

SCHOOL BOARD OF BROWARD COUNTY

AUDIT COMMITTEE MEETING

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

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

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

United Reporting, Inc.
(954) 525-2221

1 COMMITTEE MEMBERS IN ATTENDANCE:

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

6
7 OFFICE OF THE CHIEF AUDITOR STAFF:

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

14
15 DISTRICT STAFF:

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

21
22 INVITED GUESTS:

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

1 Thereupon, the following proceedings were had:

2 - - -

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

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

7 MR. MEDVIN: Roll call, please.

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

10 MR. DE MEO: Here.

11 MR. JABOUIN: Ms. Dahl is excused.
12 Ms. Mary Fertig?

13 MS. FERTIG: Here.

14 MR. JABOUIN: Ms. Itohan Ighodaro?
15 (No response.)

16 MR. JABOUIN: Dr. Nathalie Lynch-Walsh?

17 DR. LYNCH-WALSH: Here.

18 MR. JABOUIN: Ms. Evelyn Nicaragua?
19 (No response.)

20 MR. JABOUIN: Mr. Robert Mayersohn?

21 MR. MAYERSOHN: I'm here.

22 MR. JABOUIN: Mr. Andrew Medvin?

23 MR. MEDVIN: Here.

24 MR. JABOUIN: Ms. Phyllis Shaw?

25 MS. SHAW: Present.

1 MR. JABOUIN: And Ms. Jaclyn Strauss?

2 MS. STRAUSS: Present.

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

5 MR. MAYERSOHN: Motion to approve.

6 MR. MEDVIN: Second?

7 MS. SHAW: Second.

8 MR. MEDVIN: Second, Ms. Shaw.

9 All in favor?

10 COMMITTEE MEMBERS: Aye.

11 MR. MEDVIN: Opposed?

12 (No response.)

13 MR. MEDVIN: Agenda is approved.

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

18 I am Joris Jabouin, the Chief Auditor.

19 MS. ARCESE: Ali Arcese, Audit Director.

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

22 COURT REPORTER: Tim Bass, Court Reporter.

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

25 MS. JAMES: Hermine James, Audit Department.

1 MS. RADCLIFF: Wanda Radcliff, Audit
2 Department.

3 MS. DAILEY: Jennifer Dailey, Office of the
4 Chief Auditor.

5 MS. PRITYKINA: Elena Pritykina, Audit
6 Department.

7 MS. ARLOTTA: Meredith Arlotta, Audit
8 Department.

9 MR. JABOUIN: And our other colleague was
10 Ashley Acevedo from the Office of the Chief
11 Auditor.

12 With respect to some of the administrative
13 items, the District's Annual Training Program for
14 School Board Established Advisory Committees, I
15 did send a link out to the members yesterday. We
16 have confirmation that four of the members have
17 taken the training. I ask the other members that
18 may have done it while it was in process between
19 the cutoff when I reviewed it, if you can please
20 complete that training by Friday, September 23rd,
21 so I can liaise with Compliance and provide an
22 updated report on that initiative at the next
23 meeting.

24 With respect to the Acknowledgment of School
25 Board Advisory Committee Membership

1 Responsibilities Form, for that one I currently
2 have five of the 10 member forms. I have placed
3 in the areas that the members will be sitting
4 some of the forms. If you can please sign it and
5 provide it to my staff, Wanda Radcliff, so we can
6 go ahead and have that as well.

7 Regarding the Committee of Ethics Form AB,
8 this is the memorandum of voting conflicts for
9 community, municipal, and other local public
10 officers; we have copies of those if they are
11 needed.

12 And then the Agenda timeframes that we've
13 listed, we provide that to district staff.
14 Different -- different district staff members
15 will be in attendance in accordance to the
16 different agenda items that they relate to.
17 Please remember that they are as a guide. And we
18 do respect the audit committee members' time and
19 want to make sure that different staff members
20 can come in and out in between their various
21 meetings.

22 Regarding the status of the audit committee
23 appointees, with the recent change in the school
24 board membership, I just wanted to communicate to
25 everyone the status of the members that were

1 appointed by the four suspended board members.
2 According to Policy 1.7, all board appointed
3 committee members remain appointed until such
4 time as the newly appointed board members may
5 decide to make a change themselves. The
6 pertinent language that governs this is in Policy
7 1.7. Provisions B-1 and C-5 will cover that.

8 Mr. Chair, this concludes the Chief Auditor's
9 Administrative Items.

10 MR. MEDVIN: Thank you. Do we have any
11 public speakers?

12 MR. JABOUIN: We will do one check, and we do
13 not have any public speakers, Mr. Chair.

14 MR. MEDVIN: Approval of the minutes. We
15 have two sets of minutes here, one for the
16 nominating committee and one for the regular
17 meeting.

18 I'll entertain a motion to approve the
19 minutes of the nominating committee.

20 MR. MAYERSOHN: Motion to approve.

21 MS. SHAW: Second.

22 MR. MEDVIN: Motion by Mr. Mayersohn, second
23 by Ms. Shaw.

24 All in favor?

25 COMMITTEE MEMBERS: Aye.

1 MR. MEDVIN: Opposed?

2 (No response.)

3 MR. MEDVIN: The motion carries. Approval of
4 the minutes of the regular --

5 MR. MAYERSOHN: Motion to approve.

6 MR. MEDVIN: Moved by Mr. Mayersohn. Ms.
7 Shaw, second?

8 MS. STRAUSS: Second.

9 MR. MEDVIN: All in favor?

10 COMMITTEE MEMBERS: Aye.

11 MR. MEDVIN: Opposed?

12 (No response.)

13 MR. MEDVIN: Motion carries.

14 My comments are quite brief. Since this is
15 the first full official meeting I'm Chair, I will
16 strive to maintain order and entertain
17 everybody's comments and, hopefully, everybody
18 will have a chance to speak appropriately when
19 the time comes.

20 I understand we have a new member that is not
21 here, Evelyn Nicaragua. I have not spoken with
22 her. I don't know too much about her, but her
23 name is over there and she was appointed by who?

24 MR. JABOUIN: She was appointed by Ms. Murray
25 on August 8th.

1 MR. MEDVIN: Okay. Now, let's get right into
2 Agenda Item Number 9, the Internal Funds Audit of
3 Selected Schools.

4 MR. JABOUIN: Thank you. So Agenda Item
5 Number 9 is the consolidated report of the
6 internal audits of the internal fund accounts of
7 20 schools. The schools that were reviewed are
8 listed in the table of contents. This audit was
9 performed by various members of the Office of
10 Chief Auditor. It was managed by Internal Funds
11 Audit Manager Ann Conway. Just to make a mention
12 that the scope of the audits, which have been
13 covered before, they include the various funds
14 and sub-funds that are in the schools, such as
15 athletics and music and the classes, the clubs
16 the departments, the trusts, the general funds as
17 well. And they are governed by standards that
18 the Auditor General requires us to take a look at
19 and during their audits they do take a look at a
20 sample of our work. Expenditures that are paid
21 out of the school budgets, such as accounts
22 payable, those are not done out of internal funds
23 but they may be reimbursed through internal
24 funds. There were no exceptions with respect to
25 those audits of those 20 schools.

1 MR. MEDVIN: Mr. Mayersohn?

2 MR. MAYERSOHN: Mr. Jabouin, is there any way
3 that we can just have a matrix attached as an
4 addendum to the schools that have had -- and I'm
5 just using, throwing out a figure of five years,
6 if they've had an exception? Because we don't
7 have that record that's here. We just show that
8 for this timeframe there are no exceptions, but
9 just to show that either schools have improved or
10 not. So just -- I mean, that's just my
11 perspective. I don't know if the rest of the
12 committee wants that.

13 MS. STRAUSS: Hi, can I -- I would -- I would
14 second that request and I would also like the
15 sample to include those schools that their
16 bookkeeping and accounting is managed by the
17 district versus those schools that have an
18 inhouse bookkeeper employed at that school. So
19 I'd like to see the difference as far as
20 stewardship is concerned in that pool in that
21 sample. Because my understanding here is these
22 schools, I believe, are all managed by the
23 district as far as their bookkeeping is
24 concerned.

25 MR. JABOUIN: Yeah, so there are some schools

1 that the business support center handles their
2 accounting. And when we're able to prepare that,
3 we could have that indicator.

4 MS. STRAUSS: Okay. I would like to know
5 that moving forward. I just think that would be
6 more indicative of a fair sample.

7 MR. MEDVIN: Well, the profile indicates
8 whether or not the bookkeeper for the particular
9 school is part of the business support center or
10 part of the school.

11 MR. JABOUIN: Is that indicated --

12 MR. MEDVIN: It appears on page 21.

13 MS. STRAUSS: Right, but I just don't think
14 we have a good sample of mixes of schools that
15 are managed by the business center versus managed
16 independently inhouse.

17 MR. MEDVIN: So you're asking for more of a
18 detailed schedule by school, who is the
19 bookkeeper, be it district or school?

20 MS. STRAUSS: Correct. And I'm also asking
21 for a more diverse sample. I don't want the
22 majority -- I don't want to see the majority of
23 them managed by the business center. I don't
24 necessarily trust the business center.

25 MR. JABOUIN: I just wanted to mention to

1 everybody that the requirement by the state is
2 that all schools be audited annually for internal
3 funds. So it's not a sample, it just comes down
4 to which schools are in this report and which
5 ones are in the next report. So, ultimately, all
6 of business support center and the non-business
7 support center schools will all be reviewed.

8 I do understand Mr. Mayersohn's request.
9 He'd like to have a -- kind of a topical view as
10 to where we are. And we have that information to
11 be able to point that out. And we also know
12 which schools are business support center schools
13 or not.

14 MS. STRAUSS: Okay. Well, I don't see where
15 that's indicated.

16 Mr. Medvin, can you share with me where that
17 is?

18 MR. MEDVIN: For instance, page 21 as an
19 example, under the profile it says on there who
20 the bookkeeper is.

21 MS. STRAUSS: Oh.

22 MR. MEDVIN: So each audit indicates that
23 information.

24 MS. STRAUSS: Right, but the majority are
25 business support centers.

1 MR. MEDVIN: Okay. Ms. Shaw, you're first.

2 MS. SHAW: Yeah, I don't think we need A
3 detailed list for business center versus
4 non-business center. I think just the matrix in
5 itself. Because one of the reasons I would also
6 like to see it is so we can look to see, as he
7 said, the improvement over the years and also to
8 make sure that -- and I know that all schools
9 should be audited on an annual basis, but I would
10 love to see the trending of what took place over
11 a period of time.

12 MR. MEDVIN: Dr. Lynch-Walsh?

13 DR. LYNCH-WALSH: Including who does the
14 bookkeeping could just be done in the matrix. Of
15 course mthat could change potentially from five
16 years ago to now.

17 MS. STRAUSS: Yeah, like some of these have
18 multiple people. They had turnover.

19 DR. LYNCH-WALSH: But they're all in the
20 business support center versus the school, some.
21 So, if it was indicated, because, yes, it's
22 indicated on the individual pages, but one of the
23 things the district tends to not do is summarize
24 information so you can see at a glance. It
25 requires people to have to read page, by page, by

1 page, instead of being able to see at a glance a
2 snapshot of what it is they're about to look at.
3 It's sort of like not having your executive
4 summary or an introductory paragraph, we don't do
5 that with a lot of reporting around here. So
6 people have to go through each page. Yes, it's
7 there, but it could be included in the matrix,
8 which I agree with, which I think I requested, if
9 it wasn't for this then it would have been for
10 property and inventory. And I think it was done
11 or is being done on some other reporting.

12 MR. MEDVIN: Well, I think the question may
13 be, how much of the work by the schools is being
14 done by the business support center versus what's
15 done internally by the school, and I think we'd
16 like a better handle on that which, I think, is
17 leading up to what you're saying.

18 DR. LYNCH-WALSH: Well, you could -- right,
19 you could indicate the percentage.

20 MR. MEDVIN: Mary?

21 MS. FERTIG: Earlier this year -- and my
22 microphone might not be on. Can you hear me
23 okay?

24 MR. MEDVIN: Yeah.

25 MS. FERTIG: Okay. Earlier this year we had

1 an audit and I remember that there were some
2 issues with the business support system and I
3 thought we were going to have a follow-up
4 conversation on -- and I would have to pull that.
5 I'm sorry I didn't think to do that, but I didn't
6 know we were gonna talk about it. But I thought
7 we had asked for a follow-up conversation on the
8 business support system versus school bookkeepers
9 and kind of what you're asking to just get some
10 information on how that's going. If I recall,
11 they were going to be making changes in the
12 business support system and so maybe just an
13 update on that?

14 MR. JABOUIN: Sure, I can comment on that.
15 So we have to audit them every year, so by
16 default the ones that had exceptions last year
17 are going to surface and we'll be able to update
18 it. What is happening right now is that the
19 Auditor General has contacted us and asked us to
20 audit the ones with the higher balances first.
21 And so we're trying to meet a request that they
22 have before the fiscal year audit is done.

23 But, Ms. Fertig, we will bring Ryan Smith
24 from the business support center back to be able
25 to update the committee on how that stands,

1 particularly as these negative balances surface.

2 And I think that some of them, Ms. Fertig,
3 some of them may have had challenges the
4 following year, so they'll be able to report on
5 that.

6 MS. FERTIG: Thank you.

7 MR. MEDVIN: Ms. Shaw?

8 MS. SHAW: Mr. Mayersohn, that was a motion
9 for the matrix?

10 MR. MAYERSOHN: That was just a
11 recommendation. I don't think it needs to be a
12 motion. I mean, we could make it, if you want,
13 but -- do you want to make it one?

14 MS. FERTIG: Yeah.

15 MR. MAYERSOHN: I'd like to make a motion.

16 MR. MEDVIN: Your motion is?

17 MR. MAYERSOHN: My motion is that we include
18 as an appendices in the audit of internal school
19 funds of select schools a five-year analysis of
20 whether there has been exceptions as well as an
21 indicator of during that year whether they've
22 been -- whether they had an internal bookkeeper
23 or using the business support center.

24 MR. MEDVIN: And this would be of the
25 selected schools for that particular report?

1 MR. MAYERSOHN: Excuse me?

2 MR. MEDVIN: Are you referring that should be
3 done for the selected schools in that particular
4 report?

5 MR. MAYERSOHN: It could just be an
6 appendices. In other words, if there are 20
7 schools, just at the end.

8 MR. MEDVIN: Of the 20.

9 Okay. Is there a second?

10 MS. SHAW: I'll second it.

11 MR. JABOUIN: And just for -- if I may, for a
12 point of information. If I can ask the committee
13 to go to the table of contents, what seems like
14 that could work to meet that requirement is you
15 see the list of schools here, we can have a table
16 with that. We can have the results for the
17 current audit, and then we could indicate the
18 years preceding that, maybe have an X if there
19 was an exception or some derivative thereof to be
20 able to meet that, if that sounds reasonable.

21 MR. MAYERSOHN: Whatever -- I mean, that's
22 why I said, we want to make a motion that it
23 becomes more specific, but just general some way
24 to indicate, you know, whether or not the school
25 has had -- what their five-year results have been

1 and then whether they, you know, have had a
2 bookkeeper or the business support center. So
3 however you -- however you feel comfortable doing
4 it, Mr. Jabouin, I'm fine.

5 MR. JABOUIN: Sure. Thank you.

6 MR. MEDVIN: Any other comments? Let's take
7 a vote on this motion.

8 All in favor?

9 COMMITTEE MEMBERS: Aye.

10 MR. MEDVIN: Opposed?

11 (No response.)

12 MR. MEDVIN: The motion carries. I have a
13 general question. And I think I ask it every
14 couple years. On the schedule for any of the
15 schools dealing with the statement of changes in
16 fund balances, I would just like to reinforce for
17 myself and maybe for committee members who aren't
18 fully aware, what the terminology is regarding
19 what the funds are. For instance, I look at
20 trust and I always question in my mind, what is
21 that? So I'm not sure. The other ones may be
22 more self-explanatory, but I think they need --
23 is there someone that could comment on that?

24 MR. JABOUIN: I could probably comment on
25 that. Ms. Conway, who did the audits, is not

1 here. So regarding the athletic funds, those are
2 the athletic accounts and sometimes there are
3 smaller accounts that belong to like cheerleaders
4 and some of the sports teams and sports clubs,
5 athletic event ticket sales are also recorded in
6 the athletic account. As it pertains to the
7 music fund, it holds money collected for band and
8 orchestra instruments, rental fees, fundraising
9 efforts. And then as it pertains to the class
10 accounts, those are for different grade levels of
11 the schools. The club accounts can have the
12 different clubs that are at the schools. You
13 know, there's a -- the schools have a variety of
14 different clubs that are there for the students.
15 And then the department accounts may hold, for
16 example, library collections for lost library
17 books, book fair proceeds, donations for use by a
18 particular school or department. The trust and
19 the general funds, those are -- like, for
20 example, the trust may hold money for a specific
21 purpose. And sometimes that needs to be remitted
22 to the district. And sometimes there are also
23 after-school care collections are sometimes in
24 the trust funds. There could be summer camp
25 collections, facility rentals. And then the

1 general account is the miscellaneous one for
2 general welfare of the student body. The schools
3 all differ, though, so you see the balances
4 fluctuate from some schools that are different
5 than the different schools and some of them based
6 on high schools will have athletic funds but
7 elementary schools probably don't. So they're
8 all -- an understanding of the school and the
9 student body and the activities that they have
10 helps the auditor know what to expect from that
11 as well.

12 Ms. Conway, who's usually here, but she's out
13 today, knows all the details of that.

14 MR. DE MEO: Mr. Chair?

15 MR. MEDVIN: First, I just want to
16 acknowledge that Ms. Ighodaro has arrived.
17 Welcome.

18 MS. IGHODARO: Thank you.

19 MR. MEDVIN: Okay. Mr. De Meo?

20 MR. DE MEO: Yeah, I'd like to make a motion
21 that, you know, you do it once, that we append to
22 every report the description of each and every
23 one of these, source, purpose and restrictions,
24 so that every time we get a report we can refer
25 to this. And you just have to copy it. I don't

1 want you to go through any extra work. But this
2 would be an easy way to reference and remind
3 ourselves what's in these different accounts.

4 MR. JABOUIN: So pretty much what I said,
5 they are probably compiled by Ms. Conway who
6 knows a lot of specifics can be put on it.

7 MR. MEDVIN: You mean as a simple narrative;
8 right?

9 MR. DE MEO: Yeah, I'd like to know the
10 source, the purpose, and restrictions. Because
11 if it comes from the general fund of the school
12 board, then there are some restrictions, or there
13 should be. If it comes from donations from
14 parents or groups, then there might be some
15 restrictions, and we need to know that. I --
16 without complicating the motion, and I'll restate
17 it, I'm going to ask a question as well.

18 Are any of these funds available to
19 non-school administration in any way, either
20 signatory authority or transfer authority or
21 debit cards or anything?

22 MR. JABOUIN: Does anybody on my team that
23 worked on the specific audits on that know the
24 response to Mr. De Meo's question?

25 (No response.)

1 MR. DE MEO: Well, information like that
2 should be part of that description. And that way
3 we'll have a full understanding.

4 So my motion is to attach to every report a
5 description of each fund, source, purpose,
6 restrictions, and persons allowed access.

7 MR. MEDVIN: You want this in a general
8 format, not one for each?

9 MR. DE MEO: No, no, just append it to the
10 report, somewhere at the end or the beginning,
11 not to every school, just once in that report.

12 DR. LYNCH-WALSH: Was that a motion?

13 MR. DE MEO: That's a motion.

14 DR. LYNCH-WALSH: Second.

15 MR. MEDVIN: Second by Dr. Lynch-Walsh.

16 Any comments or questions?

17 (No response.)

18 MR. MEDVIN: All in favor?

19 COMMITTEE MEMBERS: Aye.

20 MR. MEDVIN: Opposed?

21 (No response.)

22 MR. MEDVIN: Motion carries.

23 Any more comments on these reports?

24 MR. MAYERSOHN: Yeah, just one other
25 question. Is there a, I guess, an operational

1 policy that determines what threshold a school
2 should put money into a money -- because I only
3 notice one that had a money market account, the
4 others were all in a treasurer's pool or just in
5 general funds. So I don't know if there's a
6 threshold or that's up to the school's own
7 discretion.

8 I mean, because if a school has a balance of,
9 you know, \$700,000, you might want to consider
10 putting it somewhere in a -- especially during
11 the summer, a three-month money market type of
12 thing to generate some interest. And that's an
13 operational issue, not necessarily -- so I go
14 back to the Superintendent's designee.

15 MR. LOZANO: I'll take that back. I'll take
16 that back.

17 MR. MAYERSOHN: You know, every penny counts.

18 MR. MEDVIN: Okay. Any other comments?

19 (No response.)

20 MR. MEDVIN: I'll entertain a motion to
21 transmit.

22 MR. MAYERSOHN: Motion to transmit.

23 MS. SHAW: Motion to transmit.

24 MR. MEDVIN: Okay. Ms. Shaw made the motion
25 this time.

1 MR. MAYERSOHN: I'll second it.

2 MR. MEDVIN: And Mr. Mayersohn seconded it.

3 All in favor?

4 COMMITTEE MEMBERS: Aye.

5 MR. MEDVIN: Opposed?

6 (No response.)

7 MR. MEDVIN: Motion carries. The report will
8 be transmitted.

9 Okay. Our next item is RSM Behavioral Threat
10 Assessment Policy Procedure and Audit.

11 MR. JABOUIN: Thank you, Mr. Mayersohn [sic].
12 Yes, this agenda item is the audit of the
13 district's Threat Assessment Policy and the
14 related procedures manual.

15 So this audit is the responsibility of the
16 Chief Auditor and we have engaged RSM to perform
17 this work for us for this period as well as
18 previous periods. RSM is a national firm. They
19 have worked on many types of engagements for our
20 office over the few decades.

21 This audit covers School Year 2022 that ended
22 on June 30th of 2022.

23 Committee members may recall that the
24 previous report that was presented to the
25 committee on April 28th covered School Year 2021.

1 As discussed at several board meetings and
2 primarily with board members Alhadeff and Rupert
3 we have been instructed to perform more frequent
4 audits of this subject area. So this audit
5 covers fiscal year '22. Field work started in
6 July of 2022 that is being presented today.

