

MARJORY STONEMAN DOUGLAS HIGH SCHOOL
PARENT MEETING

MARJORY STONEMAN DOUGLAS HIGH SCHOOL
5901 NW PINE ISLAND ROAD
PARKLAND, FL 33076

MONDAY, FEBRUARY 11, 2019
6:00 P.M. - 9:25 P.M.

COURT REPORTER:
TIMOTHY R. BASS
Bass Reporting Service, Inc.
633 Southeast Third Avenue, Suite 200
Fort Lauderdale, FL 33301
954-463-3326

United Reporting, Inc.
(954) 525-2221

PANEL MEMBERS IN ATTENDANCE:

ROBERT W. RUNCIE, Superintendent of Schools

JEFF MOQUIN, Chief of Staff

DR. VALERIE WANZA, Chief School Performance &
Accountability Officer

DR. MARYANN MAY, Chief Facilities Officer

MICHAELLE VALBRUN-POPE, Chief Student Support &
Recovery Initiatives

LORI ALHADEFF, School Board Member - District 4

MODERATOR: ERIC M. CHISEM

1 THEREUPON,

2 (The following Parent Meeting was called to
3 order by Mr. Chisem.)

4 MR. CHISEM: Good evening. Good evening
5 everyone. We certainly believe in being prompt
6 so we'll get started; okay?

7 Good evening again. Welcome parents. Thank
8 you for joining us. I'm Eric Chisem, Director of
9 Talent Acquisition & Operations Non-Instructional
10 and I will be serving as your moderator this
11 evening.

12 We will be starting momentarily. Meanwhile,
13 here is some general housekeeping information.
14 Restrooms are located outside the auditorium on
15 either side of the lobby. We have translation
16 services available this evening in Spanish for
17 those of you who would like to take advantage of
18 this service.

19 Our Board Member will be here, momentarily,
20 so we'll just go through some of the formalities.
21 Tonight we want to listen to you. We purposely
22 planned this meeting to be small enough to give
23 all a chance to speak. We're also not recording
24 this meeting in order to provide an environment
25 for each you to be able to talk without

1 distractions. We will be taking notes so that
2 the spirit of your questions and our answers will
3 be captured. We will post them on our website.
4 Speakers' names will not be listed. Speakers'
5 names will be listed on my left. The initial
6 speakers will be asked to sit in the reserved
7 area near the podium. As each speaker is heard
8 the next name will be posted. When you see your
9 name please make your way down to the speakers'
10 area. The microphone in the aisle has been
11 reserved for speakers, so please utilize so that
12 your comments may be heard. Comments from the
13 floor will not be recognized. Although you see
14 your name on the wall, when we put the questions
15 and the answers on the website your name will not
16 be included. Speakers will be allotted two
17 minutes each and cannot yield their time to
18 another speaker. We have eight parents who have
19 signed up to speak and we are planning wrap up at
20 8 p.m. We will try to accommodate as many
21 speakers as possible within that time and to do
22 so we will utilize a timing device with green,
23 yellow and red indicators to fairly allocate time
24 for each speaker. Please wrap up your questions
25 or comments when the red indicator lights up.

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1 The speaker list was developed from the
2 speaker registration outside and is based on the
3 order of sign up. If you do not have the
4 opportunity to be heard this evening you may
5 e-mail your questions or comments to
6 safety@browardschools.com.

7 Q&A from tonight's meeting will be posted to
8 the district website at browardschools.com. Your
9 name will not be included.

10 As I mentioned, tonight's meeting will not be
11 recorded, so we ask you to be respectful of
12 everyone's privacy and request that you do not
13 record or photograph this evening's proceedings.

14 However, due to a recently filed lawsuit
15 there is a court reporter present taking down the
16 questions and answers. Parent's names will not
17 be posted.

18 Please silence your cell phones and any other
19 electronic devices. In addition we will be
20 following our normal meeting protocols that model
21 the district's eight character traits,
22 cooperation, responsibility, citizenship,
23 kindness, respect, honesty, self control and
24 tolerance. Thank you for that.

25 I invite you now to please stand and join me

1 in the Pledge of Allegiance.

2 At this time I would like to invite our
3 speakers who are listed to my left to come down
4 and take a seat in the reserved area.

5 At this time we will get started by asking
6 our panel to take a moment to introduce
7 themselves. We'll start with Superintendent
8 Runcie.

9 SUPERINTENDENT RUNCIE: Good evening and
10 thank you for joining us this evening. This is
11 an important and needed conversation. Three days
12 will mark one year since the horrific tragedy
13 befell this school and community. It will
14 certainly forever change -- change all of us.
15 You know, I do this work not just as a
16 superintendent but as a father of three kids and
17 I work each and every day to put safety as a
18 priority to make our schools as safe as possible
19 for our students, our faculty and our community.

20 Immediately upon the tragedy we focused on
21 three things in Broward County. We focused on
22 the wellness of our students, our faculty and the
23 community. Secondly, we worked to improve safety
24 and security measures around this district,
25 including protocols. And, third, we cooperated

1 and worked extensively with the various
2 investigations including the Marjorie Stoneman
3 Douglas Commission which was charged with
4 investigating this tragedy and providing us with
5 some answers on what we needed to change and also
6 provide us with some information to be able to
7 conduct our own investigation and hold people
8 accountable.

9 As far as our wellness component, we
10 immediately opened five resiliency centers in
11 Parkland, one of them also for our employees.
12 One was open seven days a week. We engaged
13 national experts around the country to help us.
14 We had folks who worked with us from the National
15 Center for School Crisis & Bereavement, the
16 Center for Mind-Body Medicine, National Center
17 for Victims of Crimes, to name a few. We
18 consulted with staff and folks from other
19 tragedies that have gone on in this country,
20 including Columbine and Sandy Hook. We staffed
21 additional counselors and support in the Parkland
22 zone and we added as many as 25 additional
23 counselors and mental health support resources in
24 the Parkland zone.

25 On the safety side we have worked to add

1 additional resources to this campus. We doubled
2 the number of security staff from 9 to 18. We
3 installed an additional 100 cameras over the
4 summer. Over the summer we also upgraded and
5 changed the locks on classroom doors. We
6 replaced and upgraded the intercom system. And
7 so we also worked to expedite the installation of
8 the modular classrooms and ensured that within
9 those modular classrooms we also included, two of
10 them are actual wellness centers that function
11 today to support students and staff.

12 So our work is continuous. It's ongoing. I
13 can tell you these sessions, although they have
14 certainly been intense and we certainly felt and
15 heard the frustration and many times anger that
16 exists, I can tell you we have -- you know, we
17 are going back and we're looking to do more and
18 have started, you know, our discussions of things
19 that we can implement this year. So, you know,
20 we're working with the Board providing them
21 guidance from these sessions as well and working
22 with Ms. Alhadeff and others.

23 So it's my hope that through our conversation
24 today that we'll certainly get your sense of
25 additional things that we can do and continue to

1 do here at Stoneman Douglas, throughout Parkland
2 and the district as we work to make our schools
3 safe. It will continue to take a community
4 effort to do that, not just the school district
5 but everyone in our entire community working in a
6 collaborative fashion.

7 Thank you.

8 MR. CHISEM: If we could start with the
9 panel, introduce yourselves?

10 MS. ALHADEFF: Hello MSD family and elected
11 officials. Thank you for coming today so you
12 have the opportunity to have your questions and
13 concerns answered. I want you to know that we
14 all deserve answers and want changes as quickly
15 as possible to make sure our children are safe
16 when they go to school. As your School Board
17 Member I am working nonstop to make that happen.
18 If after today you would like to send me an
19 e-mail, my e-mail address is
20 lorialhadreff@browardschools.com. Also, if you
21 can please download the SaferWatch app, see
22 something, say something, send something, and we
23 will do something in collaboration with our law
24 enforcement. You can report things anonymously
25 and they don't have access to the information on

1 your phone.

2 I know that we are healing together through
3 this tragedy and we want answers of why and how.
4 I do too. With patience and persistence we will
5 figure this out and strive to make our school
6 safe for our children and that they receive a
7 high quality education. Your voice is your power
8 and together we are stronger.

9 DR. WANZA: Good evening. I'm Valerie Wanza
10 and I'm the Chief School Performance &
11 Accountability Officer.

12 MR. MOQUIN: Good evening. My name is Jeff
13 Moquin. I'm the Chief of Staff. A lot of the
14 work that I've been focused on this past year has
15 been working with the Board and district staff
16 throughout the county on implementing the new
17 requirements of the Marjory Stoneman Douglas
18 Public Safety Act as well as facilitating a
19 comprehensive review by an independent security
20 firm to review and do security risk assessments
21 at all of our schools as well as review all of
22 our policies, and our trainings, and our staffing
23 models around security to provide us
24 comprehensive recommendations on how we can
25 further enhance security throughout the school

1 district.

2 I can tell you also that, based on the
3 preliminary report which was issued in August,
4 the School Board has already authorized
5 investments of nearly \$31 million to address some
6 of the key priorities that came out of the
7 findings from their work that they've done. So
8 thank you for being here this evening.

9 MS. POPE: Good evening. My name is Mickey
10 Pope. I'm Chief of Student Support Initiatives &
11 recovery.

12 DR. MAY: Hi, I'm Dr. Mary Ann May, Task
13 Assigned Chief Facilities Officer.

14 MR. CHISEM: Let me share that this is an
15 opportunity for you all to provide some comments
16 and questions to us and we are here to provide
17 responses to you.

18 So if the first speaker listed above would
19 just come up and introduce yourself?

20 SPEAKER: Hi, my name is *****. First, I'd
21 like to start by wishing Lori happy birthday.

22 I'd also like to say that I think it's
23 absolutely terrible that we waited almost a year
24 for these meetings.

25 My first question is the portables that you

1 spoke of are not safe. You can shoot right
2 through them. Is there anything that you plan on
3 doing to make those portables safe for our
4 students that are in them?

5 SUPERINTENDENT RUNCIE: Yes, there is. A
6 couple things about the portables I will tell
7 you. They have, you know, hurricane proof glass
8 on them. But we heard the concerns from our
9 earlier sessions, so we put a request in last
10 week and hope to get an answer this week about
11 hiring additional armed security staff for that
12 area that would be placed out there directly. So
13 those are -- that's the immediate thing that we
14 are working on right now.

15 SPEAKER: Is there a district code red policy
16 in place?

17 SUPERINTENDENT RUNCIE: There isn't a formal
18 policy that's formally adopted. It's coming in
19 front of the Board. February 20th is the
20 official date. There's a process that's
21 effectively defined by state law where once the
22 Board goes through additional draft of a policy
23 they can't just approve it. It has to go through
24 a couple of cycles so that the public can get
25 input on it. But we have been working on

1 executing as if that policy were in effect. We
2 have been doing, you know, code red drills around
3 the county. So far last count we've done in
4 excess of 1,500 of them in the district since the
5 start of this school year.

6 SPEAKER: Another question. Why are there
7 not hard corners or safe spots in all of the
8 classrooms? I know that a few of the classrooms
9 have been -- they have been put in but not all of
10 them. So I was wondering why at almost a year we
11 still don't have those in place?

12 MR. MOQUIN: So that was an issue that was a
13 recommendation out of the MSD Commission. It was
14 also something where the district's independent
15 consultant, security risk consultant, provided
16 some information to the district. And the
17 independent security firm cautioned us against
18 how we would go about implementing hard corners
19 because they were aware that the recommendation
20 came from the Commission. So we met with the
21 Board and have actually been going through a rule
22 development process to actually implement the
23 work on the safer spaces throughout the entire
24 district. That policy is also coming before the
25 Board for formal adoption on February 20th and we

1 have been doing that. At a couple of schools
2 we've piloted how we're going to go about marking
3 those safer spaces, but what we've found as we've
4 continued to work on some of the practical
5 aspects of implementing it is that there are some
6 challenges depending on the room configuration.

7 So most rooms, yes, it's quite simple given
8 the fact that there's one primary entrance to the
9 room and many of the rooms don't have windows.

10 But when you start looking at several of the
11 designs throughout the district and you get into
12 aspects of multiple entrances into the room,
13 windows, that may be a bank of windows, that may
14 be a wall, you start to find that what the
15 guidance would be is depending on where the
16 threat is coming from. And what the experts have
17 been telling us is that depending on where the
18 threat would come from would depend on where you
19 would potentially designate for safekeeping. And
20 so that's been one of the challenges.

21 The other thing is that the Board authorized
22 us to move forward the start of implementation
23 even though the policy hasn't been officially
24 enacted yet, and we were looking to reach out to
25 our law enforcement partners to help us in order

1 to -- I think we have somewhere near 30,000
2 classrooms throughout the district, so to be able
3 to implement that expeditiously we were going to
4 rely on assistance from law enforcement agencies
5 to assist us in identifying through their
6 expertise where they believe that safer space
7 should be in the classrooms. Many of our law
8 enforcement partners are very eager to do that
9 and we've been working with some of the cities to
10 facilitate their SROs in helping the school staff
11 identify them, but, quite frankly, some of the
12 law enforcement agencies have not wanted to take
13 on that burden, so we've had to go ahead and look
14 at, for at least schools in those jurisdictions,
15 how we're going to go ahead and implement the
16 policy in a different fashion than we first
17 anticipated.

18 But the answer is, the district is willing to
19 go do it. We are moving expeditiously. But
20 we've also been reaching out to other school
21 districts throughout the entire state who have
22 indicated that they, too, are implementing it to
23 see how they've overcome some of these obstacles.
24 And what we're finding is that it's not unique to
25 Broward and each district is kind of going about

1 it a little differently.

2 But we are moving to do that. It's something
3 that the Board is committed to doing and I
4 believe we've already at least in a majority of
5 classrooms of at least four schools piloted it so
6 that we can get some feedback from the students
7 and staff in terms of the graphic inquiries to
8 designate the safer space as well as its size and
9 its general location on the corner.

10 So I hope that answers your question.

11 SPEAKER: Thank you. Another question to Mr.
12 Runcie. The door hardware you spoke of that was
13 changed here at this school --

14 SUPERINTENDENT RUNCIE: I'm sorry, the door?

15 SPEAKER: The hardware on the doors that you
16 spoke of that was changed, what's been done in
17 other schools in the district?

18 SUPERINTENDENT RUNCIE: So we haven't had
19 some district-wide changing of locks. As we do
20 at the beginning of school we change the locking
21 hardware, but what we directed schools back last
22 year, last spring, was to ensure that all
23 classroom doors are locked while school is in
24 session. So that's something we continue to
25 reinforce at all of our schools to ensure the

1 doors are locked, that they're not being propped
2 open for any reason. And just really being kind
3 of vigilant on our campuses about that.

4 SPEAKER: I have been told that in -- at the
5 School Board you've had metal detectors put in.
6 What about our schools? What about wands,
7 possibly, or moving metal detectors around just
8 randomly surprising students, just something to
9 deter students from bringing weapons into your
10 school?

11 SUPERINTENDENT RUNCIE: That's a good
12 question, and let me just first clarify, the
13 School Board doesn't have metal detectors. We do
14 use wands on days that we have School Board
15 meetings but it's a general practice any day that
16 you come to the KC Wright Building we go don't
17 have wands or metal detectors, only on School
18 Board meetings and workshops. We are discussing
19 other ideas. As I promised this community we
20 would go back and revisit and relook at the idea
21 of metal detectors, notwithstanding there are
22 significant challenges around that. But we are
23 evaluating, you know, as we speak a proposal from
24 a vendor. Right now staff has been working
25 through those details. We will be bringing that

1 proposal back to the Board sometime this month so
2 that we can get a determination, hopefully,
3 before this month is over on what we'll actually
4 do here at this school in terms of entry point
5 metal detection.

6 So that's -- that's still on the table and we
7 are looking at some actual alternative pieces.
8 The last piece you mentioned is also an idea
9 we'll explore once we have some place where we're
10 actually using key point metal detection. But,
11 yeah, one could envision the scenario where we
12 would have some type of portable type devices
13 where we could go and do some random checks at
14 schools, those places where we know there may be
15 some concerns, but just some random ideas like
16 that. So we're looking at all those as well and
17 those discussions have been initiated with the
18 School Board. Right after our second community
19 meeting we were able to do that.

20 SPEAKER: Thank you. And another question.
21 As far as substitute teachers, I heard from my
22 child, as well, that they've come in and -- he's
23 had a substitute during the program and they're
24 not well trained as to what to do during an
25 emergency. So what are you going to do to make

1 sure the substitute teachers are trained properly
2 so that our students know what to do and they are
3 led properly in case of an emergency?

4 DR. WANZA: Good evening again. Valerie
5 Wanza, Chief Performance & Accountability
6 Officer. Our Talent & Acquisition
7 Non-Instructional, they actually facilitate the
8 professional development as far as substitute
9 teachers, so we have put in a component in
10 substitute teacher training regarding emergency
11 drills, code red drills. I've also worked with
12 the principals and continue to do so regarding
13 having some kind of orientation or a buddy system
14 for teachers that, you know, there's a sub next
15 door, what's the plan in place that we orient
16 them? There's a buddy system. But we also -- we
17 have put that into the sub training and we will
18 continue to do it as we orient new substitute
19 teachers into the school district.

20 SPEAKER: Thank you.

21 DR. WANZA: You're welcome.

22 SPEAKER: I thank you for your time and I
23 just want to say that I just think it's sad that,
24 again, it took a year for this. And then also in
25 our county nobody has done anything over these 17

1 days to honor the victims or -- I know West Palm
2 Beach started the 17-day Kindness Act that they
3 have had all their teachers and students doing,
4 Gainesville started something that has honored
5 each and every victim, but nothing from our
6 county. And I just thought that was very sad
7 because this happened in our county. So --

8 SUPERINTENDENT RUNCIE: Ms. Pope, could you
9 maybe talk to the commemoration activities that
10 we have been planning for at least three or four
11 months as well as the outreach we have done with
12 all 60 -- 66 other school districts in the state
13 in asking them to -- I've personally done that to
14 honor the victims and this community. So there
15 are activities going on in all districts in the
16 state, including on February 14th all school
17 districts in the State of Florida will be holding
18 a moment of silence at the same time we will be
19 observing that here in Broward County. We
20 provided scripts and information for all the
21 schools. We have also a variety of commemoration
22 activities that we have planned here and some
23 very extensive for Broward County. So, Ms. Pope?

