS. STEWART: I think that probably is
7 something that can be worked out later.

8 SEN. BOOK: Be done. Okay.

9 MS. STEWART: And I think there's some
10 arguments for it running through the FEFP, and
11 some for it being --

12 SEN. BOOK: Other. Right. So, okay, I
13 just --

14 MS. STEWART: So that's something that
15 could be -- it doesn't have to be here.

16 SEN. BOOK: Okay. In here. Okay.

17 CHAIR: Does anybody have any other
18 thoughts or recommendations that --

19 SHER. ASHLEY: Just a -- just a thought,
20 and you can help me work it out, if you will,
21 that we're not asking, I don't think we're
22 asking the legislature to pick up the whole tab
23 here, but to increase safe school funding to
24 meet whatever recommendation we come with, as
25 far as to help subsidize whatever ration we

1 come up with on SROs and/or guardians. That
2 currently, you know, our county went from \$600
3 thousand to \$1.8 million in new funding, or
4 total funding for Safe School Program. The
5 initial safe school funding, I think there's
6 eight numerated reasons, or purposes they can
7 use that for, anti-bullying, all different
8 kinds of programs, and the new safe school
9 funding is specifically for SROs. If we can
10 get rid of those delineations and any it's just
11 safe school funding, you can use it for
12 personnel, not necessarily all these additional
13 programs.

14 I would certainly in all of that say they
15 need to increase that subsidy somewhat if we're
16 going to give a ratio above one officer per
17 school.

18 CHAIR: So I'm -- I'm not clear on the
19 ask, is that are you suggesting that -- because
20 right now you've got two pots, you got the
21 original \$64 million, you got the second \$98
22 million. The first \$64 million, I'll call it
23 as unrestricted, there's a number of categories
24 it can be used for, including SROs. The second
25 \$98 can be used for only new SROs. So are you

1 suggesting that it all only be used for SROs,
2 or are you suggesting that can all be used for
3 anything within the multiple categories?

4 SHER. ASHLEY: Well, I'm certain that
5 there are a lot of school districts that need
6 that safe school, that initial safe school
7 funding for, for other programs, so leave that
8 be. I would just suggest that the subsidy for
9 school resource officers could be increase.
10 Not necessarily pick up the whole tab, you
11 know, totally fund, but certainly an increase.

12 CHAIR: So does that go to what's already
13 in number one, the Florida legislature should
14 provide adequate recurrent funding for the
15 guardian program?

16 SHER. ASHLEY: That's just the guardian
17 program. I'm talking about --

18 MR. SCHACTHER: Are you talking about
19 SROs?

20 SHER. ASHLEY: Funding for SROs.

21 CHAIR: Okay. I mean you can ask if you
22 want. You can -- you can put an E, is is that,
23 something to the effect of is the Florida
24 legislature should increase --

25 SHER. ASHLEY: Safe school allocation.

1 CHAIR: -- the safe school allocation --

2 SHER. ASHLEY: For SROs.

3 CHAIR: -- for school resource officers.

4 Does that work for you, Sheriff Ashley?

5 SHER. ASHLEY: Yes, sir. Thank you.

6 CHAIR: Okay. All right, does anybody
7 have anything else on funding that you want to
8 -- Mr. Schachter?

9 MR. SCHACHTER: We haven't talked about
10 hardening, and that's another area that's going
11 to cost a lot of money.

12 CHAIR: Yeah, we're not there. This is
13 only SROs.

14 MR. SCHACHTER: This is only SRO funding.

15 CHAIR: That's it.

16 MR. SCHACHTER: We're going to talk about
17 hardening funding as well?

18 CHAIR: Yeah. It may be about 1:00 in the
19 morning, but we'll be there. I see the Court
20 Reporter cringing back there. Anything else on
21 funding that you all want to add? Okay.

22 So for at least initial recommendations
23 what is now there under number two with A-E, do
24 we have a motion on that?

25 UNDER SHER. HARPRING: Move.

1 CHAIR: Commissioner Harpring made a
2 motion.

3 MR. DODD: Second.

4 CHAIR: Who's the second? Commissioner
5 Dodd made a second. So all in favor signify by
6 saying aye.

7 (Aye)

8 CHAIR: Any opposed, same? So that -- on
9 funding, that's the recommendation on funding.
10 We've got a couple minutes, and then we'll take
11 a break. And, again, we're going to start hard
12 at 4:00 with Detective Scott and the BSO
13 presentation. The -- what do we want to do
14 about the role of the SRO, if anything? Do we
15 want to discuss it and make a recommendation on
16 what the role should be given, that we have
17 said that there has to be at least one cop on
18 every middle and high school campus
19 supplemented by either more cops or guardians,
20 and at least a guardian on the elementary
21 school campus, so do we want to make a
22 recommendation based on that regarding the role
23 of the SRO, should it remain the same, should
24 it change? Mr. Schachter.

25 MR. SCHACHTER: I just want to point out

1 that we know that a big part of interdiction,
2 or intervention, or prevention, is
3 communication with the kids on campus. They
4 know who the troubled kids are. They know if
5 there's a kid that's bringing a gun to school
6 through leakage, or any violent acts. I do not
7 want -- I want to make sure that the SRO is
8 still able to do that community policing and be
9 an active part of the kids' lives. I think
10 that, that will be able to prevent a lot of
11 these incidents from happening. How do we do
12 that?

13 CHAIR: Sheriff, go ahead.

14 UNDER SHER. HARPRING: If we analogize the
15 school to a zone, in our process our law
16 enforcement officers, our deputies know their
17 zone. They know the businesses, they know the
18 people, they know the good people, they know
19 the bad people. And if we're to put that
20 framework, and this is my personal opinion, if
21 we're to put that zone ownership framework on
22 the school then I don't think it takes away
23 from the concerns that you might have relative
24 to the relationships, the communication. If we
25 do identify that somewhat, a change from what

1 most of us have historically had in our
2 agreements with the school districts, that I
3 think we should, we should change that.

4 And I think the primary role of the school
5 resource officer should be law enforcement,
6 crime prevention, safety security, those whole
7 things, but keeping in mind that just the same
8 way as it is in the, in the field with our
9 deputies that are working a particular patrol
10 zone, they engage in that communication, they
11 still engage in that community relationship,
12 they still know the people in the zone in which
13 they work. But my personal opinion is where we
14 are in late 2018, moving into 2019, is that the
15 primary role of the school resource officer
16 should be as a law enforcement officer,
17 protect, serve, secure, keep safe, and all
18 those other things will come with it. But
19 that's my, that's my personal opinion.

20 CHAIR: So should -- should the
21 recommendation be, and is it sufficient, is, is
22 that the primary role of the SRO should be on
23 safety and security of the campus, students,
24 and school personnel; that should be their
25 primary role.

1 UNDER SHER. HARPRING: That's -- that's my
2 opinion, yes.

3 CHAIR: Well, I'm just -- I'm saying, so
4 should that, should that be the recommendation?
5 And then if that's the recommendation do we
6 need to go any deeper than that, do we need to
7 go any further than that, or just make that as
8 the recommendation and let the districts and
9 the schools depending upon all of the variables
10 apply that the best they can?

11 UNDER SHER. HARPRING: I believe so.
12 That's -- that's my recommendation.

13 CHAIR: Anybody else have thoughts, or
14 want to weigh in on it? Commissioner Dodd.

15 MR. DODD: So this wouldn't be
16 misconstrued to say that an SRO could not teach
17 a class though, would -- I mean there's still
18 opportunities to teach, and to be in the
19 classroom. And if they're an elementary SRO,
20 if they're involved with a drug abuse
21 resistance education, or involved with another
22 type program, that would not, we couldn't have
23 someone say, oh, you're not allowed to do that?

24 CHAIR: Correct.

25 MR. DODD: This is just the primary role.

1 These secondary other roles, counseling, would
2 still be allowed.

3 CHAIR: Yes.

4 MR. DODD: Yes, okay.

5 CHAIR: And it says the primary role of
6 the SRO should be safety and security of the
7 campus, comma, students and school personnel.
8 That should be their primary function. To the
9 extent that they can do anything else on top of
10 that, it would be allowed under that
11 recommendation. Commissioner Petty.

12 MR. PETTY: Maybe more of a clarification
13 of your point, but I heard you use the term law
14 enforcement, and I don't, I don't see that up
15 there. But I do -- I do think enforcing the
16 law is one of the, one of the roles of the SRO,
17 and I think that has to be clarified so that
18 the MOUs that are entered into by school
19 districts and law enforcement clearly define
20 that role as a law enforcement role, because I
21 think that's a little murky right now, at least
22 the way I understand it.

23 UNDER SHER. HARPRING: And maybe the
24 amended language is the primary role of the SRO
25 should be the performance of a law enforcement

1 function, safety and security --

2 CHAIR: So what about this; the primary
3 role of the SRO should be, number one,
4 enforcement of the laws, comma, safety and
5 security of the campus, et cetera.

6 MR. PETTY: Perfect.

7 CHAIR: Does that work?

8 MR. PETTY: Yes.

9 CHAIR: Commissioner Stewart.

10 MS. STEWART: Is there a reason that we
11 wouldn't say the primary role of the SRO is,
12 instead of should be or shall be?

13 CHAIR: Well --

14 SHER. ASHLEY: I agree with Commissioner
15 Stewart.

16 MS. STEWART: Otherwise I'm not sure why
17 we're making a recommendation.

18 MR. PETTY: And I think it's important to
19 define that, because I do know that other
20 agreements that I've seen between law
21 enforcement and school districts actually say
22 that the primary role is as a liaison, and as a
23 counselor, and as a DARE officer. They
24 shouldn't.

25 CHAIR: No. So you say the primary role

1 of the SRO shall be -- yeah, okay. So I agree
2 with that, is the primary role of the SRO shall
3 be enforcement of the laws, safety and security
4 of the campus, students and school personnel.

5 SHER. ASHLEY: I'd go back to Commissioner
6 Dodd, you know, on a different subject, we're
7 saying teachers can't be guardians because
8 they're preoccupied, but now we're saying SROs
9 can be teachers, and so I'm not sure if we
10 wouldn't want to --

11 CHAIR: Well, that's, you know -- it
12 allows enough discretion in there for local
13 control, and local preferences, and it just
14 says the primary role -- what about this,
15 because just again trying to, you know,
16 wordsmithing a little bit, but I can envision
17 this being discussed as contracts are being
18 crafted, is primary responsibility? The
19 primary, the primary responsibilities of the
20 SRO, not just role, but responsibilities, it's
21 more active, they're doing it, so the primary
22 responsibilities of the SRO shall be?

23 MR. PETTY: And I -- and I think to that,
24 to that point, again with the MOUs that are
25 drafted between law enforcement and school

1 districts it has to be clear that that SRO is a
2 law enforcement officer, and that cannot be
3 subjected, or that responsibility can't be
4 demoted by a school board that decides that
5 they would prefer some other responsibilities
6 to be the primary responsibilities for that
7 SRO.

8 CHAIR: So why don't we say that then, is
9 say that the school boards and law enforcement
10 agencies shall draft, or implement their
11 contracts, or agreements, however we're going
12 to do it, delineating the primary
13 responsibility that the SRO -- so in other
14 words we, we say that in there, however,
15 however we wordsmith it, but we say that the
16 school boards and the police, the school boards
17 and law enforcement agencies shall implement
18 their agreements with that. Commissioner
19 Powers?

20 MS. POWERS: I can just say from just
21 looking at our contract it doesn't, we don't
22 delineate all the things that were on that list
23 of the top things that SROs do, or should do,
24 or want to do. It's basically the sheriff is
25 their boss, and the sheriff is going to -- we

1 all, and I go back to this, let's all stay in
2 our lane and let the law enforcement enforce
3 the laws in the school. Educate, the sheriff
4 doesn't tell us how to, tell us, allow us to
5 tell his officers what to do, and he doesn't
6 tell our teachers what to do, so I just think
7 that we, the more we put in here that limits
8 the negotiation between the school board and
9 the, and the local sheriff is, I just caution
10 not to tie the hands of those that are
11 negotiating.

12 CHAIR: One of the things I will say,
13 though, is that it does, I've seen this, is
14 that the role of the SRO sometimes does get
15 redefined at the school level, and that there
16 are principals who will significantly water
17 down what the SRO does and try and turn them
18 into something other than law enforcement
19 officers, and that's something that has to be
20 addressed.

21 MS. POWERS: Right. Well, and I think
22 this thing was just very -- I think this is,
23 you know, this is what they are supposed to do.
24 I think that's good language, I just don't
25 think it should really go a whole lot further

1 than that.

2 CHAIR: Okay. So what we have there now,
3 does anybody want to make any changes to what's
4 there now? Leave it at that?

5 DR. BLACKBURN: Sheriff, not to suggest
6 changes, because I'm comfortable with
7 everything I see there, but going on twenty
8 three years now in the business being an
9 educator I've worked around a lot of police
10 officers in schools, extracurricular activities
11 in the communities, a bunch of us are here in
12 this room, a bunch of you all are in this room
13 right now, I've always assumed that police
14 officers come to the table with a series of
15 trainings and understanding, and if an event
16 happens that causes them to react according to
17 their training and expectations they're going
18 to be a cop. I mean I never imagined having to
19 outline to law enforcement what it means to
20 enforce law.

21 UNDER SHER. HARPRING: Well, but to your
22 point, Sheriff, the problem has been, is that
23 on the actual school level you end up with a
24 teacher or a principal saying can you talk to
25 Little Johnny, or Little Susie, who is in first

1 grade, and won't keep their hands to
2 themselves, so the SRO will go in there. And
3 to me that's a teacher disciplinary issue with
4 the student in the class, but the relationship
5 just bleeds over. And I mean, I'm just saying
6 from a practical standpoint, you know, we see
7 that all the time.

8 CHAIR: Okay. Mr. Petty.

9 MR. PETTY: Just to, you know, and you'll
10 have to trust me on this, I did a little bit
11 of, you know, on the homework that we had, the
12 North Carolina School Resource Officer Census,
13 I went through, 165 SROs shared 352 qualitative
14 suggestions at the back, and I tried to
15 characterize those. Again, you'll have to
16 trust my characterization of these, but in
17 there there were 42 items that the SROs were
18 asking for clarifications of their roles and
19 responsibilities, and wanted clear
20 understanding from school administrators,
21 including clear, clearly defined MOUs, because
22 their role as law enforcement was being
23 subverted by school boards and MOUs that
24 confused what, what it was in fact they were
25 there to do. So that was 42.

1 The other higher, the only other higher
2 request besides funding, which I just ignored,
3 was training, better, better and more training.
4 That was 77 comments about that. But 42 were
5 clearly defined MOUs, administration and school
6 board that understood the law enforcement
7 responsibilities of, of the SRO. And that was
8 -- that seems to be confusing in North
9 Carolina, and certainly in my view was a cause
10 of confusion here in Broward County.

11 CHAIR: Okay, we'll get to that. So can
12 we, because I want to take a break here, and
13 then we're going to get to Detective Scott's
14 presentation, can we for right now settle on
15 number three? Do we have a motion on number
16 three?

