

Page 1

SCHOOL BOARD OF BROWARD COUNTY
AUDIT COMMITTEE MEETING

KC WRIGHT ADMINISTRATION CENTER
BOARD ROOM
600 SE 3RD AVENUE
FORT LAUDERDALE, FLORIDA

THURSDAY, SEPTEMBER 8, 2022
10:40 A.M. - 2:02 P.M.

Court Reporter:
Timothy R. Bass, Stenographic Reporter
Bass Reporting Service, Inc.
633 SE 3rd Avenue, Suite 200
Fort Lauderdale, FL 33301

Page 3

Thereupon, the following proceedings were had:

MR. MEDVIN: Good morning everyone. Can we please rise for the Pledge of Allegiance?

(Whereupon, the Pledge of Allegiance was recited.)

MR. MEDVIN: Roll call, please.

MR. JABOUIN: Good morning. Mr. Anthony De Meo?

MR. DE MEO: Here.

MR. JABOUIN: Ms. Dahl is excused.

Ms. Mary Fertig?

MS. FERTIG: Here.

MR. JABOUIN: Ms. Itohan Ighodaro?

(No response.)

MR. JABOUIN: Dr. Nathalie Lynch-Walsh?

DR. LYNCH-WALSH: Here.

MR. JABOUIN: Ms. Evelyn Nicaragua?

(No response.)

MR. JABOUIN: Mr. Robert Mayersohn?

MR. MAYERSOHN: I'm here.

MR. JABOUIN: Mr. Andrew Medvin?

MR. MEDVIN: Here.

MR. JABOUIN: Ms. Phyllis Shaw?

MS. SHAW: Present.

Page 2

COMMITTEE MEMBERS IN ATTENDANCE:

MR. ANDREW MEDVIN, CHAIR
MS. MARY FERTIG, VICE CHAIR
MR. ANTHONY DE MEO
MS. ITOHAN IGHODARO
DR. NATHALIE LYNCH-WALSH
MR. ROBERT MAYERSOHN
MS. PHYLLIS SHAW
MS. JACLYN STRAUSS

OFFICE OF THE CHIEF AUDITOR STAFF:

MR. JORIS JABOUIN, Chief Auditor
MS. ALI ARCESE, Audit Director
MS. HERMINE JAMES, Manager, Property Inventory Control
MS. MEREDITH ARLOTTA, Manager, Operational Audits
MS. JENNIFER HARPALANI, Manager, Information Technology Audits
MS. ELENA PRITYKINA, Auditor III
MR. ERIC SEIFER, Auditor III
MS. MICHELE MARQUARDT, Executive Secretary (Telephonic)
MS. JENNIFER DAILEY, Clerk Spec C
MS. WANDA RADCLIFF, Clerk Spec B
MS. ASHLEY ACEVEDO, Inventory Audit Specialist

DISTRICT STAFF:

DR. NICOLE MANCINI, Chief Academic Officer, Office of the Chief Academic Officer
MR. ERNIE LOZANO, Executive Director, Human Resource & Equity
MS. HEATHER THOMSON-PARENTE, Director, Employee Evaluations
MS. TANYA THOMPSON, Coordinator Performance Management, Employee Evaluations
MS. KIM PUNZI-ELABARY, Data Management Specialist, Behavioral Threat Assessment

INVITED GUESTS:

MS. LAURA MANLOVE, Director, RSM
MS. JENNIFER MURTHA, RSM
MS. JAIME BARDEE, RSM
MR. TIM BASS, Court Reporter, United Reporting

Page 4

1 MR. JABOUIN: And Ms. Jaclyn Strauss?

2 MS. STRAUSS: Present.

3 MR. MEDVIN: I would like for approval of the
4 agenda, please.

5 MR. MAYERSOHN: Motion to approve.

6 MR. MEDVIN: Second?

7 MS. SHAW: Second.

8 MR. MEDVIN: Second, Ms. Shaw.

9 All in favor?

10 COMMITTEE MEMBERS: Aye.

11 MR. MEDVIN: Opposed?

12 (No response.)

13 MR. MEDVIN: Agenda is approved.

14 MR. JABOUIN: Good morning. Prior to Chief
15 Auditor Administrative Items, I neglected to do a
16 roll call of others in attendance outside of the
17 Audit Committee Members.

18 I am Joris Jabouin, the Chief Auditor.

19 MS. ARCESE: Ali Arcese, Audit Director.

20 MR. LOZANO: Ernie Lozano, Executive Director
21 Threat Assessments.

22 COURT REPORTER: Tim Bass, Court Reporter.

23 MS. HARPALANI: Jennifer Harpalani, Audit
24 Department.

25 MS. JAMES: Hermine James, Audit Department.

<p style="text-align: right;">Page 5</p> <p>1 MS. RADCLIFF: Wanda Radcliff, Audit 2 Department. 3 MS. DAILEY: Jennifer Dailey, Office of the 4 Chief Auditor. 5 MS. PRITYKINA: Elena Pritykina, Audit 6 Department. 7 MS. ARLOTTA: Meredith Arlotta, Audit 8 Department. 9 MR. JABOUIN: And our other colleague was 10 Ashley Acevedo from the Office of the Chief 11 Auditor. 12 With respect to some of the administrative 13 items, the District's Annual Training Program for 14 School Board Established Advisory Committees, I 15 did send a link out to the members yesterday. We 16 have confirmation that four of the members have 17 taken the training. I ask the other members that 18 may have done it while it was in process between 19 the cutoff when I reviewed it, if you can please 20 complete that training by Friday, September 23rd, 21 so I can liaise with Compliance and provide an 22 updated report on that initiative at the next 23 meeting. 24 With respect to the Acknowledgment of School 25 Board Advisory Committee Membership</p>	<p style="text-align: right;">Page 7</p> <p>1 appointed by the four suspended board members. 2 According to Policy 1.7, all board appointed 3 committee members remain appointed until such 4 time as the newly appointed board members may 5 decide to make a change themselves. The 6 pertinent language that governs this is in Policy 7 1.7. Provisions B-1 and C-5 will cover that. 8 Mr. Chair, this concludes the Chief Auditor's 9 Administrative Items. 10 MR. MEDVIN: Thank you. Do we have any 11 public speakers? 12 MR. JABOUIN: We will do one check, and we do 13 not have any public speakers, Mr. Chair. 14 MR. MEDVIN: Approval of the minutes. We 15 have two sets of minutes here, one for the 16 nominating committee and one for the regular 17 meeting. 18 I'll entertain a motion to approve the 19 minutes of the nominating committee. 20 MR. MAYERSOHN: Motion to approve. 21 MS. SHAW: Second. 22 MR. MEDVIN: Motion by Mr. Mayersohn, second 23 by Ms. Shaw. 24 All in favor? 25 COMMITTEE MEMBERS: Aye.</p>
<p style="text-align: right;">Page 6</p> <p>1 Responsibilities Form, for that one I currently 2 have five of the 10 member forms. I have placed 3 in the areas that the members will be sitting 4 some of the forms. If you can please sign it and 5 provide it to my staff, Wanda Radcliff, so we can 6 go ahead and have that as well. 7 Regarding the Committee of Ethics Form AB, 8 this is the memorandum of voting conflicts for 9 community, municipal, and other local public 10 officers; we have copies of those if they are 11 needed. 12 And then the Agenda timeframes that we've 13 listed, we provide that to district staff. 14 Different -- different district staff members 15 will be in attendance in accordance to the 16 different agenda items that they relate to. 17 Please remember that they are as a guide. And we 18 do respect the audit committee members' time and 19 want to make sure that different staff members 20 can come in and out in between their various 21 meetings. 22 Regarding the status of the audit committee 23 appointees, with the recent change in the school 24 board membership, I just wanted to communicate to 25 everyone the status of the members that were</p>	<p style="text-align: right;">Page 8</p> <p>1 MR. MEDVIN: Opposed? 2 (No response.) 3 MR. MEDVIN: The motion carries. Approval of 4 the minutes of the regular -- 5 MR. MAYERSOHN: Motion to approve. 6 MR. MEDVIN: Moved by Mr. Mayersohn. Ms. 7 Shaw, second? 8 MS. STRAUSS: Second. 9 MR. MEDVIN: All in favor? 10 COMMITTEE MEMBERS: Aye. 11 MR. MEDVIN: Opposed? 12 (No response.) 13 MR. MEDVIN: Motion carries. 14 My comments are quite brief. Since this is 15 the first full official meeting I'm Chair, I will 16 strive to maintain order and entertain 17 everybody's comments and, hopefully, everybody 18 will have a chance to speak appropriately when 19 the time comes. 20 I understand we have a new member that is not 21 here, Evelyn Nicaragua. I have not spoken with 22 her. I don't know too much about her, but her 23 name is over there and she was appointed by who? 24 MR. JABOUIN: She was appointed by Ms. Murray 25 on August 8th.</p>

<p style="text-align: right;">Page 9</p> <p>1 MR. MEDVIN: Okay. Now, let's get right into 2 Agenda Item Number 9, the Internal Funds Audit of 3 Selected Schools. 4 MR. JABOUIN: Thank you. So Agenda Item 5 Number 9 is the consolidated report of the 6 internal audits of the internal fund accounts of 7 20 schools. The schools that were reviewed are 8 listed in the table of contents. This audit was 9 performed by various members of the Office of 10 Chief Auditor. It was managed by Internal Funds 11 Audit Manager Ann Conway. Just to make a mention 12 that the scope of the audits, which have been 13 covered before, they include the various funds 14 and sub-funds that are in the schools, such as 15 athletics and music and the classes, the clubs 16 the departments, the trusts, the general funds as 17 well. And they are governed by standards that 18 the Auditor General requires us to take a look at 19 and during their audits they do take a look at a 20 sample of our work. Expenditures that are paid 21 out of the school budgets, such as accounts 22 payable, those are not done out of internal funds 23 but they may be reimbursed through internal 24 funds. There were no exceptions with respect to 25 those audits of those 20 schools.</p>	<p style="text-align: right;">Page 11</p> <p>1 that the business support center handles their 2 accounting. And when we're able to prepare that, 3 we could have that indicator. 4 MS. STRAUSS: Okay. I would like to know 5 that moving forward. I just think that would be 6 more indicative of a fair sample. 7 MR. MEDVIN: Well, the profile indicates 8 whether or not the bookkeeper for the particular 9 school is part of the business support center or 10 part of the school. 11 MR. JABOUIN: Is that indicated -- 12 MR. MEDVIN: It appears on page 21. 13 MS. STRAUSS: Right, but I just don't think 14 we have a good sample of mixes of schools that 15 are managed by the business center versus managed 16 independently inhouse. 17 MR. MEDVIN: So you're asking for more of a 18 detailed schedule by school, who is the 19 bookkeeper, be it district or school? 20 MS. STRAUSS: Correct. And I'm also asking 21 for a more diverse sample. I don't want the 22 majority -- I don't want to see the majority of 23 them managed by the business center. I don't 24 necessarily trust the business center. 25 MR. JABOUIN: I just wanted to mention to</p>
<p style="text-align: right;">Page 10</p> <p>1 MR. MEDVIN: Mr. Mayersohn? 2 MR. MAYERSOHN: Mr. Jabouin, is there any way 3 that we can just have a matrix attached as an 4 addendum to the schools that have had -- and I'm 5 just using, throwing out a figure of five years, 6 if they've had an exception? Because we don't 7 have that record that's here. We just show that 8 for this timeframe there are no exceptions, but 9 just to show that either schools have improved or 10 not. So just -- I mean, that's just my 11 perspective. I don't know if the rest of the 12 committee wants that. 13 MS. STRAUSS: Hi, can I -- I would -- I would 14 second that request and I would also like the 15 sample to include those schools that their 16 bookkeeping and accounting is managed by the 17 district versus those schools that have an 18 inhouse bookkeeper employed at that school. So 19 I'd like to see the difference as far as 20 stewardship is concerned in that pool in that 21 sample. Because my understanding here is these 22 schools, I believe, are all managed by the 23 district as far as their bookkeeping is 24 concerned. 25 MR. JABOUIN: Yeah, so there are some schools</p>	<p style="text-align: right;">Page 12</p> <p>1 everybody that the requirement by the state is 2 that all schools be audited annually for internal 3 funds. So it's not a sample, it just comes down 4 to which schools are in this report and which 5 ones are in the next report. So, ultimately, all 6 of business support center and the non-business 7 support center schools will all be reviewed. 8 I do understand Mr. Mayersohn's request. 9 He'd like to have a -- kind of a topical view as 10 to where we are. And we have that information to 11 be able to point that out. And we also know 12 which schools are business support center schools 13 or not. 14 MS. STRAUSS: Okay. Well, I don't see where 15 that's indicated. 16 Mr. Medvin, can you share with me where that 17 is? 18 MR. MEDVIN: For instance, page 21 as an 19 example, under the profile it says on there who 20 the bookkeeper is. 21 MS. STRAUSS: Oh. 22 MR. MEDVIN: So each audit indicates that 23 information. 24 MS. STRAUSS: Right, but the majority are 25 business support centers.</p>

<p style="text-align: right;">Page 13</p> <p>1 MR. MEDVIN: Okay. Ms. Shaw, you're first.</p> <p>2 MS. SHAW: Yeah, I don't think we need A</p> <p>3 detailed list for business center versus</p> <p>4 non-business center. I think just the matrix in</p> <p>5 itself. Because one of the reasons I would also</p> <p>6 like to see it is so we can look to see, as he</p> <p>7 said, the improvement over the years and also to</p> <p>8 make sure that -- and I know that all schools</p> <p>9 should be audited on an annual basis, but I would</p> <p>10 love to see the trending of what took place over</p> <p>11 a period of time.</p> <p>12 MR. MEDVIN: Dr. Lynch-Walsh?</p> <p>13 DR. LYNCH-WALSH: Including who does the</p> <p>14 bookkeeping could just be done in the matrix. Of</p> <p>15 course mthat could change potentially from five</p> <p>16 years ago to now.</p> <p>17 MS. STRAUSS: Yeah, like some of these have</p> <p>18 multiple people. They had turnover.</p> <p>19 DR. LYNCH-WALSH: But they're all in the</p> <p>20 business support center versus the school, some.</p> <p>21 So, if it was indicated, because, yes, it's</p> <p>22 indicated on the individual pages, but one of the</p> <p>23 things the district tends to not do is summarize</p> <p>24 information so you can see at a glance. It</p> <p>25 requires people to have to read page, by page, by</p>	<p style="text-align: right;">Page 15</p> <p>1 an audit and I remember that there were some</p> <p>2 issues with the business support system and I</p> <p>3 thought we were going to have a follow-up</p> <p>4 conversation on -- and I would have to pull that.</p> <p>5 I'm sorry I didn't think to do that, but I didn't</p> <p>6 know we were gonna talk about it. But I thought</p> <p>7 we had asked for a follow-up conversation on the</p> <p>8 business support system versus school bookkeepers</p> <p>9 and kind of what you're asking to just get some</p> <p>10 information on how that's going. If I recall,</p> <p>11 they were going to be making changes in the</p> <p>12 business support system and so maybe just an</p> <p>13 update on that?</p> <p>14 MR. JABOUIN: Sure, I can comment on that.</p> <p>15 So we have to audit them every year, so by</p> <p>16 default the ones that had exceptions last year</p> <p>17 are going to surface and we'll be able to update</p> <p>18 it. What is happening right now is that the</p> <p>19 Auditor General has contacted us and asked us to</p> <p>20 audit the ones with the higher balances first.</p> <p>21 And so we're trying to meet a request that they</p> <p>22 have before the fiscal year audit is done.</p> <p>23 But, Ms. Fertig, we will bring Ryan Smith</p> <p>24 from the business support center back to be able</p> <p>25 to update the committee on how that stands,</p>
<p style="text-align: right;">Page 14</p> <p>1 page, instead of being able to see at a glance a</p> <p>2 snapshot of what it is they're about to look at.</p> <p>3 It's sort of like not having your executive</p> <p>4 summary or an introductory paragraph, we don't do</p> <p>5 that with a lot of reporting around here. So</p> <p>6 people have to go through each page. Yes, it's</p> <p>7 there, but it could be included in the matrix,</p> <p>8 which I agree with, which I think I requested, if</p> <p>9 it wasn't for this then it would have been for</p> <p>10 property and inventory. And I think it was done</p> <p>11 or is being done on some other reporting.</p> <p>12 MR. MEDVIN: Well, I think the question may</p> <p>13 be, how much of the work by the schools is being</p> <p>14 done by the business support center versus what's</p> <p>15 done internally by the school, and I think we'd</p> <p>16 like a better handle on that which, I think, is</p> <p>17 leading up to what you're saying.</p> <p>18 DR. LYNCH-WALSH: Well, you could -- right,</p> <p>19 you could indicate the percentage.</p> <p>20 MR. MEDVIN: Mary?</p> <p>21 MS. FERTIG: Earlier this year -- and my</p> <p>22 microphone might not be on. Can you hear me</p> <p>23 okay?</p> <p>24 MR. MEDVIN: Yeah.</p> <p>25 MS. FERTIG: Okay. Earlier this year we had</p>	<p style="text-align: right;">Page 16</p> <p>1 particularly as these negative balances surface.</p> <p>2 And I think that some of them, Ms. Fertig,</p> <p>3 some of them may have had challenges the</p> <p>4 following year, so they'll be able to report on</p> <p>5 that.</p> <p>6 MS. FERTIG: Thank you.</p> <p>7 MR. MEDVIN: Ms. Shaw?</p> <p>8 MS. SHAW: Mr. Mayersohn, that was a motion</p> <p>9 for the matrix?</p> <p>10 MR. MAYERSOHN: That was just a</p> <p>11 recommendation. I don't think it needs to be a</p> <p>12 motion. I mean, we could make it, if you want,</p> <p>13 but -- do you want to make it one?</p> <p>14 MS. FERTIG: Yeah.</p> <p>15 MR. MAYERSOHN: I'd like to make a motion.</p> <p>16 MR. MEDVIN: Your motion is?</p> <p>17 MR. MAYERSOHN: My motion is that we include</p> <p>18 as an appendices in the audit of internal school</p> <p>19 funds of select schools a five-year analysis of</p> <p>20 whether there has been exceptions as well as an</p> <p>21 indicator of during that year whether they've</p> <p>22 been -- whether they had an internal bookkeeper</p> <p>23 or using the business support center.</p> <p>24 MR. MEDVIN: And this would be of the</p> <p>25 selected schools for that particular report?</p>

<p style="text-align: right;">Page 17</p> <p>1 MR. MAYERSOHN: Excuse me?</p> <p>2 MR. MEDVIN: Are you referring that should be</p> <p>3 done for the selected schools in that particular</p> <p>4 report?</p> <p>5 MR. MAYERSOHN: It could just be an</p> <p>6 appendices. In other words, if there are 20</p> <p>7 schools, just at the end.</p> <p>8 MR. MEDVIN: Of the 20.</p> <p>9 Okay. Is there a second?</p> <p>10 MS. SHAW: I'll second it.</p> <p>11 MR. JABOUIN: And just for -- if I may, for a</p> <p>12 point of information. If I can ask the committee</p> <p>13 to go to the table of contents, what seems like</p> <p>14 that could work to meet that requirement is you</p> <p>15 see the list of schools here, we can have a table</p> <p>16 with that. We can have the results for the</p> <p>17 current audit, and then we could indicate the</p> <p>18 years preceding that, maybe have an X if there</p> <p>19 was an exception or some derivative thereof to be</p> <p>20 able to meet that, if that sounds reasonable.</p> <p>21 MR. MAYERSOHN: Whatever -- I mean, that's</p> <p>22 why I said, we want to make a motion that it</p> <p>23 becomes more specific, but just general some way</p> <p>24 to indicate, you know, whether or not the school</p> <p>25 has had -- what their five-year results have been</p>	<p style="text-align: right;">Page 19</p> <p>1 here. So regarding the athletic funds, those are</p> <p>2 the athletic accounts and sometimes there are</p> <p>3 smaller accounts that belong to like cheerleaders</p> <p>4 and some of the sports teams and sports clubs,</p> <p>5 athletic event ticket sales are also recorded in</p> <p>6 the athletic account. As it pertains to the</p> <p>7 music fund, it holds money collected for band and</p> <p>8 orchestra instruments, rental fees, fundraising</p> <p>9 efforts. And then as it pertains to the class</p> <p>10 accounts, those are for different grade levels of</p> <p>11 the schools. The club accounts can have the</p> <p>12 different clubs that are at the schools. You</p> <p>13 know, there's a -- the schools have a variety of</p> <p>14 different clubs that are there for the students.</p> <p>15 And then the department accounts may hold, for</p> <p>16 example, library collections for lost library</p> <p>17 books, book fair proceeds, donations for use by a</p> <p>18 particular school or department. The trust and</p> <p>19 the general funds, those are -- like, for</p> <p>20 example, the trust may hold money for a specific</p> <p>21 purpose. And sometimes that needs to be remitted</p> <p>22 to the district. And sometimes there are also</p> <p>23 after-school care collections are sometimes in</p> <p>24 the trust funds. There could be summer camp</p> <p>25 collections, facility rentals. And then the</p>
<p style="text-align: right;">Page 18</p> <p>1 and then whether they, you know, have had a</p> <p>2 bookkeeper or the business support center. So</p> <p>3 however you -- however you feel comfortable doing</p> <p>4 it, Mr. Jabouin, I'm fine.</p> <p>5 MR. JABOUIN: Sure. Thank you.</p> <p>6 MR. MEDVIN: Any other comments? Let's take</p> <p>7 a vote on this motion.</p> <p>8 All in favor?</p> <p>9 COMMITTEE MEMBERS: Aye.</p> <p>10 MR. MEDVIN: Opposed?</p> <p>11 (No response.)</p> <p>12 MR. MEDVIN: The motion carries. I have a</p> <p>13 general question. And I think I ask it every</p> <p>14 couple years. On the schedule for any of the</p> <p>15 schools dealing with the statement of changes in</p> <p>16 fund balances, I would just like to reinforce for</p> <p>17 myself and maybe for committee members who aren't</p> <p>18 fully aware, what the terminology is regarding</p> <p>19 what the funds are. For instance, I look at</p> <p>20 trust and I always question in my mind, what is</p> <p>21 that? So I'm not sure. The other ones may be</p> <p>22 more self-explanatory, but I think they need --</p> <p>23 is there someone that could comment on that?</p> <p>24 MR. JABOUIN: I could probably comment on</p> <p>25 that. Ms. Conway, who did the audits, is not</p>	<p style="text-align: right;">Page 20</p> <p>1 general account is the miscellaneous one for</p> <p>2 general welfare of the student body. The schools</p> <p>3 all differ, though, so you see the balances</p> <p>4 fluctuate from some schools that are different</p> <p>5 than the different schools and some of them based</p> <p>6 on high schools will have athletic funds but</p> <p>7 elementary schools probably don't. So they're</p> <p>8 all -- an understanding of the school and the</p> <p>9 student body and the activities that they have</p> <p>10 helps the auditor know what to expect from that</p> <p>11 as well.</p> <p>12 Ms. Conway, who's usually here, but she's out</p> <p>13 today, knows all the details of that.</p> <p>14 MR. DE MEO: Mr. Chair?</p> <p>15 MR. MEDVIN: First, I just want to</p> <p>16 acknowledge that Ms. Ighodaro has arrived.</p> <p>17 Welcome.</p> <p>18 MS. IGHODARO: Thank you.</p> <p>19 MR. MEDVIN: Okay. Mr. De Meo?</p> <p>20 MR. DE MEO: Yeah, I'd like to make a motion</p> <p>21 that, you know, you do it once, that we append to</p> <p>22 every report the description of each and every</p> <p>23 one of these, source, purpose and restrictions,</p> <p>24 so that every time we get a report we can refer</p> <p>25 to this. And you just have to copy it. I don't</p>

<p style="text-align: right;">Page 21</p> <p>1 want you to go through any extra work. But this 2 would be an easy way to reference and remind 3 ourselves what's in these different accounts. 4 MR. JABOUIN: So pretty much what I said, 5 they are probably compiled by Ms. Conway who 6 knows a lot of specifics can be put on it. 7 MR. MEDVIN: You mean as a simple narrative; 8 right? 9 MR. DE MEO: Yeah, I'd like to know the 10 source, the purpose, and restrictions. Because 11 if it comes from the general fund of the school 12 board, then there are some restrictions, or there 13 should be. If it comes from donations from 14 parents or groups, then there might be some 15 restrictions, and we need to know that. I -- 16 without complicating the motion, and I'll restate 17 it, I'm going to ask a question as well. 18 Are any of these funds available to 19 non-school administration in any way, either 20 signatory authority or transfer authority or 21 debit cards or anything? 22 MR. JABOUIN: Does anybody on my team that 23 worked on the specific audits on that know the 24 response to Mr. De Meo's question? 25 (No response.)</p>	<p style="text-align: right;">Page 23</p> <p>1 policy that determines what threshold a school 2 should put money into a money -- because I only 3 notice one that had a money market account, the 4 others were all in a treasurer's pool or just in 5 general funds. So I don't know if there's a 6 threshold or that's up to the school's own 7 discretion. 8 I mean, because if a school has a balance of, 9 you know, \$700,000, you might want to consider 10 putting it somewhere in a -- especially during 11 the summer, a three-month money market type of 12 thing to generate some interest. And that's an 13 operational issue, not necessarily -- so I go 14 back to the Superintendent's designee. 15 MR. LOZANO: I'll take that back. I'll take 16 that back. 17 MR. MAYERSOHN: You know, every penny counts. 18 MR. MEDVIN: Okay. Any other comments? 19 (No response.) 20 MR. MEDVIN: I'll entertain a motion to 21 transmit. 22 MR. MAYERSOHN: Motion to transmit. 23 MS. SHAW: Motion to transmit. 24 MR. MEDVIN: Okay. Ms. Shaw made the motion 25 this time.</p>
<p style="text-align: right;">Page 22</p> <p>1 MR. DE MEO: Well, information like that 2 should be part of that description. And that way 3 we'll have a full understanding. 4 So my motion is to attach to every report a 5 description of each fund, source, purpose, 6 restrictions, and persons allowed access. 7 MR. MEDVIN: You want this in a general 8 format, not one for each? 9 MR. DE MEO: No, no, just append it to the 10 report, somewhere at the end or the beginning, 11 not to every school, just once in that report. 12 DR. LYNCH-WALSH: Was that a motion? 13 MR. DE MEO: That's a motion. 14 DR. LYNCH-WALSH: Second. 15 MR. MEDVIN: Second by Dr. Lynch-Walsh. 16 Any comments or questions? 17 (No response.) 18 MR. MEDVIN: All in favor? 19 COMMITTEE MEMBERS: Aye. 20 MR. MEDVIN: Opposed? 21 (No response.) 22 MR. MEDVIN: Motion carries. 23 Any more comments on these reports? 24 MR. MAYERSOHN: Yeah, just one other 25 question. Is there a, I guess, an operational</p>	<p style="text-align: right;">Page 24</p> <p>1 MR. MAYERSOHN: I'll second it. 2 MR. MEDVIN: And Mr. Mayersohn seconded it. 3 All in favor? 4 COMMITTEE MEMBERS: Aye. 5 MR. MEDVIN: Opposed? 6 (No response.) 7 MR. MEDVIN: Motion carries. The report will 8 be transmitted. 9 Okay. Our next item is RSM Behavioral Threat 10 Assessment Policy Procedure and Audit. 11 MR. JABOUIN: Thank you, Mr. Mayersohn [sic]. 12 Yes, this agenda item is the audit of the 13 district's Threat Assessment Policy and the 14 related procedures manual. 15 So this audit is the responsibility of the 16 Chief Auditor and we have engaged RSM to perform 17 this work for us for this period as well as 18 previous periods. RSM is a national firm. They 19 have worked on many types of engagements for our 20 office over the few decades. 21 This audit covers School Year 2022 that ended 22 on June 30th of 2022. 23 Committee members may recall that the 24 previous report that was presented to the 25 committee on April 28th covered School Year 2021.</p>

<p style="text-align: right;">Page 25</p> <p>1 As discussed at several board meetings and 2 primarily with board members Alhadeff and Rupert 3 we have been instructed to perform more frequent 4 audits of this subject area. So this audit 5 covers fiscal year '22. Field work started in 6 July of 2022 that is being presented today. 7 Now, there will be another audit that will be 8 performed in this fall and reported afterwards 9 and then there will be another audit that's going 10 to be performed this spring and reported 11 afterwards. 12 So all three of these audits are part of the 13 School Year 23 interim audit plan that is on 14 agenda item number 12. So with respect to 2023, 15 as I mentioned, that will be tested this fall. 16 You know school started on August 16th and right 17 now there has been 17 reporting days. So we do 18 need to build sufficient time to elapse to allow 19 the data to accumulate for the audit to be done 20 and reported afterwards. 21 Mr. Lozano is in the process of communicating 22 and training and preparing additional manuals for 23 School Year 2023 that will be tested on that 24 audit. 25 Now, given the desire for more frequent</p>	<p style="text-align: right;">Page 27</p> <p>1 provided us with responses for each of the 2 attributes with errors. We also have a response 3 from Chief Alberti. We've got responses from the 4 associate and regional superintendents Adamson 5 Fleming, Strauss, Wanza. Chief Academic Officer 6 Mancini has also responded. 7 Here to present the property RSM are partner, 8 Jennifer Murtha, we've got Director, Laura 9 Manlove, and Senior, Jaime Bardee as well. 10 And, Mr. Chair, if I can turn the report over 11 to RSM to discuss the report? 12 MR. MEDVIN: Please. 13 MS. MANLOVE: Good morning. Thank you for 14 having us today. 15 This committee is well-versed in the process 16 and the approach of this particular audit. I'll 17 keep the presentation brief to allow for 18 discussion and questions. 19 I will point out, starting on page 4, we have 20 a commentary here on a process improvement 21 recommendation. As this Behavioral Threat 22 Assessment process continues to mature and 23 evolve, from the last time we were here we had 24 recommendation to centralize this under one 25 department. And sitting here before you today</p>
<p style="text-align: right;">Page 26</p> <p>1 testing, a smaller sample was selected. A 2 smaller sample can be done quickly. But it is 3 important to realize that even though we've 4 sliced the annual sample in half, the sample is 5 geared towards the more -- the more serious 6 threats. So even though the sample that you see 7 on pages 13, 14 and 15 can be compared to prior 8 audits, but this one focused on the substantive 9 and very substantive incidents. Those are the 10 more serious threats. And the results do show a 11 decrease in the number of attributes with 12 exceptions and an increase with the ones with no 13 exceptions. But, however, there is work to do, 14 as you'll hear at this meeting. Some of the 15 training exceptions were higher than expected. 16 The situation with the monitoring plans have 17 improved from when there was a 60 percent error 18 rate a couple years ago. But now it's still not 19 zero percent. 20 We do know that the district has taken this 21 very serious. Dr Cartwright has spoken at the 22 Marjorie Stoneman Douglas Commission. She's 23 implemented the Behavioral Threat Assessment 24 Department that's headed by Executive Director 25 Ernie Lozano under Chief Alberti. Mr. Lozano</p>	<p style="text-align: right;">Page 28</p> <p>1 you see Mr. Lozano is here and represents that 2 change that has been made in the district. This 3 recommendation is just a recommendation to 4 continue to mature along the sophistication path 5 of this process and involves really a 6 district-wide initiative to automate and 7 electronically capture signatures and dates. 8 This is a conversation topic that is held at much 9 greater levels in the district beyond Behavioral 10 Threat Assessment and is part of an overall 11 initiative of the district to automate that 12 process. And we just encourage them to continue 13 to look at this through the lens of BTA and 14 incorporate that here as well. 15 Moving on, I'm going to skip through the 16 background section of this report as you all, 17 again, are very familiar, and turn your attention 18 to pages 13, 14 and 15. 19 This is our matrix with the detailed results 20 by attribute. It gives you the total number of 21 exceptions as well as percentage of the total 22 sample here and we have a three-year comparison, 23 School Year '20, '21 and now here presented to 24 you today is the new column for SY22. And as 25 Joris mentioned, I will just reiterate that the</p>

<p style="text-align: right;">Page 29</p> <p>1 sample was geared heavily towards the very 2 serious and serious threats. In prior years we 3 had also included transient and unfounded 4 threats, as well. So the risk level associated 5 with this sample is drastically different.</p> <p>6 And as Mr. Jabouin alluded to, we also do see 7 some areas with significant improvement, which we 8 were all hoping to see at the end of this audit. 9 But there are some pieces that we have had 10 several discussions with management and with 11 internal audit about that we are continuing to 12 fine tune.</p> <p>13 So walking through some of the results here, 14 just at a higher level, and then I'll move it 15 over to Mr. Lozano for any additional commentary 16 he may have. The school BTA Rules section looks 17 relatively similar to prior years but with some 18 improvement there as well in SY22. The BTA 19 training section, we've had quite a bit of 20 discussion about and the training, I know, Mr. 21 Lozano will get into a little bit later, there 22 are some reasons and conversations that he has 23 had internally that explain some of these results 24 that we see today.</p> <p>25 The student intake form, we see some</p>	<p style="text-align: right;">Page 31</p> <p>1 relatively consistent with prior years and very 2 minimal exception activity. I will point out 3 that Attribute 22, we've had lots of conversation 4 about the words "substantially complete" in that 5 particular attribute and the district has had 6 multiple conversations about automating pieces of 7 this to prevent further administrative exceptions 8 from occurring in this attribute area.</p> <p>9 The results continue on page 15. BTA Part 3, 10 we are very, very pleased to see the results in 11 this section over here. Particularly Attribute 12 34, 35, 36. Where previously in past years we 13 might have seen some activity in the exceptions, 14 we don't see that this year, which kudos to the 15 district for getting their arms around this 16 piece.</p> <p>17 Monitoring plan section as well, also 18 improvement in general with total exception 19 activity. And transfer students, this is a newly 20 tested area based on feedback from the audit 21 committee and the board from our prior audit 22 reports. We did test the receiving schools of a 23 transfer student and have a couple of exceptions 24 noted there, and Mr. Lozano has done quite a bit 25 of follow-up on that as well and will be able to</p>
<p style="text-align: right;">Page 30</p> <p>1 improvement there as well. We also, just as a 2 reminder, recall that part of this has been 3 automated in the system. The district has been 4 working to automate major pieces of that student 5 intake form which we can see had a positive 6 impact to the results of this audit.</p> <p>7 Page 14, Initial Phase Triage Process, we can 8 also see general improvements in this section as 9 well. The witness interview section, I just 10 wanted to clarify, the results on attribute 11 number 16, the wording of this attribute is 12 incredibly important to understand the results, 13 because if a witness interview form was present 14 and we were able to locate that with the help of 15 the school, perhaps it was onsite at the school, 16 if it was not, actually, attached in the system 17 in EDPlan that resulted in an exception for us. 18 So you'll see the comment out to the right, we 19 wanted to clarify that five of those eight 20 exceptions we did actually locate the witness 21 interview forms onsite with the schools, but had 22 to mark them as an exception because they were 23 not attached in the system.</p> <p>24 The remaining sections, BTA Part 1 and Part 2 25 and clinical interviews, the results remain</p>	<p style="text-align: right;">Page 32</p> <p>1 provide any additional detail you may want to 2 hear from him on that.</p> <p>3 So that concludes my presentation of the 4 detailed results of our audit, and happy to 5 entertain additional conversation or if you'd 6 like to hear from Mr. Lozano further.</p> <p>7 MR. MEDVIN: I have a question. It's 8 regarding the scope and the sample. It seems 9 like it's not that big a sample and I want to 10 know how you came up with the size of the sample 11 and how you came up with the items that were 12 examined.</p> <p>13 MS. MANLOVE: Mr. Jabouin, did you want to 14 handle that or would you like me to respond?</p> <p>15 MR. JABOUIN: Sure. It looks like I just 16 spilled some water.</p> <p>17 So, Chair Medvin, the sample size was mostly 18 driven by a desire to be able to get the work 19 done quickly. So we wanted to make sure that 20 there was sufficient coverage as well. Annually, 21 we will look at about the same amount as we have 22 before, but we will be able to report very 23 quickly on data from September and October, 24 mostly September and October into the next one. 25 So we'll have a similar sample size for the first</p>

<p style="text-align: right;">Page 33</p> <p>1 report of 2023 as well as the second report for 2 2023 as well.</p> <p>3 MR. MEDVIN: In your opinion as the auditor, 4 is the sample size sufficient?</p> <p>5 MS. MANLOVE: It is. It is sufficient 6 because we shortened our scope period. We wanted 7 to transform the audit frequency in which we were 8 reporting back to you all. And in order to have 9 more frequent regular realtime updates back to 10 the audit committee and back to the board we have 11 shortened the scope period, reduced the sample 12 size, accordingly, because the scope period is 13 shortened and we are able to report more 14 frequently throughout the year to you all for 15 realtime results.</p> <p>16 MR. MEDVIN: So the next report that you 17 issue will not be for a full 12-month period, 18 you'll have a similar sample size?</p> <p>19 MS. MANLOVE: Yeah.</p> <p>20 MR. MEDVIN: Okay. Ms. Strauss?</p> <p>21 MS. STRAUS: Okay. I have a couple points. 22 So in regard to that question that the Chair 23 just asked, for an annual audit I do not believe 24 that cutting the sample size in half is comparing 25 apples to apples. And because the auditor --</p>	<p style="text-align: right;">Page 35</p> <p>1 I also believe it needs to be made clear that 2 they should be -- I believe the window of 3 reviewal should be shortened when they take in a 4 transfer student to review a file. I understand 5 that you did indicate that now you can see all 6 the clicks that a principal is making, the 7 timestamps, fantastic. That's great with 8 implementing technology and leveraging that.</p> <p>9 I believe that this all needs to be very 10 clearly communicated to the school principals if 11 they're the ones or whoever's responsible for 12 that at each school. So they know that somebody 13 is watching and they're going to be held 14 accountable; okay?</p> <p>15 My bigger suggestion here is, I understand 16 that we cannot solve the problems of the world, 17 and I get that; okay? However, I do think, given 18 that this district is not being held in a very 19 positive light at all because of severe failures 20 that were highlighted in the grand jury report, 21 that we can now lead by example.</p> <p>22 So I think we have all established in our 23 prior discussions that for transfer students, 24 even statewide, there's really not systems that 25 are speaking to each other.</p>
<p style="text-align: right;">Page 34</p> <p>1 chief auditor just said that it was due to 2 needing to go get it done quickly, does not, in 3 my opinion, serve us well when a sample size is 4 cut in half.</p> <p>5 Now, I understand and agree that with more 6 frequent auditing the sample size can certainly 7 be cut in half, but this is an annual audit, and 8 for that reason I would not have accepted to have 9 seen it cut in half. That's pretty drastic, in 10 my opinion. So I just want to put that out 11 there.</p> <p>12 In regards to the transfer students, I 13 believe I was the one that initially raised this 14 and I also in the meantime have done my own 15 interviews informally with different people and 16 stakeholders on the ground in the schools. First 17 and foremost it doesn't seem to be clear where a 18 principal or whoever is designated and 19 responsible for a student that transfers out, 20 okay, to document that they have made an attempt 21 to transfer the files and follow the student to 22 wherever they're going, to then inform an outside 23 school wherever they're landing, whether it be in 24 the district, out of the district or out of 25 state; okay?</p>	<p style="text-align: right;">Page 36</p> <p>1 So can we lead an effort and rise to the 2 occasion to bring that forward as a potential 3 solution and be the leader; okay? And lead by 4 example and lead from the front. So can Broward 5 County Schools initiate this discussion and say 6 this is something that we want to do because we 7 want to do better? Let's start with the state, 8 because that's more palatable, and then perhaps 9 we can then be the example for the rest of the 10 country.</p> <p>11 Because I have very grave concerns that there 12 are transfer students coming in, coming out, from 13 wherever they are that could have serious threats 14 to this district. And 72 hours is way too long 15 for a student to be sitting next to my child in a 16 classroom that could be a mass murderer. So I 17 don't, personally, want that. I'm not 18 comfortable. I don't think any parent would want 19 that. So I just believe that we need to shorten 20 that timeframe.</p> <p>21 MR. LOZANO: So, thank you for that. And you 22 did bring this up in our prior meeting. So let 23 me just start with the statewide threat 24 assessment comment that you made. Sheriff 25 Gualtieri of the MSD Commission has already</p>