24 MS. POPE: Good evening again. So there has
25 been some activities occurring in collaboration

1 with many partners across the county. I know
2 that HandsOn Broward has been working with
3 families of the deceased and have put on a number
4 of commemorative activities over the last few
5 months. But what has occurred for us within the
6 district has been a collaborative effort, as the
7 Superintendent said, over the last four months
8 with a number of entities in the county, the City
9 of Parkland, City of Coral Springs, Children
10 Services Council, United Way, HandsOn Broward, to
11 name a few. We've all come around to
12 thoughtfully plan activities for commemoration.
13 Many of these activities are occurring this week
14 and in particular on the 14th on the day of the
15 one-year mark. Superintendent mentioned that we
16 have a countywide planned moment of silence.
17 Along with that are a number of activities
18 relating to service. Very early on we identified
19 a theme to honor our 17 fallen Eagles and to
20 also, I guess, truly support and represent those
21 who have also been injured. The theme was around
22 service and love. And I'm understanding that
23 February 14th is also a time that we celebrate
24 Valentine's Day to show love on that day to one
25 another, and we embrace that idea along with the

1 idea of service and so the entire county, every
2 school in the district, will be engaging in
3 activities of service and love. The committee
4 that we put together with the collaborative role
5 of the folks that I mentioned earlier, we
6 researched service activities to provide all of
7 our schools choices to engage in their local
8 communities. We also have activities that are
9 being planned in this community around service
10 and love. There are some school-based activities
11 at Marjory Stoneman Douglas for staff and
12 students who will be there on that day and then
13 there is activities that are occurring at Pine
14 Trails Park locally. And across the county youth
15 groups doing all kinds of service activities. We
16 really have to come together around that day
17 being a day that we keep everyone safe as they
18 engage, both physically safe but also
19 psychologically safe. And so part of our plans
20 were around providing mental health services on
21 that day, ensuring all of our clinicians are in
22 place to address what students and staff may be
23 going through emotionally as well as the larger
24 community. So our wellness centers are poised
25 and ready. The Resiliency Center at Pine Trails

1 Park is poised and ready. So there is a guidance
2 that we provided to all of our school leaders and
3 that guidance has been shared. We also provided
4 parents with some resources on how to support
5 their children throughout this period. So there
6 has been some thoughtful work over the last three
7 months around the commemoration.

8 MR. CHISEM: Thank you. Please state your
9 name.

10 SPEAKER: Good evening. My name is *****.
11 My son who is now a 12th grader was in a
12 Holocaust class last year when Stoneman Douglas
13 was hit with a tragedy on February 14th that
14 impacted an entire community and changed lives
15 around the world.

16 Prior to February 14th there were multiple
17 incidents around Broward county such as fights,
18 threats and deaths. Students, teachers and
19 parents have spoken out asking for help with
20 little change. Little was done. What makes
21 their lives less important?

22 Before February 14th teachers, students and
23 parents spoke out about the shooter asking for
24 help based on their school experiences. Little
25 was done. Since the massacre students, teachers

1 and parents have been pleading for change. Still
2 little has been done.

3 Our badges, single point of entry, campus
4 monitors that are paid nearly nothing don't solve
5 our problem. We still have fights, we still have
6 threats and we still have students with mental
7 health issues and something more needs to be
8 done. The matrix needs to be changed.

9 Here is a solution, we need a person
10 responsible for follow up with regard to fights,
11 threats and mental health related issues in all
12 schools.

13 Last year at a meeting I asked for a liaison,
14 a person leading a task force. Let's call this
15 person a discipline liaison or whatever you
16 choose.

17 Can you submit today to create such a task
18 force?

19 This would help all types of kids and
20 psychologists. This person would be the liaison
21 between the school and an alternate program to
22 help prevent tragedies and help protect all
23 students and teachers in Broward County.

24 Scott Israel was held responsible for
25 officers' inaction on February 14th, not all.

1 Are you going to be held responsible for the
2 lax discipline matrix that enabled the shooter to
3 get detention after suspension after expulsion,
4 but be returned to our school? I am sure that if
5 you or anyone on the School Board were in the
6 shoes of people impacted by tragedies in Broward
7 County, not just in Parkland, you would be up
8 here fighting for change.

9 We not only need change, we need quality
10 through our Broward County Schools. Why did it
11 take February 14th for safety issues to be
12 implemented?

13 So I'm asking you, can you formally create a
14 discipline liaison with a task force to follow up
15 on students who return to school?

16 Will you change the disciplinary matrix that
17 has caused previous incidents around Broward
18 County and was the precursor for the tragedy at
19 Stoneman Douglas on February 14th?

20 SUPERINTENDENT RUNCIE: All right. Thank
21 you, ma'am, for those questions.

22 First, let me explain the discipline matrix
23 and how that works. The discipline matrix is
24 actually conceived and developed through a
25 committee structure of stakeholders that includes

1 parents, teachers, union representatives, and
2 other groups. There's four or five major
3 entities that are involved who developed that
4 discipline matrix. And I think Ms. Pope can
5 actually speak to it in detail.

6 That discipline matrix is then presented to
7 the School Board. The discipline matrix is
8 something that's developed, it's not from the
9 Superintendent's office, it's actually something
10 that's developed by the community and then
11 presented to the School Board to be passed.

12 So I will have Ms. Pope walk through some of
13 those details, then I'll circle back with answers
14 to the other questions.

15 MS. POPE: Yes. The guidance to develop a
16 Code of Student Conduct and also the discipline
17 matrix begins with the law. We are provided with
18 laws that allow us to place certain offenses into
19 our disciplinary policies. One such law a called
20 a zero -- Florida Statute Zero Tolerance for
21 Crime and Victimization. And it outlines and
22 requires each school district, school boards, to
23 enter into an agreement with the county sheriff's
24 office, local police departments, specifying
25 guidelines for ensuring that acts that pose a

1 serious threat to school safety, whether
2 committed by a student or adult, are reported to
3 a law enforcement agency. It goes on to speak to
4 that that agreement also must include the role of
5 school resource officers in handling and
6 reporting incidents and the role of school
7 officials. And there are certain incidents that
8 a school official may handle without consulting
9 or filing a report with the law enforcement
10 agency. And then it specifies what those are.
11 It goes on to speak to petty acts of misconduct
12 and misdemeanors. It goes on to speak to
13 disorderly conduct, simple assault or battery or
14 affray, theft of less than 300, and it specifies
15 those pieces that do not require law enforcement
16 involvement.

17 So we begin with that law, then we go on to
18 what we call assessor requirements and those come
19 from the Department of Education. And that
20 provides us with further guidance on what needs
21 to go into your Code of Conduct. And it even
22 tells us -- provides us with specific guidelines
23 as to what the consequences should be. So it
24 starts there.

25 We then come together, as Mr. Runcie said,

1 and we bring together a collaborative committee.
2 So the task force that you're requesting does
3 exist. In fact, there are three groups that come
4 together around building our Code of Student
5 Conduct and the matrix. And those groups are the
6 Code of Conduct Committee, which does have on it
7 teachers, staff, school administrators, as well
8 as designees that are assigned by School Board
9 members and the Superintendent that provide
10 guidance. The second group is what we call our
11 collaborative agreement on school discipline,
12 it's our eliminating school to prison pipeline,
13 which is made up of community members as well as
14 administrators from the district, teachers from
15 the district. The Teachers Union sits on that
16 committee. We have a number of youth serving
17 organizations that sit on that committee and they
18 provide input as well. The process then goes to
19 several workshops with our School Board. They
20 receive those recommendations and make some
21 decisions as to what is going to end up in the
22 policy that is approved by the Board. So several
23 workshops as well as the Board approval process.

24 So it is a collaborative process and it does
25 take into consideration the law and what the

1 local community tells us that they'd like to see
2 in terms of how we discipline children in our
3 schools.

4 SPEAKER: It obviously needs to be changed.

5 SUPERINTENDENT RUNCIE: So there are changes
6 that we have implemented. I will just highlight
7 some of the additional things. So one,
8 especially around threat assessments, so what we
9 instituted at the start of the school year back
10 in August is that once a student gets to their
11 second behavior offense it automatically triggers
12 a threat assessment which brings in a threat
13 assessment team which includes law enforcement.
14 So that piece has been put in place.

15 Secondly, we have put in an audit program to
16 audit discipline records, practices, as well as
17 threat assessments at schools. So that is in
18 place for this year. At our School Board
19 Workshop on February 26th those -- the discipline
20 matrix program that we have in the district we
21 will recommend some additional changes as a
22 result of the commission's work. One is around
23 the number of referrals to the program, so
24 setting some cap on that. The second is around
25 resets, where you don't get a reset when you go

1 into a subsequent year. We have been following
2 that this year as well. And then the last piece
3 is there is some statewide database called
4 PreventionWeb where you upload some of these
5 things that's different than what we formally
6 provide to the state as well. So those are some
7 additional changes that will be recommended to
8 the School Board. So there are things that are
9 to be put in place. There are additional changes
10 that we are continuing to make as well.

11 DR. WANZA: So the only thing I was going to
12 add is that all schools have something called a
13 collaborative problem solving team and it has
14 representation from school administration, from
15 teachers, from technicians like guidance
16 counselors, family counselors, social workers,
17 psychologists, as well as the parents are invited
18 to participate to look at a child's history and
19 it could be for behavior or academic concerns,
20 recommend interventions that could be implemented
21 to address what seems to be the need or the
22 deficiency of the student at the time, and that
23 is for -- any teacher or any school employee can
24 recommend a child to the collaborative problem
25 solving team and it's for general ed as well as

1 special education students. And we also have
2 what's called a behavior intervention team, which
3 is a district level team that can work with the
4 collaborative problem solving team in order to
5 determine if it is time for a child to possibly
6 be re -- to be reassigned to another location.
7 And that is typically when the deferrals and the
8 applications, for lack of a better term, for a
9 student to be transitioned to our alternative
10 school settings. And we have those meetings
11 almost weekly.

12 SUPERINTENDENT RUNCIE: So the final thing
13 I'll say on this is that, yeah, we have these
14 things in place, we have made some changes.

15 The challenge and the test will be the
16 development of implementation so that it's done
17 consistently and comprehensively across every
18 school. So, for example, the threat assessment,
19 that policy comes before the Board tomorrow. A
20 couple of changes there are, one, requiring
21 principals to review and sign off on those threat
22 assessments. Number two, have the principal's
23 supervisors, our cadre directors as we call them,
24 also review and ensure that that is done.

25 So we're adding two layers of accountability

1 on top of it now as well to make that this is
2 actually being done consistently across the
3 district.

4 SPEAKER: Just one thing I have to say. I
5 just feel very sad because in past years you've
6 had people from other communities crying out for
7 help, and, unfortunately, it took what happened
8 at this school to really start action. And I
9 understand that you are saying that you're
10 putting these rules into Stoneman Douglas now --

11 SUPERINTENDENT RUNCIE: No, this is across
12 the whole county.

13 SPEAKER: -- but there are certain things,
14 like you said, hardware, everyone across the
15 board deserves equal.

16 SUPERINTENDENT RUNCIE: Thank you, ma'am. We
17 would agree 100 percent. And, of course, I would
18 say that is absolutely consistent with every
19 conversation we've had with this School Board.
20 And I'm sure Ms. Alhadeff can confirm that.

21 So as we look at priority investments that we
22 have made, so Mr. Moquin, for example, identified
23 the fact that the Board has authorized an
24 additional 30 -- almost \$31 million in priority
25 investments, those investments are to increase

1 the number of cameras across the district, adding
2 another 2,500 cameras to the over 10,000 that we
3 already have. It also is to provide additional
4 radios to improve communication across our
5 campuses, and then begin to place our intercom
6 systems across our schools starting with our
7 secondary schools and centers. All those
8 investments, all those conversations are done
9 across every school in the county.

10 I would say that we have been on record year
11 after year asking our state legislature for
12 additional funding for safety, mental health
13 services and supports, and, yes, it took this
14 tragic event to actually create a budget to give,
15 not just Broward County, but the entire state
16 what has been asked for quite some time.

17 MR. CHISEM: Ms. *****?

18 SPEAKER: Thank you. My name is ***** and I
19 had students in the 1200 building that day and
20 I'm here for my senior and my sophomore. And my
21 question is along the lines of what we were just
22 talking about. But my senior is going to be able
23 to graduate from Douglas but my sophomore is not
24 because she asked to transfer. So she's at Coral
25 Glades. And part of my question is to get some

1 examples of those that you were just talking
2 about, because although one of my kids was not
3 able to stay here, I'm just blessed that I have
4 them both and I'm very sorry for your loss, Ms.
5 Alhadeff.

6 So not just our community here but our
7 community as a whole and the other kids at the
8 other schools, those \$31 million and all the
9 other moneys that we're going to be getting,
10 SROs, hard corners, pilot schools, all these
11 things I keep hearing about, all the things that
12 the media and things that I hear in the news, I
13 guess exactly is where can we find that
14 information? Every time you get these things
15 done, where do we find that information.

16 SUPERINTENDENT RUNCIE: Thank you for that.
17 So what we've committed to is, one, posting, you
18 know, information, questions from here and
19 answers on our website. So we'll have those
20 available. We have now created a new office in
21 this district which we had promised we would do,
22 the Office of Safety & Security. We are looking
23 to hire a professional into that and additional
24 staff. That was part of that 30 -- 31 million
25 that was proposed.

1 So, as part of that effort, we will continue
2 to provide information out there or maybe create
3 a section on the district website that will be
4 specifically about all of the safety measures
5 that we're doing in the district, the status of
6 where we are, so people can have, effectively,
7 the same type of dashboard that we have in terms
8 of what's being implemented and what the status
9 is. So we need to do a better job of putting
10 that out there for the community so you can see
11 it. So we're working with our communications
12 office and others to develop what that looks like
13 and hopefully within, you know, the next two,
14 three weeks or so we'll be able to have something
15 out there at least to start where we can post
16 that information. We will send -- you know,
17 we'll let folks know when it's available.

18 So thank you for that question.

19 SPEAKER: And I hear that some of our schools
20 are pilots, some of these things are being
21 implemented in some of the schools. Are some of
22 those schools some of the schools where our kids
23 happen to go to because they couldn't stay here?

24 MR. MOQUIN: So the pilot around the hard
25 corners was simply to get feedback on the visual

1 graphic that we were going to use. It wasn't to
2 suggest that those schools are the only ones that
3 are going to participate. We are looking to roll
4 the hard corners out district wide as
5 expeditiously as we can. So MSD was one of the
6 schools. We also chose another high school that
7 has the same exact same footprint that kind of
8 stood out. And based on the feedback we've
9 gotten, we've actually made some changes to the
10 color and to the size and to the location. So
11 these things are going to change. I will echo
12 what Mr. Runcie said, you know, there is a
13 balance between the work we do recognizing that
14 the needs of this community are greater
15 potentially because of the trauma than the needs
16 of the other, while still having a systematic
17 approach of implementing, you know, some of the
18 physical enhancements that we're doing. But I
19 can tell you that, like as we start to roll out,
20 whether it's the phase two of the video
21 surveillance cameras I just spoke of where we're
22 adding 2,500 cameras throughout the entire
23 district, which includes analytical cameras, at
24 every single one of our campuses, we are
25 implementing a more robust centralized monitoring

1 and communications center, the work around the
2 intercom systems in order to enhance the
3 communications -- it's like right now the way
4 that the intercoms work is in order to project
5 your voice or your message over the intercom, you
6 have to be in the front office to do it. And so,
7 you know, in an emergency situation, you know,
8 with the upgrade we're doing to a digital
9 platform for the intercom systems, we can
10 prerecord emergency messages. You can remotely
11 engage or initiate those messages from your phone
12 or from the central monitoring station that we're
13 looking to do. So those are things that, even
14 though we're doing them systemically across the
15 whole district, know that this zone is the first
16 zone in terms of the execution of a lot of that
17 work to build off some of the enhancements that
18 we've already done here at MSD, but then also
19 recognizing that, you know, some of the needs of
20 this community are greater because of the
21 tragedy.

22 SPEAKER: Are there any timeframes for those?

23 MR. MOQUIN: These are excellent questions
24 and I'm thankful for them because those are the
25 things that we're doing right now. There are --

1 like I'll just tell you that the phase two of the
2 video surveillance cameras, that work is going to
3 be done by the end of this school year. The
4 additional radios, there's really two phases to
5 that project. If you've been reading in the
6 paper about the district -- the countywide
7 communications system, there is a need for us to
8 remove our buses off of the 911 system. So that
9 work is undergoing with the county and that
10 should all be done before the start of the new
11 school year, as well as the purchase of the
12 additional radios and repeaters to enhance the
13 school communication networks, the local networks
14 within each of the schools.

15 The intercom system we are looking to go out
16 for bid next month and do a large chunk of that
17 work over the summer as well, but we need -- it's
18 hard to give a definitive date on that now
19 because we have to engage a partner and go
20 through a competitive solicitation process to
21 identify the successful vendor. So, obviously,
22 until we have them on board it's a lot harder to
23 gauge. But I know from the installation work and
24 the wiring work that they're going to do, a lot
25 of that work is going to need to occur over the

1 summer or over winter break or spring break, the
2 long times when there is no class in order to
3 change those systems out.

4 And the Enterprise Risk Management division,
5 tomorrow there's a special School Board meeting
6 at 9:30 where we're recommending a candidate to
7 be appointed as the new Chief of Safety, Security
8 and Emergency Preparedness Officer. That will
9 serve as the one-stop shop for all things safety
10 and security in this district. And we're hopeful
11 that we can build out that division by utilizing
12 some existing resources within the district that
13 already exist, but then as was mentioned, there's
14 an additional \$3.2 million that the Board has
15 approved for resources and we're hopeful that we
16 can build that out for the start of the new
17 school year as well.

18 SPEAKER: And my last question. I came in
19 one day and we were having one of those code red
20 drills and we went from not having those to
21 having them monthly. But then where we stand
22 outside, particularly here at the school, it's,
23 to me, even more dangerous. Because they're
24 pretty much standing just out there. So
25 inclement weather or to just whoever sees them go

1 by as they go by. So, I don't know, I know that
2 they don't have anywhere else to stand, but
3 that's just kind of -- it was just weird to me
4 seeing them. Because I was standing outside to
5 turn into the school as they were all standing
6 outside to go back into the school.

