

Page 1

SCHOOL BOARD OF BROWARD COUNTY
AUDIT COMMITTEE MEETING

MICROSOFT TEAMS

WEDNESDAY, AUGUST 30, 2023
9:32 A.M. - 12:10 P.M.

Court Reporter:
Timothy R. Bass, Stenographic Reporter
Bass Reporting Service, Inc.
633 South Andrews Avenue, Suite 500
Fort Lauderdale, FL 33301

Page 3

Risk and Controls, RSM
MS. JENNIFER MURTHA, RSM
MS. JAMIE BARDEE, RSM
MR. TIM BASS, Court Reporter, United Reporting

Page 2

COMMITTEE MEMBERS IN ATTENDANCE:

MS. RUTH CARTER-LYNCH
MS. REBECCA DAHL
MR. ANTHONY DE MEO
MS. MARY FERTIG
MS. ITOHAN IGHODARO
DR. NATHALIE LYNCH-WALSH
MR. ROBERT MAYERSON
MR. ANDREW MEDVIN
MS. PHYLLIS SHAW
MS. JACLYN STRAUSS
MR. PETER TURSO

OFFICE OF THE CHIEF AUDITOR STAFF:

MR. JORIS JABOUIN, Chief Auditor
MS. ALI ARCESE, Audit Director
MS. JENNIFER HARPALANI, Assistant Director IT Audits
MS. ELENA PRITYKINA, Task-Assigned Manager, Operations
MR. BRYAN ERHARD, System Support Specialist II
MS. MICHELE MARQUARDT, Executive Secretary
MS. JENNIFER DAILY, Clerk Spec C
MS. WANDA RADCLIFF, Clerk Spec B

DISTRICT STAFF:

DR. JOSIAH PHILLIPS, Chief Information Officer
MR. JAIME ALBERTI, Chief Safety & Security Officer
MR. ALAN STRAUSS, Acting Deputy Superintendent,
Teaching & Learning
DR. TED TOOMER, Associate Superintendent, Teaching &
Learning, Non-Traditional Schools
MS. ANGELA FULTON, Regional Superintendent, Central
Region
MS. VEDA HUDGE, Executive Director, Student Services
MR. ERNIE LOZANO, Director, Behavioral Threat
Assessment
MS. MARISA KINNEY, Director, Student Services
MS. ASCELLIA AREANAS, Coordinator, District
Attendance, Student Services

INVITED GUESTS:

MS. LAURA MANLOVE, Director, RSM
MS. NATALEE WALLACE, Risk Consulting Director, Process

Page 4

Thereupon, the following proceedings were had:

DR. LYNCH-WALSH: All right. So do we have
all the audit committee members? It looks like
we do.

MR. JABOUIN: I do not see Mr. De Meo or Ms.
Fertig or Ms. Ighodaro yet.

DR. LYNCH-WALSH: Well, quorum doesn't matter
since we're on-line, so I'd say we can give them
a minute.

Did any of them advise that they would not be
here?

MR. JABOUIN: No, we did not hear negative
from them.

DR. LYNCH-WALSH: Is Phyllis here?

MR. JABOUIN: I don't see Ms. Shaw either,
yet.

DR. LYNCH-WALSH: Okay. So I think we're
going to flip Items 4 and 5 because we already --
from our last Behavioral Threat Assessment Policy
and Procedure Audit we had follow-up, and some of
that follow-up might avoid questions that are
either answered or not answered in the follow-up.
So I think it would be more productive to start
with the follow-up from the last time, because

Page 5

1 that's what I went back to before I went through
2 this one.

3 MS. MARQUARDT: Excuse me, we just need to
4 let -- we just need to know when to start the
5 recording and then BECON -- well, we need to let
6 BECON know when to go live.

7 DR. LYNCH-WALSH: Okay.

8 MS. MARQUARDT: So whenever you're ready, if
9 you could just say the word just so that
10 everybody's on the same page.