17 SEN. BOOK: Move.

18 DR. BLACKBURN: Second.

19 CHAIR: Senator Book, motion. Who's the
20 second? Commissioner Blackburn is the second.
21 So all in favor of number three signify, excuse
22 me, signify by saying aye.

23 (Aye)

24 CHAIR: Any opposed, same. Senator Book,
25 go ahead.

1 SEN. BOOK: I actually wanted to see if I
2 could add something really quickly, or just for
3 us to think about for next time, or for the
4 next draft. I just want to also talk, just
5 make sure that we address the access that the
6 SROs have to the educational records and
7 discipline records, that that's across the
8 board.

9 CHAIR: Okay, so -- yeah, so make a note
10 of that, because what we're going to -- here's
11 what -- here's what my thought is. We're
12 making progress with this. We're on a, on a
13 roll with it. So what my thought is, is that
14 for tomorrow morning is, is that I would
15 rather, as opposed to jumping around I would
16 rather we continue with this tomorrow morning,
17 as opposed to stopping this and now getting
18 into hardening then coming back with this.
19 Let's continue this one, so you can raise it
20 tomorrow morning, and then we'll push hardening
21 down, and if we get to it we get to it, if not
22 -- but let's get through this section.

23 So we'll stop here for the day on SRO.
24 We'll pick up this SRO section again tomorrow
25 morning. Hopefully we can bring it in for a

1 landing, finish this, and then we'll move on to
2 whatever we can move on to, and just take it
3 all in order, because we're on a roll with
4 this. Let's just finish this section. So
5 bring that up tomorrow morning, Senator, if you
6 would.

7 All right, so we're going to take a break,
8 is that, because I really want to try and get
9 us out of here on time, and give Detective
10 Scott ample opportunity. So let's just please
11 take ten minutes, I got about 3:48, we're going
12 to start hard at 4:00, so please just take ten
13 minutes, come back, and we'll hear that
14 presentation.

15 (Thereupon, a break is had, and the proceedings
16 continued as follows:)

17 CHAIR: So if you remember back at our
18 very first meeting in April, we had a
19 presentation by Detective Zack Scott from the
20 Broward County Sheriff's Office on what
21 happened generally on the 14th within the 1200
22 Building, and Detective Scott used an
23 animation. And I'll let him explain more, but
24 I think I alluded to it then, is that we had
25 created an animation that also had imbedded in

1 it the video from the exterior that shows what
2 Deputy Peterson was doing as Cruz was making
3 his way through the school. And so this is
4 that animation you saw before, but with the
5 video, and with some audio, and also showing
6 some of the exterior video from that day.

7 So, Detective Scott, welcome back. We
8 appreciate you being here. And again, this
9 will help us lead into the October meeting, so
10 you have a fuller understanding of what
11 happened, and lead us into the subpoena that
12 we've issued to Deputy Peterson to be here to
13 answer your questions about what he did, what
14 he didn't do, et cetera. So we'll have more
15 discussion about it, but go ahead, Zack. Thank
16 you, thank you again for being here.

17 PRESENTATION EXTERIOR VIDEO DEPUTY PETERSON
18 RESPONSE

19 DET. SCOTT: Thank you, Sheriff. And
20 thank you to the Commission for having me back.
21 As Sheriff mentioned we're going to be showing
22 the same animation that depicts what occurred
23 inside the 1200 Building with a couple of added
24 components. As mentioned we're going to
25 include the previously released video of Deputy

1 Peterson during the time of the incident, it's
2 just now it's been synched up with the
3 animation so you kind of get more of a concept
4 of what's happening in the building, and what
5 is his response.

6 The other component we've added is we've
7 connected the dispatch audio in real time, so
8 as information is broadcast to units that are
9 responding you'll hear basically what
10 information is out, when it's put out there,
11 and what the responses are, as well as the
12 information provided by Deputy Peterson during
13 the incident. Now, everybody knows a homicide
14 detective's greatest strength is multi-media
15 presentation, so I apologize up front. We're
16 going to be switching back and forth between a
17 PowerPoint and video just to kind of highlight
18 certain parts, and give a better idea with
19 regard to distance and location.

20 But what I'm going to do, is the first
21 time through I'm going to just let it play in
22 real time. I think this is the best way for
23 the Commission to kind of get a concept of how
24 quickly things developed during this incident.
25 Then I'll go back, and we'll start over, and

1 I'll kind of, kind of go into more detail at
2 certain points on topics that we've found in
3 our investigation that we believe the
4 Commission will be interested in.

5 First, just to kind of refresh everybody's
6 memory, a layout of the campus and location.
7 On this north end of the campus, this is
8 Holmberg Road. On this east side of the campus
9 is Pine Island. This is the campus itself.
10 This is the 1200 Building. Just a couple other
11 reference points are going to come up when you
12 guys are listening to the dispatch traffic,
13 this over here is the middle school, this is
14 the football field. The other buildings you're
15 going to hear mentioned, this is Building 13.
16 At some point you're going to hear Building 3,
17 and at some point you're going to hear Building
18 9.

19 We'll go back on that second pass, and
20 we'll kind of go into more detail about why
21 those buildings are relevant in the information
22 that's put out. Harold, if we can go ahead and
23 switch to the video. Now, the audio will start
24 when the first broadcast will put out. No,
25 other one. There you go.

1 (Thereupon, the video presentation is playing in
2 open forum, and the proceedings continue as
3 follows:)

4 MR. SMITH: Okay, Harold, if you could
5 hold here for a second.

6 (Thereupon, the video presentation is paused, and
7 the proceedings continue as follows:)

8 DET. SCOTT: Okay, just a couple of
9 reference points again with the animation.
10 There's going to be points with the, again just
11 so you guys have an idea of which icons
12 represent what, the green dots are victims.
13 The black dot with line through it is our
14 suspect. As the green dots turn yellow that
15 indicates they were injured. As they turn kind
16 of a greyish purple color that indicates that
17 the injuries were lethal. There's going to be
18 points where the movement of the suspect dot,
19 if you will, kind of holds in one position.
20 These cameras are motion activated, therefore
21 there are going to be occasional gaps in what's
22 recorded because we don't necessarily know
23 what's happening.

24 This is kind of compounded by the fact
25 that when the first rounds were fired inside

1 the building the percussion from those rounds
2 caused debris to come down from the ceiling
3 tiles, which obscures the cameras at some
4 point, and it does affect some of the
5 recording. So if you see the suspect stopping
6 in one position unless I explain why we believe
7 he stopped there it just means we're not sure
8 where he is because the visual obscurity. It
9 doesn't happen very often, but I just want to
10 get that up front. All right, Harold.

11 (Thereupon, the video presentation is playing in
12 open forum, and the proceedings continue as
13 follows:)

14 DET. SCOTT: Now entering in from the east
15 door we have three of our victims, and the
16 suspect follows in behind. He's going to
17 immediately go into the stairwell on that east
18 end. All right, Harold, if we could hold here.

19 (Thereupon, the video presentation is paused, and
20 the proceedings continue as follows:)

21 DET. SCOTT: We have -- currently you see
22 in the hallway you have a total of four
23 victims. One is sitting in the alcove in front
24 of room 1215. The remaining three are walking
25 west down the hallway. Now, a witness enters

1 that stairwell as the suspect is removing the
2 rifle from the rifle bag and he's donning a
3 magazine carrying vest.

4 When the witness walks in he tells the
5 witness you better get out of here, something
6 bad is about to happen, at which point the
7 witness is going to flee out the exterior
8 stairwell door to the east. Okay, go ahead.

9 (Thereupon, the video presentation is playing in
10 open forum, and the proceedings continue as
11 follows:)

12 DET. SCOTT: And hold here.

13 (Thereupon, the video presentation is paused, and
14 the proceedings continue as follows:)

15 DET. SCOTT: As the suspect steps into the
16 hallway he immediately opens fire. The first
17 three victims that are in that alcove in front
18 of room 1215 and 1214 are shot. He also fires
19 at the other victim who is down the hallway.
20 That victim is injured. You are going to see
21 them take cover here by where you see 1209.
22 That is a doorway to the restroom. The victim
23 who is injured attempts to take cover in that
24 restroom, however on the first and third floor
25 all the restroom doors are locked. Go ahead.

1 (Thereupon, the video presentation is playing in
2 open forum, and the proceedings continue as
3 follows:)

4 DET. SCOTT: And hold.

5 (Thereupon, the video presentation is paused, and
6 the proceedings continue as follows:)

7 DET. SCOTT: The suspect turns towards
8 Room 1216 and begins firing the weapon through
9 the window that's inside the door. Every door
10 has the same window. It is regular tempered
11 glass, and the rounds travel straight through
12 it. He fires into 1216, striking four victims,
13 one of which is truck fatally. Seeing the
14 suspect turn towards that room that victim that
15 is attempting to take cover by the restroom
16 makes a run across the hall to Room 1210, where
17 they are able to take shelter. Go ahead.

18 (Thereupon, the video presentation is playing in
19 open forum, and the proceedings continue as
20 follows:)

21 DET. SCOTT: Now the suspect at this point
22 drops a backpack that they were carrying,
23 removes several items, including a camouflage
24 shirt and a ski mask. He does not put either
25 of these items on. He appears to rummage

1 through the bag a little bit longer, and at
2 this point is where we have one of those points
3 where the visual is a little bit obscured
4 through the motion detection so he's going to
5 hold there for a second. Okay, and go ahead
6 and hold here.

7 (Thereupon, the video presentation is paused, and
8 the proceedings continue as follows:)

9 DET. SCOTT: Now obviously you see in the
10 background is going to be exterior surveillance
11 video. This is footage that we have previously
12 released, however now it's synched up with the
13 timeline. When we go through on the second
14 pass I'll give you guys reference points as far
15 as where this camera is, where Deputy Peterson
16 is in relation to the building, but again for
17 this first time I just want to kind of let it
18 run closer to real time, so you get an idea.

19 The suspect at this point as he's passing
20 the alcove at 1215 fires additional rounds at
21 those victims. He's then going to step forward
22 to Room 1214, fire through the same door
23 window, and strike several victims inside. Go
24 ahead.

25 (Thereupon, the video presentation is playing in

1 open forum, and the proceedings continue as
2 follows:)

3 DET. SCOTT: And hold here.

4 (Thereupon, the video presentation is paused, and
5 the proceedings continue as follows:)

6 DET. SCOTT: Firing into 1214 he strikes a
7 total of six victims, two of which are struck
8 fatally. He is now going to return back to
9 Room 1216, he's going to fire through that same
10 doorway window and strike an additional four
11 victims inside that room, two of which will be
12 struck fatally. Go ahead.

13 (Thereupon, the video presentation is playing in
14 open forum, and the proceedings continue as
15 follows:)

16 DET. SCOTT: And hold here.

17 (Thereupon, the video presentation is paused, and
18 the proceedings continue as follows:)

19 DET. SCOTT: Now you can see approaching
20 from the west doors, an adult victim is going
21 to enter the first floor hallway of the 1200
22 Building and begin traveling eastbound down the
23 hall. As the suspect is turning from 1216 he
24 observes this victim approaching and fires
25 several rounds. This victim is struck and

1 injured. They then attempt to take cover
2 behind a wall on the north side of the hallway.
3 Go ahead.

4 (Thereupon, the video presentation is playing in
5 open forum, and the proceedings continue as
6 follows:)

7 DET. SCOTT: And hold here.

8 (Thereupon, the video presentation is paused, and
9 the proceedings continue as follows:)

10 DET. SCOTT: The suspect then travels
11 across the hall to Room 1213. He fires through
12 that same window in the door and strikes a
13 total of four victims, one of which is fatal.
14 Go ahead.

15 (Thereupon, the video presentation is playing in
16 open forum, and the proceedings continue as
17 follows:)

18 DET. SCOTT: And hold here.

19 (Thereupon, the video presentation is paused, and
20 the proceedings continue as follows:)

21 DET SMITH: As the suspect continues
22 westbound down the hallway, he is going to pass
23 the victim he had previously injured. As he
24 does so, he turns and fires additional rounds,
25 causing lethal wounds. He is then going to

1 enter the stairwell at the west end. Now, in a
2 second the first audio transmissions are going
3 to begin. Go ahead.

4 (Thereupon, the video presentation is playing in
5 open forum, and the proceedings continue as
6 follows:)

7 DISPATCH: 17Juliet3, 17Bravo3,
8 17Bravo4 --

9 DET. SCOTT: And hold here.

10 (Thereupon, the video presentation is paused, and
11 the proceedings continue as follows:)

12 DET. SCOTT: Now, as the suspect enters
13 the stairwell to go up to the second floor,
14 another adult victim is entering the first
15 floor through the exterior stairwell doors on
16 the west side. As he opens the door from the
17 exterior the suspect turns, immediately fires
18 two rounds, which are lethal. He then proceeds
19 up to the second floor. Go ahead.

20 (Thereupon, the video presentation is playing in
21 open forum, and the proceedings continue as
22 follows:)

23 RADIO TRAFFIC: 17Juliet3, be advised we
24 have possible -- it could be firecrackers. I
25 think we got shots fired. Possible shots

1 fired, 1200 Building.

2 DISPATCH: Attention all units in District
3 15, possible shots fired at 5901 Pine Island
4 Road at Stoneman Douglas High School. Possible
5 shots fired at Stoneman Douglas High School.

6 DET. SCOTT: And hold here.

7 RADIO TRAFFIC: -- in route --

8 (Thereupon, the video presentation is paused, and
9 the proceedings continue as follows:)

10 DET. SCOTT: Now, as the suspect goes to
11 the second floor, and he proceeds eastbound
12 down the hallway, the second floor has heard
13 the gunfire, we believe, from the first floor.
14 They've kind of gone into a lockdown mode.
15 There's no one in the halls. Lights are off in
16 the classroom. The suspect is looking in,
17 tugging on door handles. He fires a total of
18 six rounds on this floor, we believe three
19 rounds through the door window of 1231, and
20 three rounds through the door window of 1234.
21 He does not strike any victims on this floor.
22 Go ahead.

23 (Thereupon, the video presentation is playing in
24 open forum, and the proceedings continue as
25 follows:)

1 RADIO TRAFFIC: 17Juliet3 make sure we
2 got -- units over here. I need to shut down
3 Stoneman Douglas, the intersection.

4 DISPATCH: 10-4.

5 RADIO TRAFFIC: 729 is in route --

6 DISPATCH: 10-4.

7 RADIO TRAFFIC: -- what's the address?

8 DISPATCH: 5901 Pine Island --

9 RADIO TRAFFIC: 17Juliet3, we're talking
10 about the 1200 Building. It's going to be the
11 building off of Holmberg Road.

12 RADIO TRAFFIC: Any descriptions, I'm
13 coming up on Westglades Middle --

14 RADIO TRAFFIC: We don't have any
15 descriptions yet. We just hear shots, what
16 appears to be shots fired.

17 DET. SCOTT: And hold here.

18 (Thereupon, the video presentation is paused, and
19 the proceedings continue as follows:)

20 DET. SCOTT: Now, the third floor,
21 initially, when the first rounds were fired,
22 and it activated the fire alarm most of the
23 students on this floor came out of their
24 classrooms, as is the normal response for a
25 fire alarm. They attempt to go to the

1 stairwells to exit the building. About halfway
2 down the stairwells between the third and
3 second floor we believe they heard some of the
4 gunfire and realized that this was not a fire
5 alarm.

