

Page 1

SCHOOL BOARD OF BROWARD COUNTY  
AUDIT COMMITTEE MEETING

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

THURSDAY, FEBRUARY 16, 2023  
9:33 A.M. - 12:29 P.M.

Court Reporter:  
Timothy R. Bass, Stenographic Reporter  
Bass Reporting Service, Inc.  
633 South Andrews Avenue, 5th Floor  
Fort Lauderdale, FL 33301

Page 3

MR. TIM BASS, Court Reporter, United Reporting, Inc.

GUESTS:

LARICA THOMPSON, Trimerge Consulting Group  
CHERI SANDERS, Community Member / PCG

Page 2

COMMITTEE MEMBERS IN ATTENDANCE:

MR. ANDREW MEDVIN, CHAIR  
MS. MARY FERTIG, VICE CHAIR  
MS. RUTH CARTER-LYNCH (Telephonic)  
MS. REBECCA DAHL  
MR. ANTHONY DE MEO  
DR. NATHALIE LYNCH-WALSH  
MR. ROBERT MAYERSONH  
MS. PHYLLIS SHAW (Telephonic)  
MS. JACLYN STRAUSS

OFFICE OF THE CHIEF AUDITOR STAFF:

MR. JORIS JABOUIN, Chief Auditor  
MS. MEREDITH ARLOTTA, Manager, Operations  
MS. JENNIFER HARPALANI, Information Technology Audits  
MS. HERMINE JAMES, Manager, Property & Inventory Audits  
MS. MICHELE MARQUARDT, Executive Secretary  
MS. JENNIFER DAILEY, Clerk Spec C  
MS. ASHLEY ACEVDEO, Inventory Audit Specialist

DISTRICT STAFF:

MRS. JUDITH MARTE, Deputy Superintendent, Operations,  
Office of the Deputy Superintendent, Operations  
DR. NICOLE MANCINI, Chief Academic Officer, Office of  
the Chief Academic Officer  
MR. ERNIE LOZANO, Task Assigned Chief of Staff, Office  
of the Chief of Staff  
MS. KIM PUNZI-ELABARY, Task Assigned Manager  
Behavioral Threat Assessment  
MS. MARY COKER, Director, Procurement & Warehousing  
Services

INVITED GUESTS:

MR. MATTHEW BLONDELL, Business Risk Consulting, RSM  
(Telephonic)  
MR. CHRIS GUMS, Risk Advisory Services, RSM  
(Telephonic)  
MS. NATALEE WALLACE, Risk Consulting Director, Process  
Risk and Controls, RSM (Telephonic)  
MS. JENNIFER MURTHA, RSM  
MS. JAMIE BARDEE, RSM

Page 4

1 Thereupon, the following proceedings were had:

2 - - -

3 MR. MEDVIN: Good morning, everyone. Let's  
4 begin the meeting with the pledge, please. All  
5 rise.

6 (Whereupon, the Pledge of Allegiance was  
7 recited.)

8 MR. JABOUIN: Good morning. I'm Joris  
9 Jabouin, the district's chief auditor. For the  
10 roll call, on the telephone Dr. Ruth  
11 Carter-Lynch?

12 MS. CARTER-LYNCH: Here.

13 MR. JABOUIN: Also on the telephone, Ms.  
14 Phyllis Shaw?

15 MS. SHAW: Here. Good morning everyone.

16 MR. JABOUIN: Ms. Rebecca Dahl?

17 MS. DAHL: Here.

18 MR. JABOUIN: Mr. Anthony De Meo?

19 MR. DE MEO: Here.

20 MR. JABOUIN: Ms. -- I'm sorry, Dr. Nathalie  
21 Lynch-Walsh?

22 DR. LYNCH-WALSH: Here.

23 MR. JABOUIN: Mr. Robert Mayersohn?

24 MR. MAYERSONH: I'm here.

25 MR. JABOUIN: Mr. Andrew Medvin?

<p style="text-align: right;">Page 5</p> <p>1 MR. MEDVIN: Here.</p> <p>2 MR. JABOUIN: Ms. Jaclyn Strauss?</p> <p>3 MS. STRAUSS: Present.</p> <p>4 MR. MEDVIN: Okay. Next item is approval of</p> <p>5 the agenda.</p> <p>6 MR. MAYERSOHN: Motion to approve the agenda.</p> <p>7 MR. MEDVIN: Second? Is there a second?</p> <p>8 DR. LYNCH-WALSH: Second.</p> <p>9 MR. MEDVIN: Dr. Lynch-Walsh, second.</p> <p>10 So all in favor?</p> <p>11 COMMITTEE MEMBERS: Aye.</p> <p>12 MR. MEDVIN: Opposed?</p> <p>13 (No response.)</p> <p>14 MR. MEDVIN: The agenda is approved.</p> <p>15 Mr. Jabouin?</p> <p>16 MR. JABOUIN: Thank you. To all Audit</p> <p>17 Committee members, school board employees and</p> <p>18 guests, please ensure, for the accuracy of the</p> <p>19 minutes, that you please speak loudly and into</p> <p>20 the microphone. This also assists the members</p> <p>21 that are on the telephone to allow them to hear</p> <p>22 better.</p> <p>23 And, also, to recognize Vice Chair Fertig has</p> <p>24 entered the room. So, good morning, Ms. Fertig.</p> <p>25 MS. FERTIG: Good morning.</p>	<p style="text-align: right;">Page 7</p> <p>1 Nathalie Lynch-Walsh, did request that the board</p> <p>2 send it back to the committee. There was board</p> <p>3 discussion on it. I recommended that they</p> <p>4 proceed with it and we would follow up on the</p> <p>5 findings during the follow-up process. Also look</p> <p>6 at the new contract with PCG that the school</p> <p>7 board signed in January '23. And then I did</p> <p>8 remind the board that the excerpt to the minutes</p> <p>9 were included in their package that showed the</p> <p>10 Audit Committee discussion, but, ultimately, the</p> <p>11 discussion was whether or not to postpone it, and</p> <p>12 then I recommended in order to provide</p> <p>13 flexibility that they vote it down, which they</p> <p>14 did. So that report will be on the committee's</p> <p>15 March 2nd Audit Committee meeting.</p> <p>16 The board did approve the Independent</p> <p>17 Auditor's Report Over Internal Controls Over</p> <p>18 Financial Reporting and Compliance as well as the</p> <p>19 Internal -- the Management Letter and the</p> <p>20 Internal Independent Accountants' Report. So, as</p> <p>21 a priority, since they approved it, these have to</p> <p>22 be uploaded in the various sites of the Auditor</p> <p>23 General, the Florida Department of Education, the</p> <p>24 U.S. Department of Education, the Federal Audit</p> <p>25 Clearinghouse. This will be a high-priority item</p>
<p style="text-align: right;">Page 6</p> <p>1 MR. JABOUIN: With respect to the district's</p> <p>2 annual training program for school board based</p> <p>3 established advisory committee members, we have</p> <p>4 received all of them but two. One of them,</p> <p>5 there's a technology issue that we will work with</p> <p>6 that member to get, and the other one just</p> <p>7 happens to be a new member who just found out</p> <p>8 about the form this morning, as far as the</p> <p>9 training, so we will obviously get that done as</p> <p>10 well. Same situation with the acknowledgment</p> <p>11 form as well. We have the voting conflict forms</p> <p>12 if Audit Committee members need to use them.</p> <p>13 Also there are the timeframes for the agenda.</p> <p>14 They are not mandatory. They are guides. They</p> <p>15 are provided to outsiders that will be attending</p> <p>16 the meeting. Sometimes it's district staff</p> <p>17 members.</p> <p>18 The school board met yesterday. With respect</p> <p>19 to the education management software agreement</p> <p>20 forensic report that was presented at the January</p> <p>21 26th Audit Committee meeting, the Audit Committee</p> <p>22 voted to transmit that report as documented in</p> <p>23 the attached minutes that are in your package.</p> <p>24 At the school board meeting yesterday, school</p> <p>25 board member -- Audit Committee member, Dr.</p>	<p style="text-align: right;">Page 8</p> <p>1 for us for next week to get those uploaded and</p> <p>2 verified and certified into those reports because</p> <p>3 those are significant to the district.</p> <p>4 This concludes the Chief Auditor's</p> <p>5 Administrative Matters, Chair.</p> <p>6 MR. MEDVIN: Dr. Lynch-Walsh?</p> <p>7 DR. LYNCH-WALSH: I guess during our comments</p> <p>8 at the end, I'll clarify why I requested it come</p> <p>9 back to the Audit Committee because there will be</p> <p>10 additional documents that need to be provided to</p> <p>11 everybody for the March meeting. The board voted</p> <p>12 unanimously to reject accepting that report and</p> <p>13 sent it back to us so we can have further</p> <p>14 discussion.</p> <p>15 MS. FERTIG: Can you -- can we just do that</p> <p>16 now; is that okay? Because I had a thought, I</p> <p>17 had one thought, too, so I -- since we</p> <p>18 transmitted, so --</p> <p>19 DR. LYNCH-WALSH: Well, it had to do with the</p> <p>20 fact, and I apologize for not having really read</p> <p>21 word for word, as I usually do, that day.</p> <p>22 The summer tutoring, which is what the</p> <p>23 invoices were for, was in the contract with May 1</p> <p>24 dates, which the auditors noted but did not note</p> <p>25 as a concern or something significant. So, of</p>

<p style="text-align: right;">Page 9</p> <p>1 course, as I told the board yesterday, there 2 should have been no surprise to subsequently 3 receive invoices that included summer tutoring. 4 And, if you're going to have summer tutoring in 5 the summer of 2021 and you are approving a 6 contract for a July 1, 2021 -- approving a 7 contract that starts July 1 but includes summer 8 tutoring, which I believe we all know that summer 9 begins in June, which would be in the prior 10 fiscal year, that, obviously, some work, lead 11 work would have to be done. Even though the 12 contract is for July, there are going to be 13 services that start in May, like setting up the 14 summer tutoring, coordinating. And those were -- 15 that was all done in Sunshine at board workshops 16 at board meetings.</p> <p>17 MS. FERTIG: So let me just cut through it 18 here. So do you think there are other cases in 19 there that are the same and can we just get it 20 all at one time so that we --</p> <p>21 DR. LYNCH-WALSH: Well -- what do you mean 22 "all at one time"?</p> <p>23 MS. FERTIG: Well, there were multiple 24 invoices so I'm just wondering if others are 25 similar circumstances.</p>	<p style="text-align: right;">Page 11</p> <p>1 academic officer was signing invoices that were 2 improperly backdated when the auditors -- CRI 3 does mention in their initial and subsequent 4 report that the contract had the May 1 date in 5 it, but that never got discussed by us because we 6 were all diverted to the invoices.</p> <p>7 Then the second table had invoices that were 8 older, which then creates a problem -- gets into 9 accounts payable and the budgeting and funding 10 guidelines which will be something that needs to 11 be provided, because, if you have open -- if you 12 have invoices that are unpaid, and if everybody 13 has done what's in these guidelines, then there 14 should have been POs with funds left over and 15 those should have been carried forward to the 16 next year so that you could then either -- 17 whatever they need to do.</p> <p>18 MS. FERTIG: So all of this is coming -- so 19 you're not just asking for the one, you're going 20 to go back through each of them and reevaluate 21 each one?</p> <p>22 DR. LYNCH-WALSH: Each one what? It was 23 never about the invoices. It was never about the 24 invoices.</p> <p>25 MS. FERTIG: Well, actually, the whole audit</p>
<p style="text-align: right;">Page 10</p> <p>1 DR. LYNCH-WALSH: Yeah, so I spent the better 2 part of five hours -- the better part of five 3 hours on Tuesday making sure that we got -- or I 4 got -- because I had to do a public records 5 request because it's too hard to request it this 6 way, getting all the invoices, not that those 7 were particularly helpful, I also requested 8 emails and I've gone back and identified the 9 meetings. So the other invoices -- so there were 10 two sets of invoices in that report.</p> <p>11 MS. FERTIG: Right.</p> <p>12 DR. LYNCH-WALSH: The first table is the one 13 -- are the ones with the May 1 beginning service 14 date. PCG does not do the most detailed 15 invoices, but the summer tutoring, which is -- 16 it's everywhere that they were doing summer 17 tutoring --</p> <p>18 MS. FERTIG: Uh-huh.</p> <p>19 DR. LYNCH-WALSH: -- so it should have been 20 explained that there was carryover. So we have a 21 budgeting and funding issue whereby was there 22 money left -- so the one for summer tutoring was 23 brand new and that was being discussed in March, 24 April, May, and all of that, of 2021. So I'm not 25 sure -- so how we got into the former chief</p>	<p style="text-align: right;">Page 12</p> <p>1 started over something else, so --</p> <p>2 DR. LYNCH-WALSH: Right. Which was never 3 answered. But it was never about the invoices. 4 That was a distraction because it was really -- 5 the two problems you had, the first one, I'm not 6 even sure why that became a problem because 7 everybody knew. This was approved by the board. 8 The funding was approved. There are emails 9 discussing what these line items are. It was 10 about summer school, the 4. -- under 4.8 it's 11 clear it's about tutoring. And I don't know how 12 you can fire up a tutoring program in summer, 13 which starts early to mid-June and not have to do 14 legwork prior to that. And if there wasn't 15 funding in the current year, because this was 16 primarily for the subsequent fiscal year, why did 17 it turn into a big brouhaha unless everybody -- 18 and, remember, there's been a shuffling and a 19 changing of the deck chairs on the Titanic, so a 20 lot of the people -- and the person that could 21 have explained it was never requested by CRI, and 22 all of these people were new, you threw in a new 23 chief academic officer, we reshuffled, got rid of 24 the ESE executive director, so there's all these 25 people that don't actually know what was going on</p>

Page 13

1 that were questioned, and then --

2 MS. FERTIG: Okay. I'm getting all of this,  
3 but I just want to make sure that when it comes  
4 back we have a document for each thing that can  
5 be questioned so we don't have to --

6 DR. LYNCH-WALSH: Well, it would be, so  
7 things you need are the budget guidelines that  
8 were in place, which I have, so I will happily --

9 MS. FERTIG: Hopefully, he can -- hopefully,  
10 he would --

11 DR. LYNCH-WALSH: Right. As part of the  
12 public records request and the reason it took so  
13 long is we uncovered another problem. Nobody  
14 that has access apparently to SAP that was  
15 questioned could provide me with the invoices  
16 that matched up to POs and identify the funding  
17 source. Because there's also an issue of whether  
18 this was general funds or ESSER, because tutoring  
19 would have been ESSER. And so you have all these  
20 invoices that you have to identify the funding  
21 source. But it took like 12 people and then I  
22 was manually matching -- I was manually matching  
23 those invoice numbers that we saw in the report  
24 which are the vendor invoice numbers to match  
25 them back to the SAP assigned invoice numbers and

Page 15

1 up getting audited at one point and then we got  
2 audited and now we have these really old  
3 invoices. So anyone can miss a few invoices,  
4 especially given how they match or don't match  
5 things. But, admit, okay, it's not a perfect  
6 system, we missed some invoices, which then  
7 necessitated when people discovered it payment.  
8 Of course they needed to be paid. But the  
9 question is, where did the funding for those old  
10 invoices go? Because I was told that the funds  
11 wouldn't have been spent because there's only so  
12 many places for funds to go because they weren't  
13 available, presumably, and so those older  
14 invoices were being paid out of that July 1, 2021  
15 funding, because, presumably, there was no other  
16 funding source. So that's something else that  
17 needs to be addressed.

18 MS. STRAUSS: Nathalie, I'm sorry. With all  
19 due respect, can we please get to the topic on  
20 hand because that's why we're here?

21 DR. LYNCH-WALSH: Which is why I said after.

22 MS. STRAUSS: I can't do this.

23 DR. LYNCH-WALSH: Because, yes, it's  
24 involved. It's involved.

25 MR. MEDVIN: Okay. Mr. Jabouin, did you want

Page 14

1 the purchase order in order to know which things  
2 went to which and then they could identify the  
3 funding source. It was a labor of love, but,  
4 yes, he can certainly obtain all of that.

5 But the -- and we also need CRI back because  
6 they do mention in -- that the contract mentions  
7 summer tutoring and that the dates are in the  
8 contract. So then the question becomes, this  
9 went through legal?

10 If legal didn't have a problem with it and  
11 nobody had a problem with it, then why was it  
12 suddenly the former chief academic officer's sole  
13 problem? The cover up around here is always  
14 worse than the crime. Was there actually a crime  
15 or was this about covering up what?

16 MS. FERTIG: I didn't take that audit to be  
17 about any one person. I took it to be about some  
18 sloppy procedures that need to be strengthened by  
19 better policies.

20 MS. STRAUSS: Internal controls.

21 MS. FERTIG: Yeah.

22 DR. LYNCH-WALSH: Yeah, but we literally, on  
23 the earlier invoices it was in the report that he  
24 was saying that we need to pay these. So  
25 invoices go missing. It could happen. PCG ended

Page 16

1 to finish?

2 MR. JABOUIN: Yes. Thank you very much,  
3 Chair.

4 This item will be on the March 2nd Audit  
5 Committee meeting.

6 I also would like to recognize the other  
7 persons that are in the room that I did not do  
8 during the roll call. Mrs. Marte?

9 DR. LYNCH-WALSH: Okay. Is there some reason  
10 -- you guys are from RSM? Why do I have to break  
11 my back to turn around to see them when we've got  
12 seats right here? Or there?

13 MR. JABOUIN: We will bring them up when the  
14 agenda item comes up.

15 DR. LYNCH-WALSH: But they're -- yeah, but  
16 they're --

17 MR. JABOUIN: Sure. We will bring them up.  
18 Ms. Marte?

19 MRS. MARTE: Good morning. Judith Marte,  
20 Deputy Superintendent Operations.

21 MR. LOZANO: Good morning everyone. Ernie  
22 Lozano, Task Assigned Chief of Staff.

23 MS. PUNZI-ELABIARY: Good morning. Kim  
24 Punzi-Elabiary, Task Assign Behavioral Threat  
25 Assessment Manager.

<p style="text-align: right;">Page 17</p> <p>1 MS. STRAUSS: Where is Dr. Wanza?</p> <p>2 MS. FERTIG: I ran into her in the hall and</p> <p>3 she's coming in a minute.</p> <p>4 MS. HARPALANI: Jennifer Harpalani, Office of</p> <p>5 the Chief Auditor.</p> <p>6 MS. ACEVEDO: Ashley Acevedo, Office of the</p> <p>7 Chief Auditor.</p> <p>8 MS. DAILEY: Jennifer Dailey, Office of the</p> <p>9 Chief Auditor.</p> <p>10 MS. JAMES: Hermine James, Office of the</p> <p>11 Chief Auditor.</p> <p>12 MS. ARLOTTA: Meredith Arlotta, Office of the</p> <p>13 Chief Auditor.</p> <p>14 MR. JABOUIN: In the back, first?</p> <p>15 MS. LAZARRE: Gerri Lazarre, Trimerge</p> <p>16 Consulting Group. We're in the audit pool for</p> <p>17 the IT construction and audit.</p> <p>18 MS. THOMPSON: Larica Thompson, with</p> <p>19 Trimerge.</p> <p>20 MR. MEDVIN: I'm sorry. Can you repeat that?</p> <p>21 I couldn't hear you.</p> <p>22 MS. THOMPSON: Larica Thompson.</p> <p>23 MS. DAHL: Are you using the mikes?</p> <p>24 MS. LAZARRE: Good morning everyone. I hope</p> <p>25 you can hear me. Gerri Lazarre with Trimerge</p>	<p style="text-align: right;">Page 19</p> <p>1 MR. MAYERSOHN: Motion to approve as amended.</p> <p>2 MR. MEDVIN: Any seconds?</p> <p>3 DR. LYNCH-WALSH: Second.</p> <p>4 MR. MEDVIN: All in favor?</p> <p>5 COMMITTEE MEMBERS: Aye.</p> <p>6 MR. MEDVIN: Opposed?</p> <p>7 (No response.)</p> <p>8 MR. MEDVIN: Motion carries.</p> <p>9 MR. JABOUIN: I'm sorry. A quick point, Mr.</p> <p>10 Medvin, that you may not have been aware of. We</p> <p>11 received the documentation appointing Ms.</p> <p>12 Carter-Lynch after the meeting. So during the</p> <p>13 meeting she didn't count for quorum and voting as</p> <p>14 well. So just something to keep that in mind.</p> <p>15 MR. MEDVIN: I have no additional comments.</p> <p>16 Item Number 8, RSM - Behavioral Threat Assessment</p> <p>17 Policy and Procedures.</p> <p>18 MR. JABOUIN: Yes, a quick introduction. So</p> <p>19 this is the audit of the Behavioral Threat</p> <p>20 Assessment Policies and Procedures. This audit</p> <p>21 is a responsible -- is a responsibility of the</p> <p>22 chief auditor and we engaged RSM to perform this.</p> <p>23 We will be, and as you are seeing, more frequent</p> <p>24 audits in this area, so the RSM team who has</p> <p>25 performed all these for us is here, as well as</p>
<p style="text-align: right;">Page 18</p> <p>1 Consulting Group. We're a CPA firm. We're part</p> <p>2 of the auditor pool of vendors that you have for</p> <p>3 your IT construction and internal controls</p> <p>4 contract.</p> <p>5 MS. THOMPSON: Hi. I am Larica Thompson,</p> <p>6 also with Trimerge Consulting Group.</p> <p>7 MR. JABOUIN: And on the phone do we have</p> <p>8 Natalee Wallace?</p> <p>9 MS. WALLACE: Yes, Natalee Wallace with RSM.</p> <p>10 MS. BARDEE: Jamie Bardee, with RSM.</p> <p>11 MS. MURTHA: Jen Murtha, with RSM.</p> <p>12 MR. JABOUIN: Thank you.</p> <p>13 MR. MEDVIN: Do we have any public speakers?</p> <p>14 MS. MARQUARDT: No, we don't.</p> <p>15 MR. MEDVIN: Okay. The next item on the</p> <p>16 agenda is approval of the minutes.</p> <p>17 Are there any comments?</p> <p>18 MR. MAYERSOHN: Motion to approve.</p> <p>19 MR. MEDVIN: I have one. On the title page</p> <p>20 it has guests, the group includes Ms.</p> <p>21 Carter-Lynch. She, in fact, is a member of the</p> <p>22 committee as of the last meeting. So if we can</p> <p>23 change the cover page to indicate that she is a</p> <p>24 committee member in attendance as opposed to a</p> <p>25 guest.</p>	<p style="text-align: right;">Page 20</p> <p>1 Mr. Lozano and his team as well.</p> <p>2 And so Ms. Murtha will start the discussion.</p> <p>3 MS. MURTHA: Thank you. I'm here with Jamie</p> <p>4 and we are going to remind the committee on page</p> <p>5 3 that this is a compliance audit focused on the</p> <p>6 required documentation as per the Behavioral</p> <p>7 Threat Assessment Procedures manual and policy.</p> <p>8 So the objective of this testing is to determine</p> <p>9 if the required forms were, one, entered, updated</p> <p>10 into the software, submitted, substantially</p> <p>11 complete and completed/signed by the appropriate</p> <p>12 members.</p> <p>13 RSM did not test the appropriateness of the</p> <p>14 contents of the files or the District's threat</p> <p>15 assessment process.</p> <p>16 We've included a table on page three based on</p> <p>17 the conversation from the last Audit Committee</p> <p>18 meeting where we were trying to all recall the</p> <p>19 dates, the times of when, the scope period and</p> <p>20 coverage, so we hope that that's beneficial.</p> <p>21 We did kick off this in October of 2022. The</p> <p>22 report is dated January 18th 2023.</p> <p>23 If you move to page 14 there are -- there is</p> <p>24 a matrix which this committee is familiar with</p> <p>25 where we have the results of our testing from</p>

<p style="text-align: right;">Page 21</p> <p>1 school year '21, '22 and now '23.</p> <p>2 I know that the committee has had this report</p> <p>3 for a couple of weeks now, so we'd like to move</p> <p>4 right into entertaining any questions, comments,</p> <p>5 or concerns that the committee has for us as well</p> <p>6 as for staff at the district.</p> <p>7 MR. MEDVIN: All right. It looks like your</p> <p>8 sample size for the last quarter was 35. I think</p> <p>9 the quarter before that was also 35.</p> <p>10 MS. MURTHA: Correct.</p> <p>11 MR. MEDVIN: Now, that wasn't just a pure</p> <p>12 statistical sample. Please tell me how you came</p> <p>13 up with that number and the members of the</p> <p>14 sample.</p> <p>15 MS. BARDEE: So the sampling size we worked</p> <p>16 with internal audit to determine that number.</p> <p>17 And the objective was that we're going to be</p> <p>18 doing these more frequently so we do not need as</p> <p>19 large of a sample size.</p> <p>20 MR. MEDVIN: Okay. But on 9/30/22 the number</p> <p>21 of threats reported it lists as 885, then they're</p> <p>22 broken down, most of which are entitled</p> <p>23 transient. And I'm not quite sure what that</p> <p>24 means, and that will be one of my questions</p> <p>25 later. So this 35, did you purposely go to the</p>	<p style="text-align: right;">Page 23</p> <p>1 user, which is you all, the Audit Committee. So,</p> <p>2 with that being said, if the sample needs to be</p> <p>3 increased, we are happy to increase the sample to</p> <p>4 satisfy the committee.</p> <p>5 However, if I may, in auditing a</p> <p>6 statistically valid sample is no more than 60.</p> <p>7 So when you add the two pieces together we will</p> <p>8 be at 70. Again, it's at the discretion of the</p> <p>9 committee. However, using a sample, you are</p> <p>10 typically going to identify the trends and the</p> <p>11 errors and maybe not all of the irregularities,</p> <p>12 but you should be able to identify the trends.</p> <p>13 And that's through GAP and GASB and AICPA that is</p> <p>14 accepted. However, at the discretion of the</p> <p>15 committee we can audit as many as you desire.</p> <p>16 MS. STRAUSS: Thank you. I appreciate that.</p> <p>17 And I believe, if we want to pull the record, the</p> <p>18 last time we looked at this we did express</p> <p>19 concerns with the 35. I don't know about my</p> <p>20 colleagues here, but I was not consulted from the</p> <p>21 chief auditor on what we believed was an</p> <p>22 appropriate sample size. So we have not made</p> <p>23 that recommendation as an Audit Committee.</p> <p>24 Somebody seemed to take that upon themselves to</p> <p>25 do. And that is not -- that is not, in my</p>
<p style="text-align: right;">Page 22</p> <p>1 very serious, and serious, and basically ignore</p> <p>2 the other ones for this purpose or --</p> <p>3 MS. BARDEE: We feel that that's where the</p> <p>4 highest risk is.</p> <p>5 MR. MEDVIN: Okay. Is 35 enough? I mean --</p> <p>6 DR. LYNCH-WALSH: No.</p> <p>7 MR. MEDVIN: I'm a little concerned about</p> <p>8 that.</p> <p>9 Ms. Strauss?</p> <p>10 MS. STRAUSS: Yeah. Thank you. So in my --</p> <p>11 you know, first of all, I appreciate everything</p> <p>12 that you do. I know that you all are very</p> <p>13 capable. However, even though it is being done</p> <p>14 more frequently, I do not think that it's</p> <p>15 appropriate to have just a sample of 35 students.</p> <p>16 At the end of the day, how many students do we</p> <p>17 serve in this district? Does somebody want to</p> <p>18 answer that question? How many students do we</p> <p>19 serve in this district?</p> <p>20 MRS. MARTE: Through the Chair, approximately</p> <p>21 200,000.</p> <p>22 MS. STRAUSS: 200,000. So 35 out of 200,000.</p> <p>23 That's very immaterial.</p> <p>24 MS. MURTHA: So I can address that. So the</p> <p>25 sample size is really at the discretion of the</p>	<p style="text-align: right;">Page 24</p> <p>1 opinion, the purpose of all of us sitting here.</p> <p>2 Okay? I don't volunteer my time to not be</p> <p>3 consulted. And I understand according to GAP,</p> <p>4 you know, and all the different governing bodies</p> <p>5 that 70 is the number that they say. But when it</p> <p>6 comes to Behavioral Threat Assessment and</p> <p>7 children, which I believe is the most important</p> <p>8 thing, and I think everyone around this table</p> <p>9 probably prioritizes that, 70 is not enough. So</p> <p>10 I don't care what the standards say.</p> <p>11 MS. MURTHA: Understood.</p> <p>12 MR. MEDVIN: Dr. Lynch-Walsh?</p> <p>13 DR. LYNCH-WALSH: I concur with everything</p> <p>14 that Ms. Strauss just said and I'm going to add a</p> <p>15 couple of questions to that.</p> <p>16 On the same page 4 it says, per Internal</p> <p>17 Audit's direction we judgmentally selected a</p> <p>18 sample of 35 threat assessments, thus our sample</p> <p>19 and related testing results were not designed to</p> <p>20 be representative of the population.</p> <p>21 Okay. So in addition, and I believe Ms.</p> <p>22 Strauss is a CPA, but in addition to me, myself,</p> <p>23 having a background in accounting, I'm a degreed</p> <p>24 accountant, I also have a Ph.D., which means I</p> <p>25 understand methodology, so this doesn't sound</p>

<p style="text-align: right;">Page 25</p> <p>1 like random sampling.</p> <p>2 MS. MURTHA: It is not random sampling.</p> <p>3 DR. LYNCH-WALSH: Okay. So what does</p> <p>4 judgmentally mean?</p> <p>5 MS. BARDEE: When we judgmentally select</p> <p>6 samples we want to have a good mix of high</p> <p>7 schools, centers, elementary schools, middle</p> <p>8 schools as well as timing. So we want to see at</p> <p>9 the beginning of the scope period, middle and end</p> <p>10 to see if there's anything that changes in there.</p> <p>11 DR. LYNCH-WALSH: Okay. So --</p> <p>12 MR. JABOUIN: And to add to that, Dr.</p> <p>13 Lynch-Walsh, to answer your question, the</p> <p>14 judgmentally part is actually gearing it towards</p> <p>15 the higher risk items because the higher risk</p> <p>16 occurrences have more steps that need to be</p> <p>17 followed and tested.</p> <p>18 DR. LYNCH-WALSH: I'm following how they got</p> <p>19 to 119, but my -- so we have -- so far -- so we</p> <p>20 have the new policy, the new law and the new</p> <p>21 behavioral threat assessment system. Step 1 was</p> <p>22 just trying to get people to put stuff in there.</p> <p>23 What I came back to and why I'm going to</p> <p>24 suggestion that we recommended that all 119</p> <p>25 should have been included, forget sample, just do</p>	<p style="text-align: right;">Page 27</p> <p>1 could have another tragedy, because we don't</p> <p>2 actually know if good information, useful</p> <p>3 information, is being provided, much less acted</p> <p>4 upon, because that's not part of your scope.</p> <p>5 Which, I guess the reason you have an Audit</p> <p>6 Committee is to point these things out when</p> <p>7 they're not proactively done.</p> <p>8 So I completely concur with Jaclyn, but I</p> <p>9 think, given the small number of the population</p> <p>10 that you wound up with, and, again, this isn't on</p> <p>11 you, one -- all of them should have been</p> <p>12 included. Because then you would have -- you</p> <p>13 would actually know what's going on. At first we</p> <p>14 were trying to get the compliance and then to</p> <p>15 performance in terms of what's actually</p> <p>16 happening.</p> <p>17 And, yes, 70 isn't enough. I would say do --</p> <p>18 the whole 119 should have been done. And that's</p> <p>19 just on those two pages.</p> <p>20 MS. MURTHA: May I? May I comment? And we</p> <p>21 can absolutely do that. There is -- you know, we</p> <p>22 can audit the phone book if we wanted to.</p> <p>23 Anything, you know, can be audited. It obviously</p> <p>24 will -- could impact timing, could impact the</p> <p>25 fee.</p>
<p style="text-align: right;">Page 26</p> <p>1 the whole population. It's not 119,000, it's 119</p> <p>2 threat assessments.</p> <p>3 And the reason -- and the thing is, what</p> <p>4 you're not auditing, which is not on you guys and</p> <p>5 I know that you are perfectly capable of doing</p> <p>6 this, but understand that this Audit Committee is</p> <p>7 not consulted on sample size, we did not</p> <p>8 recommend not going with the full population, and</p> <p>9 I think it's important to understand on page 3,</p> <p>10 your disclaimer that RSM did not test for the</p> <p>11 appropriateness of the content of files or the</p> <p>12 district's threat assessment process.</p> <p>13 So we don't know whether the information --</p> <p>14 now, that we've got people uploading and putting</p> <p>15 stuff in and uploading those precious</p> <p>16 certificates and everything else, now that</p> <p>17 they're doing all of the minutia, we don't know</p> <p>18 if the minutia is any good. Because that's not</p> <p>19 what you're testing for, which I think we're at a</p> <p>20 point where that needs to get added into what</p> <p>21 you're doing so that you can speak to the</p> <p>22 appropriateness of the content of the file and to</p> <p>23 the threat assessment process, itself. Or else</p> <p>24 what we're doing could be totally -- and what</p> <p>25 you're doing could be totally meaningless and we</p>	<p style="text-align: right;">Page 28</p> <p>1 MR. JABOUIN: Yeah, so to mention, as far as</p> <p>2 sampling, that is a fundamental part of audits.</p> <p>3 So all the auditors that do work here, they do it</p> <p>4 on a sampling basis.</p> <p>5 During that particular period there was 885</p> <p>6 threats that were tested.</p> <p>7 MS. STRAUSS: In three months?</p> <p>8 MR. JABOUIN: So there was a desire -- I'm</p> <p>9 sorry, that had built up during that particular</p> <p>10 timeframe.</p> <p>11 The reality of it is, we want to be able to</p> <p>12 provide information timely to the Audit Committee</p> <p>13 and the board. The more lengthier -- to be able</p> <p>14 to do all of them is going to require much more</p> <p>15 time. So this report would have been prepared</p> <p>16 much later.</p> <p>17 So at some point the audits were occurring</p> <p>18 and they were a little bit too slow and we wanted</p> <p>19 to go ahead and speed them up. I think it's</p> <p>20 better to provide a good point of view and then</p> <p>21 go on and do the next work on that end, rather</p> <p>22 than wait and go through all the processes. So</p> <p>23 there is a timeliness factor that can be</p> <p>24 provided.</p> <p>25 MS. MURTHA: Joris, can I add one thing?</p>

Page 29

1 MR. JABOUIN: Yes.

2 MS. MURTHA: We have the staff to do the work  
3 from our side, at RSM. However, we do burden the  
4 system. We are at the schools, we are talking to  
5 the principals. It's not just on us, the time.  
6 So just to point that out, we do have active  
7 conferences with the principals, with Ernie's  
8 team. So the larger the sample the more the  
9 burden on the district.

10 MR. MEDVIN: Dr. Lynch-Walsh?

11 DR. LYNCH-WALSH: Well, I think Jaclyn put  
12 her hand up and Mary, they had their hands up  
13 first.

14 MS. FERTIG: Yeah, I just -- I just want to  
15 start overall.

16 MS. DAHL: Mary, put the mike --

17 MS. FERTIG: Oh, sorry, I moved it away.  
18 Thank you.

19 Yeah, I have a lot of concerns just about the  
20 numbers on these first few pages before we get in  
21 the back.

22 So I guess what I want to see that what we're  
23 doing is having some sort of impact on the  
24 threats and so forth in schools. I don't really  
25 kind of see that. I -- as I'm going through

Page 31

1 items we deal with. It's a very --

2 MS. MURTHA: Understood. I just wanted to  
3 point out that we have the resources, but it's  
4 kind of a two-way street.

5 MR. DE MEO: You're a very large firm, we  
6 know that, and very capable. But I think  
7 whatever imposition occurs will just have to  
8 occur.

9 Second, Section 5D of the policies, we --  
10 your last report we discussed --

11 MS. SHAW: I can't hear the speaker. I'm  
12 sorry.

13 MR. MAYERSOHN: Is your microphone on?

14 MR. DE MEO: You can't hear me?

15 MR. MAYERSOHN: Now we can.

16 MR. DE MEO: It's on. We discussed the  
17 referrals to the authorities, to the police, the  
18 sheriff. I don't see any attribute that  
19 addresses that specifically. Am I missing that?  
20 Is that 5D?

21 MS. BARDEE: So the student risk intake form  
22 does address if it was an immediate threat was  
23 police notified.

24 MR. DE MEO: And you tested for that?

25 MS. BARDEE: Yeah.

Page 30

1 your, on page 4 where you have serious  
2 substantive exceptions noted for 12 or 80 percent  
3 of the 15 threats tested, that just kind of makes  
4 me wonder, if we were to follow up on the threats  
5 that we saw in the previous reports, if they will  
6 have corrected their problems or not. Are these  
7 problems being corrected or because we're doing a  
8 different sample size, are we not really catching  
9 the fact that the mistakes that you've noted in  
10 the past have not really been fixed?

11 And I don't know what the answer to that is,  
12 but I kind of -- this may be a burden on schools,  
13 but I actually think you're helping them when you  
14 go in and you can point out to them something  
15 that they need to be doing better. So I -- yeah,  
16 I think if you have the staff and we have the  
17 resources this should be prioritized as something  
18 that we are doing the max on.

19 So I -- I have other comments, but I know Mr.  
20 De Meo was there right simultaneous.

21 MR. DE MEO: Just a couple of comments.  
22 First -- and a question. First, impacting the  
23 staff in performing your work in this matter, I  
24 believe -- I don't think anyone would disagree,  
25 this is probably one of the highest priority

Page 32

1 MR. DE MEO: And are your findings reported  
2 on that?

3 MR. LOZANO: Good morning, sir.

4 So if you look at attributes 3 and 4 law  
5 enforcement has to participate in every single  
6 threat assessment meeting we have to determine  
7 the level of threat. So that is looked at in  
8 this audit, that law enforcement was one of the  
9 required members on the threat assessment team.

10 MR. DE MEO: Which one -- which attribute  
11 addresses that in this report?

12 Because I'd like to know if each one of these  
13 serious threats, if just one wasn't reported, I  
14 consider that a serious failure.

15 MS. BARDEE: So I think the best one would be  
16 28. Was the BTA signed by all team members as  
17 required? And that's where we do look for each  
18 required one.