7 DR. WANZA: So I'll just say I'm not certain
8 that -- that is not protocol for our code red.
9 There may have been something where you have a
10 code black where you have to actually evacuate
11 the school. And, unfortunately, you know, in a
12 situation like that, they have no choice but to
13 go outside. And you are correct, they are now
14 standing outside in open areas in an open field.
15 But if we have to evacuate the school for a gas
16 leak or a bomb threat, then traditional --

17 SPEAKER: It was a drill. It was a drill.
18 Because I asked my children what it was. So it
19 was a fire drill. It was a fire drill.

20 DR. WANZA: So fire drills you have to
21 evacuate and go outside, so, yeah.

22 SPEAKER: I just don't know. As a parent I
23 was like, it's a drill, they have to go outside.
24 And after going through the trauma, I'm just
25 thinking, I don't know, it's just -- I'm just

1 bringing it up.

2 MR. MOQUIN: Yeah, I think this is excellent
3 and just for the benefit of the entire audience,
4 so our code red protocols are when there is a
5 threat on campus. So an active assailant
6 situation our code red is to serve as the
7 foundation for how we want our staff to respond
8 in order to try to mitigate the risk. We did
9 that training -- we do that training annually
10 with all of the staff and it's cascaded down to
11 the students. And then prior to the tragedy what
12 we would do is, the three major codes, which are
13 red, yellow and black, we would rotate each year
14 and they would do an observed drill. Now, the
15 new Marjorie Stoneman Douglas Public Safety Act,
16 it requires that we do our active assailant
17 drills as frequently as all of the other
18 emergency drills. And so the National Fire Code
19 requires we do a fire drill every month. And so
20 that had become the standard on why we were
21 conducting code red drills at every single school
22 every month.

23 Now, I will tell you that some of the
24 recommendations that came out of the independent
25 risk consultant engagement is we know or we're

1 going to be looking at totally revamping our
2 entire code system because there's seven of them
3 right now. There's seven different colors. And
4 what we're learning is that there are basically
5 three actions that in a drill situation you're
6 going to do. You're either going to evacuate,
7 you're going to stay put or you're going to
8 shelter-in-place in some form or fashion. And so
9 we're looking to simplify it, but more
10 importantly, right now our training that we
11 deliver is the same training to everybody. And
12 what we've learned is -- or what's being done now
13 is we're going to be developing role-specific
14 threat-specific training that we're going to roll
15 out more than one per year. It will happen -- it
16 will occur more frequently, but one of the things
17 we recognize, to your point about trauma is,
18 there's a concern now that if we're doing code
19 red drills every month, it's desensitizing the
20 students. And so I know that there's already
21 some work being done to legislatively change that
22 and I know there are some discussions that have
23 already occurred with fire officials about even
24 potentially reducing the number of fire drills,
25 particularly at the secondary levels. Because by

1 the time you become a high school student you've
2 been through fire drills enough that you
3 shouldn't have to do one every single month.

4 So those things are known and those are
5 things that are going on through the legislative
6 session to try and make some tweaks to further
7 enhance the training that's done.

8 MS. ALHADEFF: Mr. Moquin, can you clarify
9 for everyone, you said before we did red, yellow,
10 black drills and you said they were observed
11 drills. What do you mean by that?

12 MR. MOQUIN: Yeah, so the way that our
13 process is is that every school has a school
14 security plan that they're required to update at
15 the beginning of the school year. And then what
16 would happen is a team member from our special
17 investigative unit would arrange to meet -- every
18 school has a designated safe team that's
19 comprised of administration, counselors, campus
20 monitors, security specialists, generally the
21 lead custodian's on it, and an individual would
22 come out to schedule the training for the staff
23 and then to schedule a follow-up -- a follow-up
24 drill. And so on the day of the drill the team
25 member from the special investigative unit and

1 the SRO and potentially law enforcement, if they
2 would do it, they would come out and observe the
3 execution of the drill. And each year it would
4 rotate between the yellow and the red and the
5 black and then they would offer their feedback in
6 terms of how the safety could go back and further
7 enhance their protocols on conducting those
8 drills. I hope that answers your question, Mrs.
9 Alhadeff.

10 MS. ALHADEFF: Thank you.

11 MR. CHISEM: Thank you. Ms. *****.

12 If the next three speakers could come up to
13 this area it would be great.

14 SPEAKER: Good evening. My name is *****.
15 And my question is pertaining to the security
16 persons hired throughout Broward County Schools.
17 Whose job is it to secure the single point of
18 entry gates?

19 I would like to know if these positions
20 throughout the county are currently receiving
21 training and if you could give some specifics as
22 to what the training entails and what their
23 responsibilities are.

24 SUPERINTENDENT RUNCIE: All right. So I'll
25 give you a little bit about the training and I

1 think Mr. Moquin has looked into this recently
2 because we are also looking to enhance the
3 training, but one of the things that we found in
4 the feedback that we've received as we moved into
5 our new protocols last spring where all our
6 campuses are on lockdown during session, those
7 that don't have a single point of entry
8 implemented yet, the security staff is currently
9 putting a significant burden on the schools. So
10 a couple of things. One is the single point of
11 entry projects. They were all expected to be
12 completed by the start of the next school year.
13 I think we have somewhere around 85 percent of
14 the schools completed today. There are roughly
15 about 41 schools, I believe, outstanding and we
16 hope to be able to cut that number in half by the
17 end of March. We believe there's another 20 or
18 so to go after that.

19 In addition to that the referendum that we
20 put on the ballot last year was to enable us to
21 hire additional security monitors and security
22 specialists so that we could staff them at the
23 elementary level in the district to be able to
24 add those additional resources on campus. We are
25 working with our security risk consultant, Safe

1 Havens, to identify and put into place additional
2 training for our security monitors and
3 specialists and that will go along with the
4 changes in the job description as well as changes
5 in oversight on those positions in the school.

6 Mr. Moquin, did you have anything to add?

7 MR. MOQUIN: Just, hopefully, I can add to
8 the Superintendent's answer.

9 So right now when you look at a school campus
10 there are three primary security positions;
11 right? So there's an SRO or an armed guardian
12 now, there is security specialist positions that
13 are -- that their major qualifications is that
14 they have two years of either police or military
15 experience, and then there's a campus monitor
16 position that is primarily an observe-and-report
17 sort of security position that has -- you know,
18 that is a lower paid position.

19 And so those are the -- those -- all of those
20 positions are very decentralized. So
21 particularly the security specialists and the
22 campus monitors, which are district employees,
23 you know, they are sourced by the school based
24 administration. They have -- their calendars
25 largely coincide with the student calendars and

1 the teacher calendars, and so one of the things
2 that we are working on, as the Superintendent
3 said, is a revision to their job descriptions so
4 that way we can clarify and point out more of
5 from a central standpoint what we feel their role
6 needs to be on a school campus as it relates to
7 safety and security and help in the sourcing of
8 those individuals, as well, but also look to
9 potentially expand their work calendar so that
10 there's opportunities that we can have ongoing
11 professional development that doesn't take away
12 from the school when they're supposed to be
13 providing security, either for the staff and/or
14 the students. So those changes to those two job
15 descriptions are going for first review, we're
16 targeting March 5th, there's a requirement to
17 notice them in the newspaper, and if for some
18 reason -- I was working on that this morning, in
19 fact, to make sure that it had gone out to meet
20 the statutory requirement for 15-day notice. So
21 we're targeting March 5th.

22 The other thing that the Board has approved
23 as part of that new division and the resources
24 that they provide is to have some field
25 supervision. So each -- we would have seven

1 positions. They would each be assigned a
2 geographic area of the county and they on a daily
3 basis will visit their schools and work with the
4 school administrators around issues being able to
5 check in with campus monitors and security
6 specialists to push out any information that they
7 need to know about different initiatives that are
8 ongoing, to see if there are issues with needs
9 for professional development from the principal's
10 standpoint, as well as serve as an advocate for
11 the school as it relates to the SROs who are not
12 our employees and liaison with the respective law
13 enforcement agencies and jurisdictions around
14 issues that are going on with the SROs. So those
15 are some of the things that are going on.

16 SPEAKER: Okay. So just to reiterate,
17 currently, there is no training?

18 MR. MOQUIN: They get trained. There is --
19 and, again I can get specific information when we
20 post the responses, but I believe there's like an
21 eight-hour professional development requirement
22 currently in the contract. But that professional
23 development goes to a whole bunch of different
24 issues that may not be specific to their role.

25 SPEAKER: How many hours did you say, eight

1 hours?

2 MR. MOQUIN: Eight. I believe that's the
3 number in the contract. I'll have to
4 double-check.

5 So, again, as I stated, one of the challenges
6 with professional development across the board,
7 whether it's safety and security, is when you
8 look at employees' work calendars. So some -- so
9 I believe the campus monitors are a 186, and I
10 know that doesn't mean anything to you other than
11 to tell you that that means they work when
12 school's in session or they work on planning days
13 when there's still activity on the campus. So
14 taking them away from the campus there are no
15 other opportunities for me to give them
16 professional development. So we're looking to
17 expand their calendar. So much like teachers
18 might come in days early, we'll have them come in
19 even before the teachers report to work so that
20 we can deliver ongoing professional development
21 to them.

22 SPEAKER: And I just wanted to speak to the
23 fire drill and the code red once a month.

24 My concern with my children is they are
25 getting the fire drills, but I -- I'm looking for

1 them to know where to evacuate throughout all of
2 their classes. Where would they evacuate from
3 the cafeteria? Where would they evacuate from
4 the auditorium? And if that would be something
5 that someone could look into so the students know
6 in each room where that would happen?

7 SUPERINTENDENT RUNCIE: Yeah, so one of the
8 things that we -- you know, the feedback and Mr.
9 Moquin indicated earlier about, you know, doing
10 the same drill month after month and the downside
11 to doing that is that we've got to change how we
12 actually do the drills so they're actually
13 scenario based looking for different, you know,
14 circumstances. So, for example, you know, we
15 talk about the, you know, the safer corners in
16 the classroom, if you actually have multiple
17 entrances to a classroom where you have windows
18 there, that will change. It's not like there's
19 one, the same place every time. So we've got to
20 get smarter about what we do. And sometimes some
21 of these issues get reduced to very simplistic
22 things in the media, but in reality they're a
23 little more complex than that. We have to rely
24 on experts and folks to advise us. And our job
25 is to make sure that we're doing it right to make

1 sure our kids and our staff are as safe as
2 possible.

3 So we will be, as part of the training we'll
4 be doing around code red as we change that going
5 forward is to change it so there's a scenario
6 based approach to it.

7 MR. MOQUIN: And currently what we've done,
8 too, is work with the principals. We had to
9 figure out what to do with the principals, so
10 what we're telling them to do now is change the
11 time of day that you do the code. Do a code when
12 you're not on campus, have your AP do it, because
13 there needs to be more people that are aware
14 because we want to change the scenario, as the
15 Superintendent said, so that there are times when
16 the kids are at lunch or at the beginning of the
17 day or the end of the day or dismissal when the
18 emergency or the threat is presenting itself. So
19 our principals have been instructed to amend
20 those things. Have a member of your staff call
21 the code so it's not your voice all the time on
22 the intercom that the students and faculty hear
23 and know, you know, that we're changing up the
24 scenario.

25 SPEAKER: Okay. Thank you.

1 DR. MAY: So before you go, on your fire
2 drills, another thing that we're working on is
3 doing some fire safety education with the kids;
4 okay? We have the option at different times to
5 be able to waive some of the drills. One of the
6 things the district is doing is trying to give
7 kids fire safety education that they won't just
8 use here at the school, that they can apply it at
9 home, they can apply it when they're out with
10 their friends. They know to look for their
11 exits. They know what's safe and what's not
12 safe. So we're trying to prepare the kids as
13 they get older to be able to go out into the real
14 world, you know, when they leave high school and
15 that they will be able to have those safety
16 skills already embedded into them. So that is
17 something we are working on.

18 MR. CHISEM: Mrs. Alhadeff?

19 MS. ALHADEFF: Mr. Runcie, I just wanted to
20 clarify what you said about single point of
21 entry.

22 MR. RUNCIE: Yes.

23 MS. ALHADEFF: The SMART Bond started in 2014
24 and we're five years later and you said that we
25 still have 41 single point of entry projects

1 incomplete. Is that true?

2 SUPERINTENDENT RUNCIE: That is correct. The
3 original schedule on the SMART Bond, it was to
4 complete all of these projects by the year 2021.

5 So in the fall of 2017 the School Board at a
6 workshop directed staff to pull out the single
7 point of entry projects and expedite that and try
8 to get those done early. So rather than having
9 this go out to 2021 we are completing all of the
10 single point of entry projects this year in 2019.

11 MS. ALHADEFF: Okay. And Coral Springs High
12 School had a gun come into the school but they
13 still do not have a single point of entry?

14 DR. WANZA: It's currently under
15 construction.

16 SUPERINTENDENT RUNCIE: It's one of the
17 schools we prioritized. It's under construction
18 now. I don't have the estimated completion date.
19 I can get that for you tomorrow; if you would
20 like that.

21 MS. ALHADEFF: And I have one more question.
22 Mr. Runcie, in 2013 you wrote a letter asking for
23 the monitor's job description to be created. How
24 come that never happened with additional training
25 for the monitor?

1 Because on 2/14 the monitor was not trained.
2 He saw something and did nothing. Why has that
3 not been done since 2013?

4 SUPERINTENDENT RUNCIE: Well, I believe
5 there's a number of things that we have done
6 since 2013. I know the challenge with the
7 monitors is it's a very decentralized position at
8 this time and one of the things that we will do
9 now moving forward is to centralize that more so
10 that we can ensure that it gives a consistent
11 level of training across the district. But, you
12 know, since then I know we've implemented things
13 like active assailant training, which we do in
14 collaboration with all of our municipalities. I
15 actually participated in one of those field
16 exercises and we continue to roll those out
17 across the district and we have been doing what
18 we can with the resources that we have.

19 MR. CHISEM: Mr. *****?

20 SPEAKER: Hello, *****, and I just have a
21 couple of questions.

22 So one of my questions is, what is Broward
23 County policy or directive regarding safe zones
24 in our classrooms and having no more than 25
25 students due to the fact that only 25 students

1 can stay in the safe zone?

2 MR. MOQUIN: Well, first I would say that
3 what you're pointing out are practical
4 limitations of the policy. So part of the reason
5 why the consultants cautioned the district about
6 trying to put a line on the floor and suggest
7 that as long as you are on the other side of that
8 line that you would be safe is that that's --
9 that's not practical.

10 And so there are limitations and that's why
11 the way that the district is choosing to
12 implement the policy is through identifying
13 either one or multiple what we're calling safer
14 spaces. And what the consultant has told us
15 that's more important than the envelope or the
16 line is the orientation that's given to the
17 individuals in that classroom. In terms of if
18 there were a threat, depending on what the nature
19 of the threat is and where the threat is
20 presenting itself, how you would react in that
21 situation. So there are situations where the
22 advice to the occupants of a classroom would be
23 to leave the classroom, not to necessarily go
24 into a corner of the classroom.

25 SPEAKER: So you are suggesting to leave the

1 classroom while it's under fire?

2 MR. MOQUIN: That's not what I'm suggesting.
3 I'm suggesting that, given the nature of the
4 threat and where the threat is presenting itself
5 would dictate what the proper -- how you should
6 react to that threat.

7 SPEAKER: So the safe space environment in my
8 classroom was not based on a person hiding, so he
9 had to lay on the floor while the event was
10 happening, hands above his head. If the man saw
11 through the window he could be seen and could
12 have been killed.

13 MR. MOQUIN: I'll just say that one of the
14 things that we're trying to stress as we move
15 forward with this implementation is that it is
16 not an absolute situation. So, you know, the
17 reason why we're not calling it a hard corner,
18 we're calling it a safer space is because there
19 are practical limitations. And I think what
20 you're articulating are, in fact, some of those
21 limitations. And one of the things that I've
22 stressed to the School Board as we move forward
23 into the rule adoption process is recognizing
24 that the safer space policy and guidance that
25 we're giving is really a policy of last resort.

1 So one of the things that we have been trying
2 to emphasize as we've gone through this is to say
3 that there's no one solution that's going to
4 guarantee the safety of our staff and students on
5 campus. It's really through an overlapping of
6 multiple strategies that starts with enhanced
7 mental health and wellness programs, enhanced
8 threat assessments. Physical hardening of the
9 schools obviously plays a factor in it. Better
10 collaboration with our law enforcement. It is
11 going to be -- better training. It is a
12 combination of a litany of strategies that's
13 going to hopefully make our schools safer.

14 SPEAKER: So in my classroom there is a safe
15 corner indicated on each wall, it's spray painted
16 with a red icon. However, the portables do not
17 have a safe icon anywhere and we are expected to
18 lay on the ground with our hands above our head.
19 How does this keep a student safe? Suppose he
20 does break the window, what do we do, just lay on
21 the ground?

22 SUPERINTENDENT RUNCIE: Again, as Mr. Moquin
23 indicated, there are, you know, limitations in
24 any of these structures we're in. This concern
25 about the portables has come up. We are looking

1 to add as quickly as we can additional armed
2 staff at the portables. Remember, those are not
3 permanent. Those are temporary structures until
4 we build the new building, which is scheduled for
5 occupancy, I believe, in the start of the school
6 year August 2020. If I'm incorrect, Ms. May,
7 please correct me. But we've already been
8 working with architect/designers to put the main
9 facility in place. We've obviously had a very
10 different look at how we design that facility
11 versus how campuses and schools throughout
12 Broward County and Florida have been put together
13 in the past. So that's a temporary situation and
14 we are going to do the very best we can to
15 enhance security. I think, as I indicated, we
16 have hurricane proof glass there as well. We are
17 going to try to add additional security staff.
18 That's the request that I put in to the sheriff's
19 office to see what additional staff we can put
20 in. We are working to get a proposal from them
21 very shortly and we'll be moving forward with
22 that.

23 SPEAKER: And we have a current drug problem
24 in our school. I don't know if you noticed that,
25 but as a student I do. And like why does Broward

1 County frown upon drug dogs? You know, I've
2 never seen a drug dog on campus. I've never
3 heard other schools using it in Broward County.