6 They all began to flee back up to the
7 third floor, and at this point they're
8 attempting to get inside classrooms, which
9 would be the protocol for an active shooter
10 response.

11 On the east end of that hallway in front
12 of Room 1256 an adult victim is assisting
13 having these students get into their classroom,
14 as well as other personnel doing the same
15 thing. Unfortunately before all the students
16 can get in classrooms the suspect is going to
17 emerge from that stairwell on the east end and
18 begin firing down the hall, first of all,
19 though, lethally injuring the adult victim in
20 front of Room 1256. Go ahead.

21 (Thereupon, the video presentation is playing in
22 open forum, and the proceedings continue as
23 follows:)

24 RADIO TRAFFIC: I'm over on the south side
25 over by the 700 Building.

1 DET. SCOTT: And hold here.

2 (Thereupon, the video presentation is paused, and
3 the proceedings continue as follows:)

4 DET. SCOTT: Now, after -- after killing
5 the victim in front of 1256 he fires several
6 rounds at the crowd of students down at the end
7 of the hall. A total of four victims are
8 struck, one of which collapses in the middle of
9 the hallway. One takes cover in that 1247
10 area. This is a men's room, but again on the
11 third floor the bathroom doors were locked.
12 The remaining two victims who were struck
13 attempt to take cover in the alcove between
14 Rooms 1249 and 1250, along with several other
15 students and personnel who were all trying to
16 take cover in that very small space. Go ahead.

17 (Thereupon, the video presentation is playing in
18 open forum, and the proceedings continue as
19 follows:)

20 RADIO TRAFFIC: -- down east on Holmberg
21 -- Westglades and the high school.

22 DET. SCOTT: And hold here.

23 (Thereupon, the video presentation is paused, and
24 the proceedings continue as follows:)

25 DET SMITH: As the suspect turns his back

1 to conduct a reload the personnel and students
2 who were in that alcove see this as an
3 opportunity, and they make a run for the west
4 stairwell. Unfortunately, as the suspect turns
5 around he fires rounds at the fleeing students,
6 and manages to strike two fatally, and injures
7 a third. Go ahead.

8 (Thereupon, the video presentation is playing in
9 open forum, and the proceedings continue as
10 follows:)

11 RADIO TRAFFIC: 17Bravo1, I'll get the
12 west side of Stoneman on Holmberg.

13 DISPATCH: 10-4, west side of Holmberg.

14 RADIO TRAFFIC: 7Juliet4 responding.

15 RADIO TRAFFIC: Tango2, I hear shots fired
16 by the football field, shots fired by the
17 football field.

18 DISPATCH: Shots fired by the football
19 field heard.

20 DET. SCOTT: And hold here.

21 (Thereupon, the video presentation is paused, and
22 the proceedings continue as follows:)

23 DET. SCOTT: The suspect begins to walk
24 westbound down the hallway past victims he has
25 already injured. And as he walks past the two

1 victims in the alcove of 1249 he fires
2 additional rounds, killing them. He continues
3 past, and when he passes the victim at the
4 men's room alcove he also fires additional
5 rounds, killing him. He then fires additional
6 rounds at the victim laying at the far west end
7 of the hallway as he approaches. Go ahead.

8 (Thereupon, the video presentation is playing in
9 open forum, and the proceedings continue as
10 follows:)

11 RADIO TRAFFIC: 17Juliet3, we're looking
12 at the 1200 Building. It's going to be the 300
13 Building. It's going to be at, right off of
14 Holmberg Road by the senior lot.

15 RADIO TRAFFIC: Get the school locked down
16 gentlemen.

17 DISPATCH: Attention all units now working
18 the Signal 33, go to Bravo channel for regular
19 traffic.

20 DET. SCOTT: And hold here.

21 (Thereupon, the video presentation is paused, and
22 the proceedings continue as follows:)

23 DET. SCOTT: At this point once reaching
24 the end of the hall he shoots out the door
25 window to Room 1240. Now, this is a teacher's

1 lounge on the third floor. It overlooks the
2 west and south portions of the campus, and is
3 the highest point on campus. From inside this
4 elevated position inside shooting out he fires
5 approximately ten rounds, five to the south,
6 and five to the west, we believe at students
7 who were evacuating the campus in response to
8 the fire alarm. Fortunately the windows are
9 Hurricane glass, and this causes the rounds to
10 fragment upon contact, which means they break
11 into smaller pieces, and throws their
12 trajectory off, and we do not have any victims
13 that were struck outside the building. Go
14 ahead.

15 (Thereupon, the video presentation is playing in
16 open forum, and the proceedings continue as
17 follows:)

18 RADIO TRAFFIC: Some students say they
19 thought it was firecrackers but we're not sure,
20 by the football field.

21 RADIO TRAFFIC: -- 46, we also heard he's
22 over by, inside the 1200 Building. We're
23 locking down the school right now. Make sure
24 there is no pedestrian traffic anywhere on
25 Holmberg Road.

1 RADIO TRAFFIC: 15Echo2 on 51.

2 DISPATCH: Unit advise 51.

3 RADIO TRAFFIC: 15Echo2 I don't know if we
4 have any -- if they can respond also.

5 RADIO TRAFFIC: 15Bravo4 is going to
6 respond --

7 DISPATCH: Attention units not working at
8 Signal 33, go to Bravo.

9 RADIO TRAFFIC: Tango2 I got more students
10 running west towards the football field.

11 RADIO TRAFFIC: -- we're going to Bravo.
12 I hear shots fired.

13 DISPATCH: Shots fired.

14 RADIO TRAFFIC: Shots fire south of --

15 DISPATCH: All units on the shots fired
16 stay on Main.

17 RADIO TRAFFIC: 15 --

18 DET. SCOTT: And if you could hold here
19 for a second.

20 (Thereupon, the video presentation is paused, and
21 the proceedings continue as follows:)

22 DET. SCOTT: At this point we believe the
23 last shot was fired from that elevated
24 position. This is based on body cam footage
25 that we have of deputies that are responding to

1 the scene. It's around this time
2 approximately, I believe, the gunfire ceased.
3 Go ahead.

4 (Thereupon, the video presentation is playing in
5 open forum, and the proceedings continue as
6 follows:)

7 RADIO TRAFFIC: 17Ninja4, we definitely
8 have shots being fired.

9 DISPATCH: All District 7 units go to
10 Bravo.

11 RADIO TRAFFIC: Tango2 -- right by the
12 football field.

13 RADIO TRAFFIC: 17Juliet3 make sure I have
14 a unit over in the front of the school. Make
15 sure nobody comes inside the school.

16 DISPATCH: I need a unit to the front.
17 Advise.

18 RADIO TRAFFIC: Bravo3, we need somebody
19 to shut down Holmberg at Pine Island.

20 DISPATCH: Units to shut down Holmberg,
21 advise.

22 DET SMITH: And hold here.

23 RADIO TRAFFIC: Holmberg --

24 (Thereupon, the video presentation is paused, and
25 the proceedings continue as follows:)

1 DET. SCOTT: As the suspect leaves the
2 teacher's lounge he heads to the stairwell at
3 the west end. On the third-floor stairwell
4 landing he drops the rifle. He takes off the
5 vest, the magazine carrying vest he was
6 wearing, and he continues down the stairs down
7 to the ground floor, where he then exists and
8 flees westbound from the building. Go ahead.
9 (Thereupon, the video presentation is playing in
10 open forum, and the proceedings continue as
11 follows:)

12 RADIO TRAFFIC: -- we're in front of
13 Building 13 of the 900 Building. We have shots
14 fired. I'm trying to get the fence open.

15 DISPATCH: Building 13 and 900 Building.

16 RADIO TRAFFIC: Do not approach the 12 or
17 1300 Building, stay at least 500 feet away at
18 this point.

19 DISPATCH: Stay away from 12 and 1300
20 Buildings.

21 RADIO TRAFFIC: 17Juliet4 I had a parent
22 tell me that there is a child down. Have fire
23 rescue stage in the area until we make contact.
24 A parent told me there is a child down, have
25 them rescue stage.

1 RADIO TRAFFIC: Tango2, I got a victim
2 with a gunshot to the right leg, he's got a
3 gunshot to the right leg, come to the west end
4 of the high school by football field.

5 DISPATCH: GSW right leg, west end by the
6 football field.

7 RADIO TRAFFIC: 15 -- Yankee let's set up
8 for an active shooter response when -- get back
9 to --

10 RADIO TRAFFIC: 17Juliet5 I have the
11 gunshot victim. I have the gunshot victim,
12 he's by the, by the entrance to Westglades on
13 the west side of the school.

14 DISPATCH: 10-4 fire rescue is being
15 notified.

16 RADIO TRAFFIC: Mary, does he know where
17 the shooter is?

18 RADIO TRAFFIC: We don't know but we're
19 heading into the building, the 13 Building,
20 Building 13, 17 --

21 RADIO TRAFFIC: Does anybody have bolt
22 cutters? I can get this kid out of the fence.
23 He's stuck in the fence. I need bolt cutters.

24 RADIO TRAFFIC: The coach is with him.
25 See if he can help him open the gate.

1 RADIO TRAFFIC: 17Kilo4 let's get a
2 command post set upon the south side of the
3 Sawgrass in Coral Springs off of Pine Island.
4 The gate for the student entrance is unlocked.
5 We need to get units in here so we can start
6 trying to find this guy.

7 RADIO TRAFFIC: Victim's saying it's a
8 male in a hoodie he could not describe, with at
9 least an AR-15, if not an AK-47.

10 DISPATCH: 10-4. All units be advised a
11 male in a hoodie, possible AR-15 or AK-47.

12 RADIO TRAFFIC: -- can I get this kid out
13 down that, down that way? I got the victim,
14 but we can't get him over a fence.

15 DISPATCH: I need a unit with bolt cutters
16 to the west side by the football field.

17 RADIO TRAFFIC: 17Ninja4 I see a student
18 down on the, right next to the parking lot of
19 the senior lot.

20 DISPATCH: Additional student down.

21 RADIO TRAFFIC: Get me EMS code 3 by the
22 entrance to Westglades Middle School. Do we 48
23 on that? I need rescue code 3.

24 RADIO TRAFFIC: Tango 2 I was advised
25 possibly three more victims. The shooter is

1 possibly inside the three-story building with
2 an ROTC uniform. That was given by Coral
3 Springs dispatch, could you check with and
4 verify.

5 DISPATCH: You're advising the suspect is
6 in a three-story building?

7 RADIO TRAFFIC: If you can hook up with
8 Coral Springs dispatch, I was advised by one of
9 their officers, possibly three additional
10 victims in the three-story building, possible
11 suspect with an ROTC uniform. We can hook up
12 with them and verify.

13 DET. SCOTT: All right, Harold, we can
14 hold there.

15 (Thereupon, the video presentation is paused, and
16 the proceedings continue as follows:)

17 DET. SCOTT: Obviously this goes on. The
18 video that you see at the end as far as
19 Peterson's position does not change. He
20 remains in that position throughout the
21 incident. Can we switch to the PowerPoint
22 please?

23 Now, the escape path of the suspect from
24 the 1200 Building is highlighted here. We kind
25 of walked this path, if you guys remember, the

1 first time you guys came down for the meeting.
2 Along this route, along those tennis courts,
3 basketball courts, and then out to this canal
4 area. At this point he joins in with a
5 gigantic group of students who are also leaving
6 the campus in response to the fire alarm, and
7 he blends in.

8 That group continues westbound, eventually
9 toward the Walmart area, which is the next area
10 where we have recorded him on video following
11 the incident. Just to give you some reference
12 points, that green triangle, that is the
13 position that Deputy Peterson was in that you
14 saw. This is approximately 69 feet from the
15 1200 Building.

16 Now, units there responding to this
17 incident, and we'll get more into that, the
18 majority of them are coming in off of Holmberg
19 Road here to the north. These are the gates to
20 the senior lot that they're referring to in the
21 transmissions. Those gates are secured when
22 officers and deputies arrive. When they're
23 talking about having to get a gate open that's
24 what they're referring to. We do have one or
25 two units early on that respond on Pine Island

1 here to the southeast, but not too many early
2 on. Most of the response is coming from the
3 west and north.

4 If we can go back to the video and start
5 it at the beginning. Yes, please.

6 (Thereupon, the video presentation is replaying in
7 open forum, and the proceedings continue as
8 follows:)

9 DET. SCOTT: All right, if you want to
10 hold it here for a second.

11 (Thereupon, the video presentation is paused, and
12 the proceedings continue as follows:)

13 DET. SCOTT: Some other reference points
14 that we do have, we don't have necessarily
15 video reference, but through witness
16 interviews, according to our witness interview
17 with the Uber driver who dropped the suspect
18 off on Pine Island Road just east of the 1200
19 Building they arrived at 2:19 p.m., just to
20 give you a time frame.

21 The next kind of actionable point that we
22 have is in a statement provided by one of the
23 security monitors, Mr. Medina, he advised that
24 he witnessed the suspect walking towards the
25 1200 Building with a black duffel bag. He then

1 radios to another security monitor who is
2 inside the 1200 Building on the second floor,
3 Monitor Taylor, and tells him that there's an
4 intruder walking towards the building.

5 Now, that is done on a school radio. We
6 do not have any recordings, it's not a
7 monitored frequency, or anything along those
8 lines, but it is a frequency that's carried by
9 the school personnel, as well as Deputy
10 Peterson. What I can tell you is based on the
11 surveillance footage inside the 1200 Building
12 of that security monitor, he appears to get a
13 transmission at 2:20:39 that we can assume is
14 the transmission from Medina, because he then
15 proceeds to do downstairs in a response to what
16 he's being told.

17 All right, go ahead.

18 (Thereupon, the video presentation is playing in
19 open forum, and the proceedings continue as
20 follows:)

21 DET SMITH: And, Harold, if we could hold
22 here.

23 (Thereupon, the video presentation is paused, and
24 the proceedings continue as follows:)

25 DET. SCOTT: Okay, this is Deputy Peterson

1 here in the distance. I'm going to challenge
2 you a little bit, Harold. Can you switch to
3 the PowerPoint for me?

4 CHAIR: And, Zack, that's the 100 Building
5 he's coming out of, correct?

6 DET. SCOTT: Between the 8 and 100
7 Building.

8 CHAIR: Right.

9 DET. SCOTT: All right, can we go ahead
10 and hold it there, and if you could go to the
11 PowerPoint please. Sorry?

12 MR. SCHACTHER: The kids, could they not
13 get into 1215?

14 DET. SCOTT: No.

15 MR. SCHACHTER: It was locked?

16 DET. SCOTT: Yes, sir. We believe so.
17 Okay, just to give you a reference point on the
18 footage you're seeing with Deputy Peterson, as
19 we were just talking about the first angle is
20 here between the 8 and the 100 Building. The
21 100 Building is the main office. You're going
22 to see him walk southbound down this walkway.
23 He eventually, the camera is going to switch to
24 cover the other direction. He's going to turn
25 around. He's going to start running a little

1 bit. As you're watching him, just to give you
2 an idea with the radio communication, he has
3 both radios on him, the school radio as well as
4 obviously his BSO radio. The school radio is
5 on his right side, and the BSO radio is on his
6 left. So when you see him talking to one
7 shoulder or the other that's who he's conveying
8 information with.