7 Now, there will be another audit that will be
8 performed in this fall and reported afterwards
9 and then there will be another audit that's going
10 to be performed this spring and reported
11 afterwards.

12 So all three of these audits are part of the
13 School Year 23 interim audit plan that is on
14 agenda item number 12. So with respect to 2023,
15 as I mentioned, that will be tested this fall.
16 You know school started on August 16th and right
17 now there has been 17 reporting days. So we do
18 need to build sufficient time to elapse to allow
19 the data to accumulate for the audit to be done
20 and reported afterwards.

21 Mr. Lozano is in the process of communicating
22 and training and preparing additional manuals for
23 School Year 2023 that will be tested on that
24 audit.

25 Now, given the desire for more frequent

1 testing, a smaller sample was selected. A
2 smaller sample can be done quickly. But it is
3 important to realize that even though we've
4 sliced the annual sample in half, the sample is
5 geared towards the more -- the more serious
6 threats. So even though the sample that you see
7 on pages 13, 14 and 15 can be compared to prior
8 audits, but this one focused on the substantive
9 and very substantive incidents. Those are the
10 more serious threats. And the results do show a
11 decrease in the number of attributes with
12 exceptions and an increase with the ones with no
13 exceptions. But, however, there is work to do,
14 as you'll hear at this meeting. Some of the
15 training exceptions were higher than expected.
16 The situation with the monitoring plans have
17 improved from when there was a 60 percent error
18 rate a couple years ago. But now it's still not
19 zero percent.

20 We do know that the district has taken this
21 very serious. Dr Cartwright has spoken at the
22 Marjorie Stoneman Douglas Commission. She's
23 implemented the Behavioral Threat Assessment
24 Department that's headed by Executive Director
25 Ernie Lozano under Chief Alberti. Mr. Lozano

1 provided us with responses for each of the
2 attributes with errors. We also have a response
3 from Chief Alberti. We've got responses from the
4 associate and regional superintendents Adamson
5 Fleming, Strauss, Wanza. Chief Academic Officer
6 Mancini has also responded.

7 Here to present the property RSM are partner,
8 Jennifer Murtha, we've got Director, Laura
9 Manlove, and Senior, Jaime Bardee as well.

10 And, Mr. Chair, if I can turn the report over
11 to RSM to discuss the report?

12 MR. MEDVIN: Please.

13 MS. MANLOVE: Good morning. Thank you for
14 having us today.

15 This committee is well-versed in the process
16 and the approach of this particular audit. I'll
17 keep the presentation brief to allow for
18 discussion and questions.

19 I will point out, starting on page 4, we have
20 a commentary here on a process improvement
21 recommendation. As this Behavioral Threat
22 Assessment process continues to mature and
23 evolve, from the last time we were here we had
24 recommendation to centralize this under one
25 department. And sitting here before you today

1 you see Mr. Lozano is here and represents that
2 change that has been made in the district. This
3 recommendation is just a recommendation to
4 continue to mature along the sophistication path
5 of this process and involves really a
6 district-wide initiative to automate and
7 electronically capture signatures and dates.
8 This is a conversation topic that is held at much
9 greater levels in the district beyond Behavioral
10 Threat Assessment and is part of an overall
11 initiative of the district to automate that
12 process. And we just encourage them to continue
13 to look at this through the lens of BTA and
14 incorporate that here as well.

15 Moving on, I'm going to skip through the
16 background section of this report as you all,
17 again, are very familiar, and turn your attention
18 to pages 13, 14 and 15.

19 This is our matrix with the detailed results
20 by attribute. It gives you the total number of
21 exceptions as well as percentage of the total
22 sample here and we have a three-year comparison,
23 School Year '20, '21 and now here presented to
24 you today is the new column for SY22. And as
25 Joris mentioned, I will just reiterate that the

1 sample was geared heavily towards the very
2 serious and serious threats. In prior years we
3 had also included transient and unfounded
4 threats, as well. So the risk level associated
5 with this sample is drastically different.

6 And as Mr. Jabouin alluded to, we also do see
7 some areas with significant improvement, which we
8 were all hoping to see at the end of this audit.
9 But there are some pieces that we have had
10 several discussions with management and with
11 internal audit about that we are continuing to
12 fine tune.

13 So walking through some of the results here,
14 just at a higher level, and then I'll move it
15 over to Mr. Lozano for any additional commentary
16 he may have. The school BTA Rules section looks
17 relatively similar to prior years but with some
18 improvement there as well in SY22. The BTA
19 training section, we've had quite a bit of
20 discussion about and the training, I know, Mr.
21 Lozano will get into a little bit later, there
22 are some reasons and conversations that he has
23 had internally that explain some of these results
24 that we see today.

25 The student intake form, we see some

1 improvement there as well. We also, just as a
2 reminder, recall that part of this has been
3 automated in the system. The district has been
4 working to automate major pieces of that student
5 intake form which we can see had a positive
6 impact to the results of this audit.

7 Page 14, Initial Phase Triage Process, we can
8 also see general improvements in this section as
9 well. The witness interview section, I just
10 wanted to clarify, the results on attribute
11 number 16, the wording of this attribute is
12 incredibly important to understand the results,
13 because if a witness interview form was present
14 and we were able to locate that with the help of
15 the school, perhaps it was onsite at the school,
16 if it was not, actually, attached in the system
17 in EDPlan that resulted in an exception for us.
18 So you'll see the comment out to the right, we
19 wanted to clarify that five of those eight
20 exceptions we did actually locate the witness
21 interview forms onsite with the schools, but had
22 to mark them as an exception because they were
23 not attached in the system.

24 The remaining sections, BTA Part 1 and Part 2
25 and clinical interviews, the results remain

1 relatively consistent with prior years and very
2 minimal exception activity. I will point out
3 that Attribute 22, we've had lots of conversation
4 about the words "substantially complete" in that
5 particular attribute and the district has had
6 multiple conversations about automating pieces of
7 this to prevent further administrative exceptions
8 from occurring in this attribute area.

9 The results continue on page 15. BTA Part 3,
10 we are very, very pleased to see the results in
11 this section over here. Particularly Attribute
12 34, 35, 36. Where previously in past years we
13 might have seen some activity in the exceptions,
14 we don't see that this year, which kudos to the
15 district for getting their arms around this
16 piece.

17 Monitoring plan section as well, also
18 improvement in general with total exception
19 activity. And transfer students, this is a newly
20 tested area based on feedback from the audit
21 committee and the board from our prior audit
22 reports. We did test the receiving schools of a
23 transfer student and have a couple of exceptions
24 noted there, and Mr. Lozano has done quite a bit
25 of follow-up on that as well and will be able to

1 provide any additional detail you may want to
2 hear from him on that.

3 So that concludes my presentation of the
4 detailed results of our audit, and happy to
5 entertain additional conversation or if you'd
6 like to hear from Mr. Lozano further.

7 MR. MEDVIN: I have a question. It's
8 regarding the scope and the sample. It seems
9 like it's not that big a sample and I want to
10 know how you came up with the size of the sample
11 and how you came up with the items that were
12 examined.

13 MS. MANLOVE: Mr. Jabouin, did you want to
14 handle that or would you like me to respond?

15 MR. JABOUIN: Sure. It looks like I just
16 spilled some water.

17 So, Chair Medvin, the sample size was mostly
18 driven by a desire to be able to get the work
19 done quickly. So we wanted to make sure that
20 there was sufficient coverage as well. Annually,
21 we will look at about the same amount as we have
22 before, but we will be able to report very
23 quickly on data from September and October,
24 mostly September and October into the next one.
25 So we'll have a similar sample size for the first

1 report of 2023 as well as the second report for
2 2023 as well.

3 MR. MEDVIN: In your opinion as the auditor,
4 is the sample size sufficient?

5 MS. MANLOVE: It is. It is sufficient
6 because we shortened our scope period. We wanted
7 to transform the audit frequency in which we were
8 reporting back to you all. And in order to have
9 more frequent regular realtime updates back to
10 the audit committee and back to the board we have
11 shortened the scope period, reduced the sample
12 size, accordingly, because the scope period is
13 shortened and we are able to report more
14 frequently throughout the year to you all for
15 realtime results.

16 MR. MEDVIN: So the next report that you
17 issue will not be for a full 12-month period,
18 you'll have a similar sample size?

19 MS. MANLOVE: Yeah.

20 MR. MEDVIN: Okay. Ms. Strauss?

21 MS. STRAUS: Okay. I have a couple points.

22 So in regard to that question that the Chair
23 just asked, for an annual audit I do not believe
24 that cutting the sample size in half is comparing
25 apples to apples. And because the auditor --

1 chief auditor just said that it was due to
2 needing to go get it done quickly, does not, in
3 my opinion, serve us well when a sample size is
4 cut in half.

5 Now, I understand and agree that with more
6 frequent auditing the sample size can certainly
7 be cut in half, but this is an annual audit, and
8 for that reason I would not have accepted to have
9 seen it cut in half. That's pretty drastic, in
10 my opinion. So I just want to put that out
11 there.

12 In regards to the transfer students, I
13 believe I was the one that initially raised this
14 and I also in the meantime have done my own
15 interviews informally with different people and
16 stakeholders on the ground in the schools. First
17 and foremost it doesn't seem to be clear where a
18 principal or whoever is designated and
19 responsible for a student that transfers out,
20 okay, to document that they have made an attempt
21 to transfer the files and follow the student to
22 wherever they're going, to then inform an outside
23 school wherever they're landing, whether it be in
24 the district, out of the district or out of
25 state; okay?

1 I also believe it needs to be made clear that
2 they should be -- I believe the window of
3 reviewal should be shortened when they take in a
4 transfer student to review a file. I understand
5 that you did indicate that now you can see all
6 the clicks that a principal is making, the
7 timestamps, fantastic. That's great with
8 implementing technology and leveraging that.

9 I believe that this all needs to be very
10 clearly communicated to the school principals if
11 they're the ones or whoever's responsible for
12 that at each school. So they know that somebody
13 is watching and they're going to be held
14 accountable; okay?

15 My bigger suggestion here is, I understand
16 that we cannot solve the problems of the world,
17 and I get that; okay? However, I do think, given
18 that this district is not being held in a very
19 positive light at all because of severe failures
20 that were highlighted in the grand jury report,
21 that we can now lead by example.

22 So I think we have all established in our
23 prior discussions that for transfer students,
24 even statewide, there's really not systems that
25 are speaking to each other.

1 So can we lead an effort and rise to the
2 occasion to bring that forward as a potential
3 solution and be the leader; okay? And lead by
4 example and lead from the front. So can Broward
5 County Schools initiate this discussion and say
6 this is something that we want to do because we
7 want to do better? Let's start with the state,
8 because that's more palatable, and then perhaps
9 we can then be the example for the rest of the
10 country.

11 Because I have very grave concerns that there
12 are transfer students coming in, coming out, from
13 wherever they are that could have serious threats
14 to this district. And 72 hours is way too long
15 for a student to be sitting next to my child in a
16 classroom that could be a mass murderer. So I
17 don't, personally, want that. I'm not
18 comfortable. I don't think any parent would want
19 that. So I just believe that we need to shorten
20 that timeframe.

21 MR. LOZANO: So, thank you for that. And you
22 did bring this up in our prior meeting. So let
23 me just start with the statewide threat
24 assessment comment that you made. Sheriff
25 Gualtieri of the MSD Commission has already

1 started that process and has put together a
2 committee to look at moving forward with a
3 statewide system for and link threat assessments
4 across the state of Florida. I am one of the
5 committee members on that team. I believe our
6 first meeting, I got it yesterday, I believe is
7 September 17th, and then we're going to meet more
8 times after that to look towards establishing a
9 statewide system for how we handle and monitor
10 threat assessment in the State of Florida. So
11 that's one of the MSD Commission's top priorities
12 moving forward in regards to threat assessment.
13 So that's already happening and taking place as
14 we speak.

15 MS. STRAUSS: And do you view transfer
16 students as something that should be of focus?

17 MR. LOZANO: So in March, April and May of
18 last school year we put a committee together to
19 address everything you just talked about. We
20 made changes to the registration form. We made a
21 standardized records request form. We meet as a
22 threat assessment team with members of different
23 departments in the district, we meet every
24 Thursday morning. We met today right before this
25 meeting at 9:00. And we have worked on putting

1 in our TERMS database and automatic flag and
2 popup. So any student with an active monitoring
3 plan or safety plan is flagged and the registrar
4 has to go notify the principal immediately. And
5 so we have put multiple checks and balances in
6 place between the EDPlan platform itself, our
7 TERMS registration system. We, at the TERMS
8 symposium we have just done hot labs with all our
9 school administrators and our registrars and our
10 front office personnel to ensure that we are.
11 Because exactly what you said, the first day a
12 student with a plan comes onto a campus, we
13 should be ready to implement that plan day one.
14 And that has been our priority since last, year,
15 March and we are continuing to look at and put
16 best practices in place to ensure that monitoring
17 plans are moving efficiently and effective
18 immediately, especially within when I know where
19 the student's going, that that call is made
20 immediately to that next school.

21 MS. STRAUSS: So where can they document
22 that? Because I just want to make sure that
23 there is a paper trail that personnel within the
24 schools did -- made the best effort they could on
25 somebody leaving our district. Because we don't

1 want it to be in the news to say that some
2 Broward County student left and then came into
3 our district and performed some awful thing;
4 right? So where can we document in our system
5 that the principal made their best effort to
6 communicate to where that student went, even if
7 they couldn't get in touch with them? That
8 should be documented.

9 MR. LOZANO: Excellent feedback.

10 MS. STRAUSS: Okay? I just want to cover
11 everybody to show that we are doing our best,
12 making our best effort on this.

13 MR. LOZANO: Absolutely. And then the two
14 schools on this audit, on the transfer, they were
15 within the district and it was from traditional
16 to one of our alternative sites. So what
17 happens, before they go to that next school,
18 there's a meeting between both schools. So all
19 the prior documentation, behavior, academic, is
20 all discussed prior to the student entering. In
21 this audit they were actually looking into EDPlan
22 system to see that the next school had actually
23 opened the documents, so that was the -- veil
24 here, but those two schools did know about the
25 student prior to enrolling because, again, they

1 have Behavior Intervention Committee meetings to
2 transition that student from our traditional
3 school to the alternative location. But it is a
4 process that we're currently -- is one of our top
5 priorities, to make the movement, especially
6 active monitoring plans and safety plans, an
7 immediate process.

8 MS. STRAUSS: Okay. So opening a document is
9 not enough, in my opinion. I believe there needs
10 to be something actionable other than opening. I
11 can do that. In the medical field we call it EMR
12 fatigue, right, with all the pop-ups. It's
13 pop-up fatigue and doctors just click through it,
14 yes, yes, yes. They're not even looking at it.
15 They're opening it because they know you're
16 watching.

17 So I would like for there to be an action,
18 such as recording what that verbal conversation
19 was, something noted in there that shows that
20 there was something meaningful done when they
21 opened it and did something around that student
22 and had a discussion.

23 MR. LOZANO: So the next school expectation
24 is that they do have to update and review, and
25 per policy, within every 30 days, the school has

1 to review and update every active monitoring and
2 safety plan that is being implemented. So that
3 is part of the process. My team's work looks at
4 -- now, because we go in every day. And what I
5 can tell you, it's been busy since August 16th.
6 The phones have not stopped ringing with support
7 from schools --

8 MS. STRAUSS: It's very alarming, actually --

9 MR. LOZANO: -- both traditional and charter
10 schools. So, again, I wanted to start by
11 thanking this committee because it was some of
12 your recommendations why my team exists and we're
13 doing the work we're doing a lot because of your
14 input. So we thank you for that.

15 Since the beginning of school, August 16th,
16 just to give you some data, we've had 377 threats
17 that we've worked through. 47 of those were
18 substantive, at the highest level.

19 MS. STRAUSS: I'm sorry. How many?

20 MR. LOZANO: 47, which was 12 percent of the
21 total since the beginning of the year. We
22 currently have 288 active monitoring plans and
23 327 active safety plans.

24 So, again, my team is daily monitoring that
25 schools are updating those within the 30 days.

1 We're following up, making sure the schools have
2 done all the required documentation.

3 So everything in this audit that you see had
4 a fail, my team has already from day one, we've
5 been going through every school's profile forms
6 since prior even to the start of school, ensuring
7 all the correct certifications are uploaded into
8 EDPlan, they have the required four members on
9 the team. So we've -- we've really already
10 addressed a lot of the issues. And, again,
11 having that concerted team of individuals whose
12 sole focus is threat assessments has been great
13 because that's what we do all day.

14 MS. STRAUSS: So of those 377 threats,
15 they're being monitored every 30 days or daily?

16 MR. LOZANO: So that would be -- so of the
17 377 only the substantive threats require a
18 monitoring plan. The lowest two level of
19 unfounded and transient is a school-based
20 decision, because a transient threat could have
21 been a low-level threat like a joke or something
22 that was easily resolved so that you might not
23 have a monitoring plan.

24 So if there's any doubt at the school level
25 that a threat might be carried forward, that's

1 when the school would create a monitoring plan.

2 So you could see a lot of these --

3 MS. STRAUSS: So the 47 are being monitored
4 how frequently by your department?

5 MR. LOZANO: So we're in there every day.

6 MS. STRAUSS: Every day?

7 MR. LOZANO: So we're ensuring, you know,
8 that these plans are put in place. All
9 substantive threats require a daily person
10 possession check. So schools are doing those
11 daily. And they keep logs of those. So all the
12 interventions the schools put in place, I can
13 tell you, when I say how busy we've been, I have
14 a brand new staff that I'm trying to train, as
15 the phones are ringing, as we're providing
16 support, as we're meeting with municipalities to
17 work with them on getting law enforcement into
18 monthly meetings. There's a lot of work around
19 threat assessments and I can just tell you my
20 team has been doing a phenomenal job moving us
21 forward in the right direction every day.

22 MS. STRAUSS: And just my final, I would just
23 like one final answer and then I'll let my
24 colleagues take over. But your answer to the
25 72-hour window being shortened, what do you feel

1 would be appropriate? Because I don't think 72
2 hours is appropriate.

3 MR. LOZANO: So I agree, schools should be
4 implementing an active safety and monitoring plan
5 the first day the student arrives on the campus.

6 MS. STRAUSS: Okay.

7 MR. MEDVIN: Mr. Jabouin?

8 MR. JABOUIN: Yes. I just wanted to mention
9 to Ms. Strauss and the committee that the
10 seriousness of the Behavioral Threat Assessment
11 and the testing has been communicated to the
12 schools and to the principals. I attended an all
13 principals' meeting prior to the end of School
14 Year '22 to emphasize the importance of the
15 testing and the fact that we needed to have
16 improved adherence from the last report.

17 Also, as part of the fieldwork, each of the
18 schools that had an exception had an exit meeting
19 to communicate to them beyond just the report the
20 details as far as what led to the exception. And
21 my team participated in that. So we are
22 emphasizing it, I'm emphasizing it as often as
23 possible.

24 Also I wanted to mention, so if you take a
25 look at the history of the Behavioral Threat

1 Assessment reports that were developed, we have
2 now a situation where the current year, School
3 Year 2023 is going to be given a report within
4 the year. And so we're going to be able to get a
5 snapshot of the attributes in time to be able to
6 make some adjustments midyear. Even though we
7 are communicating the issues as we become aware
8 of them, there will be two opportunities, the
9 sample size will be the same sample size split in
10 two and there is an opportunity that I'm
11 interested to see what the results are going to
12 be with the strategy. I just wanted to mention
13 those points.

14 Thank you, Mr. Chair.

15 MR. MEDVIN: Dr. Lynch-Walsh, your hand was
16 up first.

17 DR. LYNCH-WALSH: Oh, yes. So to provide
18 some context, because I think sometimes we forget
19 where we've been a little too quickly, it seems
20 like our last meeting or the meeting before that
21 there were three of us jumping up and down about
22 getting the results for the audit for last school
23 year, and then, poof, like magic, somehow it's
24 here today, despite being told that there was no
25 idea when we would see this. In fact, it was

1 coming across as though we would see this current
2 school year's results before we saw last school
3 year.

4 So some things jump out, because part of
5 having grand jury recommendations is changing the
6 culture and the thing to change is when we are
7 covering things up and not being transparent.

8 So, to that point, on page 3, and I just want
9 to clarify with RSM, because this says that they
10 audited, basically, March 8th through June 8th,
11 which, last time I checked, the school year
12 begins in August, and I was very vocal all of
13 last year asking for the first half, the second
14 quarter to be audited. So the conclusion I'm
15 drawing from this audit period is that it was a
16 hot mess prior to March and so they didn't
17 want -- that that was not going to get audited
18 because the results would have been dismal and
19 they needed the first half of the year to clean
20 up their act to get to the results we're seeing
21 for the last half.

22 So am I misunderstanding or is this strictly,
23 this sample is from March to June and you audited
24 -- or was it for the whole school year?

25 MS. MANLOVE: You're correct, that's the

1 sample period.

2 And, Mr. Jabouin, I know you had lots of
3 conversation when we were discussing how you
4 wanted us to proceed with this audit and there
5 were some policy changes that we were waiting to
6 come into effect which played into your decision
7 on the scope period. I don't know if you feel
8 like you'd like to respond further.

9 MR. JABOUIN: Sure. Thank you.

10 So the district changed the procedures manual
11 in March. And so having the data to represent
12 the current procedures manual that is in place
13 was the strategy for the audit when we began the
14 fieldwork in July. So providing information on
15 the current procedures and process is what you
16 have, a report that has what is current.

17 Now, of course, as I've communicated at this
18 meeting and at the board meetings, we needed to
19 finish the previous testing. And the process to
20 build the testing caused the School Year 2020 to
21 be provided in a certain period, and that got
22 reduced, and then that got reduced again. So now
23 we're at a point where the fieldwork is going to
24 be done for School Year 2023 and then there's
25 going to be a report that reflects what's in

1 place for School Year 2023, and then there'll be
2 another report that will cover a sample that's
3 after the fieldwork for the first report. So it
4 is important that you provide the results with
5 the current procedure that is in place.