11 DR. LYNCH-WALSH: Yeah, I will. I was just
12 killing time waiting for people to show up.

13 There's Mr. De Meo.

14 Okay. So, well, it's 9:31. I guess we can
15 start the recording -- let's see if Mr. De Meo's
16 ready to go. And nobody else is --

17 Hi. Good morning.

18 MR. DE MEO: How are you doing, Nathalie?

19 DR. LYNCH-WALSH: Good. How are you?

20 MR. DE MEO: Good. Thanks.

21 DR. LYNCH-WALSH: And, full disclosure, I
22 have a terminally ill dog, so I -- Mr. Mayersohn,
23 Robert, at some point I may have to throw the
24 gavel, so to speak, at you if I have to deal with
25 her.

Page 7

1 MS. DAHL: Here.

2 MR. JABOUIN: And you've indicated you need
3 to leave at noon.

4 MS. DAHL: Yes.

5 MR. JABOUIN: Mr. Anthony De Meo?

6 MR. DE MEO: Here.

7 MR. JABOUIN: Ms. Mary Fertig, whom I don't
8 see yet.

9 MS. FERTIG: Here.

10 DR. LYNCH-WALSH: I just let her in.

11 MR. JABOUIN: Good morning, Ms. Fertig.

12 Ms. Itohan Ighodaro?

13 (No response.)

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

15 DR. LYNCH-WALSH: Here.

16 MR. JABOUIN: Mr. Robert Mayersohn?

17 MR. MAYERSOHN: I'm here.

18 MR. JABOUIN: Mr. Andrew Medvin?

19 MR. MEDVIN: I'm here.

20 MR. JABOUIN: Ms. Phyllis Shaw?

21 (No response.)

22 MR. JABOUIN: And Ms. Jaclyn Strauss?

23 (No response.)

24 MR. JABOUIN: And Mr. Peter Turso.

25 MR. TURSO: Here.

Page 6

1 MR. MAYERSOHN: Okay.

2 DR. LYNCH-WALSH: It's been several weeks --
3 two days before the last meeting I had to put
4 down the cat and now the dog is going to be two
5 days after this one. So it's been a little
6 crazy. But right now she's snoozing. Hopefully,
7 she stays that way.

8 Okay. I don't see anybody else bouncing in,
9 so let's -- have we started? If we haven't
10 started, I'd like to call this Special Meeting of
11 the Audit Committee to order at 9:32 a.m. So we
12 can start recording. BECON can go live. And
13 we'll start with the Pledge of Allegiance.

14 (Pledge of Allegiance was recited.)

15 DR. LYNCH-WALSH: Okay. Oh, we have a flag
16 on screen. That works.

17 All right. Next up, we have roll call.
18 Again, we don't have quorum concerns, but just so
19 we know who's here.

20 Mr. Jabouin, who's doing roll call?

21 MR. JABOUIN: I will go ahead and do roll
22 call, Chair.

23 Ms. Ruth Carter-Lynch.

24 MS. CARTER-LYNCH: Here.

25 MR. JABOUIN: Ms. Rebecca Dahl?

Page 8

1 MR. JABOUIN: And, Chair, there are certain
2 individuals from the -- from district staff. I'm
3 Joris Jabouin, the Chief Auditor.

4 If we can have, also, Ms. Ali Arcese is on,
5 as well as Mr. Bryan Erhard, Ms. Elena Pritykina
6 is on, as well as Ms. Michele Marquardt is on
7 from the Office of the Chief Auditor.

8 If I could, please, ask the RSM individuals
9 to, please, speak?

10 Ms. Murtha?

11 MS. MURTHA: Jennifer Murtha is here, RSM.

12 MS. MANLOVE: Laura Manlove is here, RSM.

13 MS. WALLACE: Natalee Wallace is here from
14 RSM.

15 MS. BARDEE: And Jamie Bardee, also, from
16 RSM.

17 MR. JABOUIN: And, Chair, just for speed, is
18 it okay for me to just announce the district
19 staff or would you like them to call their own
20 names?