9 Eventually he gets picked up by Medina in
10 the golf cart. That's the footage where you
11 see the golf cart is heading down a hallway,
12 and he's going to be dropped off here on the
13 east end of Building 12. And that's when we
14 switch to that final angle where he is, and
15 you'll see him come back across heading to that
16 position, as I told you, 69 feet from the 1200
17 building.

18 All right, if we go back to the video
19 please. And go ahead.

20 (Thereupon, the video presentation is playing in
21 open forum, and the proceedings continue as
22 follows:)

23 DET. SCOTT: Okay, same hallway, just
24 different camera angle. Now starting to
25 proceed northbound. And if you watch here in

1 the background you'll see the golf cart come
2 and pick them up, and do a loop to head back to
3 the 1200 building. And if we could hold here.
4 (Thereupon, the video presentation is paused, and
5 the proceedings continue as follows:)

6 DET. SCOTT: I kind of missed the, the
7 point here, but at 2:22:41, so approximately
8 10, 15 seconds before this, the first 911 call
9 is received by Coral Springs. Approximately 3
10 or 4 seconds after receiving that first 911
11 call Coral Springs makes contact with BSO and
12 advises through second hand information that
13 someone has called reporting that there is a
14 shooting at Stoneman Douglas. They do not have
15 further, as far as a location, where on campus,
16 anything about the shooter at that time.

17 CHAIR: Hey, Zack, just for clarification,
18 because -- that place he's coming out of, just
19 for everybody, that was Peterson's office that
20 he was coming out of, correct?

21 DET. SCOTT: It's a little further north
22 than his office. It actually was from the side
23 door of the main office we believe, but it's,
24 it's comparable, it's very close.

25 CHAIR: Okay. And so was that Medina who

1 went up to the door?

2 DET. SCOTT: No, that's Greenleaf.

3 CHAIR: Greenleaf who went up to the door.
4 And then he came out, but he was in his office
5 area, is where he was. When he -- do you know
6 where he first, where, when he first heard, or
7 would have heard on the radio Medina seeing
8 Cruz and then radioed where Taylor acted, do we
9 know where Peterson was at that point?

10 DET. SCOTT: We believe he was in Building
11 1 in the front office area. He had finished up
12 another issue, and was dealing with some
13 students. And that's why we believe we see him
14 come out from around that corner.
15 Unfortunately there's just not a camera there
16 where we can capture that moment.

17 CHAIR: So he's in Building 1. Building 1
18 is the admin building, and also where
19 Peterson's office is.

20 DET. SCOTT: Yes.

21 CHAIR: Okay.

22 DET. SCOTT: Okay, go ahead.

23 (Thereupon, the video presentation is playing in
24 open forum, and the proceedings continue as
25 follows:)

1 DET. SCOTT: And hold here.

2 (Thereupon, the video presentation is paused, and
3 the proceedings continue as follows:)

4 DET. SCOTT: Now, at this point Coral
5 Springs dispatches their fire department to
6 Stoneman Douglas in reference to an active
7 shooter. At this point the fire department is
8 only resource that's been dispatched to the
9 school. No law enforcement had been notified
10 about the incident at this point.

11 MR. SCHACHTER: No -- no -- is there a
12 code red called at this point?

13 DET. SCOTT: Within the school I can't
14 tell you, because again, it's not recorded. We
15 don't have anything that I can independently
16 tell you that's the time that that happened.
17 It's based on witness reports.

18 CHAIR: Can you talk into the microphone,
19 because I can't hear you?

20 MR. SCHACHTER: So we've interviewed 300
21 people up to this point. Can you tell us if a
22 code red was called?

23 DET. SCOTT: I know was called eventually
24 based on witness statements, but I can't tell
25 you the exact time because we're going on

1 witnesses' memory.

2 CHAIR: So we're going to -- this is --
3 all of this is probative, to see it and hear it
4 multiple times, you pick up so many different
5 things as you hear it, you know, this is a lead
6 in, and at the next meeting you're going to
7 hear a lot of this again but strung together
8 with other information, so we'll be able to,
9 from those witness interviews be able to the
10 best we can, based on our interviews we'll be
11 able to give you an idea as to at what juncture
12 it was called, and it was called by one the
13 APs. But -- so all that's coming. This is to
14 set the stage at this juncture, but there's
15 more information that's coming, and you'll get
16 it next time.

17 DET. SCOTT: Okay, go ahead.

18 (Thereupon, the video presentation is playing in
19 open forum, and the proceedings continue as
20 follows:)

21 DISPATCH: 17Juliet3, 17Bravo3,
22 17Bravo4 --

23 RADIO TRAFFIC: 17Juliet3 be advised we
24 have possible -- it could be firecrackers. I
25 think we got shots fired. Possible shots

1 fired, 1200 Building.

2 DET. SCOTT: And hold here.

3 (Thereupon, the video presentation is paused, and
4 the proceedings continue as follows:)

5 DET. SCOTT: All right, now the golf cart
6 you see leaving is the cart that brought him
7 there. He's not on the cart at this point.
8 It's kind of hard to see, the video is a little
9 blurry on the big screen, but as it drives away
10 the only person in that cart is Medina. It's
11 our understanding from interviewing him that he
12 was dropped off at that door on the first floor
13 on the east side of the building. And that's
14 where he's currently transmitting from,
15 somewhere in that area.

16 CHAIR: So what we just heard on there
17 when he says Juliet3, that's Peterson
18 transmitting, correct?

19 DET. SCOTT: Yes, sir.

20 CHAIR: Okay. So and based upon, because
21 we're all out there, most of us were out there,
22 and so for just context with this is, is that
23 the golf cart comes to the north, drives across
24 between the 1 and the, I'm sorry, between the
25 Building 8, 7 and 8, drives to the north and

1 drops Peterson off at the east door, which is
2 the same east door that the shooter went
3 through.

4 DET. SCOTT: Yes.

5 CHAIR: Okay. So, and that juncture, and
6 where Peterson was transmitting, we believe he
7 was transmitting at that east door, which is
8 the door that the shooter went through, and the
9 shooter was already shooting at that point, and
10 we know that because we had already received
11 911 calls from Coral Springs saying that at
12 least 3 had been shot, and had given a
13 classroom actually, right?

14 DET. SCOTT: At this point Coral Springs
15 had received --

16 CHAIR: Right. Coral Springs had it,
17 right.

18 DET. SCOTT: -- information. Yes.

19 CHAIR: So can you tell us here, and based
20 upon the animation which is based on the video
21 is, is that at this juncture, because we don't
22 see Peterson come back, when we see the golf
23 cart we don't see Peterson come back to the
24 south to his position hiding there by the 7
25 Building. At this juncture where is the

1 shooter, because Peterson is up by that door
2 so, and the shooting is happening, so you can
3 hear the shots.

4 DET. SCOTT: Yes, sir.

5 CHAIR: He says he can hear the shots. So
6 when he's standing by the door as opposed to
7 going in, where is the shooter at that point?

8 DET. SCOTT: Where we have it paused now
9 the shooter is on the stairwell heading up the
10 second floor. When he's broadcasting, which is
11 obviously a few seconds before this, he is on
12 the first floor.

13 CHAIR: Right. Right. So if Peterson had
14 gone through the door he would have encountered
15 the shooter.

16 DET. SCOTT: Entirely possible.

17 CHAIR: Because the shooter is on the
18 first- floor shooting.

19 DET. SCOTT: Yes, sir.

20 CHAIR: And he was making his way to the
21 west, because he went east to west on the first
22 floor.

23 DET. SCOTT: Yes, sir.

24 CHAIR: And -- and as he turned that
25 corner he executed one of the adult victims on

1 the floor, and then made the corner and then
2 executed the other adult victim that was coming
3 in through the west door, correct?

4 DET. SCOTT: Yes. And based on that it
5 would be consistent that Peterson would be
6 right at that door when those rounds are being
7 fired for the first adult victim you spoke of,
8 as well as the second adult victim entering the
9 stairwell.

10 CHAIR: But what we -- what we know based
11 on this, as opposed to going in is, is that he
12 retreated and ran, as we'll see in here in a
13 second I believe, we'll see him leave the door
14 as opposed to going in and engaging after
15 saying there are shots fired, and hearing the
16 shots, because he said so, and the shots were
17 occurring. We know that also from the 911
18 calls. And when you listen to the 911 calls
19 you can hear the shots in the background on
20 those calls.

21 DET. SCOTT: Yes, sir. And there's
22 actually transmissions later on when he's
23 transmitting where you can hear the shots in
24 the background.

25 CHAIR: So and then we'll see him retreat

1 back to the 7-8 Building, correct? So that's
2 -- that's where we're at at this juncture.

3 DET. SCOTT: Yes, sir. I mean
4 unfortunately there are, there are blind spots
5 to the video, but what I can tell you is that
6 having reviewed the interior video extensively
7 at no point do we see him enter the building.

8 CHAIR: Right.

9 SHER. ASHLEY: Mr. Chair, at that point
10 when Peterson is at the Building 12 door, and
11 Cruz is at that same stairwell, how many
12 victims had been shot to that point?

13 DET. SCOTT: Shot, every dot you see on
14 that screen.

15 SHER. ASHLEY: Ten, eleven.

16 DET. SCOTT: Eleven.

17 SHER. ASHLEY: So that was six or seven
18 shot after --

19 DET. SCOTT: Yes, sir.

20 SHER. ASHLEY: Thank you.

21 CHAIR: Right. And at that point too, is
22 just for, you know, as we've been talking about
23 this, and we're trying to piece this together
24 and, you know, learn all the sequences, that at
25 that point based upon what you also know from

1 the investigation, at that point he had at
2 least, on the first floor at least reloaded the
3 gun once or twice, so he had had, already had
4 an empty gun on the first floor at that point,
5 correct?

6 DET. SCOTT: Yes, sir.

7 CHAIR: All right. And -- and so -- and
8 we don't know whether, we can't tell precisely
9 whether when Peterson was standing at that
10 door, whether Cruz was any, in any empty gun
11 reload situation. We can't get it down to that
12 pinpoint.

13 DET. SCOTT: No, sir, I wouldn't --

14 CHAIR: Mr. Schachter, go ahead. Can you
15 turn around? Can you watch the microphone, or
16 pull it to you?

17 MR. SCHACHTER: Yeah, sure. So the
18 monster is on the opposite end that the coward
19 from Broward was at the door, right?

20 DET. SCOTT: Yes, sir.

21 MR. SCHACHTER: They're at the opposite
22 ends, okay. And so you're saying that when he
23 comes and testifies, and tells us that he
24 didn't know that he was in the 1200 Building,
25 when he is hitting that, that push to talk

1 button on his radio, you can hear shots being
2 fired.

3 DET. SCOTT: You will.

4 MR. SCHACHTER: You will.

5 DET. SCOTT: Not in the -- I mean perhaps
6 if you broke it down on an analytical level you
7 might be able to pick that up. I can tell you
8 plain ear later on there are transmissions
9 where you can hear.

10 MR. SCHACHTER: And is that the time that
11 he's at the front of the building, or is it
12 another time?

13 DET. SCOTT: No, it -- it's at another
14 time further along. I'll be -- I'll definitely
15 highlight that.

16 CHAIR: But when he says -- when he says
17 -- he gets on the radio there, we just heard
18 it, and he says shots fired.

19 DET. SCOTT: Yes.

20 CHAIR: Is that he is standing at that
21 door, so he hears shots being fired because he
22 says shots fired. And I can tell you that when
23 you listen to the 911 calls that have already
24 come in there were shots being fired, and in
25 some of the 911 calls you can actually hear the

1 shots in the background. So when he's standing
2 at that door there are shots being fired, and
3 by his own words he is saying that there are
4 shots being fired.

5 MR. SCHACHTER: When he gets to the front
6 of the door has he already shot through the
7 other side, or is it already, was it happening,
8 did it happen, or is it already --

9 CHAIR: Who is he, Cruz or Peterson?

10 MR. SCHACHTER: Who's -- who's at the
11 other end? What adult male is at the other end
12 over there that, that he kills?

13 DET. SCOTT: There are two adult victims
14 on that west end. When -- when he's at the
15 door, the first adult victim I believe is being
16 shot, and I believe he's still in that area
17 when the second victim is shot.

18 CHAIR: So I know we're trying to be, you
19 know --

20 MR. SCHACTHER: Where's Peterson?

21 CHAIR: -- respectful of the victims and
22 such, just because, you know, is -- is that --

23 MR. SCHACHTER: Where's -- where's
24 Peterson?

25 DET. SCOTT: He's outside the east doors.

1 CHAIR: Right. So -- so the one that came
2 through the door is Coach Feis. The one that
3 had already been shot on the ground is Hixon,
4 so, I'm sorry --

5 DET. SCOTT: Yes. No, that's correct.

6 CHAIR: So, right, Hixon is on the ground,
7 so --

8 MR. SCHACHTER: So if he had gone in could
9 he have saved one of those guys?

10 CHAIR: Well, that's something that, you
11 know, you can, you can speculate about, but
12 what we can tell from everything that Detective
13 Scott is going through, and what you can see
14 here is, is that, and by the best evidence, and
15 correct this if this is anything other than
16 what you know, is is that, is that as Cruz was
17 moving down the hallway, Peterson was standing
18 at the door, and either at the time or just
19 before he shot Feis Peterson was standing at
20 that door. So whether he could have shot down
21 the hallway, whether he could have run down the
22 hallway, that's something that, you know, you
23 can only guess about.

24 MR. SCHACHTER: That's -- that's what I'm
25 asking.

1 CHAIR: But -- but -- but is, is that he
2 was standing at that door at about the time he
3 probably got to, or past Hixon, and at about
4 the time the shot Feis. Is that --

5 DET. SCOTT: I would say that's accurate,
6 sir.

7 CHAIR: Yeah, okay. So that's -- and --
8 and -- and after he went up, Cruz went to the
9 second floor, and went to the third floor,
10 where he killed several more, and shot several
11 more, Peterson fled back over to the 7-8
12 Building, as opposed to going in and chasing
13 him up the stairs and shooting him.

14 MR. SCHACHTER: How long did he stay at
15 the front of the building?

16 DET. SCOTT: By the front of the building
17 do you mean the east door, or the spot where he
18 ends up?

19 MR. SCHACHTER: No, no, no, before he
20 retreats.

21 DET. SCOTT: You're going to be able to
22 count it out here. I'm going to say it's not
23 long. The other thing that you may have
24 noticed is the silence. Nothing is going out
25 on the radio. We can see that there's

1 definitely communication going on on that
2 school radio, but at no point is anybody
3 notifying the rest of the world what's going
4 on, prior to dispatch attempting to raise him.
5 Again, you guys will have the opportunity to
6 ask him those questions. That would certainly
7 be one that I've been asking.