6 DR. LYNCH-WALSH: Mr. Medvin, I'd like to
7 continue. I don't remember that being mentioned
8 as a constraint. Was it?

9 Okay. So page 4, Centers, exceptions were
10 noted for nine or 100 percent of the nine threats
11 tested. I am concerned that the sample and
12 related testing results were not designed to be
13 representative of the whole population,
14 especially when you shrink it down to 35, but
15 there's still a story to tell, I guess.

16 So Centers, 100 percent of -- there were
17 exceptions for 100 percent. And just to, once
18 again, add context, the person currently in
19 charge of Centers was the person in charge of all
20 the schools during MSD; correct? The same staff
21 person that was the highest-ranked person that
22 was over all principals is now over Centers. I'm
23 just pointing that out.

24 Okay. On page 5 it says, there's a new
25 feature to allow for electronic signing of BTA

1 documents and monitoring safety plans. Was that
2 not -- is that an EDPlan?

3 MR. LOZANO: Correct.

4 DR. LYNCH-WALSH: Okay. Because that leads
5 to one of the things that was brought up under
6 one of these attributes.

7 So page 11, there's a -- that starts the list
8 of a lot of things that are not auditable. And
9 is there going to be a move towards finding ways
10 to audit these things? Because I would imagine,
11 like parents of public school students have a
12 right to timely notification of threats, unlawful
13 acts and significant emergencies. My kids'
14 school sends an email, robocall, whatever. So if
15 there is a threat it would seem possible that if
16 you checked a random sample of schools to find
17 whether they did, in fact, inform parents or not,
18 that would make it auditable to make sure that
19 they're doing -- they're complying. Because
20 these are all -- these are all policy
21 requirements each of these items, just for
22 reference. So we should be able to audit
23 compliance with the entire policy. And the first
24 one on here that says not auditable is the
25 district's school safety specialist shall ensure

1 compliance with the policy. Is that the safety
2 and security chief? I've lost track because we
3 keep playing musical chairs on the Titanic. So
4 who is the district's school safety specialist
5 that ensures compliance with the policy?

6 MR. LOZANO: So for our district, currently,
7 that's Chief Alberti.

8 DR. LYNCH-WALSH: Okay. So why is that not
9 auditable?

10 MS. MANLOVE: Sure. So I think these are
11 great points and good discussion topics. So not
12 auditable, really we're talking about looking at
13 a document or some sort of supporting evidence
14 that we can review. And in section 3A, shall
15 ensure compliance with the policy, other than
16 someone being granted the authority by way of
17 having the title, it's not necessarily a sample
18 that we can pull support and audit. Perhaps we
19 can clarify the language in this chart a little
20 bit better based upon your feedback.

21 The same kind of thought process goes into 3F
22 where we're looking at the right to timely
23 notification of threats rather than they received
24 timely notification of threats. We certainly
25 could audit -- if the chief auditor decides to

1 amend our attributes for the next cycle audit, we
2 certainly could audit the timely notification of
3 threats, unlawful acts and significant
4 emergencies. That is audible.

5 DR. LYNCH-WALSH: So does the policy say they
6 have a right to it or that they shall be
7 notified.

8 MS. MANLOVE: Well, you know, unfortunately,
9 I don't have it front of me, but my excerpt --

10 DR. LYNCH-WALSH: Because then the problem --
11 then it seems like the policy's the problem, not
12 the attribute. The attribute would just be
13 flowing from the policy.

14 MS. MANLOVE: Correct. I think policy would
15 drive a procedure and we would be auditing
16 against a procedure.

17 DR. LYNCH-WALSH: Right. But if it doesn't
18 say "shall" and it just says "have a right",
19 then, yes, in theory, you could still audit them
20 based on whether schools are actually doing it,
21 but we may need to fix the policy, and I don't
22 know if the policy is in here.

23 MR. LOZANO: It's in here. Page 34, which
24 is --

25 DR. LYNCH-WALSH: So where in the policy is

1 that attribute being pulled from?

2 MR. LOZANO: So start with page 41, because
3 that's our current policy. 2130 was the prior
4 policy. Our current policy is 4380 and that
5 starts on 41.

6 DR. LYNCH-WALSH: Okay. I found it. Section
7 3F, parents of public school students have a
8 right to timely notification of threats unlawful
9 acts and significant emergencies pursuant to
10 State Statute 1006.07. So I wonder what the
11 statute says. For instance, if the statute says
12 you shall notify them and we watered it down to
13 them having a right, but don't say "shall", then
14 that's where we're creating the problem and
15 making it hard for them to audit it as a result.

16 I do think it's hard for one person to ensure
17 compliance when they're not over the people that
18 are tasked with compliance. And I have brought
19 that up multiple times. And I requested that at
20 the time, that the OSPA Chief ensure compliance
21 with the policy and I think we passed a motion
22 along those lines and then it never got put into
23 policy. But it's hard to have somebody be
24 enforcing a policy. They can only tell people
25 that you need to comply. They can report on lack

1 of compliance, but they don't supervise the
2 people. And that hasn't changed and now we
3 have -- so that would need to be Deputy
4 Superintendent of Teaching & Learning should be
5 on the hook for ensuring compliance. Because all
6 the people tasked with implementing this policy
7 work for that person.

8 Page -- so that's all the non-auditable.

9 Page 13, BTA Training, Attributes 3 and 4,
10 I'm a little confused. It says we had 18 percent
11 who did not attend and complete mandatory threat
12 assessment training and a breakdown of who did
13 not attend the training. And then the next one,
14 4, is who did complete training but did not
15 upload their training certificate to EDPlan.

16 So this seems like where we're making it
17 harder for people to be in compliance as I have
18 the ethics, annual ethics training that, you
19 know, they threaten advisory members with, but at
20 least when you complete the training it generates
21 a certificate of completion. I don't want to
22 have to do anything else with it. Automate it.
23 I'm already giving you my time for free. Don't
24 make me have to do more. Granted, these people
25 are getting paid, but it should automatically

1 upload if they've, in fact, done the training.

2 So I'm trying to picture, is this training,
3 this mandatory training, in person, manual and
4 there's no electronic component where they could,
5 say, take a test at the end?

6 MR. MAYERSOHN: It's on-line.

7 DR. LYNCH-WALSH: It's on-line?

8 MR. LOZANO: Correct. It's in our lab. So
9 there is a certificate that's generated after.
10 When they audited this, there was those words "in
11 EDPlan", so that's where the Attribute 4 had an
12 audited completion and notification to the
13 principal, was their certificate in the EDPlan
14 platform showing that they completed the required
15 training?

16 DR. LYNCH-WALSH: No, no, I'm trying to
17 decipher how you could complete the training and
18 not have their certificate automatically uploaded
19 to EDPlan.

20 MR. LOZANO: Because EDPlan doesn't transfer
21 LAB, which is our Learning Across Broward PD
22 platform. So it's in LAB, it's in that platform.

23 DR. LYNCH-WALSH: Okay. That's my point.
24 You guys are going to make my head spin off its
25 axis.

1 MS. STRAUSS: Can you just like make the
2 system talk? And if it's not possible because of
3 the technology --

4 DR. LYNCH-WALSH: Make it work. Make it
5 happen.

6 MS. STRAUSS: Then that's fine. Then just
7 say, the technology, there's no open APIs, they
8 can't talk, we can't make that happen.

9 DR. LYNCH-WALSH: But can you make that
10 happen? Because I don't know that that
11 question's been asked.

12 MR. LOZANO: Or what we could do, is when we
13 audit we just audit through LAB because all the
14 certificates are there automatically.

15 DR. LYNCH-WALSH: No, no, because it's got to
16 be in EDPlan; no?

17 MR. LOZANO: Well, that's what we wrote into
18 the text. But we could just say they have a
19 completed training --

20 DR. LYNCH-WALSH: No, we're changing the
21 culture. Stop. Stop. Stop. Stop. Stop.

22 The goal is to get into EDPlan. Technology
23 should not be the thing thwarting that goal. So
24 if people are picking software that doesn't talk
25 to each other, that's a problem and that needs to

1 stop. And if someone hasn't asked the question
2 can LAB talk to EDPlan, I think then -- was that
3 question asked in here? Because that would seem
4 to solve the problem if the two could talk. But
5 do we not know whether they can or can't talk?

6 MS. MANLOVE: I don't know the answer to that
7 today.

8 DR. LYNCH-WALSH: Okay. Does anyone in the
9 district know?

10 MR. LOZANO: No.

11 MS. STRAUSS: Nathalie, I will say it is --
12 being the founder of a technology company, there
13 are very antiquated systems likely that are being
14 utilized. And to like start over would probably
15 be extremely expensive, inefficient and --

16 DR. LYNCH-WALSH: Well, no, not necessarily.

17 MR. MEDVIN: Phyllis, jump in.

18 DR. LYNCH-WALSH: I'm still going but since
19 -- I think Phyllis is gonna burst if she doesn't
20 --

21 MS. SHAW: No, no, no, I'm just saying, the
22 interruptions --

23 DR. LYNCH-WALSH: I can't tell from your hand
24 gestures and your head shaking. I need better
25 signals from you.

1 MR. MEDVIN: I'd like to interrupt for a
2 second and acknowledge that Dr. Mancini, Chief
3 Academic Officer is here, and Kim -- is it Punzi?

4 MS. PUNZI-ELABIARY: Yes.

5 MR. MEDVIN: Acknowledge that Dr. Mancini is
6 here and Kim Punzi is also here.

7 DR. LYNCH-WALSH: Do they know whether LAB
8 can talk EDPlan? Because I'll take the answer
9 from anybody.

10 MR. MEDVIN: Ms. Mancini?

11 MS. MANCINI: At this time they do not talk
12 to each other. However, Dr. Phillips is working
13 on integration amongst all platforms.

14 DR. LYNCH-WALSH: Can they, though? We know
15 they don't. Can they talk to each other?

16 MS. MANCINI: We would have to talk to Dr.
17 Phillips about that.

18 MR. LOZANO: We'll look into that.

19 DR. LYNCH-WALSH: I wish he were here.

20 MS. FERTIG: Can we just say that we want it
21 done and we don't care how it gets done, we just
22 want to have a perfect result here.

23 DR. LYNCH-WALSH: Well, if it can't happen --
24 but the thing is you have to break it down so
25 that you understand whether it can -- "can" "and

1 "does", these are all different words.

2 MS. FERTIG: So to your point -- I'm just
3 gonna interrupt to say this while we're on the
4 topic. To your point, advisory members have to
5 take this, and Joris has to make sure we do, and
6 he has to report to a compliance officer, if we
7 don't. So I'm not sure why that's not happening.

8 DR. LYNCH-WALSH: With this.

9 MS. FERTIG: To your point, why isn't that
10 happening the same way with this?

11 DR. LYNCH-WALSH: Right. Because they -- it
12 does generate a certificate of completion and
13 they used to have you -- but the thought process
14 is the same. Because it generates a certificate
15 of completion and then people would tell, oh, I
16 need your certificate of completion, no, you
17 don't. There is a person named Alex Macri who's
18 supposed to be maintaining the list of people
19 that completed it. So we're always creating
20 workarounds and creating more work for the people
21 that are just trying to help the district, but it
22 is the same problem. Automatic done, nobody
23 wants to think about it anymore. So if Joe
24 Phillips, who is one of the imports I do like,
25 then I have hope.

1 So the next one on here still and you BTA
2 Training, this would be 5B. Because I'm looking
3 for anything with a significant percentage.
4 Annual training and guidance to students and
5 parents on recognizing behaviors of concern,
6 their roles and responsibilities in reporting the
7 behavior and the various options for submitting a
8 report, including an honest reporting.

9 How is that auditable, actually?

10 MS. MANLOVE: Jaime, do you want to answer
11 that one?

12 MS. BARDEE: Yes. So for 5B we first looked
13 for signed student code of conducts. They had to
14 be signed by both the student and the parents.
15 When those were not available we then reached out
16 to schools and asked for documentation of
17 discipline assemblies, in-class training, what
18 that training was, and was the student present.
19 For the parent aspect we looked for, were
20 newsletters sent out; were the Florida links sent
21 out? To document that they -- this information
22 was sent out to parents. And that is how we
23 audited it. When they were not able to provide
24 that, that's where you have the five exceptions.

25 DR. LYNCH-WALSH: Okay. Sorry. I'm just

1 looking at the policy. Because on page 36 it
2 says, all SBBC -- because I lose track of where
3 this policy wound up. All SBBC employees,
4 volunteers and contractors are required to report
5 to school administration any expressed threats or
6 behaviors that may represent a threat to the
7 community, school or self. Threats that are not
8 easily recognized as harmless should be reported
9 to the school administrator or other team
10 members. I thought they took the responsibility
11 off of volunteers.

12 MR. LOZANO: So page 36 is that 2130 --

13 DR. LYNCH-WALSH: Okay. All right. So the
14 new one takes that off of it? Okay.

15 I guess there needs to be an operational
16 definition of what that means so you guys don't
17 have to do so much work to try to figure it out.
18 Sorry.

19 MR. LOZANO: And some of that, Dr.
20 Lynch-Walsh, was, again, retraining schools. So
21 a lot of schools did things, they didn't document
22 it, they didn't -- so we re-trained them at the
23 beginning of this year, how do you communicate to
24 parents and students, here are multiple ways you
25 can do it. So we presented a lot of information

1 up front and we're continuing to provide
2 information to the schools and getting the word
3 out to the community.

4 DR. LYNCH-WALSH: Okay. I think the
5 advisories would be a good place to target as
6 well.

7 On page 14, was the witness interview form
8 present, this gets us back to directly entered
9 into EDPlan or attached. So why would there be a
10 choice and why does this get -- it seems to have
11 gotten worse from last year to this year.

12 Out of the 14 BTAs where witness interview
13 forms were applicable 5 of the 8 provided the
14 witness interview forms but were not uploaded.
15 And I know you said you had to go look for them,
16 but, again, why are we not entering directly into
17 EDPlan?

18 MR. LOZANO: So, again, we re-trained at the
19 beginning of this year to use the form in the
20 platform. Some schools -- some of these
21 initiated as a discipline incident and it may
22 have been through the interview where they found
23 out there was also a need for a threat
24 assessment. So sometimes the initial incident
25 didn't start as a threat assessment, so that's

1 why they had witness statement forms that weren't
2 generated through the threat assessment process
3 because it didn't start as a threat assessment.
4 And then when they did the interview with that
5 student, they might have become aware of a threat
6 so then they initiated a threat assessment, but
7 you're not going to re-interview that same
8 student twice because you already have that
9 witness statement form from that student.

10 DR. LYNCH-WALSH: Okay. So, hopefully, that
11 one goes down.

12 MR. LOZANO: That was one of our biggest
13 areas of focus and I can tell you even this year
14 as we review daily we're going through and
15 working with schools on proper protocols for
16 interviewing witnesses and identifying them on
17 the form.

18 DR. LYNCH-WALSH: And the witness statement
19 forms are handwritten?

20 MR. LOZANO: No, it's through the platform.

21 DR. LYNCH-WALSH: The discipline -- when it
22 starts, if it doesn't start as a threat
23 assessment --

24 MR. LOZANO: So there is a standard witness
25 statement form the district has for schools to

1 use when they deal with discipline incidents or
2 may need a witness statement for whatever reason,
3 that standard form is paper-based.

4 DR. LYNCH-WALSH: Okay. That's what I
5 thought because my child once had to fill one out
6 for some funny business.

7 Okay. So BTA complete.

8 And then on the transfer students, I tend to
9 agree that 72 hours seems long, but considering
10 that we can't even be in compliance with that, I
11 would be happy with getting 100 percent
12 compliance first and then trying to shave off
13 some days off of there. Because I agree the
14 second they get transferred in, like within 24
15 hours, you would expect that to be done.

16 MS. STRAUSS: I don't want someone that's a
17 threat sitting next to my child.

18 DR. LYNCH-WALSH: Yeah, like you said, nobody
19 does. But we're not even at 72 hours compliance.
20 So that's problematic.

21 And those are the rest of my notes and then I
22 was sort of matching the response to these. But
23 that's it for me. Thank you.

24 MR. MEDVIN: Mr. De Meo?

25 MR. DE MEO: Thank you, Mr. Chair.

1 DR. LYNCH-WALSH: Phyllis.

2 MR. MEDVIN: Your hand wasn't up. I thought
3 you were done.

4 MS. SHAW: I'm sorry?

5 MR. MEDVIN: Your hand wasn't up.

6 MS. SHAW: My hand was up from the first time
7 she spoke.

8 MR. MEDVIN: All right. Phyllis, go ahead.

9 MS. SHAW: No, go ahead.

10 Dr. Lynch-Walsh covered most of my questions
11 and he covered the others. But the one thing I
12 want to -- the point I want to make on page 3 is,
13 since we -- the period reviewed is so shortened
14 we didn't -- and the sample size was reduced, we
15 didn't really establish a floor with this audit
16 in terms of the entire school year. So my
17 concern is now, what did we miss in terms of a
18 shortened period, and, of course, a reduced
19 sample size?

20 One year is a long time for us to know what
21 is going to happen next or what happened in the
22 past year.

23 So my concern is that we haven't really
24 established a floor based on this.

25 Secondly, I don't know how many centers we

1 have, but when we're looking at the serious
2 substantive, we're taking five from each school
3 level, and I am just a little concerned of
4 whether or not we're -- how much we're capturing
5 based on the reduced period and the reduced
6 sample size. And this doesn't provide me with
7 that feeling. My mom hat is going crazy and my
8 accounting hat is on a different level, I
9 understand that. But I need to be able to know
10 that we established a floor with this and so the
11 next audit that I guess we should be getting that
12 in another couple months or so provides us with a
13 little bit more, but I don't know that because I
14 don't know what we're missing.

15 DR. LYNCH-WALSH: They're not using last year
16 as a benchmark. They're trying to use this
17 coming year as a benchmark.

18 MR. LOZANO: So the floor for my team is zero
19 percent fail on every attribute. That's the
20 expectation from my team. And anything less than
21 that, we've got work to do. So our expectations
22 is -- even though this was 35, I felt like it
23 definitely exposed the areas we needed to improve
24 on, the areas we needed to shore up as a school
25 district. So while it was only 35, somebody

1 who's lived this work in Broward County Schools
2 since the inception of the EDPlan platform to do
3 threat assessments, I thought this gave us a
4 great indication of the areas we needed to, as a
5 district, focus on and improve on to get to a
6 zero percent fail rate on every attribute.
7 That's the only goal of my team is shooting for
8 and that's our expectation every day and that's
9 why we show up every morning and do the work that
10 we do so your mommy self can relax and know that
11 my team is working hard to keep all the students
12 and staff and community members safe.

13 MS. SHAW: I understand and appreciate
14 working from zero, but the reality of it is, we
15 missed July 1st through March 7th. And all of
16 that is not being considered. So if the goal is
17 zero, then are you -- the problem is that you're
18 going from a false reality in terms of this,
19 because you've got to know where you are in order
20 to know where you're going. You've got to know
21 that, okay, this is correct in terms of -- it's
22 an audit. I know audit doesn't provide -- it's
23 an audit. You've got to know where you are in
24 order to fix and move forward. And it doesn't
25 require a response, I'm just saying that I

1 needed -- we needed to establish a true flooring
2 based on this audit. And we can't use the next
3 one because a lot has happened in the last year.
4 A lot has happened that we need to try to fix.
5 Just looking at the areas that need improvement
6 in this alone tells me that there may be other
7 areas that needs improvement that's not included
8 in here. And I'm done.

9 MR. MEDVIN: All right. Joris?

10 MR. JABOUIN: If I can? One of the
11 challenges, Ms. Shaw, is that there's a new
12 procedures manual that covers School Year '23.
13 So I -- I mean, I think that there's going to be
14 some consistencies because some of the basics
15 will be there, but I haven't had a chance to
16 absorb it yet. So that is an interesting nuance
17 that will happen for the next report. So just
18 something to keep in mind.

19 MS. FERTIG: And one thing. If the policy's
20 changed in March, then it's hard to say whether,
21 you know -- I mean, if the policy's changed,
22 we're trying to get a quick look at how those
23 policies have been effective. We've asked for
24 this quarterly and we've been -- I'm glad to have
25 more frequent reports even if it's a smaller size

1 and whatever.

2 I find there's a lot alarming in this report
3 just on those three months with the new policy
4 manual, and I don't know, are you -- I guess when
5 we get here we can see when this new quarter
6 began, whether you began with the summer programs
7 or whether you're beginning with the start of
8 school in August and what the end date is and
9 then we can kind of anticipate the next report.
10 But I think the quarterly reports are very
11 helpful and should be based on what our current
12 policies are. So I just wanted to throw that out
13 there.

14 MR. MEDVIN: Mr. De Meo.

15 MR. DE MEO: Thank you. I've lived in
16 Parkland 28 years. I have four boys, two of
17 which are about to go to MSD. And with reference
18 to what Ms. Shaw and Dr. Lynch-Walsh commented
19 on, if you look back at the report, the
20 exceptions are continuous and really bad three
21 years ago. That's reprehensible after what
22 happened. It's just -- I don't care what system
23 we're using, how we change, we've got to take it
24 more seriously. It appears we are.

25 So that's my opening comment.

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

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

10 Also --

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

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

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

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

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

6 DR. LYNCH-WALSH: Which attribute?

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

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

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

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

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

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

17 MR. LOZANO: Correct.

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

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

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

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

22 MR. DE MEO: That's good.

23 Okay.

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

1 RSM. And I completely and appreciate that level
2 of conversation. As auditors, many times
3 completeness of a population is incredibly
4 challenging. And if I could give you an example.
5 So we go to a football game and it's cash. And
6 there's all these tickets sold. If the person
7 collecting the tickets takes the money and puts
8 the money in their pocket, we can't count the
9 money. So they collected a thousand dollars.
10 Should it have been 1,200? We are auditing the
11 dollars that are collected. We can say, based on
12 the number of people that attended, it should
13 have been more. Just like in this situation, we
14 can say, based on the this school, this
15 population, et cetera, there should have been
16 more threats, but if there is a threat that
17 happens at a school and there is nothing to
18 initiate it, it is not included in our
19 population.