19 MR. LOZANO: Correct.

20 MR. DE MEO: I'm going to suggest, again,  
21 that a separate line item attribute be tested for  
22 the referral to the appropriate authorities.  
23 That, to me, six years ago was one of the serious  
24 contributing factors to a tragedy and we don't  
25 need to have that again. I mean, this is



<p style="text-align: right;">Page 33</p> <p>1 something within our control.</p> <p>2 Then, last comment, the judgmental sampling</p> <p>3 as you've described makes a lot of sense, but the</p> <p>4 two speakers before me or the three speakers</p> <p>5 before me pointed out what a serious and</p> <p>6 important matter this is. And I do think the</p> <p>7 judgment in this case in determining the sample</p> <p>8 should be all 119, or all the serious threats, or</p> <p>9 all threats over a certain level, whatever the</p> <p>10 consensus here is. And I think perhaps Mr. Chief</p> <p>11 Auditor will at least in this case bring this to</p> <p>12 our attention so that we could contribute to how</p> <p>13 the audit is going to be performed.</p> <p>14 That's all I got.</p> <p>15 MR. MEDVIN: Dr. Lynch-Walsh?</p> <p>16 DR. LYNCH-WALSH: Do you want to go?</p> <p>17 MS. STRAUSS: Yes. Do you have something to</p> <p>18 say before I make my comment?</p> <p>19 MR. LOZANO: No, I said it.</p> <p>20 MS. STRAUSS: You said it? You're good?</p> <p>21 MR. LOZANO: Thank you, I'm good right now.</p> <p>22 MS. STRAUSS: Okay. So a few things here.</p> <p>23 Now, number one, I do agree with my colleagues</p> <p>24 here that bothering or interrupting the day of</p> <p>25 school staff, I really don't care; okay? This is</p>	<p style="text-align: right;">Page 35</p> <p>1 each of those threat assessments that had a fail</p> <p>2 in the attribute before we even came to the Audit</p> <p>3 Committee meeting.</p> <p>4 MS. STRAUSS: Okay. So I'd like for the</p> <p>5 chief auditor to perhaps be more transparent and</p> <p>6 communicate that information to all of us.</p> <p>7 Because I didn't know that. I mean, I don't</p> <p>8 know, I don't know, maybe my colleagues got the</p> <p>9 memo and I missed it, but I didn't see it.</p> <p>10 The other thing in regards to Mr. Chief</p> <p>11 Auditor's comment on timing and timing and a</p> <p>12 delay and a delay, I think we just heard from RSM</p> <p>13 they are fully capable, fully, where there should</p> <p>14 not be a delay. And I believe that if we asked</p> <p>15 for additional investment in audit funds that may</p> <p>16 be necessary to increase the scope of your audit</p> <p>17 sample size, nobody would disagree with that.</p> <p>18 Nobody.</p> <p>19 So I don't want to hear about timing and</p> <p>20 extra time and blah-blah-blah. Because at the</p> <p>21 end of the day, as a mother, I do not want a</p> <p>22 child sitting next to my son or daughter that is</p> <p>23 going to be taking some sort of not desirable</p> <p>24 action, period, end of story. There is no</p> <p>25 exceptions here.</p>
<p style="text-align: right;">Page 34</p> <p>1 their job.</p> <p>2 Now, Mrs. Fertig said, you know, helping</p> <p>3 them, you know, it will help them get better.</p> <p>4 That's not your job either; right? But simply</p> <p>5 asking the questions, right, so they know that</p> <p>6 they're being held accountable, may have some</p> <p>7 action oriented results. That's number one.</p> <p>8 Number two, the point around the failures</p> <p>9 from the last quarter's audit report, how do we</p> <p>10 know -- I want a report to know, from your</p> <p>11 office, Mr. Lozano, that those have been</p> <p>12 addressed. I want to know what happened. I</p> <p>13 don't want them falling through the cracks.</p> <p>14 We're not doing this just to like report and tell</p> <p>15 us and then do nothing. So I want to know what</p> <p>16 was done to rectify those situations and what</p> <p>17 happens in those situations that were serious;</p> <p>18 okay? Because at the end of the day what are we</p> <p>19 accomplishing? We're paying for an audit and</p> <p>20 then we're not doing anything in response to that</p> <p>21 audit.</p> <p>22 MR. LOZANO: So the chief auditor had us</p> <p>23 address those issues even during the audit and</p> <p>24 made sure they were all addressed. Prior to us</p> <p>25 coming to the last audit meeting we had addressed</p>	<p style="text-align: right;">Page 36</p> <p>1 So, like, I'm looking -- I'm looking at</p> <p>2 percent failed. I mean, out of 35 sample size,</p> <p>3 the fact that those percentages that there's</p> <p>4 failures in such a small sample, I mean, then</p> <p>5 what will those percentages be if the sample size</p> <p>6 is larger? That's scary. And, again, I think as</p> <p>7 Mr. De Meo pointed out, like, we don't want one.</p> <p>8 We had one and then we just celebrated -- or, I'm</p> <p>9 sorry, not celebrated, we just memorialized five</p> <p>10 years of an awful massacre. And it's not</p> <p>11 stopping. So what are we doing?</p> <p>12 MR. MEDVIN: Are you currently working on the</p> <p>13 next quarter's report?</p> <p>14 MS. BARDEE: Not yet. We were waiting for</p> <p>15 direction.</p> <p>16 MR. MEDVIN: Okay. So at this point your</p> <p>17 scope hasn't been finalized?</p> <p>18 MS. STRAUSS: Okay. So can we do that, Mr.</p> <p>19 Medvin?</p> <p>20 MR. MEDVIN: We can certainly talk about it.</p> <p>21 Again, I don't know what our parameters are as</p> <p>22 far as total cases and the breakdown that they</p> <p>23 had to work with.</p> <p>24 Dr. Lynch-Walsh?</p> <p>25 DR. LYNCH-WALSH: I want to double back to</p>

<p style="text-align: right;">Page 37</p> <p>1 the point Mr. De Meo brought up, which was</p> <p>2 Section 5 -- he said 5D, but since he brought it</p> <p>3 up I've been reading a little bit here. So</p> <p>4 Section 5, in the policy, at least the one that's</p> <p>5 in the packet from last month, says Follow-Up and</p> <p>6 Intervention and it has A, B, C, D and E.</p> <p>7 MS. FERTIG: Do you have a page number?</p> <p>8 DR. LYNCH-WALSH: In the packet it says on</p> <p>9 the bottom, page 35, and then I'm going to double</p> <p>10 back to page 13.</p> <p>11 MS. DAHL: I was going to say I was looking</p> <p>12 at 13.</p> <p>13 DR. LYNCH-WALSH: Well, 13 is whether it's</p> <p>14 auditable or not. If you go back to the policy</p> <p>15 section, the actual policy, it -- well, it says</p> <p>16 page 35 at the bottom, so I think it's page 35 of</p> <p>17 the packet. It also says page 6 of 8.</p> <p>18 MR. JABOUIN: There is the numbering of the</p> <p>19 document, itself, and then some documents have</p> <p>20 their own internal numbering between that. Can</p> <p>21 you read the last number way at the bottom, Dr.</p> <p>22 Lynch-Walsh?</p> <p>23 DR. LYNCH-WALSH: On mine it's 35. So at the</p> <p>24 top it says Section V, Follow-Up and</p> <p>25 Intervention.</p>	<p style="text-align: right;">Page 39</p> <p>1 under BTA Training and it has 5a, b and c, is</p> <p>2 that supposed to be how you're auditing the</p> <p>3 policy references 5a, b and c or am I</p> <p>4 misunderstanding?</p> <p>5 So on page 10 there's a section called BTA</p> <p>6 Training and there are numbers in the second</p> <p>7 column.</p> <p>8 MS. BARDEE: I understand what you're saying.</p> <p>9 And, no, it's not tied to that.</p> <p>10 DR. LYNCH-WALSH: Okay.</p> <p>11 MS. BARDEE: We don't break out 5 as one</p> <p>12 attribute, but we test it individually, so,</p> <p>13 students, staff, and then the other -- the last</p> <p>14 training there, whether they're putting out in</p> <p>15 the school community, you know, information.</p> <p>16 DR. LYNCH-WALSH: Okay. So let me phrase</p> <p>17 this differently.</p> <p>18 What attributes are testing on page 13, 5A,</p> <p>19 5B, 5C? What attributes are associated with</p> <p>20 those?</p> <p>21 MS. BARDEE: When we look at the monitoring</p> <p>22 plans they are given, whether they need to go to</p> <p>23 the different -- they need mental health</p> <p>24 services; they need counseling; those types of</p> <p>25 things.</p>
<p style="text-align: right;">Page 38</p> <p>1 MS. DAHL: Is it 73, also?</p> <p>2 MS. STRAUSS: No, no, no, you're on page 72.</p> <p>3 MS. DAHL: Okay. Thank you.</p> <p>4 DR. LYNCH-WALSH: Okay. And then while</p> <p>5 hanging on to that double back to page 13 which</p> <p>6 has the policy references and then -- so 5A seems</p> <p>7 to match, BTA teams shall follow established</p> <p>8 procedures for school-based community, and/or</p> <p>9 health care providers for mental health services.</p> <p>10 B, the school principal will review the</p> <p>11 documentation for all threat assessments to</p> <p>12 ensure completeness and fidelity. C, if an</p> <p>13 immediate mental health or substance abuse crisis</p> <p>14 is suspected, school personnel must follow</p> <p>15 policies to engage behavioral health crisis</p> <p>16 resource officers who have been trained in crisis</p> <p>17 intervention.</p> <p>18 So next to all three of those it says, yes,</p> <p>19 yes, yes. I have an issue with the ones that</p> <p>20 say, no, next to them, but that's not actually my</p> <p>21 concern right this second.</p> <p>22 So then when you go back to the audit itself,</p> <p>23 which is on page 10, that has the attributes, and</p> <p>24 let me just make sure I'm understanding this. So</p> <p>25 under attributes on page 10 where it says 5a --</p>	<p style="text-align: right;">Page 40</p> <p>1 DR. LYNCH-WALSH: Okay. So where --</p> <p>2 MS. WALLACE: If I may, I can address that</p> <p>3 for you. If you look at that same chart you're</p> <p>4 looking at, there's a column that says Policy</p> <p>5 4380 next to the Attributes column, those are</p> <p>6 policy reference numbers. So if you look at</p> <p>7 Attribute 9, for example, you will see that it</p> <p>8 addresses Policy IV(D)(c) as well as V(A)(C)(G)</p> <p>9 and (H). And if you proceed to the next page</p> <p>10 there's a few others that also address Section V.</p> <p>11 DR. LYNCH-WALSH: Okay. So specifically 5A</p> <p>12 --</p> <p>13 COURT REPORTER: Who is that?</p> <p>14 MR. MEDVIN: That's the lady from RSM.</p> <p>15 MR. JABOUIN: Natalee Wallace.</p> <p>16 MS. WALLACE: Yes, this is Natalee Wallace on</p> <p>17 the phone. Sorry about that. It's hard to hear</p> <p>18 you guys. I'm trying to chime in where I can</p> <p>19 provide assistance.</p> <p>20 DR. LYNCH-WALSH: Okay. So if I'm looking</p> <p>21 for 5A, B and C, yeah, I think I knew this the</p> <p>22 first time we did this, and I'm looking for the</p> <p>23 reference, so -- and I'm scrolling, I'm scanning,</p> <p>24 I'm looking for Roman numeral 5 --</p> <p>25 MS. WALLACE: Yeah, so Attribute Number 9,</p>

<p style="text-align: right;">Page 41</p> <p>1 under Student Intake Form Number 9, were the</p> <p>2 mandatory immediate actions taken and documented</p> <p>3 if an imminent threat has been identified? It</p> <p>4 says V(A)(C)(G) and (H) are covered underneath</p> <p>5 that attribute.</p> <p>6 DR. LYNCH-WALSH: Okay. A and C, but not B;</p> <p>7 okay.</p> <p>8 MS. WALLACE: And then Attribute 5C would be</p> <p>9 covered underneath attributes 29 and 30 on the</p> <p>10 following page.</p> <p>11 DR. LYNCH-WALSH: 29 and 30. Okay. So were</p> <p>12 the mandatory immediate actions taken and</p> <p>13 documented if an imminent threat had been</p> <p>14 identified? So there's one attribute doing A and</p> <p>15 C and two doing B. And Mr. De Meo's essentially</p> <p>16 asked about A, I think.</p> <p>17 MR. DE MEO: No, it's actually D.</p> <p>18 DR. LYNCH-WALSH: D. Sorry, D. That's the</p> <p>19 other agency. We haven't even gotten to that.</p> <p>20 MR. DE MEO: It says it's not auditable and</p> <p>21 we discussed this last time. It is auditable.</p> <p>22 Tell me -- first of all, I want to know who</p> <p>23 determined it's not auditable and then I'd like</p> <p>24 to know why.</p> <p>25 DR. LYNCH-WALSH: And E is the same issue. E</p>	<p style="text-align: right;">Page 43</p> <p>1 conversations.</p> <p>2 So, for example, on 5E it says, the BTA team</p> <p>3 shall identify additional members of the school</p> <p>4 community to whom behavior is reported to and</p> <p>5 provide guidance, and those are the things where</p> <p>6 the district may not have the documentation to be</p> <p>7 able to pass the test. That was some of our</p> <p>8 discussions.</p> <p>9 So if it is something that during the future</p> <p>10 reports that we think that steps can be done for</p> <p>11 that, then we should indeed do so is my thinking.</p> <p>12 MR. DE MEO: BTA shall contact other agencies</p> <p>13 involved with the student and any known service</p> <p>14 providers to share information and coordinate</p> <p>15 necessarily follow up. That's just grammatical.</p> <p>16 That is not auditable? We don't have a record of</p> <p>17 who we called, the phone number and who we talked</p> <p>18 to, the date and time and the summary?</p> <p>19 MS. SHAW: Speak in the mike.</p> <p>20 DR. LYNCH-WALSH: The mike. Phyllis can't</p> <p>21 hear you.</p> <p>22 MR. MAYERSOHN: Is your mike on?</p> <p>23 MR. DE MEO: It is on and --</p> <p>24 MS. STRAUSS: It's not working though.</p> <p>25 DR. LYNCH-WALSH: It's not the best. Here</p>
<p style="text-align: right;">Page 42</p> <p>1 is the same issue where it says it's not</p> <p>2 auditable.</p> <p>3 MR. DE MEO: But I'd like to know who</p> <p>4 determined it is not auditable and I'd like to</p> <p>5 know the reason why it's not auditable. Can</p> <p>6 someone answer that one? It is auditable. Tell</p> <p>7 me why it's not auditable.</p> <p>8 MS. MURTHA: Joris, we're going to defer to</p> <p>9 you.</p> <p>10 MR. JABOUIN: I was going to defer to you on</p> <p>11 that one there.</p> <p>12 What page are you on.</p> <p>13 DR. LYNCH-WALSH: 13. 13 has the chart that</p> <p>14 shows whether things are -- 12 and 13 speak to</p> <p>15 whether something is auditable or not. Which I</p> <p>16 take issue with 3A, there's a no there; 3F,</p> <p>17 there's a no there; and 5D and E both have nos,</p> <p>18 and I know I've brought this up before.</p> <p>19 MS. STRAUSS: Yeah. Uh-huh. We all did.</p> <p>20 MR. JABOUIN: I believe RSM, during the</p> <p>21 discussions that we had with you, there's a</p> <p>22 certain level of documentation that you are</p> <p>23 looking for in order to be able to opine on those</p> <p>24 particular areas to make them such that you would</p> <p>25 put yes. That's what I recall from our</p>	<p style="text-align: right;">Page 44</p> <p>1 they come.</p> <p>2 MR. DE MEO: You're going to replace it</p> <p>3 again?</p> <p>4 BECON: We're trying to narrow down the</p> <p>5 issue.</p> <p>6 DR. LYNCH-WALSH: You've got to use your Mom</p> <p>7 voice. I'm just saying.</p> <p>8 MR. DE MEO: Do you want me to repeat what I</p> <p>9 said?</p> <p>10 MR. MAYERSOHN: Please, yes.</p> <p>11 MS. SHAW: Yes.</p> <p>12 MR. DE MEO: Okay. In the last meeting</p> <p>13 regarding this topic, I asked if this was</p> <p>14 auditable and why it wasn't and I asked that it</p> <p>15 be a specific attribute. So I just read 5D out</p> <p>16 of the policy. BTA team shall contact other</p> <p>17 agencies involved with the student and any known</p> <p>18 service providers to share information and</p> <p>19 coordinate necessary follow up.</p> <p>20 This is critical to the policy. It's the</p> <p>21 serious threats that are dangerous, imminently</p> <p>22 dangerous.</p> <p>23 If we don't have a record of who we followed</p> <p>24 up with, what is the point of this whole policy?</p> <p>25 And if we don't have the means to capture that</p>

<p style="text-align: right;">Page 45</p> <p>1 information, it should be immediately --</p> <p>2 immediately prepared and have the chief auditor</p> <p>3 and everybody else involved look at it and then</p> <p>4 we should audit it.</p> <p>5 MR. MEDVIN: Okay. Ms. Dahl?</p> <p>6 MS. DAHL: And I want to go back to page 3</p> <p>7 for a minute because we've been asking about the</p> <p>8 sample size of 35 and if you look at the school</p> <p>9 year 2021 there was 414 and the sample size was</p> <p>10 75 and if you look at the school year 2020 the</p> <p>11 sample size was 200. So I don't understand with</p> <p>12 those two sample sizes how we got down to 35 for</p> <p>13 '22 and '23, where the direction -- I'm on page 3</p> <p>14 on the chart. And it says sample size for 2020,</p> <p>15 200; 2021, 75; and then 2022 and 2023, 35. And</p> <p>16 the one in 2022 there were 1,670 number of</p> <p>17 threats reported, and, again, we only sampled 35.</p> <p>18 So I don't understand how that number of 35 came</p> <p>19 about when you have such large samples and before</p> <p>20 you were doing larger samples.</p> <p>21 MR. JABOUIN: Thank you, Ms. Dahl. I think</p> <p>22 in response particularly with Mr. De Meo's</p> <p>23 comment, I think as we go into the next report</p> <p>24 looking at all the very serious and serious</p> <p>25 threats, which in this case you see 34 and 85 for</p>	<p style="text-align: right;">Page 47</p> <p>1 9/30/2022. And, quite frankly, that's only about</p> <p>2 a month and a half, maybe two months of sample,</p> <p>3 because that's the length of time that the</p> <p>4 children were in school, and then if you look at</p> <p>5 2 -- 2022, the sample, I'm going to be honest</p> <p>6 with you, is probably the worst time of the year</p> <p>7 for students in schools because it's coming to</p> <p>8 the end of the school year, and that's when a lot</p> <p>9 of kids have gotten really tired of being there,</p> <p>10 they've, you know, are frustrated, things have</p> <p>11 not been taken care of, and in that particular</p> <p>12 quarter there were 1,670 incidents. Now, yeah,</p> <p>13 71 and 161 is higher than the one 119, but,</p> <p>14 again, the sample was 35. And, having been a</p> <p>15 middle school principal for many years, I can</p> <p>16 tell you that the end of the year is where we get</p> <p>17 the most, at least when I was working, that is</p> <p>18 when we would get the most threats coming in</p> <p>19 because the kids, as I said, a lot of times they</p> <p>20 didn't feel like they had any incentive to</p> <p>21 continue to be acting correctly. They may have</p> <p>22 already known that they're failing. You know,</p> <p>23 all those things go into their ability to</p> <p>24 continue to behave. And that's the reason I'm</p> <p>25 concerned that, you know, we're looking at such a</p>
<p style="text-align: right;">Page 46</p> <p>1 a total of 119, that is the approach that we</p> <p>2 should take into the next report.</p> <p>3 MS. FERTIG: Yes. Yes. And just can I</p> <p>4 comment on one other thing that you said or one</p> <p>5 other -- can we just take one topic and go into</p> <p>6 it? Because I wanted to go back to what Mr. De</p> <p>7 Meo said.</p> <p>8 DR. LYNCH-WALSH: I have something on that</p> <p>9 too.</p> <p>10 MS. FERTIG: Yeah, I just -- we just seem to</p> <p>11 be jumping all over.</p> <p>12 MS. MURTHA: Full circle on the sample size,</p> <p>13 if we do these reports quarterly, and we can</p> <p>14 absolutely do 100 percent, we can do 100 percent,</p> <p>15 but if you take the 35 and you multiply it by</p> <p>16 four, if we were to present it quarterly it would</p> <p>17 be at 140.</p> <p>18 MS. DAHL: Yeah, but I don't see that that's</p> <p>19 the case here because -- I'm sorry, I'm --</p> <p>20 MS. MURTHA: The period was from July 1</p> <p>21 through September 30, so if we picked up from</p> <p>22 October, November, December, and then it would be</p> <p>23 January, February, March.</p> <p>24 MS. DAHL: I don't read it that way. I'm</p> <p>25 looking at the sample was from July 1st, 2022 to</p>	<p style="text-align: right;">Page 48</p> <p>1 small sample when you have such a large -- and I</p> <p>2 understand we're not going to do transient and</p> <p>3 unfounded, but --</p> <p>4 MS. FERTIG: But can we just agree on one</p> <p>5 thing, and that's that we're going to do -- when</p> <p>6 you do it you're going to do all the serious and</p> <p>7 very serious in that period?</p> <p>8 MR. JABOUIN: Yes.</p> <p>9 MS. STRAUSS: Perhaps not in the summer.</p> <p>10 Maybe that would be a waste, in the summer when</p> <p>11 the kids aren't in school.</p> <p>12 MS. FERTIG: Well, I would say that there are</p> <p>13 programs through the summer --</p> <p>14 MR. JABOUIN: Yes, there are threats then.</p> <p>15 MS. FERTIG: -- and the population I wouldn't</p> <p>16 say you would do that.</p> <p>17 MR. MEDVIN: Mr. Lozano?</p> <p>18 MR. LOZANO: So the past three years with the</p> <p>19 ESSER and ARP funds that were given to schools we</p> <p>20 did have a lot of students in summer program, so</p> <p>21 we were running threat assessments throughout the</p> <p>22 summer. Again, we didn't have very many, but we</p> <p>23 did -- to your point, one is too many, and we</p> <p>24 need to get them right. So I do think it is</p> <p>25 appropriate to make sure we're following</p>

<p style="text-align: right;">Page 49</p> <p>1 protocols in the summer and we're not, you know, 2 relaxing on anything. 3 So my suggestion would be to include the 4 summer. 5 MR. MEDVIN: At this point, like I say, you 6 haven't started with this current quarter, do you 7 have an idea of the number of threats reported 8 for this fourth quarter? You haven't gotten that 9 far yet? 10 MS. BARDEE: We have not received those 11 numbers. 12 MS. STRAUSS: What are those, Mr. Lozano? 13 MR. LOZANO: So for, if we do October, 14 November, December, in October we had a total of 15 584 threats. Let me do some quick math. 70 at 16 the substantive level. In November we had 356 17 threats, 43 at the substantive level. And then 18 we had for December 537, 73 at the substantive 19 level. 20 MS. STRAUSS: Wow. 21 MR. LOZANO: So that's the numbers. So I'll 22 give you, while we're on numbers, just a total 23 for this year as of February 14th, we've done 24 3,174 threat assessments, 413 of those at the 25 substantive level. And even though we didn't</p>	<p style="text-align: right;">Page 51</p> <p>1 They're called in; okay? 2 MR. LOZANO: Correct. 3 MS. STRAUSS: So I don't understand why that 4 is not auditable. 5 MR. LOZANO: It's very easily auditable. 6 It's on the risk intake form that all schools 7 complete, was law enforcement notified, and 8 schools input the date and time. So we can 9 absolutely look at the risk intake form and make 10 that an attribute. 11 MS. STRAUSS: Thank you very much. 12 Now, the second thing -- 13 MS. BARDEE: Can we -- can we clarify before 14 we move on from that? 15 MS. STRAUSS: Yes. 16 MS. MURTHA: Yes, we do look at that student 17 risk intake form and we are looking to see that 18 there is a police officer identified and a date 19 and time. 20 MS. STRAUSS: Okay. But, great. Do we know 21 what action was taken? Do we have a report? Do 22 we know of their involvement? I mean, is that 23 being looked at? 24 MR. DE MEO: Where is that in your report? 25 MS. STRAUSS: I know. I mean, I don't</p>
<p style="text-align: right;">Page 50</p> <p>1 audit it, I'll give you the SRA data, the Suicide 2 Risk Assessment data, we've done a total this 3 year of 1,358, 194 at the high level. We, 4 currently, as a district have 397 active 5 monitoring plans being serviced right now. And 6 safety plans we currently have 537. 7 MR. MEDVIN: So the numbers are a lot higher? 8 MR. LOZANO: Correct. 9 MS. STRAUSS: Okay. I'm sorry. So I really 10 do want to go back to Mr. De Meo's point on 11 documentation and law enforcement involvement. 12 Okay. So two points here. Number one, I 13 believe that if a police report is filed -- 14 filed, it's like public record, right, somebody 15 can go and they can request a copy of the report 16 and they can get that report if there's an actual 17 police report filed for anything. So that's 18 public records. 19 Now, why anybody would have to go to that 20 extreme level of doing that, because that's a lot 21 of time, doesn't seem necessary as it should be 22 in the report included already with a copy, law 23 enforcement should be signing off. Because it's 24 my understanding that they are involved in these 25 serious threat assessment conversations; correct?</p>	<p style="text-align: right;">Page 52</p> <p>1 understand. 2 MR. LOZANO: So, again, a police officer is 3 not going to necessarily do a report unless a 4 crime took place. 5 MR. DE MEO: If you're contacting a police 6 officer, jot it down. 7 MS. STRAUSS: They have to document it. 8 MR. MAYERSOHN: No, no, they're part of the 9 behavioral threat assessment team. 10 MR. LOZANO: Correct. 11 MR. MAYERSOHN: So they don't have to write a 12 report. They're part of the team. 13 MR. DE MEO: Forget the report. Who did you 14 contact? When did you contact them? 15 MR. LOZANO: That's in the risk intake form? 16 MR. DE MEO: What was the nature of the call? 17 MR. LOZANO: That's in the intake form. 18 MS. STRAUSS: He's saying they have that. 19 MR. DE MEO: Where was that -- was an audit 20 procedure performed on that and where is that in 21 the report? 22 MS. BARDEE: There is not a specific 23 attribute that identifies it -- 24 MR. DE MEO: Right. 25 MS. BARDEE: -- was the police box checked?</p>

<p style="text-align: right;">Page 53</p> <p>1 But it is something we're looking for when we 2 look at, is that form substantially complete? 3 MS. STRAUSS: Okay. 4 MS. MURTHA: So there would be a signature 5 and a date stamp that we would look at, just like 6 we would look for that for the principal, for the 7 mental health professional in that form; is that 8 signed off? 9 MR. DE MEO: Okay. To be clear, we're asking 10 you to separate, make a separate line item 11 attribute that is tested -- 12 MS. MURTHA: Understood. I wrote that down. 13 MR. DE MEO: -- for each and every serious 14 and very serious threat to make sure that it's 15 properly referred and handled, just like the 16 plan, that their plan exists, and then we need 17 the follow-up. As Ms. Fertig said, we need to 18 know as part of your audit what have the -- and I 19 do see letters here from, addressing a lot of 20 these comments, but I think it would be important 21 for you to follow up to see, just like you would 22 in any internal control deficiency, to follow up 23 and see if these have been remediated. That's 24 what we're talking about here, I think. 25 MS. STRAUSS: Okay. I'm sorry, I didn't</p>	<p style="text-align: right;">Page 55</p> <p>1 needs to be called under what circumstances, 2 there needs to be a matrix. Because that is a 3 huge burden for the vice principal that is 4 responsible for making the call on a code. And 5 it's all on them. I mean, the wrong color code 6 can result in a horrible failure. So I 7 empathized with that staff member because the 8 police wouldn't guide them. Fine, it's not their 9 job I found out after the fact. But why should 10 our -- why should that burden be on our school 11 staff to like really not know? I mean, that's 12 not fair. We ask a lot of them. So just give 13 them the proper training; okay? I mean, it was 14 really, I've got to say, quite eye opening and 15 upsetting and this was at an A-rated school in 16 the district. I can't imagine what's going on in 17 D and F-rated schools in the district. 18 MS. DAHL: Well, Marjory Stoneman Douglas was 19 an A-rated school. 20 MS. STRAUSS: Okay. 21 MS. FERTIG: I think that the letter grade 22 probably doesn't equate to some things. 23 MR. MAYERSOHN: Marjory Stoneman Douglas had 24 a threat assessment also. 25 MS. STRAUSS: Okay. But, regardless, that's</p>
<p style="text-align: right;">Page 54</p> <p>1 finish my second comment that I want to make. So 2 -- 3 DR. LYNCH-WALSH: And I'm here. 4 MS. STRAUSS: Okay. So I, actually, 5 experienced firsthand my children's school having 6 a code with police showing up recently. Okay? 7 There was a code yellow called, which, 8 apparently, is a hold. It most likely should 9 have been a code red. However, when the 10 principal asked law enforcement, what code do you 11 recommend that I call, the police said that is up 12 to you. So -- and I understand it's not the 13 police's job, now, because I looked into that, 14 you know, they can't make that call, they're not 15 on campus yet, okay, in those seconds or whatever 16 it is. So I believe, okay, because I believe the 17 wrong code was called, and there could have been 18 an active shooter, and my kid was walked from 19 outside back into the building. Why would 20 that -- why would my kid be walked back into the 21 building if they were already out of the building 22 and there was potentially an active shooter 23 inside; okay? Because the wrong code was called. 24 So I believe that better training and support 25 and more guidance, black and white, on what code</p>	<p style="text-align: right;">Page 56</p> <p>1 just -- that was a personal experience that I 2 wanted to share, and I don't think it's fair to 3 our staff to not know because they don't have 4 clear guidance. 5 MR. LOZANO: We hear you and I'm going to 6 take that back to Chief Alberti. We did switch 7 as a district this year from the colors to plain 8 language, so it needs to be continuous ongoing 9 training. So point taken and I will definitely 10 take that back to Chief Alberti. 11 MS. STRAUSS: Great. And then one final 12 thing here is, I know that we talked about and I 13 saw it here on the report, I know that we talked 14 about the transfer students, so item 40 on 15 page -- or 39 -- 39, I'm sorry, on page 16, okay, 16 33 percent failed, failed, on those transfer 17 students. What's going on? 18 MS. FERTIG: I have that same thing noted and 19 I wanted to -- I had a lot of questions in this 20 area, so could we just take this as an area and 21 go through it or -- 22 MS. STRAUSS: Well, wait. Hold on. I'm 23 sorry. I just -- I'm sorry. One more thing. 24 You just read out huge numbers of threats. Huge. 25 Like very upsetting and concerning.</p>

<p style="text-align: right;">Page 57</p> <p>1 Now, I understand and I know that we have a  2 lot of resources, mental health, whatever they  3 all are, but I believe that something is being  4 missed. I think that we can do better. So what  5 is out there? What tools? How can we resonate  6 with these children?  7 Now, some of them, you know, it starts at  8 home and it flows through to the schools, and I  9 see here that the alternative schools, there's a  10 lot going on there. But this is our chance.  11 This is our chance to intervene and equip them  12 with tools. And I know that we have a toolbox  13 that we currently throw at them. But something  14 isn't working.  15 So can we investigate -- you know, there's  16 innovation every single day in every sector,  17 including education. Perhaps it's values.  18 Perhaps it's something out of the box. Can we do  19 different? Can we do better and approach these  20 students in a different way to try and have an  21 impact so we don't sit here and hear these  22 numbers? Because they are alarming.  23 MR. LOZANO: Absolutely. And I'll quote Rita  24 Pierson, every kid needs a champion. So what  25 you're saying is relationships, relationships,</p>	<p style="text-align: right;">Page 59</p> <p>1 MR. JABOUIN: Ms. Shaw can you repeat your  2 point?  3 MS. SHAW: Could someone else speak besides  4 the two people? I would like to make comments,  5 but there only seems to be two people speaking.  6 MS. FERTIG: And also could we just kind of  7 take one area and stick to it? Because I have  8 questions on both the 16 and also on the 5D,  9 which I think go to the whole, so --  10 MS. SHAW: Absolutely. I agree with that,  11 because we're all over the place.  12 DR. LYNCH-WALSH: Yeah, we need to go back to  13 the beginning, which is why I've had my hand up  14 for, I don't know, until it wore off.  15 MS. FERTIG: Oh, I just thought you were just  16 trying to lift weights with your hand.  17 DR. LYNCH-WALSH: No, no.  18 MR. MEDVIN: Let me get to Mr. Mayersohn. He  19 has been very patient.  20 MR. MAYERSOHN: Yeah, just, and I don't want  21 to necessarily go into everything, but just a  22 couple of comments.  23 Obviously, the unfounded and transient  24 behavior threats have not been tested. I'd like  25 to see at least some of them tested. Because,</p>
<p style="text-align: right;">Page 58</p> <p>1 relationships. And as adults and staff members  2 and getting the whole community involved to  3 support our children, you know, in the school and  4 at home. I think it takes all of us working  5 together so students feel they have a safe place  6 and they don't feel isolated and at the point  7 where they don't have a purpose and they feel  8 like I have nothing to lose. Because when  9 students have nothing to lose that's when you  10 start to see these situations occur. So, again,  11 I think as a community and a district we do need  12 to look at every resource available to ensure our  13 students don't feel that this is what they have  14 to resort to.  15 MS. STRAUSS: And look, Big Brothers, Big  16 Sisters, all these places, there's only so much  17 manpower, so there has to be some other way that  18 we can scale and reach these kids in the masses,  19 because these are massive numbers, to simply try  20 something different. That's all I'm asking for.  21 Because this is not working.  22 MS. FERTIG: Well, can we go back? I would  23 --  24 MS. SHAW: Mr. Chair, can someone else speak  25 besides the two people?</p>	<p style="text-align: right;">Page 60</p> <p>1 again, there are situations where a threat may be  2 unfounded today, but that student may have some  3 challenges moving on and then we find out that  4 there's next week a transient threat and next  5 week a serious threat and we've missed the  6 opportunity to do any Intervention. So I'd like  7 to see some of those tested to see -- and, again,  8 I'll use the words that Dr. Smiley kind of said  9 yesterday which resonated with me, implementation  10 with fidelity. So that's number one.  11 The other thing is, as far as the analysis  12 that you have by risk level and obviously by type  13 of school, do you do it geographically as well?  14 MS. BARDEE: No.  15 MS. MURTHA: Yes.  16 MR. MAYERSOHN: I got a yes and a no.  17 MS. MURTHA: We look at high school, middle,  18 elementary.  19 MR. MAYERSOHN: But you don't do  20 geographically? So you don't have, out of the 35  21 that there were six in the northwest, six in the  22 southeast; nothing like that? I'd like to see  23 some sort of geographical testing as well?  24 MS. MURTHA: So I think that's an excellent  25 point. And one thing that I know we talked about</p>

Page 61

1 at the last Audit Committee is that we test  
2 what's in the system. So from a completeness  
3 standpoint, which I know is an audit word, but  
4 it's a concept, right, we test the population in  
5 the system. We don't do any sort of analytics.  
6 And I'm going off your point of should we be  
7 including those in the population at least on a  
8 sample basis. We don't do, and I know -- I know  
9 the district does, any analysis on why are there  
10 no threat assessments at this school but there  
11 are several here and there are times two here?

12 MR. MAYERSOHN: Right. Well, again, from an  
13 audit standpoint, even if the numbers are broken  
14 down and you said, hey, we've got 7,000-whatever  
15 threat assessments, here's the breakdown in  
16 quadrants, at least to look and identify, and  
17 this may be more for the district's analysis, but  
18 from -- my perspective is I want to make sure  
19 that there's at least some testing where -- I  
20 mean, obviously, I'd like to test every school,  
21 but not every school may have a threat  
22 assessment, but at least testing to know that the  
23 person responsible for that, you know, the north  
24 area superintendent is being tested to ensure  
25 that there's training and things going on as well

Page 63

1 enforcement or depending on what the threat is?

2 MR. LOZANO: So when there is an imminent  
3 threat it's immediate. So sometimes you have two  
4 parallel processes going on at the same time.  
5 When it's to the level of an imminent threat law  
6 enforcement usually leads because they have to  
7 address the imminent threat, especially if it's  
8 criminal, as well. So they're involved  
9 immediately. They do their separate reports.  
10 They do all of theirs simultaneously while the  
11 school is conducting the documents that are  
12 required through the threat assessment process.

13 MR. MAYERSOHN: Right. But let's say there's  
14 a serious, substantive threat that takes place,  
15 it's not imminent, but it's serious, potentially  
16 serious, does law enforcement -- then is it  
17 referred to law enforcement as a criminal  
18 activity? Or depending upon what the activity  
19 is?

20 I guess what I'm trying to do is address Mr.  
21 De Meo's point where he said, you know, the  
22 serious threats should be referred to law  
23 enforcement and it may not be -- they may be at  
24 the table, but it may not be something that's  
25 referred to them depending upon what the activity

Page 62

1 as the central area, south area or wherever the  
2 new quadrants will be broken up in the future  
3 going on so at least to know that that training  
4 process is taking place, which would identify to  
5 say, you know, we would go back to the, what is  
6 it here 39, that, you know, 33 percent failure,  
7 and granted it's only three cases, but are all  
8 three in the northeast or are all three in the  
9 southwest? You know, where are they? So maybe  
10 there's some training component there that  
11 something's missing. So that's where -- that's  
12 where, you know, I look at it.

13 I mean, I agree, obviously, with, you know,  
14 the issues, and I guess Mr. Lozano, through the  
15 Chair, if you can just -- because I know there  
16 have been some issues concerning about law  
17 enforcement's involvement, can you just explain  
18 to us is that -- and, again, there's a behavioral  
19 threat assessment team, which law enforcement is  
20 included in, law enforcement has to sign off on  
21 those documents. At what point does law  
22 enforcement get involved with a report or is that  
23 at law enforcement's discretion? So if there is  
24 a high risk threat, does law enforcement  
25 always -- is there always a referral to law

Page 64

1 is.

2 MR. LOZANO: So all substantive threats are  
3 referred to them. Because, remember, if it's --  
4 if it's documented as a substantive threat, it's  
5 not resolved. So that means law enforcement, we  
6 usually call, they go do a home check, they go  
7 do -- do things to ensure things outside of the  
8 school are happening. Are they following the  
9 checklist? Does this student have access to  
10 weapons? Is this student unsupervised outside of  
11 school time? So law enforcement immediately  
12 starts to begin all those processes as well.

13 Where I'd say where we've gotten -- where  
14 we've really improved as a district is our 93  
15 charter schools this year. Because we have a  
16 significant amount of charter schools and my team  
17 has ensured through SIU and law enforcement that  
18 we have law enforcement being just as proactive  
19 with charter schools as our traditional schools.

20 So, and, again, this is the group really. I  
21 enjoy these days in these meetings because you  
22 help us get better and you help us, like even  
23 adding a document to document when we would call  
24 mental health and other community resources,  
25 that's going to be a value add to what we do as a



<p style="text-align: right;">Page 65</p> <p>1 team, so I appreciate that. And, again, so, yes, 2 to your question.</p> <p>3 MR. MAYERSOHN: Okay. And just one other 4 thing and then we'll go back to where we were, 5 but just to Ms. Strauss's point is that the 6 district does have family counseling services. 7 They have it through the -- through Broward 8 County they've got a, I want to say a grant of 9 1.6 million as well as through BBHC. So there 10 are those things placed. The real challenge is 11 whether there's wraparound services. Because 12 that's really where you go into the family 13 strengthening and find out, you know, what 14 actually the issues are. Because it may be the 15 student, himself, an isolated situation, but when 16 they go back home there may be a multitude of 17 reasons why they are acting out or providing you 18 know -- call it, I'll call it nontypical behavior 19 or reaching out, challenging behavior. I mean, 20 we've had suicides, you know, in our city where 21 parents have said, I didn't realize that my child 22 was that affected.</p> <p>23 And, to your point, yesterday there was a 24 threat made at Stoneman Douglas High School, it 25 was a call made directly into BSO, they're still</p>	<p style="text-align: right;">Page 67</p> <p>1 health counselor. So there's been issues with 2 legalese on it, and, you know, sharing 3 information, FERPA information, but the reality 4 is until you're able to share that information 5 with agencies, getting back to 39 about, you 6 know, even internally, but even externally, I 7 mean, if there is a network that would allow, you 8 know, if somebody comes from Tampa, you know, 9 coming to Broward County, we don't have any idea 10 about that student, it's only what's provided.</p> <p>11 MS. STRAUSS: I do believe that the 12 Department of Education is working on that and 13 there is going to be a state something.</p> <p>14 MR. LOZANO: Yeah, so --</p> <p>15 MS. STRAUSS: He can comment. I don't know.</p> <p>16 MR. LOZANO: So I'll miss my friends on 17 Tuesday at the board workshop because I'll be up 18 in Orlando with Sheriff Gualtieri and the MSD 19 Commission as part of the legislation that's in 20 the state right now to implement a statewide 21 threat assessment system across the State of 22 Florida and then build an interface overlay. So 23 just to what you said, a student moves from Tampa 24 to Broward, we're able to immediately access and 25 know that information. So all that work has</p>
<p style="text-align: right;">Page 66</p> <p>1 investigating it, but it was a very traumatic 2 issue for a lot of parents in the community, 3 especially. We had a SAC meeting and I was 4 driving down Holmberg Road and saw police cars 5 lined up and fire engines. It was a little bit 6 challenging, so -- but the district did --</p> <p>7 MS. FERTIG: But going back to those 8 questions, Bob, that goes back to 5D and my 9 question I wanted to ask the whole time is, is 10 someone -- are we making sure that someone's 11 documenting the services the child's receiving 12 and communicating with those services?</p> <p>13 MR. LOZANO: So they're documented in a 14 different system. Those types of services are in 15 BASIS. Those types of services are in BASIS. We 16 don't necessarily document those in our EdPlan 17 threat assessment database, but schools document 18 the services provided to students in BASIS.</p> <p>19 MS. FERTIG: And is there communication 20 between the two? Yes? Okay.</p> <p>21 MR. MAYERSOHN: And Mary, and I don't mean to 22 interrupt anybody, but that goes back to, I know 23 CSC and some other agencies were all trying to 24 get involved in this integrated database where 25 things like BASIS could communicate to a mental</p>	<p style="text-align: right;">Page 68</p> <p>1 started and I'll be up there on Tuesday and 2 Wednesday working on that work.</p> <p>3 MR. MAYERSOHN: Right. But that's within the 4 Department of Education not necessarily in other 5 agencies.</p> <p>6 MS. STRAUSS: Well, that is for, I believe 7 the legislation proposes within K-12 schools.</p> <p>8 MR. MAYERSOHN: In the school; right. But if 9 you have a child that let's say is having 10 counseling at Henderson or some other entity or 11 in the legal -- you know, in the legal system, 12 juvenile justice system, that information has to 13 be shared, and currently it's not. And currently 14 there's some legal challenges where, again, what 15 do you share, what can you share and connecting 16 all -- breaking down the silos is basically what 17 the intent is.</p> <p>18 MS. STRAUSS: Right.</p> <p>19 MR. LOZANO: So there is a Florida Safety 20 School portal, and now all schools have the 21 access when they do a threat assessment. Mental 22 health access and law enforcement and school 23 administrators have access. So that is an 24 improvement and upgrade to. Because now when a 25 threat assessment is done, especially at the</p>

Page 69

substantive level, schools and required personnel need to go into the Florida School Safety portal to see what prior information exists.

MR. MAYERSOHN: Can we use that as an attribute and make sure it's tested?

MS. FERTIG: But that's what I thought we were talking around all this time. I don't have the -- it could be in this program, it could be in this program, but when you're in crisis is the time to, again, check and see what services they're getting and immediately be communicating with them. And I just want to make sure we're checking and making sure that's happening. I'm sure it is probably, but maybe not, and --

MR. DE MEO: It doesn't look like it.

Mr. Chair, I just have a few questions to clarify Mr. Lozano.

First of all, your title Chief of Staff Task Assigned. Who's assigned to the threat assessment? Who's in charge of the threat assessment?

MR. LOZANO: So, technically, I still oversee, but right now my main day-to-day person who handles it on a day-to-day basis is Kim Punzi-Elabary, right here. I will tell you, I

Page 71

DR. LYNCH-WALSH: Yeah, because I can shed light on -- I can answer that question, actually.

MR. DE MEO: No, I know the answer to the question. It's obvious in the title of Mr. Lozano. It's embarrassing. A school district 245,000 kids, are you kidding?

Number two, 5D, does anyone think the law cited at the end of 5D prohibits them from communicating the necessary information with regard to these threat assessments? Is there a perception of that in your group or anybody --

MR. LOZANO: No.

MR. DE MEO: -- principals? Okay.

And then, lastly, how do you know -- this was mentioned by the auditors, this is a very important thing. Some things are not auditable, but let's not get into that. How do you know -- how does the district know that every reportable threat was reported?

DR. LYNCH-WALSH: They don't.

MR. LOZANO: So, again, we're only as good as the system, to your point. But I will tell you my team, once it is reported, they scrub every threat assessment.

MR. DE MEO: Oh, I know that. But I'm trying

Page 70

start every morning at 6:45 meeting with her, it's Kim and coffee every day to make sure -- you know, that's how I start my morning to make sure she's ready to go, all things are in place.

MS. STRAUSS: How long are you task assigned for?

MR. LOZANO: So it's a six-month assignment and I started on September 12th.

MR. DE MEO: We're fortunate to have someone like you two addressing this, but, honestly, the optics of that are horrible. There isn't a threat assessment person in charge?

Ms. Marte, what is going on? Where is the superintendent? I'd like to ask the board. Why don't we have a threat assessment chief? Call it what the hell you like. Unbelievable. Unbelievable, number one.

DR. LYNCH-WALSH: Okay. Can I --

MR. MEDVIN: Wait a minute. I've got two other questions.