8 MR. SCHACHTER: And when you interviewed
9 those people that he was communicating with
10 were you able to discern what was happening?

11 DET. SCOTT: I can't give you a concise
12 answer, because a lot of people don't remember
13 exactly what was said or the sequence.

14 MR. SCHACHTER: Is that because it's just
15 been so long before, between the interviews?

16 DET. SCOTT: Not necessarily. I don't
17 personally believe it's a, always a time delay
18 issue, I just think it's, sometimes it's
19 people's response to a traumatic event, they
20 just don't remember certain things clearly.

21 MR. SCHACHTER: Can we make that one of
22 our recommendations, that these school radios
23 be recorded, I mean --

24 CHAIR: Sure. I think that would be
25 appropriate when we get to the hardening

1 session. Secretary Carroll, go ahead.

2 SEC. CARROLL: Did Peterson open the door?

3 DET. SCOTT: Not that we're aware of. I
4 don't see it on video, I'll be honest.

5 SEC. CARROLL: And when he retreats, and I
6 know this is coming up, you can go over it
7 again, originally when we saw this it was the
8 second officer, I think from Coral Springs or
9 something, that comes. At what point, do you
10 have the time when that person gets there?

11 DET. SCOTT: Yes. Yeah, and I'm going to
12 cover that on this pass.

13 CHAIR: Go ahead, sir.

14 DET. SCOTT: Okay, we can go ahead here.

15 (Thereupon, the video presentation is playing in
16 open forum, and the proceedings continue as
17 follows:)

18 DISPATCH: Attention all units in District
19 15, possible shots fired at 5901 Pine Island
20 Road at Stoneman Douglas High School. Possible
21 shots fired at Stoneman Douglas High School.

22 DET. SCOTT: And hold here.

23 (Thereupon, the video presentation is paused, and
24 the proceedings continue as follows:)

25 DET. SCOTT: All right, so this is the

1 transition to that spot between the buildings
2 where Peterson ends up and remains. Now, this
3 is also the first time that the rest of the BSO
4 dispatch world is made aware of what's going
5 on, is that alert tone and transmission. Now,
6 Harold, if you could switch over to the
7 PowerPoint for me.

8 We're often asked as far as the other
9 units that are responding in response to this,
10 so just to kind of give you guys a reference
11 point of where the first group of deputies was
12 responding from --

13 SHER. ASHLEY: While you're doing that, is
14 the communications reliable from the Peterson
15 to SO, even in, within the buildings at school?

16 DET. SCOTT: Normally yes. As you guys
17 have heard plenty of times now as this incident
18 unfolds we start running into that throttling
19 issue, and you will see points where you can
20 see people attempting to transmit and we're not
21 hearing anything, it's silence. But that
22 becomes more of an issue as more units are
23 responding.

24 SHER. ASHLEY: But at that point, as he
25 departs Building 12, has it become an issue at

1 that point?

2 DET SCOTT: No, because we're hearing him
3 clear.

4 CHAIR: So just for -- and we went through
5 this yesterday, is that when Peterson gets on
6 the radio the phone calls had already been
7 made, 911 into Coral Springs. Coral Springs
8 had already taken the information, and it was
9 specific information about the 1200 Building.
10 It gave specific classroom information. It
11 gave people who were down.

12 Coral Springs had called BSO. BSO had
13 taken the call and already given it to the
14 dispatcher. In the chronology, and you'll see
15 this next time when we go through this, is that
16 the BSO dispatcher had already called Peterson
17 on the radio, and the other on-duty Parkland
18 BSO units. And when you first hear Peterson
19 transmit it's after all of that had already
20 happened, and after the dispatcher had already
21 called him. So getting to Detective Scott's
22 point is, is that in none of this leading up
23 to, and as he's coming out of the classroom and
24 you see, I'm sorry, out of the office, out of
25 the 100 Building, as he's on the golf cart, as

1 he's running down there, all those other things
2 is, is that he is not on the BSO radio alerting
3 other BSO deputies, it isn't until after the
4 dispatcher calls him, and he's already standing
5 up there by the building.

6 So the point is, is that BSO other units
7 were at a disadvantage because he didn't notify
8 them when he first became aware of a problem.

9 MR. SCHACHTER: What did dispatch say when
10 they called him?

11 CHAIR: They were call -- what happened
12 is, is that the call came 911. Coral Springs
13 -- and you heard all about this, about the
14 transfer process. Coral Springs call-taker
15 takes the call. Coral Springs transfers the
16 call over to BSO. BSO call-taker takes the
17 call and then notifies the dispatcher. The
18 dispatcher gets on the radio and calls him,
19 whatever he is, 17Juliet3, and the other
20 Parkland units, and he then after the
21 dispatcher, there's a four second gap between
22 the time the dispatcher calls the units and
23 then you hear what you hear from Peterson.

24 So is he has information that there's a
25 problem, and that he is leaving the 100

1 Building, getting with Medina on the golf cart,
2 driving down there, et cetera, during that
3 entire period of time he is not on the Broward
4 Sheriff's Office radio at all notifying the
5 Parkland units or any other BSO deputies that
6 there's a problem and they should start
7 responding.

8 MR. SCHACHTER: So they were just reaching
9 out to him saying what's going on, or --

10 CHAIR: No, they were call -- no, they
11 were reaching out to him because they had
12 information that there was a shooting at the
13 school. So they were calling them, calling him
14 to, quote, dispatch him. They didn't know that
15 he was even already aware of it, or had already
16 been down the corridor, or behind the 7-8
17 Building, because he didn't get on the radio at
18 all.

19 MR. SCHACTHER: But they didn't say we
20 have a report of a shooting at your school.

21 DET. SCOTT: They didn't get the
22 opportunity.

23 CHAIR: Well, they didn't get the
24 opportunity to.

25 DET. SCOTT: He cuts them off.

1 CHAIR: Yeah, he cuts them off.

2 DET. SCOTT: Yeah. And he starts saying
3 immediately we have possible shots fired, it
4 may be firecrackers. So as they're dispatching
5 him to the call they had transferred from
6 Springs he interrupts them, and then the alert
7 tone goes out to notify the rest of the
8 dispatch world that he is hearing shots, and
9 that it is at Stoneman Douglas.

10 Now, just to give you a reference point of
11 where everybody is coming from, the red flag is
12 where the campus is. This is the first group
13 of responding deputies, and the distance from
14 the campus they were at. You see we're talking
15 3.2 miles, 1.25, 1.01, and 1.41 miles. Just
16 keeping in mind as far as response time, you
17 have to look at it in the context of this is
18 Parkland at 2:00 something in the afternoon,
19 school pickup time. Two of these officers are
20 coming from school campuses, other ones are
21 working school zone enforcement. If it's 3.21
22 miles from the campus even if you could do 60
23 miles an hour the entire way, which you will
24 not do in Parkland at school pickup time,
25 you're going to, it's going to take about 4

1 minutes to get to the campus.

2 MR. SCHACHTER: How long did it take them
3 until they arrived?

4 DET. SCOTT: Well, I can't tell you
5 exactly, just because, again, once people start
6 trying to advise that they're there the radios
7 start throttling. What I can tell you is when
8 we start seeing them on video. That's the only
9 thing I can tell you comfortably. But this
10 gives you at least a reference point of the
11 distance they were coming from. If we can go
12 back to the video please, and go ahead.

13 (Thereupon, the video presentation is playing in
14 open forum, and the proceedings continue as
15 follows:)

16 RADIO TRAFFIC: -- in route --

17 RADIO TRAFFIC: 17Juliet3 make sure we got
18 different units over here. I need to shut down
19 Stoneman Douglas, the intersection.

20 DISPATCH: 10-4.

21 DET. SCOTT: If we could hold there.

22 (Thereupon, the video presentation is paused, and
23 the proceedings continue as follows:)

24 DET. SCOTT: Now if you guys can remember
25 when I was talking about the sequence of what's

1 going on in the building on the second floor,
2 we did not have any victims struck, however we
3 do have rooms that were fired into, and that
4 would include 1234, which is here. If you
5 notice Deputy Peterson is basically 69 feet
6 from the building directly to the south of that
7 building. As those rounds came out of those
8 windows those would be roughly over his head
9 and slightly to his left.

10 MR. SCHACHTER: So those rounds are coming
11 out when he's over there, so he definitely
12 heard those rounds coming out, right?

13 DET. SCOTT: I can't tell you whether --

14 MR. SCHACHTER: Is that -- I mean you're
15 surmising that, he is in that spot.

16 DET. SCOTT: I'm just saying it's very
17 close. Whether he heard them is something
18 he'll have to answer.

19 CHAIR: Remember when we were out there,
20 and you remember from when we did the tour out
21 there is, so is you're looking from where
22 Peterson was at 7-8 Building, you look up to
23 the north and to the west a little bit, and
24 it's that second floor window that had the
25 board on it. That's what he's talking about,

1 and where those rounds are coming out so, so
2 when Peterson is now retreated and is, you can
3 see him in the video, where he is, look at
4 where Cruz is on the second floor, and he is
5 yet, even though he fired six rounds on the
6 second floor --

7 DET. SCOTT: A total of six, yes, sir.

8 CHAIR: Right. Is that he has yet even
9 now to go to the third floor, which is where
10 he, he killed more people.

11 MR. SCHACHTER: And those -- and those
12 rounds are the ones that land on top of that
13 building that he was on, under.

14 DET. SCOTT: Those would be at the end.
15 Those would be when he's firing from the
16 teacher's lounge.

17 MR. SCHACHTER: 1234, where were those
18 kids, why didn't they get hit, where were they
19 hiding, what did that teacher do to prevent
20 them from getting injured?

21 DET. SCOTT: Off the top of my head I
22 can't remember if that was a room that, there
23 were several rooms that were empty, but it was
24 a room, I believe, where they just had enough
25 time, and they had the wherewithal to respond

1 correctly to the situation, which is get away
2 from that door, get away from that window. I
3 believe they were in the hard corner of that
4 room, which would be that corner further from
5 the doorway, therefore they were not seen. One
6 thing that is consistent with what happens
7 during this incident is he shoots what he can
8 see.

9 MR. SCHACHTER: Right. That's the key,
10 it's covering the window, which is very
11 inexpensive when we talk about hardening, easy
12 thing, every school should have window
13 coverings.

14 SEC. CARROLL: How many kids,
15 approximately, were on the second floor during
16 the shooting; do you know?

17 DET. SCOTT: I'd have to look it up. I
18 couldn't -- I don't want to tell you a number
19 without being sure.

20 SEC. CARROLL: And when we went on site,
21 I'm estimating, from where he was standing, is
22 that window, from my recall, and those shots,
23 and I'm not a law enforcement officer, but
24 those, those shots are loud and distinctive. I
25 cannot imagine him not from here to there

1 seeing what he saw, hearing what he heard, not
2 understanding what was happening before that.
3 I don't get it.

4 MR. SCHACHTER: Medina testified that the
5 heard the percussion in his chest when he
6 testified, and they were at the front of the
7 building; is that correct, Detective?

8 DET. SCOTT: I believe so.

9 CHAIR: Yeah, well, then also the other
10 thing, just to let you keep going with this,
11 but the other thing, listen to what he's saying
12 on the radio. What's he saying on the radio?
13 He's saying -- he's saying lock down the roads.
14 What about get people and go in the school? So
15 I mean just listen to what he's saying. And
16 then he talks about telling people to stay back
17 by 500 feet, so listen to that. What he's
18 saying here at, at this juncture, is totally
19 contrary to all law enforcement protocol,
20 policy, and what he should have been doing, and
21 telling people to lock down intersections at
22 this juncture when this guy is still on the
23 second floor. And yes, those rounds were
24 coming out right over his head, he had to see
25 them.

1 So the radio stuff, and what he's saying
2 at this juncture, is equally important as to
3 what he was not doing appropriately.

4 SEN. BOOK: Sorry. Sorry, Mr. Chair. But
5 also, too, who's getting those messages, and
6 how, and who is --

7 CHAIR: So -- so at the point because he's
8 putting out what he's putting out, he's putting
9 it out over Channel 8A, the Broward Sheriff's
10 Office radio, but remember at this juncture too
11 you've got all the Coral Springs officers that
12 are responding, and they're not hearing any of
13 that because they're on totally separate radio
14 channels, so the only people hearing that are
15 the responding Broward deputies.

16 And I'll just say this at this point, is
17 is that it is normal, accepted, and I wouldn't
18 think that anybody would do much differently,
19 if you're a responding Broward Sheriff's deputy
20 and you have the deputy that's on campus who is
21 there in the best position coming over the
22 radio and telling you what to do, IE lock down
23 intersections, you're going to go lock down an
24 intersection as opposed to coming on campus and
25 entering the building. So when people are

1 saying, well, the Broward responding deputies,
2 they didn't go rush right in, they're being
3 given instructions and directions by Peterson
4 to go lock down intersections, so they're going
5 to do what the guy who's on campus is telling
6 them to do, and that's the direction that he
7 was giving.

8 Coral Springs didn't hear that direction,
9 so Coral Springs is coming right in. Why are
10 they coming right in, because they weren't
11 hearing this nonsense direction about locking
12 down intersections. That's why there's -- and
13 we'll hear more about this, but that is one
14 reason why there's a difference in the response
15 between the two agencies.

16 DET. SCOTT: And to that point, at this
17 point Coral Springs police still are not aware
18 of what's happened. We're still a little bit
19 away from them being notified. At this point
20 the only Coral Springs asset who has been
21 notified has been the fire department.

22 MR. SCHACHTER: And they were notified
23 because the, the call went to Coral Springs
24 initially, and so fire gets notified, but it's
25 got to get rerouted to the law.

1 DET. SCOTT: Right. Right.

2 DR. BLACKBURN: I just heard potentially
3 one positive from the poor communication, and
4 that is Coral Springs did not get the
5 communication that Peterson was sending out.

6 CHAIR: Right.

7 DR. BLACKBURN: If there's any positive.

8 CHAIR: Right. If there's a silver lining
9 to that, right.

10 MR. SCHACHTER: But -- but Coral Springs
11 didn't find out because they had to have the
12 call transfers, also.

13 CHAIR: Well, and actually -- and we'll
14 find -- we'll hear this next time, how, how
15 this is the way it is, is that how Coral
16 Springs police found out was, is that one of
17 the sergeants from the Coral Springs Police
18 Department was in the joint fire police
19 administration building, ran into one of the
20 fire people, one of the fire people told him,
21 and then he got up on their radio and said is
22 it true. So there was a delay in Coral Springs
23 dispatching Coral Springs police because it
24 wasn't their city, it wasn't their
25 jurisdiction, it wasn't their, it wasn't their

1 response obligation. So they first sent it out
2 over fire. They didn't even tell the police
3 officers that were on duty, Coral Springs
4 police, so there's a delay in Coral Springs
5 because Coral Springs treated it as a fire/EMS
6 event, because they weren't responsible for
7 responding.

8 So it wasn't until Sergeant Reid from
9 Coral Springs Police ran into one of the fire
10 chiefs, and he told him, and then he comes up
11 on their information channel and says is it
12 true, and they said yes, and then it ended up
13 being dispatched over the Coral Springs
14 primary. So there's a whole delay in that as
15 well.