20 MR. DE MEO: Yeah, no, I understand that.

21 MS. MURTHA: Okay.

22 MR. DE MEO: And I wouldn't put that burden
23 on you, and, you know, that's a societal thing.

24 MS. MURTHA: Right.

25 MR. DE MEO: And society has come to accept

1 things that years ago society as a group would
2 scorn and take care of the problem by itself.
3 That's not what I'm talking about. If it's
4 documented, audit it.

5 MS. MURTHA: Excellent.

6 MR. DE MEO: Okay. The OCA -- the Chief
7 Auditor indicated that there was improvement.
8 Dr. Lynch-Walsh pointed out four or five
9 percentages that increased over the previous
10 year. I think there's seven or eight. One of
11 them is particularly egregious and that's the 33
12 percent, I believe, let's see if I can find it
13 real quick. It went from 0 to 33 --

14 MS. STRAUSS: Attribute Number 46.

15 MR. DE MEO: 46? Yeah. I mean, we've got to
16 do better. Did the administrator at the
17 receiving school of a transfer student within the
18 district review the BTA? I don't know how we
19 would even know that, unless we get some kind of
20 --

21 MR. JABOUIN: We have footprints in the
22 system so we can see everybody who ever enters
23 and accesses the system. So we're able to see if
24 the school administration or the mental health
25 person at that school or somebody at that school

1 when that student enrolled accessed the documents
2 to -- again, we can see that they opened it, to
3 your point earlier, but then, you know, the
4 expectation is that they would go in and update
5 and review it, because, obviously, the plan may
6 need to be modified because the next school may
7 not have the same physical space or supports as
8 the other school's, so they have to modify that
9 plan to meet the needs of the current school. So
10 that is the expectation. But we can see the
11 footprints in the system.

12 MR. DE MEO: Is there a requirement that you
13 meet or discuss or have a meeting, a formal
14 meeting that has some kind of agenda that goes
15 over --

16 MR. LOZANO: So the two schools that failed
17 that you see the 33 percent, because, remember,
18 this was only out of six, because they only had
19 documentation of six transfers. Those specific
20 two that failed, the student was at the
21 traditional site, a traditional high school,
22 incident occurred, threat assessment, ended up at
23 the alternative site. Those schools do have
24 formal transition meetings to discuss everything
25 about that student and having a successful

1 transition from the home school -- the
2 traditional school to the next school. But they
3 couldn't, as auditors, verify that they
4 specifically in that conversation spoke about
5 threat assessment. So I met with the BIC
6 committee and we added to their agenda a line
7 item that specifically speaks to threat
8 assessments, active monitoring plan and active
9 safety plan, so it's easier to now document that
10 that conversation has taken place before the
11 first day that student enrolls at the new school.

12 MR. DE MEO: That's good. That's good.

13 MS. FERTIG: Can I ask a follow-up on that?

14 MR. DE MEO: Sure.

15 MS. FERTIG: I was surprised to see that 100
16 percent of exceptions is not in high schools, not
17 in elementary, not in -- it was in centers. And
18 now you're saying this -- and I was going to
19 bring this up when I spoke. I found it -- I
20 mean, of all places for there not to be total
21 compliance, much less for there to be 100
22 percent, I don't understand that. And I would
23 like to know what you're putting in place to --
24 prevent it everywhere, but, I mean, centers, I
25 just don't understand that.

1 MR. LOZANO: So some of that, the centers are
2 taking some of the blame for the traditional
3 schools as well. Because, remember, the threat
4 assessment started at the traditional school.
5 And what happens is, these are the most very
6 serious threats, so a lot of times the student
7 may have been incarcerated, the parent, you know,
8 withholds the student from my attending school
9 right after if it's an expulsion case. So
10 there's a lot of circumstances that go into the
11 very serious ones. But the host school should
12 have also worked to finish the threat assessment.
13 A lot of these schools, and one of the issues we
14 corrected this year was, when that happened and
15 the student left the traditional school, they may
16 not have finalized the monitoring plan because
17 they didn't know where the student was going to
18 end up. So they were leaving it open, waiting
19 for the decision of the student placement to then
20 finish the monitoring plan. For this year we
21 corrected that. All schools who initiate a
22 threat assessment that requires a monitoring or
23 safety plan have to complete one as if the
24 student's returning to their school. And then
25 the next school when they enter, will open it,

1 update and review it to meet the needs of the
2 current school. So it was situations when you're
3 looking at the transfer from one location to the
4 other. I could tell you we met with the, mostly
5 the discipline sites, remember, because all of
6 their threats are the very serious ones, that's
7 why most of the students ended up at that site.
8 So we have already met with our sites that have
9 the predominant number of threats and we've
10 reviewed processes, we've streamlined processes,
11 even with our connected sites like AMIkids, when
12 a student's in a detention center, my team has
13 met with who is the point person to assist the
14 school with getting into the detention center, to
15 complete a student interview, to locate a parent.
16 So we've done a lot of that work already up
17 front, because we see the same data we do and we
18 have the same concerns. So at the beginning of
19 this year we started addressing, how do we
20 tighten up? Because most schools when a student
21 starts at a school and stays at a school, it's
22 pretty tight and clean. Where we've seen we've
23 had to close some gaps is when students leave one
24 site and move to another site. And that's really
25 been the main focus of my team, tightening up

1 those processes. A lot of it is what Ms. Strauss
2 shared about, you know, the processes for
3 transfers and things like that. So really just
4 tighten up those processes, we should see a lot
5 less on the center side. Some of the centers --
6 most of the schools that you see -- so you see
7 100 percent fail rate, but it could have been for
8 one of the 47 attributes; right? And a lot of --
9 a few of the center sites it was -- so when you
10 looked at the school profile form, at the
11 beginning of the year the school could have
12 listed 12 people. When we audited we looked to
13 see that all 12 of those people had the training
14 and were required. The school may have only
15 utilized six of those people all year. So the
16 other six may never have participated in a threat
17 assessment.

18 So, again, we had to retrain schools at the
19 beginning of this year. That's why we're going
20 through every profile form with every school.
21 Only list the members who are going to
22 participate, who are trained. And then we're
23 following up, again, unfortunately, that they're
24 manually uploading their certificate this year,
25 but we'll work on that.

1 But, again, we're following up. In all these
2 areas that you see as concerns my team sees the
3 same concern and we've already begun to address
4 it.

5 So I think this year when Ms. Shaw talked
6 about a floor, the biggest change this year is
7 having my department. That started July 1st. So
8 that's a huge difference. Whereas, prior to, we
9 didn't have one team of individuals doing solely
10 threat assessment. So now that we have my team,
11 you know, this will be the floor with, okay, we
12 created this department to ensure compliance, so
13 what is the floor with this next audit, and then
14 we grow from there.

15 MS. FERTIG: Yeah, I was just surprised with
16 centers being what they -- I would think that
17 would be the number one place you would be trying
18 to -- not that you're not trying everywhere, but
19 particularly because you know of the problems
20 that they have and that they have to deal with,
21 that there would be just extra resources to them
22 to make sure those issues are addressed.

23 MR. LOZANO: And some of -- like some of the
24 monitoring plans, it's not an individual
25 monitoring plan because when you go to that site

1 it's a part of what that school does for every
2 student, like no backpack, you walk through the
3 door you go through some type of screening for
4 personal possession check. So that happens to
5 every student as part of -- that's just a
6 process. So they may not have updated it in a
7 monitoring plan because that's just a part of the
8 routine of that school.

9 So those were the things we had to tighten
10 up, because, okay, you may be doing that, but we
11 don't know that. So that's where my team has
12 been working with those alternative sites, so
13 what is your monitoring plan and how do we see it
14 and know it's being implemented with fidelity
15 every day?

16 MS. FERTIG: Okay. Sorry.

17 MR. DE MEO: Okay. You know, perhaps you
18 should come and address us about these policies.
19 Right now I'd like to get through some of these
20 concepts that are reported in this audit.

21 So serious, very serious substantive
22 exceptions, 80 percent, okay, it might be one
23 attribute, it might not be a real important
24 attribute, but I don't consider that improvement.
25 Often in sampling substantive populations, if you

1 have exceptions, in order to get the evidence
2 required under the standards, you increase your
3 sample size. This is a compliance sample. And
4 there is -- it doesn't work the same as a, you
5 know, numbers for substantive population. But we
6 might want to consider, especially with the
7 change in policy, we might want to consider, you
8 know, maybe increasing the sample size to 50 or
9 60 even though it's done twice a year. That's a
10 comment.

11 Okay. Next, why weren't the charter schools
12 included? Are they not part of the system?

13 MR. LOZANO: So they're part of what my team
14 does. So we are and we started and I can tell
15 you they are doing a great job of working with us
16 as we're going through their profile forms,
17 ensuring they have law enforcement in, you know,
18 every meeting and following the same expectations
19 statutorily as our traditional schools. So my
20 team has been following up with traditional and
21 charter schools from the beginning of our
22 creation.

23 MR. DE MEO: But we don't have a report on
24 that, but I'm glad to hear that. So perhaps give
25 that serious consideration, expanding.

1 MR. JABOUIN: If I may respond? The
2 challenge with the charter schools, just in
3 general, is our ability to enforce different
4 areas of audit concern even outside of that. So
5 there are many examples of me bringing in charter
6 school personnel to try to get them to comply
7 with financial requirements and so forth and
8 trying to get them to do that is -- is definitely
9 challenging on that front.

10 MR. DE MEO: I'm sure it's challenging, but I
11 think they're obligated under the law to comply
12 with these policies and I think they have to.
13 And from an auditing standpoint they represent a
14 significant population. In the threat
15 assessment, to eliminate that, that kind of
16 population, is -- it's just not helpful.

17 So, again, I think it's real important that
18 we include charter schools, challenges or not.

19 MR. LOZANO: And we have, even with our SIU
20 Broward detectives, and I have to give Craig
21 Kowalski a shout-out, every charter school has
22 been assigned an SIU detective. So if they're
23 struggling with getting law enforcement we send
24 one of our own SIU detectives to assist the
25 charter schools. So we have moved tremendously

1 forward in monitoring and supporting our charter
2 schools and they are working with -- I can say,
3 you know, my relationship with those school
4 leaders has been great.

5 MR. DE MEO: Are they cooperative? Are they
6 willing to follow this threat assessment policy?

7 MR. LOZANO: So having the title of executive
8 director helps when I make the phone call,
9 because I come with a level of credence when I
10 call and they haven't been used to getting a call
11 from the Executive Director of Threat Assessment
12 Broward County Schools, oh hold, I'll get the
13 principal right now. So that's been helpful,
14 but --

15 MR. DE MEO: Have you met with them as a
16 group?

17 MR. LOZANO: Yes, so I attend their meetings.
18 We did the same trainings with them that we do
19 for our traditional schools and I've been going
20 over the same processes with the charter schools
21 that we do with the traditional schools.

22 MR. DE MEO: Good.

23 Okay. So I'd like to see them included in
24 the audit.

25 The audit doesn't cover the entire school

1 year, as my colleagues have mentioned. You know,
2 last meeting there was considerable discussion
3 about when and what. I mean, let's get it done.

4 And, Mr. Chief Auditor, give us, you know, if
5 you're asked about this -- this is what I was
6 calling you about, if you're asked about this,
7 give us your best -- give us your best time.

8 MR. JABOUIN: No, I won't do that. I won't
9 do that.

10 MR. DE MEO: This is important to this group.

11 MR. JABOUIN: We will get the audits done
12 when we -- -

13 MR. DE MEO: But an answer that, when they're
14 done, we'll report them is kind of offensive.
15 I'm gonna tell you the truth. So, you know,
16 we're not looking to add a lot of work to you,
17 just give us your best idea. And if there's a
18 delay, tell us why there's a delay.

19 I want to move on.

20 MS. FERTIG: Can I just add to that, though?
21 Can I just make a comment?

22 MR. DE MEO: Sure.

23 MS. FERTIG: I'm hoping, I'm hoping, now that
24 we're getting on three-month cycles, that we know
25 it's gonna be -- I still want to know, whenever

1 you get a chance, I want to know what the dates
2 of next cycle is, but I'm hoping that when we get
3 into that routine that we're going to expect to
4 see the three-month cycle within a certain number
5 of days of the end of the cycle. And that way,
6 by the end of the year, hopefully, we'll have a
7 pretty clear picture.

8 MS. STRAUSS: And, Mrs. Fertig, then why are
9 we getting a, no, I will not do that from the
10 chief auditor? I just -- quite honestly, sir, it
11 is your job, and if you're not capable of doing
12 that, then you likely should step aside. Because
13 as a result of the grand jury report, answers
14 like that were not acceptable. And that is a
15 culture that I believe this district needs to get
16 rid of. No should not be an option. It should
17 be solution oriented. I mean, that is really, as
18 he said, it's offensive.

19 MR. JABOUIN: I just wanted to mention to the
20 committee, I certainly note the desire to know
21 the timing. The challenges that we face, for
22 example, you are familiar with the construction
23 auditing that's done by RSM and we're struggling
24 to get adequate responses from some of those
25 particular findings. And if they're not

1 adequate, then I don't bring them up to this
2 group, because I don't think they're sufficient,
3 they don't solve the issue or whatever it might
4 be, they need to fix it and they need to solve
5 the problem. And so we could face the situation
6 where you're getting audit reports that require a
7 lot of follow-up because there's no response or
8 it's -- I mean, an adequate -- as an auditor
9 yourself you know that an adequate audit that
10 meets standards needs to actually happen on that
11 end.

12 Now, as Ms. Fertig indicates, I've gotten the
13 point of the frequent audits and I do think that
14 they're going to fall into that regular cycle
15 that satisfies you, but it's very difficult for
16 me to give you that particular estimate,
17 officially. That's the challenge that we face.

18 MR. DE MEO: We don't want to put you in a
19 position where, you know, it's a gotcha or
20 anything else. It's just a matter of our
21 priorities matching your priorities. That is a
22 very big issue for us.

23 MR. JABOUIN: This is a very high-priority
24 audit for us.

25 MR. DE MEO: And we don't want to add --

1 truthfully, I see a lot of things that I think
2 add a lot of work for your department that are,
3 the return for this group is dubious; okay? I
4 don't comment on them much, but I think it would
5 help lessen your load. This isn't one of them.
6 This is important. But thank you.

7 You know, and I respect what your -- what you
8 do, your predecessor, very professional, we're
9 fortunate to have you. That's not the issue.
10 It's aligning our priorities. This is a
11 priority.

12 I have a question for the group.
13 The discipline -- the appropriate disciplines,
14 the composition of the threat assessment team,
15 was that one of the attributes, to test whether
16 it was properly comprised? And, if not, why not?

17 MS. BARDEE: Yes, it was. Per policy, you're
18 required to have SBAS, a teacher, law enforcement
19 and mental health professionals as part of that
20 team and that was one of the things that we did
21 test --

22 MR. DE MEO: You did? Okay.

23 MS. BARDEE: -- when we were going through
24 the school profile forms and the training.

25 MR. DE MEO: And is there a requirement that

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

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

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

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

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

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

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

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

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

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

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

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

7 MS. BARDEE: Yes.

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

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

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

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

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

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

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

6 MR. LOZANO: Transient.

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

9 MR. LOZANO: Unfounded.

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

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

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

1 How does it even arise to a threat? Somebody
2 heard it; right?

3 MR. LOZANO: So If somebody heard it, those
4 are usually classified as transient. Because,
5 again, transient is it's resolved, it's a very
6 low level. Unfounded is you have no evidence
7 whatsoever that --

8 MR. DE MEO: Well, then how do you know about
9 it?

10 MR. LOZANO: I'm trying to think of an
11 example.

12 MR. DE MEO: It doesn't make sense. Somebody
13 heard it.

14 What I'm trying to find out is, transient or
15 unfounded, does somebody go back to see if this
16 troubled child has had 39 occurrences with the
17 law or 18 with the previous high school? I mean,
18 is that part of the procedure?

19 MR. LOZANO: Yeah, so for all four levels
20 they go through that records review and they do
21 parts 1 2 and 3 of the threat assessment. When
22 it moves to the substantive level, that's when
23 you start introducing the clinical interviews
24 that are done by mental health professionals, but
25 all four levels go through the same triage

1 process and that risk level determination. So
2 all those contexts, prior context history, all of
3 that is in play at that meeting.

4 MR. DE MEO: That's all I've got. Thank you
5 very much.

6 MR. MEDVIN: Ms. Ighodaro, you've been
7 waiting patiently.

8 MS. IGHODARO: I think he asked most of my
9 questions. I do have some follow-up questions
10 regarding the previous school year where we have
11 75 and I believe in '20 we had 200 sample size.
12 The sample size 75, was that for the entire
13 school year or was there a specific period for
14 that year?

15 MS. MANLOVE: I'm sorry that I'm recalling
16 off of memory since I don't have it in front of
17 me, but I believe it might have been a shortened
18 period.

19 Mr. Jabouin, please correct me if I'm wrong.
20 It's been several years now and I don't want to
21 mix them up.

22 MR. JABOUIN: You know, I apologize, I was
23 getting a message regarding the availability of
24 this room at 1:30, so I wasn't -- I did not get a
25 chance to listen to that question.

1 Could you kindly repeat that again, Ms.
2 Ighodaro?

3 MS. IGHODARO: Sure. The sample size for
4 School Year 2021 was 75. What period was that?
5 Was that for the whole school year or was that
6 for a specific period?

7 MR. JABOUIN: No, I don't recall that either
8 Ms. Manlove.

9 MS. MANCINI: I'm happy to send that to you
10 following this meeting. I'll look that up.

11 MS. IGHODARO: Okay. And what about the one
12 for '20 with the 200 sample size; was that for
13 the whole school year?

14 MS. MANLOVE: That might have been a full
15 year, but I will also look that up. I don't want
16 to provide you an incorrect answer.

17 MS. FERTIG: I was wondering the same
18 information and just like we're asking for charts
19 on other things, can we get a chart of every --
20 every one you've done, how many threats there
21 were during a specific period covered, how many
22 threats there were, very serious, serious,
23 whatever, and how many you used in your sample
24 size, just the pertinent data in a single chart
25 on a page so we can go back and look and see and

1 also the number of exceptions.

2 So we can kind of go back and determine how
3 we're doing on this and also what we're seeing in
4 our schools, it would just be helpful to have all
5 of that in one place in a chart. I don't know if
6 anyone else feels that way.

7 MS. STRAUSS: Wouldn't you agree though that
8 in an annual audit you would assume that it would
9 be for an entire year?

10 MS. FERTIG: I would. I would.

11 MR. DE MEO: It says school year. It says
12 school year.

13 MS. FERTIG: I would assume that and --

14 MS. IGHODARO: I'm sorry, I'm not done with
15 my questions. Thank you.

16 As a follow-up, on here it says that the
17 changes to the plans were made in March of 2022
18 and that's why you all waited you mentioned.
19 What was the initial plan from when the school
20 year started up until March? Was any data being
21 gathered? If so, what happened to that data?

22 This is all being captured on EDPlan;
23 correct?

24 MR. LOZANO: Yes, ma'am.

25 MS. IGHODARO: So what happened to the data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 MS. IGHODARO: Okay. Thank you.

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

18 MR. LOZANO: I got it.

19 MR. MEDVIN: Okay. Mr. Mayersohn?

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

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

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

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

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

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

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

6 MR. LOZANO: For which training?

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

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

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

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

13 MR. LOZANO: Absolutely.

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

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

1 MR. LOZANO: I appreciate that.

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

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

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

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

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

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

9 MR. LOZANO: Correct. Yeah. Correct.

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

12 MR. LOZANO: Of course.

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

16 MR. LOZANO: Correct.

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

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

1 Schools, the county in general is working on an
2 integrated database system to be able to move
3 across those lines where if somebody in the
4 juvenile justice silo, information is being
5 shared, you know, electronically to be able to
6 identify, or, again, law enforcement locally
7 identifies a threat, that that's included and
8 then is tied into that student as he moves onto
9 campus. So that's -- that, to me, is more of an
10 important piece, and I wonder whether or not we
11 could go into more detail into auditing that
12 aspect of it as opposed to just auditing the
13 threat assessment, and I'll call it compliance
14 form. Because what happens after is, you know,
15 I've seen some of these 30-day monitoring plans,
16 it could be 60 days, it could be a year, the
17 student transfers to another school, you've got a
18 student coming from a different state; how are we
19 identifying that as a possible monitoring
20 situation? So, you know, to audit it for, I
21 guess, improvement process or just to get records
22 might be something helpful.

23 And those are my comments.

24 MR. LOZANO: Thank you.

25 MS. FERTIG: Has everybody else gone?

1 Okay. Thank you. You guys did a great job,
2 so I don't have as many questions, but I do have
3 a few.

4 First of all, on page 21 on Attribute 41, the
5 district's response, the schools did not finalize
6 the monitoring plan because the student did not
7 return to campus after the incident and they were
8 waiting for the determination of student
9 placement. I don't -- I think a student not
10 returning to school is not a reason not to
11 finalize the plan. So I don't care if that plan
12 has to be amended or what you have to do later.
13 In my mind there are all kinds of ways that in a
14 community you can learn how not to have things
15 happen to your child, and so I would say that has
16 to be finalized no matter what.

17 MR. LOZANO: And we already fixed that. For
18 this year they have to be finalized.

19 MS. FERTIG: Okay. And if a student doesn't
20 show up or whatever --

21 MR. LOZANO: They have to be finalized as if
22 the student is rushing. So they can't wait.
23 They have to finalize the threat immediately, as
24 soon as possible, and then finalize that
25 monitoring and safety plan as well.

1 MS. FERTIG: Okay. And I just want to go
2 back to something Ms. Strauss was asking about
3 with the pop-ups. You all do make a phone call?
4 Like when you know a student's leaving a certain
5 school and they're going to a certain one, you
6 immediately make a phone call to that school;
7 right?

8 MR. LOZANO: Correct.

9 MS. FERTIG: And that's documented in those
10 records, too?

11 MS. STRAUSS: It's not documented.

12 MS. FERTIG: So they don't have to rely on
13 just the pop-up?

14 MR. LOZANO: So that was her point, so that's
15 what we'll have conversations ensuring that. We
16 told in the trainings, the registrars, to
17 document the date and time they notified the
18 principal. So we do put those in place. But did
19 we systemically put something in place; we're
20 gonna have those conversations moving forward.