DR. LYNCH-WALSH: I've been waiting more than patiently, which is not my strongest attribute, and I've had my hand up for like an hour.

MR. DE MEO: All right. Let me finish and then --

Page 72

to, are there -- like Mr. Mayersohn mentioned, are their principals that might view this as less important than another principal and therefore the threat is a process that involves their judgment as to whether or not it should be reported, or is there some clear standard and some means of reinforcing this, I know there's education and so on, to make sure that every threat contemplated by the policy, and common sense to be honest with you, is addressed, documented and properly referred?

MR. LOZANO: So we have 10 discipline codes in this district that require a threat assessment, and, again, we can ensure when those 10 discipline incidents are entered that threat assessment is completed and done. It goes back to ongoing training with school leaders and staff, even community reporting threats.

We do have a system where schools report critical incidents. My team is on that channel and they track them. So if we see an incident immediately that would require a threat we reach out to the school to ensure they immediately start the threat assessment process. So we try to have as many checks and balances in place as

<p style="text-align: right;">Page 73</p> <p>1 we can, you know. But, again, we're not at every 2 school site when those situations happen. 3 MR. DE MEO: Thank you, Dr. Lynch-Walsh, for 4 letting me go ahead. Appreciate it. 5 MS. FERTIG: And you wanted to ask if they'd 6 give us a list of those 10; right? 7 MR. DE MEO: That's a good idea. 8 DR. LYNCH-WALSH: Okay. So just to -- well, 9 I'm going to work backwards. So I think everyone 10 in here is aware that we just got a new 11 superintendent yesterday. 12 MS. FERTIG: Can I just say that when I 13 walked in Dr. Wanza was walking her upstairs. I 14 know several people have said, where is she? She 15 said she'd be down when they finish something. 16 So -- 17 DR. LYNCH-WALSH: The one that just got 18 mutually separated wasn't at these meetings 19 either and I would imagine if you just became 20 superintendent, and interim is not recognized by 21 the state, it's mid-February, interim is going to 22 be a while. 23 So, point being, we just got a new one 24 yesterday, and, yes, the board did approve making 25 the Executive Director of Behavioral Threat</p>	<p style="text-align: right;">Page 75</p> <p>1 let go on sample size. Because right now we 2 don't know how good what's going in is. 3 They also shed light on, you know, we only 4 know what's in the system, because I wrote this 5 down, the schools that aren't reporting any 6 threat assessments, that's how you would know, 7 potentially, which, either the school has no 8 threats or someone's not taking it seriously, 9 which brings me to those quarterly reports that 10 we once passed a motion about, which all the 11 numbers that just got rattled off, that's the 12 information I think we passed a motion about one 13 or two meetings ago. 14 So it seems like we're going to need motions 15 on sample size, the scope, and the scope being 16 that we do want them to test for the 17 appropriateness of the content of the files and 18 the district's threat assessment process, itself, 19 which is what everyone's been talking about for 20 the past half hour. And then getting back to 21 being to 5D, because people are held accountable 22 for adherence to policy, not to practice. So the 23 policy in here, what keeps nagging at me is in 24 section 5 or where is notifying law enforcement? 25 Because all of 5 speaks to school-based community</p>
<p style="text-align: right;">Page 74</p> <p>1 Assessments also task assigned as Chief of Staff 2 when they got rid of the Chief of Staff a few 3 months ago. It didn't seem like the best idea to 4 me, but I'm not on the board, so I don't know 5 that that could have gotten corrected yesterday, 6 but I would expect that if it isn't corrected by 7 our next meeting then that would be problematic. 8 I suspect it will be. So I'll just work 9 backwards from that. 10 This is a report from RSM on the 11 compliance -- it's a compliance audit. So we 12 started at the beginning with concerns about 13 sample size and with scope and then we got into 14 referrals. 15 So we don't -- we do not know about the 16 effectiveness, which is what everyone's been 17 talking about, and I agree with everyone's 18 concerns, but we do not know, as they have 19 mentioned, that they are not speaking to -- where 20 is it? Is it on page 3? Or the first page? 21 RSM did not test for the appropriateness of 22 the content of the files or the district's threat 23 assessment process. 24 So in terms of sample size, I would say until 25 they are testing for that, then -- then you could</p>	<p style="text-align: right;">Page 76</p> <p>1 and/or health care providers for mental health 2 services evaluation or treatment, and maybe I'm 3 missing the words law enforcement in here. Then 4 when we get to D we get to other agencies. Is 5 that to imply law enforcement or is there 6 somewhere else where it explicitly states law 7 enforcement referrals? 8 Because if it's stated somewhere else in 9 policy then it's covered and then we can 10 backtrack into which attribute is testing for 11 those referrals. It doesn't sound like -- 12 MR. DE MEO: My computer died. I couldn't 13 find it. 14 DR. LYNCH-WALSH: I couldn't find it either. 15 MR. DE MEO: And I think that is the place. 16 Because the law that is appended to that, is 17 cited, refers to whom the district can send 18 information and what kind of information. 19 DR. LYNCH-WALSH: Okay. 20 MR. DE MEO: And after reading it a few times 21 it's not real clear, but I'm pretty sure it 22 includes law enforcement. 23 DR. LYNCH-WALSH: Okay. So then, to your 24 point, if this is the only place -- is that the 25 only play where law enforcement is implied?</p>

<p style="text-align: right;">Page 77</p> <p>1 Beyond when law enforcement is already there, is 2 5D, the thing that isn't auditable, supposedly, 3 and I just want it -- actually, that's another 4 issue. Back to page -- the top of page 12, 5 because when it says it's not auditable, we had a 6 whole discussion about everything being 7 auditable, but it literally says here, and I 8 thought it was just that they didn't have 9 records, but this says, were not auditable 10 because those sections where goals, statements 11 and objectives that are general in nature and are 12 not subject to audit procedures. Huh? 13 MS. FERTIG: Okay. 14 DR. LYNCH-WALSH: No. Wrong answer. 15 Because, as we talked about earlier, any of this 16 is auditable. Did you, in fact -- is there a 17 signature? Is there proof that they referred it? 18 MR. DE MEO: I don't think appropriateness 19 can be audited by RSM unless they demonstrate 20 some human resource or some attribute, something 21 expertise within their group that speaks to, you 22 know, behavioral activities. But I think there 23 are others. 24 DR. LYNCH-WALSH: Well, no, this is -- this 25 is did they refer it? But they're saying that 5D</p>	<p style="text-align: right;">Page 79</p> <p>1 DR. LYNCH-WALSH: Yes, you did say who. So I 2 guess it's time to ask that question again. 3 Who decided, because it kind of sounded like 4 you guys had a discussion but it wasn't clear who 5 actually decided, I have my own theory about it, 6 who decided that these things were not auditable? 7 MS. FERTIG: Well, let's just move forward 8 and add it to the next -- to the next -- I mean, 9 is that your motion? We've been talking around 10 it. Let's just add it. 11 DR. LYNCH-WALSH: Well, we need -- 12 MR. JABOUIN: Can I summarize -- 13 MR. MEDVIN: Mr. Jabouin, please. 14 DR. LYNCH-WALSH: So we need at least three 15 motions just to keep them simple. The first is 16 -- has to do with sample size, which, basically, 17 it sounds like we want 100 percent of the serious 18 and very serious threats to be tested. 19 MS. FERTIG: Can we just move on that so we 20 don't have to keep discussing it? 21 MR. MEDVIN: Let Mr. Jabouin speak, please. 22 MR. JABOUIN: If I can please capture, 23 because I'm taking notes on some of the 24 discussion? 25 Several points mentioned by the committee, on</p>
<p style="text-align: right;">Page 78</p> <p>1 -- 2 MR. DE MEO: But I don't think they -- we can 3 task them to test the audit, the appropriateness. 4 I think we could ask someone else maybe that 5 knows these things. 6 DR. LYNCH-WALSH: No, no, I'm talking about 7 5D and E and also -- we're not talking about 8 appropriateness. This -- that's not a true 9 statement. Because 5D, that they shall contact 10 other agencies involved with a student and any 11 known service providers to share information and 12 coordinate necessary follow up is absolutely 13 auditable if you're keeping records. 14 MR. DE MEO: Oh, yeah. Yeah, yeah, yeah. 15 DR. LYNCH-WALSH: Yeah, but that's a blanket 16 statement at the top as to why 3A, 3F, 5D and E 17 are not auditable because those sections were 18 goals statements and objectives. I don't know 19 who wrote that, but that's not -- that's not an 20 accurate statement. 21 MR. DE MEO: I agree with you. I agree with 22 you. 23 DR. LYNCH-WALSH: Right. And E, of course -- 24 MR. DE MEO: Well, I asked the question 25 before, but nobody offered to answer.</p>	<p style="text-align: right;">Page 80</p> <p>1 the sample size I have, all serious and very 2 serious threats, and then we have an add-on from 3 Mr. Mayersohn to have some transient as well. So 4 that's what I have in my notes for the sample 5 size. 6 DR. LYNCH-WALSH: And to consider geographic 7 location. 8 MR. JABOUIN: So with respect to the 9 geographic location I think Ms. Murtha mentioned 10 some analysis. I think that that's where that 11 would blend in as well. Because looking at the 12 data and trying to identify anomalies, maybe some 13 schools didn't have any threats reported versus 14 the data -- 15 DR. LYNCH-WALSH: That's a separate issue. 16 MR. JABOUIN: -- so I'm capturing that a 17 little -- okay. It is a little -- I just want to 18 make sure that that analysis, I have that on my 19 list. 20 DR. LYNCH-WALSH: Because we asked for 21 quarterly reports which would have those numbers. 22 Like schools that have had no behavioral threat 23 assessment reports would have big fat zeros in 24 their column. 25 MS. DAHL: No behavioral problems, period.</p>

<p style="text-align: right;">Page 81</p> <p>1 DR. LYNCH-WALSH: Right. I've never heard of 2 such a place, but --</p> <p>3 MR. JABOUIN: So I have that. In addition to 4 that the testing on page 13, 5D and E, so I'll 5 have a discussion with RSM on that to see what it 6 would take to put a yes in those particular 7 columns.</p> <p>8 DR. LYNCH-WALSH: Also 3A and 3F, as in 9 Frank. So 3A is, the District School Safety 10 Specialist shall ensure compliance with the 11 policy.</p> <p>12 MR. JABOUIN: 3A and 3F, as well. Thank you.</p> <p>13 Also, either we get a new attribute or we 14 expand on some of the attributes to talk about 15 whether or not the police box was checked, 16 whether or not some other law enforcement 17 organizations are referenced, and then -- and 18 then I guess with respect to some of the 19 follow-up that's done. Mr. Lozano mentioned this 20 had, though, when the data is identified in this 21 project as well as others as well, if there is 22 something that's urgent, like, for example, if a 23 behavioral plan was needed, those things are 24 acted on immediately. So we constantly work live 25 with Mr. Lozano and the rest of the district. So</p>	<p style="text-align: right;">Page 83</p> <p>1 management system from the school, the logs of 2 their daily persons possessions check and all of 3 this data that was selected on the monitoring 4 plan to be reported out was shared with RSM 5 through OneDrive -- a OneDrive folder. So the 6 schools had to gather all their information 7 referred to CPS for child studies, collect the 8 data showing that they did do the daily persons 9 possessions check, collect the data with a log 10 that shows that they checked in with the student 11 daily. So all of that information was shared 12 with RSM.</p> <p>13 MR. JABOUIN: And one quick point of 14 clarification to Mr. Lozano and Ms. Punzi, if the 15 student was required to get like mental health 16 services, is that where that would be tested, as 17 well, in attribute number 37?</p> <p>18 MR. LOZANO: So it would be for -- it would 19 be for if we provided it at the district, 20 ourselves, with our mental health staff, with our 21 guidance counselors and et cetera, we have all 22 that documentation. But, you know, the 23 attributes talks about when the student is 24 receiving other community services, so that's an 25 area that we can look at. Because at this time</p>
<p style="text-align: right;">Page 82</p> <p>1 when something is identified we don't wait until 2 the process of going through the reporting and 3 the response, it needs to be cured immediately 4 and that's part of it. So I just wanted to 5 mention that to the committee as well.</p> <p>6 One of the other things, too, is that we want 7 to make sure that we absorb board member comments 8 when it goes to that level because they, even 9 though I've put it into my protocol to speak to 10 them as I do walk-arounds on them since I report 11 to them, I want to make sure that we've got all 12 of the comments so we can go ahead and put it 13 into the next project. So I just wanted to 14 summarize that for the committee.</p> <p>15 Also, with respect to some of the comments, 16 can I have RSM or maybe Ernie Lozano talk about 17 attribute number 37? Because I think we are 18 talking about documenting services that the 19 students in the behavioral plan are getting. And 20 I think that's what that attribute was about.</p> <p>21 Can we describe to the committee what is done 22 with that?</p> <p>23 MS. PUNZI-ELABIARY: Okay. So attribute 37 24 about documentation for monitoring plans was, the 25 data needed to be collected from BASIS emergency</p>	<p style="text-align: right;">Page 84</p> <p>1 we don't kind of capture that information.</p> <p>2 MR. JABOUIN: Thank you.</p> <p>3 MS. FERTIG: Maybe you could just break that 4 out into a separate attribute. I think there's 5 been so much discussion on it. It's just a way 6 to make sure that the communication is -- 7 communication is so critical throughout this 8 whole thing, that the communication is occurring 9 between the school and the agencies that are 10 providing assistance for the student, whatever 11 those may be.</p> <p>12 MR. LOZANO: We'll be working on that 13 documentation.</p> <p>14 MS. MURTHA: If I may interject for just one 15 second, through the Chair, about the way the 16 wording is of 5D and 5E. Now, remember, we're 17 auditors; right? So when we have terms like 18 other agencies, which is kind of vague and would 19 require somebody like a professional in that 20 arena to identify all other agencies or as it 21 says in 5E, identify additional members, the -- 22 you can see that we are looking at several 23 different systems, pulling together, looking to 24 see completeness of a form that was completed by 25 a professional to see if the rest of the</p>

<p style="text-align: right;">Page 85</p> <p>1 documentation is there. What we don't know, 2 which we would welcome a teaming partner that we 3 could bring in to produce what you all are 4 talking about, is appropriateness, additional 5 agencies and the like. 6 So we can audit what's there and we can tell 7 you if it's not there. 8 What those kind of allude to, those 9 particular sections, is a little bit more 10 subjective, which is our hesitancy. But we can 11 do that if it's the desire of the -- as well as 12 we can follow up and put a statement in the 13 report that items that were noted were closed. 14 We currently don't do that now, but we could. 15 MR. MEDVIN: Ms. Dahl? 16 MS. DAHL: I want to ask this question of Mr. 17 Lozano. Aren't schools -- aren't all schools 18 required to do a child study team every month? 19 MR. LOZANO: I'm going to defer to Dr. 20 Mancini. 21 DR. MANCINI: Yes, all schools should have a 22 child study team, but they -- their meeting is 23 potentially more frequent than once a month. 24 MS. DAHL: Okay. And that's what I thought. 25 Because I'm the chair of the On-Site Diversity</p>	<p style="text-align: right;">Page 87</p> <p>1 MR. JABOUIN: Your microphone. 2 MS. FERTIG: Oh, thank you. Page 16, number 3 39. 4 Okay. So my question on this -- because you 5 have such a small sample size, how many students 6 were transferred during this quarter because of a 7 serious or very serious threat? 8 MR. LOZANO: So that data I don't have 9 readily available. 10 MS. FERTIG: Can you find that out for us? 11 MR. LOZANO: We sure can. 12 MS. FERTIG: Okay. Now -- 13 MR. LOZANO: And when you say that, Mrs. 14 Fertig, you're talking about to one of our 15 alternative sites? 16 MS. FERTIG: Well, that's my next question. 17 My next question is, when you transfer a student 18 out because of one of these threats, where are 19 you transferring them to? 20 MR. LOZANO: So it could be different 21 locations based on the, again, IEP of the 22 student, a manifestation determination. It could 23 be -- you know, we have different discipline 24 sites to accommodate children. So we look at 25 which site meets the educational and safety needs</p>
<p style="text-align: right;">Page 86</p> <p>1 Committee where we go out and visit schools, and 2 we have noted already, and I'm not going to tell 3 you the schools, we have noted already two 4 schools that do not have child study teams every 5 month. And these are large schools. And so that 6 alarmed us that that was not happening. 7 And the other thing is, there was a comment 8 about a school not having any referrals of any 9 kind. There's a lot of schools out there that 10 don't report any kind of discipline referrals, 11 that their children are so perfect that nobody is 12 ever in trouble. Being what they do is they sit 13 them in a guidance office without writing a 14 referral, they sit them in and AP's office for 15 timeout and not write a referral. And so that is 16 also data that is not captured. And it is still 17 going on. I don't care what Dr. -- what Veda 18 Hudge says and what Dr. Cartwright said when they 19 came to Diversity. It is still happening. I 20 have, you know, people I talk to. So that is 21 also alarming, because no school, in my humble 22 opinion, is perfect. 23 MS. FERTIG: Can we -- is this a good time to 24 go back to page 16, number 39? 25 Transfer students. So I don't understand --</p>	<p style="text-align: right;">Page 88</p> <p>1 of that student. 2 MS. FERTIG: Okay. Can you give me some 3 examples? 4 MR. LOZANO: So why don't we just dive in to 5 attribute 39? So attribute 39, the three were 6 only two schools. So two that failed were from 7 Lanier-James and one that failed was Cypress Run. 8 So for auditing purposes, no documentation means 9 it didn't happen; right? So what happens when 10 students transfer from a traditional site to one 11 of our alternative sites, there is a big meeting 12 that happens where the two schools meet prior to 13 the student enrolling in the nontraditional 14 school where they go over all the information. 15 In those meetings we -- it wasn't past practice 16 to specifically spell out behavior threat 17 assessment, monitoring plan, safety plan. 18 So Mrs. Strauss brought this up and spoke on 19 the transfer in the 72 hours in our previous 20 audit. Remember, this audit took place July, 21 August, September. So we were still staffing 22 this team, I was still learning processes for how 23 we move students from, you know, one location to 24 another. So we did add those specific bullets to 25 those big meetings. However, this attribute</p>

Page 89

1 assessed whether -- so the schools would talk  
2 about it, but this attribute specifically looked  
3 in the system if an administrator at one of those  
4 nontraditional sites accessed the BTA or the  
5 active monitoring plan.

6 MS. FERTIG: Okay. But my question, just to  
7 get back, just to start, where are they being  
8 transferred to? How many and where are they  
9 being transferred to? Are they all going to  
10 alternative sites? Is there ever a situation  
11 where they go to another traditional high school?

12 MR. LOZANO: It could be, depending on the  
13 situation.

14 MS. FERTIG: And if that is the situation how  
15 do you select that school?

16 MR. LOZANO: Yeah, that would be an  
17 administrative placement. So that's done, again,  
18 through a committee. Sometimes through  
19 discipline students are on a reassignment, they  
20 may be placed back at their home school. So  
21 there's multiple factors that go into that  
22 decision. It's not just an arbitrary decision  
23 where they pick a school.

24 MS. FERTIG: Okay. So --

25 MS. SHAW: And, Mary, what kind of follow-up

Page 91

1 MS. FERTIG: So, primarily, they're going to  
2 nontraditional?

3 MR. LOZANO: Correct.

4 MS. FERTIG: Okay. But there are cases where  
5 they're going to traditional -- even if a parent  
6 withdrew a student and enrolled them somewhere  
7 else, you would pick up that it was going to a  
8 traditional school. So I guess -- I guess what I  
9 would want to know if you were doing that, how  
10 you select the school? I understand the  
11 reassignment, is that the only case that you can  
12 think of or if they're in a magnet school they  
13 would go back potentially to the home school, is  
14 that the only cases? And can we get a --

15 MR. LOZANO: I don't think they're then -- I  
16 can't even think of an incident where we moved  
17 traditional to traditional. If a parent does it  
18 or it happens outside of us, then, again, the  
19 system notifies when the school -- when that  
20 parent shows up to register, the threat  
21 assessment automatically shows up, the active  
22 monitoring shows, the administrators get an email  
23 that that student just enrolled. It's in the  
24 TERMS panel for the registrar to see. And that  
25 was the work of this committee that had us start

Page 90

1 is done when they're transferred to that other  
2 school? I'm sorry, I can't get a chance to speak  
3 so --

4 MS. FERTIG: Phyllis, I couldn't quite -- I  
5 couldn't quite hear that.

6 MS. SHAW: What kind of follow-up is done  
7 when they're transferred? Let's say they're to  
8 their home school, what kind of follow-up is  
9 done? Because it's one thing to just move them  
10 out of where the threat occurred, but it's  
11 another thing now that you've moved them outside  
12 of an alternative school into another school.  
13 What is being done? What kind of follow-up is  
14 being done? How often is that follow-up being  
15 done?

16 MR. LOZANO: So, historically, we don't move  
17 students from traditional to traditional. A lot  
18 of times a parent will withdraw and look for  
19 another school after that situation occurs.  
20 Where we place mostly is traditional to  
21 nontraditional because of the severity of the --  
22 and a lot of times it's not even the severity of  
23 the threat assessment, it's the severity of the  
24 discipline as well, because they're two different  
25 things.

Page 92

1 putting those things in place. So all of those  
2 things happen now so the school knows immediately  
3 when a student shows up with a threat assessment  
4 active monitoring plan or an active safety plan.

5 MS. FERTIG: And so what action do you take?

6 MR. LOZANO: So then the school reviews the  
7 active monitoring plan and ensures they're ready  
8 to implement that on the first day the student  
9 enrolls in that school.

10 MS. FERTIG: So I guess my concern would be  
11 then, this is -- I have a lot of questions on  
12 this section.

13 MR. LOZANO: That's okay.

14 MS. FERTIG: One concern would be, if you had  
15 intended for them to go to a nontraditional  
16 setting and someone circumvented that by  
17 withdrawing their student and taking them to  
18 another school, how would you -- would you accept  
19 that or would you say, I'm sorry, they have to  
20 go?

21 MR. LOZANO: No, if they got placed through  
22 the committee at an alternative site they have to  
23 enroll in the alternative site.

24 MS. FERTIG: Okay. Okay. And the  
25 alternative site they're going to is selected

<p style="text-align: right;">Page 93</p> <p>1 geographically; programatically; how is it 2 selected?</p> <p>3 MR. LOZANO: Both. Because we have -- you 4 know, Lanier-James, we have Cypress Run are our 5 two primarily discipline sites. We also have 6 other sites for our ESE children, but they're not 7 general education sites. So, again, there's 8 multiple factors that go into, but primarily -- 9 and Pine Ridge. So those are our primary 10 locations where students are placed at an 11 alternative site.</p> <p>12 MS. FERTIG: Okay. And so -- I'm sorry, 13 Rebecca, go ahead.</p> <p>14 MS. DAHL: I just have one other question. I 15 have a question with that. When you have a child 16 going from an alternative school and they've 17 completed whatever length of time they're 18 supposed to be there and they go back to a 19 traditional school because they're, 20 quote-unquote, fixed, sorry, is there a meeting 21 that's supposed to happen when that child goes 22 back to that traditional school before they show 23 up.</p> <p>24 MR. LOZANO: Yes, that same -- correct. 25 MS. DAHL: Okay.</p>	<p style="text-align: right;">Page 95</p> <p>1 threat assessment --</p> <p>2 MS. FERTIG: Yeah. Right.</p> <p>3 MR. MAYERSOHN: How do we know -- we don't -- 4 your system doesn't communicate with Palm Beach, 5 so how do you know what information except 6 calling up and asking Palm Beach for the 7 information? That's not within the 72 hours that 8 they may provide you with. Maybe that takes 9 them, you know, a week. So within that timeframe 10 that's a concern about how we then handle 11 students coming in without knowing any detail. I 12 mean, I know, you know IEPs go back and forth the 13 same way, there's not one system that generates 14 that and nobody's, you know, speaking the same or 15 technology is not speaking the same language.</p> <p>16 MR. MEDVIN: So, fortunately, Palm Beach and 17 Broward use the same system, so -- but across the 18 67 districts, to your point, that doesn't happen, 19 which is part of the conversation next Tuesday 20 and Wednesday.</p> <p>21 MR. MAYERSOHN: Up in Orlando.</p> <p>22 MR. LOZANO: Yep.</p> <p>23 MR. MAYERSOHN: That you're having.</p> <p>24 MR. LOZANO: Yep.</p> <p>25 MS. STRAUSS: And, Bob, if you remember, when</p>
<p style="text-align: right;">Page 94</p> <p>1 MS. STRAUSS: And is that happening?</p> <p>2 MS. DAHL: Yeah, I was just going to -- and 3 that was my next question.</p> <p>4 MR. LOZANO: There's an exit meeting that 5 takes place.</p> <p>6 MS. STRAUSS: Well, it should be an entrance 7 meeting if they're going back into main --</p> <p>8 MR. LOZANO: Yeah, but they're exiting -- 9 when a student exits the nontraditional they 10 schedule the meeting with the school that the 11 student is going to return to.</p> <p>12 MS. FERTIG: And we're monitoring that? 13 That's one of the things we're monitoring or 14 we're not monitoring it?</p> <p>15 MR. LOZANO: Yeah, that's part of the --</p> <p>16 MS. FERTIG: I mean, we're not auditing it 17 here.</p> <p>18 MR. LOZANO: No.</p> <p>19 MS. FERTIG: No. Okay. That would just be a 20 concern that, you know, particularly how this all 21 unfolds right now.</p> <p>22 MR. MAYERSOHN: Mary, I would add it also the 23 other way, going down to whatever it is 39 or -- 24 is that we have, let's say students coming in, so 25 you have a student in Palm Beach that has a</p>	<p style="text-align: right;">Page 96</p> <p>1 we started this conversation we even talked about 2 Broward County being the example, if we can get 3 it right in this state, we could be the example 4 -- what if a Broward County student goes to 5 Atlanta, Georgia, right, and then does something 6 not good there, well, we don't want to be in the 7 news because Broward didn't inform that Atlanta 8 school and then something horrible happened 9 there; right?</p> <p>10 So I think it's like a much larger problem to 11 tackle but I think we need to get it right, here, 12 first.</p> <p>13 MR. MAYERSOHN: Right.</p> <p>14 MS. STRAUSS: But as we're on the topic, just 15 sorry, really quickly, of these alternative 16 schools and talking about, what is the capture 17 point; what is the trigger point on where we can 18 do better? Right?</p> <p>19 With all the tools that Mr. Mayersohn spoke 20 about, wouldn't it make most sense to add more 21 resources, different types of resources, at those 22 locations before they go back to mainstream 23 schools?</p> <p>24 MR. LOZANO: So we did. To your point, I 25 know Dr. Wanza worked with budget and Veda Hudge</p>



<p style="text-align: right;">Page 97</p> <p>1 to add more resources to that school this year to  2 support, because that concern that you just said  3 was brought up, can we add more resources to  4 support those schools? Because, again, Pine  5 Ridge, Lanier-James, Cypress Run, have the  6 majority of our students with our very serious  7 substantive threats. So how do we provide more  8 support to those school administrators and mental  9 health staff to support the needs of those  10 students?</p> <p>11 MS. STRAUSS: But perhaps it's not just  12 mental health. Perhaps it's deeper rooted than  13 that in addition to mental health. You don't  14 know. Because whatever is happening isn't  15 working. Let's face it.</p> <p>16 How many of the students that are in those  17 three schools that you mentioned returned to a  18 mainstream school and have significant growth in  19 the positive -- in a positive direction? What is  20 our success rate with those children with the  21 resources we're providing them? If we did ask  22 for extra money, what's the ROI; right? And  23 what's the impact on the child?</p> <p>24 MS. DAHL: And the school.</p> <p>25 MS. STRAUSS: And the school. Exactly.</p>	<p style="text-align: right;">Page 99</p> <p>1 MS. DAHL: Because that really needs to be  2 captured, too, because -- of course, I haven't  3 been in the system for a while, but even children  4 that have been expelled and are not really  5 attending school, they come back, too.</p> <p>6 MS. STRAUSS: Yes, they do.</p> <p>7 MS. DAHL: And I had a very serious incident  8 with one of those. One of my APs got totally  9 beaten up by the kid. Guess what? He got  10 expelled again. So what. I mean, first time  11 didn't help him, I know the second time didn't  12 help him.</p> <p>13 So I'd like to see some indication on, that  14 too, because most of the time when those kids  15 come back in, I don't know if you all are  16 capturing them and whether or not you're doing a  17 meeting with that school to tell them this is why  18 the child was expelled, that child has been  19 expelled for beating up a school employee, and  20 the child did it again.</p> <p>21 MR. MEDVIN: Okay. We're on a time  22 constraint. I'd like to wrap this up by 20 to  23 12. So if we could start --</p> <p>24 MS. FERTIG: A motion?</p> <p>25 MR. DE MEO: Mr. Chair, I'll make a motion,</p>
<p style="text-align: right;">Page 98</p> <p>1 MS. FERTIG: And since you've added this,  2 since you've begun this in the last couple of  3 years you've sent a new -- you sent a new  4 challenge to these nontraditional schools that  5 they might not have handled in the past because  6 now they are getting all of these serious and  7 very serious threats that you were not tracking  8 before and you're putting them all in one place.  9 And I just kind of wonder what tools, what you're  10 saying, what tools are they giving them to assist  11 with this extra -- this -- I don't know what you  12 want to call it, but it's definitely a new and  13 much more intense challenge than what they've  14 faced in the past.</p> <p>15 So I would say that -- I think this is an  16 area to do some more work on. I, myself, would  17 like to know, and I don't know if the rest of you  18 feel the same way, and we'll add it to our motion  19 if you do, that we get the information on the  20 total number of transfers in every quarterly  21 report and some indication of where they went  22 traditional; nontraditional; out of system.</p> <p>23 MS. STRAUSS: And back. Back and forth.</p> <p>24 MS. DAHL: Back and forth.</p> <p>25 MS. FERTIG: Yeah.</p>	<p style="text-align: right;">Page 100</p> <p>1 because I have to leave.</p> <p>2 MR. MEDVIN: If we could start making our  3 motions.</p> <p>4 MR. DE MEO: I'll make the first motion.</p> <p>5 MR. MEDVIN: Okay.</p> <p>6 DR. LYNCH-WALSH: Can I just, before you do  7 that, because page 5 we didn't talk about and  8 this is actually a recommendation from the  9 auditors. And I'm kind of curious as to why. It  10 says, the district implemented Navigate360 in the  11 school year 21-22 for each school to document the  12 monthly BTA team meetings. We recommend schools  13 enter more specific details concerning the cases  14 discussed and action items taken each month and  15 also include the date that each student's  16 monitoring plan is closed and the rationale  17 behind the closure, when applicable.</p> <p>18 Additionally, we recommend that formal school  19 policies are adopted at the Centers, where  20 physical checks and other daily safety measures  21 occur for all attending students. Adopting  22 formal polices would alleviate the maintenance of  23 possession check logs, for example, for those  24 students with monitoring plans requiring such  25 searches.</p>

<p style="text-align: right;">Page 101</p> <p>1           Isn't this addressed in the behavioral threat 2           assessment policy, itself? I mean, doesn't that 3           apply to all schools? 4           I guess, through the Chair, it's a Mr. Lozano 5           question. 6           MR. LOZANO: So I'll take the first 7           paragraph. So we did implement Navigate360 for 8           all schools to log and monitor their BTA monthly 9           meetings that were mandatory. What we did was we 10          have one box where we ask schools to list student 11          discussed and actions taken. Through this audit 12          process we saw some schools didn't provide the 13          details specifically, so we adjusted the 14          template. So schools now have to list specific 15          students and the specific actions taken. 16          So I think that goes back to what Mr. Jabouin 17          said, where we start process improvement 18          immediately as we start seeing things come up. 19          So we've already addressed the first piece of 20          that. 21          DR. LYNCH-WALSH: And who -- where does 22          Navigate360 come from? Because the behavioral 23          threat assessment is a PCG product; right? 24          MR. LOZANO: Correct. 25          DR. LYNCH-WALSH: Is Navigate360 as well?</p>	<p style="text-align: right;">Page 103</p> <p>1           school's policy and procedures for when students 2           attend that school site it should specifically 3           say, you know, as a requirement of coming to this 4           school, you know, you -- you know, you're wanted, 5           you're -- all the requirements of there's no 6           backpacks, whatever the requirements are at that 7           school for all students, and that wasn't 8           documented to the level of RSM's satisfaction. 9           So that's why they flagged that. 10          DR. LYNCH-WALSH: And where it says, 11          alleviate the maintenance of possession check 12          logs, for example, for those students with 13          monitoring plans, are these the BTA monitoring 14          plans? 15          MR. LOZANO: So the students who have a daily 16          personal possession check, the schools have to 17          keep a daily log of that. So what they are 18          saying, since that's a part of attending that 19          school, the school wouldn't have to have the log 20          if they had it in clear policy and procedure of 21          attending that school. 22          DR. LYNCH-WALSH: So where -- since they're 23          checked, where is that information kept? Would 24          that be shared as part of the monitoring or 25          you're saying -- how would you know that they're</p>
<p style="text-align: right;">Page 102</p> <p>1           MR. LOZANO: So Navigate360 is its own 2           company and Navigate360 is where schools log 3           their fire drills and their active assailant 4           drills. So we use -- we use -- 5           DR. LYNCH-WALSH: Do they talk to each other? 6           Is this the thing that -- 7           MR. LOZANO: No, those two don't. 8           DR. LYNCH-WALSH: Oh, those are the two that 9           don't talk to each other. Okay. 10          And then the second part where they're 11          recommending formal school policies, we have a 12          policy and there is a manual which suggests there 13          is a procedure, which I think we would assume 14          applies to all schools regardless of type. No? 15          MR. LOZANO: So -- so I think where RSM went 16          with this one is, when you go to one of these 17          sites, for the most part when you walk through 18          the front door you're automatically checked, 19          you're automatically searched, but the schools 20          don't have a signed form where parents and 21          students acknowledge that takes place. So -- 22          DR. LYNCH-WALSH: So it's not in the manual 23          then? 24          MR. LOZANO: So that's -- that's specific to 25          each school and they were referencing in the</p>	<p style="text-align: right;">Page 104</p> <p>1           doing what's in the monitoring plan if it's part 2           of going to the school and they're going to keep 3           that instead? 4           MS. BARDEE: When we talked to the centers 5           every student entering that center gets backpack 6           checked, gets a personal possession check. 7           DR. LYNCH-WALSH: No, I get that, but how do 8           you -- where would that be documented so that if 9           you were checking off that they're doing the 10          monitoring plan you know that that's been done as 11          part of them attending the school? 12          MS. BARDEE: What we're saying here is, if 13          they had a formal policy stating that from the 14          school perspective that that's occurring, I would 15          be all right with not seeing a log of that every 16          day because it's policy to even enter the school. 17          DR. LYNCH-WALSH: But then you'd have to test 18          their policy to make sure they're actually doing 19          it. So I don't know that that would alleviate, 20          because, yeah, sure, they could adopt a policy 21          saying that they do it, but then you'd have to 22          test to make sure it's happening in order to 23          check off that the monitoring plan that says they 24          need to be checked is happening. 25          So I -- I hear you, but, unless you're going</p>

<p style="text-align: right;">Page 105</p> <p>1 to test that school's daily searching, we're 2 right back to where we started, I think. 3 But, thank you, that clarifies it and I'm 4 good. 5 MR. DE MEO: I'm going to make a motion. 6 DR. LYNCH-WALSH: I've got like four motions. 7 MS. FERTIG: Yeah, I know you've got a list 8 there of motions. 9 Just as we're concluding, just one thought 10 for us as we move forward, you know, we see that 11 more -- there's more compliance with a lot of 12 these issues, so when you do all the schools we 13 don't know, but we don't really see any kind of 14 impact on the trend of threats that we're having. 15 And I just hope some day we have that 16 conversation to see if there's things that we can 17 do to strengthen it. And maybe not. Maybe this 18 is a societal issue and not something we can 19 impact, but it doesn't look to me like we're 20 seeing any kind of a downward trend in the number 21 of threats that you're getting, serious and very 22 serious. 23 MR. LOZANO: So I will say -- 24 MS. FERTIG: In spite of all of these, we 25 might be identifying things, but we're not really</p>	<p style="text-align: right;">Page 107</p> <p>1 then I was tasked -- 2 DR. LYNCH-WALSH: You still are. You 3 actually still are. 4 MR. LOZANO: Correct. Correct. 5 MS. FERTIG: I think the point of the motion 6 was to have a -- 7 DR. LYNCH-WALSH: To never task assign that 8 person to anything else is the point of the 9 motion. 10 MR. LOZANO: There you go. 11 DR. LYNCH-WALSH: That person should be 12 solely responsible and ineligible for any other 13 task assignments. 14 MR. DE MEO: That's what I said. That's what 15 I said. 16 DR. LYNCH-WALSH: Well, you said hire or 17 appoint and they're gonna be like, we already 18 have one. But just to drive the point home, 19 don't ever task assign them. 20 MS. STRAUSS: Can we amend that then to just 21 say not -- 22 MS. SHAW: I accept the friendly amendment. 23 MS. STRAUSS: So to not be task assigned to 24 any other position. 25 MS. FERTIG: It sounds like Phyllis has an</p>
<p style="text-align: right;">Page 106</p> <p>1 mitigating things. 2 MR. DE MEO: So, Mr. Chair, I'll make a 3 motion. The Audit Committee recommends the board 4 of director hire or appoint a senior management 5 level appropriately qualified individual whose 6 sole responsibility shall be the threat 7 assessment program. 8 MS. SHAW: Amendment. I'll second it and 9 amend it. Instead of board of directors, the 10 board. 11 DR. LYNCH-WALSH: The school board. 12 MR. MEDVIN: The school board. 13 MR. DE MEO: The School Board of Broward 14 County. 15 MS. SHAW: There you go. 16 MR. JABOUIN: Can you repeat the words after 17 responsibility, sir? 18 MR. DE MEO: The Audit Committee recommends 19 that the School Board of Broward County hire or 20 appoint a senior management level appropriately 21 qualified individual whose sole responsibility 22 shall be the threat assessment program. 23 MR. LOZANO: So we have that position, so I 24 don't think we need to add it. You know, I was 25 the executive director of threat assessment and</p>	<p style="text-align: right;">Page 108</p> <p>1 amendment. 2 MS. SHAW: No, I was making what Nathalie's 3 saying into friendly amendment. 4 DR. LYNCH-WALSH: Thank you. 5 MR. DE MEO: I think it's clear. I think a 6 senior management level appropriately qualified 7 individual whose sole responsibility shall be the 8 threat assessment program. I don't think I could 9 be any clearer. 10 MS. FERTIG: No, I think you did fine. 11 MS. STRAUSS: Who is not eligible to be task 12 assigned. 13 MS. FERTIG: Well, he's saying, sole 14 responsibility. 15 MR. DE MEO: What the hell does that mean, 16 that task assigned? 17 DR. LYNCH-WALSH: He has two jobs. 18 MR. DE MEO: No, he's a good guy. He should 19 be it. 20 MS. STRAUSS: I know, but they took him out. 21 MR. DE MEO: I'm reading these signs. You 22 know, thank God I'm not involved with the school 23 board. Task assigned, what the hell is that? 24 DR. LYNCH-WALSH: It means different things 25 for different people. Sometimes --</p>

Page 109	Page 111
<p>1 MS. DAHL: Well, let's finish that one and 2 let's go on. 3 MS. STRAUSS: So can you read that back? 4 MR. JABOUIN: School Board of Broward County 5 shall hire or appoint a senior management level 6 appropriately qualified individual whose sole 7 responsibility shall be the threat assessment 8 program. The person shall not be task assigned 9 to any other position. That's the wording for 10 the motion. I missed who -- Mr. De Meo, you're 11 the one that -- who seconded Mr. De Meo? 12 MS. SHAW: Phyllis. 13 MR. DE MEO: Ms. Shaw. 14 DR. LYNCH-WALSH: Phyllis. 15 MR. JABOUIN: Thank you. 16 MR. MEDVIN: Any further discussion? 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 MS. STRAUSS: Okay. Progress. 24 DR. LYNCH-WALSH: I've got -- okay. So none 25 of these are actually that, so we're going good.</p>	<p>1 again? I thought of something as you were 2 reading it. 3 DR. LYNCH-WALSH: We move RSM audit the 4 entire population of serious and very serious 5 behavioral threat assessments -- 6 MS. FERTIG: On a quarterly basis. 7 DR. LYNCH-WALSH: Okay. On a quarterly basis 8 and include a geographically-based assessment of 9 transient and unfounded threats. 10 MR. JABOUIN: I have that exact wording. 11 MS. STRAUSS: I will second that. Or first 12 it or second it or whatever. 13 MR. MEDVIN: Any further comments? 14 (No response.) 15 MR. MEDVIN: RSM, is this feasible for you? 16 MS. MURTHA: Yes, sir. 17 MR. MEDVIN: Okay. 18 MR. MAYERSOHN: They love the work. Come on. 19 MR. MEDVIN: All in favor? 20 COMMITTEE MEMBERS: Aye. 21 MR. MEDVIN: Opposed? 22 (No response.) 23 MR. MEDVIN: Motion carries. 24 DR. LYNCH-WALSH: Okay. Next one speaks to 25 the process itself.</p>
Page 110	Page 112
<p>1 So I'm going to do them individually, because 2 they get too clunky otherwise. 3 We move RSM audit the entire population of 4 serious and very serious behavioral threat 5 assessments and include a geographically -- 6 MR. JABOUIN: Slower please. Thank you. 7 DR. LYNCH-WALSH: Well, I did type it. I can 8 send it to you. And I think you have like three 9 secretaries, but, anyway. 10 MR. JABOUIN: Thank you. 11 DR. LYNCH-WALSH: We move RSM audit the 12 entire population of serious and very serious 13 behavioral threat assessments and include a 14 geographically-based sample of transient threats. 15 I didn't know if you wanted unfounded as well, 16 Robert? 17 MR. MAYERSOHN: Yes. 18 DR. LYNCH-WALSH: Yes? Okay. Transient and 19 unfounded threats. 20 MR. MEDVIN: Do I have a second? 21 MS. FERTIG: Yeah, I'll second that. 22 MS. STRAUSS: Second. 23 MR. MEDVIN: Second by Ms. Fertig. 24 Comments? 25 MS. FERTIG: Can you read that first part</p>	<p>1 We move RSM begin testing the effectiveness 2 of the district threat assessment process on a 3 quarterly -- 4 MR. JABOUIN: Slower, please. 5 DR. LYNCH-WALSH: Hold on. On a quarterly 6 basis? 7 MS. STRAUSS: Yeah. 8 DR. LYNCH-WALSH: Okay. We move RSM begin 9 testing the effectiveness of the district's 10 threat assessment process on a quarterly basis. 11 MR. JABOUIN: Thank you. 12 MS. FERTIG: Second. 13 MR. MEDVIN: Second by Ms. Fertig. 14 MR. DE MEO: Discussion? 15 MR. MEDVIN: Discussion. 16 MR. DE MEO: I love the idea and a like the 17 thought, but I'm not sure that RSM can test 18 effectiveness. Are you qualified, RSM, to test 19 the effectiveness? 20 MS. MURTHA: We would have to partner with a 21 qualified group. 22 MR. DE MEO: Right. So -- and I think, if 23 that's the case, that we would want to be, 24 certainly, I would want our chief auditor 25 involved in selecting and determining the</p>