<p style="text-align: right;">Page 37</p> <p>1 started that process and has put together a 2 committee to look at moving forward with a 3 statewide system for and link threat assessments 4 across the state of Florida. I am one of the 5 committee members on that team. I believe our 6 first meeting, I got it yesterday, I believe is 7 September 17th, and then we're going to meet more 8 times after that to look towards establishing a 9 statewide system for how we handle and monitor 10 threat assessment in the State of Florida. So 11 that's one of the MSD Commission's top priorities 12 moving forward in regards to threat assessment. 13 So that's already happening and taking place as 14 we speak.</p> <p>15 MS. STRAUSS: And do you view transfer 16 students as something that should be of focus?</p> <p>17 MR. LOZANO: So in March, April and May of 18 last school year we put a committee together to 19 address everything you just talked about. We 20 made changes to the registration form. We made a 21 standardized records request form. We meet as a 22 threat assessment team with members of different 23 departments in the district, we meet every 24 Thursday morning. We met today right before this 25 meeting at 9:00. And we have worked on putting</p>	<p style="text-align: right;">Page 39</p> <p>1 want it to be in the news to say that some 2 Broward County student left and then came into 3 our district and performed some awful thing; 4 right? So where can we document in our system 5 that the principal made their best effort to 6 communicate to where that student went, even if 7 they couldn't get in touch with them? That 8 should be documented.</p> <p>9 MR. LOZANO: Excellent feedback.</p> <p>10 MS. STRAUSS: Okay? I just want to cover 11 everybody to show that we are doing our best, 12 making our best effort on this.</p> <p>13 MR. LOZANO: Absolutely. And then the two 14 schools on this audit, on the transfer, they were 15 within the district and it was from traditional 16 to one of our alternative sites. So what 17 happens, before they go to that next school, 18 there's a meeting between both schools. So all 19 the prior documentation, behavior, academic, is 20 all discussed prior to the student entering. In 21 this audit they were actually looking into EDPlan 22 system to see that the next school had actually 23 opened the documents, so that was the -- veil 24 here, but those two schools did know about the 25 student prior to enrolling because, again, they</p>
<p style="text-align: right;">Page 38</p> <p>1 in our TERMS database and automatic flag and 2 popup. So any student with an active monitoring 3 plan or safety plan is flagged and the registrar 4 has to go notify the principal immediately. And 5 so we have put multiple checks and balances in 6 place between the EDPlan platform itself, our 7 TERMS registration system. We, at the TERMS 8 symposium we have just done hot labs with all our 9 school administrators and our registrars and our 10 front office personnel to ensure that we are. 11 Because exactly what you said, the first day a 12 student with a plan comes onto a campus, we 13 should be ready to implement that plan day one. 14 And that has been our priority since last, year, 15 March and we are continuing to look at and put 16 best practices in place to ensure that monitoring 17 plans are moving efficiently and effective 18 immediately, especially within when I know where 19 the student's going, that that call is made 20 immediately to that next school.</p> <p>21 MS. STRAUSS: So where can they document 22 that? Because I just want to make sure that 23 there is a paper trail that personnel within the 24 schools did -- made the best effort they could on 25 somebody leaving our district. Because we don't</p>	<p style="text-align: right;">Page 40</p> <p>1 have Behavior Intervention Committee meetings to 2 transition that student from our traditional 3 school to the alternative location. But it is a 4 process that we're currently -- is one of our top 5 priorities, to make the movement, especially 6 active monitoring plans and safety plans, an 7 immediate process.</p> <p>8 MS. STRAUSS: Okay. So opening a document is 9 not enough, in my opinion. I believe there needs 10 to be something actionable other than opening. I 11 can do that. In the medical field we call it EMR 12 fatigue, right, with all the pop-ups. It's 13 pop-up fatigue and doctors just click through it, 14 yes, yes, yes. They're not even looking at it. 15 They're opening it because they know you're 16 watching.</p> <p>17 So I would like for there to be an action, 18 such as recording what that verbal conversation 19 was, something noted in there that shows that 20 there was something meaningful done when they 21 opened it and did something around that student 22 and had a discussion.</p> <p>23 MR. LOZANO: So the next school expectation 24 is that they do have to update and review, and 25 per policy, within every 30 days, the school has</p>

<p style="text-align: right;">Page 41</p> <p>1 to review and update every active monitoring and 2 safety plan that is being implemented. So that 3 is part of the process. My team's work looks at 4 -- now, because we go in every day. And what I 5 can tell you, it's been busy since August 16th. 6 The phones have not stopped ringing with support 7 from schools -- 8 MS. STRAUSS: It's very alarming, actually -- 9 MR. LOZANO: -- both traditional and charter 10 schools. So, again, I wanted to start by 11 thanking this committee because it was some of 12 your recommendations why my team exists and we're 13 doing the work we're doing a lot because of your 14 input. So we thank you for that. 15 Since the beginning of school, August 16th, 16 just to give you some data, we've had 377 threats 17 that we've worked through. 47 of those were 18 substantive, at the highest level. 19 MS. STRAUSS: I'm sorry. How many? 20 MR. LOZANO: 47, which was 12 percent of the 21 total since the beginning of the year. We 22 currently have 288 active monitoring plans and 23 327 active safety plans. 24 So, again, my team is daily monitoring that 25 schools are updating those within the 30 days.</p>	<p style="text-align: right;">Page 43</p> <p>1 when the school would create a monitoring plan. 2 So you could see a lot of these -- 3 MS. STRAUSS: So the 47 are being monitored 4 how frequently by your department? 5 MR. LOZANO: So we're in there every day. 6 MS. STRAUSS: Every day? 7 MR. LOZANO: So we're ensuring, you know, 8 that these plans are put in place. All 9 substantive threats require a daily person 10 possession check. So schools are doing those 11 daily. And they keep logs of those. So all the 12 interventions the schools put in place, I can 13 tell you, when I say how busy we've been, I have 14 a brand new staff that I'm trying to train, as 15 the phones are ringing, as we're providing 16 support, as we're meeting with municipalities to 17 work with them on getting law enforcement into 18 monthly meetings. There's a lot of work around 19 threat assessments and I can just tell you my 20 team has been doing a phenomenal job moving us 21 forward in the right direction every day. 22 MS. STRAUSS: And just my final, I would just 23 like one final answer and then I'll let my 24 colleagues take over. But your answer to the 25 72-hour window being shortened, what do you feel</p>
<p style="text-align: right;">Page 42</p> <p>1 We're following up, making sure the schools have 2 done all the required documentation. 3 So everything in this audit that you see had 4 a fail, my team has already from day one, we've 5 been going through every school's profile forms 6 since prior even to the start of school, ensuring 7 all the correct certifications are uploaded into 8 EDPlan, they have the required four members on 9 the team. So we've -- we've really already 10 addressed a lot of the issues. And, again, 11 having that concerted team of individuals whose 12 sole focus is threat assessments has been great 13 because that's what we do all day. 14 MS. STRAUSS: So of those 377 threats, 15 they're being monitored every 30 days or daily? 16 MR. LOZANO: So that would be -- so of the 17 377 only the substantive threats require a 18 monitoring plan. The lowest two level of 19 unfounded and transient is a school-based 20 decision, because a transient threat could have 21 been a low-level threat like a joke or something 22 that was easily resolved so that you might not 23 have a monitoring plan. 24 So if there's any doubt at the school level 25 that a threat might be carried forward, that's</p>	<p style="text-align: right;">Page 44</p> <p>1 would be appropriate? Because I don't think 72 2 hours is appropriate. 3 MR. LOZANO: So I agree, schools should be 4 implementing an active safety and monitoring plan 5 the first day the student arrives on the campus. 6 MS. STRAUSS: Okay. 7 MR. MEDVIN: Mr. Jabouin? 8 MR. JABOUIN: Yes. I just wanted to mention 9 to Ms. Strauss and the committee that the 10 seriousness of the Behavioral Threat Assessment 11 and the testing has been communicated to the 12 schools and to the principals. I attended an all 13 principals' meeting prior to the end of School 14 Year '22 to emphasize the importance of the 15 testing and the fact that we needed to have 16 improved adherence from the last report. 17 Also, as part of the fieldwork, each of the 18 schools that had an exception had an exit meeting 19 to communicate to them beyond just the report the 20 details as far as what led to the exception. And 21 my team participated in that. So we are 22 emphasizing it, I'm emphasizing it as often as 23 possible. 24 Also I wanted to mention, so if you take a 25 look at the history of the Behavioral Threat</p>

<p style="text-align: right;">Page 45</p> <p>1 Assessment reports that were developed, we have 2 now a situation where the current year, School 3 Year 2023 is going to be given a report within 4 the year. And so we're going to be able to get a 5 snapshot of the attributes in time to be able to 6 make some adjustments midyear. Even though we 7 are communicating the issues as we become aware 8 of them, there will be two opportunities, the 9 sample size will be the same sample size split in 10 two and there is an opportunity that I'm 11 interested to see what the results are going to 12 be with the strategy. I just wanted to mention 13 those points.</p> <p>14 Thank you, Mr. Chair.</p> <p>15 MR. MEDVIN: Dr. Lynch-Walsh, your hand was 16 up first.</p> <p>17 DR. LYNCH-WALSH: Oh, yes. So to provide 18 some context, because I think sometimes we forget 19 where we've been a little too quickly, it seems 20 like our last meeting or the meeting before that 21 there were three of us jumping up and down about 22 getting the results for the audit for last school 23 year, and then, poof, like magic, somehow it's 24 here today, despite being told that there was no 25 idea when we would see this. In fact, it was</p>	<p style="text-align: right;">Page 47</p> <p>1 sample period.</p> <p>2 And, Mr. Jabouin, I know you had lots of 3 conversation when we were discussing how you 4 wanted us to proceed with this audit and there 5 were some policy changes that we were waiting to 6 come into effect which played into your decision 7 on the scope period. I don't know if you feel 8 like you'd like to respond further.</p> <p>9 MR. JABOUIN: Sure. Thank you.</p> <p>10 So the district changed the procedures manual 11 in March. And so having the data to represent 12 the current procedures manual that is in place 13 was the strategy for the audit when we began the 14 fieldwork in July. So providing information on 15 the current procedures and process is what you 16 have, a report that has what is current.</p> <p>17 Now, of course, as I've communicated at this 18 meeting and at the board meetings, we needed to 19 finish the previous testing. And the process to 20 build the testing caused the School Year 2020 to 21 be provided in a certain period, and that got 22 reduced, and then that got reduced again. So now 23 we're at a point where the fieldwork is going to 24 be done for School Year 2023 and then there's 25 going to be a report that reflects what's in</p>
<p style="text-align: right;">Page 46</p> <p>1 coming across as though we would see this current 2 school year's results before we saw last school 3 year.</p> <p>4 So some things jump out, because part of 5 having grand jury recommendations is changing the 6 culture and the thing to change is when we are 7 covering things up and not being transparent.</p> <p>8 So, to that point, on page 3, and I just want 9 to clarify with RSM, because this says that they 10 audited, basically, March 8th through June 8th, 11 which, last time I checked, the school year 12 begins in August, and I was very vocal all of 13 last year asking for the first half, the second 14 quarter to be audited. So the conclusion I'm 15 drawing from this audit period is that it was a 16 hot mess prior to March and so they didn't 17 want -- that that was not going to get audited 18 because the results would have been dismal and 19 they needed the first half of the year to clean 20 up their act to get to the results we're seeing 21 for the last half.</p> <p>22 So am I misunderstanding or is this strictly, 23 this sample is from March to June and you audited 24 -- or was it for the whole school year?</p> <p>25 MS. MANLOVE: You're correct, that's the</p>	<p style="text-align: right;">Page 48</p> <p>1 place for School Year 2023, and then there'll be 2 another report that will cover a sample that's 3 after the fieldwork for the first report. So it 4 is important that you provide the results with 5 the current procedure that is in place.</p> <p>6 DR. LYNCH-WALSH: Mr. Medvin, I'd like to 7 continue. I don't remember that being mentioned 8 as a constraint. Was it?</p> <p>9 Okay. So page 4, Centers, exceptions were 10 noted for nine or 100 percent of the nine threats 11 tested. I am concerned that the sample and 12 related testing results were not designed to be 13 representative of the whole population, 14 especially when you shrink it down to 35, but 15 there's still a story to tell, I guess.</p> <p>16 So Centers, 100 percent of -- there were 17 exceptions for 100 percent. And just to, once 18 again, add context, the person currently in 19 charge of Centers was the person in charge of all 20 the schools during MSD; correct? The same staff 21 person that was the highest-ranked person that 22 was over all principals is now over Centers. I'm 23 just pointing that out.</p> <p>24 Okay. On page 5 it says, there's a new 25 feature to allow for electronic signing of BTA</p>

<p style="text-align: right;">Page 49</p> <p>1 documents and monitoring safety plans. Was that 2 not -- is that an EDPlan? 3 MR. LOZANO: Correct. 4 DR. LYNCH-WALSH: Okay. Because that leads 5 to one of the things that was brought up under 6 one of these attributes. 7 So page 11, there's a -- that starts the list 8 of a lot of things that are not auditable. And 9 is there going to be a move towards finding ways 10 to audit these things? Because I would imagine, 11 like parents of public school students have a 12 right to timely notification of threats, unlawful 13 acts and significant emergencies. My kids' 14 school sends an email, robocall, whatever. So if 15 there is a threat it would seem possible that if 16 you checked a random sample of schools to find 17 whether they did, in fact, inform parents or not, 18 that would make it auditable to make sure that 19 they're doing -- they're complying. Because 20 these are all -- these are all policy 21 requirements each of these items, just for 22 reference. So we should be able to audit 23 compliance with the entire policy. And the first 24 one on here that says not auditable is the 25 district's school safety specialist shall ensure</p>	<p style="text-align: right;">Page 51</p> <p>1 amend our attributes for the next cycle audit, we 2 certainly could audit the timely notification of 3 threats, unlawful acts and significant 4 emergencies. That is audible. 5 DR. LYNCH-WALSH: So does the policy say they 6 have a right to it or that they shall be 7 notified. 8 MS. MANLOVE: Well, you know, unfortunately, 9 I don't have it front of me, but my excerpt -- 10 DR. LYNCH-WALSH: Because then the problem -- 11 then it seems like the policy's the problem, not 12 the attribute. The attribute would just be 13 flowing from the policy. 14 MS. MANLOVE: Correct. I think policy would 15 drive a procedure and we would be auditing 16 against a procedure. 17 DR. LYNCH-WALSH: Right. But if it doesn't 18 say "shall" and it just says "have a right", 19 then, yes, in theory, you could still audit them 20 based on whether schools are actually doing it, 21 but we may need to fix the policy, and I don't 22 know if the policy is in here. 23 MR. LOZANO: It's in here. Page 34, which 24 is -- 25 DR. LYNCH-WALSH: So where in the policy is</p>
<p style="text-align: right;">Page 50</p> <p>1 compliance with the policy. Is that the safety 2 and security chief? I've lost track because we 3 keep playing musical chairs on the Titanic. So 4 who is the district's school safety specialist 5 that ensures compliance with the policy? 6 MR. LOZANO: So for our district, currently, 7 that's Chief Alberti. 8 DR. LYNCH-WALSH: Okay. So why is that not 9 auditable? 10 MS. MANLOVE: Sure. So I think these are 11 great points and good discussion topics. So not 12 auditable, really we're talking about looking at 13 a document or some sort of supporting evidence 14 that we can review. And in section 3A, shall 15 ensure compliance with the policy, other than 16 someone being granted the authority by way of 17 having the title, it's not necessarily a sample 18 that we can pull support and audit. Perhaps we 19 can clarify the language in this chart a little 20 bit better based upon your feedback. 21 The same kind of thought process goes into 3F 22 where we're looking at the right to timely 23 notification of threats rather than they received 24 timely notification of threats. We certainly 25 could audit -- if the chief auditor decides to</p>	<p style="text-align: right;">Page 52</p> <p>1 that attribute being pulled from? 2 MR. LOZANO: So start with page 41, because 3 that's our current policy. 2130 was the prior 4 policy. Our current policy is 4380 and that 5 starts on 41. 6 DR. LYNCH-WALSH: Okay. I found it. Section 7 3F, parents of public school students have a 8 right to timely notification of threats unlawful 9 acts and significant emergencies pursuant to 10 State Statute 1006.07. So I wonder what the 11 statute says. For instance, if the statute says 12 you shall notify them and we watered it down to 13 them having a right, but don't say "shall", then 14 that's where we're creating the problem and 15 making it hard for them to audit it as a result. 16 I do think it's hard for one person to ensure 17 compliance when they're not over the people that 18 are tasked with compliance. And I have brought 19 that up multiple times. And I requested that at 20 the time, that the OSPA Chief ensure compliance 21 with the policy and I think we passed a motion 22 along those lines and then it never got put into 23 policy. But it's hard to have somebody be 24 enforcing a policy. They can only tell people 25 that you need to comply. They can report on lack</p>

Page 53	Page 55
<p>1 of compliance, but they don't supervise the 2 people. And that hasn't changed and now we 3 have -- so that would need to be Deputy 4 Superintendent of Teaching & Learning should be 5 on the hook for ensuring compliance. Because all 6 the people tasked with implementing this policy 7 work for that person.</p> <p>8 Page -- so that's all the non-auditable.</p> <p>9 Page 13, BTA Training, Attributes 3 and 4, 10 I'm a little confused. It says we had 18 percent 11 who did not attend and complete mandatory threat 12 assessment training and a breakdown of who did 13 not attend the training. And then the next one, 14 4, is who did complete training but did not 15 upload their training certificate to EDPlan.</p> <p>16 So this seems like where we're making it 17 harder for people to be in compliance as I have 18 the ethics, annual ethics training that, you 19 know, they threaten advisory members with, but at 20 least when you complete the training it generates 21 a certificate of completion. I don't want to 22 have to do anything else with it. Automate it. 23 I'm already giving you my time for free. Don't 24 make me have to do more. Granted, these people 25 are getting paid, but it should automatically</p>	<p>1 MS. STRAUSS: Can you just like make the 2 system talk? And if it's not possible because of 3 the technology --</p> <p>4 DR. LYNCH-WALSH: Make it work. Make it 5 happen.</p> <p>6 MS. STRAUSS: Then that's fine. Then just 7 say, the technology, there's no open APIs, they 8 can't talk, we can't make that happen.</p> <p>9 DR. LYNCH-WALSH: But can you make that 10 happen? Because I don't know that that 11 question's been asked.</p> <p>12 MR. LOZANO: Or what we could do, is when we 13 audit we just audit through LAB because all the 14 certificates are there automatically.</p> <p>15 DR. LYNCH-WALSH: No, no, because it's got to 16 be in EDPlan; no?</p> <p>17 MR. LOZANO: Well, that's what we wrote into 18 the text. But we could just say they have a 19 completed training --</p> <p>20 DR. LYNCH-WALSH: No, we're changing the 21 culture. Stop. Stop. Stop. Stop. Stop.</p> <p>22 The goal is to get into EDPlan. Technology 23 should not be the thing thwarting that goal. So 24 if people are picking software that doesn't talk 25 to each other, that's a problem and that needs to</p>
Page 54	Page 56
<p>1 upload if they've, in fact, done the training.</p> <p>2 So I'm trying to picture, is this training, 3 this mandatory training, in person, manual and 4 there's no electronic component where they could, 5 say, take a test at the end?</p> <p>6 MR. MAYERSOHN: It's on-line.</p> <p>7 DR. LYNCH-WALSH: It's on-line?</p> <p>8 MR. LOZANO: Correct. It's in our lab. So 9 there is a certificate that's generated after. 10 When they audited this, there was those words "in 11 EDPlan", so that's where the Attribute 4 had an 12 audited completion and notification to the 13 principal, was their certificate in the EDPlan 14 platform showing that they completed the required 15 training?</p> <p>16 DR. LYNCH-WALSH: No, no, I'm trying to 17 decipher how you could complete the training and 18 not have their certificate automatically uploaded 19 to EDPlan.</p> <p>20 MR. LOZANO: Because EDPlan doesn't transfer 21 LAB, which is our Learning Across Broward PD 22 platform. So it's in LAB, it's in that platform.</p> <p>23 DR. LYNCH-WALSH: Okay. That's my point. 24 You guys are going to make my head spin off its 25 axis.</p>	<p>1 stop. And if someone hasn't asked the question 2 can LAB talk to EDPlan, I think then -- was that 3 question asked in here? Because that would seem 4 to solve the problem if the two could talk. But 5 do we not know whether they can or can't talk?</p> <p>6 MS. MANLOVE: I don't know the answer to that 7 today.</p> <p>8 DR. LYNCH-WALSH: Okay. Does anyone in the 9 district know?</p> <p>10 MR. LOZANO: No.</p> <p>11 MS. STRAUSS: Nathalie, I will say it is -- 12 being the founder of a technology company, there 13 are very antiquated systems likely that are being 14 utilized. And to like start over would probably 15 be extremely expensive, inefficient and --</p> <p>16 DR. LYNCH-WALSH: Well, no, not necessarily.</p> <p>17 MR. MEDVIN: Phyllis, jump in.</p> <p>18 DR. LYNCH-WALSH: I'm still going but since 19 -- I think Phyllis is gonna burst if she doesn't 20 --</p> <p>21 MS. SHAW: No, no, no, I'm just saying, the 22 interruptions --</p> <p>23 DR. LYNCH-WALSH: I can't tell from your hand 24 gestures and your head shaking. I need better 25 signals from you.</p>

<p style="text-align: right;">Page 57</p> <p>1 MR. MEDVIN: I'd like to interrupt for a 2 second and acknowledge that Dr. Mancini, Chief 3 Academic Officer is here, and Kim -- is it Punzi? 4 MS. PUNZI-ELABIARY: Yes. 5 MR. MEDVIN: Acknowledge that Dr. Mancini is 6 here and Kim Punzi is also here. 7 DR. LYNCH-WALSH: Do they know whether LAB 8 can talk EDPlan? Because I'll take the answer 9 from anybody. 10 MR. MEDVIN: Ms. Mancini? 11 MS. MANCINI: At this time they do not talk 12 to each other. However, Dr. Phillips is working 13 on integration amongst all platforms. 14 DR. LYNCH-WALSH: Can they, though? We know 15 they don't. Can they talk to each other? 16 MS. MANCINI: We would have to talk to Dr. 17 Phillips about that. 18 MR. LOZANO: We'll look into that. 19 DR. LYNCH-WALSH: I wish he were here. 20 MS. FERTIG: Can we just say that we want it 21 done and we don't care how it gets done, we just 22 want to have a perfect result here. 23 DR. LYNCH-WALSH: Well, if it can't happen -- 24 but the thing is you have to break it down so 25 that you understand whether it can -- "can" "and</p>	<p style="text-align: right;">Page 59</p> <p>1 So the next one on here still and you BTA 2 Training, this would be 5B. Because I'm looking 3 for anything with a significant percentage. 4 Annual training and guidance to students and 5 parents on recognizing behaviors of concern, 6 their roles and responsibilities in reporting the 7 behavior and the various options for submitting a 8 report, including an honest reporting. 9 How is that auditable, actually? 10 MS. MANLOVE: Jaime, do you want to answer 11 that one? 12 MS. BARDEE: Yes. So for 5B we first looked 13 for signed student code of conducts. They had to 14 be signed by both the student and the parents. 15 When those were not available we then reached out 16 to schools and asked for documentation of 17 discipline assemblies, in-class training, what 18 that training was, and was the student present. 19 For the parent aspect we looked for, were 20 newsletters sent out; were the Florida links sent 21 out? To document that they -- this information 22 was sent out to parents. And that is how we 23 audited it. When they were not able to provide 24 that, that's where you have the five exceptions. 25 DR. LYNCH-WALSH: Okay. Sorry. I'm just</p>
<p style="text-align: right;">Page 58</p> <p>1 "does", these are all different words. 2 MS. FERTIG: So to your point -- I'm just 3 gonna interrupt to say this while we're on the 4 topic. To your point, advisory members have to 5 take this, and Joris has to make sure we do, and 6 he has to report to a compliance officer, if we 7 don't. So I'm not sure why that's not happening. 8 DR. LYNCH-WALSH: With this. 9 MS. FERTIG: To your point, why isn't that 10 happening the same way with this? 11 DR. LYNCH-WALSH: Right. Because they -- it 12 does generate a certificate of completion and 13 they used to have you -- but the thought process 14 is the same. Because it generates a certificate 15 of completion and then people would tell, oh, I 16 need your certificate of completion, no, you 17 don't. There is a person named Alex Macri who's 18 supposed to be maintaining the list of people 19 that completed it. So we're always creating 20 workarounds and creating more work for the people 21 that are just trying to help the district, but it 22 is the same problem. Automatic done, nobody 23 wants to think about it anymore. So if Joe 24 Phillips, who is one of the imports I do like, 25 then I have hope.</p>	<p style="text-align: right;">Page 60</p> <p>1 looking at the policy. Because on page 36 it 2 says, all SBBC -- because I lose track of where 3 this policy wound up. All SBBC employees, 4 volunteers and contractors are required to report 5 to school administration any expressed threats or 6 behaviors that may represent a threat to the 7 community, school or self. Threats that are not 8 easily recognized as harmless should be reported 9 to the school administrator or other team 10 members. I thought they took the responsibility 11 off of volunteers. 12 MR. LOZANO: So page 36 is that 2130 -- 13 DR. LYNCH-WALSH: Okay. All right. So the 14 new one takes that off of it? Okay. 15 I guess there needs to be an operational 16 definition of what that means so you guys don't 17 have to do so much work to try to figure it out. 18 Sorry. 19 MR. LOZANO: And some of that, Dr. 20 Lynch-Walsh, was, again, retraining schools. So 21 a lot of schools did things, they didn't document 22 it, they didn't -- so we re-trained them at the 23 beginning of this year, how do you communicate to 24 parents and students, here are multiple ways you 25 can do it. So we presented a lot of information</p>

<p style="text-align: right;">Page 61</p> <p>1 up front and we're continuing to provide 2 information to the schools and getting the word 3 out to the community. 4 DR. LYNCH-WALSH: Okay. I think the 5 advisories would be a good place to target as 6 well. 7 On page 14, was the witness interview form 8 present, this gets us back to directly entered 9 into EDPlan or attached. So why would there be a 10 choice and why does this get -- it seems to have 11 gotten worse from last year to this year. 12 Out of the 14 BTAs where witness interview 13 forms were applicable 5 of the 8 provided the 14 witness interview forms but were not uploaded. 15 And I know you said you had to go look for them, 16 but, again, why are we not entering directly into 17 EDPlan? 18 MR. LOZANO: So, again, we re-trained at the 19 beginning of this year to use the form in the 20 platform. Some schools -- some of these 21 initiated as a discipline incident and it may 22 have been through the interview where they found 23 out there was also a need for a threat 24 assessment. So sometimes the initial incident 25 didn't start as a threat assessment, so that's</p>	<p style="text-align: right;">Page 63</p> <p>1 use when they deal with discipline incidents or 2 may need a witness statement for whatever reason, 3 that standard form is paper-based. 4 DR. LYNCH-WALSH: Okay. That's what I 5 thought because my child once had to fill one out 6 for some funny business. 7 Okay. So BTA complete. 8 And then on the transfer students, I tend to 9 agree that 72 hours seems long, but considering 10 that we can't even be in compliance with that, I 11 would be happy with getting 100 percent 12 compliance first and then trying to shave off 13 some days off of there. Because I agree the 14 second they get transferred in, like within 24 15 hours, you would expect that to be done. 16 MS. STRAUSS: I don't want someone that's a 17 threat sitting next to my child. 18 DR. LYNCH-WALSH: Yeah, like you said, nobody 19 does. But we're not even at 72 hours compliance. 20 So that's problematic. 21 And those are the rest of my notes and then I 22 was sort of matching the response to these. But 23 that's it for me. Thank you. 24 MR. MEDVIN: Mr. De Meo? 25 MR. DE MEO: Thank you, Mr. Chair.</p>
<p style="text-align: right;">Page 62</p> <p>1 why they had witness statement forms that weren't 2 generated through the threat assessment process 3 because it didn't start as a threat assessment. 4 And then when they did the interview with that 5 student, they might have become aware of a threat 6 so then they initiated a threat assessment, but 7 you're not going to re-interview that same 8 student twice because you already have that 9 witness statement form from that student. 10 DR. LYNCH-WALSH: Okay. So, hopefully, that 11 one goes down. 12 MR. LOZANO: That was one of our biggest 13 areas of focus and I can tell you even this year 14 as we review daily we're going through and 15 working with schools on proper protocols for 16 interviewing witnesses and identifying them on 17 the form. 18 DR. LYNCH-WALSH: And the witness statement 19 forms are handwritten? 20 MR. LOZANO: No, it's through the platform. 21 DR. LYNCH-WALSH: The discipline -- when it 22 starts, if it doesn't start as a threat 23 assessment -- 24 MR. LOZANO: So there is a standard witness 25 statement form the district has for schools to</p>	<p style="text-align: right;">Page 64</p> <p>1 DR. LYNCH-WALSH: Phyllis. 2 MR. MEDVIN: Your hand wasn't up. I thought 3 you were done. 4 MS. SHAW: I'm sorry? 5 MR. MEDVIN: Your hand wasn't up. 6 MS. SHAW: My hand was up from the first time 7 she spoke. 8 MR. MEDVIN: All right. Phyllis, go ahead. 9 MS. SHAW: No, go ahead. 10 Dr. Lynch-Walsh covered most of my questions 11 and he covered the others. But the one thing I 12 want to -- the point I want to make on page 3 is, 13 since we -- the period reviewed is so shortened 14 we didn't -- and the sample size was reduced, we 15 didn't really establish a floor with this audit 16 in terms of the entire school year. So my 17 concern is now, what did we miss in terms of a 18 shortened period, and, of course, a reduced 19 sample size? 20 One year is a long time for us to know what 21 is going to happen next or what happened in the 22 past year. 23 So my concern is that we haven't really 24 established a floor based on this. 25 Secondly, I don't know how many centers we</p>

Page 65	Page 67
<p>1 have, but when we're looking at the serious 2 substantive, we're taking five from each school 3 level, and I am just a little concerned of 4 whether or not we're -- how much we're capturing 5 based on the reduced period and the reduced 6 sample size. And this doesn't provide me with 7 that feeling. My mom hat is going crazy and my 8 accounting hat is on a different level, I 9 understand that. But I need to be able to know 10 that we established a floor with this and so the 11 next audit that I guess we should be getting that 12 in another couple months or so provides us with a 13 little bit more, but I don't know that because I 14 don't know what we're missing.</p> <p>15 DR. LYNCH-WALSH: They're not using last year 16 as a benchmark. They're trying to use this 17 coming year as a benchmark.</p> <p>18 MR. LOZANO: So the floor for my team is zero 19 percent fail on every attribute. That's the 20 expectation from my team. And anything less than 21 that, we've got work to do. So our expectations 22 is -- even though this was 35, I felt like it 23 definitely exposed the areas we needed to improve 24 on, the areas we needed to shore up as a school 25 district. So while it was only 35, somebody</p>	<p>1 needed -- we needed to establish a true flooring 2 based on this audit. And we can't use the next 3 one because a lot has happened in the last year. 4 A lot has happened that we need to try to fix. 5 Just looking at the areas that need improvement 6 in this alone tells me that there may be other 7 areas that needs improvement that's not included 8 in here. And I'm done.</p> <p>9 MR. MEDVIN: All right. Joris?</p> <p>10 MR. JABOUIN: If I can? One of the 11 challenges, Ms. Shaw, is that there's a new 12 procedures manual that covers School Year '23. 13 So I -- I mean, I think that there's going to be 14 some consistencies because some of the basics 15 will be there, but I haven't had a chance to 16 absorb it yet. So that is an interesting nuance 17 that will happen for the next report. So just 18 something to keep in mind.</p> <p>19 MS. FERTIG: And one thing. If the policy's 20 changed in March, then it's hard to say whether, 21 you know -- I mean, if the policy's changed, 22 we're trying to get a quick look at how those 23 policies have been effective. We've asked for 24 this quarterly and we've been -- I'm glad to have 25 more frequent reports even if it's a smaller size</p>
Page 66	Page 68
<p>1 who's lived this work in Broward County Schools 2 since the inception of the EDPlan platform to do 3 threat assessments, I thought this gave us a 4 great indication of the areas we needed to, as a 5 district, focus on and improve on to get to a 6 zero percent fail rate on every attribute. 7 That's the only goal of my team is shooting for 8 and that's our expectation every day and that's 9 why we show up every morning and do the work that 10 we do so your mommy self can relax and know that 11 my team is working hard to keep all the students 12 and staff and community members safe.</p> <p>13 MS. SHAW: I understand and appreciate 14 working from zero, but the reality of it is, we 15 missed July 1st through March 7th. And all of 16 that is not being considered. So if the goal is 17 zero, then are you -- the problem is that you're 18 going from a false reality in terms of this, 19 because you've got to know where you are in order 20 to know where you're going. You've got to know 21 that, okay, this is correct in terms of -- it's 22 an audit. I know audit doesn't provide -- it's 23 an audit. You've got to know where you are in 24 order to fix and move forward. And it doesn't 25 require a response, I'm just saying that I</p>	<p>1 and whatever.</p> <p>2 I find there's a lot alarming in this report 3 just on those three months with the new policy 4 manual, and I don't know, are you -- I guess when 5 we get here we can see when this new quarter 6 began, whether you began with the summer programs 7 or whether you're beginning with the start of 8 school in August and what the end date is and 9 then we can kind of anticipate the next report. 10 But I think the quarterly reports are very 11 helpful and should be based on what our current 12 policies are. So I just wanted to throw that out 13 there.</p> <p>14 MR. MEDVIN: Mr. De Meo.</p> <p>15 MR. DE MEO: Thank you. I've lived in 16 Parkland 28 years. I have four boys, two of 17 which are about to go to MSD. And with reference 18 to what Ms. Shaw and Dr. Lynch-Walsh commented 19 on, if you look back at the report, the 20 exceptions are continuous and really bad three 21 years ago. That's reprehensible after what 22 happened. It's just -- I don't care what system 23 we're using, how we change, we've got to take it 24 more seriously. It appears we are. 25 So that's my opening comment.</p>

Page 69

1 I have some more specific comments. First,
2 page 12 of the report where we talk about these
3 items that are not auditable, it's been mentioned
4 here, and I agree fully, that a lot of these are
5 auditable, particularly, the item which requires
6 referrals to law enforcement.

7 I would -- Mr. Chief Auditor, I would like to
8 recommend -- actually, I'd like to demand that
9 that be part of the audit, one of the attributes.

10 Also --

11 MS. FERTIG: Can I just ask you to clarify
12 that? Are you asking that it automatically be
13 referred and we get a percentage of how many of
14 them were and were not?

15 MR. DE MEO: I'm not addressing whether I
16 agree with the policy or how it works, but I'm
17 addressing the audit. In the audit that was not
18 one of the attributes that said it was not
19 auditable. That is auditable and I demand that
20 that be one of the attributes.

21 MR. LOZANO: So it is auditable and we, for
22 every threat assessment in the 22-23 school year,
23 a law enforcement officer has to participate in
24 all four levels. So that's easily auditable
25 because they are one of the mandatory members on

Page 71

1 I mean, that's -- to me, that's like --
2 that's like a no-brainer. That's like one of the
3 most important attributes of all the 47. Make
4 this number one.

5 MR. LOZANO: I 100 percent agree and that's
6 on our student risk intake form, because that's
7 required, especially for all imminent threats and
8 the school has to record the date and time and
9 the officer that they spoke to on our student
10 risk intake form. So that is there for all
11 substantive threats.

12 MR. DE MEO: And one more -- I wasn't going
13 to get this deep in the weeds, but it doesn't
14 matter what the law enforcement agency is,
15 whether it's county or it's Pompano Beach or it's
16 Davie or whatever it is; right? It's reported.

17 MR. LOZANO: Correct.

18 MR. DE MEO: Not just to the county, to the
19 sheriff's office; it goes to the local law
20 enforcement?

21 MR. LOZANO: Yeah, because they do their own
22 report for all substantive threats as well.

23 MR. DE MEO: Okay. And is it also
24 coordinated county-wise with law enforcement or
25 is there no such means to do that?

Page 70

1 every single threat assessment done in this
2 district this school year. So that's easy to
3 audit.

4 MR. DE MEO: Good. So we will have that. I
5 think that's critical.

6 DR. LYNCH-WALSH: Which attribute?

7 MR. DE MEO: I think it's 35H.

8 MS. MANLOVE: If I may add some clarity to
9 the words "not auditable" for policy reference
10 5H. This really speaks to the completeness of
11 the threat population and really what we are
12 auditing at the end of the day are the threats
13 that are actually reported. And in 5H there
14 could be threats made on school property that
15 could or should have been reported and for
16 whatever reason were not. And in that vein of
17 thought we -- we thought, due to the completeness
18 factor, and the lack of our ability to capture
19 that, that we would really encompass this
20 particular piece of the policy.

21 MR. DE MEO: Yeah, but to be clear, if it's
22 record that it was a substantial threat, a very
23 serious threat, and it was required to be
24 reported, that should be an attribute that should
25 be tested. So I hope that's clear.

Page 72

1 MR. LOZANO: So in the -- there is a DJJ
2 database where all criminal offenses are kept and
3 things like that and that information. Do the
4 different law enforcement see each other's actual
5 threat assessment report, I would probably say
6 not at this time. I can tell you my team has
7 been doing a lot of work. BSO has been great.
8 We have been meeting since the beginning of the
9 school year, again, coordinating. Because all of
10 them have to have the required CSTAG training.
11 The law enforcement officers that come to the
12 schools, they have to participate in our monthly
13 meetings that every school has to have to discuss
14 all active monitoring plans, safety plans, any
15 concerns at the school. There's been a lot put
16 on law enforcement as well this year in terms of
17 their participating in our active assailant
18 drills, they're in our monthly meetings, and now
19 this year they have to sit in every threat
20 assessment risk determination meeting to assist
21 with determining the level of threat.