16 DET. SCOTT: Yeah. And actually -- and
17 I'll get to this when we reach that point. If
18 we can go ahead and continue here.

19 (Thereupon, the video presentation is playing in
20 open forum, and the proceedings continue as
21 follows:)

22 RADIO TRAFFIC: 729 is in route --

23 DISPATCH: 10-4.

24 RADIO TRAFFIC: -- what's the address?

25 DISPATCH: 5901 Pine Island --

1 RADIO TRAFFIC: 17Juliet3, we're talking
2 about the 1200 Building. It's going to be the
3 building off of Holmberg Road.

4 RADIO TRAFFIC: Any descriptions, I'm
5 coming up on Westglades middle --

6 RADIO TRAFFIC: We don't have any
7 descriptions yet. We just intercept, but
8 appears to be shots fired.

9 RADIO TRAFFIC: I'm over on the south side
10 over by the 700 Building.

11 RADIO TRAFFIC: -- shutting down east on
12 Holmberg -- Westglades and the high school.

13 DET. SCOTT: Can we hold there for a
14 second?

15 (Thereupon, the video presentation is paused, and
16 the proceedings continue as follows:)

17 DET. SCOTT: All right, that was
18 transmission from Deputy Kratz advising he was
19 shutting down Holmberg Road. According to his
20 report as he's responding to Stoneman Douglas
21 he's coming eastbound on Holmberg Road. He
22 gets flagged down by students who were fleeing
23 from Stoneman Douglas. While he stops to see
24 what they know he sees several school buses and
25 other traffic heading towards Stoneman Douglas.

1 At this point as you can tell the information
2 is limited, so he starts rerouting those buses
3 back the other way on Holmberg. All right, go
4 ahead.

5 MR. SCHACHTER: Wait, Detective, can I ask
6 a question? Did anyone at this point look in
7 the video cameras inside the school in the
8 hallways; do we know?

9 CHAIR: What do -- what do you mean?

10 MR. SCHACHTER: Well, there's video
11 cameras in the, in the hallways. Was there any
12 APs, anybody from administration looking at
13 these video cameras?

14 DET. SCOTT: I'd have to go back through
15 their interviews. I know that they did attempt
16 to review the video when they thought it was a
17 fire incident.

18 CHAIR: I think his question is was
19 anybody live monitoring those cameras. Is that
20 you're question?

21 DET. SCOTT: No.

22 MR. SCHACHTER: Well, I know there
23 probably wasn't, but once, once Peterson is on
24 the radio, he's on the school radio talking,
25 and people hear shots, did, did he communicate

1 this? I mean did anybody look inside the
2 cameras in, the cameras in the first floor, and
3 the second floor, they would have seen all this
4 carnage.

5 DET. SCOTT: Right. Unfortunately while
6 he's broadcasting to us I have no idea what
7 he's saying on the school radio.

8 MR. SCHACHTER: But through the interviews
9 was any, any of that uncovered? You have no
10 idea, no?

11 DET. SCOTT: I don't have independent
12 recollection of someone saying what they heard
13 Peterson saying on the school radio. I do know
14 they checked the cameras eventually, I just
15 don't know where it is in sequence.

16 MR. SCHACHTER: Yeah. Well, we're going
17 to get there, but while you have us stopped how
18 many kids were, were killed because they could
19 not get in that bathroom?

20 DET. SCOTT: I -- I can't tell you if the
21 outcome would have been different or not.

22 MR. SCHACHTER: How many kids tried to get
23 in that bathroom? What is there -- there's a
24 bunch there.

25 DET. SCOTT: We know -- we know one

1 fatality that was in the bathroom alcove.

2 MR. SCHACHTER: Who's responsible for
3 locking the bathrooms?

4 DET. SCOTT: It's my understanding through
5 interviews that the school had decided to lock
6 the first and third bathrooms due to an ongoing
7 issue with vaping.

8 MR. SCHACHTER: Who made that decision?

9 DET. SCOTT: Someone at the school.

10 CHAIR: Senator Book.

11 SEN. BOOK: Thank you, Mr. Chair. And I
12 know that we've talked several times about how
13 many times the weapon was reloaded. When we're
14 going through some of the chronology, I know we
15 said on the first floor at least once, can you
16 try to point out where those other things
17 happened? Thank you.

18 DET. SCOTT: Yes, ma'am. Yes, ma'am. At
19 this point, to your point, he is conducting a
20 reload. That's the opportunity that the group
21 that's down by 1249/1250 attempt to exploit and
22 make a run for it, because he turns around,
23 starts walking in the opposite direction, to
24 reload that weapon. Okay, go ahead.

25 (Thereupon, the video presentation is playing in

1 open forum, and the proceedings continue as
2 follows:)

3 RADIO TRAFFIC: 17Bravo1, I'll get the
4 west side of Stoneman on Holmberg.

5 DISPATCH: 10-4, west side of Holmberg.

6 RADIO TRAFFIC: 7Juliet4 responding.

7 RADIO TRAFFIC: Tango2 I hear shots fired
8 by the football field, shots fired by the
9 football field.

10 DISPATCH: Shots fired by the football
11 field heard.

12 DET. SCOTT: And if we could hold there.
13 And if we can go to the PowerPoint for a
14 second.

15 (Thereupon, the video presentation is paused, and
16 the proceedings continue as follows:)

17 SEN. BOOK: He's turned around when he was
18 reloading, not facing the hallway?

19 DET. SCOTT: Right, he turned his back to
20 the victims.

21 CHAIR: And at the same time, and Mr.
22 Rospierski was on that third floor, and he was
23 the one that was ushering out, so there was an
24 adult school person there, and, you know, this
25 gets back to the point that I keep making, is

1 that there were people there, and as an
2 example, if Rospierski had a gun when he turned
3 his back, and Rospierski did a great job in
4 getting a whole bunch of those kids out of
5 there because he saw what was happening and
6 ushered them out the other way, his back was
7 turned and he had an empty gun, shoot the guy.
8 But if you don't have a gun you can't shoot.

9 MR. SCHACHTER: But that would have to be
10 a teacher with a gun, which we didn't --

11 CHAIR: Well of course.

12 MR. SCHACHTER: -- we -- we didn't -- we
13 didn't approve that, right? I mean in our
14 recommendation.

15 SEN. BOOK: No, but also too, I mean there
16 have been lots of other, I know trainings that
17 teachers that can so that --

18 MR. SCHACHTER: Yeah, run, hide, fight --

19 SEN. BOOK: -- so there's -- there are
20 things that we recommend still.

21 CHAIR: And he did. He got a whole bunch
22 of kids out of there.

23 MR. SCHACHTER: Was he close enough? I
24 don't really -- how -- is he close enough to
25 actually run to attack him, or something like

1 that? I don't -- I can't see --

2 DET. SCOTT: I wouldn't recommend it at
3 that distance, you know, it's very --

4 CHAIR: No. Well, yeah, it's -- it's all
5 --

6 DET. SCOTT: -- I'll show you the distance
7 when I go back to the map. But just to give
8 you a reference on the transmission you just
9 heard, Deputy Kratz, who I showed you is, is at
10 Holmberg by the football fields, is not
11 transmitting that he's got shots fired at the
12 football field. What we believe is occurring
13 is as those rounds are being fired on the third
14 floor, he is firing them in that west
15 direction, several of these rounds are going
16 through the window that's at the end of the
17 hall, they're traveling over the building, and
18 like they are landing on that football field
19 where he's at. So he is probably hearing those
20 shots, and he probably is hearing impacts.

21 I'm sure you can understand at this point
22 that if you're responding to this call, and
23 you're starting to hear shots fired at the
24 football field, you're getting some back and
25 forth information about which building it's

1 coming in, it's going to kind of slow down, or
2 at least tell you where you're going to respond
3 to.

4 If we could go back to the video please.
5 Okay, now you asked the question regarding, the
6 suspect was here conducting the reload.
7 Rospierski was here. That's kind of a long
8 path to kind of charge I would say, as far as
9 your likelihood of success. He was closer to
10 the stairwell than he was to the suspect, for
11 the sake of the students he was trying to
12 protect I understand the decision he made.

13 If we can go ahead.

14 (Thereupon, the video presentation is playing in
15 open forum, and the proceedings continue as
16 follows:)

17 RADIO TRAFFIC: 17Juliet3, we're looking
18 at the 1200 Building. It's going to be the 300
19 Building. It's going to be at, right off of
20 Holmberg Road by the senior lot.

21 DET. SCOTT: Okay, and hold there please.

22 (Thereupon, the video presentation is paused, and
23 the proceedings continue as follows:)

24 DET. SCOTT: So you can understand even
25 more confusion when we hear the 1200 Building

1 followed by the 300 Building, and then he gives
2 a reference point of Holmberg by the senior
3 lot, which there are two buildings on Holmberg
4 next to the senior lot, both the 12 and 1300
5 Building.

6 CHAIR: So and -- yeah, I'm just
7 emphasizing that at this whole time that all
8 this is happening, everything you're seeing,
9 look at the video, see where Peterson is. He's
10 standing there hiding by the corner during all
11 of this, during the entire third floor time.

12 MR. SCHACHTER: And does he go back to 12
13 -- does he go back to 1250, the monster, or
14 does he head down the stairwell from here?

15 DET. SCOTT: He goes into 1240, that
16 teacher's lounge.

17 MR. SCHACHTER: No, I mean I just -- I
18 just look at the kids that are in 1250, and
19 this is very important, hopefully we'll put
20 this in our recommendation, kids should be
21 training exactly where to go, and know where to
22 go in an emergency situation. In Indiana they
23 have a red line. They know that they're out of
24 the, the shooting fan, and they're safe.

25 That's something that definitely can be pointed

1 out, and kids and teachers need to be training.

2 DET. SCOTT: Okay, if we can go ahead.

3 CHAIR: And remember some of the
4 classrooms in this building had that and some
5 did not.

6 MR. SCHACHTER: Can you explain what you
7 mean, had what?

8 CHAIR: Yeah, because remember, and we
9 talked about this, but since you raised it is
10 remember they had, and we'll get more into
11 this, but they had some active assailant
12 training in January. Based on the active
13 assailant training in January by Al Butler some
14 of the teachers, because it's inconsistent, the
15 policies weren't promulgated properly, and
16 there was ad hoc by the teachers, and that some
17 of the teachers went back to their classrooms
18 after that training in January and learned of
19 the hard corners, and some of the teachers had,
20 just what you're talking about, had lined off
21 with tape on the floor.

22 But it wasn't all the classrooms, it was
23 only some of the classrooms and some of the
24 teachers, so --

25 MR. SCHACHTER: And they didn't teach the

1 kids. I mean some -- I mean it wasn't training
2 with the teachers and the kids, some teachers
3 got it and went back to their kids --

4 CHAIR: Well, I can tell you --

5 MR. SCHACHTER: Why don't they teach,
6 train --

7 CHAIR: I can tell you that during the
8 preceding year according to, and we'll get into
9 this with the information we have, during the
10 preceding year there was not one active
11 assailant drill on the Marjorie Stoneman
12 Douglas campus.

13 DET. SCOTT: Okay, if we go ahead.

14 (Thereupon, the video presentation is playing in
15 open forum, and the proceedings continue as
16 follows:)

17 RADIO TRAFFIC: Get the school locked down
18 gentlemen.

19 DISPATCH: Attention all units now working
20 the Signal 33, go to Bravo channel for regular
21 traffic.

22 RADIO TRAFFIC: Some students say they
23 thought it was firecrackers but we're not sure,
24 by the football field.

25 RADIO TRAFFIC: -- 46, we also heard it's

1 over by, inside the 1200 Building. We're
2 locking down the school right now. Make sure
3 there is no pedestrian traffic anywhere on
4 Holmberg Road.

5 RADIO TRAFFIC: 15Echo2 on 51.

6 DISPATCH: Unit advise 51.

7 RADIO TRAFFIC: 15Echo2 I don't know if we
8 have any -- if they can respond also.

9 RADIO TRAFFIC: 15Bravo4 is going to
10 respond --

11 DET. SCOTT: Now, what I can tell you is
12 it's in this time frame we start to see
13 throttling taking effect on some of the
14 transmissions, based on, again, cross
15 referencing this with body camera video.

16 MR. SCHACHTER: Do you have any audio of
17 that throttling so we can hear what it sounds
18 like?

19 DET. SCOTT: I don't today.

20 DISPATCH: Attention units not working at
21 Signal 33, go to Bravo.

22 RADIO TRAFFIC: Tango2 I got more students
23 running.

24 DET. SCOTT: Actually if we could hold
25 here.

1 (Thereupon, the video presentation is paused, and
2 the proceedings continue as follows:)

3 DET. SCOTT: About 5 seconds prior to this
4 point is when, as the Sheriff mentioned, on
5 Coral Springs main channel one of their units
6 asked dispatch, hey, I ran into a fire guy who
7 said there's an active shooter at Stoneman
8 Douglas, is that true, and they tell him, yeah,
9 there's an active shooter, we hear shots in the
10 background, our 911 calls are blowing up, it is
11 confirmed.

12 This is going to be the first response on
13 the Springs side, and law enforcement starts at
14 that point.

15 MR. SCHACHTER: Have we gotten clarity as
16 to why that happened, why there wasn't this
17 automatic, and why there was this delay, and
18 why we had to wait for Reid to --

19 CHAIR: Well, you know, and, you know, I
20 think that, you know, and Chief Perry will come
21 in, you can ask him that, but, you know, I, and
22 from talking to them, and what we went through,
23 you know, three hours of this yesterday, I --
24 the initial call came in to Coral Springs. The
25 initial calls came in to Coral Springs. They

1 treated it --

2 MR. SCHACHTER: Lots of calls were coming
3 in.

4 CHAIR: -- as a call that was within the
5 Broward Sheriff's Office jurisdiction, and
6 primary service area, in Parkland so, that was
7 their fire first response area, so they treated
8 it as a fire/EMS call, and passed it to Broward
9 to respond because they were in the City of
10 Parkland. You know, Stoneman Douglas and
11 Parkland is outside of their city, it's outside
12 their jurisdiction. So this was in response to
13 the first call, first couple of calls.

14 They didn't know the magnitude of the
15 situation. They didn't know exactly what was
16 happening, and so at first they treated it as
17 they would any other call that was outside of
18 their city. You know, and based upon what I've
19 heard in listening to those, and seeing that,
20 initially it probably was not an inappropriate
21 response by Coral Springs to the initial calls,
22 because that was the protocol, because it was
23 outside the city, and they didn't know the
24 magnitude other than they were being told that
25 there was a shooting, and that there were

1 people shot, and they were giving it to
2 Broward.

3 MR. SCHACHTER: You hear shooting and a
4 shot. That sounds pretty, you know, clear to
5 me.

6 CHAIR: It is, but it's outside their
7 city. So, you know, there's probably room for
8 discussion about that, about whether, you know,
9 would of, could of, should have, and could they
10 have gotten on their police radio even though
11 it's outside the city and had Coral Springs
12 units responding. So, you know, there's --
13 that's one of those things that there's
14 probably room for some constructive discussion
15 about that, but that's likely why it happened.