21 MS. FERTIG: Okay. Because I don't think --
22 just pop-up's not enough, but neither is just
23 putting it in the records or a written note or
24 whatever. I think in today's world it's easy to
25 make sure you have that conversation.

1 MR. LOZANO: And, again, if they're in the
2 EDPlan ecosystem, the next school automatically
3 gets a pop-up immediately when that student
4 enrolls. So that happens. To your point, when a
5 student comes from another state or out of the
6 country, how do we minimize the gap of knowing
7 this student needs a safety plan or a monitoring
8 plan? So those are the conversations we're
9 having. Because it's easier when it's within the
10 district. And, even now, with our work with
11 charter and traditional going back and forth,
12 we've been working on, you know, making that a
13 seamless process, as well. We were able to from
14 August 16th, you know, through the summer, we are
15 up to date in all monitoring plans. My team,
16 that was their first priority, to ensure that
17 every monitoring plan and safety plan from the
18 end of last year that was active is current and
19 updated in both traditional and charter. So
20 right now we're at 100 percent compliance in
21 that, and, again, moving forward we'll work to --
22 because you need more than one; right? So we
23 wanted to put all those different processes in
24 place, not just in EDPlan, not just in TERMS when
25 a student registers, not just on the registration

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

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

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

18 MR. LOZANO: Absolutely.

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

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

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

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

8 MR. LOZANO: Oh, yeah.

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

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

13 MS. FERTIG: Yeah.

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

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

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

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

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

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

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

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

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

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

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

1 some other factor going on in that school. And
2 so I'm just wondering how many of these -- and
3 then the other thing, obviously, is if you have a
4 center -- if you have a center that misses every
5 attribute, that's different than missing one.

6 And so some of that data would be interesting to
7 see just so that you could address it properly.

8 MR. LOZANO: And some of that data may be
9 misleading. I can tell you we had one incident
10 where we did nine threat assessments. So that
11 school may look like, oh, my, but it was one
12 incident where we heard another name so we did
13 another threat assessment. So even though that's
14 nine threat assessments it was one incident where
15 we were looking for and documenting information
16 and we did, you know, threat assessments on each.
17 So we would have to give you the executive
18 summary data so you kind of understood that data
19 so you didn't, you know, interpret it wrong based
20 on what that data meant.

21 MR. JABOUIN: Okay. Well, I'm looking
22 forward to that November report when we're going
23 to see so much progress.

24 MR. LOZANO: So, but I want to clarify, Ms.
25 Fertig, because I think there's two different --

1 so the report that we give to the school board
2 quarterly just states the level of threats that
3 we've done for those three months by level and --
4 by school level and by threat level.

5 MS. FERTIG: I understand.

6 MR. LOZANO: It doesn't go through these 47
7 attributes.

8 MS. FERTIG: So that's what were looking for
9 when you come to us in November.

10 MR. LOZANO: So that's what I wanted to
11 clarify, because I think you thought we were
12 publishing in November this.

13 MR. JABOUIN: Well, I misunderstood that.
14 That's what I thought. I apologize.

15 MS. FERTIG: I am asking for this in
16 November.

17 MS. STRAUSS: Yes, that's what we're asking
18 for.

19 MS. FERTIG: I'm asking for this in November
20 because if we get on a -- if we get on a -- and I
21 thought RMS understood that. If we get on a
22 system where you close out at a certain date of
23 the month and the data can be forwarded and all,
24 hopefully, we can predict which month it's
25 coming. And I'm not saying it's not gonna -- I

1 mean, there's nothing in life that's 100 percent
2 perfect, but if we aim for November 17th, then we
3 can get on track for the rest of the year. And
4 if we don't we're off track.

5 MS. STRAUSS: And if there are issues, they
6 could be rectified, correct, Mrs. Fertig, for the
7 next quarter?

8 MR. LOZANO: So I think, to be transparent so
9 we're all on the same page, I think what we're
10 asking for is the audit period to be July,
11 August, September and then in November you
12 receive a report from July, August, September.

13 MS. FERTIG: We receive an audit like this.

14 MR. LOZANO: That's what you're asking.

15 MS. FERTIG: Exactly. Yes.

16 MS. STRAUSS: Yes.

17 MR. LOZANO: So I just wanted to clarify
18 that.

19 MR. JABOUIN: So that would be the strategy.
20 I just want to mention to the committee that you
21 may see error rates that might be interesting,
22 but we'll see it when we get there.

23 MS. FERTIG: That's good. I mean, we won't
24 know until we do it. So -- at least we won't
25 have to wait.

1 Okay. Thank you, Mr. Medvin.

2 MR. MEDVIN: My only comment is, we've heard
3 a lot, I want to thank Mr. Lozano and his staff.
4 I want to thank RSM. And I think we've got a
5 good plan to go forward. I think we should plan
6 on transmitting this report to the school board.
7 With that, I'll entertain a motion.

8 MS. FERTIG: So moved.

9 MR. MEDVIN: Moved by Ms. Fertig. Second?

10 MS. SHAW: Second.

11 MR. MEDVIN: Ms. Shaw.

12 All in favor?

13 You have a question?

14 DR. LYNCH-WALSH: Yeah. Before we vote, in
15 the interest of transparency and just to go back,
16 because after everybody spoke this popped out or
17 after Mr. De Meo spoke. On page 12 we have a bit
18 of a conundrum here. Because the policy that
19 they are testing compliance with clearly states
20 that the Chief Auditor will conduct annual audits
21 in compliance with this policy and report finding
22 to the audit committee and the school board. So
23 on page 11, 5I says that that was audited. But
24 the findings are nowhere because it doesn't tie
25 back to an attribute.

1 So since we know that the entire year was not
2 audited, the answer to the question was it
3 audited and what did you find is that the Chief
4 Auditor has actually caused RSM to be out of
5 compliance because the entire year wasn't
6 audited. So that isn't recorded anywhere. I
7 mean, you identify the audit period, but not the
8 fact that there was not compliance.

9 MS. STRAUSS: Can you rename this report?
10 Like it's not an annual audit.

11 DR. LYNCH-WALSH: Right. So it needs to be
12 clear to the board all the way through that it's
13 not school year, it's a partial school -- you
14 know, put the period in there. Because otherwise
15 this goes to the board and they're not gonna
16 spend, what, two hours discussing this, and
17 they're thinking that this is accurate. Because
18 they're thinking that staff would not put forward
19 to them a report that says School Year 21-22 if
20 it did not, in fact, reflect the entire school
21 year because it's an annual audit.

22 MS. FERTIG: So can I amend my motion and
23 change the cover page of this to March 2022
24 through June -- the dates that you have in the
25 report, March 8th 2022 through June 2022.

1 DR. LYNCH-WALSH: And anywhere that it says
2 School Year 21-22 needs to be changed and --

3 MS. FERTIG: Yeah.

4 DR. LYNCH-WALSH: Because there's a table
5 that has it, there's verbiage that has it and
6 then also it needs clearly address -- you said
7 you audited 5I, where would we find the results
8 of -- or am I correct in saying that it's not
9 reflected anywhere? Because 5I, it says audited,
10 yes, what did you find? You found yourself out
11 of compliance, basically.

12 MS. MANLOVE: Yes, and you know what, I think
13 it comes back to the definition of annual audits
14 and we were under the impression that the intent
15 of this policy language was to issue a report
16 every year, not necessarily to cover the entire
17 scope period. But Mr. Jabouin as chief auditor
18 can certainly address that comment as he sees fit
19 with our future audits.

20 DR. LYNCH-WALSH: Well, we're the oversight
21 committee for the Office of the Chief Auditor
22 and, I mean, I think you've heard that everyone
23 was expecting the entire year, and if it's not,
24 then you need to be transparent. Which changing
25 it, gets us there.

1 MS. FERTIG: Well, I took it the way she said
2 it, to be that this was the audit that they did.
3 But I think to be clearer and I think your
4 point's well taken, we change the dates on the
5 cover page and throughout it so the board clearly
6 understands. And, also, and I don't know that we
7 can put this in the motion, but I hope you would
8 explain to the board that we're doing these
9 quarterly now and this is the first quarterly
10 report, but we're gonna see four quarterly
11 reports annually.

12 MR. JABOUIN: I'm sorry, Ms. Fertig, the
13 audit plan has two though, one to be done in the
14 fall and one that's going to be done in the
15 spring.

16 MS. FERTIG: But we're getting to the audit
17 plan next.

18 MR. JABOUIN: Sure. So I also wanted to
19 mention similar to what Ms. Manlove said and what
20 you're getting to, Ms. Fertig, is the production
21 of an audit once a year. Now, the good thing, I
22 think, through a lot of these comments is how we
23 build it going forward. So the comments from the
24 different members are all what's put together to
25 put the program together. And at one time the

1 testing needed to occur for the first time and it
2 occurred, I guess, to some people's those later
3 than it needed to and then we're shortening the
4 period and we're shortening the period as well.

5 So, you know, we will get through the
6 comments and make the process to the desires of
7 the audit committee and the school board.

8 MS. FERTIG: Okay. So my motion is, just
9 because I know we don't have that much more time
10 and we still have the audit plan, so my motion
11 would be to transmit this report with an
12 amendment to page 1 and throughout the document
13 that it was conducted from March 8th -- on the
14 data from March 8th, 2022 through June 8th, 2022.

15 MS. STRAUSS: With a smaller sample size.

16 MS. FERTIG: With a -- well, we can put that,
17 but hopefully they pick that up.

18 I don't mind putting that; yes.

19 MS. SHAW: I'll second the amendment. But I
20 would like something in here somewhere, an
21 executive summary or just a memo to say that the
22 reason why March 8th to June 8th the only dates
23 used was because of procedural changes. Because
24 if they're looking at it, they may not understand
25 that it's being done for this period because --

1 MS. FERTIG: That's fine. So we can change
2 the dates with an explanation that it was for
3 procedural -- procedural changes, policy changes,
4 and then add that it was also based on a smaller
5 sample size.

6 MS. SHAW: And I'll second it.

7 MS. STRAUSS: I'll second that or third,
8 whatever.

9 Can I just quickly address -- I'm sorry,
10 what's your last -- I want to make sure I
11 pronounce your last name correctly.

12 MR. LOZANO: Lozano.

13 MS. STRAUSS: Lozano. First of all, you look
14 a little bit confused, so I want to make sure
15 that you are able to ask any clarifying questions
16 you may need, number one.

17 Number two, I do want to say, thank you. It
18 is very evident that you are doing a fantastic
19 job, you're holding your team accountable and
20 you're showing up with answers, but, better yet,
21 solutions. So thank you for doing that.

22 I am very saddened and heartbroken that in
23 the past so long went where none of this was
24 done. And it's a shame that it was on the backs
25 of people's lives in this community and even for

1 those that haven't lost their lives, people that
2 were victims of these threat assessments didn't
3 have this opportunity.

4 However, progress, and going from the bottom,
5 we can only go up from here, and it's very
6 evident that you're doing that. So thank you.

7 I would just ask that -- and I do want to
8 just point out that, if we are on this quarterly
9 cadence, right, of doing this work quarterly,
10 producing this quarterly, the annual audit is
11 going to be so easy. I mean, we should be --
12 there should be a zero error rate almost and 100
13 percent compliance.

14 So I think it's going to make everybody's job
15 much easier in the end, but most importantly it's
16 going to make our students and our community
17 safer.

18 So if you are confused, because your body
19 language kind of showed that, please put it out
20 there, because I just want to make sure we're all
21 on the same page.

22 MR. LOZANO: I just have to work with Mr.
23 Jabouin to talk through the audit process. So
24 that's -- I'm not confused about anything other
25 than what is the audit going to look like for the

1 school year and Mr. Jabouin and I have to have
2 that conversation.

3 MS. SHAW: Can we call the motion, please?
4 Unless it's something to do with the actual
5 motion, can we --

6 MR. MAYERSOHN: I just want to bring up one
7 -- one point because I talked about progressive
8 discipline. Very similar to the responses that
9 we get with Property & Inventory or other audits,
10 when they're not in compliance it's a response
11 back from whether it's the principal or someone
12 else saying, well, we're sorry, but we're gonna
13 do it, you know, twice a -- or every other month
14 we're going to do an inventory or we're gonna
15 review it.

16 So from, again, moving forward from those
17 schools that are not in compliance, whether it's
18 one item or all 47, I'd like to see some form
19 of -- and I'll call that progressive discipline
20 to say we're going to monitor and give a report,
21 whether it's every month, every week, whatever
22 it -- whatever intensity we need to ensure that
23 they're all in compliance. Because I agree with
24 you, I'd like to -- I mean, I believe, again,
25 this can be zero. So it's a simple process, we

1 have educators, they're able to read, follow
2 directions, it shouldn't be an issue.

3 MR. LOZANO: And moving forward those
4 principal responses will be included in these
5 quarterly audits.

6 MR. MEDVIN: Can we vote on the question,
7 please?

8 MR. DE MEO: All right. Let's call the
9 question then.

10 MR. MEDVIN: The motion from the floor,
11 please correct me if it's not, is to transmit the
12 audit subject to modifications to indicate that
13 the audit period was, I believe it's March 8th,
14 and the reason was due to a policy change which
15 limited the scope and time period of the audit.

16 All in favor?

17 MS. SHAW: And the reason.

18 MR. MAYERSOHN: March 8th through --

19 MR. JABOUIN: Through period end.

20 MR. MAYERSOHN: Through period end.

21 MS. SHAW: And the reason for the period --

22 MR. MEDVIN: Is the modification of
23 procedures of the policies.

24 MS. STRAUSS: And it include that it was a
25 smaller sample size in the executive summary.

1 MR. MEDVIN: Well, that's in the audit, the
2 sample size. I don't think you need to include
3 it again.

4 MS. STRAUSS: Well, in the executive summary
5 I think it's fair to point out.

6 MR. DE MEO: Mr. Chair, with regard to the
7 dates, I think this is important, not only the
8 front to say the period from, but throughout the
9 reported wherever a period is mentioned to be
10 specific.

11 MR. MEDVIN: The date should be modified
12 throughout the report.

13 MR. DE MEO: Not to refer to it as SY21-22,
14 because that's not what it was.

15 MR. MEDVIN: Okay.

16 All in favor?

17 COMMITTEE MEMBERS: Aye.

18 MR. MEDVIN: Opposed?

19 (No response.)

20 MR. MEDVIN: Motion carries.

21 MR. JABOUIN: Well, we have a time limit on
22 Agenda Item Number 11 because it's a board item
23 that has a due date of September 30th on it.

24 MR. MEDVIN: Okay.

25 MS. FERTIG: Before we get into discussion on

1 it, could we possibly use a larger font size? I
2 know Rebecca's brought this up at times and she's
3 not here to say it, but I don't even know
4 which --

5 MR. MEDVIN: Ladies, thank you so much.

6 MR. JABOUIN: Ms. Fertig you'd like me to
7 explore a larger font size for the table -- oh,
8 for this document?

9 MR. MEDVIN: Yes, this is tough.

10 MR. JABOUIN: Oh, okay.

11 MS. SHAW: I know I'm out of order but before
12 Mr. Lozano and his team leaves, I want to say, I
13 love the energy. I love that fact that you have
14 this broad smile on your face. I met the Chief
15 of Safety & Security last month and I think it's
16 phenomenal that we have these individuals like
17 yourself who are so open, approachable, and
18 willing, and working so hard to make all these
19 changes. And thank you so much for, as someone
20 as Mary says, for taking this on. We know that
21 it's going to be quite a bit, but really
22 appreciate and also the positiveness that's
23 coming from you.

24 MR. LOZANO: Thank you.

25 MS. SHAW: This is just what we do.

1 DR. LYNCH-WALSH: Everybody starts out all
2 chipper.

3 MR. JABOUIN: Okay. So according -- Agenda
4 Item Number 11, so if I can have Ms. Parente and
5 Ms. Thompson to come up.

6 So this is Heather Parente, the Director of
7 Employee Evaluations, with Tanya Thompson, the
8 Performance Management Coordinator.

9 Thank you. So in accordance with paragraph
10 2.14.7 of the Chief Auditor's Employment
11 Agreement, by September 30th of 2022 or other
12 date as mutually agreed between the parties, SBBC
13 and the Chief Auditor shall mutually develop an
14 evaluation format and procedures acceptable to
15 both parties to use in the evaluation of the
16 Chief Auditor.

17 So, accordingly, a workshop was put together
18 for the school board members on August 9th and
19 they provided comments on a draft evaluation tool
20 that I provided at that meeting. Assisting me
21 before, during and after the workshop was Ms.
22 Parente and Ms. Thompson. And then during the
23 workshop the members provided comments, they
24 provided feedback, they provided many points.
25 The document that you have was put together by

1 Ms. Parente and Ms. Thompson. And it's important
2 to note that this process is not designed for me,
3 it's for the current chief auditor, which I am,
4 but it's also designed for whomever would serve
5 in that role, me or your future chief auditors.

6 So with us at the meeting are Ms. Parente and
7 Ms. Thompson to go over the documents. Thank
8 you.

9 MS. PARENTE: Thank you very much. Heather
10 Parente, the Director of Employee Evaluation.

11 MS. THOMPSON: Tanya Thompson, Performance
12 Management Coordinator for the Department of
13 Employee Evaluations.

14 MS. PARENTE: So thank you for allowing us to
15 be with you this afternoon.

16 As you may be aware we have been working to
17 develop three evaluation systems for the
18 positions that report to the school board, and
19 they include the Superintendent's evaluation
20 system, the General Counsel's evaluation system,
21 as well as the Chief Auditor's evaluation system.

22 So in doing that we're working to align all
23 three of those tools as well as the other five
24 evaluation systems we use within our district.
25 We recognize that you as the audit committee play

1 an important role here as you need to have input
2 into this appraisal system so that you can
3 provide us feedback as we continue to develop it.

4 Tanya is here today and is going to provide a
5 full orientation of the evaluation system and we
6 just ask that you allow her to complete that
7 process and that you note your questions or your
8 feedback as she's sharing it with you so that as
9 soon as she is finished we can hear your thoughts
10 and feedback. Thank you.

11 MS. THOMPSON: So it's my understanding, I
12 believe, that everyone has the three-page
13 document, which is the draft format of the
14 evaluation that I'm going to be going through.
15 So there's a couple of things that I just want to
16 point out to you throughout the three pages so
17 that you can get an overall idea of the entire
18 document.

19 So the entire document or the original format
20 of the document is going to be an Excel
21 spreadsheet. So the board members as they
22 complete it will get the Excel spreadsheet that
23 they are able to work through.

24 So the first thing to point out on page
25 number 1 on the data entry page is the fact that

1 there are seven performance factors which
2 encompass 75 percent of the overall evaluation.
3 This mirrors the Superintendent's evaluation, who
4 also has the same quantity of performance
5 factors. Additionally, for each performance
6 factor there are four descriptors, again,
7 mirroring the Superintendent's evaluation in
8 terms of the actual descriptors that are
9 available.

10 Under the column that is denoted as
11 Descriptor Rating, that column is empty, but on
12 the Excel spreadsheet there will be a drop-down
13 menu that the board member can actually complete
14 and the drop-down menu would be choosing from the
15 ratings of exceeded, met, partially met, or
16 failed to meet. There's a point value assigned
17 to each of those ratings that would then render
18 the associated rating for the actual category.
19 So an exceeded is worth four points; a met is
20 worth three points; a partially met is worth two
21 points; and a failed to meet is worth one point.
22 And the definitions for these actual ratings are
23 found on page 3, so that that way there is
24 uniformity in terms of interpretation of what
25 each rating actually is and why.

1 The other point to mention is the performance
2 factor rating, which you see denoted on page 1
3 entirely falls as effective. That's a default
4 that is there until the system begins to
5 auto-calculate. So once the descriptor ratings
6 are put in and the entire performance factor
7 category has the four descriptor ratings, then
8 that performance factor rating will
9 auto-calculate and will then change from
10 effective and then will also roll over into the
11 rating on page 3.

12 The other thing that I would like to mention
13 is, from the original version of the Auditor's
14 evaluation that was shared on August 9th, as Mr.
15 Jabouin had mentioned, there was some revisiting
16 that was done on behalf of Ms. Parente and
17 myself, and, really, there was just a good-faith
18 effort to really try to tighten up the tool. If
19 you had seen the first version and after that
20 meeting that we had on August 9th, we really took
21 an attempt to review existing sources in order to
22 really find discernable descriptors to be able to
23 find things that could actually be rated, okay,
24 and not just left to a judgment call or something
25 that meant one thing to you but meant something

1 else for me. So we really wanted to ground it in
2 things that had meat to it, so to say.

3 So if you saw the first version and are now
4 seeing the second version we wanted you to be
5 able to appreciate the differences that are here
6 in this document. So on this first page as well
7 on the bottom is a key, so that that way if you
8 look at the different descriptors and maybe are
9 wondering, well, where does that come from, you
10 know, we looked at various sources in order to
11 come up with the second version. So we did look
12 at the original evaluation plan which is denoted
13 as OE. We looked at the audit plan. We looked
14 at the Superintendent's evaluation as well to see
15 if there's any alignment that can be offered
16 between this evaluation tool and the
17 Superintendent's evaluation tool. We looked at
18 school board policy. And HYB denoted hybrid,
19 basically, meant that we took several comments
20 that were existing in the first version and we
21 kind of mused them together to really make
22 something a little more comprehensive from what
23 was denoted there originally; okay?

24 The other thing that I wanted to point out to
25 you is the performance factor scoring. So the

1 performance factor rating is based on different
2 scenarios. Again, that's indicated on page 3 so
3 that that way you can understand how will that
4 effective change to a highly effective; how does
5 effective change to a needs improvement; and so
6 on and so forth.

7 So there are many different scenarios that
8 are possible here. The three most salient ones
9 are denoted on page 3 in terms of unsatisfactory,
10 needs improvement, and highly effective, but the
11 bulk of the scenarios will lead you to an
12 effective rating, but the three that are shown
13 there primarily do explain how the
14 unsatisfactory, needs improvement or highly
15 effective is obtained then for a performance
16 factor rating.

17 As also indicated in the key, a comment is
18 required for any NI or U, a needs improvement or
19 unsatisfactory performance factor rating, so
20 that, again, there's some actual justification as
21 to why that performance factor was rated as such.