21 DR. LYNCH-WALSH: No, it's fine if you want
22 to announce them. I think we know who some of
23 them are.

24 MR. JABOUIN: Sure. Dr. Ted Toomer is here.
25 I see Mr. Ernie Lozano is here. I see Mr. Alan

<p style="text-align: right;">Page 9</p> <p>1 Strauss is here, as well. If I didn't -- Mr. Tim 2 Bass, our court reporter, is on as well. 3 Anybody from the Superintendent's team that I 4 did not call, if you can please step in so we can 5 conclude the roll call? 6 MS. FULTON: Good morning, Mr. Jabouin, this 7 is Angela Fulton, representing the Central 8 Region. 9 MR. JABOUIN: Thank you very much. I'm sorry 10 that I forgot you. And also Mr. Strauss and Ms. 11 Fulton are the Superintendent's designees. 12 DR. LYNCH-WALSH: Okay. All right. Do we 13 have anybody else? 14 MS. HUDGE: Good morning, Mr. Jabouin, this 15 is Veda Hudge from Student Services and I'm here 16 along with staff as well. 17 DR. LYNCH-WALSH: Oh, okay. Welcome. And I 18 see Mr. Lozano. 19 All right. Do we have anybody we forgot or 20 do we have the full cast in place? 21 (No response.) 22 DR. LYNCH-WALSH: All right. So, like I 23 said, number 4 -- so we have Roll Call, Public 24 Comment; do we have any members of the public 25 waiting to get in, chomping at the bit to provide</p>	<p style="text-align: right;">Page 11</p> <p>1 process for timing as far as when district 2 staff -- 3 DR. LYNCH-WALSH: Oh, no, I'm sorry, that's 4 not the question. Let me be clear. That's not 5 the question I was asking. We know what the 6 process is, but I believe a comment was made that 7 it is not for staff to give the final say-so on 8 an audit committee motion. It is for the board 9 to provide a response to the motion. Because we 10 are advising the board, not staff. So if 11 you're -- if you don't remember that part I'll go 12 pull it and have that in place for the meeting on 13 the 7th, as far as what's supposed to happen in 14 the last step of the process. 15 MR. JABOUIN: No, I would -- we would have to 16 go through that exercise if that differs from 17 that and if that was a direction from the board. 18 So we would have to go through that. 19 DR. LYNCH-WALSH: Okay. All right. So the 20 first one up is, we transmitted Motion Number 1, 21 Audit Committee recommends they hire or appoint a 22 senior management level person. So that person 23 became Mr. Lozano. Then I noticed, this is kind 24 of an unusual response where they mentioned the 25 reappointments done on June 13th which changed</p>
<p style="text-align: right;">Page 10</p> <p>1 public comment or none at this time? 2 (No response.) 3 MS. MARQUARDT: There's no one in the lobby, 4 so everyone's in that has asked to come in. 5 DR. LYNCH-WALSH: Okay. So are there any 6 members of the public? I'm trying to see, 7 sometimes it's hard to tell staff from public. 8 But if there's anyone that wants to make any 9 comments, now would be the time. And if not 10 we'll proceed. 11 All right. So moving along, we had a number 12 of follow-ups last time to the Behavioral, the 13 last Behavioral Threat Assessment Audit, and we 14 got responses, I think, yesterday. So let me go 15 pop those on. We should all have the ability to 16 share our screens, which is what I'm doing now to 17 go to the responses. 18 So the first response, and these were updated 19 responses. And then I believe at the last board 20 meeting it's my understanding that our motions 21 now get presented to the board for action. This 22 might have been at the workshop the other day. 23 Mr. Jabouin, can you speak to that? 24 MR. JABOUIN: Yeah. So with respect to 25 motions from all advisory committees, there is a</p>	<p style="text-align: right;">Page 12</p> <p>1 his position. I notice in today's PowerPoint 2 that we'll have kind of an update on that, 3 because there is a specific title that is 4 required, which I think is a coordinator or 5 something like that. It's somewhere in -- 6 District Threat Management Coordinator, and it 7 says that he's been assigned the role. So this 8 motion, I think, has gone the course and will be 9 further addressed in this PowerPoint when we get 10 to that. All right. So that was the first one. 11 The second one, let's see, passed a motion 12 advising that the entire population of the BTA 13 testing sample include all serious and very 14 serious behavioral threats and a geographically 15 based sample of transient and unfounded threats. 16 So, as responded to the board, they agreed to 17 structure sample to include the serious and very 18 serious threats and a sample of transient and 19 unfounded. The timing of the fieldwork and 20 corresponding reports would be subsequent to the 21 presentation of the more recent report to the 22 board in order to absorb both Audit Committee and 23 School Board comments. Thus, the reports will be 24 as soon as possible but not necessarily 25 quarterly.</p>