4 SUPERINTENDENT RUNCIE: So, I mean, that's
5 one of the ideas that we've discussed. When
6 there was a conversation earlier about the random
7 nature of it, but there are issues about using
8 dogs directly. There may be a procedure that we
9 may put in place. So, for example, we may
10 randomly at some point select kids to do that in
11 a safer fashion, but have them put their bags in
12 a separate room where we would then have drug
13 dogs that would go and look through that. So
14 that's something that we -- you know, we may
15 consider, that we are discussing right now. But
16 we haven't committed to doing anything with that
17 at the moment.

18 If there are drug problems on campus I would
19 expect the administration to deal with it in
20 collaboration with the student body and their
21 assistance to help identify where those issues
22 may be.

23 SPEAKER: There has been an investigation on
24 three administrators and one security specialist.
25 However, no results have been shared with the

1 public.

2 SUPERINTENDENT RUNCIE: I'm sorry. You said
3 it hasn't been shared with the public?

4 SPEAKER: Yes.

5 SUPERINTENDENT RUNCIE: All right. So we
6 have our independent firm that's conducting the
7 investigation now and I met with them and I
8 impressed upon them we need that done as quickly
9 as possible. The goal is to have this done
10 before the end of school this year?

11 SPEAKER: I'm sorry. You said an
12 independent?

13 SUPERINTENDENT RUNCIE: Yes, an independent
14 firm, someone outside of the district, doing an
15 investigation on its own staff I believe is the
16 best way for that to occur, is for an independent
17 entity to do that. So we've engaged a firm
18 that's outside of the district to go and move
19 forward with those investigations, taking the
20 information that we've received from the
21 commission in December and January and moving
22 forward and conducting our own internal
23 investigation.

24 And, again, the timeline is to get those
25 investigations completed by the end of this

1 school year. And, finally, as we've always
2 stated, we will expand those investigations to
3 other individuals as necessary as the
4 investigation moves forward.

5 SPEAKER: So with the third party firm, why
6 do we need an SIU if we can just use a third
7 party instead?

8 SUPERINTENDENT RUNCIE: SIU does do internal,
9 you know, investigation cases, not always. We
10 have engaged third parties when necessary,
11 especially in, you know, sensitive matters. I
12 think this is clearly one of those cases where we
13 want to make sure it's done as properly as it can
14 be without any concern that somehow that, you
15 know, the district, you know, influenced or
16 directed those investigations. I mean, I know
17 how that narrative will turn out, so we are using
18 an external entity to do that. It's not the
19 first time. I have turned investigative matters
20 over to the Florida Department of Law
21 Enforcement, the State Attorney's Office, I've
22 worked with those entities in the past, so this
23 is not something unusual for the district to do.

24 SPEAKER: So if -- so a lot of things are
25 going to start happening in 2020. Are those

1 projects started already or are you just
2 discussing these projects or what's going on?

3 SUPERINTENDENT RUNCIE: So there are projects
4 that have been completed. There are projects
5 that have been in process and there are projects
6 that are being completed by the end of the school
7 year, also over the summer, by the start of next
8 school year. There are some that go on all the
9 way until the start of the school year in 2020,
10 such as the planned opening of the new facility.
11 So there is ongoing work and timelines associate,
12 but there has been work done and completed so
13 far. But it's not -- you know, for us it's a
14 continuing process to make our schools safe.

15 MS. ALHADEFF: Thank you ***** for all of
16 your questions. They were really great.

17 One of the questions that you brought up was
18 the drug problem that we have here at Stoneman
19 Douglas, but, Mr. Runcie, I see this drug
20 problem, and you as well, not only do we have it
21 here, but it's across the district.

22 So I would like and hope that maybe as a
23 district we can help out the school from the
24 district to give some education and give some
25 help to our administrators because it's been a

1 major problem within the district.

2 SUPERINTENDENT RUNCIE: Yes, it is, Ms.
3 Alhadeff. You're absolutely right. And, you
4 know, what I would maybe like to do is I've had
5 this conversation recently within the last couple
6 of weeks with Mickey Pope about what we're doing
7 to work with staff and students on the drug
8 issue.

9 So, Mickey, if you could just maybe share a
10 few words on where we're heading with that?

11 MS. POPE: One of the recommendations coming
12 forward to the Board regarding, specifically,
13 Juuling and the use of THC, which is now a
14 felony, legally, so now our students who are
15 engaged in those activities are -- will have
16 felony records, which will impact their life
17 moving forward. So we have, over the last few
18 years, I would say over the last six, seven
19 years, we've had in place campaigns to educate
20 our students, training for our teachers. But at
21 this point we're looking at really enhancing the
22 training for our staff, our administrators and
23 our teachers around identification. We're also
24 enhancing our services and resources in
25 partnership with creative partners who are all

1 concerned about this issue coming to the table
2 and talking about how do we provide additional
3 drug counseling to our students who are engaging
4 in the use of drugs. How do we educate parents
5 and do a campaign for parents as to what to look
6 for? In some cases in particular, with Juuling,
7 the devices look like pens, they look like
8 batteries, they look like -- there are pieces
9 that you can hide in your cell phone case. And
10 so we have a task force that we've put together
11 to build an entire plan around it. We've also
12 enhanced those pieces in our Code of Student
13 Conduct. So at the end of the month when the
14 Code of Conduct comes before the Board you will
15 see that it outlines specifically cases of use of
16 THC and have added some stronger consequences for
17 that as well.

18 So we are enhancing the work that we've done
19 around drug use and in particular with these
20 upcoming pieces on THC and Juuling.

21 MR. CHISEM: Thank you. Next three speakers.

22 SPEAKER: Hello. My name is *****. On
23 November 20th last year my daughter ***** spoke
24 in front of the Broward County School Board about
25 her tragedy that happened here. It was the same

1 day that Lori Alhadeff got sworn in. My daughter
2 spoke briefly for Tomorrow's Rainbow.

3 As her dad, now it's my turn.

4 My name *****. I'm a 21-year Broward County
5 resident. I'm a United States Air Force veteran.
6 I work for Broward County Schools. I was
7 Employee of the Year at my school for the
8 2018-2019 school year. Most importantly I'm a
9 proud and fortunate MSD band dad. I have two
10 daughters that attend MSD. They are in their
11 sophomore and senior years at Stoneman Douglas.
12 Both of my daughters are in the Eagle Regiment
13 Marching Band.

14 As a band family the MSD Eagle Regiment lost
15 two members ***** and ***** during the MSD
16 tragedy. On 2/14, the day of love that turned
17 into the day of evil, my oldest daughter was in
18 fourth period. She was practicing with the
19 Stoneman Douglas Wind Symphony with *****. The
20 Wind Symphony was scheduled to perform on March
21 6th in New York City. She went from practicing
22 beautiful music on her clarinet to being locked
23 down in the band room, hiding in a closet and
24 praying with her band family. I was able to
25 contact ***** by texting. I'm sure a lot of

1 parents here remember this. Are you okay? Are
2 you okay? ***** responded, yes, I'm locked down
3 in the band room. My younger daughter ***** was
4 in fourth period English, Room 1216, Ms. Hass.
5 Room 1216 is in the freshman building, first
6 floor on the east side of building 1200. I
7 believe it's the first classroom on the
8 right-hand side entering the east side doors, the
9 same doors Scot Peterson cowered outside of and
10 did not enter to confront the murderer. I
11 believe room 1216 was the first and hardest hit
12 room.

13 The murderer shot up room 1216 twice. Eight
14 students were shot in room 1216. Three of the
15 eight students did not live. Lori Alhadeff's
16 daughter, Alyssa, Ryan Petty's daughter, Alaina,
17 Matt Schachter's son, Alex. My daughter hid
18 underneath the teachers desk with other
19 classmates as bullets whizzed by. ***** told me
20 she prayed to my mom, her Grammy in heaven, to
21 protect her. I texted ***** that very same
22 question. Are you okay? Are you okay? No
23 response. I tried calling ***** . It went to
24 voicemail. I found out later that ***** had her
25 cell phone in her backpack . That is why I did

1 not get a response.

2 I feel Broward County Schools put both my
3 daughters' lives in danger that day. Before 2:20
4 ***** could have encountered the murderer in the
5 freshman building stairwells or hallways. She
6 went -- she was on a bathroom pass from her
7 English class. The time was approximately 2:05.
8 The first floor bathroom was locked. You guys
9 just talked about Juuling. The first floor
10 bathroom was locked because of the chance of
11 students vaping in that restroom. My daughter
12 had to walk up to the second floor bathroom using
13 the stairwell or corridor, the same -- the same
14 east side first floor corridor the murderer used
15 to enter building 1200. ***** got back to her
16 class approximately 2:17 from the second floor
17 bathroom. I believe my mom, ***** Grammy was
18 watching over her that day.

19 I found out at a later point that her English
20 class had to work in groups. ***** ended up not
21 sitting in her normal area that day. The general
22 area that ***** normally sits at, Max Schachter's
23 son, Alex, sat in that area. Alex was shot and
24 murdered in the same area that my daughter
25 usually sits.

1 Myself and my wife could have easily been one
2 of the 14 families that lost a child on the day
3 of love that turned into the day of evil.

4 Stoneman Douglas on 2/14/18 had unlocked and
5 unmanned gates and doors. Certain MSD staff did
6 not call or know how to call a code red. The
7 administration did not properly know how to work
8 the security cameras for building 1200. This
9 resulted in an 11 to 40-minute delayed response
10 for first responders entering building 1200.

11 The ineptitude of the administration not
12 knowing how to properly work the security cameras
13 resulted in students and staff dying, especially
14 on the third floor. The third floor victims such
15 as Meadow Pollack, shot nine times, and five of
16 the shots were at pointblank range, or Jaime
17 Guttenberg, running for her life down the third
18 floor hallway just seconds away from the stairway
19 doors.

20 Having policies that allow dangerous students
21 to run alongside mainstream population students
22 put students and staff at risk.

23 The students that want to learn have rights
24 also. The rights to the violent student do not
25 outweigh the rights of the majority.

1 MSD administration fraudulently reported in
2 2014 to 2017 safety reports to the State of
3 Florida and the Florida Department of Education.
4 From 2014 to 2017 MSD administration reported
5 zero acts of bullying, zero acts of harassment,
6 zero acts of violent behavior.

7 I ask this panel and as adults what are we
8 teaching our kids in the Broward County School
9 System if the administration was falsifying state
10 mandated reports? And you, Mr. Runcie, and staff
11 on that stage allowed this lying behavior to go
12 on for years.

13 This false reporting is not just at MSD.
14 It's Broward County wide. These are just a few
15 examples of Broward County Schools putting
16 students and staff at risk.

17 As a parent and a school employee I have
18 learned a valuable lesson from this MSD tragedy.
19 I make sure to say I love you to my girls before
20 they go to school. I also make it a point during
21 my arrival at my school that I talk to my
22 monitors. I am a monitor. I am a single point
23 of entry. I have security background training,
24 United States Military, US Air Force. I
25 protected my country. There needs to be better

1 qualifications for monitors and security
2 specialists.

3 I do want to make a point, going back to my
4 speech, I also make it a point during my arrival
5 at my own school, I tell parents and kids that
6 are arriving at my school, make sure you say
7 goodbye. That's real important. I emphasize
8 that it's real important to say goodbye and I
9 love you before they drop them off at school. In
10 my mind I sometimes have to fight back my
11 emotions as I tell the parents and the kids this.
12 They don't understand what I've gone through.
13 But I do my job in a professional manner.

14 As I reflect back to 2/14 as I dropped off my
15 young daughter at MSD, she almost did not come
16 home on that day. By the grace of her Grammy and
17 God she did.

18 This why I'm a proud fortunate MSD band dad.
19 Thank you.

20 So my question to the panel, falsifying
21 reports from 2014 -- Mr. Runcie, you came in
22 2011, so this is on your watch, through this MSD
23 commission, this has been studied, this has been
24 investigated by the MSD commission, this is not
25 false information, this is not fake news.

1 So the biggest questions I have is on the
2 2014 time period to the 2017 time period
3 fraudulent reporting had been done by MSD.
4 Everyone was happy with the score we had,
5 everyone was happy to be on the radar that said
6 MSD is the safest place in the world. A lot of
7 things happened here that were unreported.
8 People need to be held accountable. It goes from
9 the top on down. Being in the military, it's
10 chain of command. So I do ask that question;
11 what's your input?

12 SUPERINTENDENT RUNCIE: Thank you. So Mr.
13 *****, let me first say to you and your -- to
14 *****, ***** and your entire family, everyone in
15 this MSD community, I deeply am sorry for what
16 has occurred. I'm deeply sorry for the mistakes
17 that were made in this horrific tragedy.

18 AUDIENCE MEMBER: After a year? We asked you
19 earlier then why don't you have more training,
20 and then you start giving the excuse that -- for
21 more training. I don't get it. This has been a
22 year.

23 MR. CHISEM: We understand, but let Runcie
24 answer, please.

25 SUPERINTENDENT RUNCIE: Sir, what I will tell

1 you is that I've issued several directives out to
2 schools, starting last year, again, making it
3 very clear that any unreported, underreported
4 situations will not be tolerated. Serious
5 discipline and consequences will be enacted as a
6 result of that. We are auditing discipline
7 records, threat assessments, at schools, as well,
8 and providing additional oversight into the
9 practices at schools.

10 That, obviously, has to change and we will
11 continue to press and press and we will certainly
12 ask our community to find cases where there are
13 incidents that haven't been reported. If you
14 have a concern that is not being handled, we want
15 to know about it and we are following up on any
16 of those that we see.

17 Relative to putting in more and more security
18 measures, we're putting those in as quickly as we
19 can. We have put in some pieces. I know it's
20 not enough. I've heard clearly here over the
21 past several meetings that there's a lot more
22 that needs to be done. We are committed to doing
23 that and we've gotten some good suggestions that
24 have come out of these sessions and we will move
25 forward to put what we can into place.

1 SPEAKER: I'll say this. I enjoy my job. I
2 enjoy where I work. My principal is awesome.
3 Basically I took a job at Broward County Schools
4 to kind of mirror my daughters' careers where I
5 can be an active band member parent at MSD which
6 has a high level band program.

7 Now, just comments. This is from a District
8 5 School Board member, she -- I drink and eat
9 information from Broward School Board now.
10 People are watching you guys. I drink and eat
11 MSD Commission information.

12 There's been a reference to a Dillard
13 shooting back in 2008. One School Board member
14 during a School Board meeting made references,
15 during that shooting they didn't -- they didn't
16 close the school down. I just made a reference
17 to that School Board member. I respect her. But
18 if we could have learned from history, possibly
19 after that shooting at Dillard and there was a
20 murder, the person went to jail, whether they
21 shut the school down or not that should be
22 inconsequential, whatever that word is. What I
23 do want to say is, there has been incidents in
24 the Broward County School District.

25 Metal detectors, more than wands,

1 walk-through metal detectors, if we possibly had
2 them here on that day of 2/14/18, the day of love
3 that turned into the day of evil, I want to make
4 sure you tell it to the District 5 School Board
5 member, because I respect what they say, if we
6 would have learned from that issue from 2008 she
7 keeps referencing that the school wasn't shut
8 down for, but if we had metal detectors from the
9 history of the past of Broward Schools
10 implemented over the years at Broward Schools
11 here at Douglas, single point and so forth, the
12 murderer, one thing wouldn't have come through.
13 Metal detectors won't help? I'm a huge Gators
14 fan. Happiest place on earth. They do high
15 volume people every day. They have metal
16 detectors now. This is something -- once again,
17 the urgency, it's been in the news for a whole
18 year now. At least pilot a program, more than
19 wands, walk-through. I believe we've had people
20 willing to donate equipment. Metal detectors is
21 one piece of the pie, one piece of the pie.

22 I think you guys are so scared of your
23 shadows sometimes and of offending people.
24 District 5 School Board member keeps referencing
25 we're going to look like a prison, a military

1 zone.

2 I'm sorry. I'll move on.

3 AUDIENCE MEMBER: Hey, let him talk.

4 SUPERINTENDENT RUNCIE: He's going to talk.

5 We don't need outbursts.

6 SPEAKER: No, I appreciate the support.

7 And, once again -- I work for Broward
8 Schools. My wife works for Broward Schools.
9 Once again, we've got money. Metal detectors,
10 once again, it's not the end all be all, but
11 Disney World, the Magic Kingdom, I'm sure you've
12 been there Mr. Runcie with your daughters at one
13 time during your life, they have metal detectors
14 now. Of course since 9/11 things have changed.

15 The schools got to change with the times.
16 Don't be scared to implement and offend people.
17 I think the populus of Broward County would be
18 more thankful than offended.

19 SUPERINTENDENT RUNCIE: Thank you for that.
20 And it's not something that we're scared of
21 implementing. We actually considered this
22 earlier --

23 SPEAKER: Pilot program.

24 SUPERINTENDENT RUNCIE: I'm sorry?

25 SPEAKER: Pilot program.

1 SUPERINTENDENT RUNCIE: No, no, I get you.
2 So we received some advice concerning that.
3 Notwithstanding that, I hear clearly from this
4 community that -- look, whatever downsides there
5 may be to them, you know, we'll figure them out.
6 We've got to get them in place. And here
7 absolutely is the place to start. I can tell you
8 we're having these conversations in earnest. I
9 don't want to sit here and get ahead of my School
10 Board, but that is a very earnest conversation
11 we're having right now and we're trying to get to
12 some definitive conclusion by end of this month,
13 hopefully, to give the School Board the direction
14 to take with regard to that at MSD.

15 Thank you for raising that again and thank
16 you for all that you do in this district as a
17 campus monitor and to secure our schools. I
18 thank you for your frank comments here today and
19 it just underscores there's a lot more that we
20 have to do. But I want to be clear we have
21 implemented some things, but we need to do some
22 more. Thank you.

23 SPEAKER: My name is *****. I have a senior
24 and a freshman.

25 Today you meet with us for the first time,

1 362 days after the shooting. Let that sink in.
2 362 days have passed and today is our first
3 opportunity to address you as parents of school
4 shooting survivors. We became school shooting
5 survivors' parents 51 and a half weeks ago and
6 today is the first time that you bothered to hear
7 from us. That is unacceptable.

8 I have so many things I want to say but many
9 of them have already been addressed by others.

10 It has been 362 days since 2/14 and our kids
11 still do not feel safe at MSD, let alone the
12 students at the other schools in Broward County.