22 So with that explanation for data 1 -- for
23 page 1, I also wanted just to mention a few
24 things on page 2 of the document. Page 2 of the
25 document lists objectives. As I had mentioned,

1 the data entry for page 1 on the performance
2 factor was 75 percent and the other 25 percent
3 actually comes from the objectives that are
4 there. Just pointing out that the objectives is
5 something, again, as we seek to align the
6 different evaluation tools, the annual objectives
7 that are set forth by the employee is something
8 that's also on our DASA evaluation tool for our
9 district employees that belong to the
10 organizational unit of ESMAB and it's also on the
11 evaluation tool for school-based administrators.
12 So, again, we're seeking alignment in what we do
13 across all of the different evaluation tools. So
14 Mr. Jabouin's or the Chief Auditor will have
15 objectives as a part of his tool as well.

16 So the objectives that are developed are
17 based on Goals & Guardrails which are currently
18 being done right now by the Superintendent. So,
19 essentially, the employee, in this case it would
20 be for the Chief Auditor, the employee would have
21 to extract from the Goals & Guardrails items from
22 the Superintendent's strategic plan that align to
23 their current role. So, again, there has to be
24 some alignment and some purpose setting in terms
25 of what's actually developed. So these are

1 developed by the employee. They are shared with
2 the supervisor for feedback. And then
3 end-of-the-year results are provided by the
4 employee so that that way the board can then --
5 the board members can then go in and rate the
6 objectives at the bottom of page 2, again, with
7 the same ratings that I had mentioned to you from
8 page 1 of exceeded, met, partially met or failed
9 to meet; right?

10 So once page 1 and page 2 are complete then
11 that would lead you to page 3, which is the
12 scoring section. And, as I mentioned before, all
13 of this auto-calculates based on the ratings that
14 are entered on page 1 and page 2. As I said
15 before, it's 75 percent performance factors, 25
16 percent overall rating, and, really, just an
17 attempt to align or continue to align our
18 evaluation systems within the district.

19 So with that orientation and level setting of
20 detail I now defer to the Chair to really try to
21 get the feedback that we would need in order to
22 be able to provide the final document on Monday
23 for the next board meeting.

24 MR. MEDVIN: Thank you. I, personally, can't
25 read it.

1 MR. DE MEO: It looks pretty good.

2 MR. MEDVIN: Yeah, I think, mechanically, it
3 looks fine. This is -- you follow a format, a
4 professional type format for these things in
5 developing it? I presume that's your expertise?
6 Okay.

7 MS. FERTIG: Okay. Never mind, I have the
8 wrong one on here. Oh, yeah, no, under the
9 competency, works effectively with law
10 enforcement, how would the members of the school
11 board ranking this -- how would they know that?
12 So they could -- I mean, how would you put a
13 numerical --

14 DR. LYNCH-WALSH: The board members even
15 mentioned that they would need to get with their
16 audit members on a lot of these. This whole
17 thing, from soup to nuts, is a problem.

18 MS. FERTIG: I mean, a lot of these I can see
19 they could do, but I don't know how would they
20 know. How would we know?

21 MR. JABOUIN: So it's kind of interesting
22 because there are areas that I work on that's not
23 in the vision of the audit committee such as
24 those items of law enforcement. So they would
25 have to get that information from what I give

1 them on that end as far as interactions I've had
2 with them on that front.

3 MS. FERTIG: Yeah, I just thought that was a
4 curious thing to expect the average board member
5 or person on this committee to know.

6 Anyways, I'm sorry, that was my comment.

7 MR. MEDVIN: Okay. Dr. Lynch-Walsh?

8 DR. LYNCH-WALSH: Yes. Okay. So I'm coming
9 at this from the perspective of someone with a
10 Ph.D. who is familiar with methodology and the
11 idea of having reliable and valid instruments.
12 Because you can measure anything, you just have
13 to know how to set it up.

14 So an instrument is supposed to measure what
15 it purports to measure. And this thing is
16 frightfully reminiscent of the Superintendent's
17 interim eval that they're all working on now.

18 I -- personally, I don't think any of these
19 things measure -- they're not measuring the
20 effectiveness of the chief auditor. Yes,
21 mechanically, it looks very pretty, but -- and
22 the font is ridiculously small, I'm gonna be
23 squinting, but the scoring, first of all, they've
24 removed the math from the scoring. It is an
25 improvement over how they've been doing it for

1 all the time that I've been involved, because the
2 way they had it before, is you would give a total
3 score to each domain when there is nothing in
4 scientific research that operates that way. You
5 score each one individually and none of them
6 should have "met" or "not met". I'm not entirely
7 convinced that this doesn't game the system so
8 that it's very hard for someone to not be
9 anything but, you know, meets or effective
10 because you're taking the math out of it. I
11 guess they don't think board members can
12 calculate scores, but they are basically forced
13 to say whether they have met or not met. And if
14 you have two or more now you're fine. And so you
15 just have to hope that you get met on at least
16 two if you look at the scoring system.

17 This goes against anything in terms of how
18 instrumentation works, but, again, it's an
19 improvement over what's been had.

20 I don't see the -- so I -- I would scrap this
21 and start over if it were me doing it, but it is
22 the same way that the Superintendent's is being
23 done.

24 And then as far as each of these performance
25 factors, we're the oversight committee for the

1 Chief Auditor. And I know the type is small, but
2 are we in here? Does it align to his, the job
3 description, to the policy? Did you review the
4 policy and job description in coming up with
5 these performance factors and individual
6 indicators?

7 And that's question for staff. Did you, in
8 fact, review policy and job description?

9 MS. THOMPSON: So that was part of the key at
10 the bottom. From going from 1.0 to version 2.0,
11 that was what we had done in order to try to find
12 some other descriptors or meaningful indicators
13 to put here. So at the bottom of page 1 there is
14 a key of the other items that were actually
15 reviewed. So in addition to looking at the
16 original evaluation plan we did also look at the
17 audit plan, the Superintendent's evaluation,
18 school board policy, and then the hybrid, which
19 is a combination of whatever was on all these.

20 DR. LYNCH-WALSH: Which -- okay. I'm waiting
21 for my eyes to focus.

22 MS. STRAUSS: Professional responsibilities,
23 Nathalie, that first one, I believe you may be
24 asking for the audit committee to be included in
25 that?

1 DR. LYNCH-WALSH: Well, we could -- first,
2 I'm asking from a high level, which school board
3 policy did they review?

4 MS. THOMPSON: I don't have the exact policy
5 that I reviewed.

6 DR. LYNCH-WALSH: The Office of the Chief
7 Auditor policy?

8 MS. THOMPSON: I believe that could have been
9 it.

10 DR. LYNCH-WALSH: Well, no, I need you to be
11 certain.

12 MS. THOMPSON: I don't have the policy
13 number. So I would have to get back to you on
14 that if that's a follow-up that you would like.

15 DR. LYNCH-WALSH: Well, no, it's not a
16 follow-up, I need an answer because this is a
17 time-sensitive one. And if you have reviewed
18 some other policy that wasn't the Office of the
19 Chief Auditor policy, that would explain the
20 absence of the audit committee in here.

21 Then, also, there's the job description. It
22 says, original evaluation, the audit plan, I
23 don't know how that comes in here,
24 Superintendent's evaluation. So you did not
25 review his job description. It doesn't look like

1 it. So how do you know what you're missing?

2 MS. PARENTE: If I may, his original draft
3 for the first evaluation that I know you saw
4 because you were present at the meeting with us
5 at the same time, that was based heavily on his
6 job description. So we pulled -- when we pulled
7 items from there and we listed it as from his
8 first evaluation, that's been incorporated here.

9 Also, to speak to the audit committee,
10 oftentimes when we were drafting this the words
11 audit committee actually fell into these boxes,
12 but removed them to put stakeholders. Because
13 it's not just the audit committee, it's everyone
14 else that he would work with.

15 DR. LYNCH-WALSH: No, no, no. We're the
16 oversight -- per policy, we're the boss -- if you
17 look at an org chart we are above the Chief --
18 the Chief Auditor accountable to the board and
19 the audit committee. So when you say
20 "stakeholders", we don't want to be some
21 anonymous stakeholder.

22 MS. PARENTE: Okay. So noted.

23 DR. LYNCH-WALSH: Well, it's not just noted.
24 I'm kind of flabbergasted that you wouldn't have
25 that level. That's why I'm saying, we're the

1 oversight committee, and I understand that this
2 was done before the grand jury and before
3 DeSantis yanked four board members, but, you
4 know, understanding the seriousness of oversight
5 in this district is important. And you removed
6 the oversight of this office from this
7 evaluation. It's not ready for prime time.

8 So if we're voting, I'm voting no.

9 MR. JABOUIN: I just want to mention
10 something. So the board members on August 9th --

11 DR. LYNCH-WALSH: Not the same board members.

12 MR. JABOUIN: Yes, if I can please finish my
13 sentence. The board members at the workshop on
14 August 9th, they did receive a draft that was a
15 combination of the policy, the audit plan, Policy
16 1002.1, slash, 1700, and they had comments,
17 including the remaining board members, and those
18 comments were incorporated.

19 Now, they did have thoughts regarding the
20 Chief Auditor and whom the Chief Auditor reports
21 to versus the audit committee and those were all
22 blended into this document here.

23 I just wanted to mention that thought.

24 MS. SHAW: Mr. Medvin.

25 DR. LYNCH-WALSH: Yeah, I've got another.

1 MS. SHAW: I'm sorry. Go ahead. I just want
2 him to recognize my hand.

3 DR. LYNCH-WALSH: Oh, okay.

4 I mean, there's a couple solutions, one, it
5 goes back to the current board because there are
6 now four different board members and a whole
7 different outlook on oversight. And -- or this
8 committee also does a performance evaluation that
9 gets transmitted to the board just like any other
10 audit report. So that they can look at how the
11 committee evaluates the Chief Auditor on the same
12 functions.

13 I'm not a fan of most of these. I would have
14 probably picked different things. But if we're
15 trying to be timely, a the solution is, A, go
16 back to the board, B, have the audit committee
17 also do it, put the words audit committee in
18 there and submit our evaluation to the board.

19 MS. THOMPSON: May I ask a clarifying
20 question, if you don't mind? So when I'm looking
21 here under the performance factor for
22 communication, I'm looking at the top three
23 descriptors. So the first one reads, and I
24 apologize, I know it's very tiny, fosters open
25 dialogue with stakeholders, enhancing positive

1 and professional relationships with all while
2 demonstrating tact and diplomacy. Is that first
3 recommendation you had in lieu of the word
4 stakeholders or in addition to the word
5 stakeholders? Are you looking for audit
6 committee to actually be listed in that
7 descriptor?

8 DR. LYNCH-WALSH: I'm interested in his
9 responsibilities to the audit committee being
10 reflected in this document.

11 MS. THOMPSON: Okay.

12 DR. LYNCH-WALSH: I don't necessarily care if
13 he uses tact with me. We're way passed that.

14 MR. MEDVIN: What do we have left? People
15 have to leave.

16 MS. SHAW: I have to leave. I should have
17 left at 1, but this is more exciting than me
18 leaving.

19 DR. LYNCH-WALSH: I have people to pick up,
20 myself. I'm not ready to vote on this, so have
21 at it.

22 MS. SHAW: And that's what I wanted, is this
23 possible -- because I have a load of questions,
24 recommendations. I didn't have a chance to see
25 this. The first draft, you know, kudos to Dr.

1 Lynch-Walsh because she did, but I didn't.

2 DR. LYNCH-WALSH: Oh, I have no recollection
3 of the first draft.

4 MS. SHAW: Maybe when I missed the meeting --
5 I'm sorry, I did miss a meeting.

6 MR. MEDVIN: We haven't met on this before.

7 MR. JABOUIN: No, we haven't talked about
8 this before.

9 MS. SHAW: I was excused. So I would -- I
10 would hope that since this is -- I mean, we had a
11 chance to read it before now, that the timing is
12 delayed. I don't -- I mean, it's the beginning
13 of the school year. Do we need to have this for
14 his evaluation just right now? I think there
15 is -- I think we are kind of need to clean
16 this -- clean this up a bit. I mean, there are
17 some -- this needs to be wordsmithed, number one,
18 I hate to say that, because there are still some
19 duplications. I have questions about the
20 descriptors as it relates to can someone put in
21 their own descriptors? Because I do evaluations
22 and the one thing I don't like is when I have to
23 pick something from the drop-down box and
24 something from the drop-down box doesn't always
25 reflect what it is that I need to say. And the

1 mere fact that the comment section is only for
2 the NI or the U, so I'm not really -I wouldn't
3 have a chance to put my actual comment that is
4 being evaluated, number one.

5 Number two, as Dr. Lynch-Walsh said, same way
6 you have responsive to the board, there should be
7 something relating to --

8 DR. LYNCH-WALSH: Responsive to the audit
9 committee.

10 MS. SHAW: It doesn't matter how you want to
11 put that, but I would like something to that
12 degree. Number the pages. I have a whole list
13 of like notes, but I would rather recommend that
14 we table this, have a chance to -- even if it
15 means send you questions, evaluation issues, et
16 cetera, et cetera, to provide you a better
17 feedback than what it is right now, especially as
18 folks are leaving.

19 MR. JABOUIN: I think this would require
20 board action on that. So this would have to be a
21 decision of the board if more time would need to
22 be spent on that, and then it's -- it's with the
23 chief auditor and the board to mutually agree on
24 this tool. So that has to happen at a board
25 setting.

1 MS. SHAW: I understand. But not only that
2 then, but we did have new board members that were
3 just appointed. So I think taking all of that
4 into consideration, and the mere fact that I
5 don't see an evaluation that should be done right
6 now, if it's an annual evaluation, it would need
7 to be done later on in the school year, I would
8 assume. So the timeliness of this is not as
9 critical. And I do understand that postponing it
10 belongs to the board, but I would recommend, and
11 I think my colleagues would that we recommend
12 that we ask the school board to postpone it and
13 allowing us the chance to provide valuable
14 feedback or --

15 DR. LYNCH-WALSH: And they may have different
16 ideas about what they want measured, because the
17 ones that are here are here til November, whether
18 anyone likes it or not. So I don't see them
19 necessarily finalizing this.

20 MS. FERTIG: So, and the other question I
21 have, and I don't know the answer to this, is
22 what your contract actually says, so I -- I think
23 that plays a part in what we can or can't do, but
24 we don't have any idea, so is it possible for us
25 to ask -- just to ask the board to give us

1 another, however, so we can have this document?

2 Is that what you all are looking for?

3 DR. LYNCH-WALSH: Yes.

4 MS. SHAW: Yeah.

5 MR. JABOUIN: I have a meeting with the chair
6 tomorrow morning. This meeting, as well, was one
7 of the agenda items that I had for discussion.

8 I'm assuming I'll get an idea from the board
9 chair as to what his vision is on certain things.

10 And I'm meeting with some of the new board

11 members as well. But it is -- it is a board

12 member as to whether or not they want to decide

13 on that or do they want to postpone that.

14 Because the chief auditor's employment agreement
15 does have a September 30th date to get that done.

16 And so this would be done at the special school
17 board meeting on September 20th, is when this
18 would come up.

19 MS. FERTIG: Let me ask a question. Did you
20 say -- didn't you say it's September 30th or to
21 be mutually agreed upon? I don't know. I'm just
22 thinking. We're almost out and we haven't gotten
23 to the audit plan where you know I want to talk
24 about more audits of behavioral, so --

25 MR. JABOUIN: I'm sorry, did you want me to

1 go back to the language, Ms. Fertig?

2 MS. FERTIG: Yes, I wanted to hear the time
3 it has to be done by.

4 MR. JABOUIN: It says by September 30th, 2022
5 or such other date as mutually agreed by the
6 parties. SBBC and the chief auditor shall
7 mutually develop an evaluation format and
8 procedures acceptable to both parties to use in
9 the evaluation of the chief auditor.

10 DR. LYNCH-WALSH: Is someone going to sue for
11 breach of contract if that doesn't happen?

12 MS. SHAW: But not only that, why put
13 together something that is not comprehensive
14 enough that's also looking at your contract and
15 providing you the best opportunity for your
16 evaluation, a true evaluation that is reflective
17 of what's in your contract, the job that you are
18 doing, et cetera, et cetera, versus something
19 that is being thrown together quickly. And no
20 offense to you guys, you guys are doing the job
21 that you're tasked to do, but something that is
22 reflective that is going to be changed in another
23 six months.

24 MR. DE MEO: I've got to say, are the two of
25 you human resource professionals?

1 MS. PARENTE: Yes, sir.

2 MR. DE MEO: Well, that's good enough for me.
3 I've done 150 of these, maybe 550 of these, and
4 they're all different and everybody has a view of
5 it. Let's move on, for goodness sake. The
6 board's responsibilities is to evaluate. He
7 reports to the board as well. We're the
8 oversight. If they're happy with it and with all
9 the talent of the administration, we're gonna
10 question it? I am here and I have to go and I
11 would like to talk about the audit report.

12 DR. LYNCH-WALSH: Are we tabling it?

13 MR. DE MEO: I don't want to table it. I'm
14 against it. I think it's fine.

15 MS. FERTIG: Can we just move this on to the
16 board with our written comments to them because
17 they're gonna have a special meeting she said on
18 --

19 DR. LYNCH-WALSH: They have a meeting next
20 week.

21 MR. MAYERSOHN: Can I just add one --

22 MR. JABOUIN: I'm sorry, Mr. Mayersohn, I
23 just wanted to mention that the document has to
24 be posted on Tuesday. And so it has to be
25 finalized. So it's our intent to process your

1 comments as best as we can in the next day.

2 I'm sorry.

3 MR. MAYERSOHN: The only thing that I just
4 want to add to this in the sense of the
5 descriptions, the last item, Professional
6 Responsibilities, and, again, I'm just throwing
7 it out there, some form of professional
8 development. Because this district always talks
9 about continuous improvement.

10 MS. SHAW: Right.

11 MR. MAYERSOHN: So without that component to
12 be measured, I mean, if Mr. Jabouin is just going
13 to recertify his certification, that, to me, is
14 not professional development, so --

15 MS. PARENTE: Thank you for that.

16 MR. MAYERSOHN: But, otherwise, I mean, we
17 can sit here and -- this is the board's document,
18 for their evaluation. Our input may or may not
19 be important, but it's their document. It's not
20 ours.

21 MS. FERTIG: So, I mean, can we -- Nathalie,
22 if what you're trying to accomplish is to have
23 one more bullet point put in, which I think we
24 just talked about -- not a bullet point but about
25 responsiveness to the audit committee --

1 DR. LYNCH-WALSH: No, that was not my goal;
2 no. The whole thing is just problematic.

3 MS. FERTIG: I mean, I'm fine with that.
4 Whatever.

5 DR. LYNCH-WALSH: The whole thing is
6 problematic and -- I mean, they can go to the
7 board with it. It's problematic from -- and it's
8 not just this one. It's how things are
9 evaluated. I mean, the whole HR department -- I
10 mean, we have an HR department that can't add
11 five scores together and get an accurate total.

12 MS. IGHODARO: That's not a fair comment.

13 DR. LYNCH-WALSH: No, no, no, I'm not saying
14 them, but that just upended a position. So when
15 someone expresses concern, this is being flung
16 together, to what end, like Ms. Shaw said, why is
17 this so timely other than it's in the contract?
18 But we just had a complete seat change in the
19 district where you would think that this would
20 cause people to pump the brakes. So I'm voting
21 no. Go ahead and vote on it. And then when it
22 gets to the board we'll see what transpires.

23 MS. IGHODARO: We made some recommendations
24 in our last meeting of what we said we would like
25 to see in this evaluation. What happened to

1 that?

2 MR. JABOUIN: Ms. Ighodaro, you might be
3 referring to the Office of the Chief Auditor
4 Policy. That is going to make its way to the
5 board. So we have board comments on those and we
6 have audit committee comments and those will get
7 processed. So that's separate on that end. So
8 that's the Chief Auditor's Policy.

9 DR. LYNCH-WALSH: It was the policy
10 recommendations and then the board has to
11 approve.

12 MS. IGHODARO: So we made recommendations to
13 the policy and this evaluation form is based on
14 his actual role and effectiveness of that role?
15 I agree. Let's just vote and move on. We made
16 -- in my opinion, we made -- we had comments on
17 that policy that we openly discussed and made
18 suggestions. We don't have the final say-so, but
19 we made recommendations to the folks who does
20 have the final say-so. I think, to then nitpick
21 and tear this apart, in my opinion, is not worth
22 it.

23 MR. MEDVIN: All right. I think we should
24 entertain a motion to transmit.

25 MR. DE MEO: I'll move to transmit.

1 MR. MAYERSOHN: I'll second.

2 MR. MEDVIN: Motioned by Mr. De Meo, seconded
3 by Mr. Mayersohn to transmit the report to the
4 board.

5 All in favor, please raise your hand.

6 COMMITTEE MEMBERS: Hands were raised.

7 MR. MEDVIN: Opposed?

8 DR. LYNCH-WALSH: No.

9 MR. MEDVIN: Okay. One, two, three, four,
10 five to one.

11 MR. JABOUIN: It's five to two.

12 MS. SHAW: Five to two.

13 MR. MEDVIN: Oh, is it two? Who else?

14 MR. MAYERSOHN: Ms. Shaw and Dr. Lynch --
15 Walsh.

16 MR. MEDVIN: Five to two; okay.

17 Motion carries.

18 MS. PARENTE: May I ask a quick question?

19 MR. MEDVIN: Please.

20 MS. PARENTE: Is it proper that if anyone
21 does have any feedback that they want to share
22 with us while we still have time to make edits or
23 adjustments, would we be able to take that into
24 consideration?

25 MR. MEDVIN: I think, informally.

1 MR. JABOUIN: We're short on time, but I
2 think so.

3 MR. MEDVIN: It's up to you.

4 MS. PARENTE: I'd be very happy to get any
5 feedback that you may have for us so that we may
6 review it and consider adjusting the system as
7 need be. If that's proper.

8 MS. SHAW: Email it to you?

9 MR. JABOUIN: The interesting thing, Ms.
10 Parente, is it, obviously, needs to be processed.
11 So if it could be sent, Ms. Shaw, overnight, it
12 can be read and potentially put into the
13 document.