<p style="text-align: right;">Page 113</p> <p>1 qualifications of such person.</p> <p>2 DR. LYNCH-WALSH: I would want us involved.</p> <p>3 Us involved.</p> <p>4 MR. DE MEO: Yes. Because I'm not sure who</p> <p>5 is qualified to do that. I'm sure collectively</p> <p>6 we'll figure that out.</p> <p>7 MS. FERTIG: So could we just add one word to</p> <p>8 get us to the next meeting with this and just say</p> <p>9 investigate this and then they can come back with</p> <p>10 how they would do it?</p> <p>11 MR. DE MEO: Okay. I'm okay with that.</p> <p>12 MS. FERTIG: Are you okay with that?</p> <p>13 DR. LYNCH-WALSH: RSM investigate?</p> <p>14 MR. DE MEO: Or make a proposal about.</p> <p>15 MS. FERTIG: Yeah.</p> <p>16 DR. LYNCH-WALSH: Propose testing. I'll</p> <p>17 change begin to propose?</p> <p>18 We move RSM propose or develop a proposal to</p> <p>19 test the effectiveness of the district's threat</p> <p>20 assessment process on a quarterly basis?</p> <p>21 MS. FERTIG: Okay.</p> <p>22 DR. LYNCH-WALSH: We move RSM develop --</p> <p>23 MR. JABOUIN: Could you please repeat that,</p> <p>24 Dr. Lynch-Walsh?</p> <p>25 MS. FERTIG: Well, I second it. I'm fine.</p>	<p style="text-align: right;">Page 115</p> <p>1 please.</p> <p>2 DR. LYNCH-WALSH: We move RSM include</p> <p>3 attributes that test Policy 4380 Section 3A, 3F,</p> <p>4 5D and 5E.</p> <p>5 MR. MEDVIN: RSM, is this something, again,</p> <p>6 that you feel you can comply with?</p> <p>7 MS. MURTHA: If I may? 3A, the district's</p> <p>8 school safety specialist shall ensure compliance</p> <p>9 with the policy?</p> <p>10 DR. LYNCH-WALSH: So you're already testing</p> <p>11 compliance. What we need to establish is a</p> <p>12 threshold level of compliance and see if they hit</p> <p>13 that. This could be actually like the easiest</p> <p>14 one ever.</p> <p>15 MS. MURTHA: But it would include</p> <p>16 collaboration with this committee to understand.</p> <p>17 DR. LYNCH-WALSH: To quantify what do we</p> <p>18 consider compliance.</p> <p>19 MS. MURTHA: Exactly. Yes, ma'am. Yes,</p> <p>20 ma'am.</p> <p>21 DR. LYNCH-WALSH: But it is something you can</p> <p>22 measure. And if you can measure it, you can</p> <p>23 audit compliance with it.</p> <p>24 MS. MURTHA: And the answer could be the</p> <p>25 report, itself.</p>
<p style="text-align: right;">Page 114</p> <p>1 We're good with that.</p> <p>2 DR. LYNCH-WALSH: Well, hold on. Let me just</p> <p>3 make sure I just type it first.</p> <p>4 We move RSM develop a proposal to test the</p> <p>5 effectiveness of the district's threat assessment</p> <p>6 process on a quarterly basis.</p> <p>7 MR. MEDVIN: I think Ms. Fertig had seconded</p> <p>8 that.</p> <p>9 MS. FERTIG: Yeah, I seconded it.</p> <p>10 MR. MEDVIN: Any further discussion?</p> <p>11 (No response.)</p> <p>12 MR. MEDVIN: Call the question. All in</p> <p>13 favor?</p> <p>14 COMMITTEE MEMBERS: Aye.</p> <p>15 MR. MEDVIN: Opposed?</p> <p>16 (No response.)</p> <p>17 MR. MEDVIN: Motion carries.</p> <p>18 DR. LYNCH-WALSH: Next? This one has to do</p> <p>19 with attributes, the ones that weren't auditable.</p> <p>20 We move RSM include attributes that test</p> <p>21 Policy 4380, Section 3A, 3F, 5D and 5E.</p> <p>22 MS. FERTIG: Second.</p> <p>23 MR. MEDVIN: Second by Mary.</p> <p>24 Any comments?</p> <p>25 MR. JABOUIN: One more time, Dr. Lynch-Walsh,</p>	<p style="text-align: right;">Page 116</p> <p>1 DR. LYNCH-WALSH: Right. What level have you</p> <p>2 hit of compliance in areas that we're</p> <p>3 particularly concerned about, too.</p> <p>4 MR. DE MEO: But -- I'm sorry, I forget your</p> <p>5 name, but --</p> <p>6 MS. MURTHA: Jennifer.</p> <p>7 MR. DE MEO: Jennifer. To ensure, how can</p> <p>8 they determine, how do they determine that</p> <p>9 someone ensured the policy was followed?</p> <p>10 DR. LYNCH-WALSH: Because they're responsible</p> <p>11 for the compliance. So if they're doing their</p> <p>12 job, then there would be compliance.</p> <p>13 MR. DE MEO: I don't think we want to put</p> <p>14 them in a position where they have to draw a</p> <p>15 conclusion subjectively or judgmentally.</p> <p>16 So I think we need to refine that. And I</p> <p>17 think that's why you mentioned that, Jennifer.</p> <p>18 MS. MURTHA: Yes, sir.</p> <p>19 MR. DE MEO: It wouldn't be fair to you. And</p> <p>20 it wouldn't be -- the results would be at best</p> <p>21 murky, I think.</p> <p>22 DR. LYNCH-WALSH: Well, we can determine --</p> <p>23 but it's pulling from the policy. So the policy</p> <p>24 was written that they will ensure compliance.</p> <p>25 That's in the policy. It could be the policy</p>

<p style="text-align: right;">Page 117</p> <p>1 language is bad --</p> <p>2 MR. DE MEO: Yeah, yeah.</p> <p>3 DR. LYNCH-WALSH: -- but we can at least sort</p> <p>4 of quantify some objectives to make them</p> <p>5 measurable in terms of ensuring. Ensuring may</p> <p>6 not be the best word, but that is what's in</p> <p>7 policy.</p> <p>8 MS. FERTIG: Can't they have a checklist and</p> <p>9 go down it and check, called law enforcement;</p> <p>10 called this; filed that?</p> <p>11 DR. LYNCH-WALSH: Right. Like monitoring</p> <p>12 needs to get down -- well, monitoring. Right now</p> <p>13 we're seeing 33 percent fail on monitoring and 34</p> <p>14 on transfers. Ensuring compliance we could say</p> <p>15 in these particular areas, like this quarter</p> <p>16 we're concerned about this, and see if it can be</p> <p>17 reduced by X percent, something that's feasible,</p> <p>18 that's attainable, and they should be able to</p> <p>19 knock it down. I mean, the monitoring is kind of</p> <p>20 key.</p> <p>21 MR. DE MEO: Yeah, I think we need some</p> <p>22 agreed-upon language.</p> <p>23 DR. LYNCH-WALSH: Right. We can agree later,</p> <p>24 but I'm just trying to kick the can.</p> <p>25 MS. MURTHA: Perhaps a proposal in this</p>	<p style="text-align: right;">Page 119</p> <p>1 student intake form.</p> <p>2 MS. FERTIG: Okay. Second.</p> <p>3 MR. JABOUIN: One more time, please?</p> <p>4 DR. LYNCH-WALSH: We move RSM break down</p> <p>5 compliance attributes associated with the student</p> <p>6 intake form.</p> <p>7 MR. JABOUIN: Okay.</p> <p>8 MR. MEDVIN: Do we have a second?</p> <p>9 MS. FERTIG: Yeah, I seconded it.</p> <p>10 MR. MEDVIN: Second by Mary Fertig.</p> <p>11 Any comments?</p> <p>12 (No response.)</p> <p>13 MR. MEDVIN: All in favor?</p> <p>14 COMMITTEE MEMBERS: Aye.</p> <p>15 MR. MEDVIN: Opposed?</p> <p>16 (No response.)</p> <p>17 MR. MEDVIN: Motion carries.</p> <p>18 DR. LYNCH-WALSH: Okay. I'm going to skip</p> <p>19 the one on monitoring because I was writing these</p> <p>20 while you guys were talking, so if someone had</p> <p>21 something on monitoring, I didn't get any further</p> <p>22 than follow up on monitoring.</p> <p>23 The other one I had, and I don't know if this</p> <p>24 is a motion, but it has to do with the prior</p> <p>25 motion about quarterly reports. So I was going</p>
<p style="text-align: right;">Page 118</p> <p>1 attribute as well. What would that look like?</p> <p>2 What could that look like?</p> <p>3 DR. LYNCH-WALSH: Propose -- We move RSM</p> <p>4 propose attributes that test -- I'll just,</p> <p>5 instead of "include", "propose".</p> <p>6 We move RSM propose attributes that test</p> <p>7 Policy 4380 Sections 3A, 3F, 5D and 5E.</p> <p>8 MS. FERTIG: All right. Second.</p> <p>9 MR. MEDVIN: Any comments?</p> <p>10 (No response.)</p> <p>11 MR. MEDVIN: All in favor?</p> <p>12 COMMITTEE MEMBERS: Aye.</p> <p>13 MR. MEDVIN: Opposed.</p> <p>14 (No response.)</p> <p>15 MR. MEDVIN: Motion carries.</p> <p>16 DR. LYNCH-WALSH: Thank you. The next one</p> <p>17 had to do with the student intake form. It</p> <p>18 sounded like people wanted that broken down</p> <p>19 within the attribute, like the different</p> <p>20 components of the student intake form. Because</p> <p>21 there's the signature for law enforcement,</p> <p>22 there's a lot in the student intake form and it's</p> <p>23 just one attribute right now.</p> <p>24 So I was just going to say, we move RSM break</p> <p>25 down compliance attributes associated with the</p>	<p style="text-align: right;">Page 120</p> <p>1 to recommend we move the chief auditor retransmit</p> <p>2 the Audit Committee motion to the board related</p> <p>3 to quarterly reports. Because we did pass a</p> <p>4 motion and nothing's --</p> <p>5 MS. FERTIG: Aren't we doing quarterly</p> <p>6 reports?</p> <p>7 DR. LYNCH-WALSH: No, no, staff.</p> <p>8 District-based. Like we just got the stats from</p> <p>9 Lozano, but we should have had a report.</p> <p>10 MS. FERTIG: Oh, right, right, right, right.</p> <p>11 I see. Okay.</p> <p>12 DR. LYNCH-WALSH: So, but to clarify, related</p> <p>13 to district quarterly reports.</p> <p>14 MR. LOZANO: So the school board gets those</p> <p>15 reports. I don't know if Audit Committee gets</p> <p>16 those reports. So we do --</p> <p>17 MS. DAHL: We asked for them.</p> <p>18 MR. LOZANO: -- the data I just shared, we do</p> <p>19 report that quarterly to the school board.</p> <p>20 MS. FERTIG: Which makes it public record, so</p> <p>21 it's easy to send us a copy. I mean --</p> <p>22 MS. DAHL: Yeah, we asked for it.</p> <p>23 DR. LYNCH-WALSH: Yeah, I don't think we</p> <p>24 would have made that motion. I think we had this</p> <p>25 exact discussion and we asked for the reports.</p>

Page 121	Page 123
<p>1 MS. STRAUSS: Months ago.</p> <p>2 MR. DE MEO: Yeah.</p> <p>3 So we don't need a motion, just give us the</p> <p>4 report.</p> <p>5 MS. STRAUSS: Per our request previously that</p> <p>6 was documented.</p> <p>7 MS. FERTIG: I know we're going to run out of</p> <p>8 time, so just in the interest of time, did you</p> <p>9 put down my request or do I need to put in a</p> <p>10 motion that we get quarterly the number of</p> <p>11 students who transferred out of -- who are</p> <p>12 transferred as a result of serious or very</p> <p>13 serious threats.</p> <p>14 MR. LOZANO: Mr. Jabouin do you get them,</p> <p>15 that report?</p> <p>16 MR. JABOUIN: I will look for them. So if</p> <p>17 I'm on the distribution list for that --</p> <p>18 MR. LOZANO: Kim can send you them today.</p> <p>19 MR. JABOUIN: Yeah, if she can resend them to</p> <p>20 me that will make it easier to look at them.</p> <p>21 MS. FERTIG: And not by name of school but by</p> <p>22 type of -- where they go.</p> <p>23 MR. LOZANO: And we have elementary,</p> <p>24 middle --</p> <p>25 MS. FERTIG: Traditional, alternative</p>	<p>1 MS. FERTIG: I think -- I think that's a</p> <p>2 pretty important topic to include in our overall</p> <p>3 report. It may not -- I mean, it's just a line</p> <p>4 on the report, maybe three lines, but I think it</p> <p>5 should be included there.</p> <p>6 MR. DE MEO: I agree.</p> <p>7 MR. JABOUIN: We'll immediately send what</p> <p>8 went out and then we'll have to work with them on</p> <p>9 getting the specific line, Ms. Fertig.</p> <p>10 MR. MEDVIN: Okay. My quick comment is, I</p> <p>11 want to thank RSM for their work.</p> <p>12 MS. DAHL: Yes, thank you.</p> <p>13 MR. MEDVIN: And I want to thank the</p> <p>14 committee for their diligence in getting into</p> <p>15 this and their passion, our passion, about a</p> <p>16 very, very important issue. And it seems that we</p> <p>17 will be working together with RSM, Mr. Lozano and</p> <p>18 his team to make sure this procedure continues to</p> <p>19 improve. So I thank everybody for their efforts</p> <p>20 in that area.</p> <p>21 MS. STRAUSS: And I want to say thank you,</p> <p>22 Mr. Lozano and your team, and I hope that your</p> <p>23 task assignment ends.</p> <p>24 MS. DAHL: Or that he gets --</p> <p>25 MR. DE MEO: Or begins. Or begins; right?</p>
Page 122	Page 124
<p>1 transfers.</p> <p>2 MR. JABOUIN: So I'll get the reports from</p> <p>3 Kim.</p> <p>4 MR. LOZANO: So you're going to have to talk</p> <p>5 about what you want in the report, because right</p> <p>6 now, and maybe that's -- we bring what we have to</p> <p>7 the next meeting and look at it and define the</p> <p>8 parameters.</p> <p>9 MS. FERTIG: Okay. Yeah. I'm just</p> <p>10 interested in that total number.</p> <p>11 MR. LOZANO: We'll get you the reports we're</p> <p>12 producing now so you have them.</p> <p>13 MS. FERTIG: Like in this month's report</p> <p>14 there were -- I mean in this quarter's report</p> <p>15 there were nine transfers that they followed, but</p> <p>16 I'm just -- out of your 20 or whatever sample.</p> <p>17 I'm just interested in how many total there are.</p> <p>18 MR. LOZANO: Yeah.</p> <p>19 MR. JABOUIN: I just wanted to double-check.</p> <p>20 Obviously, you'll get me, Kim, the reports that</p> <p>21 went out to the board, but as far as Mrs.</p> <p>22 Fertig's specific request, do the reports address</p> <p>23 that?</p> <p>24 MR. LOZANO: At this time it doesn't report</p> <p>25 transfers, but, again --</p>	<p>1 Yeah, thank you, Mr. Lozano and the lady next</p> <p>2 to you. Sorry, I don't know your name. You seem</p> <p>3 to be on top of these things. And thank you,</p> <p>4 RSM. You did a nice job on the report.</p> <p>5 MR. MEDVIN: Okay. Because we have such time</p> <p>6 constraints we have to go on.</p> <p>7 Mr. Jabouin?</p> <p>8 MR. JABOUIN: Yes, thank you. We have the</p> <p>9 Big 3 discussion.</p> <p>10 MS. DAHL: No, it wasn't supposed to be done</p> <p>11 today.</p> <p>12 MR. MEDVIN: It's on the agenda.</p> <p>13 MR. MAYERSOHN: It's on the agenda.</p> <p>14 MR. MEDVIN: It's on the agenda. Don't waste</p> <p>15 more time.</p> <p>16 MR. JABOUIN: Thank you. So I just wanted to</p> <p>17 mention to the committee that Ms. -- Mrs. Marte</p> <p>18 needs to leave at 12:15, she's already cancelled</p> <p>19 two meetings already.</p> <p>20 MS. DAHL: We agreed to one thing.</p> <p>21 MS. FERTIG: No, but we're only talking --</p> <p>22 he's only mentioning something. We're not</p> <p>23 getting into the audit.</p> <p>24 MR. JABOUIN: Oh, I'm sorry. I actually need</p> <p>25 a motion to transmit the report.</p>

Page 125

1 Thank you, Ms. Marquardt.  
 2 MS. FERTIG: Move to transmit with all the  
 3 motions.  
 4 MR. MAYERSOHN: Second.  
 5 MR. MEDVIN: Second. All in favor?  
 6 COMMITTEE MEMBERS: Aye.  
 7 MR. MEDVIN: Opposed?  
 8 (No response.)  
 9 MR. MEDVIN: Motion carries.  
 10 MS. FERTIG: Are you just making -- you're  
 11 just making a brief comment on the Big 3 Audit,  
 12 you're not getting into it?  
 13 MR. JABOUIN: There is no motion for the Big  
 14 3. It is to -- as RSM who's on the phone will --  
 15 they've taken advice already from the Facilities  
 16 Task Force, from the Diversity Committee, from  
 17 the Bond Oversight Committee, and so they're  
 18 going to go over the key points of those  
 19 discussions.  
 20 So there is no motion, no need to approve.  
 21 So if we lose quorum on that one, there's nothing  
 22 for the committee to do.  
 23 MS. STRAUSS: Well, I'm leaving.  
 24 MS. FERTIG: Can we just -- can we just get  
 25 one thing on here? One thing I'd like them to

Page 127

1 MS. FERTIG: Okay.  
 2 DR. LYNCH-WALSH: I know, but, respectfully,  
 3 I know -- I know a painful amount about this and  
 4 we just lost --  
 5 MS. FERTIG: We lost -- I understand. So can  
 6 we.  
 7 DR. LYNCH-WALSH: So do we have anything to  
 8 gain from hearing this today?  
 9 MS. FERTIG: So can we write or our -- I'm  
 10 just trying to cut through this. Can we just  
 11 write our things, our points in to you and  
 12 then --  
 13 MR. JABOUIN: You could, but I do think that  
 14 I'd like to give the members of the committee  
 15 that are here an understanding as to the scope of  
 16 the work, because I --  
 17 DR. LYNCH-WALSH: Is it a performance audit?  
 18 MR. JABOUIN: Yes, it is a performance audit  
 19 and I would like to have that communication  
 20 because I want to make sure -- too many people  
 21 are waiting for the results of this work that I  
 22 want to make sure that there's at least a public  
 23 discussion of it as has been done with the  
 24 different committees.  
 25 So if I could just ask Mr. Blondell to just

Page 126

1 look at --  
 2 MR. JABOUIN: The Big 3? The Big 3?  
 3 MS. FERTIG: Yeah.  
 4 MR. JABOUIN: Okay. Sure. So we do have on  
 5 the phone, Ms. Fertig and the rest of the  
 6 committee Matthew Blondell from RSM. We also  
 7 have Chris Gums from RSM, as well.  
 8 Mr. Gums and Mr. Blondell?  
 9 MS. FERTIG: I would like them to track the  
 10 amount of time that it takes -- that it took to  
 11 get these projects done.  
 12 Do we have quorum or not?  
 13 MR. JABOUIN: We do not. We need six  
 14 physical for quorum. I believe we have five.  
 15 MS. FERTIG: All right. We're meeting March  
 16 2nd. Are we holding them up then?  
 17 DR. LYNCH-WALSH: They already started.  
 18 MS. FERTIG: Oh, they did?  
 19 MR. JABOUIN: No, they do need to move  
 20 forward with --  
 21 MR. MEDVIN: We're not doing any voting.  
 22 This is --  
 23 MR. MAYERSOHN: This is informational.  
 24 MR. JABOUIN: -- information. There's  
 25 nothing to vote on, because, ultimately --

Page 128

1 briefly describe --  
 2 MS. FERTIG: But if we don't have quorum --  
 3 DR. LYNCH-WALSH: We don't have enough people  
 4 to have --  
 5 MR. MEDVIN: We're not voting on anything.  
 6 MR. JABOUIN: There's nothing to vote on.  
 7 MR. MEDVIN: We're not voting on anything.  
 8 MR. DE MEO: I'd like to hear it either today  
 9 or some other time.  
 10 DR. LYNCH-WALSH: Well, I'd like to hear it  
 11 in March when we have everybody, because they've  
 12 already started and then we have two related  
 13 issues. Remember that motion that we did pass  
 14 about referring the Big 3 and the SMART Program  
 15 as a whole?  
 16 MR. DE MEO: They said they looked at it  
 17 already.  
 18 DR. LYNCH-WALSH: That's not true. That was  
 19 not the focus of the grand jury investigation at  
 20 all. It was something they backed into because  
 21 of safety, but they absolutely -- that was not a  
 22 grand jury convened to look at the Big 3 and the  
 23 SMART Program and it would not be looking at what  
 24 we were concerned about.  
 25 MS. FERTIG: So, can I just ask Mr. Blondell,



Page 129

1 is this -- is your -- if we wait two weeks until  
2 -- when are we meeting, March 2nd?

3 MR. JABOUIN: March 2nd.

4 MS. FERTIG: Yeah, so that's -- isn't it like  
5 two weeks away?

6 MR. MAYERSOHN: Mr. Chair, we approved the  
7 agenda as is. This is on the agenda.

8 MR. MEDVIN: Absolutely. We have to go  
9 through with it.

10 MR. MAYERSOHN: Let him -- let him say what  
11 he has to say. For those that can stay, stay;  
12 for those that can't, can't.

13 MS. FERTIG: Okay.

14 MR. MAYERSOHN: I mean, we can't make a  
15 motion to defer it; dispense with it; to do  
16 whatever it is.

17 MS. FERTIG: The thing is, we can't vote on  
18 anything, so I was just going to say it's two  
19 weeks away.

20 MR. MAYERSOHN: It's on the agenda. Let him  
21 say what he has to say. It shouldn't take more  
22 than, I don't know, five ten minutes.

23 DR. LYNCH-WALSH: This would be the time to  
24 take -- yeah, the less time.

25 MR. DE MEO: Before he does that will you

Page 131

1 MR. JABOUIN: One quick moment, Mr. Blondell.  
2 Just one moment.

3 MR. DE MEO: Let me just get this first one  
4 out. So that memo, I think this is related, that  
5 says the grand jury and the state already looked  
6 into this matter, and, therefore, it's not going  
7 to go any further, was that someone, staff's  
8 conclusion, or was that something they wrote us?

9 MR. JABOUIN: So that is -- I wrote that. So  
10 we don't have any -- a report to send them. We  
11 could, potentially, do that after this work is  
12 done. But, in the references that I have made  
13 recently, for example, the caps and gowns, we had  
14 a report that we gave them, we explained it and  
15 so forth.

16 So we don't have anything to send either to  
17 the Broward State Attorney, the statewide grand  
18 jury.

19 MR. DE MEO: What if I just contacted one of  
20 DeSantis' chiefs of staff and said, hey, you  
21 know, this stinks, did you guys look at it?

22 MR. JABOUIN: That could be done. Yes.

23 MS. FERTIG: You could. You could. But if  
24 you have the data from this, if we give the data  
25 points to collect, then you're going to have

Page 130

1 give us a little background about what they're  
2 doing?

3 MR. JABOUIN: Yes. So, absent of any  
4 commentary, a few months ago I sat with RSM and  
5 we were looking at the testing program and there  
6 were too many questions that were being asked  
7 regarding the Big 3. So, independently, we -- we  
8 put it on the radar of an area to look at.

9 Subsequent to that, the board, Ms. Alhadeff,  
10 Chair Alhadeff, requested a specific audit on it  
11 and it was a good coincidence, but as part of  
12 that they asked us to go to the Audit Committee  
13 to weigh in, which we did at the November meeting  
14 and the Audit Committee asked us to go to the  
15 Diversity Committee and Facilities Task Force and  
16 the Bond Oversight Committee, and we have done  
17 that.

18 And so Mr. Blondell has sort of captured the  
19 essence of that to share with the committee. And  
20 if we can please have him speak to that?

21 MR. DE MEO: And one other question related  
22 to that. That memo that says the --

23 MR. BLONDELL: Good morning. This is Matt  
24 Blondell. Would you like me to go ahead and walk  
25 through what we've laid out so far?

Page 132

1 something to hand over as opposed to asking them  
2 to do the investigation and hoping they have  
3 enough local knowledge to do it. So it's just a  
4 question of what comes first.

5 MR. JABOUIN: It's best to wait for this work  
6 to happen and then there would be something to  
7 have, a discussion and so forth.

8 MR. DE MEO: Yeah, I'm having a hard time  
9 with the whole concept of auditing something,  
10 peoples' intentions who weren't here nine years  
11 ago.

12 MS. FERTIG: This isn't -- this isn't  
13 necessarily peoples' intentions.

14 Like, for example, one thing I have on here  
15 that I would really like you to audit and I don't  
16 know if you can, I'm just jumping in, okay, would  
17 be comparing the bathroom remodeling projects of  
18 the Big 3 and other schools, I would like to --  
19 having seen some of those, some of the finished  
20 products, I think it would be worthwhile to audit  
21 what was spent and what was done at different  
22 schools. That's an example.

23 Another one would be the time for completing  
24 major projects. We have seen some projects that  
25 were completed in a very short time and others

<p style="text-align: right;">Page 133</p> <p>1 that have taken years and are still ongoing.</p> <p>2 I'll give you another example of something</p> <p>3 I'd like to know. I'd like to know if when they</p> <p>4 finish the project at schools other than the Big</p> <p>5 3 they painted their classroom doors when they</p> <p>6 walked out. I have pictures I can show you. Or</p> <p>7 was that only not done in certain schools?</p> <p>8 I know Nathalie probably has a whole host of</p> <p>9 these because she's walked -- we've probably</p> <p>10 walked different schools, but things we've seen,</p> <p>11 and I want to know, these don't seem important,</p> <p>12 but they're very important to when it goes to a</p> <p>13 child walking in school and what they see every</p> <p>14 day.</p> <p>15 And if they weren't done the same way, if</p> <p>16 they weren't finished the same way, I kind of</p> <p>17 would like to know why. And that goes to your</p> <p>18 question.</p> <p>19 MR. JABOUIN: And we do have Dr.</p> <p>20 Lynch-Walsh's comments from the Facilities Task</p> <p>21 Force and they are very good worthy comments on</p> <p>22 there and we have some other comments as well.</p> <p>23 And then I'm going to ask Mr. Blondell, did he</p> <p>24 pick up what Ms. Fertig said, and if we could</p> <p>25 please ask him to speak?</p>	<p style="text-align: right;">Page 135</p> <p>1 Blondell to speak?</p> <p>2 DR. LYNCH-WALSH: Do they have something in</p> <p>3 writing, though, that we -- then that would have</p> <p>4 been a lot easier than verbal. I'm not a very</p> <p>5 auditory person. I like to read it.</p> <p>6 MR. JABOUIN: Mr. Blondell, if you can start?</p> <p>7 MR. BLONDELL: Yes, so, as Mr. Jabouin</p> <p>8 mentioned, we have, you know, had the previous</p> <p>9 communications with at Audit Committee, the</p> <p>10 Facilities Task Force, the Diversity Committee</p> <p>11 and the Bond Oversight Committee and have used</p> <p>12 those discussions to help guide the scope</p> <p>13 elements that we are intending to include. And</p> <p>14 so, essentially, what our plan to do is,</p> <p>15 currently, is to, again, talk with those</p> <p>16 committees and school administrators, the program</p> <p>17 manager, the Office of Capital Programs and then</p> <p>18 any design and construction professionals for</p> <p>19 these Big 3 projects, including GOB renovation</p> <p>20 components as well as the cafeteria or new</p> <p>21 additions and renovations. I know for Stranahan</p> <p>22 and Northeast there are multiple projects that</p> <p>23 kind of fall within those. And what we intend to</p> <p>24 do is start as far back as we can from the</p> <p>25 beginning to look at the school deficiency</p>
<p style="text-align: right;">Page 134</p> <p>1 DR. LYNCH-WALSH: So, when you say "my</p> <p>2 comments", because I'm going to send what we</p> <p>3 codified at the Facilities Task Force, which are</p> <p>4 basically everything we said -- I said here,</p> <p>5 which had to do with the impact of a lack of</p> <p>6 long-term planning, which they've already opined</p> <p>7 on when it came to roofing. So they were able to</p> <p>8 opine on roofing. Whether they followed best</p> <p>9 practices, destructive testing, Castaldi, not a</p> <p>10 word that was said out loud when it should have</p> <p>11 been in 2014, lifecycle analysis.</p> <p>12 MS. FERTIG: Well, I object to that because</p> <p>13 the tapes are going to reveal that we said it out</p> <p>14 loud.</p> <p>15 DR. LYNCH-WALSH: Right. But, I mean, none</p> <p>16 of staff was allowed to say that word out loud.</p> <p>17 MR. MEDVIN: All right. Let's -- can we --</p> <p>18 can we --</p> <p>19 DR. LYNCH-WALSH: Compliance with SREF,</p> <p>20 EdSpec, district standards, CPT's --</p> <p>21 MR. JABOUIN: Dr. Lynch-Walsh, if those were</p> <p>22 the items on your agenda, RSM has those.</p> <p>23 DR. LYNCH-WALSH: Okay. Just making sure.</p> <p>24 MR. JABOUIN: Yeah, we both attended, we</p> <p>25 picked up your agenda. If we could allow Mr.</p>	<p style="text-align: right;">Page 136</p> <p>1 listing and to, essentially, map where -- where</p> <p>2 scope from that was modified throughout the</p> <p>3 timeline of the projects. So starting with the</p> <p>4 deficiency listings from 2014, again,</p> <p>5 understanding what other analyses were -- was</p> <p>6 also performed by the district to guide the scope</p> <p>7 of what those projects, right, which we're going</p> <p>8 to look, which would have included the Castaldi</p> <p>9 analysis, destructive testing, whether or not</p> <p>10 those were performed or how those were</p> <p>11 incorporated into the scope development, how it</p> <p>12 went from the deficiency listing to, you know, a</p> <p>13 charter, how it went from a charter to a design</p> <p>14 scope, how it went from a design scope to a</p> <p>15 construction scope and then what's actually been,</p> <p>16 you know, completed as far as construction. The</p> <p>17 intent is to kind of map that entire process out,</p> <p>18 if there was anything that dropped off of either</p> <p>19 the scope in any of those, you know, kind of</p> <p>20 touch points, we're going to be looking at all of</p> <p>21 the board's minutes and meetings to see anything</p> <p>22 from 2014 to now, if these schools or the scopes</p> <p>23 of these projects were ever discussed by the</p> <p>24 board and if there was ever any action taken by</p> <p>25 the board so that we can document either what was</p>

<p style="text-align: right;">Page 137</p> <p>1 discussed and changed or if it wasn't discussed  2 or if it was changed or anything, again, that  3 showed how the scope was modified between that  4 initial deficiency listing to all the different  5 control points to where we are currently in  6 construction.</p> <p>7 That, essentially, sums up what our plan is.  8 I did hear Ms. Fertig's comments about looking at  9 timing. We can certainly incorporate some of  10 that as well in the analysis and try to quantify  11 if there were differences in how these schools  12 were, you know, finished. I understand, like you  13 said, with the painting of the doors and other  14 things like that, what kind of the scope might  15 look like in comparison to some of the other  16 larger projects in the district.</p> <p>17 MS. FERTIG: And I think it would be -- I  18 don't know how you do this, but it would be good  19 to get some community perspective on this. I  20 mean, I just know because I've photographed the  21 Big 3 extensively over the years and then when I  22 walk in other schools and see some of the  23 finishes you note the difference. I don't know  24 how you pick that up, though. I'm happy to share  25 pictures. I'm sure Dr. Lynch-Walsh is happy to</p>	<p style="text-align: right;">Page 139</p> <p>1 message all of those deficiency line items into  2 each school and call it a project. You would do  3 long-term planning, which is you may have noticed  4 what they're starting to do now except the  5 steering committee has never met.</p> <p>6 So that needs to be addressed. And that's  7 why we asked about best practices being adhered  8 to, because no teacher goes into a classroom that  9 I'm aware of without a lesson plan. Because you  10 could have chaos without a lesson plan. You have  11 to know what you're teaching on any given day and  12 you have to follow the standards.</p> <p>13 The standards in this case are the district's  14 design standards, EdSpec and SREF, and not to  15 mention, Florida Building Code. So these are all  16 components that they need to be looking at with  17 these projects. But life safety and electrical,  18 because there's switchgear that's now being  19 replaced, Blanche Ely, for example, which was not  20 part of the scope. So when we're looking at  21 scope changes, are there scope changes?  22 Absolutely, because in some cases -- there was  23 one school where I think they were redoing the  24 HVAC and found that they needed to replace  25 electrical associated with the HVAC but that</p>
<p style="text-align: right;">Page 138</p> <p>1 share pictures.</p> <p>2 DR. LYNCH-WALSH: Well, Dr. Lynch-Walsh is  3 happy to ask about whether you're going to be  4 testing to make sure that where they did life  5 safety and electrical work, because one of the  6 persistent rumors I heard, because everything was  7 about adhering to budget, so some crazy things  8 were going on to force things into a budget.</p> <p>9 I have heard that if you had an electrical  10 panel upgrade needed and you were a school that  11 was in a lower socioeconomic area, versus being  12 out west, guess which one got the electrical  13 panel replaced and which one got it recycled. I  14 have heard of ceiling tiles being reused and  15 recycled, lighting being reused and recycled.</p> <p>16 So that's the type of thing that needs to  17 come out. And also from a big picture  18 standpoint, RSM's roofing review made mention,  19 their second observation, about the lack of a  20 long-term plan, as did the Council of Great City  21 Schools scathing PPO review. Because in every  22 other district, especially ones that might be  23 going out for a bond, you do not do a facility  24 condition assessment, decide what you're going to  25 ask the voters for, i.e., 800 million, and then</p>	<p style="text-align: right;">Page 140</p> <p>1 wasn't in the scope. So there needs to be a  2 distinction between, you know, adding gold plated  3 fixtures somewhere and realizing that the scope,  4 because the scopes are not well-defined, that  5 they then had to add necessary components to the  6 scope in order to do that basic thing, like  7 replace the roof or do the HVAC.</p> <p>8 MS. FERTIG: No, and, you know, another thing  9 listening to you speak is, when they amended the  10 scope, how was that done? Was that done the way  11 we got a new building at Northeast, with us  12 coming and advocating specifically for something  13 that we had previously -- or was it just --</p> <p>14 DR. LYNCH-WALSH: Some of it was the work  15 just couldn't get done.</p> <p>16 So at Northeast, remember, they needed a new  17 roof, but they were getting told at one point  18 they would get roof repairs.</p> <p>19 So, yes, some television did involve  20 practically setting KCW on fire to get the right  21 thing done. I will say that --</p> <p>22 MS. FERTIG: I'm just going to say, I guess  23 if I were to narrow it down, the process for  24 getting the scope changed.</p> <p>25 DR. LYNCH-WALSH: Well, it depends on what it</p>

<p style="text-align: right;">Page 141</p> <p>1 is. Some things were never going to pass  2 building code. Because they're changing out HVAC  3 and you need certain components in order to do  4 that. Because you have to bring it up to code  5 when you hit a certain point in terms of  6 renovations. So it might not have been in the  7 scope, because that was all just line items, they  8 didn't contemplate in the building condition  9 assessment, because they only did step 1, which  10 was the building condition assessment with the  11 list of deficiencies, but they didn't sit there  12 and go, okay, do we -- do we have Castaldis on  13 these? Is it cheaper to renovate or replace?  14 That analysis that should have taken place  15 over the next year never happened. So a lot of  16 the cock-ups over the years are the result of  17 people realizing, oops, we're putting in a new  18 HVAC and we need these additional pieces. They  19 discover mold, that was not part of it. I have  20 people on tape when we've asked whether mold  21 remediation was part of the SMART Program and  22 they said, no.  23 MR. DE MEO: So, you know, I can't help  24 but -- I feel compelled to make these comments.  25 First, the gentleman from RSM?</p>	<p style="text-align: right;">Page 143</p> <p>1 that maybe it might be used as a tool to go  2 forward. To that extent, I think that makes a  3 lot of sense.  4 But I've got to tell you, I'm going to defer  5 to you guys. My sentiment is, this is a waste of  6 time. There's a better way to go about it. And  7 we need people like you to keep the school board  8 straight. And, you know, I'm not a --  9 MS. FERTIG: Well, just on a couple of these  10 things that we've talked about, for example, if  11 in the bathrooms, if they were finished one way  12 in school A and they were done another way in  13 school B, that's something that can be addressed.  14 MR. DE MEO: There's no doubt in my mind that  15 that occurred. Now what?  16 MS. FERTIG: Well, it needs to be -- you  17 know, in my mind they need to rectify it.  18 MR. DE MEO: Okay. So you want it improved?  19 Or do you want to excoriate somebody that left  20 nine years ago?  21 MS. FERTIG: At some point -- at some point  22 -- we used these schools to get this money and at  23 some point there has to be a recognition in this  24 that it wasn't handled the way it should have  25 been.</p>
<p style="text-align: right;">Page 142</p> <p>1 DR. LYNCH-WALSH: Yes.  2 MR. DE MEO: Any procedures they intend to  3 perform I would like to have in advance. Before  4 they begin their audit, I'd like to see those  5 procedures.  6 MS. FERTIG: In writing.  7 MR. DE MEO: In writing. And I'd like to  8 know the purpose. And these two members are so  9 knowledgeable about the district and I have the  10 utmost respect. And so I would like this to be a  11 meaningful endeavor.  12 However, I think I could predict that there  13 were gross violations of everything Dr.  14 Lynch-Walsh said. I know for a fact if Ms.  15 Fertig said doors were painted in one place and  16 they weren't painted in another, there's no doubt  17 in my mind we're going to find that.  18 Okay. Now what?  19 What is the purpose of that? Is there  20 someone here that is responsible that we can  21 fire?  22 DR. LYNCH-WALSH: No, they're all gone.  23 MR. DE MEO: They're all gone.  24 So I'm not clear on why we would spend  25 resources on something that's so obvious, except</p>	<p style="text-align: right;">Page 144</p> <p>1 DR. LYNCH-WALSH: And I think we're getting  2 to that. So I actually kind of agree with you,  3 Mr. De Meo, because at this point, the last  4 person -- well, we're almost there, but the  5 person -- there was a move -- so I spent many  6 years getting beat up by two superintendents  7 because I kept pointing out that we didn't do  8 long-term planning, we didn't follow EdSpec, we  9 didn't follow SREF, you know all of these  10 violations.  11 MR. DE MEO: How dare you.  12 DR. LYNCH-WALSH: How dare I point these  13 things out.  14 But we're getting past that, and so, yeah,  15 there will be no surprises in here, and I think  16 there is a willingness on the board's part, and I  17 think that's why Lori Alhadeff made that motion  18 to settle, because at the time she made it it was  19 still -- we were still -- there were people still  20 pretending that there was no problem with the  21 SMART Program, it was just a little bit -- you  22 know, moving a little slowly when everything  23 about it was wrong and AECOM is really just  24 trying to snatch some victories from the jaws of  25 defeat. We got funding for Markham. We got</p>