13 Seriously, why can't the district help one
14 school for the mental well-being of the surviving
15 victims who have suffered immensely while others
16 watched? Why can't our kids who have suffered
17 significant mental trauma on so many levels at
18 least feel somewhat safe at school? Do you know
19 what my 17-year-old tells her friends about MSD?
20 It's the gates of hell. That is unacceptable.

21 Why does no one offer alternatives available
22 to our children who are suffering from the trauma
23 of that day 362 days ago, suffering from PTSD and
24 anxiety? Why is my daughter unable to drop one
25 unnecessary elective when my senior only needs

1 two half credits to graduate? I was told, I'm
2 sorry, she can't do that. I'm sorry, but it's
3 district protocol to only have one off campus
4 study hall if she -- okay. She can add an honors
5 off campus study hall if she signed up for
6 another dual enrollment class even though she's
7 already taking one of her extra classes through
8 FLVS. She was sorry, but she has this
9 conversation multiple times a day and there's
10 nothing that can be done. That is unacceptable.

11 Why did I have to figure out at my home with
12 the help of our trauma psychologist and my
13 daughter's pediatrician that she could go in a
14 Hospital Homebound and not have the bandage
15 ripped off of her psychological wounds on a daily
16 basis? Why did it get to the point that she was
17 getting physically sick, very sick, requiring
18 multiple doctors' visits because of trauma,
19 anxiety, and sleep deprivation from 2/14? Which
20 in case you've forgotten was 362 days ago. Why
21 has no one spoken to us as a parent to tell us
22 about 504 plans, IEPs, Hospital Homebound or
23 FLVS? How come when I called the district office
24 about Hospital Homebound I was told every child
25 from MSD who properly completed the application

1 would be accepted in Hospital Homebound? Palm
2 Beach County does the same for MSD survivors.
3 Every child tells me that there are many
4 children. That is unacceptable.

5 How many kids are currently on Hospital
6 Homebound; FLVS; transferred school districts and
7 went on Hospital Homebound at another school?

8 I don't want names. I want numbers. I want
9 statistics. I know kids who are doing all of the
10 above and a lot more and it's a lot more than
11 you'll ever dare to admit.

12 How many students can no longer attend the
13 scene of the crime on a daily basis? My daughter
14 entered Hospital Homebound last month. The
15 change in her is amazing because she is not being
16 traumatized on a daily basis. Most parents don't
17 know about those options and that is
18 unacceptable. You are torturing our kids again
19 after all of the mistakes that were made leading
20 up to the shooting.

21 So why have the parents not been addressed
22 before 362 days after the shooting and why don't
23 they know the options that their kids have when
24 they cannot attend the school any longer?

25 SUPERINTENDENT RUNCIE: Yes, ma'am. So what

1 I will tell you is that we've had a lot of
2 meetings in this -- we've had a lot of meetings
3 here.

4 SPEAKER: What meetings?

5 SUPERINTENDENT RUNCIE: Including three town
6 hall meetings as well --

7 SPEAKER: But we weren't allowed to go to
8 those.

9 SUPERINTENDENT RUNCIE: Yes, you were.

10 So let me just say this. Yes, it -- it's a
11 mistake, there was a failure on our part to not
12 have a larger meeting with parents up to this
13 point. But I had the meetings with students,
14 faculty and parents on a regular basis over the
15 past year to get -- and primarily, you know, with
16 students, as well, to get a sense of where they
17 are, what the challenges and issues are that
18 they've had. I've heard about the concerns about
19 options that students have that they may not be
20 aware of, so we have tried to make sure that
21 we've made parents knowledgeable about options
22 that are available. The 504s are complete. I'm
23 going to ask Ms. Pope to talk about the
24 communications that we've had with parents and
25 the options that we are making available to

1 students.

2 SPEAKER: But when I called the school
3 specifically because my daughter was struggling
4 and I just wanted to drop one class, I was told
5 district protocol says she cannot do that. And
6 not at one point was I offered a 504, and IEP,
7 Hospital Homebound. I was told it's not an
8 option.

9 SUPERINTENDENT RUNCIE: I'm sorry. That
10 doesn't sound like an acceptable answer.

11 SPEAKER: It's not acceptable.

12 DR. WANZA: So to echo what the
13 Superintendent said, let me first apologize to
14 you, because, you're right, that is not an
15 acceptable response. I'm not sure why the school
16 guidance office told you that, but I will
17 certainly offer to come out here tomorrow to
18 understand what they understand.

19 And I will tell you that prior to the
20 students return to school we did have
21 conversations here on the day back, I believe
22 that Leslie Brown's office facilitated a lot of
23 different options that were available for
24 students who could not return to school. And so
25 we will take the fact that we didn't continue

1 those meeting ongoing, but there were options
2 presented that day.

3 SPEAKER: Presented to who?

4 DR. WANZA: To all families that came to the
5 orientation that day.

6 SPEAKER: I was here at that orientation. I
7 don't remember.

8 DR. WANZA: So, like I said, I know there was
9 information available. I'm sorry it did not
10 reach you but I will let Ms. Pope explain what
11 we've done with regards to 504s and different
12 options that we presented.

13 I will come out tomorrow and sit with the
14 guidance department so that you do not have these
15 issues going forward. I can tell you one thing
16 that we've done, I have put a liaison from my
17 office here that works at the school every
18 Tuesday. His name is Scott Jarvis and he works
19 here at the school to work with parents who have
20 brought issues to the school administration that
21 have not been resolved or they're not getting
22 responses in a timely manner. He works here at
23 the school from 7:00 to about 3:30 every Tuesday.
24 And I'll make sure you have his contact
25 information. I will give it to you tonight.

1 SPEAKER: She's on Hospital Homebound now.
2 She's fine. But I did it on my own.

3 DR. WANZA: But just in case you would ever
4 need anything else. That's all I'm saying,
5 ma'am. I'm not trying to be disrespectful.

6 SPEAKER: No, I'm just saying I figured it
7 out. But how many parents, especially the
8 parents that aren't here, don't know that that's
9 an option? And if you give the option to my
10 child, my traumatized teenager, they're not
11 paying attention to that. This is a fluid
12 situation. My child did great until Christmas
13 break. And then that was it. She was done. She
14 was sick. I spent more money on doctors, more
15 personal time on taking this child to the doctor.
16 I can present proof. She's probably been to the
17 doctors 15 times between August and January when
18 she finally went on Hospital Homebound because
19 she is stressed. And these kids are sleep
20 deprived. They are not making good decisions.

21 So this should have been presented to us
22 months ago.

23 MS. POPE: To add to the response so far as
24 that we have continued to have those
25 conversations about the options for parents. In

1 fact, the district added an additional three
2 school counselors.

3 SPEAKER: To whom are we having these
4 conversations?

5 MS. POPE: To Marjorie Stoneman Douglas with
6 the intent of doing exactly that, helping to
7 address those needs that are ongoing and coming
8 up as with your child throughout the year. There
9 has been a huge increase in 504s.

10 SPEAKER: There are parents that have never
11 been told this. I am highly involved with my
12 children.

13 MS. POPE: What I'm saying is there has been
14 a huge increase in 504s. So that information has
15 been available to some who need it. I apologize
16 that it didn't get to you, but --

17 SPEAKER: I had to figure it out on my own.

18 MR. CHISEM: So to be successful, let's just
19 have an opportunity -- you both get to speak but
20 let's have an opportunity to allow the other to
21 speak.

22 MS. POPE: So there has been that information
23 going out in our small group meetings with
24 parents. Mr. Runcie spoke to meeting with groups
25 of parents throughout the year. At each of those

1 meetings we've talked about those options and we
2 have trained the school staff to be able to
3 address that.

4 So I'm hearing today that you were
5 misinformed. However, I hear every day as we get
6 calls to our office where we're allowing those
7 parents to do exactly what you requested for your
8 daughter. So that has been happening and,
9 obviously, we need to do more information
10 providing to the parents since you and I heard a
11 couple others in the audience saying that you
12 have not heard that. But there has been attempts
13 and we've reached quite a few parents who've had
14 those needs and those needs are being met.

15 AUDIENCE MEMBER: We get a phone call, a
16 robocall every day. It never said anything about
17 anything she just brought up.

18 AUDIENCE MEMBER: We need new leadership.
19 That's it. We need new leadership. We need new
20 leadership and communication.

21 SPEAKER: Why can't that be e-mailed? Why
22 can't we get one of these phone calls to address
23 -- one phone call? One phone call has not been
24 done. Why hasn't that been included.

25 MS. BROWN: Leslie Brown, Chief Portfolio

1 Services Officer. First of all --

2 SPEAKER: Who are you?

3 MS. BROWN: I'm Leslie Brown. So I apologize
4 that the information did not get to you and some
5 other family members.

6 So what I will commit to is that we can be
7 available at any SAC or PTA meeting and also make
8 sure, there was a packet that was developed that
9 gave the students at the school and the parents
10 at the school a choice to go to Coral Glades or
11 Coral Springs High School with transportation.
12 That's only one choice. There was another choice
13 for Hospital Homebound.

14 SPEAKER: Where was this packet because we
15 never got it?

16 MS. BROWN: Let me just share with you --

17 AUDIENCE MEMBERS: Liars. Liars, liars,
18 liars. I'm done with it. You've got to go,
19 Runcie. I'm sorry. We need new leadership. I'm
20 done.

21 My wife didn't want me to talk. I didn't
22 come here to talk at all, but I'm a pissed off
23 Parkland parent and you're going to hear from me
24 now. Now, I'm fed up with it. I'm fed up with
25 everything. Lies, lies, lies, lies. I'm done.

1 I'm going all the way.

2 MS. BROWN: So I will continue to share
3 information --

4 SPEAKER: But who are you going to share the
5 information with? If you want to share at a
6 meeting, a PTA meeting, I'm sorry, I work. I
7 can't go to that.

8 MS. BROWN: Ma'am --

9 MR. CHISEM: It started the day we opened the
10 school.

11 MS. BROWN: Absolutely.

12 SPEAKER: I was here. Where?

13 MS. BROWN: So I'm here to share with you
14 that I am happy to provide the information again.
15 It is not hidden. It is something that we
16 continue to provide.

17 SPEAKER: Who was given this? Like, I came
18 to orientation.

19 MS. BROWN: Yeah, my team was here for the
20 entire orientation period. We were in the
21 guidance office. I had seven people. We were
22 sitting in offices where parents would come in
23 and meet with us.

24 SPEAKER: Okay. But if we didn't know that
25 you were there, how were we supposed to -- these

1 parents are all having trouble. We are here.

2 MS. BROWN: So I am here to suggest to you
3 that we can set up other times for my team to
4 come up and sit and meet with parents. We are
5 that open.

6 SPEAKER: 362 days later.

7 MS. BROWN: So we are that open and we're
8 happy to continue to work with families. I can
9 certainly make it available.

10 MR. CHISEM: If possible, I think we have
11 about seven additional speakers tonight. We
12 would like to get through those.

13 MS. ALHADEFF: Mr. Runcie, you said that you
14 met with students, faculty and parents on a
15 regular basis. Can you define what regular basis
16 means?

17 SUPERINTENDENT RUNCIE: There were -- so I
18 know that there's over 3,300 students in the
19 school. It's not unreasonable for me to
20 recognize that we may have missed some people.

21 AUDIENCE MEMBER: How many have you met with
22 and how many times?

23 SUPERINTENDENT RUNCIE: So we're here today
24 to understand what some of the challenges are
25 that we need to continue to work on. And so this

1 obviously is one of them. We'll send out some
2 additional communications, we'll set up some
3 additional sessions to provide options to
4 students and their families. So we'll work on
5 that right away with Ms. Pope and try to get
6 something set up.

7 MS. ALHADEFF: So one of the requests at one
8 of the other parent meetings was that students
9 can meet with you, Mr. Runcie, in a roundtable.

10 SUPERINTENDENT RUNCIE: So I have been doing
11 that and I asked them to organize the next one.
12 But I have been meeting with different groups of
13 students, but we do have them here at the school.

14 AUDIENCE MEMBER: And those should be
15 transparent so we know.

16 SUPERINTENDENT RUNCIE: Typically, we don't
17 have -- I mean, I do believe I'm transparent, but
18 we don't have -- we don't have students exposed
19 to media without written consent. That's a
20 general law that's out there. So anyway --

21 AUDIENCE MEMBER: The principal needs to make
22 us all aware. They need to make us all, not just
23 the students, but make the parents aware. You've
24 got everybody's e-mail, just send them all out.
25 He's in charge of everybody.

1 SUPERINTENDENT RUNCIE: I'm hearing you loud
2 and clear that there's information that has been
3 put out but that it's not always getting out to
4 everyone. My sense is that it was. I mean,
5 because -- but I hear you.

6 MS. ALHADEFF: I have one more point. So I
7 think what I'm hearing is a lack of communication
8 that we're doing as a school district and the
9 parents want more communication. So whether we
10 communicate it through ParentLink, e-mails, but
11 also maybe we could do an MSD informational night
12 where we discuss 504s, IEPs, drug education
13 pieces, Hospital Homebound, suicide prevention
14 and mental health services that are available.

15 Can we possibly do that?

16 SUPERINTENDENT RUNCIE: Yes, we can do that.
17 Yes, and I think that's something that Ms. Brown
18 was alluding to, that we would go and schedule
19 something like that.

20 AUDIENCE MEMBER: Instead of a meeting, just
21 e-mail it. Not everybody can attend. E-mail it.
22 That's the way we live today, e-mail. There's no
23 stamp, there's no paper.

24 SUPERINTENDENT RUNCIE: So we'll find ways to
25 do it both ways. We'll get the information out

1 via e-mail. Hopefully, we do have the correct
2 e-mail for everyone. I'd be surprise if we
3 don't. So we'll do that as well as hold
4 informational sessions.

5 MR. CHISEM: Ma'am?

6 SPEAKER: My name is *****. It's my
7 understanding that during one of the MSD
8 commission meetings Principal Thompson admitted
9 to not being able to provide an approximation of
10 how many threat assessments are typically
11 performed on an annual basis. He also stated
12 that it was a serious -- he also stated that if
13 there was a serious concern about a student's
14 behavior, and they specifically stated, like the
15 next school shooter, he would not expect this
16 information to be brought to his attention. In
17 fact, he said, no, not really. A strong leader
18 should be privy to this information. We need
19 strong leadership. The hugs may be nice, but
20 that's not what will keep our students safe.

21 Students are very good, if they see
22 something, they say something. What we need to
23 work on is the do something part. Until then our
24 confidence in the system will not be restored.

25 So my question to you is, can you describe

1 the process that occurs when a threat assessment
2 is performed and is there any protocol for who
3 should be involved in this process?

4 I think that you might have said that this
5 process has been changed since 2/14 and that the
6 principal is required to sign off on threat
7 assessment paperwork, but can you please explain
8 it a little bit more?

9 DR. WANZA: Sure. So our threat assessment
10 protocols have been in place since 2002 and they
11 require a threat assessment team that is
12 comprised of someone from school administration.
13 And I say that because in an elementary school or
14 a high school, middle school could be different
15 depending on who is on campus at that moment, but
16 representation from school administration, a
17 teacher or teacher who may be knowledgeable of
18 the student as well as a clinician like a social
19 worker, guidance counselor, school
20 psychologist/psychiatrist. We also involve the
21 parent if it's appropriate, as well as local law
22 enforcement.

23 And the team comes together and, you know,
24 based on the information that is there, what they
25 have to consider, they make a determination of

1 whether it's a low, medium or high threat. And
2 based on what the determination is there are
3 different actions, you know, based on that
4 outcome. That has been in place since 2002.

5 What is -- what is different this school year
6 is the requirement for a principal to now sign
7 off that he or she acknowledges that they have --
8 they have not only been made aware of the
9 process, but, additionally, that the district
10 protocol was followed to appropriately identify
11 what level threat, you know, occurred on campus
12 and the associated interventions or outcomes.
13 And then a second layer is, it now gets forwarded
14 to my office and then the principal's supervisor
15 has to then do a secondary review of the entire
16 process to determine that not only protocols were
17 followed, but that the appropriate next steps
18 have been identified and are currently in place.

19 SPEAKER: The other question I had was --

20 DR. WANZA: Oh, the other thing -- I'm sorry.
21 We also did a requirement this school year --
22 well, it's always been a requirement for
23 individuals to be trained who are on the team,
24 but we have now expanded their training
25 requirement to ensure that they are -- that they

1 receive refresher training, for lack of a better
2 term, every two school years.

3 SPEAKER: I think you also mentioned somebody
4 asked about the safety and security of the
5 portable areas and you responded by saying that
6 armed security would be in force?

7 SUPERINTENDENT RUNCIE: Yeah, so we are
8 working to identify and secure resources for
9 that. So we don't have our own police force
10 here, we have arrangements with other law
11 enforcement agencies, including BSO, so we are
12 waiting to get a response back, a proposal, for
13 our request to have additional armed security at
14 the portables site, specifically. So that's in
15 addition to the additional security staff that
16 we've already put on the campus.

17 SPEAKER: So the armed security would be
18 police officers?

19 SUPERINTENDENT RUNCIE: Yes. That is
20 correct.

21 SPEAKER: Thank you very much.

22 MR. CHISEM: Thank you. Next speaker,
23 please.

24 SPEAKER: Hi there. Thank you for coming.
25 My name is *****. I have a few questions if you

1 don't mind.

2 I have a daughter who is a senior, but I also
3 have an 8th grader at West Glades, so my first
4 question actually pertains to middle school.

5 I've noticed that in the beginning of the year
6 the gentleman who monitors the front gate or the
7 car drop-off as well as the bikers and walkers
8 was pretty diligent in that he was walking to
9 doors, checking lanyards, if your student didn't
10 have a lanyard they had to sit on the side and
11 Mom had to come back with their ID. I've noticed
12 recently that he's become more lackadaisical, on
13 his phone, talking to other staff or just waiving
14 the cars through instead of paying attention to
15 who's walking in the gate. So I would ask if you
16 could maybe go back to the schools and try and
17 follow up as to whether or not people are doing
18 their jobs?