22 MR. DE MEO: That's good.

23 Okay.

24 MS. MURTHA: If I may interrupt, Mr. Chair?
25 My name is Jennifer Murtha, I'm a partner with

<p style="text-align: right;">Page 73</p> <p>1 RSM. And I completely and appreciate that level 2 of conversation. As auditors, many times 3 completeness of a population is incredibly 4 challenging. And if I could give you an example. 5 So we go to a football game and it's cash. And 6 there's all these tickets sold. If the person 7 collecting the tickets takes the money and puts 8 the money in their pocket, we can't count the 9 money. So they collected a thousand dollars. 10 Should it have been 1,200? We are auditing the 11 dollars that are collected. We can say, based on 12 the number of people that attended, it should 13 have been more. Just like in this situation, we 14 can say, based on the this school, this 15 population, et cetera, there should have been 16 more threats, but if there is a threat that 17 happens at a school and there is nothing to 18 initiate it, it is not included in our 19 population. 20 MR. DE MEO: Yeah, no, I understand that. 21 MS. MURTHA: Okay. 22 MR. DE MEO: And I wouldn't put that burden 23 on you, and, you know, that's a societal thing. 24 MS. MURTHA: Right. 25 MR. DE MEO: And society has come to accept</p>	<p style="text-align: right;">Page 75</p> <p>1 when that student enrolled accessed the documents 2 to -- again, we can see that they opened it, to 3 your point earlier, but then, you know, the 4 expectation is that they would go in and update 5 and review it, because, obviously, the plan may 6 need to be modified because the next school may 7 not have the same physical space or supports as 8 the other school's, so they have to modify that 9 plan to meet the needs of the current school. So 10 that is the expectation. But we can see the 11 footprints in the system. 12 MR. DE MEO: Is there a requirement that you 13 meet or discuss or have a meeting, a formal 14 meeting that has some kind of agenda that goes 15 over -- 16 MR. LOZANO: So the two schools that failed 17 that you see the 33 percent, because, remember, 18 this was only out of six, because they only had 19 documentation of six transfers. Those specific 20 two that failed, the student was at the 21 traditional site, a traditional high school, 22 incident occurred, threat assessment, ended up at 23 the alternative site. Those schools do have 24 formal transition meetings to discuss everything 25 about that student and having a successful</p>
<p style="text-align: right;">Page 74</p> <p>1 things that years ago society as a group would 2 scorn and take care of the problem by itself. 3 That's not what I'm talking about. If it's 4 documented, audit it. 5 MS. MURTHA: Excellent. 6 MR. DE MEO: Okay. The OCA -- the Chief 7 Auditor indicated that there was improvement. 8 Dr. Lynch-Walsh pointed out four or five 9 percentages that increased over the previous 10 year. I think there's seven or eight. One of 11 them is particularly egregious and that's the 33 12 percent, I believe, let's see if I can find it 13 real quick. It went from 0 to 33 -- 14 MS. STRAUSS: Attribute Number 46. 15 MR. DE MEO: 46? Yeah. I mean, we've got to 16 do better. Did the administrator at the 17 receiving school of a transfer student within the 18 district review the BTA? I don't know how we 19 would even know that, unless we get some kind of 20 -- 21 MR. JABOUIN: We have footprints in the 22 system so we can see everybody who ever enters 23 and accesses the system. So we're able to see if 24 the school administration or the mental health 25 person at that school or somebody at that school</p>	<p style="text-align: right;">Page 76</p> <p>1 transition from the home school -- the 2 traditional school to the next school. But they 3 couldn't, as auditors, verify that they 4 specifically in that conversation spoke about 5 threat assessment. So I met with the BIC 6 committee and we added to their agenda a line 7 item that specifically speaks to threat 8 assessments, active monitoring plan and active 9 safety plan, so it's easier to now document that 10 that conversation has taken place before the 11 first day that student enrolls at the new school. 12 MR. DE MEO: That's good. That's good. 13 MS. FERTIG: Can I ask a follow-up on that? 14 MR. DE MEO: Sure. 15 MS. FERTIG: I was surprised to see that 100 16 percent of exceptions is not in high schools, not 17 in elementary, not in -- it was in centers. And 18 now you're saying this -- and I was going to 19 bring this up when I spoke. I found it -- I 20 mean, of all places for there not to be total 21 compliance, much less for there to be 100 22 percent, I don't understand that. And I would 23 like to know what you're putting in place to -- 24 prevent it everywhere, but, I mean, centers, I 25 just don't understand that.</p>

<p style="text-align: right;">Page 77</p> <p>1 MR. LOZANO: So some of that, the centers are 2 taking some of the blame for the traditional 3 schools as well. Because, remember, the threat 4 assessment started at the traditional school. 5 And what happens is, these are the most very 6 serious threats, so a lot of times the student 7 may have been incarcerated, the parent, you know, 8 withholds the student from my attending school 9 right after if it's an expulsion case. So 10 there's a lot of circumstances that go into the 11 very serious ones. But the host school should 12 have also worked to finish the threat assessment. 13 A lot of these schools, and one of the issues we 14 corrected this year was, when that happened and 15 the student left the traditional school, they may 16 not have finalized the monitoring plan because 17 they didn't know where the student was going to 18 end up. So they were leaving it open, waiting 19 for the decision of the student placement to then 20 finish the monitoring plan. For this year we 21 corrected that. All schools who initiate a 22 threat assessment that requires a monitoring or 23 safety plan have to complete one as if the 24 student's returning to their school. And then 25 the next school when they enter, will open it,</p>	<p style="text-align: right;">Page 79</p> <p>1 those processes. A lot of it is what Ms. Strauss 2 shared about, you know, the processes for 3 transfers and things like that. So really just 4 tighten up those processes, we should see a lot 5 less on the center side. Some of the centers -- 6 most of the schools that you see -- so you see 7 100 percent fail rate, but it could have been for 8 one of the 47 attributes; right? And a lot of -- 9 a few of the center sites it was -- so when you 10 looked at the school profile form, at the 11 beginning of the year the school could have 12 listed 12 people. When we audited we looked to 13 see that all 12 of those people had the training 14 and were required. The school may have only 15 utilized six of those people all year. So the 16 other six may never have participated in a threat 17 assessment. 18 So, again, we had to retrain schools at the 19 beginning of this year. That's why we're going 20 through every profile form with every school. 21 Only list the members who are going to 22 participate, who are trained. And then we're 23 following up, again, unfortunately, that they're 24 manually uploading their certificate this year, 25 but we'll work on that.</p>
<p style="text-align: right;">Page 78</p> <p>1 update and review it to meet the needs of the 2 current school. So it was situations when you're 3 looking at the transfer from one location to the 4 other. I could tell you we met with the, mostly 5 the discipline sites, remember, because all of 6 their threats are the very serious ones, that's 7 why most of the students ended up at that site. 8 So we have already met with our sites that have 9 the predominant number of threats and we've 10 reviewed processes, we've streamlined processes, 11 even with our connected sites like AMIkids, when 12 a student's in a detention center, my team has 13 met with who is the point person to assist the 14 school with getting into the detention center, to 15 complete a student interview, to locate a parent. 16 So we've done a lot of that work already up 17 front, because we see the same data we do and we 18 have the same concerns. So at the beginning of 19 this year we started addressing, how do we 20 tighten up? Because most schools when a student 21 starts at a school and stays at a school, it's 22 pretty tight and clean. Where we've seen we've 23 had to close some gaps is when students leave one 24 site and move to another site. And that's really 25 been the main focus of my team, tightening up</p>	<p style="text-align: right;">Page 80</p> <p>1 But, again, we're following up. In all these 2 areas that you see as concerns my team sees the 3 same concern and we've already begun to address 4 it. 5 So I think this year when Ms. Shaw talked 6 about a floor, the biggest change this year is 7 having my department. That started July 1st. So 8 that's a huge difference. Whereas, prior to, we 9 didn't have one team of individuals doing solely 10 threat assessment. So now that we have my team, 11 you know, this will be the floor with, okay, we 12 created this department to ensure compliance, so 13 what is the floor with this next audit, and then 14 we grow from there. 15 MS. FERTIG: Yeah, I was just surprised with 16 centers being what they -- I would think that 17 would be the number one place you would be trying 18 to -- not that you're not trying everywhere, but 19 particularly because you know of the problems 20 that they have and that they have to deal with, 21 that there would be just extra resources to them 22 to make sure those issues are addressed. 23 MR. LOZANO: And some of -- like some of the 24 monitoring plans, it's not an individual 25 monitoring plan because when you go to that site</p>

<p style="text-align: right;">Page 81</p> <p>1 it's a part of what that school does for every 2 student, like no backpack, you walk through the 3 door you go through some type of screening for 4 personal possession check. So that happens to 5 every student as part of -- that's just a 6 process. So they may not have updated it in a 7 monitoring plan because that's just a part of the 8 routine of that school.</p> <p>9 So those were the things we had to tighten 10 up, because, okay, you may be doing that, but we 11 don't know that. So that's where my team has 12 been working with those alternative sites, so 13 what is your monitoring plan and how do we see it 14 and know it's being implemented with fidelity 15 every day?</p> <p>16 MS. FERTIG: Okay. Sorry.</p> <p>17 MR. DE MEO: Okay. You know, perhaps you 18 should come and address us about these policies. 19 Right now I'd like to get through some of these 20 concepts that are reported in this audit.</p> <p>21 So serious, very serious substantive 22 exceptions, 80 percent, okay, it might be one 23 attribute, it might not be a real important 24 attribute, but I don't consider that improvement. 25 Often in sampling substantive populations, if you</p>	<p style="text-align: right;">Page 83</p> <p>1 MR. JABOUIN: If I may respond? The 2 challenge with the charter schools, just in 3 general, is our ability to enforce different 4 areas of audit concern even outside of that. So 5 there are many examples of me bringing in charter 6 school personnel to try to get them to comply 7 with financial requirements and so forth and 8 trying to get them to do that is -- is definitely 9 challenging on that front.</p> <p>10 MR. DE MEO: I'm sure it's challenging, but I 11 think they're obligated under the law to comply 12 with these policies and I think they have to. 13 And from an auditing standpoint they represent a 14 significant population. In the threat 15 assessment, to eliminate that, that kind of 16 population, is -- it's just not helpful.</p> <p>17 So, again, I think it's real important that 18 we include charter schools, challenges or not.</p> <p>19 MR. LOZANO: And we have, even with our SIU 20 Broward detectives, and I have to give Craig 21 Kowalski a shout-out, every charter school has 22 been assigned an SIU detective. So if they're 23 struggling with getting law enforcement we send 24 one of our own SIU detectives to assist the 25 charter schools. So we have moved tremendously</p>
<p style="text-align: right;">Page 82</p> <p>1 have exceptions, in order to get the evidence 2 required under the standards, you increase your 3 sample size. This is a compliance sample. And 4 there is -- it doesn't work the same as a, you 5 know, numbers for substantive population. But we 6 might want to consider, especially with the 7 change in policy, we might want to consider, you 8 know, maybe increasing the sample size to 50 or 9 60 even though it's done twice a year. That's a 10 comment.</p> <p>11 Okay. Next, why weren't the charter schools 12 included? Are they not part of the system?</p> <p>13 MR. LOZANO: So they're part of what my team 14 does. So we are and we started and I can tell 15 you they are doing a great job of working with us 16 as we're going through their profile forms, 17 ensuring they have law enforcement in, you know, 18 every meeting and following the same expectations 19 statutorily as our traditional schools. So my 20 team has been following up with traditional and 21 charter schools from the beginning of our 22 creation.</p> <p>23 MR. DE MEO: But we don't have a report on 24 that, but I'm glad to hear that. So perhaps give 25 that serious consideration, expanding.</p>	<p style="text-align: right;">Page 84</p> <p>1 forward in monitoring and supporting our charter 2 schools and they are working with -- I can say, 3 you know, my relationship with those school 4 leaders has been great.</p> <p>5 MR. DE MEO: Are they cooperative? Are they 6 willing to follow this threat assessment policy?</p> <p>7 MR. LOZANO: So having the title of executive 8 director helps when I make the phone call, 9 because I come with a level of credence when I 10 call and they haven't been used to getting a call 11 from the Executive Director of Threat Assessment 12 Broward County Schools, oh hold, I'll get the 13 principal right now. So that's been helpful, 14 but --</p> <p>15 MR. DE MEO: Have you met with them as a 16 group?</p> <p>17 MR. LOZANO: Yes, so I attend their meetings. 18 We did the same trainings with them that we do 19 for our traditional schools and I've been going 20 over the same processes with the charter schools 21 that we do with the traditional schools.</p> <p>22 MR. DE MEO: Good.</p> <p>23 Okay. So I'd like to see them included in 24 the audit.</p> <p>25 The audit doesn't cover the entire school</p>

<p style="text-align: right;">Page 85</p> <p>1 year, as my colleagues have mentioned. You know, 2 last meeting there was considerable discussion 3 about when and what. I mean, let's get it done. 4 And, Mr. Chief Auditor, give us, you know, if 5 you're asked about this -- this is what I was 6 calling you about, if you're asked about this, 7 give us your best -- give us your best time. 8 MR. JABOUIN: No, I won't do that. I won't 9 do that. 10 MR. DE MEO: This is important to this group. 11 MR. JABOUIN: We will get the audits done 12 when we -- 13 MR. DE MEO: But an answer that, when they're 14 done, we'll report them is kind of offensive. 15 I'm gonna tell you the truth. So, you know, 16 we're not looking to add a lot of work to you, 17 just give us your best idea. And if there's a 18 delay, tell us why there's a delay. 19 I want to move on. 20 MS. FERTIG: Can I just add to that, though? 21 Can I just make a comment? 22 MR. DE MEO: Sure. 23 MS. FERTIG: I'm hoping, I'm hoping, now that 24 we're getting on three-month cycles, that we know 25 it's gonna be -- I still want to know, whenever</p>	<p style="text-align: right;">Page 87</p> <p>1 adequate, then I don't bring them up to this 2 group, because I don't think they're sufficient, 3 they don't solve the issue or whatever it might 4 be, they need to fix it and they need to solve 5 the problem. And so we could face the situation 6 where you're getting audit reports that require a 7 lot of follow-up because there's no response or 8 it's -- I mean, an adequate -- as an auditor 9 yourself you know that an adequate audit that 10 meets standards needs to actually happen on that 11 end. 12 Now, as Ms. Fertig indicates, I've gotten the 13 point of the frequent audits and I do think that 14 they're going to fall into that regular cycle 15 that satisfies you, but it's very difficult for 16 me to give you that particular estimate, 17 officially. That's the challenge that we face. 18 MR. DE MEO: We don't want to put you in a 19 position where, you know, it's a gotcha or 20 anything else. It's just a matter of our 21 priorities matching your priorities. That is a 22 very big issue for us. 23 MR. JABOUIN: This is a very high-priority 24 audit for us. 25 MR. DE MEO: And we don't want to add --</p>
<p style="text-align: right;">Page 86</p> <p>1 you get a chance, I want to know what the dates 2 of next cycle is, but I'm hoping that when we get 3 into that routine that we're going to expect to 4 see the three-month cycle within a certain number 5 of days of the end of the cycle. And that way, 6 by the end of the year, hopefully, we'll have a 7 pretty clear picture. 8 MS. STRAUSS: And, Mrs. Fertig, then why are 9 we getting a, no, I will not do that from the 10 chief auditor? I just -- quite honestly, sir, it 11 is your job, and if you're not capable of doing 12 that, then you likely should step aside. Because 13 as a result of the grand jury report, answers 14 like that were not acceptable. And that is a 15 culture that I believe this district needs to get 16 rid of. No should not be an option. It should 17 be solution oriented. I mean, that is really, as 18 he said, it's offensive. 19 MR. JABOUIN: I just wanted to mention to the 20 committee, I certainly note the desire to know 21 the timing. The challenges that we face, for 22 example, you are familiar with the construction 23 auditing that's done by RSM and we're struggling 24 to get adequate responses from some of those 25 particular findings. And if they're not</p>	<p style="text-align: right;">Page 88</p> <p>1 truthfully, I see a lot of things that I think 2 add a lot of work for your department that are, 3 the return for this group is dubious; okay? I 4 don't comment on them much, but I think it would 5 help lessen your load. This isn't one of them. 6 This is important. But thank you. 7 You know, and I respect what your -- what you 8 do, your predecessor, very professional, we're 9 fortunate to have you. That's not the issue. 10 It's aligning our priorities. This is a 11 priority. 12 I have a question for the group. 13 The discipline -- the appropriate disciplines, 14 the composition of the threat assessment team, 15 was that one of the attributes, to test whether 16 it was properly comprised? And, if not, why not? 17 MS. BARDEE: Yes, it was. Per policy, you're 18 required to have SBAS, a teacher, law enforcement 19 and mental health professionals as part of that 20 team and that was one of the things that we did 21 test -- 22 MR. DE MEO: You did? Okay. 23 MS. BARDEE: -- when we were going through 24 the school profile forms and the training. 25 MR. DE MEO: And is there a requirement that</p>

Page 89

1 there be a quorum of this team when evaluating a
2 threat or that -- is there anything -- I couldn't
3 find anything in the rules and the policy that
4 said -- you mentioned earlier 6 out of 12 were
5 evaluating these threats. Is there a requirement
6 that there be a quorum or that certain of the
7 disciplines be present for each and every serious
8 threat? For example, a psychologist or mental
9 health expert, law enforcement, so on? Is there
10 any rule like that?

11 MR. LOZANO: So there's not a specific rule,
12 but risk level determination I've found at
13 schools is not a struggle. Again, you have four
14 levels of threats, unfounded, there was no
15 document -- no evidence that a threat was made or
16 anywhere. Then you have a transient threat where
17 it was an isolated situation, maybe in the heat
18 of the moment a student made a joke and when they
19 met it was easily resolved and the board members
20 saw that there was no -- because, again, threat
21 assessment is future tense; right? That team is
22 meeting to determine the percentage a student is
23 going to follow through on a threat?

24 MR. DE MEO: But who is -- who makes the
25 threat assessment? Could it be two people out of

Page 91

1 one is behavior discipline, where they review all
2 that document and then the other is ESE504
3 Gifted. And those three are required components
4 of every threat assessment.

5 MR. JABOUIN: And was that one of the 47
6 attributes?

7 MS. BARDEE: Yes.

8 MR. DE MEO: Yes? Okay. Good. We talked
9 about referrals to law enforcement, that we're
10 gonna add that, and the criminal history where
11 indicated. Criminal history wasn't mentioned by
12 you as one of the three items that --

13 MR. LOZANO: Part of that behavior -- that's
14 part of that behavior discipline review.

15 MR. DE MEO: The criminal history is checked?

16 MR. LOZANO: They go through the Florida --
17 yeah they have access to Florida --

18 MR. DE MEO: Like 39 times at somebody's
19 house, would that show up, where the sheriff goes
20 to someone's house 39 times in a year; would that
21 show up?

22 MR. LOZANO: For the substantive threats when
23 a law enforcement officer gets involved they do
24 that record review. That's part of the role of
25 the law enforcement officer on that team.

Page 90

1 12, if they're available, and the rest aren't?
2 That's what I'm trying to determine.

3 MR. LOZANO: No, the four mandatory members
4 have to be there and participate. That's law
5 enforcement, school administration, a mental
6 health person and somebody with expertise in
7 curricular and instruction.

8 MR. MEDVIN: Okay. Was that attribute
9 tested?

10 MR. LOZANO: Because they check the signature
11 pages and that's one of the attributes that all
12 those signatures were captured for those
13 mandatory members.

14 MR. DE MEO: So that was tested, that the
15 four core people were -- okay. That answers that
16 question.

17 Previous threat assessments, somewhere in the
18 manual it says, you know, check previous threat
19 assessments. You can ask for criminal history,
20 you're not supposed to record it and all of that.
21 Was that an attribute, that previous records
22 threat assessment so on, was --

23 MR. LOZANO: So in part two of the records
24 review there are three required components that
25 schools have to do. One is academic attendance,

Page 92

1 MR. DE MEO: Okay. So I think the only other
2 thing -- you know, you mentioned, and this is
3 probably not appropriate in addressing the audit
4 report, but the type of threat that is considered
5 not trivial, what's the --

6 MR. LOZANO: Transient.

7 MR. DE MEO: Not transient, the one lower
8 level from that?

9 MR. LOZANO: Unfounded.

10 MR. DE MEO: Unfounded. I don't know the
11 process for that, but just because you can't
12 corroborate it, if that individual has like 17
13 others that were recorded, what's the process?

14 MR. LOZANO: So there's never a time where a
15 school can't do a monitoring plan or a safety
16 plan. So even if that school met, you can do
17 that outside. So even in that particular
18 instance, that threat was -- that allegation was
19 found unfounded, that doesn't preclude a school
20 from creating a monitoring plan or a safety plan.

21 MR. DE MEO: But what I'm asking is, let's
22 say a young man in high school says something
23 bizarre, right, and it's reported but nobody can
24 verify it, no witnesses, kind of unfounded, what
25 is it, one person's words against this other's?

<p style="text-align: right;">Page 93</p> <p>1 How does it even arise to a threat? Somebody 2 heard it; right?</p> <p>3 MR. LOZANO: So If somebody heard it, those 4 are usually classified as transient. Because, 5 again, transient is it's resolved, it's a very 6 low level. Unfounded is you have no evidence 7 whatsoever that --</p> <p>8 MR. DE MEO: Well, then how do you know about 9 it?</p> <p>10 MR. LOZANO: I'm trying to think of an 11 example.</p> <p>12 MR. DE MEO: It doesn't make sense. Somebody 13 heard it.</p> <p>14 What I'm trying to find out is, transient or 15 unfounded, does somebody go back to see if this 16 troubled child has had 39 occurrences with the 17 law or 18 with the previous high school? I mean, 18 is that part of the procedure?</p> <p>19 MR. LOZANO: Yeah, so for all four levels 20 they go through that records review and they do 21 parts 1 2 and 3 of the threat assessment. When 22 it moves to the substantive level, that's when 23 you start introducing the clinical interviews 24 that are done by mental health professionals, but 25 all four levels go through the same triage</p>	<p style="text-align: right;">Page 95</p> <p>1 Could you kindly repeat that again, Ms. 2 Ighodaro?</p> <p>3 MS. IGHODARO: Sure. The sample size for 4 School Year 2021 was 75. What period was that? 5 Was that for the whole school year or was that 6 for a specific period?</p> <p>7 MR. JABOUIN: No, I don't recall that either 8 Ms. Manlove.</p> <p>9 MS. MANCINI: I'm happy to send that to you 10 following this meeting. I'll look that up.</p> <p>11 MS. IGHODARO: Okay. And what about the one 12 for '20 with the 200 sample size; was that for 13 the whole school year?</p> <p>14 MS. MANLOVE: That might have been a full 15 year, but I will also look that up. I don't want 16 to provide you an incorrect answer.</p> <p>17 MS. FERTIG: I was wondering the same 18 information and just like we're asking for charts 19 on other things, can we get a chart of every -- 20 every one you've done, how many threats there 21 were during a specific period covered, how many 22 threats there were, very serious, serious, 23 whatever, and how many you used in your sample 24 size, just the pertinent data in a single chart 25 on a page so we can go back and look and see and</p>
<p style="text-align: right;">Page 94</p> <p>1 process and that risk level determination. So 2 all those contexts, prior context history, all of 3 that is in play at that meeting.</p> <p>4 MR. DE MEO: That's all I've got. Thank you 5 very much.</p> <p>6 MR. MEDVIN: Ms. Ighodaro, you've been 7 waiting patiently.</p> <p>8 MS. IGHODARO: I think he asked most of my 9 questions. I do have some follow-up questions 10 regarding the previous school year where we have 11 75 and I believe in '20 we had 200 sample size. 12 The sample size 75, was that for the entire 13 school year or was there a specific period for 14 that year?</p> <p>15 MS. MANLOVE: I'm sorry that I'm recalling 16 off of memory since I don't have it in front of 17 me, but I believe it might have been a shortened 18 period.</p> <p>19 Mr. Jabouin, please correct me if I'm wrong. 20 It's been several years now and I don't want to 21 mix them up.</p> <p>22 MR. JABOUIN: You know, I apologize, I was 23 getting a message regarding the availability of 24 this room at 1:30, so I wasn't -- I did not get a 25 chance to listen to that question.</p>	<p style="text-align: right;">Page 96</p> <p>1 also the number of exceptions.</p> <p>2 So we can kind of go back and determine how 3 we're doing on this and also what we're seeing in 4 our schools, it would just be helpful to have all 5 of that in one place in a chart. I don't know if 6 anyone else feels that way.</p> <p>7 MS. STRAUSS: Wouldn't you agree though that 8 in an annual audit you would assume that it would 9 be for an entire year?</p> <p>10 MS. FERTIG: I would. I would.</p> <p>11 MR. DE MEO: It says school year. It says 12 school year.</p> <p>13 MS. FERTIG: I would assume that and --</p> <p>14 MS. IGHODARO: I'm sorry, I'm not done with 15 my questions. Thank you.</p> <p>16 As a follow-up, on here it says that the 17 changes to the plans were made in March of 2022 18 and that's why you all waited you mentioned. 19 What was the initial plan from when the school 20 year started up until March? Was any data being 21 gathered? If so, what happened to that data?</p> <p>22 This is all being captured on EDPlan; 23 correct?</p> <p>24 MR. LOZANO: Yes, ma'am.</p> <p>25 MS. IGHODARO: So what happened to the data</p>

Page 97

1 from the beginning of the school year up until
2 March before the changes were made?

3 MR. JABOUIN: I also want to mention that I
4 guess one of the anomalies that happened during
5 that timeframe had to deal with the time that the
6 schools were not open in the year that --

7 DR. LYNCH-WALSH: No, no, no.

8 MR. JABOUIN: -- that actually drove some of
9 the decisions as far as the periods that were
10 tested.

11 MS. IGHODARO: So was it that there was no
12 data captured in EDPlan between that timeframe?

13 MR. JABOUIN: Oh, for the current audit, I
14 apologize.

15 DR. LYNCH-WALSH: It just didn't get audited.
16 The problem is -- I'm sure there's data in there,
17 it probably doesn't reflect well, because I asked
18 multiple times to have an audit of the first
19 half. I don't doubt there's data in there, not
20 that they've answered your question, but just to
21 clarify because you weren't on here, I asked to
22 have it audited and we got an audit of March
23 through June instead of the entire school year.
24 And I have a comment when everyone's done
25 about --

Page 99

1 the board, as requested, the quarterly reports
2 for the time that I was in this seat and this was
3 under me, with the last one being at the
4 beginning of July and at that time we notified
5 the board that BTA Department Mr. Lozano would be
6 taking it over moving forward.

7 MR. LOZANO: So then July, August, September
8 is the next quarter, so early October we'll send
9 a report for July, August, September of right
10 now.

11 MS. FERTIG: But to the point she was just
12 raising, can't we just get -- even though they
13 haven't been audited, can't we just get totals
14 for the 2021, 2022 year.

15 MR. LOZANO: Oh, from last year? Absolutely.

16 MS. IGHODARO: Okay. Thank you.

17 MR. MEDVIN: Okay. We need that information.

18 MR. LOZANO: I got it.

19 MR. MEDVIN: Okay. Mr. Mayersohn?

20 MR. MAYERSOHN: I'm going to try not to be
21 repetitive.

22 So a couple of things, and I appreciate, Mr.
23 Lozano, you coming out here and saying that your
24 goal is zero percent. So, I guess, to that end,
25 because I've read, you know, responses, is there

Page 98

1 MS. IGHODARO: I do remember that being a
2 point of contention in our last conversation, our
3 last meeting. If this is the same report we were
4 talking about, there were conversations around
5 having the whole year and have it not start from
6 March. I do support your point. This does not
7 give us what we need to know. This
8 information -- I understand that attributes were
9 extended a little bit more, but if we're going --
10 this does not -- and then I think having a
11 smaller sample size of 35 really doesn't give us
12 a clear picture of what actually happened in the
13 school year.

14 MS. FERTIG: So is it possible for you -- I
15 mean, even if you haven't audited it, you can
16 tell us what the threats were for the entire year
17 and in each category. And even if you don't
18 audit it, can we get that data?

19 MR. LOZANO: Do you want to take that, Dr.
20 Mancini?

21 DR. MANCINI: Yes. So when I was task
22 assigned into my role, it was brought to my
23 attention that a quarterly report to the board on
24 the four areas as well as progress monitoring was
25 being requested and at that time I did send to

Page 100

1 progressive discipline for those schools or
2 principals or whatever that have had a failing
3 grade?

4 MR. LOZANO: So there is and there is a
5 process for disciplining. Just like with
6 property and inventory and others, when things
7 come out in the audit we will have to, again,
8 meet with Dr. Doyle who is now over, you know,
9 principals and assistant principals and talk
10 through that process, progressive discipline.

11 Some of the -- so some of the fails I feel
12 were on the district in terms of even the teacher
13 component of the training, some schools were
14 using a teacher of the student thinking that
15 teacher knew the student but that teacher wasn't
16 necessarily trained and that wasn't the process.
17 So when you see a certain number of schools
18 implementing a process wrong, that was a training
19 issue on our part. So we re-trained, we
20 re-clarified. Everybody now understands the role
21 of the teacher on that team, so -- so -- but when
22 there's a continued pattern, absolutely, we go
23 through the corrective action process.

24 MR. MAYERSOHN: So as of when would that date
25 be that you would feel confident that your team

Page 101

1 has met the standard that everybody should
2 understand or there's a training, an on-line
3 training that everybody has to take, when is --
4 when is that date? I mean, is it July 1st, was
5 it --

6 MR. LOZANO: For which training?

7 MR. MAYERSOHN: In other words, you're saying
8 that there were teachers that from your
9 standpoint maybe you weren't training or they
10 weren't realizing it or principals -- what I'm
11 saying is, moving forward, what date has that
12 been that you've established the correct, I'll
13 call it, policies and procedures that those that
14 are responsible for behavioral threat assessments
15 should understand and that anything moving
16 forward that they're accountable, not -- I'm
17 gonna say you're accountable for it, but they're
18 accountable for not understanding the simplicity
19 of, you know, X, Y and Z in a compliance issue?

20 MR. LOZANO: So all required members should
21 have their training by September 16th, but,
22 again, school starts August 16th. So as they add
23 new individuals they have 90 days to complete the
24 required training. My team starts day one
25 ensuring every school has the four mandatory

Page 103

1 MR. LOZANO: I appreciate that.

2 MR. MAYERSOHN: The other thing is, which --
3 and, again, it may be something that the district
4 wants to put on their legislative platform, that
5 threat assessment records that are required to be
6 transferred, State statute has, actually, I
7 believe it says within three school days, not
8 necessarily 72 hours. So it doesn't mean that we
9 can't be more restrictive, but to the point that
10 statutorily and the fact that you're on the MSD
11 subcommittee or whatever, it may be something to
12 help facilitate legislatively to move those
13 things forward in more of a time standpoint.

14 The other question I have, does Broward use
15 in their Behavioral Threat Assessments, do they
16 assess for self harm? Because I know that was a
17 conflict with the CSTAG guidelines.

18 MR. LOZANO: Yeah, so CSTAG is just for
19 threat to other, we have a suicide risk
20 assessment process for our students that are
21 threatening to harm themselves. It's a totally
22 separate --

23 MR. MAYERSOHN: So it's included as part of
24 the Behavioral Threat Assessment, or separate --
25 it's a separate area?

Page 102

1 members immediately, because you may need to do a
2 threat assessment day one. So our expectation is
3 you have each of the required four members, you
4 know, for this year August 16th ready to go to
5 implement the threat assessment process on the
6 first day of school.

7 MR. MAYERSOHN: So what -- and I'm not
8 putting words in your mouth, but what I'm hearing
9 is, audit reports that we have from August 16th
10 moving forward should be in 100 percent
11 compliance. I'm not saying they're going to, but
12 that's what your goal is.

13 MR. LOZANO: Absolutely.

14 MR. MAYERSOHN: Okay. So that's -- that's
15 the one thing.

16 The other thing you mentioned about charter
17 schools, and I just share this information, I'm
18 sure if you contacted Tim Hay, he would write a
19 letter or call up and say, hey, this is the law,
20 this is what's required, and, you know, again, I
21 don't want to say the threat to remove their
22 charter would certainly be helpful in getting the
23 data and information that you need. So I would
24 use that as a tool. So I just share that with
25 you.

Page 104

1 MR. LOZANO: So it's totally separate. Some
2 forms -- so when it's a threat to self and
3 others, some of the forms are the same for both,
4 so it's all done in EDPlan. So, again, the
5 clinical student interview would be used for
6 both.

7 MR. MAYERSOHN: So it communicates across
8 those silos?

9 MR. LOZANO: Correct. Yeah. Correct.

10 MR. MAYERSOHN: Okay. That's an important
11 piece because --

12 MR. LOZANO: Of course.

13 MR. MAYERSOHN: -- somebody today could want
14 to, you know, harm themselves, the next day they
15 want to harm somebody else.

16 MR. LOZANO: Correct.

17 MR. MAYERSOHN: So that's the other thing.

18 And I guess the final piece for me is, and I
19 don't want to say that the threat assessment
20 documentation is not important, but it's more of
21 the threat management. I know that Ms. Strauss
22 talked about, you know, communication in
23 different areas. I know that, again, I probably
24 brought this up before, the county, and I say
25 "the county", not necessarily Broward County

<p style="text-align: right;">Page 105</p> <p>1 Schools, the county in general is working on an 2 integrated database system to be able to move 3 across those lines where if somebody in the 4 juvenile justice silo, information is being 5 shared, you know, electronically to be able to 6 identify, or, again, law enforcement locally 7 identifies a threat, that that's included and 8 then is tied into that student as he moves onto 9 campus. So that's -- that, to me, is more of an 10 important piece, and I wonder whether or not we 11 could go into more detail into auditing that 12 aspect of it as opposed to just auditing the 13 threat assessment, and I'll call it compliance 14 form. Because what happens after is, you know, 15 I've seen some of these 30-day monitoring plans, 16 it could be 60 days, it could be a year, the 17 student transfers to another school, you've got a 18 student coming from a different state; how are we 19 identifying that as a possible monitoring 20 situation? So, you know, to audit it for, I 21 guess, improvement process or just to get records 22 might be something helpful. 23 And those are my comments. 24 MR. LOZANO: Thank you. 25 MS. FERTIG: Has everybody else gone?</p>	<p style="text-align: right;">Page 107</p> <p>1 MS. FERTIG: Okay. And I just want to go 2 back to something Ms. Strauss was asking about 3 with the pop-ups. You all do make a phone call? 4 Like when you know a student's leaving a certain 5 school and they're going to a certain one, you 6 immediately make a phone call to that school; 7 right? 8 MR. LOZANO: Correct. 9 MS. FERTIG: And that's documented in those 10 records, too? 11 MS. STRAUSS: It's not documented. 12 MS. FERTIG: So they don't have to rely on 13 just the pop-up? 14 MR. LOZANO: So that was her point, so that's 15 what we'll have conversations ensuring that. We 16 told in the trainings, the registrars, to 17 document the date and time they notified the 18 principal. So we do put those in place. But did 19 we systemically put something in place; we're 20 gonna have those conversations moving forward. 21 MS. FERTIG: Okay. Because I don't think -- 22 just pop-up's not enough, but neither is just 23 putting it in the records or a written note or 24 whatever. I think in today's world it's easy to 25 make sure you have that conversation.</p>
<p style="text-align: right;">Page 106</p> <p>1 Okay. Thank you. You guys did a great job, 2 so I don't have as many questions, but I do have 3 a few. 4 First of all, on page 21 on Attribute 41, the 5 district's response, the schools did not finalize 6 the monitoring plan because the student did not 7 return to campus after the incident and they were 8 waiting for the determination of student 9 placement. I don't -- I think a student not 10 returning to school is not a reason not to 11 finalize the plan. So I don't care if that plan 12 has to be amended or what you have to do later. 13 In my mind there are all kinds of ways that in a 14 community you can learn how not to have things 15 happen to your child, and so I would say that has 16 to be finalized no matter what. 17 MR. LOZANO: And we already fixed that. For 18 this year they have to be finalized. 19 MS. FERTIG: Okay. And if a student doesn't 20 show up or whatever -- 21 MR. LOZANO: They have to be finalized as if 22 the student is rushing. So they can't wait. 23 They have to finalize the threat immediately, as 24 soon as possible, and then finalize that 25 monitoring and safety plan as well.</p>	<p style="text-align: right;">Page 108</p> <p>1 MR. LOZANO: And, again, if they're in the 2 EDPlan ecosystem, the next school automatically 3 gets a pop-up immediately when that student 4 enrolls. So that happens. To your point, when a 5 student comes from another state or out of the 6 country, how do we minimize the gap of knowing 7 this student needs a safety plan or a monitoring 8 plan? So those are the conversations we're 9 having. Because it's easier when it's within the 10 district. And, even now, with our work with 11 charter and traditional going back and forth, 12 we've been working on, you know, making that a 13 seamless process, as well. We were able to from 14 August 16th, you know, through the summer, we are 15 up to date in all monitoring plans. My team, 16 that was their first priority, to ensure that 17 every monitoring plan and safety plan from the 18 end of last year that was active is current and 19 updated in both traditional and charter. So 20 right now we're at 100 percent compliance in 21 that, and, again, moving forward we'll work to -- 22 because you need more than one; right? So we 23 wanted to put all those different processes in 24 place, not just in EDPlan, not just in TERMS when 25 a student registers, not just on the registration</p>

Page 109

1 form or when the school requests records. We
2 wanted to have it in so many places that it was
3 almost -- you know, you couldn't miss that this
4 student had a plan and you need to address it and
5 implement it.

6 MS. FERTIG: Okay. And I should have started
7 my comments for saying, thank you for taking this
8 on. And I can see you've made a lot of progress
9 in a short time. And I appreciate your listening
10 to all of our various comments. I have a couple
11 more here, just if I can go back to --

12 You know, one thing that strikes me, doing
13 this in a three-month segment, that it's almost a
14 starker comparison of how many threats there
15 actually are and how many you deal with, I guess,
16 almost daily, and, therefore, how much a part of
17 our life it is.

18 MR. LOZANO: Absolutely.

19 MS. FERTIG: So I'm glad we have these
20 three-month segments, and I know we all were kind
21 of really wanting to see that, so I appreciate
22 you all making that happen. So if I could just
23 kind of assume something here, I'm looking at RSM
24 and you, so if your window's closing September, I
25 didn't catch that date, September 30th, September

Page 111

1 committee meeting for that? And I'm not trying
2 to pin you down. But I'm asking if we could get
3 a target date for that, then we'll be on track.

4 MR. JABOUIN: If I can respond before RSM
5 responds? So one of the things that Mr. Lozano
6 and I discussed was there were certain trainings
7 that he needed to do to communicate to the
8 schools. I think that it is better to do the
9 testing -- unless that's changed, he's going to
10 finish those by September.

11 Given that, a testing period that would be in
12 the month of October when he's done the training
13 would provide us some information to how
14 effective the training is. And, obviously,
15 there's data for September or August. I think
16 choosing the month of October after he's done the
17 training would be optimal. Now comes, can the
18 report be put together by the November 17th
19 meeting is something to keep in mind with that.

20 MS. MANLOVE: Thank you, Mr. Jabouin. I was
21 just going to comment that we work at Mr.
22 Jabouin's direction, but we are fully prepared to
23 work as expediently as necessary to get this
24 audit out on time, to meet your expectations.

25 MS. FERTIG: Because if we don't do it in

Page 110

1 8th, this was June 8th, but that's when school
2 got out, so when's your window closing for this
3 next quarter?

4 MR. LOZANO: You mean for the first quarter
5 of the school year?

6 MS. FERTIG: Well, you had -- you said you
7 had July, August and September.

8 MR. LOZANO: Oh, yeah.

9 MS. FERTIG: We wanted to know when in
10 September.

11 MR. LOZANO: Yeah, so July, August, September
12 data --

13 MS. FERTIG: Yeah.

14 MR. LOZANO: -- we'll produce very early
15 October.

16 MS. FERTIG: Okay. And so you'll have it
17 early October, so could we just -- I know we're
18 not asking for a definite commitment, but could
19 we just tentatively plan that by -- is it
20 reasonable, RSM, that by our November meeting,
21 whatever day that is, that we have it? Because
22 sometimes when we get to December it becomes a
23 little, you know, and now we're into January and
24 then we're into February, so could we just assume
25 that we could try to target the November audit

Page 112

1 November then we're up to January. Now, we're
2 going to get really off cycle with these other
3 quarters and it would be nice to just kind of
4 know that the three-month cycle includes also a
5 date kind of certain as much as possible for the
6 report to come to audit and the board. So --

7 MS. MURTHA: And we have noticed increased
8 efficiencies with the new office that's been
9 created, so this last audit I think everybody
10 would agree went much swifter because of the
11 concentration of your department.