14 MR. DE MEO: Yeah, the trouble with that is,
15 not everyone will agree, maybe.

16 MR. JABOUIN: Oh, yeah, that's a good point.

17 DR. LYNCH-WALSH: Tell your board member.
18 That's what I'll be doing.

19 MR. DE MEO: You have new board members.
20 They're gonna look at it. They may not like it.
21 They may trash it. What's the point?

22 MS. SHAW: Thanks for trying.

23 MS. PARENTE: Thank you.

24 MS. THOMPSON: Thank you.

25 MR. MEDVIN: Thank you, ladies.

1 MR. JABOUIN: Okay. It's currently 1:50.

2 So with respect to the audit plan, there are
3 some different circumstances for School Year
4 2023. So we do have the Policy 1700 that, Ms.
5 Ighodaro, we were talking about for the Office of
6 Chief Auditor and that's in process. So that has
7 to go back to the board for final approval and
8 the comments from that meeting will be processed.

9 We also have board comments on the Policy
10 1700 and they will have some comments on the
11 plan.

12 We also have timelines on the Chief Auditor
13 Evaluation that calls for this process to occur
14 in the spring. New board members may have their
15 areas of concern. Ms. Ighodaro has to leave.

16 Okay. One, two, three, four, okay, we're okay.

17 Oh, Ms. Shaw needs to leave, too.

18 MR. DE MEO: I've got to leave. I have a
19 comment and then I can leave, if you want.

20 MR. MEDVIN: We're losing quorum.

21 MR. JABOUIN: I think -- if I may? Even if
22 we had quorum, usually this discussion takes a
23 while. If I can just get a couple of thoughts
24 into it, though. The reality of it is, we need
25 to move the timeframe for the audit plan anyway

1 from when it was historically done to the spring
2 period anyway, not just from the comments on
3 Policy 1700, it's the way to actually do it. So
4 we'll end up with a sub period anyway where we
5 need to have an audit plan regardless of it. At
6 the same time, the risks of the district are ever
7 changing, and we need to be responsive to the
8 different changes that are coming from either
9 regulators or just the changes in the district
10 that are occurring that you see every day.

11 So it is very challenging in a normalized
12 environment to come up with an adequate plan, but
13 yet we do need to have a plan because that
14 provides the direction as to where the audit team
15 is going to go.

16 So, I mean, I have been in these
17 circumstances in my career where there's been
18 companies that I've worked for that were facing a
19 lot of challenges, bankruptcy and so forth, but
20 the audits need to be done and they have to be
21 done in accordance to standards. There are peer
22 reviews that get done of us and they're expecting
23 the audits to be done properly. The work has to
24 be planned, it has to be proficient, it's got to
25 be reviewed within the department. The audits --

1 I mean, they're not produced just like that.
2 They require a process before they're published.
3 And we need to have a continuous improvement plan
4 for our people while we do have head count
5 challenges. Being able to fill some of the key
6 positions are some of the things that we face.
7 And at the same time, the work, itself, is not
8 designed to provide absolute assurance. It's
9 meant to provide reasonable assurance, you know,
10 reliability of the information, the safeguarding
11 of assets, compliance with policies and
12 procedures, regulatory requirements, laws and
13 regulations. So it's -- the audits look at
14 periods of time and they're done on a sampling
15 basis.

16 Now, in future years we can and should
17 improve them to look at the design of the
18 controls, antifraud procedures. Yet at the same
19 time there are great things that are happening at
20 the district where the board is looking for
21 establishing an inspector general function.

22 So, you know, a lot of unknowns as far as
23 whether or not anybody will resign, whether or
24 not we'll fill out a position, whether or not
25 we'll have project overruns, and, yet, the

1 decisions of the board corporate are going to
2 drive a lot of different things.

3 So I don't think that we would be able to
4 approve this in the timeframe because,
5 historically, we haven't. But I wanted to tell
6 the committee that the major risks of the
7 organization, which are information technology,
8 construction, contracts, procurement, Auditor
9 General matters, discipline, Behavioral Threat
10 Assessment, maintenance contracts and payroll,
11 those are the things that have come up, they are
12 all part of the plan. And yet we also have the
13 long-range plan that has areas that also provide
14 risk but there really is no capacity to actually
15 audit them.

16 So I've gone through the effort, I've met
17 with my audit manager, we've talked about what
18 can get done. And what's actually in the plan is
19 what can get done and in order to add something
20 we have to take something out.

21 MR. MEDVIN: One last point Ms. Fertig?

22 MS. FERTIG: Okay. We're getting ready to
23 lose Dr. Lynch-Walsh and I just want to find out
24 if we have agreement on one point.

25 MR. JABOUIN: Okay.

1 MS. FERTIG: Are we all in agreement that we
2 were expecting four quarterly reports of
3 Behavioral Threat Assessment? Because if we
4 aren't in agreement then we probably need to
5 amend this plan for sure because there are only
6 two in here. Or if you're saying this is only
7 going to go through a certain time of the year
8 and then you're gonna pick up again -- I'm sorry.
9 I know I interrupted you.

10 MR. JABOUIN: So there are three in here, two
11 and this one here.

12 MS. FERTIG: You have two and we were hoping
13 for four, so --

14 MR. JABOUIN: And, obviously, between the
15 comments we get from the committee and comments
16 that we get from you, we will do what we need to
17 do based on what the board and the audit
18 committee would like. But there has to be some
19 shuffling and then there's things that I can't
20 recall. Like I can tell you that I have two
21 Auditor General responses that are due and they
22 need to get done. And if those people come
23 knocking, I have to push some of these other
24 things aside. And hiring a consultant, be it RSM
25 or whomever to come in, that also warps a good

1 percentage of our team's time, because getting
2 the data, getting the resources, getting
3 meetings, getting adequate responses, all add to
4 the time of work.

5 So it's just like every other organization.
6 We have to pick and choose which are the risks
7 that we would like to address and what is the
8 frequency of it and so forth.

9 So, you know, the audit committee and the
10 board provides commentary and I take note of them
11 and I process them, but I think that let's wait
12 for the next Behavioral Threat Assessment audit
13 to come and Mr. Lozano and I are gonna -- you
14 know, we have got the direction. Let's get that
15 done and then how about we then plan the next one
16 after that?

17 MR. MAYERSOHN: But to that point, the
18 Behavioral Threat Assessments, to me it just
19 seems as if you take those 47 attributes and you
20 say, okay, School A, have you met A, B, C, D, E,
21 F, whatever it is, and, again, technology-wise,
22 if you're using pen and paper it's not going to
23 work, but if it's in some sort of electronic
24 format, that can be spit out as data and
25 information. There's a difference between doing

1 that and auditing the process. You know, give me
2 the reason why you did this, get some feedback.
3 You know, we see this is not in compliance but is
4 there a rationale and reason why it's not in
5 compliance?

6 So that can -- at this point my opinion is, I
7 still want to go forward with the data and
8 information can be supplemented with, I mean if
9 Mr. Lozano wants to be part of our audit
10 committee, you know, membership and come here
11 every day, you know, we'd welcome him. But to
12 get back to are there questions that we might
13 have just on the data.

14 MS. FERTIG: And I see that, but I also think
15 that we were having an annual, we asked -- and
16 this is where I'm getting unclear as to what
17 happened, we asked to start having reports every
18 three months. And you're saying, I guess, that
19 it could be a report without being an audit, but
20 I think there is an advantage to having it
21 verified by somebody.

22 MR. MAYERSOHN: No, I don't disagree with
23 you.

24 MS. FERTIG: Given the issue -- and, listen,
25 Mr. Lozano's doing a great job, he's gonna have

1 the problem fixed really soon, but seeing the
2 number of threats, I'm just kind of interested in
3 seeing that over several years and where we are.
4 I just think it behooves us, with everything
5 that's happened, to have those audits. And if
6 after a year we've made so much progress we don't
7 need them, then we know that and we can go to
8 once a year, but, meanwhile --

9 MR. MAYERSOHN: Right. I mean, this is going
10 to be for the next couple years a very fluid
11 process.

12 MS. FERTIG: Yeah. Yeah.

13 MR. MAYERSOHN: Because, based upon, and you
14 were there with the MSD Commission, just from a
15 statewide standpoint they were comparing
16 Miami-Dade with how many students they have and
17 having like .9 threat assessments per a thousand,
18 and, yet, you have somebody likely a Lee County
19 or somewhere else, Volusia County, that has, you
20 know, a smaller population and is having 20
21 threat assessments done per thousand students.

22 So they're trying to codify all this
23 information by the evaluation of, you know,
24 consideration of when you do the threat
25 assessment, when you don't. So that's where his

1 subcommittee is really gonna narrow down that
2 focus, which may change the reporting
3 information. There may be more threats, there
4 may be less threats are done.

5 MR. JABOUIN: And if I may also mention,
6 we're going to have a new plan already in like
7 March anyway, because I have to move the clock.
8 So this is the interim plan anyway. So even --
9 it's gonna change based on new board members,
10 well, two sets of new board members and so forth.
11 So it's really a strategy as far as, you know,
12 putting everything together, but before some of
13 these audits get out there'll be a new plan
14 because I have to start working on a new plan
15 probably in January. I've got to workshop the
16 new plan. So there's a lot that's going to
17 happen.

18 MS. FERTIG: All right. And I'm sorry I
19 interrupted, Joris, I was just trying to get to
20 it while people were still in the room.

21 I want to say before anybody leaves, you did
22 a great job, Mr. Medvin, on your first meeting.

23 MR. DE MEO: Well, sure, while everyone's
24 gone.

25 MR. MAYERSOHN: It's not easy keeping people

1 on time; is it?

2 MR. JABOUIN: So there is no action to do. I
3 think, ultimately, I'll have to check with Mr.
4 Alston as to whether or not he wants me to
5 workshop it. Because there's a desire by the
6 board to workshop the plan anyway. It's actually
7 in the Chief Auditor's Evaluation to workshop the
8 Audit Plan. And all that has to begin probably
9 like that January.

10 MR. DE MEO: You know, you don't mention
11 whether a risk assessment was performed in order
12 to determine the audit scope.

13 MR. JABOUIN: I hope I did.

14 MR. DE MEO: But in your performance
15 evaluation it says, allocates available resources
16 to focus on high-risk areas that are critical,
17 meeting the goals, missions, so on and so forth.

18 Do you use an audit risk assessment in
19 determining the scope?

20 MR. JABOUIN: I do.

21 MR. DE MEO: And do you -- who did you share
22 that with?

23 MR. JABOUIN: So the thing is, though, there
24 are components of it, such as items that are
25 exempt because they cover safety and security.

1 MR. DE MEO: No, I understand that. But do
2 you share the entire audit risk assessment with
3 the board?

4 MR. JABOUIN: No, no, it's not a board item
5 on that end. Now, it is reviewed by -- the whole
6 process is reviewed by the Auditor General. It's
7 parts of our peer review that --

8 MR. DE MEO: Does the Auditor General see the
9 entire audit risk assessment?

10 MR. JABOUIN: They go over it with me and I
11 get their comments. So by law it has to be done
12 once every five years, which, of course, in an
13 organization like that, you definitely need to do
14 it annually. Probably, if we ever get to the
15 phase that we really want to, we should be doing
16 reassessments probably quarterly, just given the
17 ever-changing risks. But, yes, Mr. De Meo, yes.

18 MR. DE MEO: Yeah, and, you know, I've had
19 this overriding concern, continuing concern, that
20 no one sees the risk assessment, some governing
21 board, some subcommittee. And that's troubling
22 because that's an awful burden. I wouldn't want
23 that burden. I wouldn't want to be the chief
24 auditor and have that responsibility solely to
25 determine the risks and then --

1 MR. JABOUIN: Well, one of the things that
2 I've noted --

3 MR. DE MEO: -- and formulate a plan based on
4 that without some assistance from --

5 MR. JABOUIN: Sure. One of the things I've
6 noted from our previous conversations is this is
7 a great subject to put into the scope of the next
8 peer review, which was done.

9 MR. DE MEO: I'm also not sure, I don't
10 practice law, but I'm not sure that the law
11 prohibits it. I've found numerous, and I put
12 them in my email, numerous references in the law
13 to risk assessment and sharing risk assessment
14 and what can and cannot be. And perhaps our
15 chief counsel can look into that a little bit
16 more. It's so important.

17 MR. JABOUIN: Certainly.

18 MR. DE MEO: And do you want that
19 responsibility solely? That would be scary.

20 MR. JABOUIN: I do think that, to give you
21 additional comfort, I think that we give specific
22 instructions to the peer reviewer to make sure
23 that that's covered when we get the peer review
24 process going.

25 MR. DE MEO: I've got to go.

1 MR. JABOUIN: All right. Thank you,
2 everybody. Thank you for staying late. It's
3 2:00.

4 MS. FERTIG: Good meeting. Thank you.

5 MR. JABOUIN: Thank you for your comments.
6 Thank you.

7 (Meeting was concluded at 2:02 p.m.)
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

REPORTER'S CERTIFICATE

STATE OF FLORIDA
COUNTY OF BROWARD

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

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

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



TIMOTHY R. BASS
Court Reporter

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

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

B**B** 2:13 143:16 161:20**B-1** 7:7**back** 15:24 23:14,15

23:16 33:8,9,10

61:8 68:19 93:15

95:25 96:2 107:2

108:11 109:11

116:15,25 118:13

123:11 140:13

143:5,16 149:1

156:7 162:12

background 28:16**backpack** 81:2**backs** 121:24**bad** 68:20**balance** 23:8**balances** 15:20 16:1

18:16 20:3 38:5

band 19:7**bankruptcy** 157:19**Bardee** 2:24 27:9

59:12 88:17,23 91:7

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

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

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

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

evaluations 2:18,19 127:7 128:13 145:21	125:4 exempt 165:25 existing 131:21 132:20	132:25 133:1,16,19 133:21 134:2 143:21	87:12 95:17 96:10 96:13 98:14 99:11 105:25 106:19 107:1,9,12,21 109:6 109:19 110:6,9,13 110:16 111:25 112:12 113:25 114:5,8,15,19 115:6 115:13,15,23 116:8 116:9 117:22 118:3 119:1,12,16,20 120:8,16 121:1 125:25 126:6 136:7 136:18 137:3 147:20 148:19 149:1,2 150:15 151:21 152:3 159:21,22 160:1,12 162:14,24 163:12 164:18 168:4	firm 24:18 first 8:15 13:1 15:20 20:15 32:25 34:16 37:6 38:11 44:5 45:16 46:13,19 48:3 49:23 59:12 63:12 64:6 69:1 76:11 97:18 102:6 106:4 108:16 110:4 119:9 120:1 121:13 129:24 131:19 132:3,6,20 137:23 139:23 140:1 141:3 141:8 143:23 144:2 144:25 145:3 164:22
Evelyn 3:18 8:21	exists 41:12	factors 130:1,5 135:15 138:25 139:5	151:21 152:3 159:21,22 160:1,12 162:14,24 163:12 164:18 168:4	fiscal 15:22 25:5
event 19:5	exit 44:18	fail 42:4 65:19 66:6 79:7	fidelity 81:14	fit 118:18
ever-changing 166:17	expanding 82:25	failed 75:16,20 130:16,21 135:8	field 25:5 40:11	five 6:2 10:5 13:15 30:19 59:24 65:2 74:8 128:23 152:11 154:10,11,12,16 166:12
everybody 8:17 12:1 39:11 74:22 100:20 101:1,3 105:25 112:9 116:16 127:1 150:4 168:2	expect 20:10 63:15 86:3 137:4	failing 100:2	fieldwork 44:17 47:14,23 48:3	five-year 16:19 17:25
everybody's 8:17 122:14	expectation 40:23 65:20 66:8 75:4,10 102:2	fails 100:11	figure 10:5 60:17	fix 51:21 66:24 67:4 87:4
everyone's 97:24 164:23	expectations 65:21 82:18 111:24	failures 35:19	files 34:21	fixed 106:17 163:1
evidence 50:13 82:1 89:15 93:6	expected 26:15	fair 11:6 19:17 125:5 152:12	fill 63:5 158:5,24	FL 1:24
evident 121:18 122:6	expecting 118:23 157:22 160:2	fall 25:8,15 87:14 119:14	final 43:22,23 104:18 135:22 153:18,20 156:7	flabbergasted 141:24
evolve 27:23	expediently 111:23	falls 131:3	finalize 106:5,11,23 106:24	flag 38:1
exact 140:4	Expenditures 9:20	false 66:18	finalized 77:16 106:16,18,21 150:25	flagged 38:3
exactly 38:11 115:15	expensive 56:15	familiar 28:17 86:22 137:10	finalizing 147:19	Fleming 27:5
examined 32:12	expert 89:9	fan 143:13	financial 83:7	floor 64:15,24 65:10 65:18 80:6,11,13 124:10
example 12:19 19:16 19:20 35:21 36:4,9 73:4 86:22 89:8 93:11	explain 29:23 119:8 133:13 140:19	fantastic 35:7 121:18	find 49:16 68:2 74:12 89:3 93:14 117:3 118:7,10 131:22,23 139:11 159:23	flooring 67:1
examples 83:5	explanation 121:2 133:22	far 10:19,23 44:20 97:9 137:1 138:24 158:22 164:11	financially 169:13	Florida 1:12 37:4,10 59:20 91:16,17 169:2,5,16
exceeded 130:15,19 135:8	explore 126:7	favor 4:9 7:24 8:9 18:8 22:18 24:3 116:12 124:16 125:16 154:5	findings 86:25 116:24	flowing 51:13
Excel 129:20,22 130:12	exposed 65:23	feature 48:25	fine 18:4 29:12 55:6 121:1 136:3 138:14 150:14 152:3	fluctuate 20:4
Excellent 39:9 74:5	expressed 60:5	February 110:24	finish 47:19 77:12,20 111:10 142:12	fluid 163:10
exception 10:6 17:19 30:17,22 31:2,18 44:18,20	expresses 152:15	feedback 31:20 39:9 50:20 127:24 129:3 129:8,10 135:2,21 146:17 147:14 154:21 155:5 162:2	finished 129:9	flung 152:15
exceptions 9:24 10:8 15:16 16:20 26:12 26:13,15 28:21 30:20 31:7,13,23 48:9,17 59:24 68:20 76:16 81:22 82:1 96:1	expulsion 77:9	feel 18:3 43:25 47:7 100:11,25		focus 37:16 42:12 62:13 66:5 78:25 139:21 164:2 165:16
excerpt 51:9	extended 98:9	feeling 65:7		focused 26:8
exciting 144:17	extra 21:1 80:21	feels 96:6		folks 146:18 153:19
Excuse 17:1	extract 134:21	fees 19:8		follow 34:21 84:6 89:23 124:1 136:3
excused 3:11 145:9	extract 134:21	fell 141:11		
executive 2:12,17 4:20 14:3 26:24 84:7,11 113:17 120:21 124:25	extremely 56:15	felt 65:22		
	eyes 139:21	Fertig 2:2 3:12,13 14:21,25 15:23 16:2 16:6,14 57:20 58:2 58:9 67:19 69:11 76:13,15 80:15 81:16 85:20,23 86:8		
	F			
	F 161:21			
	face 86:21 87:5,17 126:14 158:6			
	facilitate 103:12			
	facility 19:25			
	facing 157:18			
	fact 44:15 45:25 49:17 54:1 103:10 117:8,20 126:13 129:25 139:8 146:1 147:4			
	factor 70:18 113:1 130:6 131:2,6,8			