19 SUPERINTENDENT RUNCIE: We'll follow up with
20 that one tomorrow.

21 SPEAKER: Yes, since Dr. Wanza is going to be
22 here.

23 My next question is directed probably to
24 Mickey Pope. My daughter finally has reached out
25 to therapy and it has been going very well, at

1 the Resiliency Center. She has become very
2 attached to her therapist and bonded with her. I
3 was a little disappointed to see that there is a
4 limitation to the number of sessions she has. I
5 think it's 12 visits. And then she must move on
6 to, I guess, someone else.

7 And so my question is, if my daughter has
8 bonded with somebody, is it possible to extend
9 those visits or is she sort of SOL?

10 MS. POPE: So I'll take this opportunity --
11 hello, again. It's good to see you again.

12 I'll take this opportunity to let everyone
13 know that I have -- there are two of my team
14 members that are here that can really respond and
15 work with you on individual issues that you're
16 having with your children that may be, you know,
17 private. We have Dr. Laurel Thompson who is the
18 Director of Student Services in the back and also
19 we have Ralph Aiello, who is the Director of
20 School Counseling. And they are here this
21 evening in the event that you have some, you
22 know, private information that you would like to
23 request or services that you would like to
24 request. So they'll both be here after as well.

25 So to your question about the number of

1 sessions, the way that our grant that funds our
2 family therapy program works is that it is free
3 to students in Broward County Public Schools and
4 there is a cap of 12 sessions. However, that can
5 be -- once those 12 sessions are -- are done,
6 those can be extended with requests from the
7 family and then we go through a permission
8 process which can happen. We also look at the
9 need for continued therapy and we do refer also
10 out to our behavioral health partners in the
11 community, we do do some matching and do a very
12 soft hand-over to longer term counseling with any
13 of our behavioral partners.

14 So it is possible if there is a need to
15 continue for that to be requested and for that to
16 continue.

17 SPEAKER: Thank you.

18 MS. POPE: So you can see Dr. Thompson in the
19 back and we can work through that going forward.

20 MR. CHISEM: We have also posted their
21 information here as well.

22 MS. POPE: So in our mental health portal you
23 will find all of our mental health specialists
24 within the district as well as all of the
25 behavioral health partners in this community who

1 are offering free service for students. So
2 please do take the time to take that information
3 down.

4 Also, the number that you see there is the
5 number that you can call to, you know, request
6 any information around mental health services
7 that are available.

8 SPEAKER: My next question is again about the
9 Resiliency Center. I have noticed that there is
10 only two full-time therapists there and actually
11 the day that my daughter decided she wanted help
12 we brought her over and there was a gentleman out
13 with the flu and the other therapist was busy in
14 her session so she could not be seen. We were
15 lucky enough to actually get an appointment the
16 next day which worked out beautifully. She has
17 told other friends, her boyfriend, what have you,
18 of her situation and her experience and now
19 they're interested in talking, too. Her best
20 friend who was actually on the second floor and
21 has never spoken to anyone in the last year and
22 now is ready to talk so her mom, you know, went
23 over and she has to wait a month before she can
24 get an appointment.

25 So my biggest concern is, obviously, based on

1 this rant, is there a way to increase the amount
2 of staff there to help? Because it seems to me
3 that in talking to other parents, that it seems
4 like now, I don't know if it's because of the one
5 year, but everyone is sort of ready to deal with
6 it. And all of a sudden the resources are not
7 there.

8 MS. POPE: So we have increased the services
9 at the center with one additional counselor
10 there.

11 SPEAKER: So there's three now?

12 MS. POPE: Excuse me?

13 SPEAKER: There's three now?

14 MS. POPE: There is a third person there that
15 is so that as walk-ins come through,
16 understanding that this time is a tough period
17 for folks, so there is an additional counselor
18 there who is there to assist folks who are
19 walking in and to help them schedule at the
20 center, to also help them schedule with one of
21 our therapists that are out in the field. Both
22 West Glades and Marjorie Stoneman Douglas High
23 School has designated counselors as well. And if
24 that doesn't work for them, then we also do a
25 soft hand-over, a referral, to our behavior

1 health partners who are also providing services
2 in the community.

3 So do know that we're using every resource
4 that we have. We're really not withholding any
5 resources. There is a huge need and we're trying
6 to meet that need as best we can. Now, the
7 Resiliency Center is a small space and it is not
8 even the most conducive space, as you can see.
9 However, we have been committed to being there
10 since the 15th. As long as there are folks who
11 are willing to come and receive services there we
12 will stay there. We do the group sessions there,
13 but we are limited there, so that's why the
14 outreach to our community partners and to our
15 in-house counselors who are in zones are also
16 being used.

17 SPEAKER: Thank you. My last question -- or
18 actually it's a comment based on a number of your
19 comments which were about communication. I know
20 you were talking about trying to enhance the
21 communication to us parents. But I can implore
22 you that I feel like West Glades has been
23 forgotten and abandoned. And each kid went
24 through hell that day. My 13-year-old is really
25 struggling and she's gonna come here next year.

1 And I feel like she needs to get her feet on the
2 ground and have a firm grasp of what she went
3 through before she gets here, and the resources
4 that were addressed earlier, I didn't -- I've
5 never heard of that 504c and all that before that
6 there were options for kids that are struggling.
7 So luckily my daughter, you know, has a good
8 foundation in her family, but there might be kids
9 out there that are struggling and need more help
10 and maybe their parents aren't always available.

11 SUPERINTENDENT RUNCIE: So I think what we'll
12 do is, the session that we talked about setting
13 up here to communicate those options to parents,
14 I think it's worth us doing something similar to
15 that at West Glades as well.

16 SPEAKER: And it might have to be a zone type
17 of thing. Thank you all.

18 MS. ALHADEFF: Thank you. That was a good
19 point. Mickey, I just wanted to ask you a
20 question. So at the Resiliency Center, if
21 somebody comes into the Resiliency Center and
22 there is not a counselor available for them at
23 that time, what happens to that person?

24 MS. POPE: Per your recommendation from the
25 conversations that we had, Ms. Alhadeff, about a

1 month ago, we did put a third therapist there who
2 will see the individuals coming in who are
3 walking in and help them to access services
4 either based on the appointments at the
5 Resiliency Center or out to the zone counselors
6 or out to our behavioral health partners.

7 MS. ALHADEFF: Okay. So that means that they
8 would get to someone on the phone at the moment
9 that they are right there at the Resiliency
10 Center?

11 MS. POPE: Yes.

12 MS. ALHADEFF: Okay. Thank you.

13 SPEAKER: Good evening. My name is *****.
14 And I am here on behalf of my daughter. So,
15 mainly, I'm tired. Okay? I'm tired. She has
16 taken me to everything, every meeting. I have
17 been to meetings where Mr. Runcie has been there.
18 And I am here because I have to teach you how to
19 stand up for somebody when people don't agree
20 with you. Okay? I know this is unpopular, but,
21 Mr. Runcie, I support you, and I can only applaud
22 you while having darts thrown at you from the
23 community. My daughter was in the building and I
24 am blessed to have her here with me. I really am
25 blessed to have her here with me. And she has

1 taken me from Piper High School, to here today,
2 to the UN. No one knows that you were the only
3 MSD student that went to the United Nations, but
4 I applaud you for talking about gun violence and
5 what it means on a global scale and not just what
6 it means right here.

7 So I say, again, that I support you and I
8 can't imagine what life is like knowing that
9 people are standing out there talking about you
10 being fired and all of this stuff. What I say to
11 my daughter is on that February 14th Nikolas Cruz
12 came up in here. He did what he did.

13 And as I listen to you galvanize and support,
14 to listen to the advocacy of that age group
15 around the nation, she's a part of some student
16 groups that are doing their part to be a part of
17 some advocacy groups, when you listen to them
18 organize, they are way far ahead of what we're
19 doing.

20 What we are doing here right now, *****, this
21 is not it. This is not it.

22 So if we could take some lessons on how you
23 all organize, how you all include, how you all
24 diversify, how you all make change, let us take
25 our lessons from you all and the students.

1 And, again, maybe I am not the person to be
2 speaking, I didn't write a speech, I really don't
3 even know what to say, but, again, *****, it's
4 not easy to stand here in times of grief. And I
5 can only imagine what grief turns up. Grief
6 turns into anger. Grief turns into war. Grief
7 turns into many, many, many, many things.

8 But if you can just turn your grief into
9 something positive and do something, I cannot
10 wait to tell people when they ask me, where does
11 your daughter go to school, I want to be able to
12 tell them, she goes to Howard, she goes to
13 Spelman, just that she's a narrative of when you
14 say, oh, my daughter goes to MSD and then you get
15 that look in the face and then it becomes
16 politics.

17 So, again, I am sending you off. Being here
18 at MSD has been a great and a tumultuous
19 experience at the same time. I would have never
20 thought that her life would be this way, but it
21 has built her up. It has torn her down. I
22 totally understand what you mean by not having
23 sleep. She reminds me all the time, she'll say,
24 Mommy, you don't know what the bullets sound
25 like. I don't know what it means. I have never

1 heard bullets active like what she's heard. And
2 I didn't have to bury my child.

3 So, again, I support you Mr. Runcie. I'm
4 sick and tired. I'm sick -- I'm tired of it and
5 I wish that 10 years from now that we all look
6 back on this time and we feel good about what
7 we've done and the things that we said and that
8 we teach our children. They're watching us.
9 They're watching us.

10 But, again, *****, all the best to you.
11 You're a senior and I am just going to put this
12 to, put it to bed.

13 MR. CHISEM: Thank you. Our next speaker,
14 please.

15 SPEAKER: *****. Good evening. Thank you
16 for coming out tonight and for hearing us
17 tonight. I am a parent of a senior and also a
18 seventh grader at West Glades and I'm also a
19 teacher here. And so I have some things I
20 definitely want to bring to discussion and I
21 agree with the teachers at West Glades have
22 really been left out. I've had conversations
23 with them and really I think that we do need to
24 revisit with the teachers as well as the students
25 at West Glades. That's a very good thing. They

1 are at a very vulnerable age where a lot of
2 misbehavior begins and they're struggling over
3 this.

4 So, please, please, spend time over there as
5 well. They experienced it just like we did. All
6 14 of our students that died here went through
7 that school and the teachers are struggling. So
8 that's one thing I wanted to bring up.

9 The next thing I want to bring up is, we're
10 talking about using enhanced mental health as a
11 means to prevent the next tragedy. And I wanted
12 to hear from you guys, what does that look like?
13 What plan -- what does that entail, enhanced
14 mental health? Well, plans are being made by the
15 district to create enhanced mental health; what
16 does that mean and what does it look like?

17 MS. POPE: So part of what the Marjory
18 Stoneman Douglas Public Safety Act did for us was
19 really raise the issue of mental health to the
20 surface. It also, as Mr. Runcie spoke of
21 earlier, brought us some additional resources for
22 mental health services.

23 So the enhancement began with added
24 clinicians, which was needed very, very badly.
25 We were already at a place of deficit when it

1 came to enhanced mental health staff in our
2 schools. And even with this added financial
3 support we continue to hear across the county
4 that there is additional need for mental health
5 support. As I mentioned earlier, we are using
6 every resource we have, this enhanced support is
7 definitely going to be used even more.

8 SUPERINTENDENT RUNCIE: Let me just interject
9 on that point.

10 So the caseloads that we have in Broward
11 County and throughout the state are just
12 unreasonable. They are unmanageable in terms of
13 the need versus the ability to get access to
14 therapists, behavior specialists, counselors. So
15 a large part of our strategy is to enhance those
16 numbers. So we're in the process of -- I know we
17 were in the process of hiring another 50 of these
18 type of staff. In the referendum that was passed
19 in the August, which goes into effect July 1st of
20 2019, we are allocated about eight percent of
21 those funds to be able to hire additional
22 counselors, behavior specialists and therapists,
23 as well. So that's a big part of the work, is
24 adding resources with the knowledge that we need
25 to -- and being able to reach our kids. It's a

1 math issue at this point.

2 So, I'm sorry, please continue.

3 MS. POPE: Also part of the plan is to do
4 more collaboration with our community partners
5 that provide mental health resources and
6 services. So there is collaboration going on
7 with all of the agencies that provide mental
8 health services. There are referrals going out
9 to them and referrals going in. So there are
10 some enhancements across the board.

11 Part of the funds also required us to write a
12 plan. So when you asked, what does that plan
13 look like, we did have to have a plan that had to
14 be School Board approved and sent to the state as
15 to how we were going to use those funds, what
16 services we were going to provide at tier 1, at
17 the tier 2 and at the tier 3 level. So that is
18 outlined where we're looking at what we're doing
19 across the board with all schools, all students,
20 what we're doing with students that elevate to
21 the higher needs. That's part of the RtI process
22 within our schools and then what are we doing
23 with the students at the tier 3 level who need
24 individual counseling?

25 So, again, using every resource that we have.

1 We have built a plan which includes also teams
2 that can serve regions. So we've looked at the
3 county in different regions and we have teams of
4 specialists that will not necessarily be assigned
5 to particular schools but that will add enhanced
6 services to schools within regions.

7 So all of that is in the works. All of that
8 is being built.

9 We also are in consultation with the National
10 Center for School Crisis and Bereavement in
11 putting together a long-term strategic plan to
12 provide mental health services using not only
13 existing resources but the added resources that
14 are coming, going from services directly to those
15 impacted at Marjorie Stoneman Douglas and then
16 moving outward into the community.

17 So those plans will be going to our School
18 Board. There is going to be lots and lots of
19 conversation for, I believe, years to come around
20 mental health services across this county and
21 specifically around Marjory Stoneman Douglas,
22 Parkland, and this event.

23 We also are applying for a number of grants
24 that are directly connected to providing mental
25 health support and we are in good position given

1 the tragedy to receive those funds to continue to
2 enhance services.

3 SPEAKER: Thank you.

4 The threat assessments, now that we've gotten
5 the second layer, the signature of the principal
6 and then on to the cadre, those are timely. Time
7 is of the essence when it comes to those sorts of
8 activities or threat assessments. And my concern
9 is it sounds like we've added more layers for the
10 threat assessment to be completed, so there's a
11 time issue there.

12 SUPERINTENDENT RUNCIE: No, absolutely not.
13 The threat assessment needs to be done. Those
14 additional layers are to make sure that it gets
15 done correctly and that it's being followed
16 through.

17 SPEAKER: Okay.

18 SUPERINTENDENT RUNCIE: So we're not
19 impacting -- the threat assessments need to be
20 done immediately. There's no change in that
21 timing whatsoever. But, you know, we've heard
22 loud and clear about concerns about the
23 accountability and consistency.

24 You know, the commission said, look, Broward
25 County, you actually have a really good threat

1 assessment process here, but it needs to be
2 followed and it needs to be executed and
3 implemented consistently across the board. So,
4 again, we're putting in these measures to make
5 sure that that is the case, and that,
6 furthermore, we will go through on an annual
7 basis to review threat assessments through an
8 audit process.

9 SPEAKER: Also with the mention of spending
10 more money and millions of dollars on cameras, I
11 want to know do the local police agencies have
12 access to these cameras on our campuses?

13 SUPERINTENDENT RUNCIE: So we do have an
14 agreement with the Broward Sheriff's Office where
15 they have access to cameras now as we speak. We
16 are extending that to other law enforcement
17 agencies. We've sent out the agreement that we
18 have with the sheriff's office for them to look
19 at that as a starting point. But it is
20 absolutely our intention to make it available to
21 other agencies around the county.

22 Mr. Moquin?

23 MR. MOQUIN: No, I think you said it all.
24 The Board this month or in January approved the
25 initial agreement with BSO. BSO has access to

1 all the cameras throughout the entire county, so
2 the entire inventory of 10,000 cameras, realtime
3 access to those cameras as we speak right now.

4 SPEAKER: In one of our previous other
5 meetings, Mr. Runcie, I brought up the statement
6 to you that the drug issue that we're having
7 here, across Broward County, not just here,
8 across Broward County, and you admitted that you
9 recently had become aware of it. It's an
10 unintended consequence, but the leniency of the
11 PROMISE program, the fact that students were
12 continually allowed to be on campus, have no
13 consequences legally, it has made it so easy for
14 kids. And I think it's really contributed to the
15 drug problem that we have in our county. I truly
16 believe that. And I've been at a couple of
17 schools and that's my personal experience and I
18 had to put that out there. I feel very strongly
19 about that.

20 So I hope that you take a look at amending
21 the PROMISE program in regards to the use of
22 drugs.

23 SUPERINTENDENT RUNCIE: Those are the changes
24 that -- February 26th we are bringing
25 recommendations for changes to the School Board

1 that incorporate recommendations for the
2 provision, but I'll consider that. Because we
3 can have a debate about what PROMISE is versus
4 the perception of it. Perception sometimes can
5 shape people's reality and I certainly recognize
6 that. Nonetheless, there's no program that we
7 have that we certainly can't make better. That
8 is one of them that we will -- we have made some
9 changes already and we'll make further changes as
10 we go along.

11 As I described to you there is actually, you
12 know, a committee that pulls these components
13 together. So we will be working with them. But
14 there are some immediate changes that were put in
15 at the start of the school year. There are
16 additional changes that are being recommended at
17 the end of this month. So I'll, you know,
18 acknowledge your concern there.

19 SPEAKER: And I think, again, our leniency
20 with the discipline matrix has been a big issue
21 over the years in our county. And I've had
22 conversations with different principals, not
23 mine, not right now, but they're afraid of
24 veering from the consequence on the discipline
25 matrix, because if they do, they make a more

1 severe consequence, there's a phone call that's
2 made to them and they have to answer as to why
3 they're given a stricter consequence than what
4 the matrix allows. And they are fearful that if
5 that happens more than one time they're going to
6 be transferred to another school. And that's a
7 problem.

8 SUPERINTENDENT RUNCIE: Yeah, so there's, you
9 know, trying to deal with this two ways. On one
10 hand, you know, we say principals have too much
11 discretion, so we put a matrix out there that
12 limits what they can do in certain situations,
13 and then we hear, well, they don't have
14 discretion. So, I mean, it's always a tough
15 balance to deal with, but what --

16 SPEAKER: Principals know their schools
17 better than anybody else.

18 DR. WANZA: I will say it's the school's
19 chief -- I have never threatened a principal with
20 demotion or transfer because of a judgment call
21 he made on discipline. I am a former principal,
22 and I can tell you a phone call was never made to
23 me. Some of it may be discretion. Some of it
24 may be perception.