12 MS. FERTIG: And thank you for that. That's
13 great.

14 Okay. I had one other -- oh, so -- well,
15 I'll write this to you. Just on the data that
16 you're gonna have on a chart for us to review at
17 the beginning, which was the number of incidents
18 and so forth, I just wonder, I don't even know
19 how to say this because I don't think we want to
20 target schools, but I'd kind of like to know if
21 there are places where the problem is more
22 severe, which would point to one or two things to
23 me. Some schools aren't reporting at all, that's
24 half the problem, and other schools are very
25 conscientious about reporting or maybe there's

<p style="text-align: right;">Page 113</p> <p>1 some other factor going on in that school. And</p> <p>2 so I'm just wondering how many of these -- and</p> <p>3 then the other thing, obviously, is if you have a</p> <p>4 center -- if you have a center that misses every</p> <p>5 attribute, that's different than missing one.</p> <p>6 And so some of that data would be interesting to</p> <p>7 see just so that you could address it properly.</p> <p>8 MR. LOZANO: And some of that data may be</p> <p>9 misleading. I can tell you we had one incident</p> <p>10 where we did nine threat assessments. So that</p> <p>11 school may look like, oh, my, but it was one</p> <p>12 incident where we heard another name so we did</p> <p>13 another threat assessment. So even though that's</p> <p>14 nine threat assessments it was one incident where</p> <p>15 we were looking for and documenting information</p> <p>16 and we did, you know, threat assessments on each.</p> <p>17 So we would have to give you the executive</p> <p>18 summary data so you kind of understood that data</p> <p>19 so you didn't, you know, interpret it wrong based</p> <p>20 on what that data meant.</p> <p>21 MR. JABOUIN: Okay. Well, I'm looking</p> <p>22 forward to that November report when we're going</p> <p>23 to see so much progress.</p> <p>24 MR. LOZANO: So, but I want to clarify, Ms.</p> <p>25 Fertig, because I think there's two different --</p>	<p style="text-align: right;">Page 115</p> <p>1 mean, there's nothing in life that's 100 percent</p> <p>2 perfect, but if we aim for November 17th, then we</p> <p>3 can get on track for the rest of the year. And</p> <p>4 if we don't we're off track.</p> <p>5 MS. STRAUSS: And if there are issues, they</p> <p>6 could be rectified, correct, Mrs. Fertig, for the</p> <p>7 next quarter?</p> <p>8 MR. LOZANO: So I think, to be transparent so</p> <p>9 we're all on the same page, I think what we're</p> <p>10 asking for is the audit period to be July,</p> <p>11 August, September and then in November you</p> <p>12 receive a report from July, August, September.</p> <p>13 MS. FERTIG: We receive an audit like this.</p> <p>14 MR. LOZANO: That's what you're asking.</p> <p>15 MS. FERTIG: Exactly. Yes.</p> <p>16 MS. STRAUSS: Yes.</p> <p>17 MR. LOZANO: So I just wanted to clarify</p> <p>18 that.</p> <p>19 MR. JABOUIN: So that would be the strategy.</p> <p>20 I just want to mention to the committee that you</p> <p>21 may see error rates that might be interesting,</p> <p>22 but we'll see it when we get there.</p> <p>23 MS. FERTIG: That's good. I mean, we won't</p> <p>24 know until we do it. So -- at least we won't</p> <p>25 have to wait.</p>
<p style="text-align: right;">Page 114</p> <p>1 so the report that we give to the school board</p> <p>2 quarterly just states the level of threats that</p> <p>3 we've done for those three months by level and --</p> <p>4 by school level and by threat level.</p> <p>5 MS. FERTIG: I understand.</p> <p>6 MR. LOZANO: It doesn't go through these 47</p> <p>7 attributes.</p> <p>8 MS. FERTIG: So that's what were looking for</p> <p>9 when you come to us in November.</p> <p>10 MR. LOZANO: So that's what I wanted to</p> <p>11 clarify, because I think you thought we were</p> <p>12 publishing in November this.</p> <p>13 MR. JABOUIN: Well, I misunderstood that.</p> <p>14 That's what I thought. I apologize.</p> <p>15 MS. FERTIG: I am asking for this in</p> <p>16 November.</p> <p>17 MS. STRAUSS: Yes, that's what we're asking</p> <p>18 for.</p> <p>19 MS. FERTIG: I'm asking for this in November</p> <p>20 because if we get on a -- if we get on a -- and I</p> <p>21 thought RMS understood that. If we get on a</p> <p>22 system where you close out at a certain date of</p> <p>23 the month and the data can be forwarded and all,</p> <p>24 hopefully, we can predict which month it's</p> <p>25 coming. And I'm not saying it's not gonna -- I</p>	<p style="text-align: right;">Page 116</p> <p>1 Okay. Thank you, Mr. Medvin.</p> <p>2 MR. MEDVIN: My only comment is, we've heard</p> <p>3 a lot, I want to thank Mr. Lozano and his staff.</p> <p>4 I want to thank RSM. And I think we've got a</p> <p>5 good plan to go forward. I think we should plan</p> <p>6 on transmitting this report to the school board.</p> <p>7 With that, I'll entertain a motion.</p> <p>8 MS. FERTIG: So moved.</p> <p>9 MR. MEDVIN: Moved by Ms. Fertig. Second?</p> <p>10 MS. SHAW: Second.</p> <p>11 MR. MEDVIN: Ms. Shaw.</p> <p>12 All in favor?</p> <p>13 You have a question?</p> <p>14 DR. LYNCH-WALSH: Yeah. Before we vote, in</p> <p>15 the interest of transparency and just to go back,</p> <p>16 because after everybody spoke this popped out or</p> <p>17 after Mr. De Meo spoke. On page 12 we have a bit</p> <p>18 of a conundrum here. Because the policy that</p> <p>19 they are testing compliance with clearly states</p> <p>20 that the Chief Auditor will conduct annual audits</p> <p>21 in compliance with this policy and report finding</p> <p>22 to the audit committee and the school board. So</p> <p>23 on page 11, 5I says that that was audited. But</p> <p>24 the findings are nowhere because it doesn't tie</p> <p>25 back to an attribute.</p>

<p style="text-align: right;">Page 117</p> <p>1 So since we know that the entire year was not 2 audited, the answer to the question was it 3 audited and what did you find is that the Chief 4 Auditor has actually caused RSM to be out of 5 compliance because the entire year wasn't 6 audited. So that isn't recorded anywhere. I 7 mean, you identify the audit period, but not the 8 fact that there was not compliance.</p> <p>9 MS. STRAUSS: Can you rename this report? 10 Like it's not an annual audit.</p> <p>11 DR. LYNCH-WALSH: Right. So it needs to be 12 clear to the board all the way through that it's 13 not school year, it's a partial school -- you 14 know, put the period in there. Because otherwise 15 this goes to the board and they're not gonna 16 spend, what, two hours discussing this, and 17 they're thinking that this is accurate. Because 18 they're thinking that staff would not put forward 19 to them a report that says School Year 21-22 if 20 it did not, in fact, reflect the entire school 21 year because it's an annual audit.</p> <p>22 MS. FERTIG: So can I amend my motion and 23 change the cover page of this to March 2022 24 through June -- the dates that you have in the 25 report, March 8th 2022 through June 2022.</p>	<p style="text-align: right;">Page 119</p> <p>1 MS. FERTIG: Well, I took it the way she said 2 it, to be that this was the audit that they did. 3 But I think to be clearer and I think your 4 point's well taken, we change the dates on the 5 cover page and throughout it so the board clearly 6 understands. And, also, and I don't know that we 7 can put this in the motion, but I hope you would 8 explain to the board that we're doing these 9 quarterly now and this is the first quarterly 10 report, but we're gonna see four quarterly 11 reports annually.</p> <p>12 MR. JABOUIN: I'm sorry, Ms. Fertig, the 13 audit plan has two though, one to be done in the 14 fall and one that's going to be done in the 15 spring.</p> <p>16 MS. FERTIG: But we're getting to the audit 17 plan next.</p> <p>18 MR. JABOUIN: Sure. So I also wanted to 19 mention similar to what Ms. Manlove said and what 20 you're getting to, Ms. Fertig, is the production 21 of an audit once a year. Now, the good thing, I 22 think, through a lot of these comments is how we 23 build it going forward. So the comments from the 24 different members are all what's put together to 25 put the program together. And at one time the</p>
<p style="text-align: right;">Page 118</p> <p>1 DR. LYNCH-WALSH: And anywhere that it says 2 School Year 21-22 needs to be changed and --</p> <p>3 MS. FERTIG: Yeah.</p> <p>4 DR. LYNCH-WALSH: Because there's a table 5 that has it, there's verbiage that has it and 6 then also it needs clearly address -- you said 7 you audited 5I, where would we find the results 8 of -- or am I correct in saying that it's not 9 reflected anywhere? Because 5I, it says audited, 10 yes, what did you find? You found yourself out 11 of compliance, basically.</p> <p>12 MS. MANLOVE: Yes, and you know what, I think 13 it comes back to the definition of annual audits 14 and we were under the impression that the intent 15 of this policy language was to issue a report 16 every year, not necessarily to cover the entire 17 scope period. But Mr. Jabouin as chief auditor 18 can certainly address that comment as he sees fit 19 with our future audits.</p> <p>20 DR. LYNCH-WALSH: Well, we're the oversight 21 committee for the Office of the Chief Auditor 22 and, I mean, I think you've heard that everyone 23 was expecting the entire year, and if it's not, 24 then you need to be transparent. Which changing 25 it, gets us there.</p>	<p style="text-align: right;">Page 120</p> <p>1 testing needed to occur for the first time and it 2 occurred, I guess, to some people's those later 3 than it needed to and then we're shortening the 4 period and we're shortening the period as well.</p> <p>5 So, you know, we will get through the 6 comments and make the process to the desires of 7 the audit committee and the school board.</p> <p>8 MS. FERTIG: Okay. So my motion is, just 9 because I know we don't have that much more time 10 and we still have the audit plan, so my motion 11 would be to transmit this report with an 12 amendment to page 1 and throughout the document 13 that it was conducted from March 8th -- on the 14 data from March 8th, 2022 through June 8th, 2022.</p> <p>15 MS. STRAUSS: With a smaller sample size.</p> <p>16 MS. FERTIG: With a -- well, we can put that, 17 but hopefully they pick that up.</p> <p>18 I don't mind putting that; yes.</p> <p>19 MS. SHAW: I'll second the amendment. But I 20 would like something in here somewhere, an 21 executive summary or just a memo to say that the 22 reason why March 8th to June 8th the only dates 23 used was because of procedural changes. Because 24 if they're looking at it, they may not understand 25 that it's being done for this period because --</p>

<p style="text-align: right;">Page 121</p> <p>1 MS. FERTIG: That's fine. So we can change 2 the dates with an explanation that it was for 3 procedural -- procedural changes, policy changes, 4 and then add that it was also based on a smaller 5 sample size. 6 MS. SHAW: And I'll second it. 7 MS. STRAUSS: I'll second that or third, 8 whatever. 9 Can I just quickly address -- I'm sorry, 10 what's your last -- I want to make sure I 11 pronounce your last name correctly. 12 MR. LOZANO: Lozano. 13 MS. STRAUSS: Lozano. First of all, you look 14 a little bit confused, so I want to make sure 15 that you are able to ask any clarifying questions 16 you may need, number one. 17 Number two, I do want to say, thank you. It 18 is very evident that you are doing a fantastic 19 job, you're holding your team accountable and 20 you're showing up with answers, but, better yet, 21 solutions. So thank you for doing that. 22 I am very saddened and heartbroken that in 23 the past so long went where none of this was 24 done. And it's a shame that it was on the backs 25 of people's lives in this community and even for</p>	<p style="text-align: right;">Page 123</p> <p>1 school year and Mr. Jabouin and I have to have 2 that conversation. 3 MS. SHAW: Can we call the motion, please? 4 Unless it's something to do with the actual 5 motion, can we -- 6 MR. MAYERSOHN: I just want to bring up one 7 -- one point because I talked about progressive 8 discipline. Very similar to the responses that 9 we get with Property & Inventory or other audits, 10 when they're not in compliance it's a response 11 back from whether it's the principal or someone 12 else saying, well, we're sorry, but we're gonna 13 do it, you know, twice a -- or every other month 14 we're going to do an inventory or we're gonna 15 review it. 16 So from, again, moving forward from those 17 schools that are not in compliance, whether it's 18 one item or all 47, I'd like to see some form 19 of -- and I'll call that progressive discipline 20 to say we're going to monitor and give a report, 21 whether it's every month, every week, whatever 22 it -- whatever intensity we need to ensure that 23 they're all in compliance. Because I agree with 24 you, I'd like to -- I mean, I believe, again, 25 this can be zero. So it's a simple process, we</p>
<p style="text-align: right;">Page 122</p> <p>1 those that haven't lost their lives, people that 2 were victims of these threat assessments didn't 3 have this opportunity. 4 However, progress, and going from the bottom, 5 we can only go up from here, and it's very 6 evident that you're doing that. So thank you. 7 I would just ask that -- and I do want to 8 just point out that, if we are on this quarterly 9 cadence, right, of doing this work quarterly, 10 producing this quarterly, the annual audit is 11 going to be so easy. I mean, we should be -- 12 there should be a zero error rate almost and 100 13 percent compliance. 14 So I think it's going to make everybody's job 15 much easier in the end, but most importantly it's 16 going to make our students and our community 17 safer. 18 So if you are confused, because your body 19 language kind of showed that, please put it out 20 there, because I just want to make sure we're all 21 on the same page. 22 MR. LOZANO: I just have to work with Mr. 23 Jabouin to talk through the audit process. So 24 that's -- I'm not confused about anything other 25 than what is the audit going to look like for the</p>	<p style="text-align: right;">Page 124</p> <p>1 have educators, they're able to read, follow 2 directions, it shouldn't be an issue. 3 MR. LOZANO: And moving forward those 4 principal responses will be included in these 5 quarterly audits. 6 MR. MEDVIN: Can we vote on the question, 7 please? 8 MR. DE MEO: All right. Let's call the 9 question then. 10 MR. MEDVIN: The motion from the floor, 11 please correct me if it's not, is to transmit the 12 audit subject to modifications to indicate that 13 the audit period was, I believe it's March 8th, 14 and the reason was due to a policy change which 15 limited the scope and time period of the audit. 16 All in favor? 17 MS. SHAW: And the reason. 18 MR. MAYERSOHN: March 8th through -- 19 MR. JABOUIN: Through period end. 20 MR. MAYERSOHN: Through period end. 21 MS. SHAW: And the reason for the period -- 22 MR. MEDVIN: Is the modification of 23 procedures of the policies. 24 MS. STRAUSS: And it include that it was a 25 smaller sample size in the executive summary.</p>

<p style="text-align: right;">Page 125</p> <p>1 MR. MEDVIN: Well, that's in the audit, the 2 sample size. I don't think you need to include 3 it again. 4 MS. STRAUSS: Well, in the executive summary 5 I think it's fair to point out. 6 MR. DE MEO: Mr. Chair, with regard to the 7 dates, I think this is important, not only the 8 front to say the period from, but throughout the 9 reported wherever a period is mentioned to be 10 specific. 11 MR. MEDVIN: The date should be modified 12 throughout the report. 13 MR. DE MEO: Not to refer to it as SY21-22, 14 because that's not what it was. 15 MR. MEDVIN: Okay. 16 All in favor? 17 COMMITTEE MEMBERS: Aye. 18 MR. MEDVIN: Opposed? 19 (No response.) 20 MR. MEDVIN: Motion carries. 21 MR. JABOUIN: Well, we have a time limit on 22 Agenda Item Number 11 because it's a board item 23 that has a due date of September 30th on it. 24 MR. MEDVIN: Okay. 25 MS. FERTIG: Before we get into discussion on</p>	<p style="text-align: right;">Page 127</p> <p>1 DR. LYNCH-WALSH: Everybody starts out all 2 chipper. 3 MR. JABOUIN: Okay. So according -- Agenda 4 Item Number 11, so if I can have Ms. Parente and 5 Ms. Thompson to come up. 6 So this is Heather Parente, the Director of 7 Employee Evaluations, with Tanya Thompson, the 8 Performance Management Coordinator. 9 Thank you. So in accordance with paragraph 10 2.14.7 of the Chief Auditor's Employment 11 Agreement, by September 30th of 2022 or other 12 date as mutually agreed between the parties, SBBC 13 and the Chief Auditor shall mutually develop an 14 evaluation format and procedures acceptable to 15 both parties to use in the evaluation of the 16 Chief Auditor. 17 So, accordingly, a workshop was put together 18 for the school board members on August 9th and 19 they provided comments on a draft evaluation tool 20 that I provided at that meeting. Assisting me 21 before, during and after the workshop was Ms. 22 Parente and Ms. Thompson. And then during the 23 workshop the members provided comments, they 24 provided feedback, they provided many points. 25 The document that you have was put together by</p>
<p style="text-align: right;">Page 126</p> <p>1 it, could we possibly use a larger font size? I 2 know Rebecca's brought this up at times and she's 3 not here to say it, but I don't even know 4 which -- 5 MR. MEDVIN: Ladies, thank you so much. 6 MR. JABOUIN: Ms. Fertig you'd like me to 7 explore a larger font size for the table -- oh, 8 for this document? 9 MR. MEDVIN: Yes, this is tough. 10 MR. JABOUIN: Oh, okay. 11 MS. SHAW: I know I'm out of order but before 12 Mr. Lozano and his team leaves, I want to say, I 13 love the energy. I love that fact that you have 14 this broad smile on your face. I met the Chief 15 of Safety & Security last month and I think it's 16 phenomenal that we have these individuals like 17 yourself who are so open, approachable, and 18 willing, and working so hard to make all these 19 changes. And thank you so much for, as someone 20 as Mary says, for taking this on. We know that 21 it's going to be quite a bit, but really 22 appreciate and also the positiveness that's 23 coming from you. 24 MR. LOZANO: Thank you. 25 MS. SHAW: This is just what we do.</p>	<p style="text-align: right;">Page 128</p> <p>1 Ms. Parente and Ms. Thompson. And it's important 2 to note that this process is not designed for me, 3 it's for the current chief auditor, which I am, 4 but it's also designed for whomever would serve 5 in that role, me or your future chief auditors. 6 So with us at the meeting are Ms. Parente and 7 Ms. Thompson to go over the documents. Thank 8 you. 9 MS. PARENTE: Thank you very much. Heather 10 Parente, the Director of Employee Evaluation. 11 MS. THOMPSON: Tanya Thompson, Performance 12 Management Coordinator for the Department of 13 Employee Evaluations. 14 MS. PARENTE: So thank you for allowing us to 15 be with you this afternoon. 16 As you may be aware we have been working to 17 develop three evaluation systems for the 18 positions that report to the school board, and 19 they include the Superintendent's evaluation 20 system, the General Counsel's evaluation system, 21 as well as the Chief Auditor's evaluation system. 22 So in doing that we're working to align all 23 three of those tools as well as the other five 24 evaluation systems we use within our district. 25 We recognize that you as the audit committee play</p>

<p style="text-align: right;">Page 129</p> <p>1 an important role here as you need to have input 2 into this appraisal system so that you can 3 provide us feedback as we continue to develop it. 4 Tanya is here today and is going to provide a 5 full orientation of the evaluation system and we 6 just ask that you allow her to complete that 7 process and that you note your questions or your 8 feedback as she's sharing it with you so that as 9 soon as she is finished we can hear your thoughts 10 and feedback. Thank you. 11 MS. THOMPSON: So it's my understanding, I 12 believe, that everyone has the three-page 13 document, which is the draft format of the 14 evaluation that I'm going to be going through. 15 So there's a couple of things that I just want to 16 point out to you throughout the three pages so 17 that you can get an overall idea of the entire 18 document. 19 So the entire document or the original format 20 of the document is going to be an Excel 21 spreadsheet. So the board members as they 22 complete it will get the Excel spreadsheet that 23 they are able to work through. 24 So the first thing to point out on page 25 number 1 on the data entry page is the fact that</p>	<p style="text-align: right;">Page 131</p> <p>1 The other point to mention is the performance 2 factor rating, which you see denoted on page 1 3 entirely falls as effective. That's a default 4 that is there until the system begins to 5 auto-calculate. So once the descriptor ratings 6 are put in and the entire performance factor 7 category has the four descriptor ratings, then 8 that performance factor rating will 9 auto-calculate and will then change from 10 effective and then will also roll over into the 11 rating on page 3. 12 The other thing that I would like to mention 13 is, from the original version of the Auditor's 14 evaluation that was shared on August 9th, as Mr. 15 Jabouin had mentioned, there was some revisiting 16 that was done on behalf of Ms. Parente and 17 myself, and, really, there was just a good-faith 18 effort to really try to tighten up the tool. If 19 you had seen the first version and after that 20 meeting that we had on August 9th, we really took 21 an attempt to review existing sources in order to 22 really find discernable descriptors to be able to 23 find things that could actually be rated, okay, 24 and not just left to a judgment call or something 25 that meant one thing to you but meant something</p>
<p style="text-align: right;">Page 130</p> <p>1 there are seven performance factors which 2 encompass 75 percent of the overall evaluation. 3 This mirrors the Superintendent's evaluation, who 4 also has the same quantity of performance 5 factors. Additionally, for each performance 6 factor there are four descriptors, again, 7 mirroring the Superintendent's evaluation in 8 terms of the actual descriptors that are 9 available. 10 Under the column that is denoted as 11 Descriptor Rating, that column is empty, but on 12 the Excel spreadsheet there will be a drop-down 13 menu that the board member can actually complete 14 and the drop-down menu would be choosing from the 15 ratings of exceeded, met, partially met, or 16 failed to meet. There's a point value assigned 17 to each of those ratings that would then render 18 the associated rating for the actual category. 19 So an exceeded is worth four points; a met is 20 worth three points; a partially met is worth two 21 points; and a failed to meet is worth one point. 22 And the definitions for these actual ratings are 23 found on page 3, so that that way there is 24 uniformity in terms of interpretation of what 25 each rating actually is and why.</p>	<p style="text-align: right;">Page 132</p> <p>1 else for me. So we really wanted to ground it in 2 things that had meat to it, so to say. 3 So if you saw the first version and are now 4 seeing the second version we wanted you to be 5 able to appreciate the differences that are here 6 in this document. So on this first page as well 7 on the bottom is a key, so that that way if you 8 look at the different descriptors and maybe are 9 wondering, well, where does that come from, you 10 know, we looked at various sources in order to 11 come up with the second version. So we did look 12 at the original evaluation plan which is denoted 13 as OE. We looked at the audit plan. We looked 14 at the Superintendent's evaluation as well to see 15 if there's any alignment that can be offered 16 between this evaluation tool and the 17 Superintendent's evaluation tool. We looked at 18 school board policy. And HYB denoted hybrid, 19 basically, meant that we took several comments 20 that were existing in the first version and we 21 kind of mushed them together to really make 22 something a little more comprehensive from what 23 was denoted there originally; okay? 24 The other thing that I wanted to point out to 25 you is the performance factor scoring. So the</p>

Page 133	Page 135
<p>1 performance factor rating is based on different 2 scenarios. Again, that's indicated on page 3 so 3 that that way you can understand how will that 4 effective change to a highly effective; how does 5 effective change to a needs improvement; and so 6 on and so forth.</p> <p>7 So there are many different scenarios that 8 are possible here. The three most salient ones 9 are denoted on page 3 in terms of unsatisfactory, 10 needs improvement, and highly effective, but the 11 bulk of the scenarios will lead you to an 12 effective rating, but the three that are shown 13 there primarily do explain how the 14 unsatisfactory, needs improvement or highly 15 effective is obtained then for a performance 16 factor rating.</p> <p>17 As also indicated in the key, a comment is 18 required for any NI or U, a needs improvement or 19 unsatisfactory performance factor rating, so 20 that, again, there's some actual justification as 21 to why that performance factor was rated as such.</p> <p>22 So with that explanation for data 1 -- for 23 page 1, I also wanted just to mention a few 24 things on page 2 of the document. Page 2 of the 25 document lists objectives. As I had mentioned,</p>	<p>1 developed by the employee. They are shared with 2 the supervisor for feedback. And then 3 end-of-the-year results are provided by the 4 employee so that that way the board can then -- 5 the board members can then go in and rate the 6 objectives at the bottom of page 2, again, with 7 the same ratings that I had mentioned to you from 8 page 1 of exceeded, met, partially met or failed 9 to meet; right?</p> <p>10 So once page 1 and page 2 are complete then 11 that would lead you to page 3, which is the 12 scoring section. And, as I mentioned before, all 13 of this auto-calculates based on the ratings that 14 are entered on page 1 and page 2. As I said 15 before, it's 75 percent performance factors, 25 16 percent overall rating, and, really, just an 17 attempt to align or continue to align our 18 evaluation systems within the district.</p> <p>19 So with that orientation and level setting of 20 detail I now defer to the Chair to really try to 21 get the feedback that we would need in order to 22 be able to provide the final document on Monday 23 for the next board meeting.</p> <p>24 MR. MEDVIN: Thank you. I, personally, can't 25 read it.</p>
Page 134	Page 136
<p>1 the data entry for page 1 on the performance 2 factor was 75 percent and the other 25 percent 3 actually comes from the objectives that are 4 there. Just pointing out that the objectives is 5 something, again, as we seek to align the 6 different evaluation tools, the annual objectives 7 that are set forth by the employee is something 8 that's also on our DASA evaluation tool for our 9 district employees that belong to the 10 organizational unit of ESMAB and it's also on the 11 evaluation tool for school-based administrators. 12 So, again, we're seeking alignment in what we do 13 across all of the different evaluation tools. So 14 Mr. Jabouin's or the Chief Auditor will have 15 objectives as a part of his tool as well.</p> <p>16 So the objectives that are developed are 17 based on Goals & Guardrails which are currently 18 being done right now by the Superintendent. So, 19 essentially, the employee, in this case it would 20 be for the Chief Auditor, the employee would have 21 to extract from the Goals & Guardrails items from 22 the Superintendent's strategic plan that align to 23 their current role. So, again, there has to be 24 some alignment and some purpose setting in terms 25 of what's actually developed. So these are</p>	<p>1 MR. DE MEO: It looks pretty good.</p> <p>2 MR. MEDVIN: Yeah, I think, mechanically, it 3 looks fine. This is -- you follow a format, a 4 professional type format for these things in 5 developing it? I presume that's your expertise? 6 Okay.</p> <p>7 MS. FERTIG: Okay. Never mind, I have the 8 wrong one on here. Oh, yeah, no, under the 9 competency, works effectively with law 10 enforcement, how would the members of the school 11 board ranking this -- how would they know that? 12 So they could -- I mean, how would you put a 13 numerical --</p> <p>14 DR. LYNCH-WALSH: The board members even 15 mentioned that they would need to get with their 16 audit members on a lot of these. This whole 17 thing, from soup to nuts, is a problem.</p> <p>18 MS. FERTIG: I mean, a lot of these I can see 19 they could do, but I don't know how would they 20 know. How would we know?</p> <p>21 MR. JABOUIN: So it's kind of interesting 22 because there are areas that I work on that's not 23 in the vision of the audit committee such as 24 those items of law enforcement. So they would 25 have to get that information from what I give</p>

<p style="text-align: right;">Page 137</p> <p>1 them on that end as far as interactions I've had</p> <p>2 with them on that front.</p> <p>3 MS. FERTIG: Yeah, I just thought that was a</p> <p>4 curious thing to expect the average board member</p> <p>5 or person on this committee to know.</p> <p>6 Anyways, I'm sorry, that was my comment.</p> <p>7 MR. MEDVIN: Okay. Dr. Lynch-Walsh?</p> <p>8 DR. LYNCH-WALSH: Yes. Okay. So I'm coming</p> <p>9 at this from the perspective of someone with a</p> <p>10 Ph.D. who is familiar with methodology and the</p> <p>11 idea of having reliable and valid instruments.</p> <p>12 Because you can measure anything, you just have</p> <p>13 to know how to set it up.</p> <p>14 So an instrument is supposed to measure what</p> <p>15 it purports to measure. And this thing is</p> <p>16 frightfully reminiscent of the Superintendent's</p> <p>17 interim eval that they're all working on now.</p> <p>18 I -- personally, I don't think any of these</p> <p>19 things measure -- they're not measuring the</p> <p>20 effectiveness of the chief auditor. Yes,</p> <p>21 mechanically, it looks very pretty, but -- and</p> <p>22 the font is ridiculously small, I'm gonna be</p> <p>23 squinting, but the scoring, first of all, they've</p> <p>24 removed the math from the scoring. It is an</p> <p>25 improvement over how they've been doing it for</p>	<p style="text-align: right;">Page 139</p> <p>1 Chief Auditor. And I know the type is small, but</p> <p>2 are we in here? Does it align to his, the job</p> <p>3 description, to the policy? Did you review the</p> <p>4 policy and job description in coming up with</p> <p>5 these performance factors and individual</p> <p>6 indicators?</p> <p>7 And that's question for staff. Did you, in</p> <p>8 fact, review policy and job description?</p> <p>9 MS. THOMPSON: So that was part of the key at</p> <p>10 the bottom. From going from 1.0 to version 2.0,</p> <p>11 that was what we had done in order to try to find</p> <p>12 some other descriptors or meaningful indicators</p> <p>13 to put here. So at the bottom of page 1 there is</p> <p>14 a key of the other items that were actually</p> <p>15 reviewed. So in addition to looking at the</p> <p>16 original evaluation plan we did also look at the</p> <p>17 audit plan, the Superintendent's evaluation,</p> <p>18 school board policy, and then the hybrid, which</p> <p>19 is a combination of whatever was on all these.</p> <p>20 DR. LYNCH-WALSH: Which -- okay. I'm waiting</p> <p>21 for my eyes to focus.</p> <p>22 MS. STRAUSS: Professional responsibilities,</p> <p>23 Nathalie, that first one, I believe you may be</p> <p>24 asking for the audit committee to be included in</p> <p>25 that?</p>
<p style="text-align: right;">Page 138</p> <p>1 all the time that I've been involved, because the</p> <p>2 way they had it before, is you would give a total</p> <p>3 score to each domain when there is nothing in</p> <p>4 scientific research that operates that way. You</p> <p>5 score each one individually and none of them</p> <p>6 should have "met" or "not met". I'm not entirely</p> <p>7 convinced that this doesn't game the system so</p> <p>8 that it's very hard for someone to not be</p> <p>9 anything but, you know, meets or effective</p> <p>10 because you're taking the math out of it. I</p> <p>11 guess they don't think board members can</p> <p>12 calculate scores, but they are basically forced</p> <p>13 to say whether they have met or not met. And if</p> <p>14 you have two or more now you're fine. And so you</p> <p>15 just have to hope that you get met on at least</p> <p>16 two if you look at the scoring system.</p> <p>17 This goes against anything in terms of how</p> <p>18 instrumentation works, but, again, it's an</p> <p>19 improvement over what's been had.</p> <p>20 I don't see the -- so I -- I would scrap this</p> <p>21 and start over if it were me doing it, but it is</p> <p>22 the same way that the Superintendent's is being</p> <p>23 done.</p> <p>24 And then as far as each of these performance</p> <p>25 factors, we're the oversight committee for the</p>	<p style="text-align: right;">Page 140</p> <p>1 DR. LYNCH-WALSH: Well, we could -- first,</p> <p>2 I'm asking from a high level, which school board</p> <p>3 policy did they review?</p> <p>4 MS. THOMPSON: I don't have the exact policy</p> <p>5 that I reviewed.</p> <p>6 DR. LYNCH-WALSH: The Office of the Chief</p> <p>7 Auditor policy?</p> <p>8 MS. THOMPSON: I believe that could have been</p> <p>9 it.</p> <p>10 DR. LYNCH-WALSH: Well, no, I need you to be</p> <p>11 certain.</p> <p>12 MS. THOMPSON: I don't have the policy</p> <p>13 number. So I would have to get back to you on</p> <p>14 that if that's a follow-up that you would like.</p> <p>15 DR. LYNCH-WALSH: Well, no, it's not a</p> <p>16 follow-up, I need an answer because this is a</p> <p>17 time-sensitive one. And if you have reviewed</p> <p>18 some other policy that wasn't the Office of the</p> <p>19 Chief Auditor policy, that would explain the</p> <p>20 absence of the audit committee in here.</p> <p>21 Then, also, there's the job description. It</p> <p>22 says, original evaluation, the audit plan, I</p> <p>23 don't know how that comes in here,</p> <p>24 Superintendent's evaluation. So you did not</p> <p>25 review his job description. It doesn't look like</p>

<p style="text-align: right;">Page 141</p> <p>1 it. So how do you know what you're missing?</p> <p>2 MS. PARENTE: If I may, his original draft</p> <p>3 for the first evaluation that I know you saw</p> <p>4 because you were present at the meeting with us</p> <p>5 at the same time, that was based heavily on his</p> <p>6 job description. So we pulled -- when we pulled</p> <p>7 items from there and we listed it as from his</p> <p>8 first evaluation, that's been incorporated here.</p> <p>9 Also, to speak t the audit committee,</p> <p>10 oftentimes when we were drafting this the words</p> <p>11 audit committee actually fell into these boxes,</p> <p>12 but removed them to put stakeholders. Because</p> <p>13 it's not just the audit committee, it's everyone</p> <p>14 else that he would work with.</p> <p>15 DR. LYNCH-WALSH: No, no, no. We're the</p> <p>16 oversight -- per policy, we're the boss -- if you</p> <p>17 look at an org chart we are above the Chief --</p> <p>18 the Chief Auditor accountable to the board and</p> <p>19 the audit committee. So when you say</p> <p>20 "stakeholders", we don't want to be some</p> <p>21 anonymous stakeholder.</p> <p>22 MS. PARENTE: Okay. So noted.</p> <p>23 DR. LYNCH-WALSH: Well, it's not just noted.</p> <p>24 I'm kind of flabbergasted that you wouldn't have</p> <p>25 that level. That's why I'm saying, we're the</p>	<p style="text-align: right;">Page 143</p> <p>1 MS. SHAW: I'm sorry. Go ahead. I just want</p> <p>2 him to recognize my hand.</p> <p>3 DR. LYNCH-WALSH: Oh, okay.</p> <p>4 I mean, there's a couple solutions, one, it</p> <p>5 goes back to the current board because there are</p> <p>6 now four different board members and a whole</p> <p>7 different outlook on oversight. And -- or this</p> <p>8 committee also does a performance evaluation that</p> <p>9 gets transmitted to the board just like any other</p> <p>10 audit report. So that they can look at how the</p> <p>11 committee evaluates the Chief Auditor on the same</p> <p>12 functions.</p> <p>13 I'm not a fan of most of these. I would have</p> <p>14 probably picked different things. But if we're</p> <p>15 trying to be timely, a the solution is, A, go</p> <p>16 back to the board, B, have the audit committee</p> <p>17 also do it, put the words audit committee in</p> <p>18 there and submit our evaluation to the board.</p> <p>19 MS. THOMPSON: May I ask a clarifying</p> <p>20 question, if you don't mind? So when I'm looking</p> <p>21 here under the performance factor for</p> <p>22 communication, I'm looking at the top three</p> <p>23 descriptors. So the first one reads, and I</p> <p>24 apologize, I know it's very tiny, fosters open</p> <p>25 dialogue with stakeholders, enhancing positive</p>
<p style="text-align: right;">Page 142</p> <p>1 oversight committee, and I understand that this</p> <p>2 was done before the grand jury and before</p> <p>3 DeSantis yanked four board members, but, you</p> <p>4 know, understanding the seriousness of oversight</p> <p>5 in this district is important. And you removed</p> <p>6 the oversight of this office from this</p> <p>7 evaluation. It's not ready for prime time.</p> <p>8 So if we're voting, I'm voting no.</p> <p>9 MR. JABOUIN: I just want to mention</p> <p>10 something. So the board members on August 9th --</p> <p>11 DR. LYNCH-WALSH: Not the same board members.</p> <p>12 MR. JABOUIN: Yes, if I can please finish my</p> <p>13 sentence. The board members at the workshop on</p> <p>14 August 9th, they did receive a draft that was a</p> <p>15 combination of the policy, the audit plan, Policy</p> <p>16 1002.1, slash, 1700, and they had comments,</p> <p>17 including the remaining board members, and those</p> <p>18 comments were incorporated.</p> <p>19 Now, they did have thoughts regarding the</p> <p>20 Chief Auditor and whom the Chief Auditor reports</p> <p>21 to versus the audit committee and those were all</p> <p>22 blended into this document here.</p> <p>23 I just wanted to mention that thought.</p> <p>24 MS. SHAW: Mr. Medvin.</p> <p>25 DR. LYNCH-WALSH: Yeah, I've got another.</p>	<p style="text-align: right;">Page 144</p> <p>1 and professional relationships with all while</p> <p>2 demonstrating tact and diplomacy. Is that first</p> <p>3 recommendation you had in lieu of the word</p> <p>4 stakeholders or in addition to the word</p> <p>5 stakeholders? Are you looking for audit</p> <p>6 committee to actually be listed in that</p> <p>7 descriptor?</p> <p>8 DR. LYNCH-WALSH: I'm interested in his</p> <p>9 responsibilities to the audit committee being</p> <p>10 reflected in this document.</p> <p>11 MS. THOMPSON: Okay.</p> <p>12 DR. LYNCH-WALSH: I don't necessarily care if</p> <p>13 he uses tact with me. We're way passed that.</p> <p>14 MR. MEDVIN: What do we have left? People</p> <p>15 have to leave.</p> <p>16 MS. SHAW: I have to leave. I should have</p> <p>17 left at 1, but this is more exciting than me</p> <p>18 leaving.</p> <p>19 DR. LYNCH-WALSH: I have people to pick up,</p> <p>20 myself. I'm not ready to vote on this, so have</p> <p>21 at it.</p> <p>22 MS. SHAW: And that's what I wanted, is this</p> <p>23 possible -- because I have a load of questions,</p> <p>24 recommendations. I didn't have a chance to see</p> <p>25 this. The first draft, you know, kudos to Dr.</p>