Page 145	Page 147
<p>1 funding now for Parkway. Bethune is next.</p> <p>2 So we are rectifying while trying not to</p> <p>3 necessarily bankrupt the district, but to</p> <p>4 prioritize the things that went horribly wrong.</p> <p>5 We can't fix all of them. Plantation High and</p> <p>6 McArthur just got the CMAR contracts cancelled</p> <p>7 yesterday. And my concern with those is to make</p> <p>8 sure that the scopes make sense so that you're</p> <p>9 not just putting, you know, some -- like</p> <p>10 carpeting in the media center of Plantation High</p> <p>11 is not all that's needed there. But that's what</p> <p>12 staff -- and the whole thing with school</p> <p>13 administrators, there have been school</p> <p>14 administrators that have messed up scopes of work</p> <p>15 because they don't know SREF, EdSpecs or design</p> <p>16 standards. And because there was like so many</p> <p>17 things going on at once, they were like, oh, what</p> <p>18 do you need? I have heard of principals being</p> <p>19 thrown the culinary arts catalog to say what do</p> <p>20 you want from here? Because things have been</p> <p>21 going so haphazardly.</p> <p>22 But we're trying to make sure that as things</p> <p>23 come to the board now that the scope makes sense</p> <p>24 so that you're doing as much as possible with</p> <p>25 what we have instead of piecemealing it. Because</p>	<p>1 they got everything through procurement to get</p> <p>2 everybody under contract and then nothing was</p> <p>3 moving.</p> <p>4 MR. DE MEO: So let's just not waste a lot of</p> <p>5 money and a lot of -- waste our time and RSM's</p> <p>6 times doing something that seems kind of, you</p> <p>7 know, just -- I don't know.</p> <p>8 DR. LYNCH-WALSH: And keep in mind, the grand</p> <p>9 jury report, actually, at the Task Force we</p> <p>10 started going through their observations because</p> <p>11 the first time that the district went through</p> <p>12 them they weren't even properly interpreting the</p> <p>13 observations because none of the people assigned</p> <p>14 to it were familiar with what any of those things</p> <p>15 actually meant. Because the bulk of it has to do</p> <p>16 with facilities, even though that's not where</p> <p>17 they started. There's a lot that has to do with</p> <p>18 ESE and all that, but the facilities section, it</p> <p>19 was four themes, which was failure to plan;</p> <p>20 failure to lead; failure to inform; and failure</p> <p>21 to account.</p> <p>22 MR. DE MEO: Do you think it was the board's</p> <p>23 failing or do you think it was internally --</p> <p>24 DR. LYNCH-WALSH: It was the board. The</p> <p>25 board -- the superintendent cannot go down the</p>
Page 146	Page 148
<p>1 that -- that's what would happen if nobody's</p> <p>2 watching.</p> <p>3 But to your point, I kind of agree that --</p> <p>4 MS. FERTIG: Well, I think we all agree we</p> <p>5 can't go back nine years, but --</p> <p>6 MR. DE MEO: I mean, there may be some value</p> <p>7 in codifying our past mistakes.</p> <p>8 DR. LYNCH-WALSH: So we don't repeat them.</p> <p>9 MR. DE MEO: But I'm more of a let's move on</p> <p>10 here. I mean --</p> <p>11 MS. FERTIG: And I think we all are, too, but</p> <p>12 I would just like to say that when I -- I would</p> <p>13 like to take you to some of these. It's not an</p> <p>14 audit thing.</p> <p>15 MR. DE MEO: I'm appalled. I told you, you</p> <p>16 saw the emotion I had. If I were around -- I was</p> <p>17 around. I was gone for a couple years and I came</p> <p>18 back. You know, I don't speak unless it's --</p> <p>19 MS. FERTIG: I know and that's just -- are</p> <p>20 we okay talking about this? We made a</p> <p>21 recommendation to the board against those CMAR</p> <p>22 contracts. It went nowhere.</p> <p>23 DR. LYNCH-WALSH: And then they came back in</p> <p>24 2016, but that's not the problem with -- that</p> <p>25 CMAR contract was done in 2017. It's just that</p>	<p>1 wrong road without the board's approval. And it</p> <p>2 was -- and staff had been -- there have been</p> <p>3 people scared to admit to things. It made staff,</p> <p>4 the staff that was here, look less capable</p> <p>5 because they were forced to go along with these</p> <p>6 things. I have been in a room full of architects</p> <p>7 who spoke candidly, but I'm afraid, even now to</p> <p>8 some extent, to ever mention what day, date and</p> <p>9 meeting it was, because they were talking about</p> <p>10 the violations, some of the violations that I</p> <p>11 mentioned and having been forced to do them.</p> <p>12 MS. FERTIG: I'm getting worried that we're</p> <p>13 getting into stuff that could come before us in</p> <p>14 this audit, so I'm wondering --</p> <p>15 DR. LYNCH-WALSH: It's informational.</p> <p>16 MR. DE MEO: No, no, no, we're just -- we're</p> <p>17 not -- do you think it's the board's failing?</p> <p>18 MS. FERTIG: I think many times the board was</p> <p>19 not given the information they needed to make the</p> <p>20 decision they needed to make.</p> <p>21 DR. LYNCH-WALSH: But they were given the</p> <p>22 information from the Task Force and ignored.</p> <p>23 MS. FERTIG: I think if you were to look at</p> <p>24 some major decisions that happened in this</p> <p>25 district, they were not given the proper</p>

<p style="text-align: right;">Page 149</p> <p>1 information. But as -- I think there also has 2 been --</p> <p>3 MR. MAYERSOHN: So, Mr. -- through the Chair, 4 Mr. Jabouin, what is it costing the district for 5 this audit?</p> <p>6 MR. JABOUIN: So, obviously, just like any 7 other project, after RSM absorbs it they've got 8 to look into the amount of time that they 9 anticipate for the work and what the billing rate 10 is.</p> <p>11 DR. LYNCH-WALSH: Ballpark.</p> <p>12 MR. JABOUIN: I don't know if Mr. Blondell 13 has had a chance to put that together, because 14 this meeting was part of it, if he wants to chime 15 in on the range. Do you feel comfortable on 16 that, Mr. Blondell?</p> <p>17 MR. BLONDELL: I don't think at this time I'm 18 comfortable saying that, but it's something that 19 we could pull together fairly quickly.</p> <p>20 MR. JABOUIN: Okay. I want to mention, 21 though, from an audit standpoint, it is a worthy 22 project that RSM and I talked about before some 23 of the public discussion on it, because these 24 three projects are not complete. I think -- I 25 don't recall the exact percentages. One of them</p>	<p style="text-align: right;">Page 151</p> <p>1 example, you'll find they won't put a name next 2 to but that the cafeteria, the need to rebuild, 3 was definitely discussed at that meeting, which 4 probably would have been a \$9 million cost and 5 didn't happen for another --</p> <p>6 DR. LYNCH-WALSH: Several years.</p> <p>7 MS. FERTIG: -- eight years and the cost, 8 basically, more than doubled. So I don't know 9 that you quantify stuff like that and --</p> <p>10 DR. LYNCH-WALSH: Well, the thing is, the 11 cafeteria in the scope validation from the 12 original architect, they punted the cafeteria 13 to -- out of there scope validation. You can go 14 back and look. They -- they don't really address 15 the cafeteria. They mention the dining portable 16 or the tent and they say that further analysis is 17 needed on the cafeteria. And then because we had 18 to adjust the budget it became about, when Heery 19 came on board, Rob Corbin is on tape, and 20 understand that everybody was petrified that they 21 had to stay within these ridiculous budgets, so 22 he told the board in 2018, I think, even, that 23 you would not replace when you can get just as 24 good with a renovation, which, of course, turned 25 out to not be true, because they were having</p>
<p style="text-align: right;">Page 150</p> <p>1 is further along and another one is another 2 percentage. So either way this is going to be a 3 two-part project. One is, where are we now? 4 And, two, when we're done, I don't know if this 5 is a follow-up or a second audit, but it 6 wasn't -- you know, we have to -- in a lot of 7 cases you do these audits, the project has 8 already been done and so forth.</p> <p>9 Now, I do think, Ms. Fertig, there are some 10 expectations from constituents and the community 11 and ultimately the board approved something and 12 maybe the communication back to the constituents 13 didn't go or maybe there was a reliance of 14 information that was flawed and so some of 15 that --</p> <p>16 DR. LYNCH-WALSH: I'm sorry, what? What does 17 that mean?</p> <p>18 MR. JABOUIN: I'm sorry. So I believe 19 that -- and I wasn't here at the time, that there 20 may have been expectations from different 21 constituents on what was to be done.</p> <p>22 DR. LYNCH-WALSH: No, that was not the 23 problem.</p> <p>24 MR. JABOUIN: Well, I think when you look at 25 the project charter meeting for Stranahan, for</p>	<p style="text-align: right;">Page 152</p> <p>1 foundation issues, they couldn't make it work. 2 And speak foundation issues --</p> <p>3 MR. JABOUIN: And we spoke to that at the 4 project charter meeting in the fall of 2015, 5 specifically, personally, myself to Rob Corbin, 6 so I --</p> <p>7 DR. LYNCH-WALSH: But he went to the board 8 and told them otherwise and that's what they 9 relied upon because this was the consultant they 10 had hired. The media center floor, my 11 understanding, they are on their second set of 12 flooring in the media center at Stranahan and 13 probably potentially going for a third because 14 it's hollow. I think it's wood -- it's not solid 15 concrete, the foundation of the media -- you 16 know, the beautifully redone media center, it's 17 all smoke and mirrors because the foundation is 18 flawed.</p> <p>19 MS. FERTIG: And not that that's not part of 20 the bond program, but I think that was an Orange 21 Bowl grant maybe.</p> <p>22 DR. LYNCH-WALSH: The dressing up of it was, 23 but I don't know about the structural issues.</p> <p>24 MS. FERTIG: In any event, I wish Mr. 25 Blondell a lot of luck.</p>

<p style="text-align: right;">Page 153</p> <p>1 MR. DE MEO: Let's see those procedures.</p> <p>2 DR. LYNCH-WALSH: Right. At the next</p> <p>3 meeting?</p> <p>4 MR. DE MEO: Yeah. And I think you were</p> <p>5 trying to tell us that there was some lack of</p> <p>6 communication, lack of understanding, lack of</p> <p>7 expectation, expectation gaps.</p> <p>8 MR. JABOUIN: There could be.</p> <p>9 MR. DE MEO: All of that points to what I was</p> <p>10 talking about. If there's value in going back</p> <p>11 nine years or 300 years or 400 years and writing</p> <p>12 a report and beating ourselves up, I'm all for</p> <p>13 it. I don't see the value. I don't see the</p> <p>14 value, but --</p> <p>15 MR. JABOUIN: Ultimately, there could be</p> <p>16 another bond and so we want to make sure that</p> <p>17 some of the lessons from this bond are addressed.</p> <p>18 MR. DE MEO: Now, you're making music; okay?</p> <p>19 But -- so let's look at these procedures, because</p> <p>20 I do think there is some value in going forward.</p> <p>21 I hope there's some value. And I hope that we</p> <p>22 can, to the extent we can correct and remediate</p> <p>23 some of the problems, I don't know, is there</p> <p>24 still an opportunity to do that or is it passed?</p> <p>25 MS. FERTIG: Yeah, I think there's some</p>	<p style="text-align: right;">Page 155</p> <p>1 the walkways -- I had a report from somebody</p> <p>2 on staff --</p> <p>3 MS. FERTIG: They were supposed to be</p> <p>4 included in the original scope, all the walkways.</p> <p>5 DR. LYNCH-WALSH: Somebody took them out. I</p> <p>6 know who. And it was the person that was task</p> <p>7 assigned in charge of facilities at the point in</p> <p>8 time. And a lot of walkway main street, I have a</p> <p>9 report from somebody that's at the school, it's</p> <p>10 all leaking, and none of that was in the scope.</p> <p>11 MS. FERTIG: It was originally in the scope.</p> <p>12 DR. LYNCH-WALSH: Yes, and --</p> <p>13 MS. FERTIG: You don't need a school board</p> <p>14 member to tell you that.</p> <p>15 DR. LYNCH-WALSH: So the issue here, though,</p> <p>16 the way they got it out is there was confusion</p> <p>17 over whether some of those walkways were part of</p> <p>18 the reroofing or not. And so those are things</p> <p>19 that can be rectified. But you can't like now</p> <p>20 replace Stranahan in the short-term.</p> <p>21 MR. MAYERSOHN: So, Mr. Chair, I've got a</p> <p>22 question for -- through the Chair to Ms. Marte.</p> <p>23 Is there strategically a plan to go out for</p> <p>24 another bond for construction?</p> <p>25 MRS. MARTE: Not that I'm aware of.</p>
<p style="text-align: right;">Page 154</p> <p>1 opportunity. But the other thing would be, these</p> <p>2 three schools are just, you know, symptomatic of</p> <p>3 many schools that did not have a voice. And</p> <p>4 Nathalie's mentioned some others today, there's a</p> <p>5 long list of them, but they were the ones that</p> <p>6 were highlighted to get the money. And of them,</p> <p>7 two of them had a Castaldi and were supposed to</p> <p>8 be rebuilt and they weren't. So we can't go back</p> <p>9 over any of that. The only thing that helps is</p> <p>10 to focus and make sure that everybody gets what</p> <p>11 they are supposed to get so that they can educate</p> <p>12 their children in an equitable manner.</p> <p>13 DR. LYNCH-WALSH: Right. So you can</p> <p>14 mitigate, at Stranahan, for example, the</p> <p>15 cafeteria, there's going to be a new cafeteria.</p> <p>16 Because, once again, the budget that was</p> <p>17 promised, which that's now several million over</p> <p>18 what certain staff members were running around</p> <p>19 telling board members it would be, there is --</p> <p>20 the old walkway that will connect the new</p> <p>21 cafeteria to the existing building, not planned</p> <p>22 for replacement, and one of the board members</p> <p>23 asked if it could be included in the scope</p> <p>24 without impacting price, I'm like, yeah, I don't</p> <p>25 think so, but the bigger issue there is, none of</p>	<p style="text-align: right;">Page 156</p> <p>1 DR. LYNCH-WALSH: There isn't even a steering</p> <p>2 committee meeting that's happened yet.</p> <p>3 MR. MAYERSOHN: No, I just go back to that,</p> <p>4 as years go on, schools will begin to age, and</p> <p>5 the lessons at least that we've discussed here,</p> <p>6 how do we get to the point where, to Mr. De Meo's</p> <p>7 point, I don't know if an audit is going to</p> <p>8 change unless there are systems in place to</p> <p>9 prevent these things from happening.</p> <p>10 MRS. MARTE: My opinion, I think it should</p> <p>11 move forward. Because I do think it's important</p> <p>12 that we learn from whatever mistakes have</p> <p>13 happened. And to Dr. Lynch-Walsh's point, we do</p> <p>14 have a long-range plan, the steering committee</p> <p>15 will meet shortly, I have to get the letters out.</p> <p>16 DR. LYNCH-WALSH: Well, we don't have a</p> <p>17 long-range plan.</p> <p>18 MRS. MARTE: I misspoke.</p> <p>19 DR. LYNCH-WALSH: I'm just clarifying. I'm</p> <p>20 just clarifying.</p> <p>21 MRS. MARTE: We are in the process of</p> <p>22 developing that. And I think it is important to</p> <p>23 look at some of the mistakes of the past to avoid</p> <p>24 making them in the future. And I agree with Dr.</p> <p>25 Lynch-Walsh on that. I think it's vitally</p>

<p style="text-align: right;">Page 157</p> <p>1 important, in fact. Because there has been a lot</p> <p>2 of turn, a lot of turnover, a lot of -- even in</p> <p>3 my short time involved when I came back to the</p> <p>4 district in April and got much more intimately</p> <p>5 involved in the day-to-day work, you know,</p> <p>6 certainly than my roll as CFO where I was not</p> <p>7 involved, I've learned a lot that I did not</p> <p>8 understand with the public conversations that</p> <p>9 were happening in the past.</p> <p>10 So I think it's important that we go through</p> <p>11 this. I do.</p> <p>12 MR. DE MEO: With the auditors?</p> <p>13 MRS. MARTE: With the auditors. Absolutely.</p> <p>14 MR. MEDVIN: Okay. Any other comments?</p> <p>15 DR. LYNCH-WALSH: On this matter?</p> <p>16 MR. MEDVIN: Anything more from RSM?</p> <p>17 MR. JABOUIN: Thank you, Mr. Blondell. Thank</p> <p>18 you, Ms. Marte.</p> <p>19 DR. LYNCH-WALSH: And I guess I'll send the</p> <p>20 PCG documents that are needed for our next</p> <p>21 meeting rather than verbally go through them.</p> <p>22 MS. FERTIG: Could you just send them to him</p> <p>23 and we'll get them beforehand?</p> <p>24 MR. MAYERSOHN: And, Mr. Chair, I know we're</p> <p>25 not -- we don't have a quorum to make any</p>	<p style="text-align: right;">Page 159</p> <p>1 go through that. I don't know what it is,</p> <p>2 something more than having an option to create a</p> <p>3 public records request. So --</p> <p>4 MR. MEDVIN: Good point. Thank you.</p> <p>5 With that, anything else?</p> <p>6 MR. JABOUIN: No. Thank you for coming in</p> <p>7 and having a special meeting.</p> <p>8 MR. MEDVIN: Is there more?</p> <p>9 DR. LYNCH-WALSH: Yeah, there is one thing,</p> <p>10 which actually related to that. Thank you for</p> <p>11 jogging my memory.</p> <p>12 There is an RFP that was sitting out there</p> <p>13 that was done I think in 2018, '19, that</p> <p>14 selected, and none of us were on the selection</p> <p>15 committee, selected, I think, five firms for this</p> <p>16 construction, IT and all of that, and there was</p> <p>17 an attempt to give it to Carr, Riggs, Ingraham to</p> <p>18 do the grand jury review that got removed and I</p> <p>19 don't anticipate seeing that back again without</p> <p>20 that RFP going out, because, when they responded,</p> <p>21 there was no grand jury report, so I don't know</p> <p>22 how they could have ever asserted that they were</p> <p>23 qualified to do grand jury reviews.</p> <p>24 So I -- I'm just going to say it as bluntly</p> <p>25 as -- I don't want to see that on a board agenda</p>
<p style="text-align: right;">Page 158</p> <p>1 decisions, but I do go back to Dr. Lynch-Walsh's</p> <p>2 point about requesting information. And I know</p> <p>3 that sometimes there's information that I hear</p> <p>4 Dr. Mack, you know, through the speaker or</p> <p>5 wherever he was, but, you know, one of the things</p> <p>6 he used to say was that, just don't request</p> <p>7 information just for the point of requesting</p> <p>8 information. If it's pertinent, somebody should</p> <p>9 be able to receive it. And I think that if a</p> <p>10 committee member, again, because, unfortunately,</p> <p>11 due to Sunshine, we can't have continued</p> <p>12 conversations, but if it helps, maybe there's</p> <p>13 some way where, whether information goes through</p> <p>14 the chair and there's an evaluation process,</p> <p>15 something where information can be acquired as</p> <p>16 opposed to somebody having to go through public</p> <p>17 records requests.</p> <p>18 I just think it's -- I just think from an</p> <p>19 optics standpoint it's a bad look when -- I mean,</p> <p>20 if I were to request something that, you know, in</p> <p>21 asking Mr. Jabouin he says, no, it has to go</p> <p>22 through the committee and we're not meeting for</p> <p>23 another four weeks, but I need the information to</p> <p>24 prepare, we shouldn't have to necessarily --</p> <p>25 there should be some procedure that allows us to</p>	<p style="text-align: right;">Page 160</p> <p>1 that I have to kill again until there's been a</p> <p>2 discussion about putting it out with a scope of</p> <p>3 work and, frankly, some of us should be on the</p> <p>4 selection committee because it was all internal</p> <p>5 staff. When we do facilities-related,</p> <p>6 construction-related selections the task force is</p> <p>7 part of that selection committee. Granted, it's</p> <p>8 mostly staff, but that didn't happen. And it</p> <p>9 happened so long ago, and the only reason I think</p> <p>10 it went to the board to try to give it to CRI is</p> <p>11 because Cartwright was trying to show in her, you</p> <p>12 know, bag of tricks that she had addressed that</p> <p>13 problem. And then it still popped up. It was</p> <p>14 going to be on yesterday's agenda. But it was</p> <p>15 coming from Cartwright's 90-day thing, not from</p> <p>16 it actually being the best court of action</p> <p>17 because it's an old RFP that predates the grand</p> <p>18 jury.</p> <p>19 But that would have gotten approved by the</p> <p>20 board and then we would have had a firm, the same</p> <p>21 firm that did caps and gowns and that you'll see</p> <p>22 the issues with on PCG was going to be handed</p> <p>23 grand jury review to the tune of, I think, 135</p> <p>24 grand.</p> <p>25 I'm actually not sure the board would have</p>



Page 161

1 approved it, but the fact that it actually got  
2 that far speaks volumes to me.

3 And that's it. I'm good. Thank you.

4 MR. MEDVIN: Thank you everybody.

5 MR. JABOUIN: Thanks for your time everybody.

6 (Meeting was adjourned at 12:29 p.m.)  
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Page 162

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 23rd day of February, 2023, Fort  
16 Lauderdale, Broward County, Florida.

17   
18  
19 TIMOTHY R. BASS  
20 Court Reporter  
21  
22  
23  
24  
25



<b>A</b>	92:4,4,7 102:3	<b>advance</b> 142:3	<b>amendment</b> 106:8	148:1
<b>A-rated</b> 55:15,19	<b>activities</b> 77:22	<b>advice</b> 125:15	107:22 108:1,3	<b>approve</b> 5:6 7:16
<b>A.M</b> 1:17	<b>activity</b> 63:18,18,25	<b>advisory</b> 2:22 6:3	<b>amount</b> 64:16 126:10	18:18 19:1 73:24
<b>ability</b> 47:23	<b>actual</b> 37:15 50:16	<b>advocating</b> 140:12	127:3 149:8	125:20
<b>able</b> 23:12 28:11,13	<b>add</b> 23:7 24:14 25:12	<b>AECOM</b> 144:23	<b>analyses</b> 136:5	<b>approved</b> 5:14 7:21
42:23 43:7 67:4,24	28:25 64:25 79:8,10	<b>afraid</b> 148:7	<b>analysis</b> 60:11 61:9	12:7,8 129:6 150:11
117:18 134:7 158:9	88:24 94:22 96:20	<b>age</b> 156:4	61:17 80:10,18	160:19 161:1
<b>absent</b> 130:3	97:1,3 98:18 106:24	<b>agencies</b> 43:12 44:17	134:11 136:9	<b>approving</b> 9:5,6
<b>absolutely</b> 27:21	113:7 140:5	66:23 67:5 68:5	137:10 141:14	<b>approximately</b> 22:20
46:14 51:9 57:23	<b>add-on</b> 80:2	76:4 78:10 84:9,18	151:16	<b>April</b> 10:24 157:4
59:10 78:12 128:21	<b>added</b> 26:20 98:1	84:20 85:5	<b>analytics</b> 61:5	<b>APs</b> 99:8
129:8 139:22	<b>adding</b> 64:23 140:2	<b>agency</b> 41:19	<b>and/or</b> 38:8 76:1	<b>arbitrary</b> 89:22
157:13	<b>addition</b> 24:21,22	<b>agenda</b> 5:5,6,14 6:13	<b>Andrew</b> 2:2 4:25	<b>architect</b> 151:12
<b>absorb</b> 82:7	81:3 97:13	16:14 18:16 124:12	<b>Andrews</b> 1:24	<b>architects</b> 148:6
<b>absorbs</b> 149:7	<b>additional</b> 8:10 19:15	124:13,14 129:7,7	<b>annual</b> 6:2	<b>area</b> 19:24 56:20,20
<b>abuse</b> 38:13	35:15 43:3 84:21	129:20 134:22,25	<b>anomalies</b> 80:12	59:7 61:24 62:1,1
<b>academic</b> 2:15,15	85:4 141:18	159:25 160:14	<b>answer</b> 22:18 25:13	83:25 98:16 123:20
11:1 12:23 14:12	<b>Additionally</b> 100:18	<b>ago</b> 32:23 74:3 75:13	30:11 42:6 71:2,3	130:8 138:11
<b>accept</b> 92:18 107:22	<b>additions</b> 135:21	121:1 130:4 132:11	77:14 78:25 115:24	<b>areas</b> 42:24 116:2
<b>accepted</b> 23:14	<b>address</b> 22:24 31:22	143:20 160:9	<b>answered</b> 12:3	117:15
<b>accepting</b> 8:12	34:23 40:2,10 63:7	<b>agree</b> 33:23 48:4	<b>Anthony</b> 2:4 4:18	<b>arena</b> 84:20
<b>access</b> 13:14 64:9	63:20 122:22	59:10 62:13 74:17	<b>anticipate</b> 149:9	<b>Arlotta</b> 2:9 17:12,12
67:24 68:21,22,23	151:14	78:21,21 117:23	159:19	<b>ARP</b> 48:19
<b>accessed</b> 89:4	<b>addressed</b> 15:17	123:6 144:2 146:3,4	<b>anybody</b> 50:19 66:22	<b>arts</b> 145:19
<b>accommodate</b> 87:24	34:12,24,25 72:10	156:24	71:11	<b>Ashley</b> 2:11 17:6
<b>accomplishing</b> 34:19	101:1,19 139:6	<b>agreed</b> 124:20	<b>anyway</b> 110:9	<b>asked</b> 35:14 41:16
<b>account</b> 147:21	143:13 153:17	<b>agreed-upon</b> 117:22	<b>AP's</b> 86:14	44:13,14 54:10
<b>accountable</b> 34:6	160:12	<b>agreement</b> 6:19	<b>apologize</b> 8:20	78:24 80:20 120:17
75:21	<b>addresses</b> 31:19	<b>ahead</b> 28:19 73:4	<b>appalled</b> 146:15	120:22,25 130:6,12
<b>accountant</b> 24:24	32:11 40:8	82:12 93:13 130:24	<b>apparently</b> 13:14	130:14 139:7
<b>Accountants'</b> 7:20	<b>addressing</b> 53:19	<b>AICPA</b> 23:13	54:8	141:20 154:23
<b>accounting</b> 24:23	70:10	<b>alarmed</b> 86:6	<b>appended</b> 76:16	<b>asking</b> 11:19 34:5
<b>accounts</b> 11:9	<b>adhered</b> 139:7	<b>alarming</b> 57:22 86:21	<b>applicable</b> 100:17	45:7 53:9 58:20
<b>accuracy</b> 5:18	<b>adherence</b> 75:22	<b>Alberti</b> 56:6,10	<b>applies</b> 102:14	95:6 132:1 158:21
<b>accurate</b> 78:20	<b>adhering</b> 138:7	<b>Alhadeff</b> 130:9,10	<b>apply</b> 101:3	<b>assailant</b> 102:3
<b>ACEVDEO</b> 2:11	<b>adjourned</b> 161:6	144:17	<b>appoint</b> 106:4,20	<b>asserted</b> 159:22
<b>Acevedo</b> 17:6,6	<b>adjust</b> 151:18	<b>Allegiance</b> 4:6	107:17 109:5	<b>assessed</b> 89:1
<b>acknowledge</b> 102:21	<b>adjusted</b> 101:13	<b>alleviate</b> 100:22	<b>appointing</b> 19:11	<b>assessment</b> 2:17
<b>acknowledgment</b>	<b>ADMINISTRATI...</b>	103:11 104:19	<b>appreciate</b> 22:11	16:25 19:16,20 20:7
6:10	1:12	<b>allow</b> 5:21 67:7	23:16 65:1 73:4	20:15 24:6 25:21
<b>acquired</b> 158:15	<b>administrative</b> 8:5	134:25	<b>approach</b> 46:1 57:19	26:12,23 32:6,9
<b>acted</b> 27:3 81:24	89:17	<b>allowed</b> 134:16	<b>appropriate</b> 20:11	50:2,25 52:9 55:24
<b>acting</b> 47:21 65:17	<b>administrator</b> 89:3	<b>allows</b> 158:25	22:15 23:22 32:22	61:22 62:19 63:12
<b>action</b> 34:7 35:24	<b>administrators</b> 68:23	<b>allude</b> 85:8	48:25	66:17 67:21 68:21
51:21 92:5 100:14	91:22 97:8 135:16	<b>alternative</b> 57:9	<b>appropriately</b> 106:5	68:25 69:20,21
136:24 160:16	145:13,14	87:15 88:11 89:10	106:20 108:6 109:6	70:12,15 71:24
162:14	<b>admit</b> 15:5 148:3	90:12 92:22,23,25	<b>appropriateness</b>	72:14,16,24 74:23
<b>actions</b> 41:2,12	<b>adopt</b> 104:20	93:11,16 96:15	20:13 26:11,22	75:18 80:23 88:17
101:11,15	<b>adopted</b> 100:19	121:25	74:21 75:17 77:18	90:23 91:21 92:3
<b>active</b> 29:6 50:4	<b>Adopting</b> 100:21	<b>amend</b> 106:9 107:20	78:3,8 85:4	95:1 101:2,23 106:7
54:18,22 89:5 91:21	<b>adults</b> 58:1	<b>amended</b> 19:1 140:9	<b>approval</b> 5:4 18:16	106:22,25 108:8

109:7 111:8 112:2 112:10 113:20 114:5 138:24 141:9 141:10 <b>assessments</b> 24:18 26:2 35:1 38:11 48:21 49:24 61:10 61:15 71:10 74:1 75:6 110:5,13 111:5 <b>assign</b> 16:24 107:7,19 <b>assigned</b> 2:16,17 13:25 16:22 69:19 69:19 70:5 74:1 107:23 108:12,16 108:23 109:8 147:13 155:7 <b>assignment</b> 70:7 123:23 <b>assignments</b> 107:13 <b>assist</b> 98:10 <b>assistance</b> 40:19 84:10 <b>assists</b> 5:20 <b>associated</b> 39:19 118:25 119:5 139:25 <b>assume</b> 102:13 <b>Atlanta</b> 96:5,7 <b>attached</b> 6:23 <b>attainable</b> 117:18 <b>attempt</b> 159:17 <b>attend</b> 103:2 <b>attendance</b> 2:1 18:24 <b>attended</b> 134:24 <b>attending</b> 6:15 99:5 100:21 103:18,21 104:11 <b>attention</b> 33:12 <b>attorney</b> 131:17 162:11,12 <b>attribute</b> 31:18 32:10 32:21 35:2 39:12 40:7,25 41:5,8,14 44:15 51:10 52:23 53:11 69:5 70:22 76:10 77:20 81:13 82:17,20,23 83:17 84:4 88:5,5,25 89:2 118:1,19,23 <b>attributes</b> 32:4 38:23 38:25 39:18,19 40:5	41:9 81:14 83:23 114:19,20 115:3 118:4,6,25 119:5 <b>audit</b> 1:5 2:11 5:16 6:12,21,21,25 7:10 7:15,24 8:9 11:25 14:16 16:4 17:16,17 19:19,20 20:5,17 21:16 23:1,15,23 26:6 27:5,22 28:12 32:8 33:13 34:9,19 34:21,23,25 35:2,15 35:16 38:22 45:4 50:1 52:19 53:18 61:1,3,13 74:11 77:12 78:3 85:6 88:20,20 101:11 106:3,18 110:3,11 111:3 115:23 120:2 120:15 124:23 125:11 127:17,18 130:10,12,14 132:15,20 135:9 142:4 146:14 148:14 149:5,21 150:5 156:7 <b>Audit's</b> 24:17 <b>auditable</b> 37:14 41:20,21,23 42:2,4 42:5,6,7,15 43:16 44:14 51:4,5 71:16 77:2,5,7,9,16 78:13 78:17 79:6 114:19 <b>audited</b> 15:1,2 27:23 77:19 <b>auditing</b> 23:5 26:4 39:2 88:8 94:16 132:9 <b>auditor</b> 2:7,8 4:9 7:22 17:5,7,9,11,13 18:2 19:22 23:21 33:11 34:22 35:5 45:2 112:24 120:1 <b>Auditor's</b> 7:17 8:4 35:11 <b>auditors</b> 8:24 11:2 28:3 71:15 84:17 100:9 157:12,13 <b>auditory</b> 135:5 <b>audits</b> 2:9,10 19:24 28:2,17 150:7	<b>August</b> 88:21 <b>authorities</b> 31:17 32:22 <b>authorized</b> 162:6 <b>automatically</b> 91:21 102:18,19 <b>available</b> 15:13 58:12 87:9 <b>Avenue</b> 1:13,24 <b>avoid</b> 156:23 <b>aware</b> 19:10 73:10 139:9 155:25 <b>awful</b> 36:10 <b>Aye</b> 5:11 19:5 109:19 111:20 114:14 118:12 119:14 125:6 <hr/> <b>B</b> <hr/> <b>b</b> 37:6 38:10 39:1,3 40:21 41:6,15 143:13 <b>back</b> 7:2 8:9,13 10:8 11:20 13:4,25 14:5 16:11 17:14 25:23 29:21 36:25 37:10 37:14 38:5,22 45:6 46:6 50:10 54:19,20 56:6,10 58:22 59:12 62:5 65:4,16 66:7,8 66:22 67:5 72:16 75:20 77:4 86:24 89:7,20 91:13 93:18 93:22 94:7 95:12 96:22 98:23,23,24 99:5,15 101:16 105:2 109:3 113:9 135:24 146:5,18,23 150:12 151:14 153:10 154:8 156:3 157:3 158:1 159:19 <b>backdated</b> 11:2 <b>backed</b> 128:20 <b>background</b> 24:23 130:1 <b>backpack</b> 104:5 <b>backpacks</b> 103:6 <b>backtrack</b> 76:10 <b>backwards</b> 73:9 74:9 <b>bad</b> 117:1 158:19 <b>bag</b> 160:12	<b>balances</b> 72:25 <b>Ballpark</b> 149:11 <b>bankrupt</b> 145:3 <b>Bardee</b> 2:25 18:10,10 21:15 22:3 25:5 31:21,25 32:15 36:14 39:8,11,21 49:10 51:13 52:22 52:25 60:14 104:4 104:12 <b>based</b> 6:2 20:16 87:21 <b>basic</b> 140:6 <b>basically</b> 22:1 68:16 79:16 134:4 151:8 <b>basis</b> 28:4 61:8 66:15 66:15,18,25 69:24 82:25 111:6,7 112:6 112:10 113:20 114:6 <b>Bass</b> 1:23,23 3:1 162:4,19 <b>bathroom</b> 132:17 <b>bathrooms</b> 143:11 <b>BBHC</b> 65:9 <b>Beach</b> 94:25 95:4,6 95:16 <b>beat</b> 144:6 <b>beaten</b> 99:9 <b>beating</b> 99:19 153:12 <b>beautifully</b> 152:16 <b>BECON</b> 44:4 <b>beginning</b> 10:13 25:9 59:13 74:12 135:25 <b>begins</b> 9:9 123:25,25 <b>begun</b> 98:2 <b>behave</b> 47:24 <b>behavior</b> 43:4 59:24 65:18,19 88:16 <b>behavioral</b> 2:17 16:24 19:16,19 20:6 24:6 25:21 38:15 52:9 62:18 73:25 77:22 80:22,25 81:23 82:19 101:1 101:22 110:4,13 111:5 <b>believe</b> 9:8 23:17 24:7 24:21 30:24 35:14 42:20 50:13 54:16 54:16,24 57:3 67:11	68:6 126:14 150:18 <b>believed</b> 23:21 <b>beneficial</b> 20:20 <b>best</b> 32:15 43:25 74:3 116:20 117:6 132:5 134:8 139:7 160:16 <b>Bethune</b> 145:1 <b>better</b> 5:22 10:1,2 14:19 28:20 30:15 34:3 54:24 57:4,19 64:22 96:18 143:6 <b>Beyond</b> 77:1 <b>big</b> 12:17 58:15,15 80:23 88:11,25 124:9 125:11,13 126:2,2 128:14,22 130:7 132:18 133:4 135:19 137:21 138:17 <b>bigger</b> 154:25 <b>billing</b> 149:9 <b>bit</b> 28:18 37:3 66:5 85:9 144:21 <b>black</b> 54:25 <b>blah-blah-blah</b> 35:20 <b>Blanche</b> 139:19 <b>blanket</b> 78:15 <b>blend</b> 80:11 <b>Blondell</b> 2:21 126:6,8 127:25 128:25 130:18,23,24 131:1 133:23 135:1,6,7 149:12,16,17 152:25 157:17 <b>bluntly</b> 159:24 <b>board</b> 1:3,12 5:17 6:2 6:18,24,25 7:1,2,7,8 7:16 8:11 9:1,15,16 12:7 28:13 67:17 70:14 73:24 74:4 82:7 106:3,9,10,11 106:12,13,19 108:23 109:4 120:2 120:14,19 122:21 130:9 136:24,25 143:7 145:23 146:21 147:24,25 148:18 150:11 151:19,22 152:7 154:19,22 155:13 159:25 160:10,20
--	--	--	---	---

160:25 <b>board's</b> 136:21 144:16 147:22 148:1,17 <b>Bob</b> 66:8 95:25 <b>bodies</b> 24:4 <b>bond</b> 125:17 130:16 135:11 138:23 152:20 153:16,17 155:24 <b>book</b> 27:22 <b>bothering</b> 33:24 <b>bottom</b> 37:9,16,21 <b>Bowl</b> 152:21 <b>box</b> 52:25 57:18 81:15 101:10 <b>brand</b> 10:23 <b>break</b> 16:10 39:11 84:3 118:24 119:4 <b>breakdown</b> 36:22 61:15 <b>breaking</b> 68:16 <b>brief</b> 125:11 <b>briefly</b> 128:1 <b>bring</b> 16:13,17 33:11 85:3 122:6 141:4 <b>brings</b> 75:9 <b>broken</b> 21:22 61:13 62:2 118:18 <b>Brothers</b> 58:15 <b>brought</b> 37:1,2 42:18 88:18 97:3 <b>brouhaha</b> 12:17 <b>Broward</b> 1:3 65:7 67:9,24 95:17 96:2 96:4,7 106:13,19 109:4 131:17 162:3 162:16 <b>BSO</b> 65:25 <b>BTA</b> 32:16 38:7 39:1 39:5 43:2,12 44:16 89:4 100:12 101:8 103:13 <b>budget</b> 13:7 96:25 138:7,8 151:18 154:16 <b>budgeting</b> 10:21 11:9 <b>budgets</b> 151:21 <b>build</b> 67:22 <b>building</b> 54:19,21,21 139:15 140:11	141:2,8,10 154:21 <b>built</b> 28:9 <b>bulk</b> 147:15 <b>bullets</b> 88:24 <b>burden</b> 29:3,9 30:12 55:3,10 <b>Business</b> 2:21 <hr/> <b>C</b> <hr/> <b>c</b> 2:11 37:6 38:12 39:1,3 40:21 41:6 41:15 <b>cafeteria</b> 135:20 151:2,11,12,15,17 154:15,15,21 <b>call</b> 4:10 16:8 52:16 54:11,14 55:4 64:6 64:23 65:18,18,25 70:15 98:12 114:12 139:2 <b>called</b> 39:5 43:17 51:1 54:7,17,23 55:1 117:9,10 <b>calling</b> 95:6 <b>campus</b> 54:15 <b>cancelled</b> 124:18 145:6 <b>candidly</b> 148:7 <b>capable</b> 22:13 26:5 31:6 35:13 148:4 <b>Capital</b> 135:17 <b>caps</b> 131:13 160:21 <b>capture</b> 44:25 79:22 84:1 96:16 <b>captured</b> 86:16 99:2 130:18 <b>capturing</b> 80:16 99:16 <b>care</b> 24:10 33:25 38:9 47:11 76:1 86:17 <b>carpeting</b> 145:10 <b>Carr</b> 159:17 <b>carried</b> 11:15 <b>carries</b> 19:8 109:22 111:23 114:17 118:15 119:17 125:9 <b>carryover</b> 10:20 <b>cars</b> 66:4 <b>Carter-Lynch</b> 2:3 4:11,12 18:21 19:12	<b>Cartwright</b> 86:18 160:11 <b>Cartwright's</b> 160:15 <b>case</b> 33:7,11 45:25 46:19 91:11 112:23 139:13 <b>cases</b> 9:18 36:22 62:7 91:4,14 100:13 139:22 150:7 <b>Castaldi</b> 134:9 136:8 154:7 <b>Castaldi's</b> 141:12 <b>catalog</b> 145:19 <b>catching</b> 30:8 <b>cause</b> 162:11 <b>ceiling</b> 138:14 <b>celebrated</b> 36:8,9 <b>center</b> 1:12 104:5 145:10 152:10,12 152:16 <b>centers</b> 25:7 100:19 104:4 <b>central</b> 62:1 <b>certain</b> 33:9 42:22 133:7 141:3,5 154:18 <b>certainly</b> 14:4 36:20 112:24 137:9 157:6 <b>CERTIFICATE</b> 162:1 <b>certificates</b> 26:16 <b>certified</b> 8:2 <b>certify</b> 162:6,10 <b>cetera</b> 83:21 <b>CFO</b> 157:6 <b>chair</b> 2:2,2 5:23 8:5 16:3 22:20 58:24 62:15 69:16 84:15 85:25 99:25 101:4 106:2 129:6 130:10 149:3 155:21,22 157:24 158:14 <b>chairs</b> 12:19 <b>challenge</b> 65:10 98:4 98:13 <b>challenges</b> 60:3 68:14 <b>challenging</b> 65:19 66:6 <b>champion</b> 57:24 <b>chance</b> 57:10,11 90:2 149:13	<b>change</b> 18:23 113:17 156:8 <b>changed</b> 137:1,2 140:24 <b>changes</b> 25:10 139:21 139:21 <b>changing</b> 12:19 141:2 <b>channel</b> 72:20 <b>chaos</b> 139:10 <b>charge</b> 69:20 70:12 155:7 <b>chart</b> 40:3 42:13 45:14 <b>charter</b> 64:15,16,19 136:13,13 150:25 152:4 <b>cheaper</b> 141:13 <b>check</b> 64:6 69:10 83:2 83:9 100:23 103:11 103:16 104:6,23 117:9 <b>checked</b> 52:25 81:15 83:10 102:18 103:23 104:6,24 <b>checking</b> 69:13 104:9 <b>checklist</b> 64:9 117:8 <b>checks</b> 72:25 100:20 <b>CHERI</b> 3:4 <b>chief</b> 2:7,8,15,15,16 2:16 4:9 8:4 10:25 12:23 14:12 16:22 17:5,7,9,11,13 19:22 23:21 33:10 34:22 35:5,10 45:2 56:6,10 69:18 70:15 74:1,2 112:24 120:1 <b>chiefs</b> 131:20 <b>child</b> 35:22 65:21 68:9 83:7 85:18,22 86:4 93:15,21 97:23 99:18,18,20 133:13 <b>child's</b> 66:11 <b>children</b> 24:7 47:4 57:6 58:3 86:11 87:24 93:6 97:20 99:3 154:12 <b>children's</b> 54:5 <b>chime</b> 40:18 149:14 <b>Chris</b> 2:22 126:7 <b>circle</b> 46:12 <b>circumstances</b> 9:25	55:1 <b>circumvented</b> 92:16 <b>cited</b> 71:8 76:17 <b>city</b> 65:20 138:20 <b>clarification</b> 83:14 <b>clarifies</b> 105:3 <b>clarify</b> 8:8 51:13 69:17 120:12 <b>clarifying</b> 156:19,20 <b>classroom</b> 133:5 139:8 <b>clear</b> 12:11 53:9 56:4 72:6 76:21 79:4 103:20 108:5 142:24 <b>clearer</b> 108:9 <b>Clearinghouse</b> 7:25 <b>Clerk</b> 2:11 <b>closed</b> 85:13 100:16 <b>closure</b> 100:17 <b>clunky</b> 110:2 <b>CMAR</b> 145:6 146:21 146:25 <b>cock-ups</b> 141:16 <b>code</b> 54:6,7,9,10,17 54:23,25 55:4,5 139:15 141:2,4 <b>codes</b> 72:12 <b>codified</b> 134:3 <b>codifying</b> 146:7 <b>coffee</b> 70:2 <b>coincidence</b> 130:11 <b>COKER</b> 2:18 <b>collaboration</b> 115:16 <b>colleagues</b> 23:20 33:23 35:8 <b>collect</b> 83:7,9 131:25 <b>collected</b> 82:25 <b>collectively</b> 113:5 <b>color</b> 55:5 <b>colors</b> 56:7 <b>column</b> 39:7 40:4,5 80:24 <b>columns</b> 81:7 <b>come</b> 8:8 44:1 99:5 99:15 101:18,22 111:18 113:9 138:17 145:23 148:13 <b>comes</b> 13:3 16:14 24:6 67:8 132:4
--	--	--	--	---