Page 13

1 All right. And then at our last meeting, and
2 hence the update, the Chief Auditor was committed
3 to producing a Behavior Threat Assessment report
4 that included all aspects requested by the Audit
5 Committee at the February 16th Audit Committee
6 Meeting. RSM was present and also committed to
7 providing a report that includes all aspects
8 requested by the Audit Committee. The RSM
9 engagement proposal [in the amount of \$322,500]
10 was received in March; however, OCA could not
11 fund the engagement as it exceeded the
12 department's overall available budget.

13 I've never necessarily known that to stop
14 something from happening in this district. You
15 go back for additional spend. Especially, if
16 you've been budgeting for positions that have
17 stayed empty year after year, I would imagine all
18 those vacant positions exceed 322,000. The Chief
19 Auditor then met with the School Board Chair to
20 discuss the proposal received. Based on the
21 discussions with the Board Chair and other Board
22 Members at the May 2nd, 2023, a new approach to
23 BTA testing will occur for 2024.

24 But I don't remember the first -- our motion
25 being discussed in this context in terms of the

Page 15

1 this or asking the board that. So I just wanted
2 to clarify that so we don't present at all as
3 every single motion, but the ones that we
4 specifically articulate that we want the board to
5 respond to.

6 DR. LYNCH-WALSH: Right. But the process --
7 it would all go to the board, but not all of them
8 might require a board response if it's something
9 run of the mill.

10 MS. FERTIG: Right.

11 DR. LYNCH-WALSH: However, something as
12 simple as materials is not necessarily simple
13 because we could pass a motion requesting
14 materials and not get it. So the board should be
15 aware, if there's going to be a process, it's
16 going to apply to all motions. And then it comes
17 down to whether it requires and it comes down to
18 whether the Chief Auditor is saying, no. Because
19 what the board discussed was that it's not up to
20 the Office of the Chief Auditor to say, no, it's
21 up to the board to respond. So that's where the
22 issue is coming in, is if -- and that's why I'm
23 going through these. Because we passed motions
24 requesting things and the response from the Chief
25 Auditor was essentially meant to be the final

Page 14

1 engagement proposal. So what did they discuss on
2 May 2nd, 2023? Was this --

3 MR. MAYERSOHN: Dr. Lynch-Walsh?

4 DR. LYNCH-WALSH: Yes.

5 MR. MAYERSOHN: Just a point of order, Ms.
6 Fertig has her hand raised. I don't know --

7 DR. LYNCH-WALSH: Oh, sorry. I can't see it
8 when I'm sharing a screen.

9 Okay. Ms. Fertig?

10 MS. FERTIG: I'm muted. I --

11 DR. LYNCH-WALSH: You're good.

12 MS. FERTIG: Can you hear me?

13 DR. LYNCH-WALSH: Now, we can.

14 MS. FERTIG: Okay. Yeah, I was actually
15 talking -- I wanted to make a comment on motions
16 but now that we're on this one I'm going to move
17 onto something. We have two types of motions
18 that we -- well, we have more than two, but
19 oftentimes we'll make a motion just for materials
20 from the Chief Auditor or training or whatever.
21 Those I don't know necessarily need to all have a
22 board response. The ones that I feel like should
23 have a board response are the ones where we
24 specifically say that we're transmitting
25 something with this -- you know, asking the board

Page 16

1 say. The final say comes from the board and even
2 then we could argue our point and they could
3 change their mind.