<p style="text-align: right;">Page 145</p> <p>1 Lynch-Walsh because she did, but I didn't.</p> <p>2 DR. LYNCH-WALSH: Oh, I have no recollection</p> <p>3 of the first draft.</p> <p>4 MS. SHAW: Maybe when I missed the meeting --</p> <p>5 I'm sorry, I did miss a meeting.</p> <p>6 MR. MEDVIN: We haven't met on this before.</p> <p>7 MR. JABOUIN: No, we haven't talked about</p> <p>8 this before.</p> <p>9 MS. SHAW: I was excused. So I would -- I</p> <p>10 would hope that since this is -- I mean, we had a</p> <p>11 chance to read it before now, that the timing is</p> <p>12 delayed. I don't -- I mean, it's the beginning</p> <p>13 of the school year. Do we need to have this for</p> <p>14 his evaluation just right now? I think there</p> <p>15 is -- I think we are kind of need to clean</p> <p>16 this -- clean this up a bit. I mean, there are</p> <p>17 some -- this needs to be wordsmithed, number one,</p> <p>18 I hate to say that, because there are still some</p> <p>19 duplications. I have questions about the</p> <p>20 descriptors as it relates to can someone put in</p> <p>21 their own descriptors? Because I do evaluations</p> <p>22 and the one thing I don't like is when I have to</p> <p>23 pick something from the drop-down box and</p> <p>24 something from the drop-down box doesn't always</p> <p>25 reflect what it is that I need to say. And the</p>	<p style="text-align: right;">Page 147</p> <p>1 MS. SHAW: I understand. But not only that</p> <p>2 then, but we did have new board members that were</p> <p>3 just appointed. So I think taking all of that</p> <p>4 into consideration, and the mere fact that I</p> <p>5 don't see an evaluation that should be done right</p> <p>6 now, if it's an annual evaluation, it would need</p> <p>7 to be done later on in the school year, I would</p> <p>8 assume. So the timeliness of this is not as</p> <p>9 critical. And I do understand that postponing it</p> <p>10 belongs to the board, but I would recommend, and</p> <p>11 I think my colleagues would that we recommend</p> <p>12 that we ask the school board to postpone it and</p> <p>13 allowing us the chance to provide valuable</p> <p>14 feedback or --</p> <p>15 DR. LYNCH-WALSH: And they may have different</p> <p>16 ideas about what they want measured, because the</p> <p>17 ones that are here are here til November, whether</p> <p>18 anyone likes it or not. So I don't see them</p> <p>19 necessarily finalizing this.</p> <p>20 MS. FERTIG: So, and the other question I</p> <p>21 have, and I don't know the answer to this, is</p> <p>22 what your contract actually says, so I -- I think</p> <p>23 that plays a part in what we can or can't do, but</p> <p>24 we don't have any idea, so is it possible for us</p> <p>25 to ask -- just to ask the board to give us</p>
<p style="text-align: right;">Page 146</p> <p>1 mere fact that the comment section is only for</p> <p>2 the NI or the U, so I'm not really -I wouldn't</p> <p>3 have a chance to put my actual comment that is</p> <p>4 being evaluated, number one.</p> <p>5 Number two, as Dr. Lynch-Walsh said, same way</p> <p>6 you have responsive to the board, there should be</p> <p>7 something relating to --</p> <p>8 DR. LYNCH-WALSH: Responsive to the audit</p> <p>9 committee.</p> <p>10 MS. SHAW: It doesn't matter how you want to</p> <p>11 put that, but I would like something to that</p> <p>12 degree. Number the pages. I have a whole list</p> <p>13 of like notes, but I would rather recommend that</p> <p>14 we table this, have a chance to -- even if it</p> <p>15 means send you questions, evaluation issues, et</p> <p>16 cetera, et cetera, to provide you a better</p> <p>17 feedback than what it is right now, especially as</p> <p>18 folks are leaving.</p> <p>19 MR. JABOUIN: I think this would require</p> <p>20 board action on that. So this would have to be a</p> <p>21 decision of the board if more time would need to</p> <p>22 be spent on that, and then it's -- it's with the</p> <p>23 chief auditor and the board to mutually agree on</p> <p>24 this tool. So that has to happen at a board</p> <p>25 setting.</p>	<p style="text-align: right;">Page 148</p> <p>1 another, however, so we can have this document?</p> <p>2 Is that what you all are looking for?</p> <p>3 DR. LYNCH-WALSH: Yes.</p> <p>4 MS. SHAW: Yeah.</p> <p>5 MR. JABOUIN: I have a meeting with the chair</p> <p>6 tomorrow morning. This meeting, as well, was one</p> <p>7 of the agenda items that I had for discussion.</p> <p>8 I'm assuming I'll get an idea from the board</p> <p>9 chair as to what his vision is on certain things.</p> <p>10 And I'm meeting with some of the new board</p> <p>11 members as well. But it is -- it is a board</p> <p>12 member as to whether or not they want to decide</p> <p>13 on that or do they want to postpone that.</p> <p>14 Because the chief auditor's employment agreement</p> <p>15 does have a September 30th date to get that done.</p> <p>16 And so this would be done at the special school</p> <p>17 board meeting on September 20th, is when this</p> <p>18 would come up.</p> <p>19 MS. FERTIG: Let me ask a question. Did you</p> <p>20 say -- didn't you say it's September 30th or to</p> <p>21 be mutually agreed upon? I don't know. I'm just</p> <p>22 thinking. We're almost out and we haven't gotten</p> <p>23 to the audit plan where you know I want to talk</p> <p>24 about more audits of behavioral, so --</p> <p>25 MR. JABOUIN: I'm sorry, did you want me to</p>

<p style="text-align: right;">Page 149</p> <p>1 go back to the language, Ms. Fertig?</p> <p>2 MS. FERTIG: Yes, I wanted to hear the time</p> <p>3 it has to be done by.</p> <p>4 MR. JABOUIN: It says by September 30th, 2022</p> <p>5 or such other date as mutually agreed by the</p> <p>6 parties. SBBC and the chief auditor shall</p> <p>7 mutually develop an evaluation format and</p> <p>8 procedures acceptable to both parties to use in</p> <p>9 the evaluation of the chief auditor.</p> <p>10 DR. LYNCH-WALSH: Is someone going to sue for</p> <p>11 breach of contract if that doesn't happen?</p> <p>12 MS. SHAW: But not only that, why put</p> <p>13 together something that is not comprehensive</p> <p>14 enough that's also looking at your contract and</p> <p>15 providing you the best opportunity for your</p> <p>16 evaluation, a true evaluation that is reflective</p> <p>17 of what's in your contract, the job that you are</p> <p>18 doing, et cetera, et cetera, versus something</p> <p>19 that is being thrown together quickly. And no</p> <p>20 offense to you guys, you guys are doing the job</p> <p>21 that you're tasked to do, but something that is</p> <p>22 reflective that is going to be changed in another</p> <p>23 six months.</p> <p>24 MR. DE MEO: I've got to say, are the two of</p> <p>25 you human resource professionals?</p>	<p style="text-align: right;">Page 151</p> <p>1 comments as best as we can in the next day.</p> <p>2 I'm sorry.</p> <p>3 MR. MAYERSOHN: The only thing that I just</p> <p>4 want to add to this in the sense of the</p> <p>5 descriptions, the last item, Professional</p> <p>6 Responsibilities, and, again, I'm just throwing</p> <p>7 it out there, some form of professional</p> <p>8 development. Because this district always talks</p> <p>9 about continuous improvement.</p> <p>10 MS. SHAW: Right.</p> <p>11 MR. MAYERSOHN: So without that component to</p> <p>12 be measured, I mean, if Mr. Jabouin is just going</p> <p>13 to recertify his certification, that, to me, is</p> <p>14 not professional development, so --</p> <p>15 MS. PARENTE: Thank you for that.</p> <p>16 MR. MAYERSOHN: But, otherwise, I mean, we</p> <p>17 can sit here and -- this is the board's document,</p> <p>18 for their evaluation. Our input may or may not</p> <p>19 be important, but it's their document. It's not</p> <p>20 ours.</p> <p>21 MS. FERTIG: So, I mean, can we -- Nathalie,</p> <p>22 if what you're trying to accomplish is to have</p> <p>23 one more bullet point put in, which I think we</p> <p>24 just talked about -- not a bullet point but about</p> <p>25 responsiveness to the audit committee --</p>
<p style="text-align: right;">Page 150</p> <p>1 MS. PARENTE: Yes, sir.</p> <p>2 MR. DE MEO: Well, that's good enough for me.</p> <p>3 I've done 150 of these, maybe 550 of these, and</p> <p>4 they're all different and everybody has a view of</p> <p>5 it. Let's move on, for goodness sake. The</p> <p>6 board's responsibilities is to evaluate. He</p> <p>7 reports to the board as well. We're the</p> <p>8 oversight. If they're happy with it and with all</p> <p>9 the talent of the administration, we're gonna</p> <p>10 question it? I am here and I have to go and I</p> <p>11 would like to talk about the audit report.</p> <p>12 DR. LYNCH-WALSH: Are we tabling it?</p> <p>13 MR. DE MEO: I don't want to table it. I'm</p> <p>14 against it. I think it's fine.</p> <p>15 MS. FERTIG: Can we just move this on to the</p> <p>16 board with our written comments to them because</p> <p>17 they're gonna have a special meeting she said on</p> <p>18 --</p> <p>19 DR. LYNCH-WALSH: They have a meeting next</p> <p>20 week.</p> <p>21 MR. MAYERSOHN: Can I just add one --</p> <p>22 MR. JABOUIN: I'm sorry, Mr. Mayersohn, I</p> <p>23 just wanted to mention that the document has to</p> <p>24 be posted on Tuesday. And so it has to be</p> <p>25 finalized. So it's our intent to process your</p>	<p style="text-align: right;">Page 152</p> <p>1 DR. LYNCH-WALSH: No, that was not my goal;</p> <p>2 no. The whole thing is just problematic.</p> <p>3 MS. FERTIG: I mean, I'm fine with that.</p> <p>4 Whatever.</p> <p>5 DR. LYNCH-WALSH: The whole thing is</p> <p>6 problematic and -- I mean, they can go to the</p> <p>7 board with it. It's problematic from -- and it's</p> <p>8 not just this one. It's how things are</p> <p>9 evaluated. I mean, the whole HR department -- I</p> <p>10 mean, we have an HR department that can't add</p> <p>11 five scores together and get an accurate total.</p> <p>12 MS. IGHODARO: That's not a fair comment.</p> <p>13 DR. LYNCH-WALSH: No, no, no, I'm not saying</p> <p>14 them, but that just upended a position. So when</p> <p>15 someone expresses concern, this is being flung</p> <p>16 together, to what end, like Ms. Shaw said, why is</p> <p>17 this so timely other than it's in the contract?</p> <p>18 But we just had a complete seat change in the</p> <p>19 district where you would think that this would</p> <p>20 cause people to pump the brakes. So I'm voting</p> <p>21 no. Go ahead and vote on it. And then when it</p> <p>22 gets to the board we'll see what transpires.</p> <p>23 MS. IGHODARO: We made some recommendations</p> <p>24 in our last meeting of what we said we would like</p> <p>25 to see in this evaluation. What happened to</p>

<p style="text-align: right;">Page 153</p> <p>1 that?</p> <p>2 MR. JABOUIN: Ms. Ighodaro, you might be</p> <p>3 referring to the Office of the Chief Auditor</p> <p>4 Policy. That is going to make its way to the</p> <p>5 board. So we have board comments on those and we</p> <p>6 have audit committee comments and those will get</p> <p>7 processed. So that's separate on that end. So</p> <p>8 that's the Chief Auditor's Policy.</p> <p>9 DR. LYNCH-WALSH: It was the policy</p> <p>10 recommendations and then the board has to</p> <p>11 approve.</p> <p>12 MS. IGHODARO: So we made recommendations to</p> <p>13 the policy and this evaluation form is based on</p> <p>14 his actual role and effectiveness of that role?</p> <p>15 I agree. Let's just vote and move on. We made</p> <p>16 -- in my opinion, we made -- we had comments on</p> <p>17 that policy that we openly discussed and made</p> <p>18 suggestions. We don't have the final say-so, but</p> <p>19 we made recommendations to the folks who does</p> <p>20 have the final say-so. I think, to then nitpick</p> <p>21 and tear this apart, in my opinion, is not worth</p> <p>22 it.</p> <p>23 MR. MEDVIN: All right. I think we should</p> <p>24 entertain a motion to transmit.</p> <p>25 MR. DE MEO: I'll move to transmit.</p>	<p style="text-align: right;">Page 155</p> <p>1 MR. JABOUIN: We're short on time, but I</p> <p>2 think so.</p> <p>3 MR. MEDVIN: It's up to you.</p> <p>4 MS. PARENTE: I'd be very happy to get any</p> <p>5 feedback that you may have for us so that we may</p> <p>6 review it and consider adjusting the system as</p> <p>7 need be. If that's proper.</p> <p>8 MS. SHAW: Email it to you?</p> <p>9 MR. JABOUIN: The interesting thing, Ms.</p> <p>10 Parente, is it, obviously, needs to be processed.</p> <p>11 So if it could be sent, Ms. Shaw, overnight, it</p> <p>12 can be read and potentially put into the</p> <p>13 document.</p> <p>14 MR. DE MEO: Yeah, the trouble with that is,</p> <p>15 not everyone will agree, maybe.</p> <p>16 MR. JABOUIN: Oh, yeah, that's a good point.</p> <p>17 DR. LYNCH-WALSH: Tell your board member.</p> <p>18 That's what I'll be doing.</p> <p>19 MR. DE MEO: You have new board members.</p> <p>20 They're gonna look at it. They may not like it.</p> <p>21 They may trash it. What's the point?</p> <p>22 MS. SHAW: Thanks for trying.</p> <p>23 MS. PARENTE: Thank you.</p> <p>24 MS. THOMPSON: Thank you.</p> <p>25 MR. MEDVIN: Thank you, ladies.</p>
<p style="text-align: right;">Page 154</p> <p>1 MR. MAYERSOHN: I'll second.</p> <p>2 MR. MEDVIN: Motioned by Mr. De Meo, seconded</p> <p>3 by Mr. Mayersohn to transmit the report to the</p> <p>4 board.</p> <p>5 All in favor, please raise your hand.</p> <p>6 COMMITTEE MEMBERS: Hands were raised.</p> <p>7 MR. MEDVIN: Opposed?</p> <p>8 DR. LYNCH-WALSH: No.</p> <p>9 MR. MEDVIN: Okay. One, two, three, four,</p> <p>10 five to one.</p> <p>11 MR. JABOUIN: It's five to two.</p> <p>12 MS. SHAW: Five to two.</p> <p>13 MR. MEDVIN: Oh, is it two? Who else?</p> <p>14 MR. MAYERSOHN: Ms. Shaw and Dr. Lynch --</p> <p>15 Walsh.</p> <p>16 MR. MEDVIN: Five to two; okay.</p> <p>17 Motion carries.</p> <p>18 MS. PARENTE: May I ask a quick question?</p> <p>19 MR. MEDVIN: Please.</p> <p>20 MS. PARENTE: Is it proper that if anyone</p> <p>21 does have any feedback that they want to share</p> <p>22 with us while we still have time to make edits or</p> <p>23 adjustments, would we be able to take that into</p> <p>24 consideration?</p> <p>25 MR. MEDVIN: I think, informally.</p>	<p style="text-align: right;">Page 156</p> <p>1 MR. JABOUIN: Okay. It's currently 1:50.</p> <p>2 So with respect to the audit plan, there are</p> <p>3 some different circumstances for School Year</p> <p>4 2023. So we do have the Policy 1700 that, Ms.</p> <p>5 Ighodaro, we were talking about for the Office of</p> <p>6 Chief Auditor and that's in process. So that has</p> <p>7 to go back to the board for final approval and</p> <p>8 the comments from that meeting will be processed.</p> <p>9 We also have board comments on the Policy</p> <p>10 1700 and they will have some comments on the</p> <p>11 plan.</p> <p>12 We also have timelines on the Chief Auditor</p> <p>13 Evaluation that calls for this process to occur</p> <p>14 in the spring. New board members may have their</p> <p>15 areas of concern. Ms. Ighodaro has to leave.</p> <p>16 Okay. One, two, three, four, okay, we're okay.</p> <p>17 Oh, Ms. Shaw needs to leave, too.</p> <p>18 MR. DE MEO: I've got to leave. I have a</p> <p>19 comment and then I can leave, if you want.</p> <p>20 MR. MEDVIN: We're losing quorum.</p> <p>21 MR. JABOUIN: I think -- if I may? Even if</p> <p>22 we had quorum, usually this discussion takes a</p> <p>23 while. If I can just get a couple of thoughts</p> <p>24 into it, though. The reality of it is, we need</p> <p>25 to move the timeframe for the audit plan anyway</p>

<p style="text-align: right;">Page 157</p> <p>1 from when it was historically done to the spring 2 period anyway, not just from the comments on 3 Policy 1700, it's the way to actually do it. So 4 we'll end up with a sub period anyway where we 5 need to have an audit plan regardless of it. At 6 the same time, the risks of the district are ever 7 changing, and we need to be responsive to the 8 different changes that are coming from either 9 regulators or just the changes in the district 10 that are occurring that you see every day. 11 So it is very challenging in a normalized 12 environment to come up with an adequate plan, but 13 yet we do need to have a plan because that 14 provides the direction as to where the audit team 15 is going to go. 16 So, I mean, I have been in these 17 circumstances in my career where there's been 18 companies that I've worked for that were facing a 19 lot of challenges, bankruptcy and so forth, but 20 the audits need to be done and they have to be 21 done in accordance to standards. There are peer 22 reviews that get done of us and they're expecting 23 the audits to be done properly. The work has to 24 be planned, it has to be proficient, it's got to 25 be reviewed within the department. The audits --</p>	<p style="text-align: right;">Page 159</p> <p>1 decisions of the board corporate are going to 2 drive a lot of different things. 3 So I don't think that we would be able to 4 approve this in the timeframe because, 5 historically, we haven't. But I wanted to tell 6 the committee that the major risks of the 7 organization, which are information technology, 8 construction, contracts, procurement, Auditor 9 General matters, discipline, Behavioral Threat 10 Assessment, maintenance contracts and payroll, 11 those are the things that have come up, they are 12 all part of the plan. And yet we also have the 13 long-range plan that has areas that also provide 14 risk but there really is no capacity to actually 15 audit them. 16 So I've gone through the effort, I've met 17 with my audit manager, we've talked about what 18 can get done. And what's actually in the plan is 19 what can get done and in order to add something 20 we have to take something out. 21 MR. MEDVIN: One last point Ms. Fertig? 22 MS. FERTIG: Okay. We're getting ready to 23 lose Dr. Lynch-Walsh and I just want to find out 24 if we have agreement on one point. 25 MR. JABOUIN: Okay.</p>
<p style="text-align: right;">Page 158</p> <p>1 I mean, they're not produced just like that. 2 They require a process before they're published. 3 And we need to have a continuous improvement plan 4 for our people while we do have head count 5 challenges. Being able to fill some of the key 6 positions are some of the things that we face. 7 And at the same time, the work, itself, is not 8 designed to provide absolute assurance. It's 9 meant to provide reasonable assurance, you know, 10 reliability of the information, the safeguarding 11 of assets, compliance with policies and 12 procedures, regulatory requirements, laws and 13 regulations. So it's -- the audits look at 14 periods of time and they're done on a sampling 15 basis. 16 Now, in future years we can and should 17 improve them to look at the design of the 18 controls, antifraud procedures. Yet at the same 19 time there are great things that are happening at 20 the district where the board is looking for 21 establishing an inspector general function. 22 So, you know, a lot of unknowns as far as 23 whether or not anybody will resign, whether or 24 not we'll fill out a position, whether or not 25 we'll have project overruns, and, yet, the</p>	<p style="text-align: right;">Page 160</p> <p>1 MS. FERTIG: Are we all in agreement that we 2 were expecting four quarterly reports of 3 Behavioral Threat Assessment? Because if we 4 aren't in agreement then we probably need to 5 amend this plan for sure because there are only 6 two in here. Or if you're saying this is only 7 going to go through a certain time of the year 8 and then you're gonna pick up again -- I'm sorry. 9 I know I interrupted you. 10 MR. JABOUIN: So there are three in here, two 11 and this one here. 12 MS. FERTIG: You have two and we were hoping 13 for four, so -- 14 MR. JABOUIN: And, obviously, between the 15 comments we get from the committee and comments 16 that we get from you, we will do what we need to 17 do based on what the board and the audit 18 committee would like. But there has to be some 19 shuffling and then there's things that I can't 20 recall. Like I can tell you that I have two 21 Auditor General responses that are due and they 22 need to get done. And if those people come 23 knocking, I have to push some of these other 24 things aside. And hiring a consultant, be it RSM 25 or whomever to come in, that also warps a good</p>

Page 161	Page 163
<p>1 percentage of our team's time, because getting 2 the data, getting the resources, getting 3 meetings, getting adequate responses, all add to 4 the time of work.</p> <p>5 So it's just like every other organization. 6 We have to pick and choose which are the risks 7 that we would like to address and what is the 8 frequency of it and so forth.</p> <p>9 So, you know, the audit committee and the 10 board provides commentary and I take note of them 11 and I process them, but I think that let's wait 12 for the next Behavioral Threat Assessment audit 13 to come and Mr. Lozano and I are gonna -- you 14 know, we have got the direction. Let's get that 15 done and then how about we then plan the next one 16 after that?</p> <p>17 MR. MAYERSOHN: But to that point, the 18 Behavioral Threat Assessments, to me it just 19 seems as if you take those 47 attributes and you 20 say, okay, School A, have you met A, B, C, D, E, 21 F, whatever it is, and, again, technology-wise, 22 if you're using pen and paper it's not going to 23 work, but if it's in some sort of electronic 24 format, that can be spit out as data and 25 information. There's a difference between doing</p>	<p>1 the problem fixed really soon, but seeing the 2 number of threats, I'm just kind of interested in 3 seeing that over several years and where we are. 4 I just think it behooves us, with everything 5 that's happened, to have those audits. And if 6 after a year we've made so much progress we don't 7 need them, then we know that and we can go to 8 once a year, but, meanwhile --</p> <p>9 MR. MAYERSOHN: Right. I mean, this is going 10 to be for the next couple years a very fluid 11 process.</p> <p>12 MS. FERTIG: Yeah. Yeah.</p> <p>13 MR. MAYERSOHN: Because, based upon, and you 14 were there with the MSD Commission, just from a 15 statewide standpoint they were comparing 16 Miami-Dade with how many students they have and 17 having like .9 threat assessments per a thousand, 18 and, yet, you have somebody likely a Lee County 19 or somewhere else, Volusia County, that has, you 20 know, a smaller population and is having 20 21 threat assessments done per thousand students.</p> <p>22 So they're trying to codify all this 23 information by the evaluation of, you know, 24 consideration of when you do the threat 25 assessment, when you don't. So that's where his</p>
Page 162	Page 164
<p>1 that and auditing the process. You know, give me 2 the reason why you did this, get some feedback. 3 You know, we see this is not in compliance but is 4 there a rationale and reason why it's not in 5 compliance?</p> <p>6 So that can -- at this point my opinion is, I 7 still want to go forward with the data and 8 information can be supplemented with, I mean if 9 Mr. Lozano wants to be part of our audit 10 committee, you know, membership and come here 11 every day, you know, we'd welcome him. But to 12 get back to are there questions that we might 13 have just on the data.</p> <p>14 MS. FERTIG: And I see that, but I also think 15 that we were having an annual, we asked -- and 16 this is where I'm getting unclear as to what 17 happened, we asked to start having reports every 18 three months. And you're saying, I guess, that 19 it could be a report without being an audit, but 20 I think there is an advantage to having it 21 verified by somebody.</p> <p>22 MR. MAYERSOHN: No, I don't disagree with 23 you.</p> <p>24 MS. FERTIG: Given the issue -- and, listen, 25 Mr. Lozano's doing a great job, he's gonna have</p>	<p>1 subcommittee is really gonna narrow down that 2 focus, which may change the reporting 3 information. There may be more threats, there 4 may be less threats are done.</p> <p>5 MR. JABOUIN: And if I may also mention, 6 we're going to have a new plan already in like 7 March anyway, because I have to move the clock. 8 So this is the interim plan anyway. So even -- 9 it's gonna change based on new board members, 10 well, two sets of new board members and so forth. 11 So it's really a strategy as far as, you know, 12 putting everything together, but before some of 13 these audits get out there'll be a new plan 14 because I have to start working on a new plan 15 probably in January. I've got to workshop the 16 new plan. So there's a lot that's going to 17 happen.</p> <p>18 MS. FERTIG: All right. And I'm sorry I 19 interrupted, Joris, I was just trying to get to 20 it while people were still in the room.</p> <p>21 I want to say before anybody leaves, you did 22 a great job, Mr. Medvin, on your first meeting.</p> <p>23 MR. DE MEO: Well, sure, while everyone's 24 gone.</p> <p>25 MR. MAYERSOHN: It's not easy keeping people</p>


<p style="text-align: right;">Page 165</p> <p>1 on time; is it?</p> <p>2 MR. JABOUIN: So there is no action to do. I</p> <p>3 think, ultimately, I'll have to check with Mr.</p> <p>4 Alston as to whether or not he wants me to</p> <p>5 workshop it. Because there's a desire by the</p> <p>6 board to workshop the plan anyway. It's actually</p> <p>7 in the Chief Auditor's Evaluation to workshop the</p> <p>8 Audit Plan. And all that has to begin probably</p> <p>9 like that January.</p> <p>10 MR. DE MEO: You know, you don't mention</p> <p>11 whether a risk assessment was performed in order</p> <p>12 to determine the audit scope.</p> <p>13 MR. JABOUIN: I hope I did.</p> <p>14 MR. DE MEO: But in your performance</p> <p>15 evaluation it says, allocates available resources</p> <p>16 to focus on high-risk areas that are critical,</p> <p>17 meeting the goals, missions, so on and so forth.</p> <p>18 Do you use an audit risk assessment in</p> <p>19 determining the scope?</p> <p>20 MR. JABOUIN: I do.</p> <p>21 MR. DE MEO: And do you -- who did you share</p> <p>22 that with?</p> <p>23 MR. JABOUIN: So the thing is, though, there</p> <p>24 are components of it, such as items that are</p> <p>25 exempt because they cover safety and security.</p>	<p style="text-align: right;">Page 167</p> <p>1 MR. JABOUIN: Well, one of the things that</p> <p>2 I've noted --</p> <p>3 MR. DE MEO: -- and formulate a plan based on</p> <p>4 that without some assistance from --</p> <p>5 MR. JABOUIN: Sure. One of the things I've</p> <p>6 noted from our previous conversations is this is</p> <p>7 a great subject to put into the scope of the next</p> <p>8 peer review, which was done.</p> <p>9 MR. DE MEO: I'm also not sure, I don't</p> <p>10 practice law, but I'm not sure that the law</p> <p>11 prohibits it. I've found numerous, and I put</p> <p>12 them in my email, numerous references in the law</p> <p>13 to risk assessment and sharing risk assessment</p> <p>14 and what can and cannot be. And perhaps our</p> <p>15 chief counsel can look into that a little bit</p> <p>16 more. It's so important.</p> <p>17 MR. JABOUIN: Certainly.</p> <p>18 MR. DE MEO: And do you want that</p> <p>19 responsibility solely? That would be scary.</p> <p>20 MR. JABOUIN: I do think that, to give you</p> <p>21 additional comfort, I think that we give specific</p> <p>22 instructions to the peer reviewer to make sure</p> <p>23 that that's covered when we get the peer review</p> <p>24 process going.</p> <p>25 MR. DE MEO: I've got to go.</p>
<p style="text-align: right;">Page 166</p> <p>1 MR. DE MEO: No, I understand that. But do</p> <p>2 you share the entire audit risk assessment with</p> <p>3 the board?</p> <p>4 MR. JABOUIN: No, no, it's not a board item</p> <p>5 on that end. Now, it is reviewed by -- the whole</p> <p>6 process is reviewed by the Auditor General. It's</p> <p>7 parts of our peer review that --</p> <p>8 MR. DE MEO: Does the Auditor General see the</p> <p>9 entire audit risk assessment?</p> <p>10 MR. JABOUIN: They go over it with me and I</p> <p>11 get their comments. So by law it has to be done</p> <p>12 once every five years, which, of course, in an</p> <p>13 organization like that, you definitely need to do</p> <p>14 it annually. Probably, if we ever get to the</p> <p>15 phase that we really want to, we should be doing</p> <p>16 reassessments probably quarterly, just given the</p> <p>17 ever-changing risks. But, yes, Mr. De Meo, yes.</p> <p>18 MR. DE MEO: Yeah, and, you know, I've had</p> <p>19 this overriding concern, continuing concern, that</p> <p>20 no one sees the risk assessment, some governing</p> <p>21 board, some subcommittee. And that's troubling</p> <p>22 because that's an awful burden. I wouldn't want</p> <p>23 that burden. I wouldn't want to be the chief</p> <p>24 auditor and have that responsibility solely to</p> <p>25 determine the risks and then --</p>	<p style="text-align: right;">Page 168</p> <p>1 MR. JABOUIN: All right. Thank you,</p> <p>2 everybody. Thank you for staying late. It's</p> <p>3 2:00.</p> <p>4 MS. FERTIG: Good meeting. Thank you.</p> <p>5 MR. JABOUIN: Thank you for your comments.</p> <p>6 Thank you.</p> <p>7 (Meeting was concluded at 2:02 p.m.)</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>

1 REPORTER'S CERTIFICATE
2 STATE OF FLORIDA
3 COUNTY OF BROWARD

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

10 I FURTHER CERTIFY that I am neither an
11 attorney, nor counsel for the parties to this cause,
12 nor a relative or employee of any attorney or party
13 connected with this litigation, nor am I financially
14 interested in the outcome of this action.

15 Dated this 19th day of September, 2022, Fort
16 Lauderdale, Broward County, Florida.

17 
18 TIMOTHY R. BASS
19 Court Reporter



A				
A.M 1:16	146:20 165:2	advisory 5:14,25	120:19	132:5
AB 6:7	169:14	53:19 58:4	AMikids 78:11	approach 27:16
ability 70:18 83:3	actionable 40:10	after-school 19:23	amount 32:21	approachable 126:17
able 11:2 12:11 14:1	active 38:2 40:6 41:1	afternoon 128:15	analysis 16:19	appropriate 44:1,2
15:17,24 16:4 17:20	41:22,23 44:4 72:14	agency 71:14	Andrew 2:2 3:22	88:13 92:3
30:14 31:25 32:18	72:17 76:8,8 108:18	agenda 4:4,13 6:12	Ann 9:11	appropriately 8:18
32:22 33:13 45:4,5	activities 20:9	6:16 9:2,4 24:12	annual 5:13 13:9 26:4	approval 4:3 7:14 8:3
49:22 59:23 65:9	activity 31:2,13,19	25:14 75:14 76:6	33:23 34:7 53:18	156:7
74:23 105:2,5	acts 49:13 51:3 52:9	125:22 127:3 148:7	59:4 96:8 116:20	approve 4:5 7:18,20
108:13 121:15	actual 72:4 123:4	ago 13:16 26:18	117:10,21 118:13	8:5 153:11 159:4
124:1 129:23	130:8,18,22 133:20	68:21 74:1	122:10 134:6 147:6	approved 4:13
131:22 132:5	146:3 153:14	agree 14:8 34:5 44:3	162:15	April 24:25 37:17
135:22 154:23	Adamson 27:4	63:9,13 69:4,16	annually 12:2 32:20	Arcese 2:8 4:19,19
158:5 159:3	add 48:18 70:8 85:16	71:5 96:7 112:10	119:11 166:14	area 25:4 31:8,20
absence 140:20	85:20 87:25 88:2	123:23 146:23	anomalies 97:4	103:25
absolute 158:8	91:10 101:22 121:4	153:15 155:15	anonymous 141:21	areas 6:3 29:7 62:13
absolutely 39:13	150:21 151:4	agreed 127:12 148:21	answer 43:23,24 56:6	65:23,24 66:4 67:5
99:15 100:22	152:10 159:19	149:5	57:8 59:10 85:13	67:7 80:2 83:4
102:13 109:18	161:3	agreement 127:11	95:16 117:2 140:16	98:24 104:23
absorb 67:16	added 76:6	148:14 159:24	147:21	136:22 156:15
academic 2:16,16	addendum 10:4	160:1,4	answered 97:20	159:13 165:16
27:5 39:19 57:3	addition 139:15	ahead 6:6 64:8,9	answers 86:13 90:15	Arlotta 2:9 5:7,7
90:25	144:4	143:1 152:21	121:20	arms 31:15
accept 73:25	additional 25:22	aim 115:2	Anthony 2:3 3:8	arrived 20:16
acceptable 86:14	29:15 32:1,5 167:21	alarming 41:8 68:2	anticipate 68:9	arrives 44:5
127:14 149:8	Additionally 130:5	Alberti 26:25 27:3	antifraud 158:18	Ashley 2:13 5:10
accepted 34:8	address 37:19 80:3	50:7	antiquated 56:13	aside 86:12 160:24
access 22:6 91:17	81:18 109:4 113:7	Alex 58:17	anybody 21:22 57:9	asked 15:7,19 33:23
accessed 75:1	118:6,18 121:9	Alhadeff 25:2	158:23 164:21	55:11 56:1,3 59:16
accesses 74:23	161:7	Ali 2:8 4:19	anymore 58:23	67:23 85:5,6 94:8
accomplish 151:22	addressed 42:10	align 128:22 134:5,22	anyway 156:25 157:2	97:17,21 162:15,17
account 19:6 20:1	80:22	135:17,17 139:2	157:4 164:7,8 165:6	asking 11:17,20 15:9
23:3	addressing 69:15,17	aligning 88:10	Anyways 137:6	46:13 69:12 92:21
accountable 35:14	78:19 92:3	alignment 132:15	apart 153:21	95:18 107:2 110:18
101:16,17,18	adequate 86:24 87:1	134:12,24	APIs 55:7	111:2 114:15,17,19
121:19 141:18	87:8,9 157:12 161:3	allegation 92:18	apologize 94:22	115:10,14 139:24
accounting 10:16	adherence 44:16	Allegiance 3:4,5	97:14 114:14	140:2
11:2 65:8	adjusting 155:6	allocates 165:15	143:24	aspect 59:19 105:12
accounts 9:6,21 19:2	adjustments 45:6	allow 25:18 27:17	appears 11:12 68:24	assailant 72:17
19:3,10,11,15 21:3	154:23	48:25 129:6	append 20:21 22:9	assemblies 59:17
accumulate 25:19	administration 1:11	allowed 22:6	appendices 16:18	assess 103:16
accurate 117:17	21:19 60:5 74:24	allowing 128:14	17:6	assessment 2:20
152:11	90:5 150:9	147:13	apples 33:25,25	24:10,13 26:23
Acevedo 2:13 5:10	administrative 4:15	alluded 29:6	applicable 61:13	27:22 28:10 36:24
acknowledge 20:16	5:12 7:9 31:7	Alston 165:4	appointed 7:1,2,3,4	37:10,12,22 44:10
57:2,5	administrator 60:9	alternative 39:16	8:23,24 147:3	45:1 53:12 61:24,25
Acknowledgment	74:16	40:3 75:23 81:12	appointees 6:23	62:2,3,6,23 69:22
5:24	administrators 38:9	amend 51:1 117:22	appraisal 129:2	70:1 72:5,20 75:22
act 46:20	134:11	160:5	appreciate 66:13	76:5 77:4,12,22
action 40:17 100:23	advantage 162:20	amended 106:12	73:1 99:22 103:1	79:17 80:10 83:15
	advisories 61:5	amendment 120:12	109:9,21 126:22	84:6,11 88:14 89:21

89:25 90:22 91:4 93:21 102:2,5 103:5 103:20,24 104:19 105:13 113:13 159:10 160:3 161:12 163:25 165:11,18 166:2,9 166:20 167:13,13 assessments 4:21 37:3 42:12 43:19 66:3 76:8 90:17,19 101:14 103:15 113:10,14,16 122:2 161:18 163:17,21 assets 158:11 assigned 83:22 98:22 130:16 assist 72:20 78:13 83:24 assistance 167:4 assistant 100:9 Assisting 127:20 associate 27:4 associated 29:4 130:18 assume 96:8,13 109:23 110:24 147:8 assuming 148:8 assurance 158:8,9 athletic 19:1,2,5,6 20:6 athletics 9:15 attach 22:4 attached 10:3 30:16 30:23 61:9 attempt 34:20 131:21 135:17 attend 53:11,13 84:17 attendance 2:1 4:16 6:15 90:25 attended 44:12 73:12 attending 77:8 attention 28:17 98:23 attorney 169:11,12 attribute 28:20 30:10 30:11 31:3,5,8,11 51:12,12 52:1 54:11 65:19 66:6 70:6,24 74:14 81:23,24 90:8	90:21 106:4 113:5 116:25 attributes 26:11 27:2 45:5 49:6 51:1 53:9 69:9,18,20 71:3 79:8 88:15 90:11 91:6 98:8 114:7 161:19 audible 51:4 audit 1:4 2:8,13 4:17 4:19,23,25 5:1,5,7 6:18,22 9:2,8,11 12:22 15:1,15,20,22 16:18 17:17 24:10 24:12,15,21 25:4,7 25:9,13,19,24 27:16 29:8,11 30:6 31:20 31:21 32:4 33:7,10 33:23 34:7 39:14,21 42:3 45:22 46:15 47:4,13 49:10,22 50:18,25 51:1,2,19 52:15 55:13,13 64:15 65:11 66:22 66:22,23 67:2 69:9 69:17,17 70:3 74:4 80:13 81:20 83:4 84:24,25 87:6,9,24 92:3 96:8 97:13,18 97:22 98:18 100:7 102:9 105:20 110:25 111:24 112:6,9 115:10,13 116:22 117:7,10,21 119:2,13,16,21 120:7,10 122:10,23 122:25 124:12,13 124:15 125:1 128:25 132:13 136:16,23 139:17 139:24 140:20,22 141:9,11,13,19 142:15,21 143:10 143:16,17 144:5,9 146:8 148:23 150:11 151:25 153:6 156:2,25 157:5,14 159:15,17 160:17 161:9,12 162:9,19 165:8,12 165:18 166:2,9	auditable 49:8,18,24 50:9,12 59:9 69:3,5 69:19,19,21,24 70:9 audited 12:2 13:9 46:10,14,17,23 54:10,12 59:23 79:12 97:15,22 98:15 99:13 116:23 117:2,3,6 118:7,9 auditing 34:6 51:15 70:12 73:10 83:13 86:23 105:11,12 162:1 auditor 2:7,8,11,11 4:15,18 5:4,11 9:10 9:18 15:19 20:10 24:16 33:3,25 34:1 50:25 69:7 74:7 85:4 86:10 87:8 116:20 117:4 118:17,21 127:13 127:16 128:3 134:14,20 137:20 139:1 140:7,19 141:18 142:20,20 143:11 146:23 149:6,9 153:3 156:6 156:12 159:8 160:21 166:6,8,24 auditor's 7:8 127:10 128:21 131:13 148:14 153:8 165:7 auditors 73:2 76:3 128:5 audits 2:9,10 9:6,12 9:19,25 18:25 21:23 25:4,12 26:8 85:11 87:13 116:20 118:13,19 123:9 124:5 148:24 157:20,23,25 158:13 163:5 164:13 August 8:25 25:16 41:5,15 46:12 68:8 99:7,9 101:22 102:4 102:9 108:14 110:7 110:11 111:15 115:11,12 127:18 131:14,20 142:10 142:14	authority 21:20,20 50:16 authorized 169:6 auto-calculate 131:5 131:9 auto-calculates 135:13 automate 28:6,11 30:4 53:22 automated 30:3 automatic 38:1 58:22 automatically 53:25 54:18 55:14 69:12 108:2 automating 31:6 availability 94:23 available 21:18 59:15 90:1 130:9 165:15 Avenue 1:12,24 average 137:4 aware 18:18 45:7 62:5 128:16 awful 39:3 166:22 axis 54:25 Aye 4:10 7:25 8:10 18:9 22:19 24:4 125:17 <hr/> B <hr/> B 2:13 143:16 161:20 B-1 7:7 back 15:24 23:14,15 23:16 33:8,9,10 61:8 68:19 93:15 95:25 96:2 107:2 108:11 109:11 116:15,25 118:13 123:11 140:13 143:5,16 149:1 156:7 162:12 background 28:16 backpack 81:2 backs 121:24 bad 68:20 balance 23:8 balances 15:20 16:1 18:16 20:3 38:5 band 19:7 bankruptcy 157:19 Bardee 2:24 27:9 59:12 88:17,23 91:7	based 20:5 31:20 50:20 51:20 64:24 65:5 67:2 68:11 73:11,14 113:19 121:4 133:1 134:17 135:13 141:5 153:13 160:17 163:13 164:9 167:3 basically 46:10 118:11 132:19 138:12 basics 67:14 basis 13:9 158:15 Bass 1:23,23 2:25 4:22 169:4,19 Beach 71:15 began 47:13 68:6,6 beginning 22:10 41:15,21 60:23 61:19 68:7 72:8 78:18 79:11,19 82:21 97:1 99:4 112:17 145:12 begins 46:12 131:4 begin 80:3 behalf 131:16 behavior 39:19 40:1 59:7 91:1,13,14 behavioral 2:20 24:9 26:23 27:21 28:9 44:10,25 101:14 103:15,24 148:24 159:9 160:3 161:12 161:18 behaviors 59:5 60:6 behooves 163:4 believe 10:22 33:23 34:13 35:1,2,9 36:19 37:5,6 40:9 74:12 86:15 94:11 94:17 103:7 123:24 124:13 129:12 139:23 140:8 belong 19:3 134:9 belongs 147:10 benchmark 65:16,17 best 38:16,24 39:5,11 39:12 85:7,7,17 149:15 151:1 better 14:16 36:7 50:20 56:24 74:16
---	--	--	---	---