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

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

78:15 104:5	142:9,12 145:7	kept 72:2	136:11,19,20,20	leaving 38:25 77:18
interviewing 62:16	146:19 148:5,25	key 132:7 133:17	137:5,13 138:9	107:4 144:18
interviews 30:25	149:4 150:22	139:9,14 158:5	139:1 140:23 141:1	146:18
34:15 93:23	151:12 153:2	kids' 49:13	141:3 142:4 143:24	led 44:20
introducing 93:23	154:11 155:1,9,16	Kim 2:20 57:3,6	144:25 147:21	Lee 163:18
introductory 14:4	156:1,21 159:25	kind 12:9 15:9 50:21	148:21,23 158:9,22	left 39:2 77:15 131:24
inventory 2:9,13	160:10,14 164:5	68:9 74:19 75:14	160:9 161:9,14	144:14,17
14:10 100:6 123:9	165:2,13,20,23	83:15 85:14 92:24	162:1,3,10,11 163:7	legislative 103:4
123:14	166:4,10 167:1,5,17	96:2 109:20,23	163:20,23 164:11	legislatively 103:12
INVITED 2:22	167:20 168:1,5	112:3,5,20 113:18	165:10 166:18	lens 28:13
involved 91:23 138:1	Jabouin's 111:22	122:19 132:21	knowing 108:6	lessen 88:5
involves 28:5	134:14	136:21 141:24	knows 20:13 21:6	let's 9:1 18:6 36:7
isolated 89:17	Jaclyn 2:5 4:1	145:15 163:2	Kowalski 83:21	74:12 85:3 92:21
issue 23:13 33:17	Jaime 2:24 27:9	kindly 95:1	kudos 31:14 144:25	124:8 150:5 153:15
87:3,22 88:9 100:19	59:10	kinds 106:13		161:11,14
101:19 118:15	James 2:9 4:25,25	knew 100:15	L	letter 102:19
124:2 162:24	January 110:23	knocking 160:23	lab 54:8,21,22 55:13	level 29:4,14 41:18
issues 15:2 42:10	112:1 164:15 165:9	know 8:22 10:11 11:4	56:2 57:7	42:18,24 65:3,8
45:7 77:13 80:22	Jennifer 2:10,12,24	12:11 13:8 15:6	labs 38:8	72:21 73:1 84:9
115:5 146:15	4:23 5:3 27:8 72:25	17:24 18:1 19:13	lack 52:25 70:18	89:12 92:8 93:6,22
item 9:2,4 24:9,12	job 43:20 82:15 86:11	20:10,21 21:9,15,23	ladies 126:5 155:25	94:1 114:2,3,4,4
25:14 69:5 76:7	106:1 121:19	23:5,9,17 25:16	landing 34:23	135:19 140:2
123:18 125:22,22	122:14 139:2,4,8	26:20 29:20 32:10	language 7:6 50:19	141:25
127:4 151:5 166:4	140:21,25 141:6	35:12 38:18 39:24	118:15 122:19	levels 19:10 28:9
items 4:15 5:13 6:16	149:17,20 162:25	40:15 43:7 47:2,7	149:1	69:24 89:14 93:19
7:9 32:11 49:21	164:22	51:8,22 53:19 55:10	Large 169:5	93:25
69:3 91:12 134:21	Joe 58:23	56:5,6,9 57:7,14	larger 126:1,7	leveraging 35:8
136:24 139:14	joke 42:21 89:18	61:15 64:20,25 65:9	late 168:2	liaise 5:21
141:7 148:7 165:24	Joris 2:8 4:18 28:25	65:13,14 66:10,19	Lauderdale 1:12,24	library 19:16,16
Itohan 2:3 3:14	58:5 67:9 164:19	66:20,20,22,23	169:16	lieu 144:3
	judgment 131:24	67:21 68:4 73:23	Laura 2:23 27:8	life 109:17 115:1
J	July 25:6 47:14 66:15	74:18,19 75:3 76:23	law 43:17 69:6,23	light 35:19
Jabouin 2:8 3:8,11,14	80:7 99:4,7,9 101:4	77:7,17 79:2 80:11	71:14,19,24 72:4,11	likes 147:18
3:16,18,20,22,24	110:7,11 115:10,12	80:19 81:11,14,17	72:16 82:17 83:11	limit 125:21
4:1,14,18 5:9 7:12	jump 46:4 56:17	82:5,8,17 84:3 85:1	83:23 88:18 89:9	limited 124:15
8:24 9:4 10:2,25	jumping 45:21	85:4,15,24,25 86:1	90:4 91:9,23,25	line 76:6
11:11,25 15:14	June 24:22 46:10,23	86:20 87:9,19 88:7	93:17 102:19 105:6	lines 52:22 105:3
17:11 18:4,5,24	97:23 110:1 117:24	90:18 92:2,10 93:8	136:9,24 166:11	link 5:15 37:3
21:4,22 24:11 29:6	117:25 120:14,22	94:22 96:5 98:7	167:10,10,12	links 59:20
32:13,15 44:7,8	jury 35:20 46:5 86:13	99:25 100:8 101:19	laws 158:12	list 13:3 17:15 49:7
47:2,9 67:10 74:21	142:2	102:4,20 103:16	lead 35:21 36:1,3,4	58:18 79:21 146:12
83:1 85:8,11 86:19	justice 105:4	104:14,21,22,23	133:11 135:11	listed 6:13 9:8 79:12
87:23 91:5 94:19,22	justification 133:20	105:5,14,20 107:4	leader 36:3	141:7 144:6
95:7 97:3,8,13	juvenile 105:4	108:12,14 109:3,12	leaders 84:4	listen 94:25 162:24
111:4,20 113:21		109:20 110:9,17,23	leading 14:17	listening 109:9
114:13 115:19	K	112:4,18,20 113:16	leads 49:4	lists 133:25
118:17 119:12,18	KC 1:11	113:19 115:24	learn 106:14	litigation 169:13
122:23 123:1	keep 27:17 43:11	117:1,14 118:12	Learning 53:4 54:21	little 29:21 45:19
124:19 125:21	50:3 66:11 67:18	119:6 120:5,9	leave 78:23 144:15,16	50:19 53:10 65:3,13
126:6,10 127:3	111:19	123:13 126:2,3,11	156:15,17,18,19	98:9 110:23 121:14
131:15 136:21	keeping 164:25	126:20 132:10	leaves 126:12 164:21	132:22 167:15

lived 66:1 68:15
lives 121:25 122:1
load 88:5 144:23
local 6:9 71:19
locally 105:6
locate 30:14,20 78:15
location 40:3 78:3
logs 43:11
long 36:14 63:9 64:20
 121:23
long-range 159:13
look 9:18,19 13:6
 14:2 18:19 28:13
 32:21 37:2,8 38:15
 44:25 57:18 61:15
 67:22 68:19 95:10
 95:15,25 113:11
 121:13 122:25
 132:8,11 138:16
 139:16 140:25
 141:17 143:10
 155:20 158:13,17
 167:15
looked 59:12,19
 79:10,12 132:10,13
 132:13,17
looking 39:21 40:14
 50:12,22 59:2 60:1
 65:1 67:5 78:3
 85:16 109:23
 113:15,21 114:8
 120:24 139:15
 143:20,22 144:5
 148:2 149:14
 158:20
looks 29:16 32:15
 41:3 136:1,3 137:21
lose 60:2 159:23
losing 156:20
lost 19:16 50:2 122:1
lot 14:5 21:6 41:13
 42:10 43:2,18 49:8
 60:21,25 67:3,4
 68:2 69:4 72:7,15
 77:6,10,13 78:16
 79:1,4,8 85:16 87:7
 88:1,2 109:8 116:3
 119:22 136:16,18
 157:19 158:22
 159:2 164:16
lots 31:3 47:2

love 13:10 126:13,13
low 93:6
low-level 42:21
lower 92:7
lowest 42:18
Lozano 2:17 4:20,20
 23:15 25:21 26:25
 26:25 28:1 29:15,21
 31:24 32:6 36:21
 37:17 39:9,13 40:23
 41:9,20 42:16 43:5
 43:7 44:3 49:3 50:6
 51:23 52:2 54:8,20
 55:12,17 56:10
 57:18 60:12,19
 61:18 62:12,20,24
 65:18 69:21 71:5,17
 71:21 72:1 75:16
 77:1 80:23 82:13
 83:19 84:7,17 89:11
 90:3,10,23 91:13,16
 91:22 92:6,9,14
 93:3,10,19 96:24
 98:19 99:5,7,15,18
 99:23 100:4 101:6
 101:20 102:13
 103:1,18 104:1,9,12
 104:16 105:24
 106:17,21 107:8,14
 108:1 109:18 110:4
 110:8,11,14 111:5
 113:8,24 114:6,10
 115:8,14,17 116:3
 121:12,12,13
 122:22 124:3
 126:12,24 161:13
 162:9
Lozano's 162:25
Lynch 154:14
Lynch-Walsh 2:4
 3:16,17 13:12,13,19
 14:18 22:12,14,15
 45:15,17 48:6 49:4
 50:8 51:5,10,17,25
 52:6 54:7,16,23
 55:4,9,15,20 56:8
 56:16,18,23 57:7,14
 57:19,23 58:8,11
 59:25 60:13,20 61:4
 62:10,18,21 63:4,18
 64:1,10 65:15 68:18

70:6 74:8 97:7,15
 116:14 117:11
 118:1,4,20 127:1
 136:14 137:7,8
 139:20 140:1,6,10
 140:15 141:15,23
 142:11,25 143:3
 144:8,12,19 145:1,2
 146:5,8 147:15
 148:3 149:10
 150:12,19 152:1,5
 152:13 153:9 154:8
 155:17 159:23

M

ma'am 96:24
Macri 58:17
magic 45:23
main 78:25
maintain 8:16
maintaining 58:18
maintenance 159:10
major 30:4 159:6
majority 11:22,22
 12:24
making 15:11 35:6
 39:12 42:1 52:15
 53:16 108:12
 109:22
man 92:22
managed 9:10 10:16
 10:22 11:15,15,23
management 2:19,20
 29:10 104:21 127:8
 128:12
manager 2:9,9,10
 9:11 159:17
Mancini 2:16 27:6
 57:2,5,10,11,16
 95:9 98:20,21
mandatory 53:11
 54:3 69:25 90:3,13
 101:25
Manlove 2:23 27:9,13
 32:13 33:5,19 46:25
 50:10 51:8,14 56:6
 59:10 70:8 94:15
 95:8,14 111:20
 118:12 119:19
manual 24:14 47:10
 47:12 54:3 67:12

68:4 90:18
manually 79:24
manuals 25:22
March 37:17 38:15
 46:10,16,23 47:11
 66:15 67:20 96:17
 96:20 97:2,22 98:6
 117:23,25 120:13
 120:14,22 124:13
 124:18 164:7
Marjorie 26:22
mark 30:22
market 23:3,11
MARQUARDT 2:12
Mary 2:2 3:12 14:20
 126:20
mass 36:16
matching 63:22 87:21
math 137:24 138:10
matrix 10:3 13:4,14
 14:7 16:9 28:19
matter 71:14 87:20
 106:16 146:10
matters 159:9
mature 27:22 28:4
Mayersohn 2:4 3:20
 3:21 4:5 7:20,22 8:5
 8:6 10:1,2 16:8,10
 16:15,17 17:1,5,21
 22:24 23:17,22 24:1
 24:2,11 54:6 99:19
 99:20 100:24 101:7
 102:7,14 103:2,23
 104:7,10,13,17
 123:6 124:18,20
 150:21,22 151:3,11
 151:16 154:1,3,14
 161:17 162:22
 163:9,13 164:25
Mayersohn's 12:8
mean 10:10 16:12
 17:21 21:7 23:8
 67:13,21 71:1 74:15
 76:20,24 85:3 86:17
 87:8 93:17 98:15
 101:4 103:8 110:4
 115:1,23 117:7
 118:22 122:11
 123:24 136:12,18
 143:4 145:10,12,16
 151:12,16,21 152:3

152:6,9,10 157:16
 158:1 162:8 163:9
meaningful 40:20
 139:12
means 60:16 71:25
 146:15
meant 113:20 131:25
 131:25 132:19
 158:9
measure 137:12,14
 137:15,19
measured 147:16
 151:12
measuring 137:19
meat 132:2
mechanically 136:2
 137:21
medical 40:11
Medvin 2:2 3:3,7,22
 3:23 4:3,6,8,11,13
 7:10,14,22 8:1,3,6,9
 8:11,13 9:1 10:1
 11:7,12,17 12:16,18
 12:22 13:1,12 14:12
 14:20,24 16:7,16,24
 17:2,8 18:6,10,12
 20:15,19 21:7 22:7
 22:15,18,20,22
 23:18,20,24 24:2,5
 24:7 27:12 32:7,17
 33:3,16,20 44:7
 45:15 48:6 56:17
 57:1,5,10 63:24
 64:2,5,8 67:9 68:14
 90:8 94:6 99:17,19
 116:1,2,9,11 124:6
 124:10,22 125:1,11
 125:15,18,20,24
 126:5,9 135:24
 136:2 137:7 142:24
 144:14 145:6
 153:23 154:2,7,9,13
 154:16,19,25 155:3
 155:25 156:20
 159:21 164:22
meet 15:21 17:14,20
 37:7,21,23 75:9,13
 78:1 100:8 111:24
 130:16,21 135:9
meeting 1:4 5:23 7:17
 8:15 26:14 36:22

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

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

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

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

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

163:9 164:18 168:1 ringing 41:6 43:15 rise 3:4 36:1 risk 29:4 71:6,10 72:20 89:12 94:1 103:19 159:14 165:11,18 166:2,9 166:20 167:13,13 risks 157:6 159:6 161:6 166:17,25 RMS 114:21 Robert 2:4 3:20 robocall 49:14 role 91:24 98:22 100:20 128:5 129:1 134:23 153:14,14 roles 59:6 roll 3:7 4:16 131:10 room 1:11 94:24 164:20 routine 81:8 86:3 RSM 2:23,24,24 24:9 24:16,18 27:7,11 46:9 73:1 86:23 109:23 110:20 111:4 116:4 117:4 160:24 rule 89:10,11 rules 29:16 89:3 Rupert 25:2 rushing 106:22 Ryan 15:23	32:25 33:4,11,18,24 34:3,6 45:9,9 46:23 47:1 48:2,11 49:16 50:17 64:14,19 65:6 82:3,3,8 94:11,12 95:3,12,23 98:11 120:15 121:5 124:25 125:2 sampling 81:25 158:14 satisfies 87:15 saw 46:2 89:20 132:3 141:3 say-so 153:18,20 saying 14:17 56:21 66:25 76:18 99:23 101:7,11 102:11 109:7 114:25 118:8 123:12 141:25 152:13 160:6 162:18 says 12:19 46:9 48:24 49:24 51:18 52:11 52:11 53:10 60:2 90:18 92:22 96:11 96:11,16 103:7 116:23 117:19 118:1,9 126:20 140:22 147:22 149:4 165:15 SBAS 88:18 SBBC 60:2,3 127:12 149:6 scary 167:19 scenarios 133:2,7,11 schedule 11:18 18:14 school 1:2 5:14,24 6:23 9:21 10:18 11:9,10,18,19 13:20 14:15 15:8 16:18 17:24 19:18 20:8 21:11 22:11 23:1,8 24:21,25 25:13,16 25:23 28:23 29:16 30:15,15 34:23 35:10,12 37:18 38:9 38:20 39:17,22 40:3 40:23,25 41:15 42:6 42:24 43:1 44:13 45:2,22 46:2,2,11 46:24 47:20,24 48:1	49:11,14,25 50:4 52:7 60:5,7,9 64:16 65:2,24 67:12 68:8 69:22 70:2,14 71:8 72:9,13,15 73:14,17 74:17,24,25,25 75:6 75:9,21 76:1,2,2,11 77:4,8,11,15,24,25 78:2,14,21,21 79:10 79:11,14,20 81:1,8 83:6,21 84:3,25 88:24 90:5 92:15,16 92:19,22 93:17 94:10,13 95:4,5,13 96:11,12,19 97:1,23 98:13 101:22,25 102:6 103:7 105:17 106:10 107:5,6 108:2 109:1 110:1,5 113:1,11 114:1,4 116:6,22 117:13,13 117:19,20 118:2 120:7 123:1 127:18 128:18 132:18 136:10 139:18 140:2 145:13 147:7 147:12 148:16 156:3 161:20 school's 23:6 42:5 75:8 school-based 42:19 134:11 schools 9:3,7,7,14,25 10:4,9,15,17,22,25 11:14 12:2,4,7,12 12:12 13:8 14:13 16:19,25 17:3,7,15 18:15 19:11,12,13 20:2,4,5,6,7 30:21 31:22 34:16 36:5 38:24 39:14,18,24 41:7,10,25 42:1 43:10,12 44:3,12,18 48:20 49:16 51:20 59:16 60:20,21 61:2 61:20 62:15,25 66:1 72:12 75:16,23 76:16 77:3,13,21 78:20 79:6,18 82:11 82:19,21 83:2,18,25 84:2,12,19,20,21	89:13 90:25 96:4 97:6 100:1,13,17 102:17 105:1 106:5 111:8 112:20,23,24 123:17 scientific 138:4 scope 9:12 32:8 33:6 33:11,12 47:7 118:17 124:15 165:12,19 167:7 score 138:3,5 scores 138:12 152:11 scoring 132:25 135:12 137:23,24 138:16 scorn 74:2 scrap 138:20 screening 81:3 SE 1:12,24 seamless 108:13 seat 99:2 152:18 second 4:6,7,8 7:21 7:22 8:7,8 10:14 17:9,10 22:14,15 24:1 33:1 46:13 57:2 63:14 116:9,10 120:19 121:6,7 132:4,11 154:1 seconded 24:2 154:2 Secondly 64:25 Secretary 2:12 section 28:16 29:16 29:19 30:8,9 31:11 31:17 50:14 52:6 135:12 146:1 sections 30:24 security 50:2 126:15 165:25 see 10:19 11:22 12:14 13:6,6,10,24 14:1 17:15 20:3 26:6 28:1 29:6,8,24,25 30:5,8,18 31:10,14 35:5 39:22 42:3 43:2 45:11,25 46:1 68:5 72:4 74:12,22 74:23 75:2,10,17 76:15 78:17 79:4,6 79:6,13 80:2 81:13 84:23 86:4 88:1 93:15 95:25 100:17	109:8,21 113:7,23 115:21,22 119:10 123:18 131:2 132:14 136:18 138:20 144:24 147:5,18 152:22,25 157:10 162:3,14 166:8 seeing 46:20 96:3 132:4 163:1,3 seek 134:5 seeking 134:12 seen 31:13 34:9 78:22 105:15 131:19 sees 80:2 118:18 166:20 segment 109:13 segments 109:20 SEIFER 2:11 select 16:19 selected 9:3 16:25 17:3 26:1 self 60:7 66:10 103:16 104:2 self-explanatory 18:22 send 5:15 83:23 95:9 98:25 99:8 146:15 sends 49:14 Senior 27:9 sense 93:12 151:4 sent 59:20,20,22 155:11 sentence 142:13 separate 103:22,24 103:25 104:1 153:7 September 1:15 5:20 32:23,24 37:7 99:7 99:9 101:21 109:24 109:25,25 110:7,10 110:11 111:10,15 115:11,12 125:23 127:11 148:15,17 148:20 149:4 169:15 serious 26:5,10,21 29:2,2 36:13 65:1 70:23 77:6,11 78:6 81:21,21 82:25 89:7 95:22,22 seriously 68:24
S				
saddened 121:22 safe 66:12 safeguarding 158:10 safer 122:17 safety 38:3 40:6 41:2 41:23 44:4 49:1,25 50:1,4 72:14 76:9 77:23 92:15,20 106:25 108:7,17 126:15 165:25 sake 150:5 sales 19:5 salient 133:8 sample 9:20 10:15,21 11:6,14,21 12:3 26:1,2,4,4,6 28:22 29:1,5 32:8,9,10,17				

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

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

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

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

126:18 128:16,22 137:17 164:14 works 69:16 136:9 138:18 workshop 127:17,21 127:23 142:13 164:15 165:5,6,7 world 35:16 107:24 worse 61:11 worth 130:19,20,20 130:21 153:21 wouldn't 73:22 96:7 141:24 146:2 166:22,23 wound 60:3 WRIGHT 1:11 write 102:18 112:15 written 107:23 150:16 wrong 94:19 100:18 113:19 136:8 wrote 55:17	70:2 72:9,16,19 74:10 77:14,20 78:19 79:11,15,19 79:24 80:5,6 82:9 85:1 86:6 91:20 94:10,13,14 95:4,5 95:13,15 96:9,11,12 96:20 97:1,6,23 98:5,13,16 99:14,15 102:4 105:16 106:18 108:18 110:5 115:3 117:1,5 117:13,19,21 118:2 118:16,23 119:21 123:1 145:13 147:7 156:3 160:7 163:6,8 year's 46:2 years 10:5 13:7,16 17:18 18:14 26:18 29:2,17 31:1,12 68:16,21 74:1 94:20 158:16 163:3,10 166:12 yesterday 5:15 37:6 young 92:22	1002.1 142:16 1006.07 52:10 11 49:7 116:23 125:22 127:4 12 25:14 41:20 69:2 79:12,13 89:4 90:1 116:17 12-month 33:17 13 26:7 28:18 53:9 14 26:7 28:18 30:7 61:7,12 15 26:7 28:18 31:9 150 150:3 16 30:11 16th 25:16 41:5,15 101:21,22 102:4,9 108:14 17 25:17 92:12 1700 142:16 156:4,10 157:3 17th 37:7 111:18 115:2 18 53:10 93:17 19th 169:15 1st 66:15 80:7 101:4	21-22 117:19 118:2 2130 52:3 60:12 22 25:5 31:3 44:14 22-23 69:22 23 25:13 67:12 23rd 5:20 24 63:14 25 134:2 135:15 28 68:16 288 41:22 28th 24:25	5I 116:23 118:7,9	
<hr/> X <hr/> X 17:18 101:19	<hr/> Z <hr/> Z 101:19 zero 26:19 65:18 66:6 66:14,17 99:24 122:12 123:25	<hr/> 2 <hr/> 2 30:24 93:21 133:24 133:24 135:6,10,14 2.0 139:10 2.14.7 127:10 2:00 168:3 2:02 1:16 168:7 20 9:7,25 17:6,8 28:23 94:11 95:12 163:20 200 1:24 94:11 95:12 2020 47:20 2021 24:25 95:4 99:14 2022 1:15 24:21,22 25:6 96:17 99:14 117:23,25,25 120:14,14 127:11 149:4 169:15 2023 25:14,23 33:1,2 45:3 47:24 48:1 156:4 20th 148:17 21 11:12 12:18 28:23 106:4	<hr/> 3 <hr/> 3 31:9 46:8 53:9 64:12 93:21 130:23 131:11 133:2,9 135:11 30 40:25 41:25 42:15 30-day 105:15 30th 24:22 109:25 125:23 127:11 148:15,20 149:4 327 41:23 33 74:11,13 75:17 33301 1:24 34 31:12 51:23 35 31:12 48:14 65:22 65:25 98:11 35H 70:7 36 31:12 60:1,12 377 41:16 42:14,17 39 91:18,20 93:16 3A 50:14 3F 50:21 52:7 3rd 1:12,24	<hr/> 6 <hr/> 6 89:4 60 26:17 82:9 105:16 600 1:12 633 1:24	<hr/> 7 <hr/> 700,000 23:9 72 36:14 44:1 63:9,19 103:8 72-hour 43:25 75 94:11,12 95:4 130:2 134:2 135:15 7th 66:15
<hr/> Y <hr/> Y 101:19 yanked 142:3 yeah 10:25 13:2,17 14:24 16:14 20:20 21:9 22:24 33:19 63:18 70:21 71:21 73:20 74:15 80:15 91:17 93:19 103:18 104:9 110:8,11,13 116:14 118:3 136:2 136:8 137:3 142:25 148:4 155:14,16 163:12,12 166:18 year 14:21,25 15:15 15:16,22 16:4,21 24:21,25 25:5,13,23 28:23 31:14 33:14 37:18 38:14 41:21 44:14 45:2,3,4,23 46:3,11,13,19,24 47:20,24 48:1 60:23 61:11,11,19 62:13 64:16,20,22 65:15 65:17 67:3,12 69:22	<hr/> 0 <hr/> 0 74:13	<hr/> 9 <hr/> 9 9:2,5 163:17 9:00 37:25 90 101:23 9th 127:18 131:14,20 142:10,14	<hr/> 8 <hr/> 8 1:15 61:13 80 81:22 8th 8:25 46:10,10 110:1,1 117:25 120:13,14,14,22,22 124:13,18	<hr/> 9 <hr/> 9 9:2,5 163:17 9:00 37:25 90 101:23 9th 127:18 131:14,20 142:10,14	
<hr/> 5 <hr/> 5 48:24 61:13 50 82:8 550 150:3 5B 59:2,12 5H 70:10,13					