25 Generally, what we ask a principal when we

1 make the call, how did you get to that
2 determination so that I can have a better
3 understanding if the question is asked of me.

4 SPEAKER: Okay. And then as our students are
5 seniors they have built up relationships with our
6 assistant principals that have been removed. I
7 would just ask that they be considered to be
8 allowed to be at our graduation for our kids.

9 SUPERINTENDENT RUNCIE: Yes, we have made
10 that clear to them and administration that
11 activities, events at the school, including that,
12 they will certainly be allowed and encouraged to
13 participate.

14 SPEAKER: Thank you.

15 AUDIENCE MEMBER: Those vice principals, the
16 ones that were laughing with law enforcement,
17 they're going to be invited back?

18 SPEAKER: Hi, my name is *****. And Mr.
19 Runcie, I'm not a supporter of you and I can tell
20 you why.

21 So, admittedly, August 28th was my first time
22 voting for a School Board member and since then I
23 have learned a lot. I've written down what I
24 would like to say and if you would allow me to
25 read it and then address anything or not address

1 it, it's okay.

2 SUPERINTENDENT RUNCIE: Sure. Go ahead,
3 ma'am.

4 SPEAKER: Thank you.

5 So I've learned that the School Board
6 operates with a \$4 billion budget. It's not
7 being managed properly. We always hear about the
8 \$800 million SMART Bond, but now we're hearing
9 that it's going to take over \$1 billion to
10 complete these projects.

11 I learned that you, Mr. Runcie, as the
12 superintendent of this district, of this
13 district, in the year of the largest school
14 massacre in history, you've given yourself over a
15 \$25,000 raise in this year. Teachers have
16 received less than one percent increase in pay.
17 So now you've earned over \$330,000 for your
18 position while the average teacher barely nets
19 50,000. First of all, I'm not a teacher.

20 I learned and have spoken to the PR rep that
21 you hired and paid over a hundred thousand
22 dollars to polish your image. I've learned
23 professional help at the Resiliency Center is
24 great when you can get it. The grants you speak
25 of, the money, where it's coming from, I don't

1 know. I'm being told that lots of people gave up
2 even trying to get help there and many of our
3 children are still suffering in silence.

4 I've learned about the disciplinary matrix
5 that I guess some are calling the PROMISE program
6 where you, Mr. Runcie, you blame people that
7 criticize it for having a political agenda?
8 That's not the case.

9 What you need to understand is children have
10 the opportunity to have six misdemeanors on that
11 report every year before corrective action is
12 taken and that what you're calling resetting
13 these said misdemeanors from their records year
14 after year, that's okay, this needs to be looked
15 at. I'm glad you're looking at it and that it's
16 a workshop item for February 26th.

17 Many of us in the Parkland community are
18 watching now. Please, stop saying that this is a
19 political agenda. It's not.

20 There's talk of a policy allowing children
21 coming from Cross Creek to be mainstreamed
22 without further monitoring. I don't know how any
23 of these children are at MSD or otherwise.

24 But what I have not learned, and this is to
25 Principal Thompson, why here at ground zero has

1 so little been done in terms of safety measures?
2 We see and hear about every elementary school and
3 middle school take steps to protect their
4 children, but it's not happening here at MSD.

5 As I recall, what was called an organizer's
6 meeting one week after the tragedy Commissioner
7 Udine asked you, Mr. Runcie, if parents in
8 collaboration with the PTO were raising money for
9 security measures and Mr. Runcie, without
10 hesitation, you responded, yes.

11 So my question to Mr. Thompson, what is the
12 holdup?

13 And, if I may, I don't know if he'll answer
14 this, there are several people in this community
15 that have affiliated with very reputable
16 501(c)(3) organizations. I don't want to list
17 them or I don't need to list them, but why is
18 there a flaw? It baffles my mind every day that
19 we send our children to a school, to this school,
20 with zero, literally nothing stopping a currently
21 enrolled student from carrying a weapon onto the
22 campus and shooting a fellow classmate.

23 The cameras that you were talking about, is
24 there anyone monitoring these cameras or are they
25 just open for recording?

1 And then you talked about revamping this code
2 red, black and these drills, et cetera. Just
3 being that everything takes so long for you all
4 to accomplish, is there a timeline on that
5 revamping?

6 And those are all my questions. It doesn't
7 even matter if you respond to them or not.
8 However, I would like Mr. Thompson, if he's
9 willing to, to address why they are not in
10 collaboration with the PTO and the community in
11 terms of taking security measures here, if he's
12 willing to address that.

13 SUPERINTENDENT RUNCIE: So you had a lot of
14 questions there, so I'll say that we'll respond
15 to those -- we've responded to some of them
16 already, but we'll respond to those in writing
17 and post those on the website, as well, along
18 with the other inquiries that have been made.

19 MR. CHISEM: Thank you. Can I have the next
20 speaker, please?

21 SPEAKER: Superintendent Runcie, have you --

22 MR. CHISEM: Will you state your name,
23 please?

24 SPEAKER: Oh, my name is ***** and I'm a
25 senior this year.

1 Have you and/or the rest of the School Board
2 witnessed a code red drill or lockdown at either
3 MSD or any other BPS school?

4 SUPERINTENDENT RUNCIE: Yes, I personally
5 participated in the actual active assailant
6 training as well, which is where we have multiple
7 law enforcement agencies and first responders
8 actually go through a drill. It takes a few
9 hours at a school. So, yes, I mean, I have, if
10 that's your question.

11 SPEAKER: Has the rest of the School Board?

12 SUPERINTENDENT RUNCIE: I don't know. I
13 can't speak for any specific School Board member
14 at the moment, but -- so I don't know the answer
15 to that right now.

16 SPEAKER: This instance at MSD is not the
17 first time that someone has died on a BPS campus.
18 As was mentioned earlier about 10 years ago a
19 15-year-old girl named Amanda Collette was shot
20 at Dillard High School. Nearly one year ago Mrs.
21 Alhadeff tragically lost her daughter and I
22 tragically lost my friend, Nick.

23 Last night I had a pretty bad panic attack
24 and I called my best friend who goes to American
25 University. And I called her in the middle of a

1 panic attack because I couldn't stop -- I
2 couldn't get the thought out of my mind that I'm
3 never going to get to talk to my friend again and
4 I am never going to hear his voice again, so I
5 called her because I needed to hear hers.

6 What has the School Board done since the
7 instance at Dillard and MSD other than what the
8 commission has asked to prevent more friends,
9 teachers, sons, daughters, moms and dads from
10 being slain on the Broward County School campus?

11 SUPERINTENDENT RUNCIE: So, let me first say
12 that I'm deeply sorry to hear about the trauma
13 and loss that you had.

14 We will continue to work to make, you know,
15 every school in this county, our goal is to make
16 this the safest district in the state and in the
17 country.

18 Above and beyond anything that's been done or
19 recommended in the MSD commission, before the
20 reports ever came out we immediately made sure
21 that our schools were enforcing our protocols
22 that we had put in place around locking down the
23 campuses. As we mentioned earlier, that includes
24 gates, doors, classroom doors, ensure that
25 everyone is wearing IDs. I actually had a

1 meeting today to reinforce that our maintenance
2 crews, our vendors, they have to make sure that
3 they have their ID, otherwise the principals are
4 not allowed to have them enter the campus. Our
5 maintenance crews have to make sure that they are
6 locking the gates, as well. We -- we -- in the
7 fall of 2017, as I had mentioned earlier, before
8 the tragedy, the School Board had asked us to
9 pull out our single point of entry projects from
10 the bond program and get those done earlier,
11 which they are and that's on schedule to be done
12 much earlier than the original end date for all
13 of the schools. And in January of 2018 the
14 School Board authorized about \$5 million for us
15 to upgrade the camera systems in this district.
16 They were on several different platforms and they
17 needed to be on one. That work was completed by
18 June 2018. During that time period we also
19 engaged the services of a security risk
20 assessment firm, probably the best in the world
21 at what they do. They've done over 7,000 schools
22 in the United States and across the world. Their
23 initial -- they did two phases of work. The
24 initial phase of work was done over the summer of
25 2017 where they looked at physical security at

1 every single one of our Broward Schools. They
2 came back when the school year started and looked
3 at how students and teachers and administrators
4 are functioning on our campuses and paying
5 attention to our protocols. They did over a
6 thousand site visits for our schools. They did
7 surveys of over, I believe, 60,000 students. The
8 first part of their work allowed us to be able
9 to, again, secure funding to do additional radios
10 in our schools, additional cameras, as well as
11 upgrade our intercom systems.

12 Prior to that, prior to the start of the
13 school year Mr. Moquin and his team worked day
14 and night to -- to actually get a guardian
15 program in place because our law enforcement
16 agencies effectively told us they don't have any
17 additional staff to ensure that we have an armed
18 officer at every campus in Broward County,
19 because there's a shortage in Broward County.
20 There are about 300 law enforcement vacancies in
21 Broward County alone, about 5,000 across the
22 state. So we worked with the sheriff's office in
23 developing our guardian program. We hired
24 individuals who had former military or law
25 enforcement background. They go through about

1 140 hours of training and they have been staffed
2 at schools where we had gaps so that virtually
3 every school was covered. So that has been done
4 in our schools as well.

5 So, I mean, those are just some of the
6 measures that we put in place and we'll continue
7 to do more work. We've had a lot of discussion
8 over the last several meetings about some type of
9 entry point metal detection. As I indicated, we
10 are having some earnest conversations with our
11 School Board on that particular topic in order to
12 get those conversation resolved soon so we can
13 come to a decision.

14 I understand that this, what's happening here
15 in Parkland and the MSD zone, is very different
16 than anywhere else in the county and in this
17 country and so we may have -- and we are doing
18 things a little different here, but we're going
19 to have to do more. More in the sense of not
20 just physical security but there's also
21 psychological security and trauma that we need to
22 address.

23 So thank you for that question. And, again,
24 I'm deeply sorry for, you know, what you're going
25 through and if there's anything we can do with

1 our services and access to them, please, let us
2 know. Staff is sitting in the back so we can
3 help you with any of your problems.

4 SPEAKER: I do have a few more questions for
5 you. Mr. Runcie, I, personally, am not a fan.
6 You know, earlier you said that you were sorry
7 for the mistakes that were made. But those
8 mistakes were killers. And in school I can tell
9 you, because I'm a student, and this is never
10 happened to me, but my mom is also a teacher and,
11 what happens -- when you fail consistently in
12 class too many times, what happens? You get
13 kicked out of class.

14 Can you please give me and everyone here at
15 least one compelling reason to convince us why
16 you should proverbially not be kicked out or why
17 you should remain as the superintendent? Why
18 should you not resign? Please explain to me.
19 Enlighten me. Please give me why you think you
20 should remain the superintendent.

21 SUPERINTENDENT RUNCIE: So let me just say
22 that I absolutely understand, you know, the anger
23 and the grief and the loss in this community.
24 And I continue to work to address those concerns,
25 to do whatever we can, working with the School

1 Board, external agencies, partners in this
2 community, to bring as many resources as we can.
3 And, you know, I will say it's not just Stoneman
4 Douglas, we've been working to serve the whole,
5 entire county. And I understand your sentiment
6 here, but I will also tell you that, although
7 I've spent the vast majority of my time over the
8 past year addressing challenges here the best
9 that we can, also trying to meet the needs across
10 the entire county, which consists of 31
11 municipalities, so I'm trying to serve Parkland
12 and I'm trying to serve the entire county at the
13 same time.

14 I think we have made some progress. We need
15 to do more. And, you know, I'm going to continue
16 to do the job that, you know, I've been hired to
17 do. So that's -- that's where I am.

18 SPEAKER: Thank you for that.

19 Another, I know it was mentioned earlier that
20 the possible solution to the portables and the
21 safety issue in the portables and the lockdown
22 drills, we're told to lie on the floor. And I
23 can tell you and ***** was the only other student
24 who asked questions, so I'm not sure if there
25 wasn't any speakers at the beginning who are also

1 students, but you have to put it in a different
2 perspective than the parents, because we're
3 living with it every day. And as students there
4 are things that we -- for instance, in my case
5 there is anxiety that I go through every day that
6 I don't always feel comfortable talking to my
7 parents about. And, personally, I have had some
8 privacy issues with a lot of the -- with some of
9 the security here at our school, some of our
10 security guards.

11 There's a fine line between
12 overprotectiveness and security. And that line
13 has been crossed and then crossed again. It's --
14 every time I leave the room to go to the bathroom
15 or get water, it's like a police interrogation.
16 Where is your pass? It's the wrong color pass.
17 You need this one. Oh, the time is five minutes
18 off. It's -- it's too much.

19 So, it almost feels prison-like.

20 SUPERINTENDENT RUNCIE: So, you know, it's
21 interesting. I keep hearing that we haven't done
22 enough. Then I hear that now that it's too
23 prison-like. The only way we're going to move
24 forward as a community is we need to come
25 together and have some, you know, frank

1 conversation that's focused on what we want for
2 our children in the school. And it's not
3 necessarily what we all perceive and that's why I
4 continue to try to meet with students, to get --

5 SPEAKER: How many times have you met with
6 students this year at this school?

7 DR. WANZA: I know for a fact, I've been to,
8 I believe, it's three meetings with him with
9 students.

10 SUPERINTENDENT RUNCIE: Three or four. I
11 mean, I think the first month or so I was here
12 just about every day, but there have been
13 scheduled meetings that I've had with specific
14 groups here. And I continue to do that.

15 SPEAKER: I understand that you have to run a
16 whole county, but something that's as important
17 as this there's no handbook for it. So when
18 we're trying to figure out the best way to tackle
19 this, so from the second week of August,
20 September, October, November, December, January,
21 now we're in the second week of February, so from
22 the second half of August to the first half of
23 February, that's six months. That's once every
24 two months. And I'm assuming that you weren't
25 with an auditorium full of students. So how do

1 you feel you're getting an accurate picture from
2 all the students and staff if you're only meeting
3 with a few of them a few times every few months?

4 SUPERINTENDENT RUNCIE: Well, we will just
5 continue to meet with more students. That has
6 been asked here at a previous meeting by a
7 student, so I am committed to doing that. We are
8 working on setting up some other sessions with
9 students as well.

10 SPEAKER: And backtracking for a second. I
11 know earlier it was mentioned that there was a
12 solution to -- a possible solution to the
13 portables was having more guards. If it already
14 feels so like everyone's breathing down our necks
15 24/7 how is having more guards the answer?

16 It's almost to me in my head when people say,
17 oh, the answer to gun violence prevention is you
18 need more guns, more good guys with guns will
19 eliminate all bad guys with guns.

20 How is more guards going to make us feel
21 safer if we're already overwhelmed, where are you
22 going? What class are you from? Like it's too
23 much. How is having more going to alleviate
24 that?

25 SUPERINTENDENT RUNCIE: I will tell you

1 that's always a concern about the balance. So at
2 one level, yeah, I get from parents, they come
3 here, we need more security here, et cetera, and
4 then I know about some of the psychological
5 impacts that it has on the students.

6 SPEAKER: Do you? Do you have panic attacks?
7 Do you have anxiety attacks? Do you go through
8 PTSD? Do you really know the psychological
9 impact? Do you really know that? Because I do.

10 I remember when the Jacksonville mass
11 shooting happened. I was at work and I had to
12 leave work early because I had a panic attack
13 because it was still in my head. Even though
14 it's six hours away it's in my head, Jacksonville
15 is Florida and Parkland is Florida. Even though
16 I know it's so far, it was a subliminal thing.

17 Do you really understand the psychological
18 impact that us, the students and the Parkland
19 community and the teachers and the parents, do
20 you understand what we face on a day-to-day
21 basis? Do you really?

22 SUPERINTENDENT RUNCIE: I don't know the
23 specific nature. I mean, I can't tell you --

24 SPEAKER: So then don't say you do.

25 SUPERINTENDENT RUNCIE: May I finish my

1 response?

2 SPEAKER: Please.

3 SUPERINTENDENT RUNCIE: -- specifically how
4 you're feeling today, but I can tell you when I
5 was eight years old I was standing next to my mom
6 while she was shot in the face and almost died
7 right next to me as a victim of a hate crime.
8 Okay? So I have been through trauma. I've
9 watched kids, 30 or 40 of them a year get killed
10 in the streets of Chicago to a point where we had
11 to hire a -- a faith leader on staff just to
12 continue to go out to families to deal with that.
13 So, yes, I understand it. But -- and that's why
14 when this tragedy occurred I remember telling
15 staff -- I mean, my family and I never saw A
16 counselor, we never got any therapy, nothing. We
17 could never afford it. And I said, I wouldn't
18 want any family in Stoneman Douglas to ever go
19 through that. So I said let's pull all the
20 resources we can across the county. We even had
21 at one point over 100 counselors and support
22 people from other districts I asked to come here,
23 on the very grounds here, to provide support.

24 So, yes, I know whatever we do, it's never
25 going to be enough and it probably isn't because

1 the trauma and the scale of this is tremendous.
2 But it isn't like I don't care or we haven't been
3 doing anything. We have been doing as much as we
4 can to the extent that my staff here may need
5 counseling in trying to deal with it.

6 So I'm sorry it's not enough, but I can tell
7 you in my heart that I work every day. I get up
8 every day and I pray for this community. I pray
9 for the families who have lost their precious
10 children. I pray for the three beloved employees
11 that we have lost in this tragedy that no one
12 could have ever imagined.

13 And we're going to do our best to learn from
14 it and make this school system safer and be an
15 example for the rest of the country. That's what
16 I'm trying to do.

17 SPEAKER: All right. Thank you. And I
18 will pass because I know we have other speakers,
19 but I will say this. We said it before when it
20 happened last year, and I thank you for saying
21 the prayers and stuff, but last year we said
22 this, we don't want thoughts and prayers. We
23 want real action. And I'll end on that.

24 We don't want thoughts and prayers, we want
25 things to be done and be done in the right way.

1 MR. CHISEM: Next speaker, please.

2 SPEAKER: Good evening everybody. My name is
3 *****. I'm a senior here at MSD.

4 I'm tired. I'm emotionally exhausted. I
5 don't sleep. I still hear gunshots. I suffer
6 from night terrors. I see a therapist weekly.
7 And I still have to go to school here every
8 single day and get an education so I can
9 graduate.