111:8 121:20 146:16 beyond 28:9 44:19 BIC 76:5 big 32:9 87:22 bigger 35:15 biggest 62:12 80:6 bit 29:19,21 31:24 50:20 65:13 98:9 116:17 121:14 126:21 145:16 167:15 bizarre 92:23 blame 77:2 blended 142:22 board 1:2,11 5:14,25 6:24 7:1,2,4 21:12 25:1,2 31:21 33:10 47:18 89:19 98:23 99:1,5 112:6 114:1 116:6,22 117:12,15 119:5,8 120:7 125:22 127:18 128:18 129:21 130:13 132:18 135:4,5,23 136:11 136:14 137:4 138:11 139:18 140:2 141:18 142:3 142:10,11,13,17 143:5,6,9,16,18 146:6,20,21,23,24 147:2,10,12,25 148:8,10,11,17 150:7,16 152:7,22 153:5,5,10 154:4 155:17,19 156:7,9 156:14 158:20 159:1 160:17 161:10 164:9,10 165:6 166:3,4,21 board's 150:6 151:17 body 20:2,9 122:18 book 19:17 bookkeeper 10:18 11:8,19 12:20 16:22 18:2 bookkeepers 15:8 bookkeeping 10:16 10:23 13:14 books 19:17	boss 141:16 bottom 122:4 132:7 135:6 139:10,13 box 145:23,24 boxes 141:11 boys 68:16 brakes 152:20 brand 43:14 breach 149:11 break 57:24 breakdown 53:12 brief 8:14 27:17 bring 15:23 36:2,22 76:19 87:1 123:6 bringing 83:5 broad 126:14 brought 49:5 52:18 98:22 104:24 126:2 Broward 1:2 36:4 39:2 54:21 66:1 83:20 84:12 103:14 104:25 169:3,16 BSO 72:7 BTA 28:13 29:16,18 30:24 31:9 48:25 53:9 59:1 63:7 74:18 99:5 BTAs 61:12 budgets 9:21 build 25:18 47:20 119:23 bulk 133:11 bullet 151:23,24 burden 73:22 166:22 166:23 burst 56:19 business 11:1,9,15,23 11:24 12:6,12,25 13:3,20 14:14 15:2 15:8,12,24 16:23 18:2 63:6 busy 41:5 43:13	105:13 107:3,6 123:3,19 124:8 131:24 calling 85:6 calls 156:13 camp 19:24 campus 38:12 44:5 105:9 106:7 capable 86:11 capacity 159:14 capture 28:7 70:18 captured 90:12 96:22 97:12 capturing 65:4 cards 21:21 care 19:23 57:21 68:22 74:2 106:11 144:12 career 157:17 carried 42:25 carries 8:3,13 18:12 22:22 24:7 125:20 154:17 Cartwright 26:21 case 77:9 134:19 cash 73:5 catch 109:25 category 98:17 130:18 131:7 cause 152:20 169:11 caused 47:20 117:4 center 1:11 11:1,9,15 11:23,24 12:6,7,12 13:3,4,20 14:14 15:24 16:23 18:2 78:12,14 79:5,9 113:4,4 centers 12:25 48:9,16 48:19,22 64:25 76:17,24 77:1 79:5 80:16 centralize 27:24 certain 47:21 86:4 89:6 100:17 107:4,5 111:6 112:5 114:22 140:11 148:9 160:7 certainly 34:6 50:24 51:2 86:20 102:22 118:18 167:17 certificate 53:15,21 54:9,13,18 58:12,14	58:16 79:24 169:1 certificates 55:14 certification 151:13 certifications 42:7 certify 169:6,10 cetera 73:15 146:16 146:16 149:18,18 chair 2:2,2 7:8,13 8:15 20:14 27:10 32:17 33:22 45:14 63:25 72:24 125:6 135:20 148:5,9 chairs 50:3 challenge 83:2 87:17 challenges 16:3 67:11 83:18 86:21 157:19 158:5 challenging 73:4 83:9 83:10 157:11 chance 8:18 67:15 86:1 94:25 144:24 145:11 146:3,14 147:13 change 6:23 7:5 13:15 28:2 46:6 68:23 80:6 82:7 117:23 119:4 121:1 124:14 131:9 133:4 133:5 152:18 164:2 164:9 changed 47:10 53:2 67:20,21 111:9 118:2 149:22 changes 15:11 18:15 37:20 47:5 96:17 97:2 120:23 121:3,3 126:19 157:8,9 changing 46:5 55:20 118:24 157:7 charge 48:19,19 chart 50:19 95:19,24 96:5 112:16 141:17 charter 41:9 82:11,21 83:2,5,18,21,25 84:1,20 102:16,22 108:11,19 charts 95:18 check 7:12 43:10 81:4 90:10,18 165:3 checked 46:11 49:16 91:15	checks 38:5 cheerleaders 19:3 chief 2:7,8,16,16 4:14 4:18 5:4,10 7:8 9:10 24:16 26:25 27:3,5 34:1 50:2,7,25 52:20 57:2 69:7 74:6 85:4 86:10 116:20 117:3 118:17,21 126:14 127:10,13,16 128:3 128:5,21 134:14,20 137:20 139:1 140:6 140:19 141:17,18 142:20,20 143:11 146:23 148:14 149:6,9 153:3,8 156:6,12 165:7 166:23 167:15 child 36:15 63:5,17 93:16 106:15 chipper 127:2 choice 61:10 choose 161:6 choosing 111:16 130:14 circumstances 77:10 156:3 157:17 clarify 30:10,19 46:9 50:19 69:11 97:21 113:24 114:11 115:17 clarifying 121:15 143:19 clarity 70:8 class 19:9 classes 9:15 classified 93:4 classroom 36:16 clean 46:19 78:22 145:15,16 clear 34:17 35:1 70:21,25 86:7 98:12 117:12 clearer 119:3 clearly 35:10 116:19 118:6 119:5 Clerk 2:12,13 click 40:13 clicks 35:6 clinical 30:25 93:23
---	--	---	--	---

104:5 clock 164:7 close 78:23 114:22 closing 109:24 110:2 club 19:11 clubs 9:15 19:4,12,14 code 59:13 codify 163:22 colleague 5:9 colleagues 43:24 85:1 147:11 collected 19:7 73:9,11 collecting 73:7 collections 19:16,23 19:25 column 28:24 130:10 130:11 combination 139:19 142:15 come 6:20 47:6 72:11 73:25 81:18 84:9 100:7 112:6 114:9 127:5 132:9,11 148:18 157:12 159:11 160:22,25 161:13 162:10 comes 8:19 12:3 21:11,13 38:12 108:5 111:17 118:13 134:3 140:23 comfort 167:21 comfortable 18:3 36:18 coming 36:12,12 46:1 65:17 99:23 105:18 114:25 126:23 137:8 139:4 157:8 comment 15:14 18:23 18:24 30:18 36:24 68:25 82:10 85:21 88:4 97:24 111:21 116:2 118:18 133:17 137:6 146:1 146:3 152:12 156:19 commentary 27:20 29:15 161:10 commented 68:18 comments 8:14,17 18:6 22:16,23 23:18	69:1 105:23 109:7 109:10 119:22,23 120:6 127:19,23 132:19 142:16,18 150:16 151:1 153:5 153:6,16 156:8,9,10 157:2 160:15,15 166:11 168:5 Commission 26:22 36:25 163:14 Commission's 37:11 commitment 110:18 committee 1:4 2:1 4:10,17 5:25 6:7,18 6:22 7:3,16,19,25 8:10 10:12 15:25 17:12 18:9,17 22:19 24:4,23,25 27:15 31:21 33:10 37:2,5 37:18 40:1 41:11 44:9 76:6 86:20 111:1 115:20 116:22 118:21 120:7 125:17 128:25 136:23 137:5 138:25 139:24 140:20 141:9,11,13,19 142:1,21 143:8,11 143:16,17 144:6,9 146:9 151:25 153:6 154:6 159:6 160:15 160:18 161:9 162:10 Committees 5:14 communicate 6:24 39:6 44:19 60:23 111:7 communicated 35:10 44:11 47:17 communicates 104:7 communicating 25:21 45:7 communication 104:22 143:22 community 6:9 60:7 61:3 66:12 106:14 121:25 122:16 companies 157:18 company 56:12 compared 26:7	comparing 33:24 163:15 comparison 28:22 109:14 competency 136:9 compiled 21:5 complete 5:20 31:4 53:11,14,20 54:17 63:7 77:23 78:15 101:23 129:6,22 130:13 135:10 152:18 169:8 completed 54:14 55:19 58:19 completely 73:1 completeness 70:10 70:17 73:3 completion 53:21 54:12 58:12,15,16 compliance 5:21 49:23 50:1,5,15 52:17,18,20 53:1,5 53:17 58:6 63:10,12 63:19 76:21 80:12 82:3 101:19 102:11 105:13 108:20 116:19,21 117:5,8 118:11 122:13 123:10,17,23 158:11 162:3,5 complicating 21:16 comply 52:25 83:6,11 complying 49:19 component 54:4 100:13 151:11 components 90:24 91:3 165:24 composition 88:14 comprehensive 132:22 149:13 comprised 88:16 concentration 112:11 concepts 81:20 concern 59:5 64:17 64:23 80:3 83:4 152:15 156:15 166:19,19 concerned 10:20,24 48:11 65:3 concerns 36:11 72:15 78:18 80:2	concerted 42:11 concluded 168:7 concludes 7:8 32:3 conclusion 46:14 conduct 116:20 conducted 120:13 conducts 59:13 confident 100:25 confirmation 5:16 conflict 103:17 conflicts 6:8 confused 53:10 121:14 122:18,24 connected 78:11 169:13 conscientious 112:25 consider 23:9 81:24 82:6,7 155:6 considerable 85:2 consideration 82:25 147:4 154:24 163:24 considered 66:16 92:4 considering 63:9 consistencies 67:14 consistent 31:1 consolidated 9:5 constraint 48:8 construction 86:22 159:8 consultant 160:24 contacted 15:19 102:18 contention 98:2 contents 9:8 17:13 context 45:18 48:18 94:2 contexts 94:2 continue 28:4,12 31:9 48:7 129:3 135:17 continued 100:22 continues 27:22 continuing 29:11 38:15 61:1 166:19 continuous 68:20 151:9 158:3 contract 147:22 149:11,14,17 152:17 contractors 60:4	contracts 159:8,10 Control 2:9 controls 158:18 conundrum 116:18 conversation 15:4,7 28:8 31:3 32:5 40:18 47:3 73:2 76:4,10 98:2 107:25 123:2 conversations 29:22 31:6 98:4 107:15,20 108:8 167:6 convinced 138:7 Conway 9:11 18:25 20:12 21:5 cooperative 84:5 coordinated 71:24 coordinating 72:9 Coordinator 2:19 127:8 128:12 copies 6:10 copy 20:25 core 90:15 corporate 159:1 correct 11:20 42:7 46:25 48:20 49:3 51:14 54:8 66:21 71:17 94:19 96:23 101:12 104:9,9,16 107:8 115:6 118:8 124:11 corrected 77:14,21 corrective 100:23 correctly 121:11 corroborate 92:12 counsel 167:15 169:11 Counsel's 128:20 count 73:8 158:4 country 36:10 108:6 counts 23:17 county 1:2 36:5 39:2 66:1 71:15,18 84:12 104:24,25,25 105:1 163:18,19 169:3,16 county-wise 71:24 couple 18:14 26:18 31:23 33:21 65:12 99:22 109:10 129:15 143:4 156:23 163:10
---	---	---	---	--

course 13:15 47:17 64:18 104:12 166:12 Court 1:22 2:25 4:22 4:22 169:4,19 cover 7:7 39:10 48:2 84:25 117:23 118:16 119:5 165:25 coverage 32:20 covered 9:13 24:25 64:10,11 95:21 167:23 covering 46:7 covers 24:21 25:5 67:12 Craig 83:20 crazy 65:7 create 43:1 created 80:12 112:9 creating 52:14 58:19 58:20 92:20 creation 82:22 credence 84:9 criminal 72:2 90:19 91:10,11,15 critical 70:5 147:9 165:16 CSTAG 72:10 103:17 103:18 culture 46:6 55:21 86:15 curious 137:4 current 17:17 45:2 46:1 47:12,15,16 48:5 52:3,4 68:11 75:9 78:2 97:13 108:18 128:3 134:23 143:5 currently 6:1 40:4 41:22 48:18 50:6 134:17 156:1 curricular 90:7 cut 34:4,7,9 cutoff 5:19 cutting 33:24 cycle 51:1 86:2,4,5 87:14 112:2,4 cycles 85:24	D 161:20 Dahl 3:11 Dailey 2:12 5:3,3 daily 41:24 42:15 43:9,11 62:14 109:16 DASA 134:8 data 2:20 25:19 32:23 41:16 47:11 78:17 95:24 96:20,21,25 97:12,16,19 98:18 102:23 110:12 111:15 112:15 113:6,8,18,18,20 114:23 120:14 129:25 133:22 134:1 161:2,24 162:7,13 database 38:1 72:2 105:2 date 68:8 71:8 100:24 101:4,11 107:17 108:15 109:25 111:3 112:5 114:22 125:11,23 127:12 148:15 149:5 Dated 169:15 dates 28:7 86:1 117:24 119:4 120:22 121:2 125:7 Davie 71:16 day 38:11,13 41:4 42:4,13 43:5,6,21 44:5 66:8 70:12 76:11 81:15 101:24 102:2,6 104:14 110:21 151:1 157:10 162:11 169:15 days 25:17 40:25 41:25 42:15 63:13 86:5 101:23 103:7 105:16 De 2:3 3:8,10 20:14 20:19,20 21:9,24 22:1,9,13 63:24,25 68:14,15 69:15 70:4 70:7,21 71:12,18,23 72:22 73:20,22,25 74:6,15 75:12 76:12 76:14 81:17 82:23	83:10 84:5,15,22 85:10,13,22 87:18 87:25 88:22,25 89:24 90:14 91:8,15 91:18 92:1,7,10,21 93:8,12 94:4 96:11 116:17 124:8 125:6 125:13 136:1 149:24 150:2,13 153:25 154:2 155:14,19 156:18 164:23 165:10,14 165:21 166:1,8,17 166:18 167:3,9,18 167:25 deal 63:1 80:20 97:5 109:15 dealing 18:15 debit 21:21 decades 24:20 December 110:22 decide 7:5 148:12 decides 50:25 decipher 54:17 decision 42:20 47:6 77:19 146:21 decisions 97:9 159:1 decrease 26:11 deep 71:13 default 15:16 131:3 defer 135:20 definite 110:18 definitely 65:23 83:8 166:13 definition 60:16 118:13 definitions 130:22 degree 146:12 delay 85:18,18 delayed 145:12 demand 69:8,19 demonstrating 144:2 denoted 130:10 131:2 132:12,18,23 133:9 department 4:24,25 5:2,6,8 19:15,18 26:24 27:25 43:4 80:7,12 88:2 99:5 112:11 128:12 152:9,10 157:25 departments 9:16	37:23 Deputy 53:3 derivative 17:19 DeSantis 142:3 description 20:22 22:2,5 139:3,4,8 140:21,25 141:6 descriptions 151:5 descriptor 130:11 131:5,7 144:7 descriptors 130:6,8 131:22 132:8 139:12 143:23 145:20,21 design 158:17 designated 34:18 designed 48:12 128:2 128:4 158:8 designee 23:14 desire 25:25 32:18 86:20 165:5 desires 120:6 despite 45:24 detail 32:1 105:11 135:20 detailed 11:18 13:3 28:19 32:4 details 20:13 44:20 detective 83:22 detectives 83:20,24 detention 78:12,14 determination 72:20 89:12 94:1 106:8 determine 89:22 90:2 96:2 165:12 166:25 determines 23:1 determining 72:21 165:19 develop 127:13 128:17 129:3 149:7 developed 45:1 134:16,25 135:1 developing 136:5 development 151:8 151:14 dialogue 143:25 differ 20:3 difference 10:19 80:8 161:25 differences 132:5 different 6:14,14,16	6:19 19:10,12,14 20:4,5 21:3 29:5 34:15 37:22 58:1 65:8 72:4 83:3 104:23 105:18 108:23 113:5,25 119:24 132:8 133:1 133:7 134:6,13 143:6,7,14 147:15 150:4 156:3 157:8 159:2 difficult 87:15 diplomacy 144:2 direction 43:21 111:22 157:14 161:14 directions 124:2 directly 61:8,16 director 2:8,17,18,23 4:19,20 26:24 27:8 84:8,11 127:6 128:10 disagree 162:22 discernable 131:22 discipline 59:17 61:21 62:21 63:1 78:5 88:13 91:1,14 100:1,10 123:8,19 159:9 disciplines 88:13 89:7 disciplining 100:5 discretion 23:7 discuss 27:11 72:13 75:13,24 discussed 25:1 39:20 111:6 153:17 discussing 47:3 117:16 discussion 27:18 29:20 36:5 40:22 50:11 85:2 125:25 148:7 156:22 discussions 29:10 35:23 dismal 46:18 district 2:15 6:13,14 10:17,23 11:19 13:23 19:22 26:20 28:2,9,11 30:3 31:5 31:15 34:24,24 35:18 36:14 37:23
--	--	--	--	---

D

38:25 39:3,15 47:10 50:6 56:9 58:21 62:25 65:25 66:5 70:2 74:18 86:15 100:12 103:3 108:10 128:24 134:9 135:18 142:5 151:8 152:19 157:6 157:9 158:20 district's 5:13 24:13 49:25 50:4 106:5 district-wide 28:6 diverse 11:21 DJJ 72:1 doctors 40:13 document 34:20 38:21 39:4 40:8 50:13 59:21 60:21 76:9 89:15 91:2 107:17 120:12 126:8 127:25 129:13,18,19,20 132:6 133:24,25 135:22 142:22 144:10 148:1 150:23 151:17,19 155:13 documentation 39:19 42:2 59:16 75:19 104:20 documented 39:8 74:4 107:9,11 documenting 113:15 documents 39:23 49:1 75:1 128:7 doing 18:3 39:11 41:13,13 43:10,20 49:19 51:20 72:7 80:9 81:10 82:15 86:11 96:3 109:12 119:8 121:18,21 122:6,9 128:22 137:25 138:21 149:18,20 155:18 161:25 162:25 166:15 dollars 73:9,11 domain 138:3 donations 19:17 21:13 door 81:3	doubt 42:24 97:19 Douglas 26:22 Doyle 100:8 Dr 2:4,16 3:16,17 13:12,13,19 14:18 22:12,14,15 26:21 45:15,17 48:6 49:4 50:8 51:5,10,17,25 52:6 54:7,16,23 55:4,9,15,20 56:8 56:16,18,23 57:2,5 57:7,12,14,16,19,23 58:8,11 59:25 60:13 60:19 61:4 62:10,18 62:21 63:4,18 64:1 64:10 65:15 68:18 70:6 74:8 97:7,15 98:19,21 100:8 116:14 117:11 118:1,4,20 127:1 136:14 137:7,8 139:20 140:1,6,10 140:15 141:15,23 142:11,25 143:3 144:8,12,19,25 145:2 146:5,8 147:15 148:3 149:10 150:12,19 152:1,5,13 153:9 154:8,14 155:17 159:23 draft 127:19 129:13 141:2 142:14 144:25 145:3 drafting 141:10 drastic 34:9 drastically 29:5 drawing 46:15 drills 72:18 drive 51:15 159:2 driven 32:18 drop-down 130:12,14 145:23,24 drove 97:8 dubious 88:3 due 34:1 70:17 124:14 125:23 160:21 uplications 145:19 <hr/> E <hr/>	E 161:20 earlier 14:21,25 75:3 89:4 early 99:8 110:14,17 easier 76:9 108:9 122:15 easily 42:22 60:8 69:24 89:19 easy 21:2 70:2 107:24 122:11 164:25 ecosystem 108:2 edits 154:22 EDPlan 30:17 38:6 39:21 42:8 49:2 53:15 54:11,13,19 54:20 55:16,22 56:2 57:8 61:9,17 66:2 96:22 97:12 104:4 108:2,24 educators 124:1 effect 47:6 effective 38:17 67:23 111:14 131:3,10 133:4,4,5,10,12,15 138:9 effectively 136:9 effectiveness 137:20 153:14 efficiencies 112:8 efficiently 38:17 effort 36:1 38:24 39:5 39:12 131:18 159:16 efforts 19:9 egregious 74:11 eight 30:19 74:10 either 10:9 21:19 95:7 157:8 elapse 25:18 electronic 48:25 54:4 161:23 electronically 28:7 105:5 elementary 20:7 76:17 Elena 2:11 5:5 eliminate 83:15 email 49:14 155:8 167:12 emergencies 49:13 51:4 52:9	emphasize 44:14 emphasizing 44:22,22 employed 10:18 employee 2:18,19 127:7 128:10,13 134:7,19,20 135:1,4 169:12 employees 60:3 134:9 employment 127:10 148:14 empty 130:11 EMR 40:11 encompass 70:19 130:2 encourage 28:12 end-of-the-year 135:3 ended 24:21 75:22 78:7 energy 126:13 enforce 83:3 enforcement 43:17 69:6,23 71:14,20,24 72:4,11,16 82:17 83:23 88:18 89:9 90:5 91:9,23,25 105:6 136:10,24 enforcing 52:24 engaged 24:16 engagements 24:19 enhancing 143:25 enrolled 75:1 enrolling 39:25 enrolls 76:11 108:4 ensure 38:10,16 49:25 50:15 52:16 52:20 80:12 108:16 123:22 ensures 50:5 ensuring 42:6 43:7 53:5 82:17 101:25 107:15 enter 77:25 entered 61:8 135:14 entering 39:20 61:16 enters 74:22 entertain 7:18 8:16 23:20 32:5 116:7 153:24 entire 49:23 64:16 84:25 94:12 96:9	97:23 98:16 117:1,5 117:20 118:16,23 129:17,19 131:6 166:2,9 entirely 131:3 138:6 entry 129:25 134:1 environment 157:12 Equity 2:17 ERIC 2:11 Ernie 2:17 4:20 26:25 error 26:17 115:21 122:12 errors 27:2 ESE504 91:2 ESMAB 134:10 especially 23:10 38:18 40:5 48:14 71:7 82:6 146:17 essentially 134:19 establish 64:15 67:1 established 5:14 35:22 64:24 65:10 101:12 establishing 37:8 158:21 estimate 87:16 et 73:15 146:15,16 149:18,18 ethics 6:7 53:18,18 eval 137:17 evaluate 150:6 evaluated 146:4 152:9 evaluates 143:11 evaluating 89:1,5 evaluation 127:14,15 127:19 128:10,17 128:19,20,21,24 129:5,14 130:2,3,7 131:14 132:12,14 132:16,17 134:6,8 134:11,13 135:18 139:16,17 140:22 140:24 141:3,8 142:7 143:8,18 145:14 146:15 147:5,6 149:7,9,16 149:16 151:18 152:25 153:13 156:13 163:23 165:7,15
--	--	---	---	--

evaluations 2:18,19 127:7 128:13 145:21 Evelyn 3:18 8:21 event 19:5 ever-changing 166:17 everybody 8:17 12:1 39:11 74:22 100:20 101:1,3 105:25 112:9 116:16 127:1 150:4 168:2 everybody's 8:17 122:14 everyone's 97:24 164:23 evidence 50:13 82:1 89:15 93:6 evident 121:18 122:6 evolve 27:23 exact 140:4 exactly 38:11 115:15 examined 32:12 example 12:19 19:16 19:20 35:21 36:4,9 73:4 86:22 89:8 93:11 examples 83:5 exceeded 130:15,19 135:8 Excel 129:20,22 130:12 Excellent 39:9 74:5 exception 10:6 17:19 30:17,22 31:2,18 44:18,20 exceptions 9:24 10:8 15:16 16:20 26:12 26:13,15 28:21 30:20 31:7,13,23 48:9,17 59:24 68:20 76:16 81:22 82:1 96:1 excerpt 51:9 exciting 144:17 Excuse 17:1 excused 3:11 145:9 executive 2:12,17 4:20 14:3 26:24 84:7,11 113:17 120:21 124:25	125:4 exempt 165:25 existing 131:21 132:20 exists 41:12 exit 44:18 expanding 82:25 expect 20:10 63:15 86:3 137:4 expectation 40:23 65:20 66:8 75:4,10 102:2 expectations 65:21 82:18 111:24 expected 26:15 expecting 118:23 157:22 160:2 expediently 111:23 Expenditures 9:20 expensive 56:15 expert 89:9 expertise 90:6 136:5 explain 29:23 119:8 133:13 140:19 explanation 121:2 133:22 explore 126:7 exposed 65:23 expressed 60:5 expresses 152:15 expulsion 77:9 extended 98:9 extra 21:1 80:21 extract 134:21 extremely 56:15 eyes 139:21	132:25 133:1,16,19 133:21 134:2 143:21 factors 130:1,5 135:15 138:25 139:5 fail 42:4 65:19 66:6 79:7 failed 75:16,20 130:16,21 135:8 failing 100:2 fails 100:11 failures 35:19 fair 11:6 19:17 125:5 152:12 fall 25:8,15 87:14 119:14 falls 131:3 false 66:18 familiar 28:17 86:22 137:10 fan 143:13 fantastic 35:7 121:18 far 10:19,23 44:20 97:9 137:1 138:24 158:22 164:11 fatigue 40:12,13 favor 4:9 7:24 8:9 18:8 22:18 24:3 116:12 124:16 125:16 154:5 feature 48:25 February 110:24 feedback 31:20 39:9 50:20 127:24 129:3 129:8,10 135:2,21 146:17 147:14 154:21 155:5 162:2 feel 18:3 43:25 47:7 100:11,25 feeling 65:7 feels 96:6 fees 19:8 fell 141:11 felt 65:22 Fertig 2:2 3:12,13 14:21,25 15:23 16:2 16:6,14 57:20 58:2 58:9 67:19 69:11 76:13,15 80:15 81:16 85:20,23 86:8	87:12 95:17 96:10 96:13 98:14 99:11 105:25 106:19 107:1,9,12,21 109:6 109:19 110:6,9,13 110:16 111:25 112:12 113:25 114:5,8,15,19 115:6 115:13,15,23 116:8 116:9 117:22 118:3 119:1,12,16,20 120:8,16 121:1 125:25 126:6 136:7 136:18 137:3 147:20 148:19 149:1,2 150:15 151:21 152:3 159:21,22 160:1,12 162:14,24 163:12 164:18 168:4 fidelity 81:14 field 25:5 40:11 fieldwork 44:17 47:14,23 48:3 figure 10:5 60:17 file 35:4 files 34:21 fill 63:5 158:5,24 final 43:22,23 104:18 135:22 153:18,20 156:7 finalize 106:5,11,23 106:24 finalized 77:16 106:16,18,21 150:25 finalizing 147:19 financial 83:7 financially 169:13 find 49:16 68:2 74:12 89:3 93:14 117:3 118:7,10 131:22,23 139:11 159:23 finding 49:9 116:21 findings 86:25 116:24 fine 18:4 29:12 55:6 121:1 136:3 138:14 150:14 152:3 finish 47:19 77:12,20 111:10 142:12 finished 129:9	firm 24:18 first 8:15 13:1 15:20 20:15 32:25 34:16 37:6 38:11 44:5 45:16 46:13,19 48:3 49:23 59:12 63:12 64:6 69:1 76:11 97:18 102:6 106:4 108:16 110:4 119:9 120:1 121:13 129:24 131:19 132:3,6,20 137:23 139:23 140:1 141:3 141:8 143:23 144:2 144:25 145:3 164:22 fiscal 15:22 25:5 fit 118:18 five 6:2 10:5 13:15 30:19 59:24 65:2 74:8 128:23 152:11 154:10,11,12,16 166:12 five-year 16:19 17:25 fix 51:21 66:24 67:4 87:4 fixed 106:17 163:1 FL 1:24 flabbergasted 141:24 flag 38:1 flagged 38:3 Fleming 27:5 floor 64:15,24 65:10 65:18 80:6,11,13 124:10 flooring 67:1 Florida 1:12 37:4,10 59:20 91:16,17 169:2,5,16 flowing 51:13 fluctuate 20:4 fluid 163:10 flung 152:15 focus 37:16 42:12 62:13 66:5 78:25 139:21 164:2 165:16 focused 26:8 folks 146:18 153:19 follow 34:21 84:6 89:23 124:1 136:3
---	--	--	---	---

follow-up 15:3,7 31:25 76:13 87:7 94:9 96:16 140:14 140:16 following 3:1 16:4 42:1 79:23 80:1 82:18,20 95:10 font 126:1,7 137:22 football 73:5 footprints 74:21 75:11 forced 138:12 foregoing 169:7 foremost 34:17 forget 45:18 form 6:1,7 29:25 30:5 30:13 37:20,21 61:7 61:19 62:9,17,25 63:3 71:6,10 79:10 79:20 105:14 109:1 123:18 151:7 153:13 formal 75:13,24 format 22:8 127:14 129:13,19 136:3,4 149:7 161:24 forms 6:2,4 30:21 42:5 61:13,14 62:1 62:19 82:16 88:24 104:2,3 formulate 167:3 Fort 1:12,24 169:15 forth 83:7 108:11 112:18 133:6 134:7 157:19 161:8 164:10 165:17 fortunate 88:9 forward 11:5 36:2 37:2,12 42:25 43:21 66:24 84:1 99:6 101:11,16 102:10 103:13 107:20 108:21 113:22 116:5 117:18 119:23 123:16 124:3 162:7 forwarded 114:23 fosters 143:24 found 52:6 61:22 76:19 89:12 92:19 118:10 130:23	167:11 founder 56:12 four 5:16 7:1 42:8 68:16 69:24 74:8 89:13 90:3,15 93:19 93:25 98:24 101:25 102:3 119:10 130:6 130:19 131:7 142:3 143:6 154:9 156:16 160:2,13 free 53:23 frequency 33:7 161:8 frequent 25:3,25 33:9 34:6 67:25 87:13 frequently 33:14 43:4 Friday 5:20 frightfully 137:16 front 36:4 38:10 51:9 61:1 78:17 83:9 94:16 125:8 137:2 full 8:15 22:3 33:17 95:14 129:5 fully 18:18 69:4 111:22 function 158:21 functions 143:12 fund 9:6 18:16 19:7 21:11 22:5 fundraising 19:8 funds 9:2,10,13,16,22 9:24 12:3 16:19 18:19 19:1,19,24 20:6 21:18 23:5 funny 63:6 further 31:7 32:6 47:8 169:10 future 89:21 118:19 128:5 158:16	160:21 166:6,8 generate 23:12 58:12 generated 54:9 62:2 generates 53:20 58:14 gestures 56:24 getting 31:15 43:17 45:22 53:25 61:2 63:11 65:11 78:14 83:23 84:10 85:24 86:9 87:6 94:23 102:22 119:16,20 159:22 161:1,2,2,3 162:16 Gifted 91:3 give 41:16 73:4 82:24 83:20 85:4,7,7,17 87:16 98:7,11 113:17 114:1 123:20 136:25 138:2 147:25 162:1 167:20,21 given 25:25 35:17 45:3 111:11 162:24 166:16 gives 28:20 giving 53:23 glad 67:24 82:24 109:19 glance 13:24 14:1 go 6:6 14:6 17:13 21:1 23:13 34:2 38:4 39:17 41:4 61:15 64:8,9 68:17 73:5 75:4 77:10 80:25 81:3 91:16 93:15,20,25 95:25 96:2 100:22 102:4 105:11 107:1 109:11 114:6 116:5 116:15 122:5 128:7 135:5 143:1,15 149:1 150:10 152:6 152:21 156:7 157:15 160:7 162:7 163:7 166:10 167:25 goal 55:22,23 66:7,16 99:24 102:12 152:1 goals 134:17,21 165:17	goes 50:21 62:11 71:19 75:14 91:19 117:15 138:17 143:5 going 15:3,10,11,17 21:17 25:9 28:15 34:22 35:13 37:7 38:19 42:5 45:3,4 45:11 46:17 47:23 47:25 49:9 54:24 56:18 62:7,14 64:21 65:7 66:18,20 67:13 71:12 76:18 77:17 79:19,21 82:16 84:19 86:3 87:14 88:23 89:23 98:9 99:20 102:11 107:5 108:11 111:9,21 112:2 113:1,22 119:14,23 122:4,11 122:14,16,25 123:14,20 126:21 129:4,14,14,20 139:10 149:10,22 151:12 153:4 157:15 159:1 160:7 161:22 163:9 164:6 164:16 167:24 gonna 15:6 56:19 58:3 85:15,25 91:10 101:17 107:20 112:16 114:25 117:15 119:10 123:12,14 137:22 150:9,17 155:20 160:8 161:13 162:25 164:1,9 good 3:3,8 4:14 11:14 27:13 50:11 61:5 70:4 72:22 76:12,12 84:22 91:8 115:23 116:5 119:21 136:1 150:2 155:16 160:25 168:4 good-faith 131:17 goodness 150:5 gotcha 87:19 gotten 61:11 87:12 148:22 governed 9:17 governing 166:20	governs 7:6 grade 19:10 100:3 grand 35:20 46:5 86:13 142:2 granted 50:16 53:24 grave 36:11 great 35:7 42:12 50:11 66:4 72:7 82:15 84:4 106:1 112:13 158:19 162:25 164:22 167:7 greater 28:9 ground 34:16 132:1 group 74:1 84:16 85:10 87:2 88:3,12 groups 21:14 grow 80:14 Gualtieri 36:25 Guardrails 134:17,21 guess 22:25 48:15 60:15 65:11 68:4 97:4 99:24 104:18 105:21 109:15 120:2 138:11 162:18 GUESTS 2:22 guidance 59:4 guide 6:17 guidelines 103:17 guys 54:24 60:16 106:1 149:20,20
H				
half 26:4 33:24 34:4,7 34:9 46:13,19,21 97:19 112:24 hand 45:15 56:23 64:2,5,6 143:2 154:5 handle 14:16 32:14 37:9 handles 11:1 Hands 154:6 handwritten 62:19 happen 55:5,8,10 57:23 64:21 67:17 87:10 106:15 109:22 146:24 149:11 164:17 happened 64:21 67:3				

67:4 68:22 77:14 96:21,25 97:4 98:12 152:25 162:17 163:5 happening 15:18 37:13 58:7,10 158:19 happens 39:17 73:17 77:5 81:4 105:14 108:4 happy 32:4 63:11 95:9 150:8 155:4 hard 52:15,16,23 66:11 67:20 126:18 138:8 harder 53:17 harm 103:16,21 104:14,15 harmless 60:8 Harpalani 2:10 4:23 4:23 hat 65:7,8 hate 145:18 Hay 102:18 head 54:24 56:24 158:4 headed 26:24 health 74:24 88:19 89:9 90:6 93:24 hear 14:22 26:14 32:2,6 82:24 129:9 149:2 heard 93:2,3,13 113:12 116:2 118:22 hearing 102:8 heartbroken 121:22 heat 89:17 Heather 2:18 127:6 128:9 heavily 29:1 141:5 held 28:8 35:13,18 help 30:14 58:21 88:5 103:12 helpful 68:11 83:16 84:13 96:4 102:22 105:22 helps 20:10 84:8 Hermine 2:9 4:25 hey 102:19 Hi 10:13	high 20:6 75:21 76:16 92:22 93:17 140:2 high-priority 87:23 high-risk 165:16 higher 15:20 26:15 29:14 highest 41:18 highest-ranked 48:21 highlighted 35:20 highly 133:4,10,14 hiring 160:24 historically 157:1 159:5 history 44:25 90:19 91:10,11,15 94:2 hold 19:15,20 84:12 holding 121:19 holds 19:7 home 76:1 honest 59:8 honestly 86:10 hook 53:5 hope 58:25 70:25 119:7 138:15 145:10 165:13 hopefully 8:17 62:10 86:6 114:24 120:17 hoping 29:8 85:23,23 86:2 160:12 host 77:11 hot 38:8 46:16 hours 36:14 44:2 63:9 63:15,19 103:8 117:16 house 91:19,20 HR 152:9,10 huge 80:8 human 2:17 149:25 HYB 132:18 hybrid 132:18 139:18	20:16,18 94:6,8 95:2,3,11 96:14,25 97:11 98:1 99:16 152:12,23 153:2,12 156:5,15 III 2:11,11 imagine 49:10 immediate 40:7 immediately 38:4,18 38:20 102:1 106:23 107:6 108:3 imminent 71:7 impact 30:6 implement 38:13 102:5 109:5 implemented 26:23 41:2 81:14 implementing 35:8 44:4 53:6 100:18 importance 44:14 important 26:3 30:12 48:4 71:3 81:23 83:17 85:10 88:6 104:10,20 105:10 125:7 128:1 129:1 142:5 151:19 167:16 importantly 122:15 imports 58:24 impression 118:14 improve 65:23 66:5 158:17 improved 10:9 26:17 44:16 improvement 13:7 27:20 29:7,18 30:1 31:18 67:5,7 74:7 81:24 105:21 133:5 133:10,14,18 137:25 138:19 151:9 158:3 improvements 30:8 in-class 59:17 incarcerated 77:7 inception 66:2 incident 61:21,24 75:22 106:7 113:9 113:12,14 incidents 26:9 63:1 112:17 include 9:13 10:15	16:17 83:18 124:24 125:2 128:19 included 14:7 29:3 67:7 73:18 82:12 84:23 103:23 105:7 124:4 139:24 includes 112:4 including 13:13 59:8 142:17 incorporate 28:14 incorporated 141:8 142:18 incorrect 95:16 increase 26:12 82:2 increased 74:9 112:7 increasing 82:8 incredibly 30:12 73:3 independently 11:16 indicate 14:19 17:17 17:24 35:5 124:12 indicated 11:11 12:15 13:21,22 74:7 91:11 133:2,17 indicates 11:7 12:22 87:12 indication 66:4 indicative 11:6 indicator 11:3 16:21 indicators 139:6,12 individual 13:22 80:24 92:12 139:5 individually 138:5 individuals 42:11 80:9 101:23 126:16 inefficient 56:15 inform 34:22 49:17 informally 34:15 154:25 information 2:10 12:10,23 13:24 15:10 17:12 22:1 47:14 59:21 60:25 61:2 72:3 95:18 98:8 99:17 102:17 102:23 105:4 111:13 113:15 136:25 158:10 159:7 161:25 162:8 163:23 164:3 inhouse 10:18 11:16 initial 30:7 61:24	96:19 initially 34:13 initiate 36:5 73:18 77:21 initiated 61:21 62:6 initiative 5:22 28:6 28:11 input 41:14 129:1 151:18 inspector 158:21 instance 12:18 18:19 52:11 92:18 instructed 25:3 instruction 90:7 instructions 167:22 instrument 137:14 instrumentation 138:18 instruments 19:8 137:11 intake 29:25 30:5 71:6,10 integrated 105:2 integration 57:13 intensity 123:22 intent 118:14 150:25 interactions 137:1 interest 23:12 116:15 interested 45:11 144:8 163:2 169:14 interesting 67:16 113:6 115:21 136:21 155:9 interim 25:13 137:17 164:8 internal 9:2,6,6,10,22 9:23 12:2 16:18,22 29:11 internally 14:15 29:23 interpret 113:19 interpretation 130:24 interrupt 57:1 58:3 72:24 interrupted 160:9 164:19 interruptions 56:22 Intervention 40:1 interventions 43:12 interview 30:9,13,21 61:7,12,14,22 62:4
---	---	--	---	---