16 MR. DODD: I've got a question. Which
17 unit was that that was asking or no pedestrian,
18 pedestrian traffic on, is it Holmberg?

19 DET. SCOTT: That was Peterson.

20 MR. DODD: And why was that a concern? I
21 mean is there literally a concern, that he felt
22 like there were shots in that direction? Were
23 students going out that way, or --

24 DET. SCOTT: The -- the only thing -- I
25 mean I can't speak for why he chose dispatch --

1 the only thing I would say is if you know you
2 have gunfire certainly you don't want to
3 compound the issue by having more people coming
4 in. Also putting it in the time frame that
5 this is school pickup. There are parents who
6 are already there who may instinctually, and I
7 can relate, want to charge into that school.

8 MR. DODD: Okay.

9 MR. SCHACHTER: I wish they would have.

10 SEC. CARROLL: I just want to go back to
11 the beginning, you said when he first showed
12 up, that gentleman who picked up Peterson, he
13 saw Cruz coming on, and he notified the guy in
14 building.

15 DET. SCOTT: Yes.

16 SEC. CARROLL: Did he know it was Cruz?
17 Did he know who that was?

18 DET. SCOTT: Based on the interview he, he
19 knew vaguely. He's like, oh, I remember it was
20 a kid that we had problems with before, but
21 could not remember who he was until a little
22 further down the line when he starts talking
23 with some of the other monitors.

24 SEC. CARROLL: Okay. And he notified the
25 person in the building?

1 DET. SCOTT: Yes, another security
2 monitor.

3 SEC. CARROLL: And that person in the
4 building, was, we he the one who actually
5 identified Cruz?

6 DET. SCOTT: I believe so.

7 SEC. CARROLL: And this is the second time
8 I've seen this, and it's sad every time I see
9 it. I don't know, no words can explain it, but
10 we heard all the stuff about the radio, and the
11 CAD, and the dispatch, and I think that's an
12 issue that absolutely has to be fixed, but I go
13 back to the immediate response. We had eleven
14 people dead and thirteen wounded, and nobody
15 was in the position to do anything about it,
16 with the exception of maybe this gentleman who
17 called another gentleman in the building, and
18 if they were armed they might have been able to
19 stop this. Otherwise not even Peterson was in
20 a place to stop what happened on the first
21 floor.

22 He was the only person I think in a
23 position to keep the guy from going to the
24 third floor, because were talking, when you see
25 this unfold you're talking a period of three

1 minutes, he makes his way from the first floor
2 to the third floor. Some of these responding
3 units even if the communication worked
4 perfectly are not going to be on the scene in
5 time to prevent even what happened on the third
6 floor.

7 The only thing that could have stopped
8 this and saved, other than Peterson, who I
9 think could have stopped this person from going
10 on the third floor, but what could have stopped
11 what happened on the first floor was an
12 immediate response when that first call was
13 made to the security person in the building.
14 If that security person in the building was
15 armed he could have met force with force, and
16 that didn't take place.

17 I think he ended up hiding --he was
18 unarmed, and I think he ended up hiding in a
19 broom closet or something.

20 DET. SCOTT: That's correct, sir.

21 CHAIR: And that's -- that's Taylor, who
22 was that monitor, and he was, and his post was
23 guarding the bathroom door, so --

24 DET. SCOTT: He was. The issue I
25 mentioned before as far as vaping, so since

1 they closed off all restrooms except for the
2 second floor they placed a security monitor by
3 the second-floor restrooms, which was Taylor.

4 CHAIR: Right. So when -- when Medina
5 called Taylor actually moved, and we'll get
6 into this more next month, and you get to see,
7 and some of the results of the interviews that,
8 that we have, is Taylor is actually moving
9 around in the building, and then he went and
10 hid in that closet, as you mentioned. So
11 Taylor, and he's not a teacher, and if he had
12 been, as a security monitor if he had been
13 armed in my view there's no doubt that he would
14 have had an opportunity to engage the shooter.

15 He was in the building. He was inside the
16 building. And certainly Peterson had that
17 opportunity, but he, he didn't, and he wasn't
18 armed.

19 UNDER SHER. HARPRING: The person who
20 initially radioed to the other individual in
21 the building, what was the physical distance
22 between that individual and the one who radioed
23 into the building? And secondly, they're
24 radioing on the school radio channel that
25 Peterson is presumably monitoring as well,

1 correct?

2 DET. SCOTT: Yes. If we can switch to the
3 PowerPoint I'll show you the distance, give you
4 a reference point.

5 UNDER SHER. HARPRING: Detective, I heard
6 he called him on his cell phone; which is true?

7 DET. SCOTT: At the interview I watched it
8 was on the school radio was what I was told.
9 Now, that may have been followed up with a cell
10 phone call, I -- can we switch to the
11 PowerPoint please.

12 CHAIR: Hang on, Commissioner Swearingen
13 has a question.

14 DET. SCOTT: Yes, sir.

15 COMM. SWEARINGEN: I have a question about
16 Medina. So Medina sees him going in, and he
17 simply calls in and says you've got an intruder
18 coming into the building. The next time we see
19 him he's on like a golf cart riding somewhere.
20 Why wouldn't he have just turned, gone right in
21 with him, he would have been, seen him in the
22 stairwell, and perhaps could have tackled him,
23 or taken him before he even got the gun out.
24 So what -- what was Medina's explanation for --
25 why would you just call that in, why wouldn't

1 you have followed him back then?

2 DET. SCOTT: Right. So and just to answer
3 that and the other question, so Medina is here,
4 he's at the front bus loop, and he says he sees
5 the suspect get out of the Uber and walk down
6 this sidewalk towards the 1200 Building. Now,
7 he comes over on his golf cart. He says the
8 suspect sees him, picks up the pace, and goes
9 into the building. In Medina's statement he
10 basically thinks cut him off at the head of the
11 pass, so he radios the person inside the
12 building.

13 He, in his statement, was unaware that the
14 bag was a rifle case. He says he thought it
15 was a black duffel bag.

16 CHAIR: You know, but --

17 COMM. SWEARINGEN: Again, it really
18 doesn't matter, if he had done what he should
19 have done, which is get off his cart, now he's,
20 now he's even given more reason, you see the
21 guy pick up the pace, even more of a sense of
22 something's not right here, so I'm not, there's
23 some issues with Medina in my book as well.

24 DET. SCOTT: Yes, sir.

25 CHAIR: So -- so describe, Zack, for

1 RADIO TRAFFIC: -- we're going to Bravo.

2 I hear shots fired.

3 DISPATCH: Shots --

4 DET. SCOTT: If we could pause there.

5 (Thereupon, the video presentation is paused, and

6 the proceedings continue as follows:)

7 DET. SCOTT: That's the transmission I was

8 referring to where in the background you can

9 hear it. And he says I can hear shots fired.

10 That is Peterson. If you can go back, Harold,

11 just maybe a few seconds, see if we can catch

12 that transmission again.

13 (Thereupon, the video presentation is playing in

14 open forum, and the proceedings continue as

15 follows:)

16 RADIO TRAFFIC: -- we're going to Bravo.

17 I hear shots fired.

18 DISPATCH: Shots fired.

19 RADIO TRAFFIC: Shots fire south of --

20 DISPATCH: All units on the shots fired

21 stay on Main.

22 RADIO TRAFFIC: 15 --

23 RADIO TRAFFIC: 17Ninja4, we definitely

24 have shots being fired.

25 DET. SCOTT: And if we could hold here.

1 (Thereupon, the video presentation is paused, and
2 the proceedings continue as follows:)

3 DET. SCOTT: Okay, at this point the first
4 Coral Springs officer advises that he has
5 arrived on the campus. That's Officer Burton.
6 He arrives on the southeast corner of the
7 campus at this time. All right, go ahead.

8 (Thereupon, the video presentation is playing in
9 open forum, and the proceedings continue as
10 follows:)

11 DISPATCH: All District 7 units go to
12 Bravo.

13 RADIO TRAFFIC: Tango2 -- right by the
14 football field.

15 RADIO TRAFFIC: 17Juliet3 make sure I have
16 a unit over in the front of the school. Make
17 sure nobody comes inside the school.

18 DISPATCH: I need a unit to the front.
19 Advise.

20 RADIO TRAFFIC: Bravo3, we need somebody
21 to shut down Holmberg at Pine Island.

22 DISPATCH: Units to shut down Holmberg,
23 advise.

24 RADIO TRAFFIC: Holmberg is shut down.
25 We're in front of Building 13 of the 900

1 Building. We have shots fired. I'm trying to
2 get the fence open.

3 DET. SCOTT: And hold there.

4 (Thereupon, the video presentation is paused, and
5 the proceedings continue as follows:)

6 DET. SCOTT: And if we can switch to the
7 PowerPoint. Okay, just on that last
8 transmission, that's Deputy Perry advising that
9 they're hearing shots between the 1300 and the
10 900 Building, and they're trying to get the
11 fence open. So these are the positions of the
12 deputies who have arrived on scene. As I
13 mentioned before Kratz is over here by the
14 football field, he's talking about hearing
15 shots fired there. Goolsby and Perry are here,
16 they're trying to get the gate open, that's the
17 fence they're talking about. Hanks and Volpe
18 are closing the distance from that intersection
19 to them, so they can make entry through the
20 same gate.

21 Down here, you can see in the southeast
22 corner, is Officer Burton from Coral Springs,
23 and he's going to walk, run northbound towards
24 the 1200 Building. And around this junction
25 here between Building 1 and 8 he actually gets

1 picked up by Medina in the golf cart. Medina
2 also takes him to the area of the 1200 Building
3 and drops him off, and in the course of doing
4 so gives him a description of the subject.

5 MR. SCHACHTER: So nobody goes in because
6 of Peterson?

7 DET. SCOTT: Well, at this point they're
8 still trying to get into the campus. They're
9 still trying to get that gate. That's what
10 they just advised. In 10 seconds though,
11 you'll probably hear why they didn't keep
12 charging.

13 MR. SCHACHTER: And then the bolt cutters,
14 that was to open the gate to let them in?

15 DET. SCOTT: The bolt cutters is after
16 this. This is -- one of the victims who was
17 injured gets carried out past the football
18 fields and to this fence by Westglades Middle,
19 and they're trying to get him through the fence
20 to rescue so they're asking for bolt cutters to
21 cut the fence.

22 All right, if we can switch back to video
23 please. And we can go ahead.

24 (Thereupon, the video presentation is playing in
25 open forum, and the proceedings continue as

1 follows:)

2 DISPATCH: Building 13 and 900 Building.

3 RADIO TRAFFIC: Do not approach the 12 or
4 1300 Building, stay at least 500 feet away at
5 this point.

6 DET. SCOTT: And if we can hold there and
7 switch to the PowerPoint please.

8 (Thereupon, the video presentation is paused, and
9 the proceedings continue as follows:)

10 DET. SCOTT: Okay, so obviously we've
11 heard Deputy Perry saying he's attempting to
12 get through the fence. Everybody is kind of
13 funneling in through that same entrance.
14 Assuming they got that fence open shortly after
15 he dispatched that they're probably about
16 halfway through that parking lot when the next
17 thing they hear is Deputy Peterson telling them
18 to stay at least 500 feet away from the 12 and
19 1300 Building.

20 Now again, as the Sheriff alluded to
21 earlier, the person that you would believe has
22 the best active intel about what's going on
23 would be the person who has been there from the
24 beginning of the incident, and should be
25 closest to the incident. If he tells you you

1 need to stay away from a building a smart
2 tactical decision might be you listen for a
3 second.

4 MR. SCHACHTER: What time is this?

5 DET. SCOTT: That is at 2:27:55.

6 MR. SCHACHTER: After the shooting was
7 over.

8 DET. SCOTT: Yes.

9 CHAIR: Well, but at this point Cruz is,
10 he's still in the building.

11 DET. SCOTT: Yes, he has not exited the
12 building yet.

13 CHAIR: Right, he's still in the building
14 though.

15 MR. SCHACHTER: And why did he say that?

16 DET. SCOTT: You'll have to ask him.

17 MR. SCHACHTER: What did he say in his
18 interview?

19 DET. SCOTT: I don't believe that question
20 was asked of him, because at this point we did
21 not have all of this, when he was interviewed.

22 CHAIR: So -- so -- so this hasn't come --
23 let's just set this up, as to what happened and
24 why, because in fairness to Detective Scott,
25 and why he's saying he doesn't know, and he

1 didn't ask those questions is, is that the
2 incident happens on the 14th, they interview
3 Peterson on the 16th. The video from the
4 exterior at the direction of the State Attorney
5 had been taken and sent to the FBI. They did
6 not have access to the exterior video until,
7 and you can fill this in, I believe it's the
8 following Tuesday.

9 DET. SCOTT: The 21st.

10 CHAIR: The 21st. So from the time they
11 interviewed -- so it's longer than that. So
12 from the time they, yeah, to the time they
13 interviewed Peterson on the 16th, they
14 interviewed him based upon his version, his
15 story, and what he gave them. The
16 investigators, because the State Attorney
17 directed that the FBI take the server
18 containing the exterior video, when they
19 interviewed him they didn't have access to the
20 video, and when they got it back on the 21st
21 they understood that there was differences
22 between what they were seeing on the video and
23 Peterson's original statements.

24 They reported it to their superiors and
25 command staff, and action was taken against

1 Peterson, and they never subsequently
2 interviewed him; is that correct?

3 DET. SCOTT: Yes, sir.

4 CHAIR: So that's why when he says I don't
5 know, I don't know, it isn't because they did
6 an improper interview, or didn't do what they
7 were supposed to do, they didn't have the
8 information to ask him about these things that
9 are still unanswered questions.

10 MR. SCHACHTER: But did they not have
11 audio from the, from what he said on the radio,
12 when he said stay 500 feet away?

13 DET. SCOTT: At this -- at that point when
14 we did the interview we did not have that,
15 because we were focusing on the time frame in
16 the building as the shooting was going on, so
17 that statement about stay 500 feet away from
18 those two buildings, we didn't ask him about
19 it, we just didn't. We weren't aware of the
20 issue yet.

21 MR. SCHACHTER: And I don't -- I don't
22 mean to, you know --

23 DET. SCOTT: No, sir. And I don't take it
24 that way.

25 MR. SCHACHTER: You know, I just want to

1 have as much information when he comes and
2 stand here, before that happens.

3 DET. SCOTT: Yes, sir.

4 MR. SCHACHTER: It's not policy obviously,
5 right, I mean --

6 DET. SCOTT: Correct.

7 MR. SCHACHTER: I mean you can't like, you
8 know, you guys, you guys teach all of your
9 officers to go in, go towards the bullets,
10 right, I mean that's --

11 DET. SCOTT: Yes, the policy -- and this
12 is -- and we have enough expertise on the panel
13 that I think everybody can, can check me on
14 this. The -- the active shooter laws, if you
15 will, are that if you have actionable intel,
16 and the best example is usually gunfire, you
17 move towards it. And it's counterintuitive,
18 you may step across victims, you may come
19 across injured, you may come across others, you
20 step past them because every shot you hear is
21 another potential victim.