4 So the reason I'm going through these is so
5 that we have all of this as we go through the
6 reports so that we don't ask questions we already
7 got an answer to.

8 MS. FERTIG: And I'm not speaking to these
9 four motions, I was speaking to the previous
10 conversation about what comes from the board.
11 But now that we're on these four, this number 4
12 response is also included in one of the reports
13 we're going to be presented later, do you want to
14 talk about it now or talk about it during the
15 report?

16 DR. LYNCH-WALSH: I'm going through all these
17 motions right now so that they can inform when we
18 go through the report.

19 MS. FERTIG: So you would rather hold
20 discussion until the time of the report?

21 DR. LYNCH-WALSH: Right. You're talking
22 about response number 4?

23 MS. FERTIG: Yes, I am.

24 DR. LYNCH-WALSH: Okay. So I haven't got --
25 I'm on response number 2. So I'm just going

<p style="text-align: right;">Page 17</p> <p>1 through in case anybody has --</p> <p>2 MS. FERTIG: Oh, I'm sorry. We have that.</p> <p>3 Yes, that is referencing.</p> <p>4 DR. LYNCH-WALSH: We just got these up -- we</p> <p>5 just got these updated.</p> <p>6 MS. FERTIG: Yeah, I know, I read them last</p> <p>7 night. But I noticed that on a couple of them</p> <p>8 there's overlap with the information that we're</p> <p>9 going to be discussing. So my question was, do</p> <p>10 you want comments now or do you want comments at</p> <p>11 the time of the report?</p> <p>12 DR. LYNCH-WALSH: At the time of report.</p> <p>13 This is kind of just to get us all on the same</p> <p>14 page because we only just got updated responses.</p> <p>15 So I don't have to necessarily read each</p> <p>16 non-updated response. So let me see, where was I</p> <p>17 here? So let me just get -- right, so I'm just</p> <p>18 blowing through these. And number 4 I don't even</p> <p>19 have to go through until we do the report because</p> <p>20 that's the presentation, which was not a motion.</p> <p>21 I mean, not a motion that they were responding</p> <p>22 to.</p> <p>23 What I was asking Mr. Jabouin is, what was</p> <p>24 discussed at the May 2nd, 2023 workshop, and did</p> <p>25 the board corporate decide not to move ahead with</p>	<p style="text-align: right;">Page 19</p> <p>1 discussion with the Chair and what she's</p> <p>2 mentioned to me is to take these items to the</p> <p>3 board and have them decided up or down. And</p> <p>4 that's how we will proceed with these types of</p> <p>5 situations.</p> <p>6 DR. LYNCH-WALSH: Okay. So just to be very</p> <p>7 clear for the rest of the audit committee, I</p> <p>8 think what you're saying is that, no, the board</p> <p>9 corporate never decided not to fund the proposal</p> <p>10 that would allow 100 percent of the, basically,</p> <p>11 the population to be -- to be audited.</p> <p>12 MR. JABOUIN: I discussed this with the</p> <p>13 Chair. That was what --</p> <p>14 DR. LYNCH-WALSH: Right, but she can't make</p> <p>15 that decision, as we know from policy, because</p> <p>16 that was the thing that we managed to get into</p> <p>17 the policy, that no one board member can dictate</p> <p>18 whether something happens or not. So is your</p> <p>19 answer, no?</p> <p>20 MR. JABOUIN: That's why going forward that's</p> <p>21 the way that she and I discussed, to go ahead and</p> <p>22 take it to the board and have them decide these</p> <p>23 matters up or down.</p> <p>24 DR. LYNCH-WALSH: Okay. But that's not,</p> <p>25 actually, what I'm asking, and I don't want to</p>
<p style="text-align: right;">Page 18</p> <p>1 this engagement proposal?</p> <p>2 MR. JABOUIN: So what's happened in this</p> <p>3 particular situation, and let me recognize Ms.</p> <p>4 Ighodaro to the meeting as well. So, ultimately,</p> <p>5 the school board makes the --</p> <p>6 MS. STRAUSS: And also -- and also Mrs.</p> <p>7 Strauss. Mrs. Strauss is here as well.</p> <p>8 MR. JABOUIN: Thank you, Ms. Strauss.</p> <p>9 DR. LYNCH-WALSH: Okay. Good. Everybody.</p> <p>10 MR. JABOUIN: So as it pertains to what gets</p> <p>11 added to the audit plan and changes, therefore,</p> <p>12 those are done by the board corporate, not even</p> <p>13 an individual member of the board.</p> <p>14 DR. LYNCH-WALSH: Right. No, no, that's not</p> <p>15 what I asked.</p> <p>16 MR. JABOUIN: Sure, Dr. Lynch-Walsh.</p> <p>17 DR. LYNCH-WALSH: Hold on. Let me just</p> <p>18 clarify again.</p> <p>19 Did the board corporate decide not to fund</p> <p>20 the engagement proposal?</p> <p>21 MR. JABOUIN: So what I discussed with the</p> <p>22 board is, I discussed the situation with the</p> <p>23 Chair on how we were to proceed, and at that time</p> <p>24 we proceeded exactly as I have it in the</p> <p>25 response. But subsequent to that I had a</p>	<p style="text-align: right;">Page 20</p> <p>1 keep wasting the audit committee's time. It's a</p> <p>2 yes or no question. Did the board corporate --</p> <p>3 MR. JABOUIN: What I did is I took it to the</p> <p>4 Chair.</p> <p>5 DR. LYNCH-WALSH: No, but that's not what I'm</p> <p>6 asking. So it's a yes or no question.</p> <p>7 MR. JABOUIN: That's your answer.</p> <p>8 DR. LYNCH-WALSH: Mr. Jabouin, so the</p> <p>9 original question --</p> <p>10 MR. JABOUIN: That's your answer, Dr.</p> <p>11 Lynch-Walsh.</p> <p>12 DR. LYNCH-WALSH: So, no. The answer is, no,</p> <p>13 board corporate never decided not to fund --</p> <p>14 MR. JABOUIN: The answer is in the second</p> <p>15 paragraph that you see there. That's the answer.</p> <p>16 DR. LYNCH-WALSH: Well, actually, that raises</p> <p>17 more questions, because --</p> <p>18 MR. JABOUIN: That's the answer you're</p> <p>19 getting.</p> <p>20 DR. LYNCH-WALSH: Okay. But it's not the</p> <p>21 answer I'm asking.</p> <p>22 MR. JABOUIN: You're welcome.</p> <p>23 DR. LYNCH-WALSH: That's not how that works.</p> <p>24 MS. IGHODARO: Is there anything in</p> <p>25 particular that we're hoping to get from this</p>