78:15 104:5 interviewing 62:16 interviews 30:25 34:15 93:23 introducing 93:23 introductory 14:4 inventory 2:9,13 14:10 100:6 123:9 123:14 INVITED 2:22 involved 91:23 138:1 involves 28:5 isolated 89:17 issue 23:13 33:17 87:3,22 88:9 100:19 101:19 118:15 124:2 162:24 issues 15:2 42:10 45:7 77:13 80:22 115:5 146:15 item 9:2,4 24:9,12 25:14 69:5 76:7 123:18 125:22,22 127:4 151:5 166:4 items 4:15 5:13 6:16 7:9 32:11 49:21 69:3 91:12 134:21 136:24 139:14 141:7 148:7 165:24 Itohan 2:3 3:14	142:9,12 145:7 146:19 148:5,25 149:4 150:22 151:12 153:2 154:11 155:1,9,16 156:1,21 159:25 160:10,14 164:5 165:2,13,20,23 166:4,10 167:1,5,17 167:20 168:1,5 Jabouin's 111:22 134:14 Jaclyn 2:5 4:1 Jaime 2:24 27:9 59:10 James 2:9 4:25,25 January 110:23 112:1 164:15 165:9 Jennifer 2:10,12,24 4:23 5:3 27:8 72:25 job 43:20 82:15 86:11 106:1 121:19 122:14 139:2,4,8 140:21,25 141:6 149:17,20 162:25 164:22 Joe 58:23 joke 42:21 89:18 Joris 2:8 4:18 28:25 58:5 67:9 164:19 judgment 131:24 July 25:6 47:14 66:15 80:7 99:4,7,9 101:4 110:7,11 115:10,12 jump 46:4 56:17 jumping 45:21 June 24:22 46:10,23 97:23 110:1 117:24 117:25 120:14,22 jury 35:20 46:5 86:13 142:2 justice 105:4 justification 133:20 juvenile 105:4	kept 72:2 key 132:7 133:17 139:9,14 158:5 kids' 49:13 Kim 2:20 57:3,6 kind 12:9 15:9 50:21 68:9 74:19 75:14 83:15 85:14 92:24 96:2 109:20,23 112:3,5,20 113:18 122:19 132:21 136:21 141:24 145:15 163:2 kindly 95:1 kinds 106:13 knew 100:15 knocking 160:23 know 8:22 10:11 11:4 12:11 13:8 15:6 17:24 18:1 19:13 20:10,21 21:9,15,23 23:5,9,17 25:16 26:20 29:20 32:10 35:12 38:18 39:24 40:15 43:7 47:2,7 51:8,22 53:19 55:10 56:5,6,9 57:7,14 61:15 64:20,25 65:9 65:13,14 66:10,19 66:20,20,22,23 67:21 68:4 73:23 74:18,19 75:3 76:23 77:7,17 79:2 80:11 80:19 81:11,14,17 82:5,8,17 84:3 85:1 85:4,15,24,25 86:1 86:20 87:9,19 88:7 90:18 92:2,10 93:8 94:22 96:5 98:7 99:25 100:8 101:19 102:4,20 103:16 104:14,21,22,23 105:5,14,20 107:4 108:12,14 109:3,12 109:20 110:9,17,23 112:4,18,20 113:16 113:19 115:24 117:1,14 118:12 119:6 120:5,9 123:13 126:2,3,11 126:20 132:10	136:11,19,20,20 137:5,13 138:9 139:1 140:23 141:1 141:3 142:4 143:24 144:25 147:21 148:21,23 158:9,22 160:9 161:9,14 162:1,3,10,11 163:7 163:20,23 164:11 165:10 166:18 knowing 108:6 knows 20:13 21:6 Kowalski 83:21 kudos 31:14 144:25	leaving 38:25 77:18 107:4 144:18 146:18 led 44:20 Lee 163:18 left 39:2 77:15 131:24 144:14,17 legislative 103:4 legislatively 103:12 lens 28:13 lessen 88:5 let's 9:1 18:6 36:7 74:12 85:3 92:21 124:8 150:5 153:15 161:11,14 letter 102:19 level 29:4,14 41:18 42:18,24 65:3,8 72:21 73:1 84:9 89:12 92:8 93:6,22 94:1 114:2,3,4,4 135:19 140:2 141:25 levels 19:10 28:9 69:24 89:14 93:19 93:25 leveraging 35:8 liaise 5:21 library 19:16,16 lieu 144:3 life 109:17 115:1 light 35:19 likes 147:18 limit 125:21 limited 124:15 line 76:6 lines 52:22 105:3 link 5:15 37:3 links 59:20 list 13:3 17:15 49:7 58:18 79:21 146:12 listed 6:13 9:8 79:12 141:7 144:6 listen 94:25 162:24 listening 109:9 lists 133:25 litigation 169:13 little 29:21 45:19 50:19 53:10 65:3,13 98:9 110:23 121:14 132:22 167:15
--	---	---	---	--

lived 66:1 68:15 lives 121:25 122:1 load 88:5 144:23 local 6:9 71:19 locally 105:6 locate 30:14,20 78:15 location 40:3 78:3 logs 43:11 long 36:14 63:9 64:20 121:23 long-range 159:13 look 9:18,19 13:6 14:2 18:19 28:13 32:21 37:2,8 38:15 44:25 57:18 61:15 67:22 68:19 95:10 95:15,25 113:11 121:13 122:25 132:8,11 138:16 139:16 140:25 141:17 143:10 155:20 158:13,17 167:15 looked 59:12,19 79:10,12 132:10,13 132:13,17 looking 39:21 40:14 50:12,22 59:2 60:1 65:1 67:5 78:3 85:16 109:23 113:15,21 114:8 120:24 139:15 143:20,22 144:5 148:2 149:14 158:20 looks 29:16 32:15 41:3 136:1,3 137:21 lose 60:2 159:23 losing 156:20 lost 19:16 50:2 122:1 lot 14:5 21:6 41:13 42:10 43:2,18 49:8 60:21,25 67:3,4 68:2 69:4 72:7,15 77:6,10,13 78:16 79:1,4,8 85:16 87:7 88:1,2 109:8 116:3 119:22 136:16,18 157:19 158:22 159:2 164:16 lots 31:3 47:2	love 13:10 126:13,13 low 93:6 low-level 42:21 lower 92:7 lowest 42:18 Lozano 2:17 4:20,20 23:15 25:21 26:25 26:25 28:1 29:15,21 31:24 32:6 36:21 37:17 39:9,13 40:23 41:9,20 42:16 43:5 43:7 44:3 49:3 50:6 51:23 52:2 54:8,20 55:12,17 56:10 57:18 60:12,19 61:18 62:12,20,24 65:18 69:21 71:5,17 71:21 72:1 75:16 77:1 80:23 82:13 83:19 84:7,17 89:11 90:3,10,23 91:13,16 91:22 92:6,9,14 93:3,10,19 96:24 98:19 99:5,7,15,18 99:23 100:4 101:6 101:20 102:13 103:1,18 104:1,9,12 104:16 105:24 106:17,21 107:8,14 108:1 109:18 110:4 110:8,11,14 111:5 113:8,24 114:6,10 115:8,14,17 116:3 121:12,12,13 122:22 124:3 126:12,24 161:13 162:9 Lozano's 162:25 Lynch 154:14 Lynch-Walsh 2:4 3:16,17 13:12,13,19 14:18 22:12,14,15 45:15,17 48:6 49:4 50:8 51:5,10,17,25 52:6 54:7,16,23 55:4,9,15,20 56:8 56:16,18,23 57:7,14 57:19,23 58:8,11 59:25 60:13,20 61:4 62:10,18,21 63:4,18 64:1,10 65:15 68:18	70:6 74:8 97:7,15 116:14 117:11 118:1,4,20 127:1 136:14 137:7,8 139:20 140:1,6,10 140:15 141:15,23 142:11,25 143:3 144:8,12,19 145:1,2 146:5,8 147:15 148:3 149:10 150:12,19 152:1,5 152:13 153:9 154:8 155:17 159:23 <hr/> M <hr/> ma'am 96:24 Macri 58:17 magic 45:23 main 78:25 maintain 8:16 maintaining 58:18 maintenance 159:10 major 30:4 159:6 majority 11:22,22 12:24 making 15:11 35:6 39:12 42:1 52:15 53:16 108:12 109:22 man 92:22 managed 9:10 10:16 10:22 11:15,15,23 management 2:19,20 29:10 104:21 127:8 128:12 manager 2:9,9,10 9:11 159:17 Mancini 2:16 27:6 57:2,5,10,11,16 95:9 98:20,21 mandatory 53:11 54:3 69:25 90:3,13 101:25 Manlove 2:23 27:9,13 32:13 33:5,19 46:25 50:10 51:8,14 56:6 59:10 70:8 94:15 95:8,14 111:20 118:12 119:19 manual 24:14 47:10 47:12 54:3 67:12	68:4 90:18 manually 79:24 manuals 25:22 March 37:17 38:15 46:10,16,23 47:11 66:15 67:20 96:17 96:20 97:2,22 98:6 117:23,25 120:13 120:14,22 124:13 124:18 164:7 Marjorie 26:22 mark 30:22 market 23:3,11 MARQUARDT 2:12 Mary 2:2 3:12 14:20 126:20 mass 36:16 matching 63:22 87:21 math 137:24 138:10 matrix 10:3 13:4,14 14:7 16:9 28:19 matter 71:14 87:20 106:16 146:10 matters 159:9 mature 27:22 28:4 Mayersohn 2:4 3:20 3:21 4:5 7:20,22 8:5 8:6 10:1,2 16:8,10 16:15,17 17:1,5,21 22:24 23:17,22 24:1 24:2,11 54:6 99:19 99:20 100:24 101:7 102:7,14 103:2,23 104:7,10,13,17 123:6 124:18,20 150:21,22 151:3,11 151:16 154:1,3,14 161:17 162:22 163:9,13 164:25 Mayersohn's 12:8 mean 10:10 16:12 17:21 21:7 23:8 67:13,21 71:1 74:15 76:20,24 85:3 86:17 87:8 93:17 98:15 101:4 103:8 110:4 115:1,23 117:7 118:22 122:11 123:24 136:12,18 143:4 145:10,12,16 151:12,16,21 152:3	152:6,9,10 157:16 158:1 162:8 163:9 meaningful 40:20 139:12 means 60:16 71:25 146:15 meant 113:20 131:25 131:25 132:19 158:9 measure 137:12,14 137:15,19 measured 147:16 151:12 measuring 137:19 meat 132:2 mechanically 136:2 137:21 medical 40:11 Medvin 2:2 3:3,7,22 3:23 4:3,6,8,11,13 7:10,14,22 8:1,3,6,9 8:11,13 9:1 10:1 11:7,12,17 12:16,18 12:22 13:1,12 14:12 14:20,24 16:7,16,24 17:2,8 18:6,10,12 20:15,19 21:7 22:7 22:15,18,20,22 23:18,20,24 24:2,5 24:7 27:12 32:7,17 33:3,16,20 44:7 45:15 48:6 56:17 57:1,5,10 63:24 64:2,5,8 67:9 68:14 90:8 94:6 99:17,19 116:1,2,9,11 124:6 124:10,22 125:1,11 125:15,18,20,24 126:5,9 135:24 136:2 137:7 142:24 144:14 145:6 153:23 154:2,7,9,13 154:16,19,25 155:3 155:25 156:20 159:21 164:22 meet 15:21 17:14,20 37:7,21,23 75:9,13 78:1 100:8 111:24 130:16,21 135:9 meeting 1:4 5:23 7:17 8:15 26:14 36:22
---	--	--	---	--

37:6,25 39:18 43:16 44:13,18 45:20,20 47:18 72:8,20 75:13 75:14 82:18 85:2 89:22 94:3 95:10 98:3 110:20 111:1 111:19 127:20 128:6 131:20 135:23 141:4 145:4 145:5 148:5,6,10,17 150:17,19 152:24 156:8 164:22 165:17 168:4,7 meetings 6:21 25:1 40:1 43:18 47:18 72:13,18 75:24 84:17 161:3 meets 87:10 138:9 member 6:2 8:20 130:13 137:4 148:12 155:17 members 2:1 4:10,17 5:15,16,17 6:3,14 6:19,25 7:1,3,4,25 8:10 9:9 18:9,17 22:19 24:4,23 25:2 37:5,22 42:8 53:19 58:4 60:10 66:12 69:25 79:21 89:19 90:3,13 101:20 102:1,3 119:24 125:17 127:18,23 129:21 135:5 136:10,14,16 138:11 142:3,10,11 142:13,17 143:6 147:2 148:11 154:6 155:19 156:14 164:9,10 members' 6:18 membership 5:25 6:24 162:10 memo 120:21 memorandum 6:8 memory 94:16 mental 74:24 88:19 89:8 90:5 93:24 mention 9:11 11:25 44:8,24 45:12 86:19 97:3 115:20 119:19 131:1,12 133:23	142:9,23 150:23 164:5 165:10 mentioned 25:15 28:25 48:7 69:3 85:1 89:4 91:11 92:2 96:18 102:16 125:9 131:15 133:25 135:7,12 136:15 menu 130:13,14 Meo 2:3 3:9,10 20:14 20:19,20 21:9 22:1 22:9,13 63:24,25 68:14,15 69:15 70:4 70:7,21 71:12,18,23 72:22 73:20,22,25 74:6,15 75:12 76:12 76:14 81:17 82:23 83:10 84:5,15,22 85:10,13,22 87:18 87:25 88:22,25 89:24 90:14 91:8,15 91:18 92:1,7,10,21 93:8,12 94:4 96:11 116:17 124:8 125:6 125:13 136:1 149:24 150:2,13 153:25 154:2 155:14,19 156:18 164:23 165:10,14 165:21 166:1,8,17 166:18 167:3,9,18 167:25 Meo's 21:24 mere 146:1 147:4 Meredith 2:9 5:7 mess 46:16 message 94:23 met 37:24 76:5 78:4,8 78:13 84:15 89:19 92:16 101:1 126:14 130:15,15,19,20 135:8,8 138:6,6,13 138:13,15 145:6 159:16 161:20 methodology 137:10 Miami-Dade 163:16 MICHELE 2:12 microphone 14:22 midyear 45:6 mind 18:20 67:18	106:13 111:19 120:18 136:7 143:20 minimal 31:2 minimize 108:6 minutes 7:14,15,19 8:4 mirroring 130:7 mirrors 130:3 miscellaneous 20:1 misleading 113:9 missed 66:15 145:4 misses 113:4 missing 65:14 113:5 141:1 missions 165:17 misunderstanding 46:22 misunderstood 114:13 mix 94:21 mixes 11:14 modification 124:22 modifications 124:12 modified 75:6 125:11 modify 75:8 mom 65:7 moment 89:18 mommy 66:10 Monday 135:22 money 19:7,20 23:2,2 23:3,11 73:7,8,9 monitor 37:9 123:20 monitored 42:15 43:3 monitoring 26:16 31:17 38:2,16 40:6 41:1,22,24 42:18,23 43:1 44:4 49:1 72:14 76:8 77:16,20 77:22 80:24,25 81:7 81:13 84:1 92:15,20 98:24 105:15,19 106:6,25 108:7,15 108:17 month 111:12,16 114:23,24 123:13 123:21 126:15 monthly 43:18 72:12 72:18 months 65:12 68:3 114:3 149:23	162:18 morning 3:3,8 4:14 27:13 37:24 66:9 148:6 motion 4:5 7:18,20,22 8:3,5,13 16:8,12,15 16:16,17 17:22 18:7 18:12 20:20 21:16 22:4,12,13,22 23:20 23:22,23,24 24:7 52:21 116:7 117:22 119:7 120:8,10 123:3,5 124:10 125:20 153:24 154:17 Motioned 154:2 mouth 102:8 move 29:14 49:9 66:24 78:24 85:19 103:12 105:2 150:5 150:15 153:15,25 156:25 164:7 moved 8:6 83:25 116:8,9 movement 40:5 moves 93:22 105:8 moving 11:5 28:15 37:2,12 38:17 43:20 99:6 101:11,15 102:10 107:20 108:21 123:16 124:3 MSD 36:25 37:11 48:20 68:17 103:10 163:14 mthat 13:15 multiple 13:18 31:6 38:5 52:19 60:24 97:18 municipal 6:9 municipalities 43:16 murderer 36:16 Murray 8:24 Murtha 2:24 27:8 72:24,25 73:21,24 74:5 112:7 mushed 132:21 music 9:15 19:7 musical 50:3 mutually 127:12,13 146:23 148:21	149:5,7 <hr/> N <hr/> name 8:23 72:25 113:12 121:11 named 58:17 narrative 21:7 narrow 164:1 Nathalie 2:4 3:16 56:11 139:23 151:21 national 24:18 necessarily 11:24 23:13 50:17 56:16 100:16 103:8 104:25 118:16 144:12 147:19 necessary 111:23 need 13:2 18:22 21:15 25:18 36:19 51:21 52:25 53:3 56:24 58:16 61:23 63:2 65:9 67:4,5 75:6 87:4,4 98:7 99:17 102:1,23 108:22 109:4 118:24 121:16 123:22 125:2 129:1 135:21 136:15 140:10,16 145:13 145:15,25 146:21 147:6 155:7 156:24 157:5,7,13,20 158:3 160:4,16,22 163:7 166:13 needed 6:11 44:15 46:19 47:18 65:23 65:24 66:4 67:1,1 111:7 120:1,3 needing 34:2 needs 16:11 19:21 35:1,9 40:9 55:25 60:15 67:7 75:9 78:1 86:15 87:10 108:7 117:11 118:2 118:6 133:5,10,14 133:18 145:17 155:10 156:17 negative 16:1 neglected 4:15 neither 107:22
---	---	---	--	---

169:10 never 52:22 79:16 92:14 136:7 new 8:20 28:24 43:14 48:24 60:14 67:11 68:3,5 76:11 101:23 112:8 147:2 148:10 155:19 156:14 164:6,9,10,13,14,16 newly 7:4 31:19 news 39:1 newsletters 59:20 NI 133:18 146:2 Nicaragua 3:18 8:21 nice 112:3 NICOLE 2:16 nine 48:10,10 113:10 113:14 nitpick 153:20 no-brainer 71:2 nominating 7:16,19 non-auditable 53:8 non-business 12:6 13:4 non-school 21:19 normalized 157:11 Notary 169:4 note 86:20 107:23 128:2 129:7 161:10 noted 31:24 40:19 48:10 141:22,23 167:2,6 notes 63:21 146:13 169:9 notice 23:3 noticed 112:7 notification 49:12 50:23,24 51:2 52:8 54:12 notified 51:7 99:4 107:17 notify 38:4 52:12 November 110:20,25 111:18 112:1 113:22 114:9,12,16 114:19 115:2,11 147:17 nuance 67:16 number 9:2,5 25:14 26:11 28:20 30:11 71:4 73:12 74:14	78:9 80:17 86:4 96:1 100:17 112:17 121:16,17 125:22 127:4 129:25 140:13 145:17 146:4,5,12 163:2 numbers 82:5 numerical 136:13 numerous 167:11,12 nuts 136:17 <hr/> O objectives 133:25 134:3,4,6,15,16 135:6 obligated 83:11 obtained 133:15 obviously 75:5 111:14 113:3 155:10 160:14 OCA 74:6 occasion 36:2 occur 120:1 156:13 occurred 75:22 120:2 occurrences 93:16 occurring 31:8 157:10 October 32:23,24 99:8 110:15,17 111:12,16 OE 132:13 offense 149:20 offenses 72:2 offensive 85:14 86:18 offered 132:15 office 2:7,16 5:3,10 9:9 24:20 38:10 71:19 112:8 118:21 140:6,18 142:6 153:3 156:5 officer 2:16,16 27:5 57:3 58:6 69:23 71:9 91:23,25 officers 6:10 72:11 official 8:15 officially 87:17 oftentimes 141:10 oh 12:21 45:17 58:15 84:12 97:13 99:15 110:8 112:14 113:11 126:7,10	136:8 143:3 145:2 154:13 155:16 156:17 okay 9:1 11:4 12:14 13:1 14:23,25 17:9 20:19 23:18,24 24:9 33:20,21 34:20,25 35:14,17 36:3 39:10 40:8 44:6 48:9,24 49:4 50:8 52:6 54:23 56:8 59:25 60:13,14 61:4 62:10 63:4,7 66:21 71:23 72:23 73:21 74:6 80:11 81:10,16,17 81:22 82:11 84:23 88:3,22 90:8,15 91:8 92:1 95:11 99:16,17,19 102:14 104:10 106:1,19 107:1,21 109:6 110:16 112:14 113:21 116:1 120:8 125:15,24 126:10 127:3 131:23 132:23 136:6,7 137:7,8 139:20 141:22 143:3 144:11 154:9,16 156:1,16,16,16 159:22,25 161:20 on-line 54:6,7 101:2 once 20:21 22:11 48:17 63:5 119:21 131:5 135:10 163:8 166:12 ones 12:5 15:16,20 18:21 26:12 35:11 77:11 78:6 133:8 147:17 onsite 30:15,21 open 55:7 77:18,25 97:6 126:17 143:24 opened 39:23 40:21 75:2 opening 40:8,10,15 68:25 openly 153:17 operates 138:4 operational 2:9 22:25 23:13 60:15	opinion 33:3 34:3,10 40:9 153:16,21 162:6 opportunities 45:8 opportunity 45:10 122:3 149:15 opposed 4:11 8:1,11 18:10 22:20 24:5 105:12 125:18 154:7 optimal 111:17 option 86:16 options 59:7 orchestra 19:8 order 8:16 33:8 66:19 66:24 82:1 126:11 131:21 132:10 135:21 139:11 159:19 165:11 org 141:17 organization 159:7 161:5 166:13 organizational 134:10 orientation 129:5 135:19 oriented 86:17 original 129:19 131:13 132:12 139:16 140:22 141:2 originally 132:23 OSPA 52:20 other's 72:4 92:25 outcome 169:14 outlook 143:7 outside 4:16 34:22 83:4 92:17 overall 28:10 129:17 130:2 135:16 overnight 155:11 overriding 166:19 overruns 158:25 oversight 118:20 138:25 141:16 142:1,4,6 143:7 150:8 <hr/> P p.m 1:16 168:7 page 11:12 12:18	13:25,25 14:1,6 27:19 30:7 31:9 46:8 48:9,24 49:7 51:23 52:2 53:8,9 60:1,12 61:7 64:12 69:2 95:25 106:4 115:9 116:17,23 117:23 119:5 120:12 122:21 129:24,25 130:23 131:2,11 132:6 133:2,9,23,24,24 134:1 135:6,8,10,10 135:11,14,14 139:13 pages 13:22 26:7 28:18 90:11 129:16 146:12 paid 9:20 53:25 palatable 36:8 paper 38:23 161:22 paper-based 63:3 paragraph 14:4 127:9 parent 36:18 59:19 77:7 78:15 Parente 127:4,6,22 128:1,6,9,10,14 131:16 141:2,22 150:1 151:15 154:18,20 155:4,10 155:23 parents 21:14 49:11 49:17 52:7 59:5,14 59:22 60:24 Parkland 68:16 part 11:9,10 22:2 25:12 28:10 30:2,24 30:24 31:9 41:3 44:17 46:4 69:9 81:1,5,7 82:12,13 88:19 90:23 91:13 91:14,24 93:18 100:19 103:23 109:16 134:15 139:9 147:23 159:12 162:9 partial 117:13 partially 130:15,20 135:8 participate 69:23
---	---	---	--	--

<p>72:12 79:22 90:4 participated 44:21 79:16 participating 72:17 particular 11:8 16:25 17:3 19:18 27:16 31:5 70:20 86:25 87:16 92:17 particularly 16:1 31:11 69:5 74:11 80:19 parties 127:12,15 149:6,8 169:11 partner 27:7 72:25 parts 93:21 166:7 party 169:12 passed 52:21 144:13 path 28:4 patiently 94:7 pattern 100:22 payable 9:22 payroll 159:10 PD 54:21 peer 157:21 166:7 167:8,22,23 pen 161:22 penny 23:17 people 13:18,25 14:6 34:15 52:17,24 53:2 53:6,17,24 55:24 58:15,18,20 73:12 79:12,13,15 89:25 90:15 122:1 144:14 144:19 152:20 158:4 160:22 164:20,25 people's 120:2 121:25 percent 26:17,19 41:20 48:10,16,17 53:10 63:11 65:19 66:6 71:5 74:12 75:17 76:16,22 79:7 81:22 99:24 102:10 108:20 115:1 122:13 130:2 134:2 134:2 135:15,16 percentage 14:19 28:21 59:3 69:13 89:22 161:1 percentages 74:9</p>	<p>perfect 57:22 115:2 perform 24:16 25:3 performance 2:19 127:8 128:11 130:1 130:4,5 131:1,6,8 132:25 133:1,15,19 133:21 134:1 135:15 138:24 139:5 143:8,21 165:14 performed 9:9 25:8 25:10 39:3 165:11 period 13:11 24:17 33:6,11,12,17 46:15 47:1,7,21 64:13,18 65:5 94:13,18 95:4 95:6,21 111:11 115:10 117:7,14 118:17 120:4,4,25 124:13,15,19,20,21 125:8,9 157:2,4 periods 24:18 97:9 158:14 person 43:9 48:18,19 48:21,21 52:16 53:7 54:3 58:17 73:6 74:25 78:13 90:6 137:5 person's 92:25 personal 81:4 personally 36:17 135:24 137:18 personnel 38:10,23 83:6 persons 22:6 perspective 10:11 137:9 pertains 19:6,9 pertinent 7:6 95:24 Ph.D 137:10 phase 30:7 166:15 phenomenal 43:20 126:16 Phillips 57:12,17 58:24 phone 84:8 107:3,6 phones 41:6 43:15 Phyllis 2:5 3:24 56:17 56:19 64:1,8 physical 75:7 pick 120:17 144:19</p>	<p>145:23 160:8 161:6 picked 143:14 picking 55:24 picture 54:2 86:7 98:12 piece 31:16 70:20 104:11,18 105:10 pieces 29:9 30:4 31:6 pin 111:2 place 13:10 37:13 38:6,16 43:8,12 47:12 48:1,5 61:5 76:10,23 80:17 96:5 107:18,19 108:24 placed 6:2 placement 77:19 106:9 places 76:20 109:2 112:21 plan 25:13 31:17 38:3 38:3,12,13 41:2 42:18,23 43:1 44:4 75:5,9 76:8,9 77:16 77:20,23 80:25 81:7 81:13 92:15,16,20 92:20 96:19 106:6 106:11,11,25 108:7 108:8,17,17 109:4 110:19 116:5,5 119:13,17 120:10 132:12,13 134:22 139:16,17 140:22 142:15 148:23 156:2,11,25 157:5 157:12,13 158:3 159:12,13,18 160:5 161:15 164:6,8,13 164:14,16 165:6,8 167:3 planned 157:24 plans 26:16 38:17 40:6,6 41:22,23 43:8 49:1 72:14,14 80:24 96:17 105:15 108:15 platform 38:6 54:14 54:22,22 61:20 62:20 66:2 103:4 platforms 57:13 play 94:3 128:25 played 47:6</p>	<p>playing 50:3 plays 147:23 please 3:4,7 4:4 5:19 6:4,17 27:12 94:19 122:19 123:3 124:7 124:11 142:12 154:5,19 pleased 31:10 Pledge 3:4,5 pocket 73:8 point 12:11 17:12 27:19 31:2 46:8 47:23 54:23 58:2,4 58:9 64:12 75:3 78:13 87:13 98:2,6 99:11 103:9 107:14 108:4 112:22 122:8 123:7 125:5 129:16 129:24 130:16,21 131:1 132:24 151:23,24 155:16 155:21 159:21,24 161:17 162:6 point's 119:4 pointed 74:8 pointing 48:23 134:4 points 33:21 45:13 50:11 127:24 130:19,20,21 policies 67:23 68:12 81:18 83:12 101:13 124:23 158:11 policy 7:2,6 23:1 24:10,13 40:25 47:5 49:20,23 50:1,5,15 51:5,13,14,21,22,25 52:3,4,4,21,23,24 53:6 60:1,3 68:3 69:16 70:9,20 82:7 84:6 88:17 89:3 116:18,21 118:15 121:3 124:14 132:18 139:3,4,8,18 140:3,4,7,12,18,19 141:16 142:15,15 153:4,8,9,13,17 156:4,9 157:3 policy's 51:11 67:19 67:21 Pompano 71:15 poof 45:23</p>	<p>pool 10:20 23:4 pop-up 40:13 107:13 108:3 pop-up's 107:22 pop-ups 40:12 107:3 popped 116:16 population 48:13 70:11 73:3,15,19 82:5 83:14,16 163:20 populations 81:25 popup 38:2 position 87:19 152:14 158:24 positions 128:18 158:6 positive 30:5 35:19 143:25 positiveness 126:22 possession 43:10 81:4 possible 44:23 49:15 55:2 98:14 105:19 106:24 112:5 133:8 144:23 147:24 possibly 126:1 posted 150:24 postpone 147:12 148:13 postponing 147:9 potential 36:2 potentially 13:15 155:12 practice 167:10 practices 38:16 preceding 17:18 preclude 92:19 predecessor 88:8 predict 114:24 predominant 78:9 prepare 11:2 prepared 111:22 preparing 25:22 present 3:25 4:2 27:7 30:13 59:18 61:8 89:7 141:4 presentation 27:17 32:3 presented 24:24 25:6 28:23 60:25 presume 136:5 pretty 21:4 34:9</p>
--	--	---	--	--

78:22 86:7 136:1 137:21 prevent 31:7 76:24 previous 24:18,24 47:19 74:9 90:17,18 90:21 93:17 94:10 167:6 previously 31:12 primarily 25:2 133:13 prime 142:7 principal 34:18 35:6 38:4 39:5 54:13 84:13 107:18 123:11 124:4 principals 35:10 44:12 48:22 100:2,9 100:9 101:10 principals' 44:13 prior 4:14 26:7 29:2 29:17 31:1,21 35:23 36:22 39:19,20,25 42:6 44:13 46:16 52:3 80:8 94:2 priorities 37:11 40:5 87:21,21 88:10 priority 38:14 88:11 108:16 Pritykina 2:11 5:5,5 probably 18:24 20:7 21:5 56:14 72:5 92:3 97:17 104:23 143:14 160:4 164:15 165:8 166:14,16 problem 51:10,11 52:14 55:25 56:4 58:22 66:17 74:2 87:5 97:16 112:21 112:24 136:17 163:1 problematic 63:20 152:2,6,7 problems 35:16 80:19 procedural 120:23 121:3,3 procedure 24:10 48:5 51:15,16 93:18 procedures 24:14 47:10,12,15 67:12	101:13 124:23 127:14 149:8 158:12,18 proceed 47:4 proceedings 3:1 169:7 proceeds 19:17 process 5:18 25:21 27:15,20,22 28:5,12 30:7 37:1 40:4,7 41:3 47:15,19 50:21 58:13 62:2 81:6 92:11,13 94:1 100:5 100:10,16,18,23 102:5 103:20 105:21 108:13 120:6 122:23 123:25 128:2 129:7 150:25 156:6,13 158:2 161:11 162:1 163:11 166:6 167:24 processed 153:7 155:10 156:8 processes 78:10,10 79:1,2,4 84:20 108:23 procurement 159:8 produce 110:14 produced 158:1 producing 122:10 production 119:20 professional 88:8 136:4 139:22 144:1 151:5,7,14 professionals 88:19 93:24 149:25 proficient 157:24 profile 11:7 12:19 42:5 79:10,20 82:16 88:24 program 5:13 119:25 programs 68:6 progress 98:24 109:8 113:23 122:4 163:6 progressive 100:1,10 123:7,19 prohibits 167:11 project 158:25 pronounce 121:11 proper 62:15 154:20	155:7 properly 88:16 113:7 157:23 property 2:9 14:10 27:7 70:14 100:6 123:9 protocols 62:15 provide 5:21 6:5,13 32:1 45:17 48:4 59:23 61:1 65:6 66:22 95:16 111:13 129:3,4 135:22 146:16 147:13 158:8,9 159:13 provided 27:1 47:21 61:13 127:19,20,23 127:24,24 135:3 provides 65:12 157:14 161:10 providing 43:15 47:14 149:15 Provisions 7:7 psychologist 89:8 public 6:9 7:11,13 49:11 52:7 169:5 published 158:2 publishing 114:12 pull 15:4 50:18 pulled 52:1 141:6,6 pump 152:20 Punzi 57:3,6 PUNZI-ELABIARY 2:20 57:4 purports 137:15 purpose 19:21 20:23 21:10 22:5 134:24 pursuant 52:9 push 160:23 put 21:6 23:2 34:10 37:1,18 38:5,15 43:8,12 52:22 72:15 73:22 87:18 103:4 107:18,19 108:23 111:18 117:14,18 119:7,24,25 120:16 122:19 127:17,25 131:6 136:12 139:13 141:12 143:17 145:20 146:3,11 149:12 151:23 155:12	167:7,11 puts 73:7 putting 23:10 37:25 76:23 102:8 107:23 120:18 164:12 <hr/> Q <hr/> quantity 130:4 quarter 46:14 68:5 99:8 110:3,4 115:7 quarterly 67:24 68:10 98:23 99:1 114:2 119:9,9,10 122:8,9,10 124:5 160:2 166:16 quarters 112:3 question 14:12 18:13 18:20 21:17,24 22:25 32:7 33:22 56:1,3 88:12 90:16 94:25 97:20 103:14 116:13 117:2 124:6 124:9 139:7 143:20 147:20 148:19 150:10 154:18 question's 55:11 questions 22:16 27:18 64:10 94:9,9 96:15 106:2 121:15 129:7 144:23 145:19 146:15 162:12 quick 67:22 74:13 154:18 quickly 26:2 32:19,23 34:2 45:19 121:9 149:19 quite 8:14 29:19 31:24 86:10 126:21 quorum 89:1,6 156:20,22 <hr/> R <hr/> R 1:23 169:4,19 Radcliff 2:13 5:1,1 6:5 raise 154:5 raised 34:13 154:6 raising 99:12 random 49:16 ranking 136:11	rate 26:18 66:6 79:7 122:12 135:5 rated 131:23 133:21 rates 115:21 rating 130:11,18,25 131:2,8,11 133:1,12 133:16,19 135:16 ratings 130:15,17,22 131:5,7 135:7,13 rationale 162:4 re-clarified 100:20 re-interview 62:7 re-trained 60:22 61:18 100:19 reached 59:15 read 13:25 99:25 124:1 135:25 145:11 155:12 reads 143:23 ready 38:13 102:4 142:7 144:20 159:22 real 74:13 81:23 83:17 reality 66:14,18 156:24 realize 26:3 realizing 101:10 really 28:5 35:24 42:9 50:12 64:15,23 68:20 70:10,11,19 78:24 79:3 86:17 98:11 109:21 112:2 126:21 131:17,18 131:20,22 132:1,21 135:16,20 146:2 159:14 163:1 164:1 164:11 166:15 realtime 33:9,15 reason 34:8 63:2 70:16 106:10 120:22 124:14,17 124:21 162:2,4 reasonable 17:20 110:20 158:9 reasons 13:5 29:22 reassessments 166:16 Rebecca's 126:2 recall 15:10 24:23 30:2 95:7 160:20 recalling 94:15
---	---	---	---	---

receive 115:12,13 142:14 received 50:23 receiving 31:22 74:17 recertify 151:13 recited 3:6 recognize 128:25 143:2 recognized 60:8 recognizing 59:5 recollection 145:2 recommend 69:8 146:13 147:10,11 recommendation 16:11 27:21,24 28:3 28:3 144:3 recommendations 41:12 46:5 144:24 152:23 153:10,12 153:19 record 10:7 70:22 71:8 90:20 91:24 169:8 recorded 19:5 92:13 117:6 recording 40:18 records 37:21 90:21 90:23 93:20 103:5 105:21 107:10,23 109:1 rectified 115:6 reduced 33:11 47:22 47:22 64:14,18 65:5 65:5 refer 20:24 125:13 reference 21:2 49:22 68:17 70:9 references 167:12 referrals 69:6 91:9 referred 69:13 referring 17:2 153:3 reflect 97:17 117:20 145:25 reflected 118:9 144:10 reflective 149:16,22 reflects 47:25 regard 33:22 125:6 regarding 6:7,22 18:18 19:1 32:8 94:10,23 142:19	regardless 157:5 regards 34:12 37:12 regional 27:4 registers 108:25 registrar 38:3 registrars 38:9 107:16 registration 37:20 38:7 108:25 regular 7:16 8:4 33:9 87:14 regulations 158:13 regulators 157:9 regulatory 158:12 reimbursed 9:23 reinforce 18:16 reiterate 28:25 relate 6:16 related 24:14 48:12 relates 145:20 relating 146:7 relationship 84:3 relationships 144:1 relative 169:12 relatively 29:17 31:1 relax 66:10 reliability 158:10 reliable 137:11 rely 107:12 remain 7:3 30:25 remaining 30:24 142:17 remember 6:17 15:1 48:7 75:17 77:3 78:5 98:1 remind 21:2 reminder 30:2 reminiscent 137:16 remitted 19:21 remove 102:21 removed 137:24 141:12 142:5 rename 117:9 render 130:17 rental 19:8 rentals 19:25 repeat 95:1 repetitive 99:21 report 5:22 9:5 12:4 12:5 16:4,25 17:4 20:22,24 22:4,10,11	24:7,24 27:10,11 28:16 32:22 33:1,1 33:13,16 35:20 44:16,19 45:3 47:16 47:25 48:2,3 52:25 58:6 59:8 60:4 67:17 68:2,9,19 69:2 71:22 72:5 82:23 85:14 86:13 92:4 98:3,23 99:9 111:18 112:6 113:22 114:1 115:12 116:6,21 117:9,19,25 118:15 119:10 120:11 123:20 125:12 128:18 143:10 150:11 154:3 162:19 169:7 reported 25:8,10,20 60:8 70:13,15,24 71:16 81:20 92:23 125:9 Reporter 1:22,23 2:25 4:22,22 169:4 169:19 REPORTER'S 169:1 reporting 1:23 2:25 14:5,11 25:17 33:8 59:6,8 112:23,25 164:2 reports 22:23 31:22 45:1 67:25 68:10 87:6 99:1 102:9 119:11 142:20 150:7 160:2 162:17 reprehensible 68:21 represent 47:11 60:6 83:13 representative 48:13 represents 28:1 request 10:14 12:8 15:21 37:21 requested 14:8 52:19 98:25 99:1 requests 109:1 require 42:17 43:9 66:25 87:6 146:19 158:2 required 42:2,8 54:14 60:4 70:23 71:7	72:10 79:14 82:2 88:18 90:24 91:3 101:20,24 102:3,20 103:5 133:18 requirement 12:1 17:14 75:12 88:25 89:5 requirements 49:21 83:7 158:12 requires 9:18 13:25 69:5 77:22 research 138:4 resign 158:23 resolved 42:22 89:19 93:5 resource 2:17 149:25 resources 80:21 161:2 165:15 respect 5:12,24 6:18 9:24 25:14 88:7 156:2 respond 32:14 47:8 83:1 111:4 responded 27:6 responds 111:5 response 3:15,19 4:12 8:2,12 18:11 21:24,25 22:17,21 23:19 24:6 27:2 63:22 66:25 87:7 106:5 123:10 125:19 responses 27:1,3 86:24 99:25 123:8 124:4 160:21 161:3 responsibilities 6:1 59:6 139:22 144:9 150:6 151:6 responsibility 24:15 60:10 166:24 167:19 responsible 34:19 35:11 101:14 responsive 146:6,8 157:7 responsiveness 151:25 rest 10:11 36:9 63:21 90:1 115:3 restate 21:16 restrictions 20:23	21:10,12,15 22:6 restrictive 103:9 result 52:15 57:22 86:13 resulted 30:17 results 17:16,25 26:10 28:19 29:13 29:23 30:6,10,12,25 31:9,10 32:4 33:15 45:11,22 46:2,18,20 48:4,12 118:7 135:3 retrain 79:18 retraining 60:20 return 88:3 106:7 returning 77:24 106:10 review 35:4 40:24 41:1 50:14 62:14 74:18 75:5 78:1 90:24 91:1,14,24 93:20 112:16 123:15 131:21 139:3,8 140:3,25 155:6 166:7 167:8 167:23 reviewal 35:3 reviewed 5:19 9:7 12:7 64:13 78:10 139:15 140:5,17 157:25 166:5,6 reviewer 167:22 reviews 157:22 revisiting 131:15 rid 86:16 ridiculously 137:22 right 9:1 11:13 12:24 14:18 15:18 21:8 25:16 30:18 37:24 39:4 40:12 43:21 49:12 50:22 51:6,17 51:18 52:8,13 58:11 60:13 64:8 67:9 71:16 73:24 77:9 79:8 81:19 84:13 89:21 92:23 93:2 99:9 107:7 108:20 108:22 117:11 122:9 124:8 134:18 135:9 145:14 146:17 147:5 151:10 153:23
--	---	---	---	---