<b>comfortable</b> 149:15 149:18 <b>coming</b> 11:18 17:3 34:25 47:7,18 67:9 94:24 95:11 103:3 140:12 159:6 160:15 <b>comment</b> 27:20 33:2 33:18 35:11 45:23 46:4 54:1 67:15 86:7 123:10 125:11 <b>commentary</b> 130:4 <b>comments</b> 8:7 18:17 19:15 21:4 30:19,21 53:20 59:4,22 82:7 82:12,15 110:24 111:13 114:24 118:9 119:11 133:20,21,22 134:2 137:8 141:24 157:14 <b>Commission</b> 67:19 <b>committee</b> 1:5 2:1 5:11,17 6:3,12,21 6:21,25 7:2,10,15 8:9 16:5 18:22,24 19:5 20:4,17,24 21:2,5 23:1,4,9,15 23:23 26:6 27:6 28:12 35:3 61:1 79:25 82:5,14,21 86:1 89:18 91:25 92:22 106:3,18 109:19 111:20 114:14 115:16 118:12 119:14 120:2,15 123:14 124:17 125:6,16,17 125:22 126:6 127:14 130:12,14 130:15,16,19 135:9 135:10,11 139:5 156:2,14 158:10,22 159:15 160:4,7 <b>committee's</b> 7:14 <b>committees</b> 127:24 135:16 <b>common</b> 72:9 <b>communicate</b> 35:6 66:25 95:4 <b>communicating</b> 66:12	69:11 71:9 <b>communication</b> 66:19 84:6,7,8 127:19 150:12 153:6 <b>communications</b> 135:9 <b>community</b> 3:4 38:8 39:15 43:4 58:2,11 64:24 66:2 72:18 75:25 83:24 137:19 150:10 <b>company</b> 102:2 <b>comparing</b> 132:17 <b>comparison</b> 137:15 <b>compelled</b> 141:24 <b>complete</b> 20:11 51:7 53:2 149:24 162:8 <b>completed</b> 72:16 84:24 93:17 132:25 136:16 <b>completed/signed</b> 20:11 <b>completely</b> 27:8 <b>completeness</b> 38:12 61:2 84:24 <b>completing</b> 132:23 <b>compliance</b> 7:18 20:5 27:14 74:11,11 81:10 105:11 115:8 115:11,12,18,23 116:2,11,12,24 117:14 118:25 119:5 134:19 <b>comply</b> 115:6 <b>component</b> 62:10 <b>components</b> 118:20 135:20 139:16 140:5 141:3 <b>computer</b> 76:12 <b>concept</b> 61:4 132:9 <b>concern</b> 8:25 38:21 92:10,14 94:20 95:10 97:2 145:7 <b>concerned</b> 22:7 47:25 116:3 117:16 128:24 <b>concerning</b> 56:25 62:16 100:13 <b>concerns</b> 21:5 23:19 29:19 74:12,18 <b>concludes</b> 8:4	<b>concluding</b> 105:9 <b>conclusion</b> 116:15 131:8 <b>concrete</b> 152:15 <b>concur</b> 24:13 27:8 <b>condition</b> 138:24 141:8,10 <b>conducting</b> 63:11 <b>conferences</b> 29:7 <b>conflict</b> 6:11 <b>confusion</b> 155:16 <b>connect</b> 154:20 <b>connected</b> 162:13 <b>connecting</b> 68:15 <b>consensus</b> 33:10 <b>consider</b> 32:14 80:6 115:18 <b>constantly</b> 81:24 <b>constituents</b> 150:10 150:12,21 <b>constraint</b> 99:22 <b>constraints</b> 124:6 <b>construction</b> 17:17 18:3 135:18 136:15 136:16 137:6 155:24 159:16 <b>construction-related</b> 160:6 <b>consultant</b> 152:9 <b>consulted</b> 23:20 24:3 26:7 <b>Consulting</b> 2:21,23 3:3 17:16 18:1,6 <b>contact</b> 43:12 44:16 52:14,14 78:9 <b>contacted</b> 131:19 <b>contacting</b> 52:5 <b>contemplate</b> 141:8 <b>contemplated</b> 72:9 <b>content</b> 26:11,22 74:22 75:17 <b>contents</b> 20:14 <b>continue</b> 47:21,24 <b>continued</b> 158:11 <b>continues</b> 123:18 <b>continuous</b> 56:8 <b>contract</b> 7:6 8:23 9:6 9:7,12 11:4 14:6,8 18:4 146:25 147:2 <b>contracts</b> 145:6 146:22	<b>contribute</b> 33:12 <b>contributing</b> 32:24 <b>control</b> 33:1 53:22 137:5 <b>controls</b> 2:24 7:17 14:20 18:3 <b>convened</b> 128:22 <b>conversation</b> 20:17 95:19 96:1 105:16 <b>conversations</b> 43:1 50:25 157:8 158:12 <b>coordinate</b> 43:14 44:19 78:12 <b>coordinating</b> 9:14 <b>copy</b> 50:15,22 120:21 <b>Corbin</b> 151:19 152:5 <b>correct</b> 21:10 32:19 50:8,25 51:2 52:10 91:3 93:24 101:24 107:4,4 153:22 <b>corrected</b> 30:6,7 74:5 74:6 <b>correctly</b> 47:21 <b>cost</b> 151:4,7 <b>costing</b> 149:4 <b>Council</b> 138:20 <b>counsel</b> 162:11 <b>counseling</b> 39:24 65:6 68:10 <b>counselor</b> 67:1 <b>counselors</b> 83:21 <b>count</b> 19:13 <b>County</b> 1:3 65:8 67:9 96:2,4 106:14,19 109:4 162:3,16 <b>couple</b> 21:3 24:15 30:21 59:22 98:2 143:9 146:17 <b>course</b> 9:1 15:8 78:23 99:2 151:24 <b>court</b> 1:22 3:1 40:13 160:16 162:4,19 <b>cover</b> 14:13 18:23 <b>coverage</b> 20:20 <b>covered</b> 41:4,9 76:9 <b>covering</b> 14:15 <b>CPA</b> 18:1 24:22 <b>CPS</b> 83:7 <b>CPT's</b> 134:20 <b>cracks</b> 34:13 <b>crazy</b> 138:7	<b>create</b> 159:2 <b>creates</b> 11:8 <b>CRI</b> 11:2 12:21 14:5 160:10 <b>crime</b> 14:14,14 52:4 <b>criminal</b> 63:8,17 <b>crisis</b> 38:13,15,16 69:9 <b>critical</b> 44:20 72:20 84:7 <b>CSC</b> 66:23 <b>culinary</b> 145:19 <b>cured</b> 82:3 <b>curious</b> 100:9 <b>current</b> 12:15 49:6 <b>currently</b> 36:12 50:4 50:6 57:13 68:13,13 85:14 135:15 137:5 <b>cut</b> 9:17 127:10 <b>Cypress</b> 88:7 93:4 97:5
<b>D</b>				
<b>D</b> 37:6 41:17,18,18 55:17 76:4 <b>Dahl</b> 2:3 4:16,17 17:23 29:16 37:11 38:1,3 45:5,6,21 46:18,24 55:18 80:25 85:15,16,24 93:14,25 94:2 97:24 98:24 99:1,7 109:1 120:17,22 123:12 123:24 124:10,20 <b>Dailey</b> 2:11 17:8,8 <b>daily</b> 83:2,8,11 100:20 103:15,17 105:1 <b>dangerous</b> 44:21,22 <b>dare</b> 144:11,12 <b>data</b> 50:1,2 80:12,14 81:20 82:25 83:3,8 83:9 86:16 87:8 120:18 131:24,24 <b>database</b> 66:17,24 <b>date</b> 10:14 11:4 43:18 51:8,18 53:5 100:15 148:8 <b>dated</b> 20:22 162:15 <b>dates</b> 8:24 14:7 20:19 <b>daughter</b> 35:22				

<b>day</b> 8:21 22:16 33:24 34:18 35:21 57:16 70:2 92:8 104:16 105:15 133:14 139:11 148:8 162:15 <b>day-to-day</b> 69:23,24 157:5 <b>days</b> 64:21 <b>De</b> 2:4 4:18,19 30:20 30:21 31:5,14,16,24 32:1,10,20 36:7 37:1 41:15,17,20 42:3 43:12,23 44:2 44:8,12 45:22 46:6 50:10 51:24 52:5,13 52:16,19,24 53:9,13 63:21 69:15 70:9,24 71:3,13,25 73:3,7 76:12,15,20 77:18 78:2,14,21,24 99:25 100:4 105:5 106:2 106:13,18 107:14 108:5,15,18,21 109:10,11,13 112:14,16,22 113:4 113:11,14 116:4,7 116:13,19 117:2,21 121:2 123:6,25 128:8,16 129:25 130:21 131:3,19 132:8 141:23 142:2 142:7,23 143:14,18 144:3,11 146:6,9,15 147:4,22 148:16 153:1,4,9,18 156:6 157:12 <b>deal</b> 31:1 <b>December</b> 46:22 49:14,18 <b>decide</b> 138:24 <b>decided</b> 79:3,5,6 <b>decision</b> 89:22,22 148:20 <b>decisions</b> 148:24 158:1 <b>deck</b> 12:19 <b>deeper</b> 97:12 <b>defeat</b> 144:25 <b>defer</b> 42:8,10 85:19 129:15 143:4	<b>deficiencies</b> 141:11 <b>deficiency</b> 53:22 135:25 136:4,12 137:4 139:1 <b>define</b> 122:7 <b>definitely</b> 56:9 98:12 151:3 <b>degreed</b> 24:23 <b>delay</b> 35:12,12,14 <b>demonstrate</b> 77:19 <b>Department</b> 7:23,24 67:12 68:4 <b>depending</b> 63:1,18,25 89:12 <b>depends</b> 140:25 <b>Deputy</b> 2:14,14 16:20 <b>DeSantis'</b> 131:20 <b>describe</b> 82:21 128:1 <b>described</b> 33:3 <b>design</b> 135:18 136:13 136:14 139:14 145:15 <b>designed</b> 24:19 <b>desirable</b> 35:23 <b>desire</b> 23:15 28:8 85:11 <b>destructive</b> 134:9 136:9 <b>detail</b> 95:11 <b>detailed</b> 10:14 <b>details</b> 100:13 101:13 <b>determination</b> 87:22 <b>determine</b> 20:8 21:16 32:6 116:8,8,22 <b>determined</b> 41:23 42:4 <b>determining</b> 33:7 112:25 <b>develop</b> 113:18,22 114:4 <b>developing</b> 156:22 <b>development</b> 136:11 <b>died</b> 76:12 <b>difference</b> 137:23 <b>differences</b> 137:11 <b>different</b> 24:4 30:8 39:23 57:19,20 58:20 66:14 84:23 87:20,23 90:24 96:21 108:24,25 118:19 127:24	132:21 133:10 137:4 150:20 <b>differently</b> 39:17 <b>diligence</b> 123:14 <b>dining</b> 151:15 <b>direction</b> 24:17 36:15 45:13 97:19 <b>directly</b> 65:25 <b>director</b> 2:18,23 12:24 73:25 106:4 106:25 <b>directors</b> 106:9 <b>disagree</b> 30:24 35:17 <b>discipline</b> 72:12,15 86:10 87:23 89:19 90:24 93:5 <b>disclaimer</b> 26:10 <b>discover</b> 141:19 <b>discovered</b> 15:7 <b>discretion</b> 22:25 23:8 23:14 62:23 <b>discussed</b> 10:23 11:5 31:10,16 41:21 100:14 101:11 136:23 137:1,1 151:3 156:5 <b>discussing</b> 12:9 79:20 <b>discussion</b> 7:3,10,11 8:14 20:2 77:6 79:4 79:24 81:5 84:5 109:16 112:14,15 114:10 120:25 124:9 127:23 132:7 149:23 160:2 <b>discussions</b> 42:21 43:8 125:19 135:12 <b>dispense</b> 129:15 <b>distinction</b> 140:2 <b>distraction</b> 12:4 <b>distribution</b> 121:17 <b>district</b> 2:13 6:16 8:3 21:6 22:17,19 29:9 43:6 50:4 55:16,17 56:7 58:11 61:9 64:14 65:6 66:6 71:5,18 72:13 76:17 81:9,25 83:19 100:10 112:2 120:13 134:20 136:6 137:16 138:22 142:9 145:3	147:11 148:25 149:4 157:4 <b>district's</b> 4:9 6:1 20:14 26:12 61:17 74:22 75:18 112:9 113:19 114:5 115:7 139:13 <b>District-based</b> 120:8 <b>districts</b> 95:18 <b>dive</b> 88:4 <b>Diversity</b> 85:25 86:19 125:16 130:15 135:10 <b>diverted</b> 11:6 <b>document</b> 13:4 37:19 52:7 64:23,23 66:16 66:17 100:11 136:25 <b>documentation</b> 19:11 20:6 38:11 42:22 43:6 50:11 82:24 83:22 84:13 85:1 88:8 <b>documented</b> 6:22 41:2,13 64:4 66:13 72:11 103:8 104:8 121:6 <b>documenting</b> 66:11 82:18 <b>documents</b> 8:10 37:19 62:21 63:11 157:20 <b>doing</b> 10:16 21:18 26:5,17,21,24,25 29:23 30:7,15,18 34:14,20 36:11 41:14,15 45:20 50:20 91:9 99:16 104:1,9,18 116:11 120:5 126:21 130:2 145:24 147:6 <b>door</b> 102:18 <b>doors</b> 133:5 137:13 142:15 <b>double</b> 36:25 37:9 38:5 <b>double-check</b> 122:19 <b>doubled</b> 151:8 <b>doubt</b> 142:16 143:14 <b>Douglas</b> 55:18,23 65:24	<b>downward</b> 105:20 <b>Dr</b> 2:4,15 4:10,20,22 5:8,9 6:25 8:6,7,19 9:21 10:1,12,19 11:22 12:2 13:6,11 14:22 15:21,23 16:9 16:15 17:1 19:3 22:6 24:12,13 25:3 25:11,12,18 29:10 29:11 33:15,16 36:24,25 37:8,13,21 37:23 38:4 39:10,16 40:1,11,20 41:6,11 41:18,25 42:13 43:20,25 44:6 46:8 54:3 59:12,17 60:8 70:18,21 71:1,20 73:3,8,13,17 76:14 76:19,23 77:14,24 78:6,15,23 79:1,11 79:14 80:6,15,20 81:1,8 85:19,21 86:17,18 96:25 100:6 101:21,25 102:5,8,22 103:10 103:22 104:7,17 105:6 106:11 107:2 107:7,11,16 108:4 108:17,24 109:14 109:24 110:7,11,18 111:3,7,24 112:5,8 113:2,13,16,22,24 114:2,18,25 115:2 115:10,17,21 116:1 116:10,22 117:3,11 117:23 118:3,16 119:4,18 120:7,12 120:23 126:17 127:2,7,17 128:3,10 128:18 129:23 133:19 134:1,15,19 134:21,23 135:2 137:25 138:2,2 140:14,25 142:1,13 142:22 144:1,12 146:8,23 147:8,24 148:15,21 149:11 150:16,22 151:6,10 152:7,22 153:2 154:13 155:5,12,15 156:1,13,16,19,24
--	---	--	---	---

157:15,19 158:1,4 159:9 <b>draw</b> 116:14 <b>dress</b> 152:22 <b>drills</b> 102:3,4 <b>drive</b> 107:18 <b>driving</b> 66:4 <b>dropped</b> 136:18 <b>due</b> 15:19 158:11	<b>employee</b> 99:19 162:12 <b>employees</b> 5:17 <b>endeavor</b> 142:11 <b>ended</b> 14:25 <b>ends</b> 123:23 <b>enforcement</b> 32:5,8 50:11,23 51:7 54:10 62:19,20,22,24 63:1 63:6,16,17,23 64:5 64:11,17,18 68:22 75:24 76:3,5,7,22 76:25 77:1 81:16 117:9 118:21 <b>enforcement's</b> 62:17 62:23 <b>engage</b> 38:15 <b>engaged</b> 19:22 <b>engines</b> 66:5 <b>enjoy</b> 64:21 <b>enroll</b> 92:23 <b>enrolled</b> 91:6,23 <b>enrolling</b> 88:13 <b>enrolls</b> 92:9 <b>ensure</b> 5:18 38:12 58:12 61:24 64:7 72:14,23 81:10 115:8 116:7,24 <b>ensured</b> 64:17 116:9 <b>ensures</b> 92:7 <b>ensuring</b> 117:5,5,14 <b>enter</b> 100:13 104:16 <b>entered</b> 5:24 20:9 72:15 <b>entering</b> 104:5 <b>entertaining</b> 21:4 <b>entire</b> 110:3,12 111:4 136:17 <b>entitled</b> 21:22 <b>entity</b> 68:10 <b>entrance</b> 94:6 <b>equate</b> 55:22 <b>equip</b> 57:11 <b>equitable</b> 154:12 <b>Ernie</b> 2:16 16:21 82:16 <b>Ernie's</b> 29:7 <b>errors</b> 23:11 <b>ESE</b> 12:24 93:6 147:18 <b>especially</b> 15:4 63:7	66:3 68:25 138:22 <b>essence</b> 130:19 <b>essentially</b> 41:15 135:14 136:1 137:7 <b>ESSER</b> 13:18,19 48:19 <b>establish</b> 115:11 <b>established</b> 6:3 38:7 <b>et</b> 83:21 <b>evaluation</b> 76:2 158:14 <b>event</b> 152:24 <b>everybody</b> 8:11 11:12 12:7,17 45:3 123:19 128:11 147:2 151:20 154:10 161:4,5 <b>everyone's</b> 74:16,17 75:19 <b>exact</b> 111:10 120:25 149:25 <b>Exactly</b> 97:25 115:19 <b>example</b> 40:7 43:2 81:22 96:2,3 100:23 103:12 131:13 132:14,22 133:2 139:19 143:10 151:1 154:14 <b>examples</b> 88:3 <b>excellent</b> 60:24 <b>exceptions</b> 30:2 35:25 <b>excerpt</b> 7:8 <b>excoriate</b> 143:19 <b>executive</b> 2:10 12:24 73:25 106:25 <b>existing</b> 154:21 <b>exists</b> 53:16 69:3 <b>exit</b> 94:4 <b>exiting</b> 94:8 <b>exits</b> 94:9 <b>expand</b> 81:14 <b>expect</b> 74:6 <b>expectation</b> 153:7,7 <b>expectations</b> 150:10 150:20 <b>expelled</b> 99:4,10,18 99:19 <b>experience</b> 56:1 <b>experienced</b> 54:5 <b>expertise</b> 77:21 <b>explain</b> 62:17	<b>explained</b> 10:20 12:21 131:14 <b>explicitly</b> 76:6 <b>express</b> 23:18 <b>extensively</b> 137:21 <b>extent</b> 143:2 148:8 153:22 <b>externally</b> 67:6 <b>extra</b> 35:20 97:22 98:11 <b>extreme</b> 50:20 <b>eye</b> 55:14	<b>fat</b> 80:23 <b>favor</b> 5:10 19:4 109:18 111:19 114:13 118:11 119:13 125:5 <b>feasible</b> 111:15 117:17 <b>February</b> 1:16 46:23 49:23 162:15 <b>Federal</b> 7:24 <b>fee</b> 27:25 <b>feel</b> 22:3 47:20 58:5,6 58:7,13 98:18 115:6 141:24 149:15 <b>FERPA</b> 67:3 <b>Fertig</b> 2:2 5:23,24,25 8:15 9:17,23 10:11 10:18 11:18,25 13:2 13:9 14:16,21 17:2 29:14,17 34:2 37:7 46:3,10 48:4,12,15 53:17 55:21 56:18 58:22 59:6,15 66:7 66:19 69:6 73:5,12 77:13 79:7,19 84:3 86:23 87:2,10,12,14 87:16 88:2 89:6,14 89:24 90:4 91:1,4 92:5,10,14,24 93:12 94:12,16,19 95:2 98:1,25 99:24 105:7 105:24 107:5,25 108:10,13 110:21 110:23,25 111:6 112:12,13 113:7,12 113:15,21,25 114:7 114:9,22 117:8 118:8 119:2,9,10 120:5,10,20 121:7 121:21,25 122:9,13 123:1,9 124:21 125:2,10,24 126:3,5 126:9,15,18 127:1,5 127:9 128:2,25 129:4,13,17 131:23 132:12 133:24 134:12 137:17 140:8,22 142:6,15 143:9,16,21 146:4 146:11,19 148:12 148:18,23 150:9
<b>E</b>			<b>F</b>	
<b>E</b> 37:6 41:25,25 42:17 78:7,16,23 81:4 <b>earlier</b> 14:23 77:15 <b>early</b> 12:13 <b>easier</b> 121:20 135:4 <b>easiest</b> 115:13 <b>easily</b> 51:5 <b>easy</b> 120:21 <b>EdPlan</b> 66:16 <b>EdSpec</b> 134:20 139:14 144:8 <b>EdSpecs</b> 145:15 <b>educate</b> 154:11 <b>education</b> 6:19 7:23 7:24 57:17 67:12 68:4 72:8 93:7 <b>educational</b> 87:25 <b>effectiveness</b> 74:16 112:1,9,18,19 113:19 114:5 <b>efforts</b> 123:19 <b>eight</b> 151:7 <b>either</b> 11:16 34:4 73:19 75:7 76:14 81:13 128:8 131:16 136:18,25 150:2 <b>electrical</b> 138:5,9,12 139:17,25 <b>elementary</b> 25:7 60:18 121:23 <b>elements</b> 135:13 <b>eligible</b> 108:11 <b>Ely</b> 139:19 <b>email</b> 91:22 <b>emails</b> 10:8 12:8 <b>embarrassing</b> 71:5 <b>emergency</b> 82:25 <b>emotion</b> 146:16 <b>empathized</b> 55:7				

151:7 152:19,24 153:25 155:3,11,13 157:22 <b>Fertig's</b> 122:22 137:8 <b>fidelity</b> 38:12 60:10 <b>figure</b> 113:6 <b>file</b> 26:22 <b>filed</b> 50:13,14,17 117:10 <b>files</b> 20:14 26:11 74:22 75:17 <b>final</b> 56:11 <b>finalized</b> 36:17 <b>Financial</b> 7:18 <b>financially</b> 162:13 <b>find</b> 60:3 65:13 76:13 76:14 87:10 142:17 151:1 <b>findings</b> 7:5 32:1 <b>fine</b> 55:8 108:10 113:25 <b>finish</b> 16:1 54:1 70:24 73:15 109:1 133:4 <b>finished</b> 132:19 133:16 137:12 143:11 <b>finishes</b> 137:23 <b>fire</b> 12:12 66:5 102:3 140:20 142:21 <b>firm</b> 18:1 31:5 160:20 160:21 <b>firms</b> 159:15 <b>first</b> 10:12 12:5 17:14 22:11 27:13 29:13 29:20 30:22,22 40:22 41:22 69:18 74:20 79:15 92:8 96:12 99:10 100:4 101:6,19 110:25 111:11 114:3 131:3 132:4 141:25 147:11 <b>firsthand</b> 54:5 <b>fiscal</b> 9:10 12:16 <b>five</b> 10:2,2 36:9 126:14 129:22 159:15 <b>fix</b> 145:5 <b>fixed</b> 30:10 93:20 <b>fixtures</b> 140:3 <b>FL</b> 1:24	<b>flagged</b> 103:9 <b>flawed</b> 150:14 152:18 <b>flexibility</b> 7:13 <b>floor</b> 1:24 152:10 <b>flooring</b> 152:12 <b>Florida</b> 1:13 7:23 67:22 68:19 69:2 139:15 162:2,5,16 <b>flows</b> 57:8 <b>focus</b> 128:19 154:10 <b>focused</b> 20:5 <b>folder</b> 83:5 <b>follow</b> 7:4 30:4 38:7 38:14 43:15 44:19 53:21,22 78:12 85:12 119:22 139:12 144:8,9 <b>follow-up</b> 7:5 37:5,24 53:17 81:19 89:25 90:6,8,13,14 150:5 <b>followed</b> 25:17 44:23 116:9 122:15 134:8 <b>following</b> 4:1 25:18 41:10 48:25 64:8 <b>force</b> 125:16 130:15 133:21 134:3 135:10 138:8 147:9 148:22 160:6 <b>forced</b> 148:5,11 <b>foregoing</b> 162:7 <b>forensic</b> 6:20 <b>forget</b> 25:25 52:13 116:4 <b>form</b> 6:8,11 31:21 41:1 51:6,9,17 52:15,17 53:2,7 84:24 102:20 118:17,20,22 119:1 119:6 <b>formal</b> 100:18,22 102:11 104:13 <b>former</b> 10:25 14:12 <b>forms</b> 6:11 20:9 <b>Fort</b> 1:13,24 162:15 <b>forth</b> 29:24 95:12 98:23,24 131:15 132:7 150:8 <b>fortunate</b> 70:9 <b>fortunately</b> 95:16 <b>forward</b> 11:15 79:7 105:10 126:20	143:2 153:20 156:11 <b>found</b> 6:7 55:9 139:24 <b>foundation</b> 152:1,2 152:15,17 <b>four</b> 46:16 105:6 147:19 158:23 <b>fourth</b> 49:8 <b>Frank</b> 81:9 <b>frankly</b> 47:1 160:3 <b>frequent</b> 19:23 85:23 <b>frequently</b> 21:18 22:14 <b>friendly</b> 107:22 108:3 <b>friends</b> 67:16 <b>front</b> 102:18 <b>frustrated</b> 47:10 <b>full</b> 26:8 46:12 148:6 <b>fully</b> 35:13,13 <b>fundamental</b> 28:2 <b>funding</b> 10:21 11:9 12:8,15 13:16,20 14:3 15:9,15,16 144:25 145:1 <b>funds</b> 11:14 13:18 15:10,12 35:15 48:19 <b>further</b> 8:13 109:16 111:13 114:10 119:21 131:7 150:1 151:16 162:10 <b>future</b> 43:9 62:2 156:24	110:14 111:8 <b>Georgia</b> 96:5 <b>Gerri</b> 17:15,25 <b>getting</b> 10:6 13:2 15:1 58:2 67:5 69:11 75:20 82:19 98:6 105:21 123:9,14 124:23 125:12 140:17,24 144:1,6 144:14 148:12,13 <b>give</b> 49:22 50:1 55:12 73:6 88:2 121:3 127:14 130:1 131:24 133:2 159:17 160:10 <b>given</b> 15:4 27:9 39:22 48:19 139:11 148:19,21,25 <b>giving</b> 98:10 <b>go</b> 11:20 14:25 15:10 15:12 21:25 28:19 28:21,22 30:14 33:16 37:14 38:22 39:22 45:6,23 46:5 46:6 47:23 50:10,15 50:19 56:21 58:22 59:9,12,21 62:5 64:6,6 65:4,12,16 69:2 70:4 73:4 75:1 82:12 86:1,24 88:14 89:11,21 91:13 92:15,20 93:8,13,18 95:12 96:22 102:16 106:15 107:10 109:2 117:9 121:22 124:6 125:18 129:8 130:12,14,24 131:7 141:12 143:1,6 146:5 147:25 148:5 150:13 151:13 154:8 155:23 156:3 156:4 157:10,21 158:1,16,21 159:1 <b>goals</b> 77:10 78:18 <b>GOB</b> 135:19 <b>God</b> 108:22 <b>goes</b> 66:8,22 72:16 82:8 93:21 96:4 101:16 133:12,17 139:8 158:13 <b>going</b> 9:4,12 11:19	12:25 20:4 21:17 23:10 24:14 25:23 26:8 27:13 28:14 29:25 32:20 33:13 35:23 37:9,11 42:8 42:10 44:2 47:5 48:2,5,6 52:3 55:16 56:5,17 57:10 61:6 61:25 62:3 63:4 64:25 66:7 67:13 70:13 73:9,21 75:2 75:14 82:2 85:19 86:2,17 89:9 91:1,5 91:7 92:25 93:16 94:2,7,11,23 104:2 104:2,25 105:5 109:25 110:1 118:24 119:18,25 121:7 122:4 125:18 129:18 131:6,25 133:23 134:2,13 136:7,20 138:3,8,23 138:24 140:22 141:1 142:17 143:4 145:17,21 147:10 150:2 152:13 153:10,20 154:15 156:7 159:20,24 160:14,22 <b>gold</b> 140:2 <b>gonna</b> 107:17 <b>good</b> 4:3,8,15 5:24,25 16:19,21,23 17:24 25:6 26:18 27:2 28:20 32:3 33:20,21 71:21 73:7 75:2 86:23 96:6 105:4 108:18 109:25 114:1 130:11,23 133:21 137:18 151:24 159:4 161:3 <b>gotten</b> 41:19 47:9 49:8 64:13 74:5 160:19 <b>governing</b> 24:4 <b>gowns</b> 131:13 160:21 <b>grade</b> 55:21 <b>grammatical</b> 43:15 <b>grand</b> 128:19,22 131:5,17 147:8 159:18,21,23
---	---	--	---	---



160:17,23,24 <b>grant</b> 65:8 152:21 <b>granted</b> 62:7 160:7 <b>great</b> 51:20 56:11 138:20 <b>gross</b> 142:13 <b>group</b> 3:3 17:16 18:1 18:6,20 64:20 71:11 77:21 112:21 <b>growth</b> 97:18 <b>Gualtieri</b> 67:18 <b>guess</b> 8:7 27:5 29:22 62:14 63:20 79:2 81:18 91:8,8 92:10 99:9 101:4 138:12 140:22 157:19 <b>guest</b> 18:25 <b>guests</b> 2:20 3:2 5:18 18:20 <b>guidance</b> 43:5 54:25 56:4 83:21 86:13 <b>guide</b> 55:8 135:12 136:6 <b>guidelines</b> 11:10,13 13:7 <b>guides</b> 6:14 <b>Gums</b> 2:22 126:7,8 <b>guy</b> 108:18 <b>guys</b> 16:10 26:4 40:18 79:4 119:20 131:21 143:5	<b>happened</b> 34:12 96:8 141:15 148:24 156:2,13 160:9 <b>happening</b> 27:16 64:8 69:13 86:6,19 94:1 97:14 104:22,24 156:9 157:9 <b>happens</b> 6:7 34:17 88:9,12 91:18 <b>happily</b> 13:8 <b>happy</b> 23:3 137:24,25 138:3 <b>hard</b> 10:5 40:17 132:8 <b>Harpalani</b> 2:9 17:4,4 <b>health</b> 38:9,9,13,15 39:23 53:7 57:2 64:24 67:1 68:22 76:1,1 83:15,20 97:9,12,13 <b>hear</b> 5:21 17:21,25 31:11,14 35:19 40:17 43:21 56:5 57:21 90:5 104:25 128:8,10 137:8 158:3 <b>heard</b> 35:12 81:1 138:6,9,14 145:18 <b>hearing</b> 127:8 <b>Heery</b> 151:18 <b>held</b> 34:6 75:21 <b>hell</b> 70:16 108:15,23 <b>help</b> 34:3 64:22,22 99:11,12 135:12 141:23 <b>helpful</b> 10:7 <b>helping</b> 30:13 34:2 <b>helps</b> 154:9 158:12 <b>Henderson</b> 68:10 <b>Hermine</b> 2:10 17:10 <b>hesitancy</b> 85:10 <b>hey</b> 61:14 131:20 <b>Hi</b> 18:5 <b>high</b> 25:6 50:3 60:17 62:24 65:24 89:11 145:5,10 <b>high-priority</b> 7:25 <b>higher</b> 25:15,15 47:13 50:7 <b>highest</b> 22:4 30:25 <b>highlighted</b> 154:6	<b>hire</b> 106:4,19 107:16 109:5 <b>hired</b> 152:10 <b>historically</b> 90:16 <b>hit</b> 115:12 116:2 141:5 <b>hold</b> 54:8 56:22 112:5 114:2 <b>holding</b> 126:16 <b>hollow</b> 152:14 <b>Holmberg</b> 66:4 <b>home</b> 57:8 58:4 64:6 65:16 89:20 90:8 91:13 107:18 <b>honest</b> 47:5 72:10 <b>honestly</b> 70:10 <b>hope</b> 17:24 20:20 105:15 123:22 153:21,21 <b>hopefully</b> 13:9,9 <b>hoping</b> 132:2 <b>horrible</b> 55:6 70:11 96:8 <b>horribly</b> 145:4 <b>host</b> 133:8 <b>hour</b> 70:23 75:20 <b>hours</b> 10:2,3 88:19 95:7 <b>Hudge</b> 86:18 96:25 <b>huge</b> 55:3 56:24,24 <b>Huh</b> 77:12 <b>human</b> 77:20 <b>humble</b> 86:21 <b>HVAC</b> 139:24,25 140:7 141:2,18	<b>ignore</b> 22:1 <b>ignored</b> 148:22 <b>imagine</b> 55:16 73:19 <b>immaterial</b> 22:23 <b>immediate</b> 31:22 38:13 41:2,12 63:3 <b>immediately</b> 45:1,2 63:9 64:11 67:24 69:11 72:22,23 81:24 82:3 92:2 101:18 123:7 <b>imminent</b> 41:3,13 63:2,5,7,15 <b>imminently</b> 44:21 <b>impact</b> 27:24,24 29:23 57:21 97:23 105:14,19 134:5 <b>impacting</b> 30:22 154:24 <b>implement</b> 67:20 92:8 101:7 <b>implementation</b> 60:9 <b>implemented</b> 100:10 <b>implied</b> 76:25 <b>imply</b> 76:5 <b>important</b> 24:7 26:9 33:6 53:20 71:16 72:3 123:2,16 133:11,12 156:11 156:22 157:1,10 <b>imposition</b> 31:7 <b>improperly</b> 11:2 <b>improve</b> 123:19 <b>improved</b> 64:14 143:18 <b>improvement</b> 68:24 101:17 <b>incentive</b> 47:20 <b>incident</b> 72:21 91:16 99:7 <b>incidents</b> 47:12 72:15 72:20 <b>include</b> 49:3 100:15 110:5,13 111:8 114:20 115:2,15 118:5 123:2 135:13 <b>included</b> 7:9 9:3 20:16 25:25 27:12 50:22 62:20 123:5 136:8 154:23 155:4 <b>includes</b> 9:7 18:20	76:22 <b>including</b> 57:17 61:7 135:19 <b>incorporate</b> 137:9 <b>incorporated</b> 136:11 <b>increase</b> 23:3 35:16 <b>increased</b> 23:3 <b>Independent</b> 7:16,20 <b>independently</b> 130:7 <b>indicate</b> 18:23 <b>indication</b> 98:21 99:13 <b>individual</b> 106:5,21 108:7 109:6 <b>individually</b> 39:12 110:1 <b>ineligible</b> 107:12 <b>inform</b> 96:7 147:20 <b>information</b> 2:9 26:13 27:2,3 28:12 35:6 39:15 43:14 44:18 45:1 67:3,3,4 67:25 68:12 69:3 71:9 75:12 76:18,18 78:11 83:6,11 84:1 88:14 95:5,7 98:19 103:23 126:24 148:19,22 149:1 150:14 158:2,3,7,8 158:13,15,23 <b>informational</b> 126:23 148:15 <b>Ingraham</b> 159:17 <b>initial</b> 11:3 137:4 <b>innovation</b> 57:16 <b>input</b> 51:8 <b>inside</b> 54:23 <b>intake</b> 31:21 41:1 51:6,9,17 52:15,17 118:17,20,22 119:1 119:6 <b>integrated</b> 66:24 <b>intend</b> 135:23 142:2 <b>intended</b> 92:15 <b>intending</b> 135:13 <b>intense</b> 98:13 <b>intent</b> 68:17 136:17 <b>intentions</b> 132:10,13 <b>interest</b> 121:8 <b>interested</b> 122:10,17 162:14
---	--	---	--	--

<b>interface</b> 67:22	128:13 152:1,2,23	116:12 124:4	135:23 136:17,19	153:23 154:2 155:6
<b>interim</b> 73:20,21	160:22	<b>jobs</b> 108:17	137:14 144:2 146:3	156:7 157:5,24
<b>interject</b> 84:14	<b>item</b> 5:4 7:25 16:4,14	<b>jogging</b> 159:11	147:6	158:2,4,5,20 159:1
<b>internal</b> 7:17,19,20	18:15 19:16 32:21	<b>Joris</b> 2:8 4:8 28:25	<b>knew</b> 12:7 40:21	159:21 160:12
14:20 18:3 21:16	53:10 56:14	42:8	<b>knock</b> 117:19	<b>knowing</b> 95:11
24:16 37:20 53:22	<b>items</b> 12:9 25:15 31:1	<b>jot</b> 52:6	<b>know</b> 9:8 12:11,25	<b>knowledge</b> 132:3
160:4	85:13 100:14	<b>judgment</b> 33:7 72:5	14:1 21:2 22:11,12	<b>knowledgeable</b> 142:9
<b>internally</b> 67:6	134:22 139:1 141:7	<b>judgmental</b> 33:2	23:19 24:4 26:5,13	<b>known</b> 43:13 44:17
147:23	<b>IV(D)(c)</b> 40:8	<b>judgmentally</b> 24:17	26:17 27:2,13,21,23	47:22 78:11
<b>interpreting</b> 147:12		25:4,5,14 116:15	30:11,19 31:6 32:12	<b>knows</b> 78:5 92:2
<b>interrupt</b> 66:22	<b>J</b>	<b>Judith</b> 2:14 16:19	34:2,3,5,10,10,12	
<b>interrupting</b> 33:24	<b>Jabouin</b> 2:8 4:8,9,13	<b>July</b> 9:6,7,12 15:14	34:15 35:7,8,8	<b>L</b>
<b>intervene</b> 57:11	4:16,18,20,23,25	46:20,25 88:20	36:21 39:15 41:22	<b>labor</b> 14:3
<b>intervention</b> 37:6,25	5:2,15,16 6:1 15:25	<b>jumping</b> 46:11	41:24 42:3,5,18	<b>lack</b> 134:5 138:19
38:17 60:6	16:2,13,17 17:14	132:16	47:10,22,25 49:1	153:5,6,6
<b>intimately</b> 157:4	18:7,12 19:9,18	<b>June</b> 9:9	51:20,22,25 53:18	<b>lady</b> 40:14 124:1
<b>introduction</b> 19:18	25:12 28:1,8 29:1	<b>jury</b> 128:19,22 131:5	54:14 55:11 56:3,12	<b>laid</b> 130:25
<b>Inventory</b> 2:10,11	37:18 40:15 42:10	131:18 147:9	56:13 57:1,7,12,15	<b>language</b> 56:8 95:15
<b>investigate</b> 57:15	42:20 45:21 48:8,14	159:18,21,23	58:3 59:14 60:25	117:1,22
113:9,13	59:1 79:12,13,21,22	160:18,23	61:3,8,8,22,23 62:3	<b>Lanier-James</b> 88:7
<b>investigating</b> 66:1	80:8,16 81:3,12	<b>justice</b> 68:12	62:5,6,9,12,13,15	93:4 97:5
<b>investigation</b> 128:19	83:13 84:2 87:1	<b>juvenile</b> 68:12	63:21 65:13,18,20	<b>large</b> 21:19 31:5
132:2	101:16 106:16		66:22 67:2,6,8,8,15	45:19 48:1 86:5
<b>investment</b> 35:15	109:4,15 110:6,10	<b>K</b>	67:25 68:11 70:3	162:5
<b>INVITED</b> 2:20	111:10 112:4,11	<b>K-12</b> 68:7	71:3,14,17,18,25	<b>larger</b> 29:8 36:6
<b>invoice</b> 13:23,24,25	113:23 114:25	<b>KC</b> 1:12	72:7 73:1,14 74:4	45:20 96:10 137:16
<b>invoices</b> 8:23 9:3,24	119:3,7 121:14,16	<b>KCW</b> 140:20	74:15,18 75:2,3,4,6	<b>Larica</b> 3:3 17:18,22
10:6,9,10,15 11:1,6	121:19 122:2,19	<b>keep</b> 19:14 79:15,20	77:22 78:18 83:22	18:5
11:7,12,23,24 12:3	123:7 124:7,8,16,24	103:17 104:2 143:7	85:1 86:20 87:23	<b>lastly</b> 71:14
13:15,20 14:23,25	125:13 126:2,4,13	147:8	88:23 91:9 93:4	<b>Lauderdale</b> 1:13,24
15:3,3,6,10,14	126:19,24 127:13	<b>keeping</b> 78:13	94:20 95:3,5,9,12	162:16
<b>involve</b> 140:19	127:18 128:6 129:3	<b>keeps</b> 75:23	95:12,14 96:25	<b>law</b> 25:20 32:4,8
<b>involved</b> 15:24,24	130:3 131:1,9,22	<b>kept</b> 103:23 144:7	97:14 98:11,17,17	50:11,22 51:7 54:10
43:13 44:17 45:3	132:5 133:19	<b>key</b> 117:20 125:18	99:11,15 103:3,4,4	62:16,19,20,21,23
50:24 58:2 62:22	134:21,24 135:6,7	<b>kick</b> 20:21 117:24	103:25 104:10,19	62:24,25 63:5,16,17
63:8 66:24 78:10	149:4,6,12,20	<b>kid</b> 54:18,20 57:24	105:7,10,13 106:24	63:22 64:5,11,17,18
108:22 112:25	150:18,24 152:3	99:9	108:20,22 110:15	68:22 71:7 75:24
113:2,3 157:3,5,7	153:8,15 157:17	<b>kidding</b> 71:6	119:23 120:15	76:3,5,6,16,22,25
<b>involvement</b> 50:11	158:21 159:6 161:5	<b>kids</b> 47:9,19 48:11	121:7 124:2 127:2,3	77:1 81:16 117:9
51:22 62:17	<b>Jaelyn</b> 2:6 5:2 27:8	58:18 71:6 99:14	127:3 129:22	118:21
<b>involves</b> 72:4	29:11	<b>kill</b> 160:1	131:21 132:16	<b>Lazarre</b> 17:15,15,24
<b>irregularities</b> 23:11	<b>James</b> 2:10 17:10,10	<b>Kim</b> 2:17 16:23 69:24	133:3,3,8,11,17	17:25
<b>isolated</b> 58:6 65:15	<b>Jamie</b> 2:25 18:10	70:2 121:18 122:3	135:8,21 136:12,16	<b>lead</b> 9:10 147:20
<b>issue</b> 6:5 10:21 13:17	20:3	122:20	136:19 137:12,18	<b>leaders</b> 72:17
38:19 41:25 42:1,16	<b>January</b> 6:20 7:7	<b>kind</b> 29:25 30:3,12	137:20,23 139:11	<b>leads</b> 63:6
44:5 66:2 77:4	20:22 46:23	31:4 59:6 60:8	140:2,8 141:23	<b>leaking</b> 155:10
80:15 105:18	<b>jaws</b> 144:24	76:18 79:3 84:1,18	142:8,14 143:8,17	<b>learn</b> 156:12
123:16 154:25	<b>Jen</b> 18:11	85:8 86:9,10 89:25	144:9,22 145:9,15	<b>learned</b> 157:7
155:15	<b>Jennifer</b> 2:9,11,24	90:6,8,13 98:9	146:18,19 147:7,7	<b>learning</b> 88:22
<b>issues</b> 34:23 62:14,16	17:4,8 116:6,7,17	100:9 105:13,20	149:12 150:4,6	<b>leave</b> 100:1 124:18
65:14 67:1 105:12	<b>job</b> 34:1,4 54:13 55:9	117:19 133:16	151:8 152:16,23	<b>leaving</b> 125:23