22 When that stops, that's where things get a
23 little bit fuzzy for people.

24 MR. SCHACHTER: And the reason I'm asking
25 is because back in the day, you know, that was

1 not the protocol, and so I want to set the
2 record straight that the Broward Sheriff's
3 Office protocol, and his training, was as such,
4 to go towards the shooting. He won SRO of the
5 Year in 2014, and so that's why I'm asking you.

6 DET. SCOTT: Yes, sir. Okay, if we could
7 switch back to the video please. And we can go
8 ahead.

9 (Thereupon, the video presentation is playing in
10 open forum, and the proceedings continue as
11 follows:)

12 DISPATCH: Stay away from 12 and 1300
13 Buildings.

14 RADIO TRAFFIC: 17Juliet4 I had a parent
15 tell me that there is a child down. Have fire
16 rescue stage in the area until we make contact.
17 A parent told me there is a child down, have
18 them rescue stage.

19 RADIO TRAFFIC: Tango2, I got a victim
20 with a gunshot to the right leg, he's got a
21 gunshot to the right leg, come to the west end
22 of the high school by football field.

23 DET. SCOTT: If we could pause there for a
24 second.

25 (Thereupon, the video presentation is paused, and

1 the proceedings continue as follows:)

2 DET. SCOTT: Again, for units responding
3 now not only do we hear shots by the football
4 field we have someone who is shot at the
5 football field, so it does kind of compound
6 some of the responding units, I believe,
7 response as far as where is it they should be
8 heading. At 2:28:35, which is coming up on the
9 Coral Springs channel, this is when Burton is
10 being driven to the 1200 Building by Medina.
11 He's being given a description, which he puts
12 over Coral Springs radio, and that description
13 is a white male, ROTC uniform, but most
14 importantly he says burgundy shirt.

15 That is a piece of information that you do
16 not hear on our channel, and if I say it to
17 you, we're looking for a suspect who is wearing
18 an ROTC uniform what are you looking for, and I
19 can tell you there are absolute examples where
20 as they're evaluating students from the
21 buildings if you were wearing a grey dress
22 uniform you were held, because we're looking
23 for the uniform, and that one fragment of
24 information, a burgundy shirt, can make a lot
25 of difference.

1 MR. SCHACHTER: How did Burton get that
2 information?

3 DET. SCOTT: Medina gave it to him as he
4 drove him to the building.

5 MR. SCHACHTER: What time did the monster
6 leave the building?

7 DET. SCOTT: At this point, at 2:28:22 he
8 has left the building. He is about to approach
9 those tennis courts which are west of that
10 building.

11 MR. SCHACHTER: So he left at 2:28?

12 DET. SCOTT: A little bit before that.

13 MR. SCHACHTER: A little it before. That
14 information was not given to BSO --

15 DET. SCOTT: Not until much, much later.

16 MR. SCHACHTER: That -- that vital
17 information --

18 DET. SCOTT: As far as if you're trying to
19 visually acquire a suspect it obviously is just
20 an issue as far as talking about the importance
21 of communication, where that one piece of
22 information could be key. All right, if we can
23 go ahead.

24 (Thereupon, the video presentation is playing in
25 open forum, and the proceedings continue as

1 follows:)

2 DISPATCH: GSW right leg, west end by the
3 football field.

4 RADIO TRAFFIC: 15 -- Yankee let's set up
5 for an active shooter response when -- get back
6 to --

7 RADIO TRAFFIC: 17Juliet5 I have the
8 gunshot victim. I have the gunshot victim,
9 he's by the, by the entrance to Westglades on
10 the west side of the school.

11 DISPATCH: 10-4 fire rescue is being
12 notified.

13 RADIO TRAFFIC: Mary, does he know where
14 the shooter is?

15 RADIO TRAFFIC: We don't know but we're
16 heading into the building, the 13 Building,
17 Building 13, 17 --

18 DET. SCOTT: That's Officer Burton being
19 dropped off.

20 RADIO TRAFFIC: Does anybody have bolt
21 cutters? I can get this kid out of the fence.
22 He's stuck in the fence. I need bolt cutters.

23 RADIO TRAFFIC: The coach is with him.
24 See if he can help him over the gate.

25 RADIO TRAFFIC: 17Juliet4 let's get a

1 command post set upon the south side of the
2 Sawgrass in Coral Springs off of Pine Island.
3 The gate for the student entrance is unlocked.
4 We need to get units in here so we can start
5 trying to find this guy.

6 RADIO TRAFFIC: Victim's saying it's a
7 male in a hoodie he could not describe, with at
8 least an AR-15, if not an AK-47.

9 DISPATCH: 10-4. All units be advised a
10 male in a hoodie, possible AR-15 or AK-47.

11 RADIO TRAFFIC: -- can I get this kid out
12 down that, down that way? I got the victim,
13 but we can't get him over a fence.

14 DISPATCH: I need a unit with bolt cutters
15 to the west side by the football field.

16 RADIO TRAFFIC: 17Ninja4 I see a student
17 down on the, right next to the parking lot of
18 the senior lot.

19 DET. SCOTT: If we could hold there for a
20 second.

21 DISPATCH: Additional student --
22 (Thereupon, the video presentation is paused, and
23 the proceedings continue as follows:)

24 DET. SCOTT: Okay. At this point on Coral
25 Springs main channel one of their units

1 Yankee35 is advising that he's moving forward
2 to the 1200 Building with two BSO deputies,
3 with.

4 MR. SCHACHTER: Why?

5 DET. SCOTT: Because at this point their
6 intel is telling them the 1200 Building on the
7 Coral Springs channel, and at this point once
8 we have intel we all go, not one, not the
9 other.

10 CHAIR: So they're doing what Peterson
11 should have done, is the point, is that they're
12 moving in, they've got an entry team and
13 they're going in. That's at 14:30, right?

14 DET. SCOTT: 14:30 is when he's advising
15 they're moving forward. The first video,
16 interior video where we capture that entry, is
17 approximately 2 minutes later. I don't know
18 where they're moving forward from.

19 CHAIR: So, and at -- and at that point in
20 time, because the video is cut off here, but at
21 that time where the first entry element goes
22 in, which is about 2:30, 2:14:32 is, is that,
23 is he's, because where you saw Peterson there
24 on the corner of building, Burton took up a
25 position by a tree kind of adjacent to where

1 Peterson was, and he was holding that position,
2 and then when the entry team went in though,
3 and seeing that there's an entry team going in,
4 and Peterson is right there because he can see
5 the east door, he sees the entry team go in,
6 what does he do?

7 DET. SCOTT: He remains in that position.

8 CHAIR: Yeah, he didn't even go in with
9 the entry team that's going in. Does he
10 ever -- does he ever go in that building?

11 DET. SCOTT: No. And -- and just to
12 clarify, the first entry team is actually on
13 the west end, but there is a much larger team
14 that comes in approximately 2 minutes after the
15 first team that does go in that east end door,
16 a very large team.

17 CHAIR: Right. And he -- and he doesn't
18 join them.

19 DET. SCOTT: No, sir.

20 MR. SCHACHTER: Can we -- I'd like to make
21 a motion we take, we take that expletive into
22 that building. He's never been in there? I
23 think we should take him in there and give him
24 a little tour.

25 CHAIR: Well, we can't do that because

1 DET. SCOTT: There were certain SWAT
2 members that were there ahead of others. I
3 would say -- I know the BSO SWAT team vehicle
4 and most of the team responded just before, I
5 want to say 2:55 when they get there.

6 MR. SCHACTHER: So why -- why did they
7 wait so long?

8 DET. SCOTT: We also have to remember that
9 at this point we're also being told by people
10 who are watching the video that is delayed the
11 suspect is still in the building, and they're
12 tracking --

13 MR. SCHACHTER: So send SWAT in.

14 DET. SCOTT: And they did -- they did go
15 in.

16 MR. SCHACHTER: At 2:55?

17 DET. SCOTT: And when they're in there is
18 when they're told this video is delayed by 20
19 minutes.

20 MR. SCHACHTER: But I'm asking why didn't
21 go in sooner, did they not get there in --

22 DET. SCOTT: They didn't. They weren't
23 there, sir. They came from Markham Park, sir.

24 MR. SCHACHTER: So it started at 2:21.
25 Why does it take half an -- is that normal --

1 is that normally how long the SWAT takes, a
2 half an hour.

3 CHAIR: Just -- so, Mr. -- yes, yes,
4 because they're -- it's not -- it takes a long
5 time, I mean, for a SWAT response. But you can
6 have -- it depends upon the county and the
7 area. It's not unheard of from the time an
8 incident begins until, it's 45 minutes to an
9 hour. So SWAT is not a first responding unit.
10 And they were in training, so they were on the
11 range. And you'll hear more about this next
12 month.

13 We've interviewed the SWAT commander who
14 was there. We've interviewed Coral Springs
15 SWAT. So you'll hear more about this, about
16 where they were, what they were hearing. In
17 fact the commander said when he was on the
18 range, and they were shooting on the range, and
19 they had to do, they had all their -- I mean it
20 takes time. I'll give you an example, is that
21 they were shooting, and they were shooting
22 training rounds, they had to unload all their
23 weapons and reload it with, with duty rounds.
24 So there's a whole process that had -- and then
25 they had to go all the way up the Sawgrass and

1 get there, and form a tactical operations
2 center.

3 And so there was a reason. They actually
4 did it very quickly given all of what they had
5 to do.

6 DET. SCOTT: But I will say this is why we
7 don't leave this for just SWAT. This is why
8 everyone is trained, because time is of the
9 essence.

10 MR. SCHACHTER: And so with that said, in
11 other parts of the country, in Israel they
12 have, you know, paramedics with law
13 enforcement. I mean maybe if they would have
14 had a paramedic go in -- they didn't -- they
15 wouldn't probably let the paramedics go in.
16 They were the first ones called and, you know,
17 maybe they could have saved someone. I don't
18 understand why --

19 DET. SCOTT: And unfortunately there,
20 there are protocols as far as what's a hot zone
21 and what's a warm zone, and even with a rescue
22 taskforce format you have to have a warm zone.

23 CHAIR: We're going to get into all that.
24 There -- there were SWAT medics, and SWAT
25 medics were in there, and they did treat

1 people.

2 DET. SCOTT: Yes, they did.

3 CHAIR: That did happen.

4 MR. SCHACHTER: At what time though?

5 Everybody was --

6 CHAIR: Go ahead, Zack.

7 DET. SCOTT: Again just to kind of --

8 MR. SCHACHTER: Twenty minutes after.

9 DET. SCOTT: To highlight the layout, as
10 far as where the people were responding, the
11 suspect's flight, again, was down this area
12 here. He is in this mass of students heading
13 westbound at 29:20.

14 CHAIR: All right, and then he went, and
15 we know he went to the Walmart, and then he
16 went to McDonalds, and then we know what
17 happened from there so. So we appreciate the
18 presentation, it was very comprehensive, and we
19 appreciate you going through that. So it's
20 about quarter to 6:00. If anybody has any
21 other specific questions, otherwise we'll
22 recess for the day. Sheriff Ashley, go ahead.

23 SHER. ASHLEY: How big a campus, is that a
24 city block, two city blocks, how big a campus
25 is that?

1 DET. SCOTT: I'd say it's several city
2 blocks. I can't remember the exact acreage,
3 but I believe --

4 CHAIR: It is 45 acres.

5 DET. SCOTT: Yeah, 45.

6 SHER. ASHLEY: Thank you.

7 DET. SCOTT: Yes.

8 CHAIR: Sixteen buildings, 45 acres. And
9 that doesn't include Westglades.

10 SHER. ASHLEY: I'm just -- how long would
11 it take a track star to run from one end to the
12 other --

13 DET. SCOTT: It depends if he has anybody
14 he's got to get past. I mean it's -- it's a --
15 it's a very expansive campus.

16 SHER. ASHLEY: 500 yards?

17 DET. SCOTT: At least.

18 MR. SCHACHTER: So one thing that I would
19 like to say before we adjourn is that we saw a
20 lot of, a lot of mistakes here, a lot of humans
21 that did not operate, did not, all were
22 cowards. Hopefully if we had some good guys
23 with a gun they would have done something, but
24 that's the reason why I will contend that we
25 need a failsafe mechanism, and that's why we

1 need to harden these buildings, in case these
2 humans don't make mistakes. We know humans are
3 not going to do the right things on -- when in
4 an emergency situation you never know how
5 people are going to react. That's why we need
6 to harden these buildings. That's our fail
7 safe.

8 CHAIR: Okay. All right, so this will be
9 a segue way for us into next month's meeting,
10 where you're going to get a lot more of this in
11 greater detail, with video, with photographs,
12 with a lot of specifics, and so this will help
13 us lead into that, but it sets the background
14 that you need for starting to think about the
15 questions that you have for Deputy Peterson.
16 So with that we'll adjourn for the day, recess.
17 We do need to do public comment, yeah, I forgot
18 about that. We don't have any? Okay, we don't
19 have any public comment, so we don't have to do
20 that.

21 SHER. ASHLEY: Are we confident Deputy
22 Peterson is going to show up?

23 CHAIR: Well, you know, I would hope he
24 follows the law. He's been served with a
25 subpoena, and we don't have any indication that

1 he's not. There's no reason, that if he felt
2 that it was all right to go sit down with the
3 Today Show, and he felt it was all right to go
4 interview the Washington Post, then he should
5 stand here and answer your questions.

6 And so I would imagine that he will follow
7 the law, as he's required to appear, and
8 there's no basis as far as I know that he
9 should not appear, and he has no legal basis
10 not to appear, so I would expect he'll follow
11 the subpoena.

12 We're going to pass out to you, and I
13 don't know whether any of you will have time
14 tonight or not, we'll give them to you now
15 anyway, but assuming we get to it tomorrow, and
16 these the FSSAT, which is the Florida Safe
17 School Assessment Tool. We're going to talk
18 about that tomorrow. This is a confidential
19 document that is the FSSAT for the Broward
20 School District, and for Stoneman Douglas. So
21 we're going to give it to you.

22 If you happen to have an opportunity
23 tonight, I know it's late and you probably
24 won't, take a look at it. It will help
25 facilitate the discussion tomorrow. There's

1 also a possibility we don't get to it, but we
2 want to hand it out to you anyway so you'll
3 have that. And if all the Commission members
4 would make sure they get one before you leave.
5 So with that, tomorrow we will pick in the
6 morning at 8:30. We'll continue with the SRO
7 findings and recommendation discussion, and
8 then we'll segue way from there into the other
9 topics we didn't get to before.

10 And we're going to start hard in the
11 afternoon, because we're going to finish it
12 tomorrow in the closed session with Detective
13 Lyon's conclusion of his presentation on all of
14 the mental health services, et cetera. So with
15 that we'll be in recess until 8:30 tomorrow
16 morning.

17 (Thereupon, the meeting concluded.)

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C E R T I F I C A T E

(STATE OF FLORIDA)
(COUNTY OF MIAMI-DADE)

I, NIDELIS GONZALEZ, Reporter, certify that I was authorized to and did report the foregoing proceedings and that the transcript is a true and correct transcription of my notes of the proceedings.



NIDELIS GONZALEZ, Reporter
Commission: FF 188630
Expires: 01/11/19

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