10 And I just want everyone here to know that we
11 are watching, that us students have been out here
12 trying to organize and work -- trying to be as
13 organized and sane and headstrong as possible
14 when it comes to dealing with the grief and the
15 anger. But over the course of the year after
16 seeing so much hatred, it's disgusting. I'm
17 going -- this is not the first time sitting in
18 front of this panel, this is my first time
19 speaking. I've met with Mr. Runcie I believe all
20 three times he was here. It's open -- it's not
21 open to all students. Teachers will literally
22 come to you and select you themselves. So it's
23 not like -- it's up to the teacher to say, *****,
24 why don't you -- I feel you have something to
25 say, you know, this person, come on if you want

1 to meet me in this room, here's a pass.

2 We have spoken about maybe we should do a
3 more grand scale of students sitting in the
4 auditorium. Mr. Runcie wrote things down and I
5 know he is open to it and the group keeps getting
6 bigger and bigger. It may not be your child, but
7 they are happening.

8 I heard about -- about military issues in
9 schools and I have spoken all around the nation
10 about life as a student at MSD. I am in prison
11 here. My -- and my inmate number is *****.

12 When I walk up to those gates I am constantly
13 being harassed. It is a privacy problem. Every
14 time -- I feel like people are not understanding
15 that students have an understanding of what
16 happened inside the school more than the parents.
17 We understand our trauma more than the parents.
18 We live this every day. So saying there's not
19 enough security here, there is enough. Because
20 there is more than enough. More than enough.
21 Thank you.

22 Wand use is never random, especially for
23 somebody that looks like me. My brothers and
24 sisters that go to this school are constantly
25 being targeted inside this school. It's always,

1 sir, where are you going? Sir, what's this;
2 what's that? But someone who doesn't look like
3 me just walks past. We are constantly being
4 searched 24/7. I'm targeted in my own school.

5 When I came back to school I was greeted at
6 my door with the same AR-15 that killed 17 of our
7 people because we need more security guards.

8 I was in the building that day.

9 Wandering is never random. This is a state of
10 education not a prison.

11 Let's talk about disciplinary action. The
12 PROMISE program is something that I have always
13 been a fan of since I've been at Broward Schools.
14 This was educating that was to dismantle the
15 school -- the PROMISE program, this was in place
16 to dismantle the school to prison pipeline. If
17 any of you guys don't know that, that's when the
18 kids go from high school straight to the prison
19 system, which happens a lot in the black
20 community.

21 Keep in mind the shooter at this school was
22 not black.

23 If we dismantle it it would destroy -- this
24 will take a lot of people that were given chances
25 to do better in life, but we want to dismantle it

1 because of one incident.

2 This was the safest school in Broward County
3 before February 14th.

4 What were the odds?

5 Watch your own kids. Please. Pay attention
6 to your own kids. Your own kid could be hiding a
7 Juul underneath their sleeve, inside of their
8 room. Watch them.

9 Mental health. I'm not okay. As you can
10 see, I'm not okay. I'm not okay coming to this
11 school every single day, but I do.

12 We have a health and wellness center. I am
13 so thankful for that. Every time I go in I come
14 out with candy. I appreciate it. I wish my
15 brothers and sisters that live in Broward County
16 have that, but at the end of the day I can tell
17 that you're making us a priority because you get
18 so much hate from this one community saying that
19 you are not doing enough. But I'm getting all
20 these resources left and right, but my brothers
21 and sisters are going crazy because it's just
22 like, what about us? Because we are a priority
23 and it can't go to everyone else because there's
24 not enough money but to put two giant portables
25 in the middle of the school. It's not the just

1 putting a building in the middle of the school,
2 we have an alarm system, the intercom, desks,
3 furniture, resources. It's not just a portable.

4 They check on me weekly, monthly to make sure
5 that I am okay because I was in the building.

6 And I appreciate my therapist for that. If I am
7 going through something they're going to pause
8 and bring me to psych and ask if I'm okay.

9 Code reds. A month prior to the shooting we
10 went over protocol. The protocol saved my life.
11 No one really talks about that. No one really
12 talks about the second floor because on the
13 second floor we heard the gunman on the first
14 floor, we knew what was happening and we did what
15 the protocol was and our lives were saved. We're
16 thankful for the code reds. Even though it's
17 traumatizing every single time we do it, I'm
18 thankful for it and I know the importance of it.

19 It's not going to be accurate. It's never
20 going to be 100 percent accurate. No schools are
21 going to be 100 percent safe. Not every
22 circumstance is going to be 100 percent
23 indicated. It's never.

24 And the question I keep on hearing also is,
25 what about other schools? I hear that in this

1 community a lot, that we -- what about this
2 school, what about that school, where are their
3 resources, where is this, where is that? But
4 stuff like militarization, more police officers,
5 more -- you know, more security, more guns is
6 what we need? That is not what they need.

7 The communities outside of this school do not
8 look like this. They do not look like this. And
9 that is not what we want.

10 Metal detectors? That is not what we want.

11 I understand that a lot of people in this
12 room do not hear the voices behind me, but I'm
13 here to let you know that students don't want it
14 at all.

15 If we could talk about how we all could get
16 on one accord, how can we make students feel safe
17 without being harassed, without being
18 militarized, without being racially judged or
19 pulled to the side and asked, you know, why are
20 you walking this way, I'm going to the bathroom,
21 maybe I would feel safe in my school.

22 Last thing. As we approach Valentine's Day,
23 I learned after all we have been through is to
24 not take people for granted. I saw Joaquin
25 Oliver an hour before he died. That hatred,

1 vendettas, misdirected anger is never worth it.

2 The way to see change is to vote, to continue
3 to ask questions, get on one accord, but not play
4 what we call the MSD blame game. This game is
5 disgusting. It is a shame. It is a serpent and
6 it's disappointing.

7 Other schools and cities in Broward are
8 looking at this community and school in disgust
9 because of how people are treating the
10 Superintendent, the School Board and each other.

11 The six people standing before you, treat
12 them like people. Not politicians. Treat them
13 like they have a wife and kids at home, like they
14 have a husband at home, like they have a dog at
15 home. There are children who don't want to see
16 oust Runcie outside. They don't want to see, you
17 killed my child, you killed my daughter, you're
18 the reason, you're a murderer. That's
19 traumatizing. I am so sorry that you have to go
20 through that, every single one of you guys. I
21 know how many death threats you guys get every
22 single day. I can only imagine that's
23 traumatizing.

24 So my question, are you trying your best?
25 Under the circumstances that there is no anthem

1 for any of this, are you trying your best?

2 SUPERINTENDENT RUNCIE: Thank you for that.
3 And I am so sorry for what you all and the
4 students are going through. Trying my best is
5 the only thing I can possibly do. And I'm
6 putting everything I can into supporting MSD and
7 trying to help this community recover.

8 Yes, this tragedy occurred under my
9 leadership in this district and it's my
10 responsibility to fix it. I think leaders don't
11 cut and run when there's tragedy.

12 I'm a student of history and I'll go back to
13 as recent as 9/11. I didn't expect President
14 Bush to go run away. I expected him to go figure
15 this out and help the country recover and change
16 from that.

17 That's what I'm trying do. And I believe
18 we'll get there. It's an enormous period, the
19 trauma and the tragedy, yes. It's almost been a
20 year, but it's as raw as it was as if it happened
21 yesterday.

22 But one thing I do know is that the hate and
23 anger that created the situation we have is not
24 what's going to solve it. So we need to work
25 together and figure a way forward for the sake of

1 our kids and the next generation. And I think we
2 have an opportunity here in Parkland to do
3 something for the entire city, the entire
4 country, but we have to come together and really
5 focus on how we can make our schools safer,
6 improve our school climate and show how
7 communities and school districts can work
8 together to make this occur.

9 Because of what I've seen from other school
10 tragedies, most recently in Santa Fe, you know,
11 there's similar type of conversations going
12 around there as well. And it's my hope and
13 prayer that we can be different here. Because it
14 has to be different this time or otherwise it
15 will just continue.

16 SPEAKER: Thank you.

17 MR. CHISEM: Thank you. So before the next
18 speaker I just want to share with you, if you
19 have more questions and you think of more
20 questions before we leave here this evening, we
21 will be monitoring these questions at
22 safety@browardschools.com.

23 SPEAKER: Good evening. Hi, Lori. My name
24 is *****. My daughter is a junior at the school.
25 She was on the third floor. She suffers from

1 PTSD.

2 We don't talk about her being a victim.
3 She's a survivor. The victims, your daughter is
4 a victim. My daughter is not.

5 I wasn't planning to speak but I was curious
6 about the verbiage that your Chief of Staff used
7 and I have to quote it. It's coming, we got it,
8 we're working on it, foundation, we relied, we
9 recommended, revisit, evaluate, propose, still on
10 the table, idea, explore additional, try, we'll
11 do it now, we're going to do what we can. Direct
12 quotes.

13 You set the tone and I'm not pointing a
14 finger, please don't misinterpret. It's up to
15 you to set the tone for the organization you
16 lead. It's up to you and your direct reports
17 will follow.

18 And, again, I wasn't planning to get up here,
19 but it sounds like there's so much under the
20 table still that I have no way to measure or
21 judge how much has been accomplished and how much
22 we have to do. But it struck me the way the
23 Chief of Staff in his answers used every one of
24 those terms.

25 If I may ask, how many direct reports do you

1 have, sir?

2 SUPERINTENDENT RUNCIE: About 11. 11 or 12.

3 SPEAKER: Okay. And out of those direct
4 reports how many are in each department?

5 SUPERINTENDENT RUNCIE: How many what?

6 SPEAKER: Reporting supervisors do you have
7 to those direct reports that you have?

8 SUPERINTENDENT RUNCIE: I don't know the
9 exact numbers.

10 SPEAKER: I get it. Do you have any plans to
11 expedite the decision making process of this
12 enormous bureaucracy that you're in charge of?

13 SUPERINTENDENT RUNCIE: So, sir, we -- we
14 meet daily to go over projects that we're working
15 on, identify issues as they come up and figure
16 out how we can move those out of the way so we
17 can actually get -- you know, there are a lot of
18 different pieces. There are things that we have
19 completed that we haven't spent a lot of time
20 talking about. There are items that are also
21 partially completed and there are projects that
22 are in process, but I don't -- especially not
23 knowing what me and staff have completed over the
24 past year I don't think it's a fair assessment of
25 what we've done. Yes, I mean you can criticize

1 us that we haven't completed certain things or we
2 haven't gotten everything down, but we have been
3 working day and night. I can tell you that, sir.

4 SPEAKER: It's not a criticism, it's an
5 observation over time.

6 SUPERINTENDENT RUNCIE: So we can change our
7 language about it, but to your point, I think one
8 of the concerns is that when we ask people, and
9 we are committed to doing and I can see from
10 these sessions is that we need to put somewhere
11 on-line with folks where you can get access to
12 see here are the things that have been completed,
13 here's what's in place.

14 As an example, we, shortly after the MSD
15 commission issued its interim -- final interim
16 report on January 2nd staff had actually been
17 working over the winter break in anticipation of
18 it, but we took that report and went through
19 every recommendation that was pertinent to the
20 school system and issued a report on that and
21 gave a status of items that we completed, those
22 that are in process, or those that we may not
23 have considered. So that information is
24 available in a report. We made it a public
25 document. We've sent it out to the media. Some

1 media outlets printed it, you know, and some
2 printed it up in detail, but we'll go ahead and
3 make those kind of documents available and
4 continue to work on how we can better communicate
5 with you.

6 Because if you don't know what's getting done
7 then your sense is we're not doing anything. And
8 then on the other hand we hear from staff and
9 students at the school that, hey, you know,
10 you're doing too much. I'm just telling you.

11 SPEAKER: No, no, no, I get it. Again, I'm
12 not being critical, I'm just making observations
13 simply because --

14 SUPERINTENDENT RUNCIE: It's a good
15 observation. I appreciate that feedback.

16 SPEAKER: Well, I don't know how many people
17 run corporations in your style, operationally,
18 ready to do business on a daily basis based on
19 budgets that they have a skin in the game where
20 they make those decisions. Bureaucratic
21 decisions take a long time.

22 So I think, if I may, one of your
23 responsibilities should be how to expedite and
24 how to surround yourself with experts, not
25 necessarily in the school system but in operating

1 huge budgets and making the decision making
2 process quicker. Thank you.

3 MR. CHISEM: Thank you, sir.

4 SUPERINTENDENT RUNCIE: Thank you. I
5 appreciate your input.

6 MR. CHISEM: And it's time, this is our last
7 speaker. Welcome.

8 SPEAKER: Hi. Thank you. At this point I
9 think everything has kind of been addressed that
10 I was going to address, so just for the purpose
11 of the record my name is *****. I have a senior
12 here and I have another freshman son here at
13 Douglas as well.

14 The first part was in regards to the
15 additional security staff that's claiming to be
16 hired or has been hired. I just had some
17 trepidation regarding the actual personnel that's
18 operating the security on campus considering the
19 questionable behavior of some previous security
20 staff that we had here on campus. So my
21 question, which I think has been addressed a few
22 hours ago was, what were the qualifications that
23 you were using to hire this new personnel and in
24 particular those I think you called them observe
25 and monitor people.

1 SUPERINTENDENT RUNCIE: Campus monitors.

2 SPEAKER: Campus monitors. Not only the
3 armed personnel, but I think more of those that
4 are part of the eight-hour training is what I
5 heard from Mr. Moquin, if that is correct, so
6 that was my first area of concern.

7 The second area I wanted to address was in
8 regards to safety alarms, which I was happy to
9 hear that there was going to be a discussion at
10 the state level as far as maybe reducing the
11 frequency of those. And we already talked about
12 the desensitization of those.

13 I'm a Broward schoolteacher. I teach fourth
14 grade. I'm already seeing it happen in my own
15 classroom when you go in the closet every month.
16 I mean, I've had to reprimand kids already
17 because at this point it's just another drill.
18 So I'm happy to hear that may be taking place.

19 And then my final question was also about the
20 cameras, like who's viewing those live action -
21 is it like live action cameras that's taking
22 place; is there someone that's monitoring those
23 at all times or is that just that in case we need
24 to monitor them?

25 That was more of a curiosity question than

1 anything else.

2 SUPERINTENDENT RUNCIE: Well, I'll let Mr.
3 Moquin address that along with the response
4 regarding the campus monitors.

5 SPEAKER: I heard you already.

6 SUPERINTENDENT RUNCIE: I'm sorry. What was
7 that?

8 SPEAKER: You don't have to go through quite
9 the detail, I think I got it the first time.

10 MR. MOQUIN: So just for everybody's benefit,
11 the current qualifications to be a campus monitor
12 is that you have a high school diploma or a GED,
13 you have four years of work experience. It
14 doesn't necessarily have to be in the security
15 realm and at least one year of working with
16 students.

17 So, as I stated earlier, we are bringing a
18 first half of modifying the job description and
19 qualifications for both campus monitors and
20 security specialists to March 5th.

21 With regard to the question on, is anybody
22 monitoring the cameras? Yes. At Stoneman
23 Douglas there's a designated, I believe it's a
24 campus monitor, who is designated to monitoring
25 the cameras on a daily basis.

1 As I also stated, now BSO has access to all
2 the cameras. In the event of an emergency they
3 would directly monitor those things. And then as
4 we continue to implement the priorities that are
5 around the independent risk consultant we're
6 moving towards a more robust central monitoring
7 center that we're looking to have up and going
8 for the start of next school year to take
9 advantage of some of the new technology that's
10 being implemented.

11 Right now we have console viewers, so we have
12 a 24/7, 365 operation. They kind of work like
13 ADT. They monitor our burglar alarms. So if the
14 burglar alarm goes off in the evening when
15 there's nobody here, they go ahead and dispatch
16 law enforcement. But we're expanding that
17 function to make it much more robust so that they
18 can be monitoring the cameras and potentially
19 firearms as well.

20 SPEAKER: And is the Coral Springs Police
21 Department also --

22 MR. MOQUIN: That's one of the ones that we
23 actually have -- the Superintendent and I have
24 met with Chief Parry and left him a copy of the
25 -- or I forwarded them a copy of the agreement we

1 had with BSO and asked them to look at the terms
2 and conditions to see how it fits their needs,
3 but, yes, they have been a tremendous partner and
4 I anticipate them being one of the next
5 organizations to come forward.

6 SPEAKER: Okay. Because I teach a mile down
7 the road so I know that's within the Coral
8 Springs Jurisdiction and we've got our cameras
9 installed?

10 MR. MOQUIN: Yes. And so we've met with
11 Chief Parry and their legal team has kind of gone
12 through it and we're waiting to hear from them.

13 MS. ALHADEFF: Mr. Runcie, I just have one
14 question.

15 Why can't you bring the job description
16 change for the monitors to the next School Board
17 meeting? Why does it have to wait until March
18 6th?

19 SUPERINTENDENT RUNCIE: So, Ms. Alhadeff,
20 some of the rules that we function under they're
21 not even defined by the School Board, they're
22 defined by the state, so Mr. Moquin will address
23 that.

24 MR. MOQUIN: So job descriptions are
25 considered policy and under state statute before

1 you can amend policy there's notice requirements
2 to the community. So on the front end the first
3 -- it takes two passes for a job description to
4 get changed. On the first reading we call it,
5 the first reading requires 15-day notice and so
6 we were also working with --

7 MR. CHISEM: It has to be advertised.

8 MR. MOQUIN: It has to be advertised in the
9 paper 15 days prior to the first. And before the
10 secretary meeting it requires a 30-day notice.
11 So that gives an opportunity for the community to
12 potentially comment on the impact of any policy
13 changes before the Board votes.

14 MR. CHISEM: With that, I want to thank you
15 for attending this evening. I also want to thank
16 my panelists for being with us. We again
17 appreciate you attending and if you have any
18 questions or additional questions please e-mail
19 us at safety@browardschools.com. Drive safely
20 and God bless you all.

21 (Meeting was concluded at 9:25 p.m.)
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23
24
25

REPORTER'S CERTIFICATE

STATE OF FLORIDA

COUNTY OF BROWARD

I, Timothy R. Bass, Court Reporter and Notary Public in and for the State of Florida at Large, hereby certify that I was authorized to and did stenographically report the foregoing proceedings, and that the transcript is a true and complete record of my stenographic notes thereof.

Dated this 4th day of March, 2019, Fort Lauderdale, Broward County, Florida.



TIMOTHY R. BASS
Court Reporter