<b>left</b> 10:22 11:14 143:19 <b>legal</b> 14:9,10 68:11 68:11,14 <b>legalese</b> 67:2 <b>legislation</b> 67:19 68:7 <b>legwork</b> 12:14 <b>length</b> 47:3 93:17 <b>lengthier</b> 28:13 <b>lesson</b> 139:9,10 <b>lessons</b> 153:17 156:5 <b>let's</b> 4:3 63:13 68:9 71:17 79:7,10 90:7 94:24 97:15 109:1,2 134:17 146:9 147:4 153:1,19 <b>letter</b> 7:19 55:21 <b>letters</b> 53:19 156:15 <b>letting</b> 73:4 <b>level</b> 32:7 33:9 42:22 49:16,17,19,25 50:3 50:20 60:12 63:5 69:1 82:8 103:8 106:5,20 108:6 109:5 115:12 116:1 <b>life</b> 138:4 139:17 <b>lifecycle</b> 134:11 <b>lift</b> 59:16 <b>light</b> 71:2 75:3 <b>lighting</b> 138:15 <b>line</b> 12:9 32:21 53:10 123:3,9 139:1 141:7 <b>lined</b> 66:5 <b>lines</b> 123:4 <b>list</b> 73:6 80:19 101:10 101:14 105:7 121:17 141:11 154:5 <b>listening</b> 140:9 <b>listing</b> 136:1,12 137:4 <b>listings</b> 136:4 <b>lists</b> 21:21 <b>literally</b> 14:22 77:7 <b>litigation</b> 162:13 <b>little</b> 22:7 28:18 37:3 66:5 80:17,17 85:9 130:1 144:21,22 <b>live</b> 81:24 <b>local</b> 132:3 <b>location</b> 80:7,9 88:23 <b>locations</b> 87:21 93:10	96:22 <b>log</b> 83:9 101:8 102:2 103:17,19 104:15 <b>logs</b> 83:1 100:23 103:12 <b>long</b> 13:13 70:5 154:5 160:9 <b>long-range</b> 156:14,17 <b>long-term</b> 134:6 138:20 139:3 144:8 <b>look</b> 7:5 32:4,17 39:21 40:3,6 45:3,8 45:10 47:4 51:9,16 53:2,5,6 58:12,15 60:17 61:16 62:12 69:15 83:25 87:24 90:18 105:19 118:1 118:2 121:16,20 122:7 126:1 128:22 130:8 131:21 135:25 136:8 137:15 148:4,23 149:8 150:24 151:14 153:19 156:23 158:19 <b>looked</b> 23:18 32:7 51:23 54:13 89:2 128:16 131:5 <b>looking</b> 36:1,1 37:11 40:4,20,22,24 42:23 45:24 46:25 47:25 51:17 53:1 80:11 84:22,23 128:23 130:5 136:20 137:8 139:16,20 <b>looks</b> 21:7 <b>Lori</b> 144:17 <b>lose</b> 58:8,9 125:21 <b>lost</b> 127:4,5 <b>lot</b> 12:20 29:19 33:3 47:8,19 48:20 50:7 50:20 53:19 55:12 56:19 57:2,10 66:2 86:9 90:17,22 92:11 105:11 118:22 135:4 141:15 143:3 147:4,5,17 150:6 152:25 155:8 157:1 157:2,2,7 <b>loud</b> 134:10,14,16 <b>loudly</b> 5:19	<b>love</b> 14:3 111:18 112:16 <b>lower</b> 138:11 <b>Lozano</b> 2:16 16:21,22 20:1 32:3,19 33:19 33:21 34:11,22 48:17,18 49:12,13 49:21 50:8 51:2,5 52:2,10,15,17 56:5 57:23 62:14 63:2 64:2 66:13 67:14,16 68:19 69:17,22 70:7 71:5,12,21 72:12 81:19,25 82:16 83:14,18 84:12 85:17,19 87:8,11,13 87:20 88:4 89:12,16 90:16 91:3,15 92:6 92:13,21 93:3,24 94:4,8,15,18 95:22 95:24 96:24 101:4,6 101:24 102:1,7,15 102:24 103:15 105:23 106:23 107:4,10 120:9,14 120:18 121:14,18 121:23 122:4,11,18 122:24 123:17,22 124:1 <b>luck</b> 152:25 <b>Lynch-Walsh</b> 2:4 4:21,22 5:8,9 7:1 8:6,7,19 9:21 10:1 10:12,19 11:22 12:2 13:6,11 14:22 15:21 15:23 16:9,15 19:3 22:6 24:12,13 25:3 25:11,13,18 29:10 29:11 33:15,16 36:24,25 37:8,13,22 37:23 38:4 39:10,16 40:1,11,20 41:6,11 41:18,25 42:13 43:20,25 44:6 46:8 54:3 59:12,17 70:18 70:21 71:1,20 73:3 73:8,17 76:14,19,23 77:14,24 78:6,15,23 79:1,11,14 80:6,15 80:20 81:1,8 100:6 101:21,25 102:5,8	102:22 103:10,22 104:7,17 105:6 106:11 107:2,7,11 107:16 108:4,17,24 109:14,24 110:7,11 110:18 111:3,7,24 112:5,8 113:2,13,16 113:22,24 114:2,18 114:25 115:2,10,17 115:21 116:1,10,22 117:3,11,23 118:3 118:16 119:4,18 120:7,12,23 126:17 127:2,7,17 128:3,10 128:18 129:23 134:1,15,19,21,23 135:2 137:25 138:2 138:2 140:14,25 142:1,14,22 144:1 144:12 146:8,23 147:8,24 148:15,21 149:11 150:16,22 151:6,10 152:7,22 153:2 154:13 155:5 155:12,15 156:1,16 156:19,25 157:15 157:19 159:9 <b>Lynch-Walsh's</b> 133:20 156:13 158:1 <hr/> <b>M</b> <hr/> <b>ma'am</b> 115:19,20 <b>Mack</b> 158:4 <b>magnet</b> 91:12 <b>main</b> 69:23 94:7 155:8 <b>mainstream</b> 96:22 97:18 <b>maintenance</b> 100:22 103:11 <b>major</b> 132:24 148:24 <b>majority</b> 97:6 <b>making</b> 10:3 55:4 66:10 69:13 73:24 100:2 108:2 125:10 125:11 134:23 153:18 156:24 <b>management</b> 6:19 7:19 83:1 106:4,20 108:6 109:5	<b>manager</b> 2:9,10,17 16:25 135:17 <b>Mancini</b> 2:15 85:20 85:21 <b>mandatory</b> 6:14 41:2 41:12 101:9 <b>manifestation</b> 87:22 <b>manner</b> 154:12 <b>manpower</b> 58:17 <b>manual</b> 20:7 102:12 102:22 <b>manually</b> 13:22,22 <b>map</b> 136:1,17 <b>March</b> 7:15 8:11 10:23 16:4 46:23 126:15 128:11 129:2,3 <b>Marjory</b> 55:18,23 <b>Markham</b> 144:25 <b>Marquardt</b> 2:10 18:14 125:1 <b>Marte</b> 2:14 16:8,18 16:19,19 22:20 70:13 124:17 155:22,25 156:10 156:18,21 157:13 157:18 <b>Mary</b> 2:2,18 29:12,16 66:21 89:25 94:22 114:23 119:10 <b>massacre</b> 36:10 <b>massage</b> 139:1 <b>masses</b> 58:18 <b>massive</b> 58:19 <b>match</b> 13:24 15:4,4 38:7 <b>matched</b> 13:16 <b>matching</b> 13:22,22 <b>math</b> 49:15 <b>matrix</b> 20:24 55:2 <b>Matt</b> 130:23 <b>matter</b> 30:23 33:6 131:6 157:15 <b>Matters</b> 8:5 <b>Matthew</b> 2:21 126:6 <b>max</b> 30:18 <b>Mayersohn</b> 2:5 4:23 4:24 5:6 18:18 19:1 31:13,15 43:22 44:10 52:8,11 55:23 59:18,20 60:16,19
--	---	---	---	---

61:12 63:13 65:3 66:21 68:3,8 69:4 72:1 80:3 94:22 95:3,21,23 96:13,19 110:17 111:18 124:13 125:4 126:23 129:6,10,14 129:20 149:3 155:21 156:3 157:24 <b>McArthur</b> 145:6 <b>mean</b> 9:21 22:5 25:4 32:25 35:7 36:2,4 51:22,25 55:5,11,13 61:20 62:13 65:19 66:21 67:7 79:8 94:16 95:12 99:10 101:2 108:15 117:19 120:21 122:14 123:3 129:14 134:15 137:20 146:6,10 150:17 158:19 <b>meaningful</b> 142:11 <b>meaningless</b> 26:25 <b>means</b> 21:24 24:24 44:25 64:5 72:7 88:8 108:24 <b>meant</b> 147:15 <b>measurable</b> 117:5 <b>measure</b> 115:22,22 <b>measures</b> 100:20 <b>media</b> 145:10 152:10 152:12,15,16 <b>Medvin</b> 2:2 4:3,25 5:1,4,7,9,12,14 8:6 15:25 17:20 18:13 18:15,19 19:2,4,6,8 19:10,15 21:7,11,20 22:5,7 24:12 29:10 33:15 36:12,16,19 36:20 40:14 45:5 48:17 49:5 50:7 59:18 70:19 79:13 79:21 85:15 95:16 99:21 100:2,5 106:12 109:16,18 109:20,22 110:20 110:23 111:13,15 111:17,19,21,23 112:13,15 114:7,10	114:12,15,17,23 115:5 118:9,11,13 118:15 119:8,10,13 119:15,17 123:10 123:13 124:5,12,14 125:5,7,9 126:21 128:5,7 129:8 134:17 157:14,16 159:4,8 161:4 <b>meet</b> 88:12 156:15 <b>meeting</b> 1:5 4:4 6:16 6:21,24 7:15 8:11 16:5 18:22 19:12,13 20:18 32:6 34:25 35:3 44:12 66:3 70:1 74:7 85:22 88:11 93:20 94:4,7 94:10 99:17 113:8 122:7 126:15 129:2 130:13 148:9 149:14 150:25 151:3 152:4 153:3 156:2 157:21 158:22 159:7 161:6 <b>meetings</b> 9:16 10:9 64:21 73:18 75:13 88:15,25 100:12 101:9 124:19 136:21 <b>meets</b> 87:25 <b>member</b> 3:4 6:6,7,25 6:25 18:21,24 55:7 82:7 155:14 158:10 <b>members</b> 2:1 5:11,17 5:20 6:3,12,17 19:5 20:12 21:13 32:9,16 43:3 58:1 84:21 109:19 111:20 114:14 118:12 119:14 125:6 127:14 142:8 154:18,19,22 <b>memo</b> 35:9 130:22 131:4 <b>memorialized</b> 36:9 <b>memory</b> 159:11 <b>mental</b> 38:9,13 39:23 53:7 57:2 64:24 66:25 68:21 76:1 83:15,20 97:8,12,13 <b>mention</b> 11:3 14:6	28:1 82:5 124:17 138:18 139:15 148:8 149:20 151:15 <b>mentioned</b> 71:15 72:1 74:19 79:25 80:9 81:19 97:17 116:17 135:8 148:11 154:4 <b>mentioning</b> 124:22 <b>mentions</b> 14:6 <b>Meo</b> 2:4 4:18,19 30:20,21 31:5,14,16 31:24 32:1,10,20 36:7 37:1 41:17,20 42:3 43:12,23 44:2 44:8,12 46:7 51:24 52:5,13,16,19,24 53:9,13 69:15 70:9 70:24 71:3,13,25 73:3,7 76:12,15,20 77:18 78:2,14,21,24 99:25 100:4 105:5 106:2,13,18 107:14 108:5,15,18,21 109:10,11,13 112:14,16,22 113:4 113:11,14 116:4,7 116:13,19 117:2,21 121:2 123:6,25 128:8,16 129:25 130:21 131:3,19 132:8 141:23 142:2 142:7,23 143:14,18 144:3,11 146:6,9,15 147:4,22 148:16 153:1,4,9,18 157:12 <b>Meo's</b> 41:15 45:22 50:10 63:21 156:6 <b>Meredith</b> 2:9 17:12 <b>messed</b> 145:14 <b>met</b> 6:18 139:5 <b>methodology</b> 24:25 <b>MICHELE</b> 2:10 <b>microphone</b> 5:20 31:13 87:1 <b>mid-February</b> 73:21 <b>mid-June</b> 12:13 <b>middle</b> 25:7,9 47:15 60:17 121:24 <b>mike</b> 29:16 43:19,20 43:22	<b>mikes</b> 17:23 <b>million</b> 65:9 138:25 151:4 154:17 <b>mind</b> 19:14 142:17 143:14,17 147:8 <b>mine</b> 37:23 <b>minute</b> 17:3 45:7 70:19 <b>minutes</b> 5:19 6:23 7:8 18:16 129:22 136:21 <b>minutia</b> 26:17,18 <b>mirrors</b> 152:17 <b>missed</b> 15:6 35:9 57:4 60:5 109:10 <b>missing</b> 14:25 31:19 62:11 76:3 <b>misspoke</b> 156:18 <b>mistakes</b> 30:9 146:7 156:12,23 <b>misunderstanding</b> 39:4 <b>mitigate</b> 154:14 <b>mitigating</b> 106:1 <b>mix</b> 25:6 <b>modified</b> 136:2 137:3 <b>mold</b> 141:19,20 <b>Mom</b> 44:6 <b>moment</b> 131:1,2 <b>money</b> 10:22 97:22 143:22 147:5 154:6 <b>monitor</b> 101:8 <b>monitoring</b> 39:21 50:5 82:24 83:3 88:17 89:5 91:22 92:4,7 94:12,13,14 100:16,24 103:13 103:13,24 104:1,10 104:23 117:11,12 117:13,19 119:19 119:21,22 <b>month</b> 37:5 47:2 85:18,23 86:5 100:14 <b>month's</b> 122:13 <b>monthly</b> 100:12 101:8 <b>months</b> 28:7 47:2 74:3 121:1 130:4 <b>morning</b> 4:3,8,15 5:24,25 6:8 16:19	16:21,23 17:24 32:3 70:1,3 130:23 <b>mother</b> 35:21 <b>motion</b> 5:6 18:18 19:1,8 75:10,12 79:9 98:18 99:24,25 100:4 105:5 106:3 107:5,9 109:10,22 111:23 114:17 118:15 119:17,24 119:25 120:2,4,24 121:3,10 124:25 125:9,13,20 128:13 129:15 144:17 <b>motions</b> 75:14 79:15 100:3 105:6,8 125:3 <b>move</b> 20:23 21:3 51:14 79:7,19 88:23 90:9,16 105:10 110:3,11 111:3 112:1,8 113:18,22 114:4,20 115:2 118:3,6,24 119:4 120:1 125:2 126:19 144:5 146:9 156:11 <b>moved</b> 29:17 90:11 91:16 <b>moves</b> 67:23 <b>moving</b> 60:3 144:22 147:3 <b>MSD</b> 67:18 <b>multiple</b> 9:23 89:21 93:8 135:22 <b>multiply</b> 46:15 <b>multitude</b> 65:16 <b>murky</b> 116:21 <b>Murtha</b> 2:24 18:11 18:11 20:2,3 21:10 22:24 24:11 25:2 27:20 28:25 29:2 31:2 42:8 46:12,20 51:16 53:4,12 60:15 60:17,24 80:9 84:14 111:16 112:20 115:7,15,19,24 116:6,18 117:25 <b>music</b> 153:18 <b>mutually</b> 73:18 <hr/> <b>N</b> <hr/> <b>nagging</b> 75:23
--	---	--	---	--

<b>name</b> 116:5 121:21 124:2 151:1	12:3,21 81:1 107:7 139:5 141:1,15	56:24 57:22 58:19 61:13 75:11 80:21	54:16,23 55:13,20 55:25 56:15 65:3	<b>option</b> 159:2
<b>narrow</b> 44:4 140:23	<b>new</b> 6:7 7:6 10:23	<b>numeral</b> 40:24	66:20 70:18 71:13	<b>Orange</b> 152:20
<b>Natalee</b> 2:23 18:8,9 40:15,16	12:22,22 25:20,20 25:20 62:2 73:10,23		73:8 76:19,23 77:13	<b>order</b> 7:12 14:1,1 42:23 104:22 140:6 141:3
<b>Nathalie</b> 2:4 4:20 7:1 15:18 133:8	81:13 98:3,3,12 135:20 140:11,16	<b>O</b>	80:17 82:23 85:24	<b>organizations</b> 81:17
<b>Nathalie's</b> 108:2 154:4	141:17 154:15,20	<b>object</b> 134:12	87:4,12 88:2 89:6	<b>oriented</b> 34:7
<b>nature</b> 52:16 77:11	<b>news</b> 96:7	<b>objective</b> 20:8 21:17	89:24 91:4 92:13,24	<b>original</b> 151:12 155:4
<b>Navigate360</b> 100:10 101:7,22,25 102:1,2	<b>nice</b> 124:4	<b>objectives</b> 77:11 78:18 117:4	92:24 93:12,25	<b>originally</b> 155:11
<b>necessarily</b> 43:15 52:3 59:21 66:16	<b>NICOLE</b> 2:15	<b>observation</b> 138:19	94:19 99:21 100:5	<b>Orlando</b> 67:18 95:21
68:4 132:13 145:3 158:24	<b>nine</b> 122:15 132:10 143:20 146:5	<b>observations</b> 147:10 147:13	102:9 109:23,24	<b>outcome</b> 162:14
<b>necessary</b> 35:16 44:19 50:21 71:9	153:11	<b>obtain</b> 14:4	110:18 111:7,17,24	<b>outside</b> 54:19 64:7,10 90:11 91:18
78:12 140:5	<b>nobody's</b> 95:14 146:1	<b>obvious</b> 71:4 142:25	112:8 113:11,11,12	<b>outsiders</b> 6:15
<b>necessitated</b> 15:7	<b>nontraditional</b> 88:13 89:4 90:21 91:2	<b>obviously</b> 6:9 9:10 27:23 59:23 60:12	113:21 119:2,7,18	<b>overall</b> 29:15 123:2
<b>need</b> 6:12 8:10 11:17 13:7 14:5,18,24	92:15 94:9 98:4,22	61:20 62:13 122:20	120:11 122:9	<b>overlay</b> 67:22
21:18 25:16 30:15	<b>nontypical</b> 65:18	149:6	123:10 124:5 126:4	<b>oversee</b> 69:23
32:25 39:22,23,24	<b>north</b> 61:23	<b>occur</b> 31:8 58:10 100:21	127:1 129:13	<b>Oversight</b> 125:17 130:16 135:11
48:24 53:16,17	<b>northeast</b> 62:8 135:22 140:11,16	<b>occurred</b> 90:10 143:15	132:16 134:23	<b>P</b>
58:11 59:12 69:2	<b>northwest</b> 60:21	<b>occurrences</b> 25:16	141:12 142:18	<b>p.m</b> 1:17 161:6
75:14 79:11,14	<b>nos</b> 42:17	<b>occurring</b> 28:17 84:8 104:14	143:18 146:20	<b>package</b> 6:23 7:9
96:11 104:24	<b>Notary</b> 162:4	<b>occurs</b> 31:7 90:19	149:20 153:18	<b>packet</b> 37:5,8,17
106:24 115:11	<b>note</b> 8:24 137:23	<b>October</b> 20:21 46:22 49:13,14	157:14	<b>page</b> 18:19,23 20:4 20:16,23 24:16 26:9
116:16 117:21	<b>noted</b> 8:24 30:2,9 56:18 85:13 86:2,3	<b>offered</b> 78:25	<b>old</b> 15:2,9 154:20 160:17	30:1 37:7,9,10,16
121:3,9 124:24	<b>notes</b> 79:23 80:4 162:9	<b>office</b> 2:7,14,15,16 17:4,6,8,10,12	<b>older</b> 11:8 15:13	37:16,17 38:2,5,23
125:20 126:13,19	<b>nothing's</b> 120:4	34:11 86:13,14	<b>On-Site</b> 85:25	38:25 39:5,18 40:9
139:16 141:3,18	<b>noticed</b> 139:3	135:17	<b>once</b> 71:23 75:10 85:23 145:17	41:10 42:12 45:6,13
143:7,17 145:18	<b>notified</b> 31:23 51:7	<b>officer</b> 2:15,15 11:1 12:23 51:18 52:2,6	154:16	56:15,15 74:20,20
151:2 155:13	<b>notifies</b> 91:19	<b>officer's</b> 14:12	<b>OneDrive</b> 83:5,5	77:4,4 81:4 86:24
158:23	<b>notifying</b> 75:24	<b>officers</b> 38:16	<b>ones</b> 10:13 22:2 38:19 114:19 138:22	87:2 100:7
<b>needed</b> 15:8 81:23 82:25 138:10	<b>November</b> 46:22 49:14,16 130:13	<b>oh</b> 29:17 59:15 71:25 78:14 87:2 102:8	154:5	<b>pages</b> 27:19 29:20
139:24 140:16	<b>number</b> 19:16 21:13 21:16,20 24:5 27:9	120:10 124:24	<b>ongoing</b> 56:8 72:17 133:1	<b>paid</b> 15:8,14
145:11 148:19,20	33:23 34:7,8 37:7	126:18 145:17	<b>oops</b> 141:17	<b>painful</b> 127:3
151:17 157:20	37:21 40:25 41:1	<b>okay</b> 5:4 8:16 13:2 15:5,25 16:9 18:15	<b>open</b> 11:11	<b>painted</b> 133:5 142:15 142:16
<b>needs</b> 11:10 15:17 23:2 26:20 55:1,2	43:17 45:16,18 49:7	21:20 22:5 24:2,21	<b>opening</b> 55:14	<b>painting</b> 137:13
56:8 57:24 82:3	50:12 60:10 70:17	25:3,11 33:22,25	<b>Operations</b> 2:9,14,14 16:20	<b>Palm</b> 94:25 95:4,6,16
87:25 97:9 99:1	71:7 82:17 83:17	34:18 35:4 36:16,18	<b>opine</b> 42:23 134:8	<b>panel</b> 91:24 138:10 138:13
117:12 124:18	86:24 87:2 98:20	38:3,4 39:10,16	<b>opined</b> 134:6	<b>paragraph</b> 101:7
138:16 139:6 140:1 143:16	105:20 121:10 122:10	40:1,11,20 41:6,7	<b>opinion</b> 24:1 86:22 156:10	<b>parallel</b> 63:4
<b>neither</b> 162:10	<b>numbering</b> 37:18,20	41:11 44:12 45:5	<b>opportunity</b> 60:6 153:24 154:1	<b>parameters</b> 36:21 122:8
<b>network</b> 67:7	<b>numbers</b> 13:23,24,25 29:20 39:6 40:6	50:9,12 51:1,20	<b>opposed</b> 5:12 18:24 19:6 109:20 111:21	<b>parent</b> 90:18 91:5,17 91:20
<b>never</b> 11:5,23,23 12:2	49:11,21,22 50:7	53:3,9,25 54:4,6,15	114:15 118:13	<b>parents</b> 65:21 66:2 102:20
			119:15 125:7 132:1 158:16	<b>Parkway</b> 145:1
			<b>optics</b> 70:11 158:19	

<b>part</b> 10:2,2 13:11 18:1 25:14 27:4 28:2 52:8,12 53:18 67:19 82:4 94:15 95:19 102:10,17 103:18,24 104:1,11 110:25 130:11 139:20 141:19,21 144:16 149:14 152:19 155:17 160:7 <b>participate</b> 32:5 <b>particular</b> 28:5,9 42:24 47:11 81:6 85:9 117:15 <b>particularly</b> 10:7 45:22 94:20 116:3 <b>parties</b> 162:11 <b>partner</b> 85:2 112:20 <b>party</b> 162:12 <b>pass</b> 43:7 120:3 128:13 141:1 <b>passed</b> 75:10,12 153:24 <b>passion</b> 123:15,15 <b>patient</b> 59:19 <b>patiently</b> 70:22 <b>pay</b> 14:24 <b>payable</b> 11:9 <b>paying</b> 34:19 <b>payment</b> 15:7 <b>PCG</b> 3:4 7:6 10:14 14:25 101:23 157:20 160:22 <b>people</b> 12:20,22,25 13:21 15:7 25:22 26:14 58:25 59:4,5 73:14 75:21 86:20 108:25 118:18 127:20 128:3 141:17,20 143:7 144:19 147:13 148:3 <b>peoples'</b> 132:10,13 <b>percent</b> 30:2 36:2 46:14,14 56:16 62:6 79:17 117:13,17 <b>percentage</b> 150:2 <b>percentages</b> 36:3,5 149:25 <b>perception</b> 71:11	<b>perfect</b> 15:5 86:11,22 <b>perfectly</b> 26:5 <b>perform</b> 19:22 142:3 <b>performance</b> 27:15 127:17,18 <b>performed</b> 19:25 33:13 52:20 136:6 136:10 <b>performing</b> 30:23 <b>period</b> 20:19 25:9 28:5 35:24 46:20 48:7 80:25 <b>persistent</b> 138:6 <b>person</b> 12:20 14:17 61:23 69:23 70:12 107:8,11 109:8 113:1 135:5 144:4,5 155:6 <b>personal</b> 56:1 103:16 104:6 <b>personally</b> 152:5 <b>personnel</b> 38:14 69:1 <b>persons</b> 16:7 83:2,8 <b>perspective</b> 61:18 104:14 137:19 <b>pertinent</b> 158:8 <b>petrified</b> 151:20 <b>Ph.D</b> 24:24 <b>phone</b> 18:7 27:22 40:17 43:17 125:14 126:5 <b>photographed</b> 137:20 <b>phrase</b> 39:16 <b>Phyllis</b> 2:5 4:14 43:20 90:4 107:25 109:12 109:14 <b>physical</b> 100:20 126:14 <b>pick</b> 89:23 91:7 133:24 137:24 <b>picked</b> 46:21 134:25 <b>picture</b> 138:17 <b>pictures</b> 133:6 137:25 138:1 <b>piece</b> 101:19 <b>piecemealing</b> 145:25 <b>pieces</b> 23:7 141:18 <b>Pierson</b> 57:24 <b>Pine</b> 93:9 97:4 <b>place</b> 13:8 52:4 58:5 59:11 62:4 63:14	70:4 72:25 76:15,24 81:2 88:20 90:20 92:1 94:5 98:8 102:21 141:14 142:15 156:8 <b>placed</b> 65:10 89:20 92:21 93:10 <b>placement</b> 89:17 <b>places</b> 15:12 58:16 <b>plain</b> 56:7 <b>plan</b> 53:16,16 81:23 82:19 83:4 88:17,17 89:5 92:4,4,7 100:16 104:1,10,23 135:14 137:7 138:20 139:9,10 147:19 155:23 156:14,17 <b>planned</b> 154:21 <b>planning</b> 134:6 139:3 144:8 <b>plans</b> 39:22 50:5,6 82:24 100:24 103:13,14 <b>Plantation</b> 145:5,10 <b>plated</b> 140:2 <b>play</b> 76:25 <b>please</b> 4:4 5:18,19 15:19 21:12 44:10 79:13,21,22 110:6 112:4 113:23 115:1 119:3 130:20 133:25 <b>pledge</b> 4:4,6 <b>point</b> 15:1 19:9 26:20 27:6 28:17,20 29:6 30:14 31:3 34:8 36:16 37:1 44:24 48:23 49:5 50:10 56:9 58:6 59:2 60:25 61:6 62:21 63:21 65:5,23 71:22 73:23 76:24 83:13 95:18 96:17,17,24 107:5,8,18 140:17 141:5 143:21,21,23 144:3,12 146:3 155:7 156:6,7,13 158:2,7 159:4 <b>pointed</b> 33:5 36:7 <b>pointing</b> 144:7	<b>points</b> 50:12 79:25 125:18 127:11 131:25 136:20 137:5 153:9 <b>police</b> 31:17,23 50:13 50:17 51:18 52:2,5 52:25 54:6,11 55:8 66:4 81:15 <b>police's</b> 54:13 <b>polices</b> 100:22 <b>policies</b> 14:19 19:20 31:9 38:15 100:19 102:11 <b>policy</b> 19:17 20:7 25:20 37:4,14,15 38:6 39:3 40:4,6,8 44:16,20,24 72:9 75:22,23 76:9 81:11 101:2 102:12 103:1 103:20 104:13,16 104:18,20 114:21 115:3,9 116:9,23,23 116:25,25 117:7 118:7 <b>pool</b> 17:16 18:2 <b>popped</b> 160:13 <b>population</b> 24:20 26:1,8 27:9 48:15 61:4,7 110:3,12 111:4 <b>portable</b> 151:15 <b>portal</b> 68:20 69:2 <b>POs</b> 11:14 13:16 <b>position</b> 106:23 107:24 109:9 116:14 <b>positive</b> 97:19,19 <b>possession</b> 100:23 103:11,16 104:6 <b>possessions</b> 83:2,9 <b>possible</b> 145:24 <b>postpone</b> 7:11 <b>potentially</b> 54:22 63:15 75:7 85:23 91:13 131:11 152:13 <b>PPO</b> 138:21 <b>practically</b> 140:20 <b>practice</b> 75:22 88:15 <b>practices</b> 134:9 139:7 <b>precious</b> 26:15	<b>predates</b> 160:17 <b>predict</b> 142:12 <b>prepare</b> 158:24 <b>prepared</b> 28:15 45:2 <b>present</b> 5:3 46:16 <b>presented</b> 6:20 <b>presumably</b> 15:13,15 <b>pretending</b> 144:20 <b>pretty</b> 76:21 123:2 <b>prevent</b> 156:9 <b>previous</b> 30:5 88:19 135:8 <b>previously</b> 121:5 140:13 <b>price</b> 154:24 <b>primarily</b> 12:16 91:1 93:5,8 <b>primary</b> 93:9 <b>principal</b> 38:10 47:15 53:6 54:10 55:3 72:3 <b>principals</b> 29:5,7 71:13 72:2 145:18 <b>prior</b> 9:9 12:14 34:24 69:3 88:12 119:24 <b>prioritize</b> 145:4 <b>prioritized</b> 30:17 <b>prioritizes</b> 24:9 <b>priority</b> 7:21 30:25 <b>proactive</b> 64:18 <b>proactively</b> 27:7 <b>probably</b> 24:9 30:25 47:6 55:22 69:14 133:8,9 151:4 152:13 <b>problem</b> 11:8 12:6 13:13 14:10,11,13 96:10 144:20 146:24 150:23 160:13 <b>problematic</b> 74:7 <b>problems</b> 12:5 30:6,7 80:25 153:23 <b>procedure</b> 52:20 102:13 103:20 123:18 158:25 <b>procedures</b> 14:18 19:17,20 20:7 38:8 77:12 103:1 142:2,5 153:1,19 <b>proceed</b> 7:4 40:9
---	---	---	--	---

<b>proceedings</b> 4:1 162:7 <b>process</b> 2:23 7:5 20:15 26:12,23 62:4 63:12 72:4,24 74:23 75:18 82:2 101:12 101:17 111:25 112:2,10 113:20 114:6 136:17 140:23 156:21 158:14 <b>processes</b> 28:22 63:4 64:12 88:22 <b>procurement</b> 2:18 147:1 <b>produce</b> 85:3 <b>producing</b> 122:12 <b>product</b> 101:23 <b>products</b> 132:20 <b>professional</b> 53:7 84:19,25 <b>professionals</b> 135:18 <b>program</b> 6:2 12:12 48:20 69:8,9 106:7 106:22 108:8 109:8 128:14,23 130:5 135:16 141:21 144:21 152:20 <b>programmatically</b> 93:1 <b>programs</b> 48:13 135:17 <b>Progress</b> 109:23 <b>prohibits</b> 71:8 <b>project</b> 81:21 82:13 133:4 139:2 149:7 149:22 150:3,7,25 152:4 <b>projects</b> 126:11 132:17,24,24 135:19,22 136:3,7 136:23 137:16 139:17 149:24 <b>promised</b> 154:17 <b>proof</b> 77:17 <b>proper</b> 55:13 148:25 <b>properly</b> 53:15 72:11 147:12 <b>Property</b> 2:10 <b>proposal</b> 113:14,18 114:4 117:25 <b>propose</b> 113:16,17,18	118:3,4,5,6 <b>proposes</b> 68:7 <b>protocol</b> 82:9 <b>protocols</b> 49:1 <b>provide</b> 7:12 13:15 28:12,20 40:19 43:5 95:8 97:7 101:12 <b>provided</b> 6:15 8:10 11:11 27:3 28:24 66:18 67:10 83:19 <b>providers</b> 38:9 43:14 44:18 76:1 78:11 <b>providing</b> 65:17 84:10 97:21 <b>public</b> 10:4 13:12 18:13 50:14,18 120:20 127:22 149:23 157:8 158:16 159:3 162:5 <b>pull</b> 23:17 149:19 <b>pulling</b> 84:23 116:23 <b>punted</b> 151:12 <b>Punzi</b> 83:14 <b>Punzi-Elabary</b> 2:17 16:23,24 69:25 82:23 <b>purchase</b> 14:1 <b>pure</b> 21:11 <b>purpose</b> 22:2 24:1 58:7 142:8,19 <b>purposely</b> 21:25 <b>purposes</b> 88:8 <b>put</b> 25:22 29:11,16 42:25 81:6 82:9,12 85:12 116:13 121:9 121:9 130:8 149:13 151:1 <b>putting</b> 26:14 39:14 92:1 98:8 141:17 145:9 160:2	49:6,8 87:6 117:15 <b>quarter's</b> 34:9 36:13 122:14 <b>quarterly</b> 46:13,16 75:9 80:21 98:20 111:6,7 112:3,5,10 113:20 114:6 119:25 120:3,5,13 120:19 121:10 <b>question</b> 14:8 15:9 22:18 25:13 30:22 65:2 66:9 71:2,4 78:24 79:2 85:16 87:4,16,17 89:6 93:14,15 94:3 101:5 114:12 130:21 132:4 133:18 155:22 <b>questioned</b> 13:1,5,15 <b>questions</b> 21:4,24 24:15 34:5 56:19 59:8 66:8 69:16 70:20 92:11 130:6 <b>quick</b> 19:9,18 49:15 83:13 123:10 131:1 <b>quickly</b> 96:15 149:19 <b>quite</b> 21:23 47:1 55:14 90:4,5 <b>quorum</b> 19:13 125:21 126:12,14 128:2 157:25 <b>quote</b> 57:23 <b>quote-unquote</b> 93:20	<b>ready</b> 70:4 92:7 <b>real</b> 65:10 76:21 <b>reality</b> 28:11 67:3 <b>realize</b> 65:21 <b>realizing</b> 140:3 141:17 <b>really</b> 8:20 12:4 15:2 22:25 29:24 30:8,10 33:25 47:9 50:9 55:11,14 64:14,20 65:12 96:15 99:1,4 105:13,25 132:15 144:23 151:14 <b>reason</b> 13:12 16:9 26:3 27:5 42:5 47:24 160:9 <b>reasons</b> 65:17 <b>reassignment</b> 89:19 91:11 <b>Rebecca</b> 2:3 4:16 93:13 <b>rebuild</b> 151:2 <b>rebuilt</b> 154:8 <b>recall</b> 20:18 42:25 149:25 <b>receive</b> 9:3 158:9 <b>received</b> 6:4 19:11 49:10 <b>receiving</b> 66:11 83:24 <b>recited</b> 4:7 <b>recognition</b> 143:23 <b>recognize</b> 5:23 16:6 <b>recognized</b> 73:20 <b>recommend</b> 26:8 54:11 100:12,18 120:1 <b>recommendation</b> 23:23 100:8 146:21 <b>recommended</b> 7:3,12 25:24 <b>recommending</b> 102:11 <b>recommends</b> 106:3 106:18 <b>record</b> 23:17 43:16 44:23 50:14 120:20 162:8 <b>records</b> 10:4 13:12 50:18 77:9 78:13 158:17 159:3 <b>rectified</b> 155:19	<b>rectify</b> 34:16 143:17 <b>rectifying</b> 145:2 <b>recycled</b> 138:13,15 138:15 <b>red</b> 54:9 <b>redoing</b> 139:23 <b>redone</b> 152:16 <b>reduced</b> 117:17 <b>reevaluate</b> 11:20 <b>refer</b> 77:25 <b>reference</b> 40:6,23 <b>referenced</b> 81:17 <b>references</b> 38:6 39:3 131:12 <b>referencing</b> 102:25 <b>referral</b> 32:22 62:25 86:14,15 <b>referrals</b> 31:17 74:14 76:7,11 86:8,10 <b>referred</b> 53:15 63:17 63:22,25 64:3 72:11 77:17 83:7 <b>referring</b> 128:14 <b>refers</b> 76:17 <b>refine</b> 116:16 <b>regard</b> 71:10 <b>regarding</b> 44:13 130:7 <b>regardless</b> 55:25 102:14 <b>regards</b> 35:10 <b>register</b> 91:20 <b>registrar</b> 91:24 <b>reinforcing</b> 72:7 <b>reject</b> 8:12 <b>related</b> 24:19 120:2 120:12 128:12 130:21 131:4 159:10 <b>relationships</b> 57:25 57:25 58:1 <b>relative</b> 162:12 <b>relaxing</b> 49:2 <b>reliance</b> 150:13 <b>relied</b> 152:9 <b>remediate</b> 153:22 <b>remediated</b> 53:23 <b>remediation</b> 141:21 <b>remember</b> 12:18 64:3 84:16 88:20 95:25 128:13 140:16
--	---	---	--	--