163:9 164:18 168:1 ringing 41:6 43:15 rise 3:4 36:1 risk 29:4 71:6,10 72:20 89:12 94:1 103:19 159:14 165:11,18 166:2,9 166:20 167:13,13 risks 157:6 159:6 161:6 166:17,25 RMS 114:21 Robert 2:4 3:20 robocall 49:14 role 91:24 98:22 100:20 128:5 129:1 134:23 153:14,14 roles 59:6 roll 3:7 4:16 131:10 room 1:11 94:24 164:20 routine 81:8 86:3 RSM 2:23,24,24 24:9 24:16,18 27:7,11 46:9 73:1 86:23 109:23 110:20 111:4 116:4 117:4 160:24 rule 89:10,11 rules 29:16 89:3 Rupert 25:2 rushing 106:22 Ryan 15:23	32:25 33:4,11,18,24 34:3,6 45:9,9 46:23 47:1 48:2,11 49:16 50:17 64:14,19 65:6 82:3,3,8 94:11,12 95:3,12,23 98:11 120:15 121:5 124:25 125:2 sampling 81:25 158:14 satisfies 87:15 saw 46:2 89:20 132:3 141:3 say-so 153:18,20 saying 14:17 56:21 66:25 76:18 99:23 101:7,11 102:11 109:7 114:25 118:8 123:12 141:25 152:13 160:6 162:18 says 12:19 46:9 48:24 49:24 51:18 52:11 52:11 53:10 60:2 90:18 92:22 96:11 96:11,16 103:7 116:23 117:19 118:1,9 126:20 140:22 147:22 149:4 165:15 SBAS 88:18 SBBC 60:2,3 127:12 149:6 scary 167:19 scenarios 133:2,7,11 schedule 11:18 18:14 school 1:2 5:14,24 6:23 9:21 10:18 11:9,10,18,19 13:20 14:15 15:8 16:18 17:24 19:18 20:8 21:11 22:11 23:1,8 24:21,25 25:13,16 25:23 28:23 29:16 30:15,15 34:23 35:10,12 37:18 38:9 38:20 39:17,22 40:3 40:23,25 41:15 42:6 42:24 43:1 44:13 45:2,22 46:2,2,11 46:24 47:20,24 48:1	49:11,14,25 50:4 52:7 60:5,7,9 64:16 65:2,24 67:12 68:8 69:22 70:2,14 71:8 72:9,13,15 73:14,17 74:17,24,25,25 75:6 75:9,21 76:1,2,2,11 77:4,8,11,15,24,25 78:2,14,21,21 79:10 79:11,14,20 81:1,8 83:6,21 84:3,25 88:24 90:5 92:15,16 92:19,22 93:17 94:10,13 95:4,5,13 96:11,12,19 97:1,23 98:13 101:22,25 102:6 103:7 105:17 106:10 107:5,6 108:2 109:1 110:1,5 113:1,11 114:1,4 116:6,22 117:13,13 117:19,20 118:2 120:7 123:1 127:18 128:18 132:18 136:10 139:18 140:2 145:13 147:7 147:12 148:16 156:3 161:20 school's 23:6 42:5 75:8 school-based 42:19 134:11 schools 9:3,7,7,14,25 10:4,9,15,17,22,25 11:14 12:2,4,7,12 12:12 13:8 14:13 16:19,25 17:3,7,15 18:15 19:11,12,13 20:2,4,5,6,7 30:21 31:22 34:16 36:5 38:24 39:14,18,24 41:7,10,25 42:1 43:10,12 44:3,12,18 48:20 49:16 51:20 59:16 60:20,21 61:2 61:20 62:15,25 66:1 72:12 75:16,23 76:16 77:3,13,21 78:20 79:6,18 82:11 82:19,21 83:2,18,25 84:2,12,19,20,21	89:13 90:25 96:4 97:6 100:1,13,17 102:17 105:1 106:5 111:8 112:20,23,24 123:17 scientific 138:4 scope 9:12 32:8 33:6 33:11,12 47:7 118:17 124:15 165:12,19 167:7 score 138:3,5 scores 138:12 152:11 scoring 132:25 135:12 137:23,24 138:16 scorn 74:2 scrap 138:20 screening 81:3 SE 1:12,24 seamless 108:13 seat 99:2 152:18 second 4:6,7,8 7:21 7:22 8:7,8 10:14 17:9,10 22:14,15 24:1 33:1 46:13 57:2 63:14 116:9,10 120:19 121:6,7 132:4,11 154:1 seconded 24:2 154:2 Secondly 64:25 Secretary 2:12 section 28:16 29:16 29:19 30:8,9 31:11 31:17 50:14 52:6 135:12 146:1 sections 30:24 security 50:2 126:15 165:25 see 10:19 11:22 12:14 13:6,6,10,24 14:1 17:15 20:3 26:6 28:1 29:6,8,24,25 30:5,8,18 31:10,14 35:5 39:22 42:3 43:2 45:11,25 46:1 68:5 72:4 74:12,22 74:23 75:2,10,17 76:15 78:17 79:4,6 79:6,13 80:2 81:13 84:23 86:4 88:1 93:15 95:25 100:17	109:8,21 113:7,23 115:21,22 119:10 123:18 131:2 132:14 136:18 138:20 144:24 147:5,18 152:22,25 157:10 162:3,14 166:8 seeing 46:20 96:3 132:4 163:1,3 seek 134:5 seeking 134:12 seen 31:13 34:9 78:22 105:15 131:19 sees 80:2 118:18 166:20 segment 109:13 segments 109:20 SEIFER 2:11 select 16:19 selected 9:3 16:25 17:3 26:1 self 60:7 66:10 103:16 104:2 self-explanatory 18:22 send 5:15 83:23 95:9 98:25 99:8 146:15 sends 49:14 Senior 27:9 sense 93:12 151:4 sent 59:20,20,22 155:11 sentence 142:13 separate 103:22,24 103:25 104:1 153:7 September 1:15 5:20 32:23,24 37:7 99:7 99:9 101:21 109:24 109:25,25 110:7,10 110:11 111:10,15 115:11,12 125:23 127:11 148:15,17 148:20 149:4 169:15 serious 26:5,10,21 29:2,2 36:13 65:1 70:23 77:6,11 78:6 81:21,21 82:25 89:7 95:22,22 seriously 68:24
---	--	--	---	---

seriousness 44:10 142:4	shown 133:12	67:25 98:11 120:15	speaks 70:10 76:7	82:14 96:20 109:6
serve 34:3 128:4	shows 40:19	121:4 124:25	Spec 2:12,13	starting 27:19
Service 1:23	shrink 48:14	163:20	special 148:16 150:17	starts 49:7 52:5 62:22
set 134:7 137:13	shuffling 160:19	smile 126:14	specialist 2:13,20	78:21 101:22,24
sets 7:15 164:10	sic 24:11	Smith 15:23	49:25 50:4	127:1
setting 134:24 135:19	side 79:5	snapshot 14:2 45:5	specific 17:23 19:20	state 12:1 34:25 36:7
146:25	sign 6:4	societal 73:23	21:23 69:1 75:19	37:4,10 52:10 103:6
seven 74:10 130:1	signals 56:25	society 73:25 74:1	89:11 94:13 95:6,21	105:18 108:5 169:2
severe 35:19 112:22	signatory 21:20	software 55:24	125:10 167:21	169:5
shaking 56:24	signature 90:10	sold 73:6	specifically 76:4,7	statement 18:15 62:1
shame 121:24	signatures 28:7 90:12	sole 42:12	specifics 21:6	62:9,18,25 63:2
share 12:16 102:17	signed 59:13,14	solely 80:9 166:24	spend 117:16	states 114:2 116:19
102:24 154:21	significant 29:7 49:13	167:19	spent 146:22	statewide 35:24
165:21 166:2	51:3 52:9 59:3	solution 36:3 86:17	spilled 32:16	36:23 37:3,9 163:15
shared 79:2 105:5	83:14	143:15	spin 54:24	status 6:22,25
131:14 135:1	signing 48:25	solutions 121:21	spit 161:24	statute 52:10,11,11
sharing 129:8 167:13	silo 105:4	143:4	split 45:9	103:6
shave 63:12	silos 104:8	solve 35:16 56:4 87:3	spoke 64:7 71:9 76:4	statutorily 82:19
Shaw 2:5 3:24,25 4:7	similar 29:17 32:25	87:4	76:19 116:16,17	103:10
4:8 7:21,23 8:7 13:1	33:18 119:19 123:8	somebody 35:12	spoken 8:21 26:21	staying 168:2
13:2 16:7,8 17:10	simple 21:7 123:25	38:25 52:23 65:25	sports 19:4,4	stays 78:21
23:23,24 56:21 64:4	simplicity 101:18	74:25 90:6 93:1,3	spreadsheet 129:21	stenographic 1:23
64:6,9 66:13 67:11	single 70:1 95:24	93:12,15 104:13,15	129:22 130:12	169:9
68:18 80:5 116:10	sir 86:10 150:1	105:3 162:21	spring 25:10 119:15	stenographically
116:11 120:19	sit 72:19 151:17	163:18	156:14 157:1	169:7
121:6 123:3 124:17	site 75:21,23 78:7,24	somebody's 91:18	squinting 137:23	step 86:12
124:21 126:11,25	78:24 80:25	someone's 91:20	staff 2:7,15 6:5,13,14	stewardship 10:20
142:24 143:1	sites 39:16 78:5,8,11	soon 106:24 129:9	6:19 43:14 48:20	Stoneman 26:22
144:16,22 145:4,9	79:9 81:12	163:1	66:12 116:3 117:18	stop 55:21,21,21,21
146:10 147:1 148:4	sitting 6:3 27:25	sophistication 28:4	139:7	55:21 56:1
149:12 151:10	36:15 63:17	sorry 15:5 41:19	stakeholder 141:21	stopped 41:6
152:16 154:12,14	situation 26:16 45:2	59:25 60:18 64:4	stakeholders 34:16	story 48:15
155:8,11,22 156:17	73:13 87:5 89:17	81:16 94:15 96:14	141:12,20 143:25	strategic 134:22
sheriff 36:24 91:19	105:20	119:12 121:9	144:4,5	strategy 45:12 47:13
sheriff's 71:19	situations 78:2	123:12 137:6 143:1	standard 62:24 63:3	115:19 164:11
shooting 66:7	SIU 83:19,22,24	145:5 148:25	101:1	STRAUS 33:21
shore 65:24	six 75:18,19 79:15,16	150:22 151:2 160:8	standardized 37:21	Strauss 2:5 4:1,2 8:8
short 109:9 155:1	149:23	164:18	standards 9:17 82:2	10:13 11:4,13,20
shorten 36:19	size 32:10,17,25 33:4	sort 14:3 50:13 63:22	87:10 157:21	12:14,21,24 13:17
shortened 33:6,11,13	33:12,18,24 34:3,6	161:23	standpoint 83:13	27:5 33:20 37:15
35:3 43:25 64:13,18	45:9,9 64:14,19	sounds 17:20	101:9 103:13	38:21 39:10 40:8
94:17	65:6 67:25 82:3,8	soup 136:17	163:15	41:8,19 42:14 43:3
shortening 120:3,4	94:11,12 95:3,12,24	source 20:23 21:10	stands 15:25	43:6,22 44:6,9 55:1
shout-out 83:21	98:11 120:15 121:5	22:5	starker 109:14	55:6 56:11 63:16
show 10:7,9 26:10	124:25 125:2 126:1	sources 131:21	start 36:7,23 41:10	74:14 79:1 86:8
39:11 66:9 91:19,21	126:7	132:10	42:6 52:2 56:14	96:7 104:21 107:2
106:20	skip 28:15	space 75:7	61:25 62:3,22 68:7	107:11 114:17
showed 122:19	slash 142:16	speak 8:18 37:14	93:23 98:5 138:21	115:5,16 117:9
showing 54:14	sliced 26:4	141:9	162:17 164:14	120:15 121:7,13
121:20	small 137:22 139:1	speakers 7:11,13	started 25:5,16 37:1	124:24 125:4
	smaller 19:3 26:1,2	speaking 35:25	77:4 78:19 80:7	139:22

streamlined 78:10 strictly 46:22 strikes 109:12 strive 8:16 struggle 89:13 struggling 83:23 86:23 student 20:2,9 29:25 30:4 31:23 34:19,21 35:4 36:15 38:2,12 39:2,6,20,25 40:2 40:21 44:5 59:13,14 59:18 62:5,8,9 71:6 71:9 74:17 75:1,20 75:25 76:11 77:6,8 77:15,17,19 78:15 78:20 81:2,5 89:18 89:22 100:14,15 104:5 105:8,17,18 106:6,8,9,19,22 108:3,5,7,25 109:4 student's 38:19 77:24 78:12 107:4 students 19:14 31:19 34:12 35:23 36:12 37:16 49:11 52:7 59:4 60:24 63:8 66:11 78:7,23 103:20 122:16 163:16,21 sub 157:4 sub-funds 9:14 subcommittee 103:11 164:1 166:21 subject 25:4 124:12 167:7 submit 143:18 submitting 59:7 substantial 70:22 substantially 31:4 substantive 26:8,9 41:18 42:17 43:9 65:2 71:11,22 81:21 81:25 82:5 91:22 93:22 successful 75:25 sue 149:10 sufficient 25:18 32:20 33:4,5 87:2 suggestion 35:15 suggestions 153:18	suicide 103:19 Suite 1:24 summarize 13:23 summary 14:4 113:18 120:21 124:25 125:4 summer 19:24 23:11 68:6 108:14 Superintendent 53:4 134:18 Superintendent's 23:14 128:19 130:3 130:7 132:14,17 134:22 137:16 138:22 139:17 140:24 superintendents 27:4 supervise 53:1 supervisor 135:2 supplemented 162:8 support 11:1,9 12:6,7 12:12,25 13:20 14:14 15:2,8,12,24 16:23 18:2 41:6 43:16 50:18 98:6 supporting 50:13 84:1 supports 75:7 supposed 58:18 90:20 137:14 sure 6:19 13:8 15:14 18:5,21 32:15,19 38:22 42:1 47:9 49:18 50:10 58:5,7 76:14 80:22 83:10 85:22 95:3 97:16 102:18 107:25 119:18 121:10,14 122:20 160:5 164:23 167:5,9,10 167:22 surface 15:17 16:1 surprised 76:15 80:15 suspended 7:1 swifter 112:10 SY21-22 125:13 SY22 28:24 29:18 symposium 38:8 system 15:2,8,12 30:3 30:16,23 37:3,9	38:7 39:4,22 55:2 68:22 74:22,23 75:11 82:12 105:2 114:22 128:20,20 128:21 129:2,5 131:4 138:7,16 155:6 systemically 107:19 systems 35:24 56:13 128:17,24 135:18 <hr/> T <hr/> t 141:9 table 9:8 17:13,15 118:4 126:7 146:14 150:13 tabling 150:12 tact 144:2,13 take 9:18,19 18:6 23:15,15 35:3 43:24 44:24 54:5 57:8 58:5 68:23 74:2 98:19 101:3 154:23 159:20 161:10,19 taken 5:17 26:20 76:10 119:4 takes 60:14 73:7 156:22 talent 150:9 talk 15:6 55:2,8,24 56:2,4,5 57:8,11,15 57:16 69:2 100:9 122:23 148:23 150:11 talked 37:19 80:5 91:8 104:22 123:7 145:7 151:24 159:17 talking 50:12 74:3 98:4 156:5 talks 151:8 Tanya 2:19 127:7 128:11 129:4 target 61:5 110:25 111:3 112:20 task 98:21 tasked 52:18 53:6 149:21 teacher 88:18 100:12 100:14,15,15,21 teachers 101:8	Teaching 53:4 team 21:22 37:5,22 41:12,24 42:4,9,11 43:20 44:21 60:9 65:18,20 66:7,11 72:6 78:12,25 80:2 80:9,10 81:11 82:13 82:20 88:14,20 89:1 89:21 91:25 100:21 100:25 101:24 108:15 121:19 126:12 157:14 team's 41:3 161:1 teams 19:4 tear 153:21 technology 2:10 35:8 55:3,7,22 56:12 159:7 technology-wise 161:21 Telephonic 2:12 tell 41:5 43:13,19 48:15 52:24 56:23 58:15 62:13 72:6 78:4 82:14 85:15,18 98:16 113:9 155:17 159:5 160:20 tells 67:6 tend 63:8 tends 13:23 tense 89:21 tentatively 110:19 terminology 18:18 terms 38:1,7,7 64:16 64:17 66:18,21 72:16 100:12 108:24 130:8,24 133:9 134:24 138:17 test 31:22 54:5 88:15 88:21 tested 25:15,23 31:20 48:11 70:25 90:9,14 97:10 testing 26:1 44:11,15 47:19,20 48:12 111:9,11 116:19 120:1 text 55:18 thank 7:10 9:4 16:6 18:5 20:18 24:11	27:13 36:21 41:14 45:14 47:9 63:23,25 68:15 88:6 94:4 96:15 99:16 105:24 106:1 109:7 111:20 112:12 116:1,3,4 121:17,21 122:6 126:5,19,24 127:9 128:7,9,14 129:10 135:24 151:15 155:23,24,25 168:1 168:2,4,5,6 thanking 41:11 Thanks 155:22 theory 51:19 thereof 17:19 169:9 thing 23:12 39:3 46:6 55:23 57:24 64:11 67:19 73:23 92:2 102:15,16 103:2 104:17 109:12 113:3 119:21 129:24 131:12,25 132:24 136:17 137:4,15 145:22 151:3 152:2,5 155:9 165:23 things 13:23 46:4,7 49:5,8,10 60:21 72:3 74:1 79:3 81:9 88:1,20 95:19 99:22 100:6 103:13 106:14 111:5 112:22 129:15 131:23 132:2 133:24 136:4 137:19 143:14 148:9 152:8 158:6 158:19 159:2,11 160:19,24 167:1,5 think 11:5,13 13:2,4 14:8,10,12,15,16 15:5 16:2,11 18:13 18:22 35:17,22 36:18 44:1 45:18 50:10 51:14 52:16 52:21 56:2,19 58:23 61:4 67:13 68:10 70:5,7 74:10 80:5 80:16 83:11,12,17 87:2,13 88:1,4 92:1
---	---	--	---	--

93:10 94:8 98:10 106:9 107:21,24 111:8,15 112:9,19 113:25 114:11 115:8,9 116:4,5 118:12,22 119:3,3 119:22 122:14 125:2,5,7 126:15 136:2 137:18 138:11 145:14,15 146:19 147:3,11,22 150:14 151:23 152:19 153:20,23 154:25 155:2 156:21 159:3 161:11 162:14,20 163:4 165:3 167:20 167:21 thinking 100:14 117:17,18 148:22 third 121:7 Thompson 2:19 127:5,7,22 128:1,7 128:11,11 129:11 139:9 140:4,8,12 143:19 144:11 155:24 THOMSON-PARE... 2:18 thought 15:3,6 50:21 58:13 60:10 63:5 64:2 66:3 70:17,17 114:11,14,21 137:3 142:23 thoughts 129:9 142:19 156:23 thousand 73:9 163:17 163:21 threat 2:20 4:21 24:9 24:13 26:23 27:21 28:10 36:23 37:3,10 37:12,22 42:12,20 42:21,25 43:19 44:10,25 49:15 53:11 60:6 61:23,25 62:2,3,5,6,22 63:17 66:3 69:22 70:1,11 70:22,23 72:5,19,21 73:16 75:22 76:5,7 77:3,12,22 79:16 80:10 83:14 84:6,11	88:14 89:2,8,15,16 89:20,23,25 90:17 90:18,22 91:4 92:4 92:18 93:1,21 101:14 102:2,5,21 103:5,15,19,24 104:2,19,21 105:7 105:13 106:23 113:10,13,14,16 114:4 122:2 159:9 160:3 161:12,18 163:17,21,24 threaten 53:19 threatening 103:21 threats 26:6,10 29:2 29:4 36:13 41:16 42:14,17 43:9 48:10 49:12 50:23,24 51:3 52:8 60:5,7 70:12 70:14 71:7,11,22 73:16 77:6 78:6,9 89:5,14 91:22 95:20 95:22 98:16 109:14 114:2 163:2 164:3,4 three 25:12 45:21 68:3,20 90:24 91:3 91:12 103:7 114:3 128:17,23 129:16 130:20 133:8,12 143:22 154:9 156:16 160:10 162:18 three-month 23:11 85:24 86:4 109:13 109:20 112:4 three-page 129:12 three-year 28:22 threshold 23:1,6 throw 68:12 throwing 10:5 151:6 thrown 149:19 Thursday 1:15 37:24 thwarting 55:23 ticket 19:5 tickets 73:6,7 tie 116:24 tied 105:8 tight 78:22 tighten 78:20 79:4 81:9 131:18 tightening 78:25	Tim 2:25 4:22 102:18 time 6:18 7:4 8:19 13:11 20:24 23:25 25:18 27:23 45:5 46:11 52:20 53:23 57:11 64:6,20 71:8 72:6 85:7 92:14 97:5 98:25 99:2,4 103:13 107:17 109:9 111:24 119:25 120:1,9 124:15 125:21 138:1 141:5 142:7 146:21 149:2 154:22 155:1 157:6 158:7,14,19 160:7 161:1,4 165:1 time-sensitive 140:17 timeframe 10:8 36:20 97:5,12 156:25 159:4 timeframes 6:12 timelines 156:12 timeliness 147:8 timely 49:12 50:22,24 51:2 52:8 143:15 152:17 times 37:8 52:19 73:2 77:6 91:18,20 97:18 126:2 timestamps 35:7 timing 86:21 145:11 Timothy 1:23 169:4 169:19 tiny 143:24 Titanic 50:3 title 50:17 84:7 today 20:13 25:6 27:14,25 28:24 29:24 37:24 45:24 56:7 104:13 129:4 today's 107:24 told 45:24 107:16 tomorrow 148:6 tool 102:24 127:19 131:18 132:16,17 134:8,11,15 146:24 tools 128:23 134:6,13 top 37:11 40:4 143:22 topic 28:8 58:4 topical 12:9	topics 50:11 total 28:20,21 31:18 41:21 76:20 138:2 152:11 totally 103:21 104:1 totals 99:13 touch 39:7 tough 126:9 track 50:2 60:2 111:3 115:3,4 traditional 39:15 40:2 41:9 75:21,21 76:2 77:2,4,15 82:19,20 84:19,21 108:11,19 trail 38:23 train 43:14 trained 79:22 100:16 training 5:13,17,20 25:22 26:15 29:19 29:20 53:9,12,13,14 53:15,18,20 54:1,2 54:3,15,17 55:19 59:2,4,17,18 72:10 79:13 88:24 100:13 100:18 101:2,3,6,9 101:21,24 111:12 111:14,17 trainings 84:18 107:16 111:6 transcript 169:8 transfer 21:20 31:19 31:23 34:12,21 35:4 35:23 36:12 37:15 39:14 54:20 63:8 74:17 78:3 transferred 63:14 103:6 transfers 34:19 75:19 79:3 105:17 transform 33:7 transient 29:3 42:19 42:20 89:16 92:6,7 93:4,5,14 transition 40:2 75:24 76:1 transmit 23:21,22,23 120:11 124:11 153:24,25 154:3 transmitted 24:8 143:9	transmitting 116:6 transparency 116:15 transparent 46:7 115:8 118:24 transpires 152:22 trash 155:21 treasurer's 23:4 tremendously 83:25 trending 13:10 triage 30:7 93:25 trivial 92:5 trouble 155:14 troubled 93:16 troubling 166:21 true 67:1 149:16 169:8 trust 11:24 18:20 19:18,20,24 trusts 9:16 truth 85:15 truthfully 88:1 try 60:17 67:4 83:6 99:20 110:25 131:18 135:20 139:11 trying 15:21 43:14 54:2,16 58:21 63:12 65:16 67:22 80:17 80:18 83:8 90:2 93:10,14 111:1 143:15 151:22 155:22 163:22 164:19 Tuesday 150:24 tune 29:12 turn 27:10 28:17 turnover 13:18 twice 62:8 82:9 123:13 two 7:15 39:13,24 42:18 45:8,10 56:4 68:16 75:16,20 89:25 90:23 112:22 113:25 117:16 119:13 121:17 130:20 138:14,16 146:5 149:24 154:9 154:11,12,13,16 156:16 160:6,10,12 160:20 164:10 type 23:11 81:3 92:4
---	---	---	---	---

136:4 139:1 types 24:19	uses 144:13 usually 20:12 93:4 156:22 utilized 56:14 79:15	23:9 32:1,9,13 34:10 36:6,7,17,18 38:22 39:1,10 46:8 46:17 53:21 57:20 57:22 59:10 63:16 64:12,12 82:6,7 85:19,25 86:1 87:18 87:25 94:20 95:15 97:3 98:19 102:21 104:13,15,19 107:1 112:19 113:24 115:20 116:3,4 121:10,14,17 122:7 122:20 123:6 126:12 129:15 141:20 142:9 143:1 146:10 147:16 148:12,13,23,25 150:13 151:4 154:21 156:19 159:23 162:7 164:21 166:15,22 166:23 167:18	144:13 146:5 153:4 157:3 ways 49:9 60:24 106:13 we'll 15:17 22:3 32:25 57:18 79:25 85:14 86:6 99:8 107:15 108:21 110:14 111:3 115:22 152:22 157:4 158:24,25 we're 11:2 15:21 37:7 40:4 41:12,13 42:1 43:5,7,15,16 45:4 46:20 47:23 50:12 50:22 52:14 53:16 55:20 58:3,19 61:1 62:14 63:19 65:1,2 65:4,4,14 67:22 68:23 74:23 79:19 79:22 80:1 82:16 85:16,24 86:3,23 88:8 91:9 95:18 96:3,3 98:9 107:19 108:8,20 110:17,23 110:24 112:1,1 113:22 114:17 115:4,9,9 118:20 119:8,10,16 120:3,4 122:20 123:12,12 123:14,14,20 128:22 134:12 138:25 141:15,16 141:25 142:8 143:14 144:13 148:22 150:7,9 155:1 156:16,20 159:22 164:6 we've 6:12 26:3 27:3 27:8 29:19 31:3 41:16,17 42:4,9,9 43:13 45:19 65:21 67:23,24 68:23 74:15 78:9,10,16,22 78:22 80:3 108:12 114:3 116:2,4 159:17 163:6 weeds 71:13 week 123:21 150:20 welcome 20:17 162:11	welfare 20:2 well-versed 27:15 went 39:6 74:13 112:10 121:23 weren't 62:1 82:11 97:21 101:9,10 whatsoever 93:7 when's 110:2 whoever's 35:11 willing 84:6 126:18 window 35:2 43:25 110:2 window's 109:24 wish 57:19 withholds 77:8 witness 30:9,13,20 61:7,12,14 62:1,9 62:18,24 63:2 witnesses 62:16 92:24 wonder 52:10 105:10 112:18 wondering 95:17 113:2 132:9 word 61:2 144:3,4 wording 30:11 words 17:6 31:4 54:10 58:1 70:9 92:25 101:7 102:8 141:10 143:17 wordsmithed 145:17 work 9:20 14:13 17:14 21:1 24:17 25:5 26:13 32:18 41:3,13 43:17,18 53:7 55:4 58:20 60:17 65:21 66:1,9 72:7 78:16 79:25 82:4 85:16 88:2 108:10,21 111:21 111:23 122:9,22 129:23 136:22 141:14 157:23 158:7 161:4,23 workarounds 58:20 worked 21:23 24:19 37:25 41:17 77:12 157:18 working 30:4 57:12 62:15 66:11,14 81:12 82:15 84:2 105:1 108:12
U	V			
U 133:18 146:2 ultimately 12:5 165:3 unclear 162:16 understand 8:20 12:8 30:12 34:5 35:4,15 57:25 65:9 66:13 73:20 76:22,25 98:8 101:2,15 114:5 120:24 133:3 142:1 147:1,9 166:1 understanding 10:21 20:8 22:3 101:18 129:11 142:4 understands 100:20 119:6 understood 113:18 114:21 unfortunately 51:8 79:23 unfounded 29:3 42:19 89:14 92:9,10 92:19,24 93:6,15 uniformity 130:24 unit 134:10 United 2:25 unknowns 158:22 unlawful 49:12 51:3 52:8 unsatisfactory 133:9 133:14,19 update 15:13,17,25 40:24 41:1 75:4 78:1 updated 5:22 81:6 108:19 updates 33:9 updating 41:25 upended 152:14 upload 53:15 54:1 uploaded 42:7 54:18 61:14 uploading 79:24 use 19:17 61:19 63:1 65:16 67:2 102:24 103:14 126:1 127:15 128:24 149:8 165:18	valid 137:11 valuable 147:13 value 130:16 variety 19:13 various 6:20 9:9,13 59:7 109:10 132:10 veil 39:23 vein 70:16 verbal 40:18 verbiage 118:5 verified 162:21 verify 76:3 92:24 version 131:13,19 132:3,4,11,20 139:10 versus 10:17 11:15 13:3,20 14:14 15:8 142:21 149:18 VICE 2:2 victims 122:2 view 12:9 37:15 150:4 vision 136:23 148:9 vocal 46:12 volunteers 60:4,11 Volusia 163:19 vote 18:7 116:14 124:6 144:20 152:21 153:15 voting 6:8 142:8,8 152:20	wanted 6:24 11:25 30:10,19 32:19 33:6 41:10 44:8,24 45:12 47:4 68:12 86:19 108:23 109:2 110:9 114:10 115:17 119:18 132:1,4,24 133:23 142:23 144:22 149:2 150:23 159:5 wanting 109:21 wants 10:12 58:23 103:4 162:9 165:4 Wanza 27:5 warps 160:25 wasn't 14:9 64:2,5 71:12 91:11 94:24 100:15,16 117:5 140:18 watching 35:13 40:16 water 32:16 watered 52:12 way 10:2 17:23 21:2 21:19 22:2 36:14 50:16 58:10 86:5 96:6 117:12 119:1 130:23 132:7 133:3 135:4 138:2,4,22		
	W			
	wait 106:22 115:25 161:11 waited 96:18 waiting 47:5 77:18 94:7 106:8 139:20 walk 81:2 walking 29:13 Walsh 154:15 Wanda 2:13 5:1 6:5 want 6:19 11:21,22 16:12,13 17:22 20:15 21:1 22:7			

126:18 128:16,22 137:17 164:14 works 69:16 136:9 138:18 workshop 127:17,21 127:23 142:13 164:15 165:5,6,7 world 35:16 107:24 worse 61:11 worth 130:19,20,20 130:21 153:21 wouldn't 73:22 96:7 141:24 146:2 166:22,23 wound 60:3 WRIGHT 1:11 write 102:18 112:15 written 107:23 150:16 wrong 94:19 100:18 113:19 136:8 wrote 55:17	70:2 72:9,16,19 74:10 77:14,20 78:19 79:11,15,19 79:24 80:5,6 82:9 85:1 86:6 91:20 94:10,13,14 95:4,5 95:13,15 96:9,11,12 96:20 97:1,6,23 98:5,13,16 99:14,15 102:4 105:16 106:18 108:18 110:5 115:3 117:1,5 117:13,19,21 118:2 118:16,23 119:21 123:1 145:13 147:7 156:3 160:7 163:6,8 year's 46:2 years 10:5 13:7,16 17:18 18:14 26:18 29:2,17 31:1,12 68:16,21 74:1 94:20 158:16 163:3,10 166:12 yesterday 5:15 37:6 young 92:22	1002.1 142:16 1006.07 52:10 11 49:7 116:23 125:22 127:4 12 25:14 41:20 69:2 79:12,13 89:4 90:1 116:17 12-month 33:17 13 26:7 28:18 53:9 14 26:7 28:18 30:7 61:7,12 15 26:7 28:18 31:9 150 150:3 16 30:11 16th 25:16 41:5,15 101:21,22 102:4,9 108:14 17 25:17 92:12 1700 142:16 156:4,10 157:3 17th 37:7 111:18 115:2 18 53:10 93:17 19th 169:15 1st 66:15 80:7 101:4	21-22 117:19 118:2 2130 52:3 60:12 22 25:5 31:3 44:14 22-23 69:22 23 25:13 67:12 23rd 5:20 24 63:14 25 134:2 135:15 28 68:16 288 41:22 28th 24:25	5I 116:23 118:7,9
X	Z	2	3	6
X 17:18 101:19	Y	200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	3 31:9 46:8 53:9 64:12 93:21 130:23 131:11 133:2,9 135:11 30 40:25 41:25 42:15 30-day 105:15 30th 24:22 109:25 125:23 127:11 148:15,20 149:4 327 41:23 33 74:11,13 75:17 33301 1:24 34 31:12 51:23 35 31:12 48:14 65:22 65:25 98:11 35H 70:7 36 31:12 60:1,12 377 41:16 42:14,17 39 91:18,20 93:16 3A 50:14 3F 50:21 52:7 3rd 1:12,24	6 89:4 60 26:17 82:9 105:16 600 1:12 633 1:24
Y 101:19 yanked 142:3 yeah 10:25 13:2,17 14:24 16:14 20:20 21:9 22:24 33:19 63:18 70:21 71:21 73:20 74:15 80:15 91:17 93:19 103:18 104:9 110:8,11,13 116:14 118:3 136:2 136:8 137:3 142:25 148:4 155:14,16 163:12,12 166:18 year 14:21,25 15:15 15:16,22 16:4,21 24:21,25 25:5,13,23 28:23 31:14 33:14 37:18 38:14 41:21 44:14 45:2,3,4,23 46:3,11,13,19,24 47:20,24 48:1 60:23 61:11,11,19 62:13 64:16,20,22 65:15 65:17 67:3,12 69:22	0 74:13	2 30:24 93:21 133:24 133:24 135:6,10,14 2.0 139:10 2.14.7 127:10 2:00 168:3 2:02 1:16 168:7 20 9:7,25 17:6,8 28:23 94:11 95:12 163:20 200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	4 27:19 48:9 53:9,14 54:11 41 52:2,5 106:4 4380 52:4 46 74:14,15 47 41:17,20 43:3 71:3 79:8 91:5 114:6 123:18 161:19	7
Y 101:19 yanked 142:3 yeah 10:25 13:2,17 14:24 16:14 20:20 21:9 22:24 33:19 63:18 70:21 71:21 73:20 74:15 80:15 91:17 93:19 103:18 104:9 110:8,11,13 116:14 118:3 136:2 136:8 137:3 142:25 148:4 155:14,16 163:12,12 166:18 year 14:21,25 15:15 15:16,22 16:4,21 24:21,25 25:5,13,23 28:23 31:14 33:14 37:18 38:14 41:21 44:14 45:2,3,4,23 46:3,11,13,19,24 47:20,24 48:1 60:23 61:11,11,19 62:13 64:16,20,22 65:15 65:17 67:3,12 69:22	1 30:24 93:21 120:12 129:25 131:2 133:22,23 134:1 135:8,10,14 139:13 144:17 1,200 73:10 1.0 139:10 1.7 7:2,7 1:30 94:24 1:50 156:1 10 6:2 10:40 1:16 100 48:10,16,17 63:11 71:5 76:15,21 79:7 102:10 108:20 115:1 122:12	2 30:24 93:21 133:24 133:24 135:6,10,14 2.0 139:10 2.14.7 127:10 2:00 168:3 2:02 1:16 168:7 20 9:7,25 17:6,8 28:23 94:11 95:12 163:20 200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	5 48:24 61:13 50 82:8 550 150:3 5B 59:2,12 5H 70:10,13	8
Y 101:19 yanked 142:3 yeah 10:25 13:2,17 14:24 16:14 20:20 21:9 22:24 33:19 63:18 70:21 71:21 73:20 74:15 80:15 91:17 93:19 103:18 104:9 110:8,11,13 116:14 118:3 136:2 136:8 137:3 142:25 148:4 155:14,16 163:12,12 166:18 year 14:21,25 15:15 15:16,22 16:4,21 24:21,25 25:5,13,23 28:23 31:14 33:14 37:18 38:14 41:21 44:14 45:2,3,4,23 46:3,11,13,19,24 47:20,24 48:1 60:23 61:11,11,19 62:13 64:16,20,22 65:15 65:17 67:3,12 69:22	0 74:13	2 30:24 93:21 133:24 133:24 135:6,10,14 2.0 139:10 2.14.7 127:10 2:00 168:3 2:02 1:16 168:7 20 9:7,25 17:6,8 28:23 94:11 95:12 163:20 200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	4 27:19 48:9 53:9,14 54:11 41 52:2,5 106:4 4380 52:4 46 74:14,15 47 41:17,20 43:3 71:3 79:8 91:5 114:6 123:18 161:19	9
Y 101:19 yanked 142:3 yeah 10:25 13:2,17 14:24 16:14 20:20 21:9 22:24 33:19 63:18 70:21 71:21 73:20 74:15 80:15 91:17 93:19 103:18 104:9 110:8,11,13 116:14 118:3 136:2 136:8 137:3 142:25 148:4 155:14,16 163:12,12 166:18 year 14:21,25 15:15 15:16,22 16:4,21 24:21,25 25:5,13,23 28:23 31:14 33:14 37:18 38:14 41:21 44:14 45:2,3,4,23 46:3,11,13,19,24 47:20,24 48:1 60:23 61:11,11,19 62:13 64:16,20,22 65:15 65:17 67:3,12 69:22	0 74:13	2 30:24 93:21 133:24 133:24 135:6,10,14 2.0 139:10 2.14.7 127:10 2:00 168:3 2:02 1:16 168:7 20 9:7,25 17:6,8 28:23 94:11 95:12 163:20 200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	4 27:19 48:9 53:9,14 54:11 41 52:2,5 106:4 4380 52:4 46 74:14,15 47 41:17,20 43:3 71:3 79:8 91:5 114:6 123:18 161:19	9
Y 101:19 yanked 142:3 yeah 10:25 13:2,17 14:24 16:14 20:20 21:9 22:24 33:19 63:18 70:21 71:21 73:20 74:15 80:15 91:17 93:19 103:18 104:9 110:8,11,13 116:14 118:3 136:2 136:8 137:3 142:25 148:4 155:14,16 163:12,12 166:18 year 14:21,25 15:15 15:16,22 16:4,21 24:21,25 25:5,13,23 28:23 31:14 33:14 37:18 38:14 41:21 44:14 45:2,3,4,23 46:3,11,13,19,24 47:20,24 48:1 60:23 61:11,11,19 62:13 64:16,20,22 65:15 65:17 67:3,12 69:22	0 74:13	2 30:24 93:21 133:24 133:24 135:6,10,14 2.0 139:10 2.14.7 127:10 2:00 168:3 2:02 1:16 168:7 20 9:7,25 17:6,8 28:23 94:11 95:12 163:20 200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	4 27:19 48:9 53:9,14 54:11 41 52:2,5 106:4 4380 52:4 46 74:14,15 47 41:17,20 43:3 71:3 79:8 91:5 114:6 123:18 161:19	9