<b>remind</b> 7:8 20:4 <b>remodeling</b> 132:17 <b>removed</b> 159:18 <b>renovate</b> 141:13 <b>renovation</b> 135:19 151:24 <b>renovations</b> 135:21 141:6 <b>repairs</b> 140:18 <b>repeat</b> 17:20 44:8 59:1 106:16 113:23 146:8 <b>replace</b> 44:2 139:24 140:7 141:13 151:23 155:20 <b>replaced</b> 138:13 139:19 <b>replacement</b> 154:22 <b>report</b> 6:20,22 7:14 7:17,20 8:12 10:10 11:4 13:23 14:23 20:22 21:2 28:15 31:10 32:11 34:9,10 34:14 36:13 45:23 46:2 50:13,15,16,17 50:22 51:21,24 52:3 52:12,13,21 56:13 62:22 72:19 74:10 82:10 85:13 86:10 98:21 115:25 120:9 120:19 121:4,15 122:5,13,14,24 123:3,4 124:4,25 131:10,14 147:9 153:12 155:1,9 159:21 162:7 <b>reportable</b> 71:18 <b>reported</b> 21:21 32:1 32:13 43:4 45:17 49:7 71:19,23 72:6 80:13 83:4 <b>Reporter</b> 1:22,23 3:1 40:13 162:4,19 <b>REPORTER'S</b> 162:1 <b>reporting</b> 1:23 3:1 7:18 72:18 75:5 82:2 <b>reports</b> 8:2 30:5 43:10 46:13 63:9 75:9 80:21,23 119:25 120:3,6,13	120:15,16,25 122:2 122:11,20,22 <b>representative</b> 24:20 <b>request</b> 7:1 10:5,5 13:12 50:15 121:5,9 122:22 158:6,20 159:3 <b>requested</b> 8:8 10:7 12:21 130:10 <b>requesting</b> 158:2,7 <b>requests</b> 158:17 <b>require</b> 28:14 72:13 72:22 84:19 <b>required</b> 20:6,9 32:9 32:17,18 63:12 69:1 83:15 85:18 <b>requirement</b> 103:3 <b>requirements</b> 103:5,6 <b>requiring</b> 100:24 <b>reroofing</b> 155:18 <b>resend</b> 121:19 <b>reshuffled</b> 12:23 <b>resolved</b> 64:5 <b>resonate</b> 57:5 <b>resonated</b> 60:9 <b>resort</b> 58:14 <b>resource</b> 38:16 58:12 77:20 <b>resources</b> 30:17 31:3 57:2 64:24 96:21,21 97:1,3,21 142:25 <b>respect</b> 6:1,18 15:19 80:8 81:18 82:15 142:10 <b>respectfully</b> 127:2 <b>responded</b> 159:20 <b>response</b> 5:13 19:7 34:20 45:22 82:3 109:17,21 111:14 111:22 114:11,16 118:10,14 119:12 119:16 125:8 <b>responsibility</b> 19:21 106:6,17,21 108:7 108:14 109:7 <b>responsible</b> 19:21 55:4 61:23 107:12 116:10 142:20 <b>rest</b> 81:25 84:25 98:17 126:5 <b>result</b> 55:6 121:12	141:16 <b>results</b> 20:25 24:19 34:7 116:20 127:21 <b>retransmit</b> 120:1 <b>return</b> 94:11 <b>returned</b> 97:17 <b>reused</b> 138:14,15 <b>reveal</b> 134:13 <b>review</b> 38:10 138:18 138:21 159:18 160:23 <b>reviews</b> 92:6 159:23 <b>RFP</b> 159:12,20 160:17 <b>rid</b> 12:23 74:2 <b>Ridge</b> 93:9 97:5 <b>ridiculous</b> 151:21 <b>Riggs</b> 159:17 <b>right</b> 10:11 12:2 13:11 16:12 21:4,7 30:20 33:21 34:4,5 38:21 48:24 50:5,14 52:24 61:4,12 63:13 67:20 68:3,8,18 69:23,25 70:24 73:6 75:1 78:23 81:1 84:17 88:9 94:21 95:2 96:3,5,9,11,13 96:18 97:22 101:23 104:15 105:2 112:22 116:1 117:11,12,23 118:8 118:23 120:10,10 120:10,10 122:5 123:25 126:15 134:15,17 136:7 140:20 153:2 154:13 <b>rise</b> 4:5 <b>risk</b> 2:21,22,23,24 22:4 25:15,15 31:21 50:2 51:6,9,17 52:15 60:12 62:24 <b>Rita</b> 57:23 <b>road</b> 66:4 148:1 <b>Rob</b> 151:19 152:5 <b>Robert</b> 2:5 4:23 110:16 <b>ROI</b> 97:22 <b>roll</b> 4:10 16:8 157:6 <b>Roman</b> 40:24	<b>roof</b> 140:7,17,18 <b>roofing</b> 134:7,8 138:18 <b>room</b> 1:12 5:24 16:7 148:6 <b>rooted</b> 97:12 <b>RSM</b> 2:21,22,24,24 2:25 16:10 18:9,10 18:11 19:16,22,24 20:13 26:10 29:3 35:12 40:14 42:20 74:10,21 77:19 81:5 82:16 83:4,12 102:15 110:3,11 111:3,15 112:1,8,17 112:18 113:13,18 113:22 114:4,20 115:2,5 118:3,6,24 119:4 123:11,17 124:4 125:14 126:6 126:7 130:4 134:22 141:25 149:7,22 157:16 <b>RSM's</b> 103:8 138:18 147:5 <b>rumors</b> 138:6 <b>run</b> 88:7 93:4 97:5 121:7 <b>running</b> 48:21 154:18 <b>Ruth</b> 2:3 4:10	<b>samples</b> 25:6 45:19 45:20 <b>sampling</b> 21:15 25:1 25:2 28:2,4 33:2 <b>SANDERS</b> 3:4 <b>SAP</b> 13:14,25 <b>sat</b> 130:4 <b>satisfaction</b> 103:8 <b>satisfy</b> 23:4 <b>saw</b> 13:23 30:5 56:13 66:4 101:12 146:16 <b>saying</b> 14:24 39:8 44:7 52:18 57:25 77:25 98:10 103:18 103:25 104:12,21 108:3,13 149:18 <b>says</b> 24:16 37:5,8,15 37:17,24 38:18,25 40:4 41:4,20 42:1 43:2 45:14 77:5,7,9 84:21 86:18 100:10 103:10 104:23 130:22 131:5 158:21 <b>scale</b> 58:18 <b>scanning</b> 40:23 <b>scared</b> 148:3 <b>scary</b> 36:6 <b>scathing</b> 138:21 <b>schedule</b> 94:10 <b>school</b> 1:3 5:17 6:2,18 6:24,24 7:6 12:10 21:1 33:25 38:10,14 39:15 43:3 45:8,10 47:4,8,15 48:11 54:5 55:10,15,19 58:3 60:13,17 61:10 61:20,21 63:11 64:8 64:11 65:24 68:8,20 68:22 69:2 71:5 72:17,23 73:2 75:7 81:9 83:1 84:9 86:8 86:21 88:14 89:11 89:15,20,23 90:2,8 90:12,12,19 91:8,10 91:12,13,19 92:2,6 92:9,18 93:16,19,22 94:10 96:8 97:1,8 97:18,24,25 99:5,17 99:19 100:11,11,18 102:11,25 103:2,4,7
--	--	--	--	---



103:19,19,21 104:2 104:11,14,16 106:11,12,13,19 108:22 109:4 115:8 120:14,19 121:21 133:13 135:16,25 138:10 139:2,23 143:7,12,13 145:12 145:13 155:9,13 <b>school's</b> 103:1 105:1 <b>school-based</b> 38:8 75:25 <b>schools</b> 25:7,7,8 29:4 29:24 30:12 47:7 48:19 51:6,8 55:17 57:8,9 64:15,16,19 64:19 66:17 68:7,20 69:1 72:19 75:5 80:13,22 83:6 85:17 85:17,21 86:1,3,4,5 86:9 88:6,12 89:1 96:16,23 97:4,17 98:4 100:12 101:3,8 101:10,12,14 102:2 102:14,19 103:16 105:12 132:18,22 133:4,7,10 136:22 137:11,22 138:21 143:22 154:2,3 156:4 <b>scope</b> 20:19 25:9 27:4 35:16 36:17 74:13 75:15,15 127:15 135:12 136:2,6,11 136:14,14,15,19 137:3,14 139:20,21 139:21 140:1,3,6,10 140:24 141:7 145:23 151:11,13 154:23 155:4,10,11 160:2 <b>scopes</b> 136:22 140:4 145:8,14 <b>scrolling</b> 40:23 <b>scrub</b> 71:23 <b>SE</b> 1:13 <b>searched</b> 102:19 <b>searches</b> 100:25 <b>searching</b> 105:1 <b>seats</b> 16:12 <b>second</b> 5:7,7,8,9 11:7	19:3 31:9 38:21 39:6 51:12 54:1 84:15 99:11 102:10 106:8 110:20,21,22 110:23 111:11,12 112:12,13 113:25 114:22,23 118:8 119:2,8,10 125:4,5 138:19 150:5 152:11 <b>seconded</b> 109:11 114:7,9 119:9 <b>seconds</b> 19:2 54:15 <b>secretaries</b> 110:9 <b>Secretary</b> 2:10 <b>section</b> 31:9 37:2,4,15 37:24 39:5 40:10 75:24 92:12 114:21 115:3 147:18 <b>sections</b> 77:10 78:17 85:9 118:7 <b>sector</b> 57:16 <b>see</b> 16:11 25:8,10 29:22,25 31:18 35:9 40:7 45:25 46:18 51:17 53:19,21,23 57:9 58:10 59:25 60:7,7,22 69:3,10 72:21 81:5 84:22,24 84:25 91:24 99:13 105:10,13,16 115:12 117:16 120:11 133:13 136:21 137:22 142:4 153:1,13,13 159:25 160:21 <b>seeing</b> 19:23 101:18 104:15 105:20 117:13 159:19 <b>seen</b> 132:19,24 133:10 <b>select</b> 25:5 89:15 91:10 <b>selected</b> 24:17 83:3 92:25 93:2 159:14 159:15 <b>selecting</b> 112:25 <b>selection</b> 159:14 160:4,7 <b>selections</b> 160:6 <b>send</b> 7:2 76:17 110:8	120:21 121:18 123:7 131:10,16 134:2 157:19,22 <b>senior</b> 106:4,20 108:6 109:5 <b>sense</b> 33:3 72:10 96:20 143:3 145:8 145:23 <b>sent</b> 8:13 98:3,3 <b>sentiment</b> 143:5 <b>separate</b> 32:21 53:10 53:10 63:9 80:15 84:4 <b>separated</b> 73:18 <b>September</b> 46:21 70:8 88:21 <b>serious</b> 22:1,1 30:1 32:13,14,23 33:5,8 34:17 44:21 45:24 45:24 48:6,7 50:25 53:13,14 60:5 63:14 63:15,16,22 79:17 79:18 80:1,2 87:7,7 97:6 98:6,7 99:7 105:21,22 110:4,4 110:12,12 111:4,4 121:12,13 <b>seriously</b> 75:8 <b>serve</b> 22:17,19 <b>service</b> 1:23 10:13 43:13 44:18 78:11 <b>served</b> 50:5 <b>services</b> 2:18,22 9:13 38:9 39:24 65:6,11 66:11,12,14,15,18 69:10 76:2 82:18 83:16,24 <b>set</b> 152:11 <b>sets</b> 10:10 <b>setting</b> 9:13 92:16 140:20 <b>settle</b> 144:18 <b>severity</b> 90:21,22,23 <b>share</b> 43:14 44:18 56:2 67:4 68:15,15 78:11 130:19 137:24 138:1 <b>shared</b> 68:13 83:4,11 103:24 120:18 <b>sharing</b> 67:2 <b>Shaw</b> 2:5 4:14,15	31:11 43:19 44:11 58:24 59:1,3,10 89:25 90:6 106:8,15 107:22 108:2 109:12,13 <b>she'd</b> 73:15 <b>shed</b> 71:1 75:3 <b>sheriff</b> 31:18 67:18 <b>shooter</b> 54:18,22 <b>short</b> 132:25 157:3 <b>short-term</b> 155:20 <b>shortly</b> 156:15 <b>show</b> 93:22 133:6 160:11 <b>showed</b> 7:9 137:3 <b>showing</b> 54:6 83:8 <b>shows</b> 42:14 83:10 91:20,21,22 92:3 <b>shuffling</b> 12:18 <b>side</b> 29:3 <b>sign</b> 62:20 <b>signature</b> 53:4 77:17 118:21 <b>signed</b> 7:7 32:16 53:8 102:20 <b>significant</b> 8:3,25 64:16 97:18 <b>signing</b> 11:1 50:23 <b>signs</b> 108:21 <b>silos</b> 68:16 <b>similar</b> 9:25 <b>simple</b> 79:15 <b>simply</b> 34:4 58:19 <b>simultaneous</b> 30:20 <b>simultaneously</b> 63:10 <b>single</b> 32:5 57:16 <b>sir</b> 32:3 106:17 111:16 116:18 <b>Sisters</b> 58:16 <b>sit</b> 57:21 86:12,14 141:11 <b>site</b> 73:2 87:25 88:10 92:22,23,25 93:11 103:2 <b>sites</b> 7:22 87:15,24 88:11 89:4,10 93:5 93:6,7 102:17 <b>sitting</b> 24:1 35:22 159:12 <b>situation</b> 6:10 65:15 89:10,13,14 90:19	<b>situations</b> 34:16,17 58:10 60:1 73:2 <b>SIU</b> 64:17 <b>six</b> 32:23 60:21,21 126:13 <b>six-month</b> 70:7 <b>size</b> 21:8,15,19 22:25 23:22 26:7 30:8 35:17 36:2,5 45:8,9 45:11,14 46:12 74:13,24 75:1,15 79:16 80:1,5 87:5 <b>sizes</b> 45:12 <b>skip</b> 119:18 <b>sloppy</b> 14:18 <b>slow</b> 28:18 <b>Slower</b> 110:6 112:4 <b>slowly</b> 144:22 <b>small</b> 27:9 36:4 48:1 87:5 <b>SMART</b> 128:14,23 141:21 144:21 <b>Smiley</b> 60:8 <b>smoke</b> 152:17 <b>snatch</b> 144:24 <b>societal</b> 105:18 <b>socioeconomic</b> 138:11 <b>software</b> 6:19 20:10 <b>sole</b> 14:12 106:6,21 108:7,13 109:6 <b>solely</b> 107:12 <b>solid</b> 152:14 <b>somebody</b> 22:17 23:24 50:14 67:8 84:19 143:19 155:1 155:5,9 158:8,16 <b>someone's</b> 66:10 75:8 <b>something's</b> 62:11 <b>son</b> 35:22 <b>sorry</b> 4:20 15:18 17:20 19:9 28:9 29:17 31:12 36:9 40:17 41:18 46:19 50:9 53:25 56:15,23 56:23 90:2 92:19 93:12,20 96:15 116:4 124:2,24 150:16,18 <b>sort</b> 29:23 35:23 60:23 61:5 117:3
---	---	--	--	---

130:18 <b>sound</b> 24:25 76:11 <b>sounded</b> 79:3 118:18 <b>sounds</b> 79:17 107:25 <b>source</b> 13:17,21 14:3 15:16 <b>south</b> 1:24 62:1 <b>southeast</b> 60:22 <b>southwest</b> 62:9 <b>speak</b> 5:19 26:21 42:14 43:19 58:24 59:3 79:21 82:9 90:2 130:20 133:25 135:1 140:9 146:18 152:2 <b>speaker</b> 31:11 158:4 <b>speakers</b> 18:13 33:4 33:4 <b>speaking</b> 59:5 74:19 95:14,15 <b>speaks</b> 75:25 77:21 111:24 161:2 <b>Spec</b> 2:11 <b>special</b> 159:7 <b>specialist</b> 2:11 81:10 115:8 <b>specific</b> 44:15 52:22 88:24 100:13 101:14,15 102:24 122:22 123:9 130:10 <b>specifically</b> 31:19 40:11 88:16 89:2 101:13 103:2 140:12 152:5 <b>speed</b> 28:19 <b>spell</b> 88:16 <b>spend</b> 142:24 <b>spent</b> 10:1 15:11 132:21 144:5 <b>spite</b> 105:24 <b>spoke</b> 88:18 96:19 148:7 152:3 <b>SRA</b> 50:1 <b>SREF</b> 134:19 139:14 144:9 145:15 <b>staff</b> 2:7,13,16,16 6:16 16:22 21:6 29:2 30:16,23 33:25 39:13 55:7,11 56:3 58:1 69:18 72:18	74:1,2 83:20 97:9 120:7 131:20 134:16 145:12 148:2,3,4 154:18 155:2 160:5,8 <b>staff's</b> 131:7 <b>staffing</b> 88:21 <b>stamp</b> 53:5 <b>standard</b> 72:6 <b>standards</b> 24:10 134:20 139:12,13 139:14 145:16 <b>standpoint</b> 61:3,13 138:18 149:21 158:19 <b>start</b> 9:13 20:2 29:15 58:10 70:1,3 72:24 89:7 91:25 99:23 100:2 101:17,18 135:6,24 <b>started</b> 12:1 49:6 68:1 70:8 74:12 96:1 105:2 126:17 128:12 147:10,17 <b>starting</b> 136:3 139:4 <b>starts</b> 9:7 12:13 57:7 64:12 <b>state</b> 67:13,20,21 73:21 96:3 131:5,17 162:2,5 <b>stated</b> 76:8 <b>statement</b> 78:9,16,20 85:12 <b>statements</b> 77:10 78:18 <b>states</b> 76:6 <b>statewide</b> 67:20 131:17 <b>stating</b> 104:13 <b>statistical</b> 21:12 <b>statistically</b> 23:6 <b>stats</b> 120:8 <b>stay</b> 129:11,11 151:21 <b>steering</b> 139:5 156:1 156:14 <b>stenographic</b> 1:23 162:9 <b>stenographically</b> 162:7 <b>step</b> 25:21 141:9	<b>steps</b> 25:16 43:10 <b>stick</b> 59:7 <b>stinks</b> 131:21 <b>Stoneman</b> 55:18,23 65:24 <b>stopping</b> 36:11 <b>story</b> 35:24 <b>straight</b> 143:8 <b>Stranahan</b> 135:21 150:25 152:12 154:14 155:20 <b>strategically</b> 155:23 <b>Strauss</b> 2:6 5:2,3 14:20 15:18,22 17:1 22:9,10,22 23:16 24:14,22 28:7 33:17 33:20,22 35:4 36:18 38:2 42:19 43:24 48:9 49:12,20 50:9 51:3,11,15,20,25 52:7,18 53:3,25 54:4 55:20,25 56:11 56:22 58:15 67:11 67:15 68:6,18 70:5 88:18 94:1,6 95:25 96:14 97:11,25 98:23 99:6 107:20 107:23 108:11,20 109:3,23 110:22 111:11 112:7 121:1 121:5 123:21 125:23 <b>Strauss's</b> 65:5 <b>street</b> 31:4 155:8 <b>strengthen</b> 105:17 <b>strengthened</b> 14:18 <b>strengthening</b> 65:13 <b>strongest</b> 70:22 <b>structural</b> 152:23 <b>student</b> 31:21 41:1 43:13 44:17 51:16 60:2 64:9,10 65:15 67:10,23 78:10 83:10,15,23 84:10 87:17,22 88:1,13 91:6,23 92:3,8,17 94:9,11,25 96:4 101:10 104:5 118:17,20,22 119:1 119:5 <b>student's</b> 100:15	<b>students</b> 22:15,16,18 39:13 47:7 48:20 56:14,17 57:20 58:5 58:9,13 66:18 82:19 86:25 87:5 88:10,23 89:19 90:17 93:10 94:24 95:11 97:6,10 97:16 100:21,24 101:15 102:21 103:1,7,12,15 121:11 <b>studies</b> 83:7 <b>study</b> 85:18,22 86:4 <b>stuff</b> 25:22 26:15 148:13 151:9 <b>subject</b> 77:12 <b>subjective</b> 85:10 <b>subjectively</b> 116:15 <b>submitted</b> 20:10 <b>subsequent</b> 11:3 12:16 130:9 <b>subsequently</b> 9:2 <b>substance</b> 38:13 <b>substantially</b> 20:10 53:2 <b>substantive</b> 30:2 49:16,17,18,25 63:14 64:2,4 69:1 97:7 <b>success</b> 97:20 <b>suddenly</b> 14:12 <b>suggest</b> 32:20 <b>suggestion</b> 25:24 49:3 <b>suggests</b> 102:12 <b>Suicide</b> 50:1 <b>suicides</b> 65:20 <b>summarize</b> 79:12 82:14 <b>summary</b> 43:18 <b>summer</b> 8:22 9:3,4,5 9:7,8,14 10:15,16 10:22 12:10,12 14:7 48:9,10,13,20,22 49:1,4 <b>sums</b> 137:7 <b>Sunshine</b> 9:15 158:11 <b>superintendent</b> 2:14 2:14 16:20 61:24 70:14 73:11,20 147:25 <b>superintendents</b>	144:6 <b>support</b> 54:24 58:3 97:2,4,8,9 <b>supposed</b> 39:2 93:18 93:21 124:10 154:7 154:11 155:3 <b>supposedly</b> 77:2 <b>sure</b> 10:3,25 12:6 13:3 16:17 21:23 34:24 38:24 48:25 53:14 61:18 66:10 69:5,12,13,14 70:2 70:3 72:8 76:21 80:18 82:7,11 84:6 87:11 104:18,20,22 112:17 113:4,5 114:3 123:18 126:4 127:20,22 134:23 137:25 138:4 145:8 145:22 153:16 154:10 160:25 <b>surprise</b> 9:2 <b>surprises</b> 144:15 <b>suspect</b> 74:8 <b>suspected</b> 38:14 <b>switch</b> 56:6 <b>switchgear</b> 139:18 <b>symptomatic</b> 154:2 <b>system</b> 15:6 25:21 29:4 61:2,5 66:14 67:21 68:11,12 71:22 72:19 75:4 83:1 89:3 91:19 95:4,13,17 98:22 99:3 <b>systems</b> 84:23 156:8
<b>T</b>				
<b>table</b> 10:12 11:7 20:16 24:8 63:24 <b>tackle</b> 96:11 <b>take</b> 14:16 23:24 42:16 46:2,5,15 56:6,10,20 59:7 81:6 92:5 101:6 129:21,24 146:13 <b>taken</b> 41:2,12 47:11 51:21 56:9 100:14 101:11,15 125:15 133:1 136:24 141:14				

<b>takes</b> 58:4 63:14 94:5 95:8 102:21 126:10 <b>talk</b> 36:20 81:14 82:16 86:20 89:1 100:7 102:5,9 122:4 135:15 <b>talked</b> 43:17 56:12,13 60:25 77:15 96:1 104:4 143:10 149:22 <b>talking</b> 29:4 53:24 69:7 74:17 75:19 78:6,7 79:9 82:18 85:4 87:14 96:16 119:20 124:21 146:20 148:9 153:10 <b>talks</b> 83:23 <b>Tampa</b> 67:8,23 <b>tape</b> 141:20 151:19 <b>tapes</b> 134:13 <b>task</b> 2:16,17 16:22,24 69:18 70:5 74:1 78:3 107:7,13,19,23 108:11,16,23 109:8 123:23 125:16 130:15 133:20 134:3 135:10 147:9 148:22 155:6 160:6 <b>tasked</b> 107:1 <b>teacher</b> 139:8 <b>teaching</b> 139:11 <b>team</b> 19:24 20:1 29:8 32:9,16 43:2 44:16 52:9,12 62:19 64:16 65:1 71:23 72:20 85:18,22 88:22 100:12 123:18,22 <b>teaming</b> 85:2 <b>teams</b> 38:7 86:4 <b>technically</b> 69:22 <b>technology</b> 2:9 6:5 95:15 <b>telephone</b> 4:10,13 5:21 <b>Telephonic</b> 2:3,5,22 2:23,24 <b>television</b> 140:19 <b>tell</b> 21:12 34:14 41:22 42:6 47:16 69:25 71:22 85:6 86:2	99:17 143:4 153:5 155:14 <b>telling</b> 154:19 <b>template</b> 101:14 <b>ten</b> 129:22 <b>tent</b> 151:16 <b>terms</b> 27:15 74:24 84:17 91:24 117:5 141:5 <b>test</b> 20:13 26:10 39:12 43:7 61:1,4 61:20 74:21 75:16 78:3 104:17,22 105:1 112:17,18 113:19 114:4,20 115:3 118:4,6 <b>tested</b> 25:17 28:6 30:3 31:24 32:21 53:11 59:24,25 60:7 61:24 69:5 79:18 83:16 <b>testing</b> 20:8,25 24:19 26:19 39:18 60:23 61:19,22 74:25 76:10 81:4 112:1,9 113:16 115:10 130:5 134:9 136:9 138:4 <b>thank</b> 5:16 16:2 18:12 20:3 22:10 23:16 29:18 33:21 38:3 45:21 51:11 73:3 81:12 84:2 87:2 105:3 108:4,22 109:15 110:6,10 112:11 118:16 123:11,12,13,19,21 124:1,3,8,16 125:1 157:17,17 159:4,6 159:10 161:3,4 <b>Thanks</b> 161:5 <b>theirs</b> 63:10 <b>themes</b> 147:19 <b>theory</b> 79:5 <b>thereof</b> 162:9 <b>they'd</b> 73:5 <b>thing</b> 13:4 24:8 26:3 28:25 35:10 46:4 48:5 51:12 56:12,18 56:23 60:11,25 65:4 71:16 77:2 84:8	86:7 90:9,11 102:6 124:20 125:25,25 129:17 132:14 138:16 140:6,8,21 145:12 146:14 151:10 154:1,9 159:9 160:15 <b>things</b> 13:7 14:1 15:5 27:6 33:22 39:25 42:14 43:5 47:10,23 55:22 61:25 64:7,7 65:10 66:25 70:4 71:16 78:5 79:6 81:23 82:6 90:25 92:1,2 94:13 101:18 105:16,25 106:1 108:24 124:3 127:11 133:10 137:14 138:7,8 141:1 143:10 144:13 145:4,17,20 145:22 147:14 148:3,6 155:18 156:9 158:5 <b>think</b> 9:18 21:8 22:14 24:8 26:9,19 27:9 28:19 29:11 30:13 30:16,24 31:6 32:15 33:6,10 35:12 36:6 37:16 40:21 41:16 43:10 45:21,23 48:24 53:20,24 55:21 56:2 57:4 58:4,11 59:9 60:24 71:7 73:9 75:12 76:15 77:18,22 78:2 78:4 80:9,10 82:17 82:20 84:4 91:12,15 91:16 96:10,11 98:15 101:16 102:13,15 105:2 106:24 107:5 108:5 108:5,8,10 110:8 112:22 114:7 116:13,16,17,21 117:21 120:23,24 123:1,1,4 127:13 131:4 132:20 137:17 139:23 142:12 143:2 144:1 144:15,17 146:4,11	147:22,23 148:17 148:18,23 149:1,17 149:24 150:9,24 151:22 152:14,20 153:4,20,25 154:25 156:10,11,22,25 157:10 158:9,18,18 159:13,15 160:9,23 <b>thinking</b> 43:11 <b>third</b> 152:13 <b>Thompson</b> 3:3 17:18 17:18,22,22 18:5,5 <b>thought</b> 8:16,17 59:15 69:6 77:8 85:24 105:9 111:1 112:17 <b>threat</b> 2:17 16:24 19:16,19 20:7,14 24:6,18 25:21 26:2 26:12,23 31:22 32:6 32:7,9 35:1 38:11 41:3,13 48:21 49:24 50:25 52:9 53:14 55:24 60:1,4,5 61:10,15,21 62:19 62:24 63:1,3,5,7,12 63:14 64:4 65:24 66:17 67:21 68:21 68:25 69:19,20 70:12,15 71:10,19 71:24 72:4,9,13,15 72:22,24 73:25 74:22 75:6,18 80:22 87:7 88:16 90:10,23 91:20 92:3 95:1 101:1,23 106:6,22 106:25 108:8 109:7 110:4,13 111:5 112:2,10 113:19 114:5 <b>threats</b> 21:21 28:6 29:24 30:3,4 32:13 33:8,9 44:21 45:17 45:25 47:18 48:14 49:7,15,17 56:24 59:24 63:22 64:2 72:18 75:8 79:18 80:2,13 87:18 97:7 98:7 105:14,21 110:14,19 111:9 121:13	<b>three</b> 20:16 28:7 33:4 38:18 48:18 62:7,8 62:8 79:14 88:5 97:17 110:8 123:4 149:24 154:2 <b>threshold</b> 115:12 <b>threw</b> 12:22 <b>throw</b> 57:13 <b>thrown</b> 145:19 <b>THURSDAY</b> 1:16 <b>tied</b> 39:9 <b>tiles</b> 138:14 <b>TIM</b> 3:1 <b>time</b> 9:20,22 23:18 24:2 28:15 29:5 35:20 40:22 41:21 43:18 47:3,6 50:21 51:8,19 63:4 64:11 66:9 69:7,10 79:2 83:25 86:23 93:17 99:10,11,14,21 114:25 119:3 121:8 121:8 122:24 124:5 124:15 126:10 128:9 129:23,24 132:8,23,25 143:6 144:18 147:5,11 149:8,17 150:19 155:8 157:3 161:5 <b>timeframe</b> 28:10 95:9 <b>timeframes</b> 6:13 <b>timeline</b> 136:3 <b>timeliness</b> 28:23 <b>timely</b> 28:12 <b>timeout</b> 86:15 <b>times</b> 20:19 47:19 61:11 76:20 90:18 90:22 147:6 148:18 <b>timing</b> 25:8 27:24 35:11,11,19 137:9 <b>Timothy</b> 1:23 162:4 162:19 <b>tired</b> 47:9 <b>Titanic</b> 12:19 <b>title</b> 18:19 69:18 71:4 <b>today</b> 60:2 121:18 124:11 127:8 128:8 154:4 <b>told</b> 9:1 15:10 140:17 146:15 151:22 152:8
--	---	---	---	---

<b>tool</b> 143:1 <b>toolbox</b> 57:12 <b>tools</b> 57:5,12 96:19 98:9,10 <b>top</b> 37:24 77:4 78:16 124:3 <b>topic</b> 15:19 44:13 46:5 96:14 123:2 <b>total</b> 36:22 46:1 49:14,22 50:2 98:20 122:10,17 <b>totally</b> 26:24,25 99:8 <b>touch</b> 136:20 <b>track</b> 72:21 126:9 <b>tracking</b> 98:7 <b>traditional</b> 64:19 88:10 89:11 90:17 90:17,20 91:5,8,17 91:17 93:19,22 98:22 121:25 <b>tragedy</b> 27:1 32:24 <b>trained</b> 38:16 <b>training</b> 6:2,9 39:1,6 39:14 54:24 55:13 56:9 61:25 62:3,10 72:17 <b>transcript</b> 162:8 <b>transfer</b> 56:14,16 86:25 87:17 88:10 88:19 <b>transferred</b> 87:6 89:8 89:9 90:1,7 121:11 121:12 <b>transferring</b> 87:19 <b>transfers</b> 98:20 117:14 122:1,15,25 <b>transient</b> 21:23 48:2 59:23 60:4 80:3 110:14,18 111:9 <b>transmit</b> 6:22 124:25 125:2 <b>transmitted</b> 8:18 <b>transparent</b> 35:5 <b>traumatic</b> 66:1 <b>treatment</b> 76:2 <b>trend</b> 105:14,20 <b>trends</b> 23:10,12 <b>tricks</b> 160:12 <b>trigger</b> 96:17 <b>Trimerge</b> 3:3 17:15 17:19,25 18:6	<b>trouble</b> 86:12 <b>true</b> 78:8 128:18 151:25 162:8 <b>try</b> 57:20 58:19 72:24 137:10 160:10 <b>trying</b> 20:18 25:22 27:14 40:18 44:4 59:16 63:20 66:23 71:25 80:12 117:24 127:10 144:24 145:2,22 153:5 160:11 <b>Tuesday</b> 10:3 67:17 68:1 95:19 <b>tune</b> 160:23 <b>turn</b> 12:17 16:11 157:2 <b>turned</b> 151:24 <b>turnover</b> 157:2 <b>tutoring</b> 8:22 9:3,4,8 9:14 10:15,17,22 12:11,12 13:18 14:7 <b>two</b> 6:4 10:10 12:5 23:7 27:19 33:4 34:8 41:15 45:12 47:2 50:12 58:25 59:4,5 61:11 63:3 66:20 70:10,19 71:7 75:13 86:3 88:6,6 88:12 90:24 93:5 102:7,8 108:17 124:19 128:12 129:1,5,18 142:8 144:6 150:4 154:7 <b>two-part</b> 150:3 <b>two-way</b> 31:4 <b>type</b> 60:12 102:14 110:7 114:3 121:22 138:16 <b>types</b> 39:24 66:14,15 96:21 <b>typically</b> 23:10	70:17 <b>uncovered</b> 13:13 <b>underneath</b> 41:4,9 <b>understand</b> 24:3,25 26:6,9 39:8 45:11 45:18 48:2 51:3 52:1 54:12 57:1 86:25 91:10 115:16 127:5 137:12 151:20 157:8 <b>understanding</b> 38:24 50:24 127:15 136:5 152:11 153:6 <b>Understood</b> 24:11 31:2 53:12 <b>unfolds</b> 94:21 <b>unfortunately</b> 158:10 <b>unfounded</b> 48:3 59:23 60:2 110:15 110:19 111:9 <b>United</b> 3:1 <b>unpaid</b> 11:12 <b>unsupervised</b> 64:10 <b>updated</b> 20:9 <b>upgrade</b> 68:24 138:10 <b>uploaded</b> 7:22 8:1 <b>uploading</b> 26:14,15 <b>upsetting</b> 55:15 56:25 <b>upstairs</b> 73:13 <b>urgent</b> 81:22 <b>use</b> 6:12 44:6 60:8 69:4 95:17 102:4,4 <b>useful</b> 27:2 <b>user</b> 23:1 <b>usually</b> 8:21 63:6 64:6 <b>utmost</b> 142:10	<b>vendors</b> 18:2 <b>verbal</b> 135:4 <b>verbally</b> 157:21 <b>verified</b> 8:2 <b>versus</b> 80:13 138:11 <b>vice</b> 2:2 5:23 55:3 <b>victories</b> 144:24 <b>view</b> 28:20 72:2 <b>violations</b> 142:13 144:10 148:10,10 <b>visit</b> 86:1 <b>vitality</b> 156:25 <b>voice</b> 44:7 154:3 <b>volumes</b> 161:2 <b>volunteer</b> 24:2 <b>vote</b> 7:13 126:25 128:6 129:17 <b>voted</b> 6:22 8:11 <b>voters</b> 138:25 <b>voting</b> 6:11 19:13 126:21 128:5,7	85:16 91:9 96:6 98:12 112:23,24 113:2 116:13 122:5 123:11,13,21 127:20,22 133:11 143:18,19 145:20 149:20 153:16 159:25 <b>wanted</b> 27:22 28:18 31:2 46:6 56:2,19 66:9 73:5 82:4,13 110:15 118:18 122:19 124:16 <b>wants</b> 149:14 <b>Wanza</b> 17:1 73:13 96:25 <b>Warehousing</b> 2:18 <b>wasn't</b> 12:14 21:11 32:13 44:14 73:18 79:4 88:15 103:7 124:10 137:1 140:1 143:24 150:6,19 <b>waste</b> 48:10 124:14 143:5 147:4,5 <b>watching</b> 146:2 <b>way</b> 10:6 37:21 46:24 57:20 58:17 84:5,15 94:23 95:13 98:18 133:15,16 140:10 143:6,11,12,24 150:2 155:16 158:13 <b>we'll</b> 65:4 84:12 98:18 113:6 122:11 123:7,8 157:23 <b>we're</b> 15:20 17:16 18:1,1 21:17 26:19 26:24 29:22 30:7 34:14,19,20 42:8 44:4 47:25 48:2,5 48:25 49:1,22 53:1 53:9,24 59:11 67:24 69:12 70:9 71:21 73:1 75:14 78:7 84:16 94:12,13,14 94:16 96:14 97:21 99:21 104:12 105:1 105:9,14,19,25 109:25 114:1 116:2 117:13,16 121:7 122:11 124:21,22
---	---	---	---	--

126:15,21 128:5,7 136:7,20 139:20 141:17 142:17 144:1,4,14 145:22 148:12,16,16 150:4 157:24 158:22 <b>we've</b> 16:11 20:16 26:14 45:7 49:23 50:2 60:5 61:14 64:13,14 65:20 79:9 82:11 101:19 130:25 133:9,10 141:20 143:10 156:5 <b>weapons</b> 64:10 <b>Wednesday</b> 68:2 95:20 <b>week</b> 8:1 60:4,5 95:9 <b>weeks</b> 21:3 129:1,5 129:19 158:23 <b>weigh</b> 130:13 <b>weights</b> 59:16 <b>welcome</b> 85:2 <b>well-defined</b> 140:4 <b>went</b> 14:2,9 98:21 102:15 122:21 123:8 136:12,13,14 145:4 146:22 147:11 152:7 160:10 <b>weren't</b> 15:12 114:19 132:10 133:15,16 142:16 147:12 154:8 <b>west</b> 138:12 <b>white</b> 54:25 <b>willingness</b> 144:16 <b>wish</b> 152:24 <b>withdraw</b> 90:18 <b>withdrawing</b> 92:17 <b>withdrew</b> 91:6 <b>wonder</b> 30:4 98:9 <b>wondering</b> 9:24 148:14 <b>wood</b> 152:14 <b>word</b> 8:21,21 61:3 113:7 117:6 134:10 134:16 <b>wording</b> 84:16 109:9 111:10 <b>words</b> 60:8 76:3	106:16 <b>wore</b> 59:14 <b>work</b> 6:5 9:10,11 28:3,21 29:2 30:23 36:23 67:25 68:2 73:9 74:8 81:24 91:25 98:16 111:18 123:8,11 127:16,21 131:11 132:5 138:5 140:14 145:14 149:9 152:1 157:5 160:3 <b>worked</b> 21:15 96:25 <b>working</b> 36:12 43:24 47:17 57:14 58:4,21 67:12 68:2 84:12 97:15 123:17 <b>workshop</b> 67:17 <b>workshops</b> 9:15 <b>worried</b> 148:12 <b>worse</b> 14:14 <b>worst</b> 47:6 <b>worthwhile</b> 132:20 <b>worthy</b> 133:21 149:21 <b>wouldn't</b> 15:11 48:15 55:8 96:20 103:19 116:19,20 <b>wound</b> 27:10 <b>Wow</b> 49:20 <b>wrap</b> 99:22 <b>wraparound</b> 65:11 <b>WRIGHT</b> 1:12 <b>write</b> 52:11 86:15 127:9,11 <b>writing</b> 86:13 119:19 135:3 142:6,7 153:11 <b>written</b> 116:24 <b>wrong</b> 54:17,23 55:5 77:14 144:23 145:4 148:1 <b>wrote</b> 53:12 75:4 78:19 131:8,9	29:14,19 30:15 31:25 40:21,25 42:19 46:10,18 47:12 59:12,20 67:14 71:1 78:14,14 78:14,14,15 89:16 94:2,8,15 95:2 98:25 104:20 105:7 110:21 112:7 113:15 114:9 117:2 117:2,21 119:9 120:22,23 121:2,19 122:9,18 124:1 126:3 129:4,24 132:8 134:24 144:14 153:4,25 154:24 159:9 <b>year</b> 9:10 11:16 12:15 12:16 21:1 45:9,10 47:6,8,16 49:23 50:3 56:7 64:15 97:1 100:11 141:15 <b>years</b> 32:23 36:10 47:15 48:18 98:3 132:10 133:1 137:21 141:16 143:20 144:6 146:5 146:17 151:6,7 153:11,11,11 156:4 <b>yellow</b> 54:7 <b>Yep</b> 95:22,24 <b>yesterday</b> 6:18,24 9:1 60:9 65:23 73:11,24 74:5 145:7 <b>yesterday's</b> 160:14	27:18 33:8 46:1 47:13 <b>119,000</b> 26:1 <b>12</b> 13:21 30:2 42:14 77:4 99:23 <b>12:15</b> 124:18 <b>12:29</b> 1:17 161:6 <b>12th</b> 70:8 <b>13</b> 37:10,12,13 38:5 39:18 42:13,13,14 81:4 <b>135</b> 160:23 <b>14</b> 20:23 <b>140</b> 46:17 <b>14th</b> 49:23 <b>15</b> 30:3 <b>16</b> 1:16 56:15 59:8 86:24 87:2 <b>161</b> 47:13 <b>18th</b> 20:22 <b>19</b> 159:13 <b>194</b> 50:3 <b>1st</b> 46:25	129:2,3
				<b>3</b> <b>3</b> 20:5 26:9 32:4 45:6 45:13 74:20 124:9 125:11,14 126:2,2 128:14,22 130:7 132:18 133:5 135:19 137:21 <b>3,174</b> 49:24 <b>30</b> 41:9,11 46:21 <b>300</b> 153:11 <b>33</b> 56:16 62:6 117:13 <b>33301</b> 1:24 <b>34</b> 45:25 117:13 <b>35</b> 21:8,9,25 22:5,15 22:22 23:19 24:18 36:2 37:9,16,16,23 45:8,12,15,17,18 46:15 47:14 60:20 <b>356</b> 49:16 <b>37</b> 82:17,23 83:17 <b>39</b> 56:15,15 62:6 67:5 86:24 87:3 88:5,5 94:23 <b>397</b> 50:4 <b>3A</b> 42:16 78:16 81:8 81:9,12 114:21 115:3,7 118:7 <b>3F</b> 42:16 78:16 81:8 81:12 114:21 115:3 118:7 <b>3RD</b> 1:13
				<b>4</b> <b>4</b> 12:10 24:16 30:1 32:4 <b>4.8</b> 12:10 <b>40</b> 56:14 <b>400</b> 153:11 <b>413</b> 49:24 <b>414</b> 45:9 <b>43</b> 49:17 <b>4380</b> 40:5 114:21 115:3 118:7
				<b>5</b> <b>5</b> 37:2,4 39:11 40:24 75:24,25 100:7 <b>537</b> 49:18 50:6 <b>584</b> 49:15 <b>5a</b> 38:6,25 39:1,3,18
	<b>X</b> <b>X</b> 117:17			
	<b>Y</b>			
	<b>yeah</b> 10:1 14:21,22 16:15 22:10 28:1	<b>Z</b> <b>zeros</b> 80:23	<b>0</b>	
			<b>1</b> <b>1</b> 8:23 9:6,7 10:13 11:4 15:14 25:21 46:20 141:9 <b>1,358</b> 50:3 <b>1,670</b> 45:16 47:12 <b>1.6</b> 65:9 <b>10</b> 38:23,25 39:5 72:12,15 73:6 <b>100</b> 46:14,14 79:17 <b>119</b> 25:19,24 26:1	

40:11,21 <b>5B</b> 39:19 <b>5C</b> 39:19 41:8 <b>5D</b> 31:9,20 37:2 42:17 44:15 59:8 66:8 71:7,8 75:21 77:2,25 78:7,9,16 81:4 84:16 114:21 115:4 118:7 <b>5E</b> 43:2 84:16,21 114:21 115:4 118:7 <b>5th</b> 1:24 <hr/> <b>6</b> <hr/> <b>6</b> 37:17 <b>6:45</b> 70:1 <b>60</b> 23:6 <b>600</b> 1:13 <b>633</b> 1:24 <b>67</b> 95:18 <hr/> <b>7</b> <hr/> <b>7,000-whatever</b> 61:14 <b>70</b> 23:8 24:5,9 27:17 49:15 <b>71</b> 47:13 <b>72</b> 38:2 88:19 95:7 <b>73</b> 38:1 49:18 <b>75</b> 45:10,15 <hr/> <b>8</b> <hr/> <b>8</b> 19:16 37:17 <b>80</b> 30:2 <b>800</b> 138:25 <b>85</b> 45:25 <b>885</b> 21:21 28:5 <hr/> <b>9</b> <hr/> <b>9</b> 40:7,25 41:1 151:4 <b>9/30/2022</b> 47:1 <b>9/30/22</b> 21:20 <b>9:33</b> 1:17 <b>90-day</b> 160:15 <b>93</b> 64:14				
--	--	--	--	--