<p style="text-align: right;">Page 21</p> <p>1 particular line of questions?</p> <p>2 DR. LYNCH-WALSH: Ms. Ighodaro, it was a yes</p> <p>3 or no question. I'm going to infer that, no,</p> <p>4 board corporate did not decide not to fund this.</p> <p>5 So then I was looking -- the next thing is,</p> <p>6 the Chief Auditor then met with the School Board</p> <p>7 Chair, which just so you know, per policy, board</p> <p>8 corporate has to make a decision, not one member</p> <p>9 of the board.</p> <p>10 MR. JABOUIN: So the board --</p> <p>11 DR. LYNCH-WALSH: So, no, Mr. Jabouin -- Mr.</p> <p>12 Jabouin.</p> <p>13 MR. JABOUIN: Thank you Dr. Lynch-Walsh.</p> <p>14 DR. LYNCH-WALSH: You're not recognized.</p> <p>15 You're not recognized by the Chair.</p> <p>16 MR. JABOUIN: Okay. Thank you.</p> <p>17 DR. LYNCH-WALSH: You're not -- okay. Hold</p> <p>18 on. I'm going to have to ask that you be muted</p> <p>19 if you interrupt. I'm trying to explain this to</p> <p>20 Ms. -- I'm trying to read this for the rest of</p> <p>21 the audit committee. So, the Chief Auditor then</p> <p>22 met with the School Board Chair to discuss the</p> <p>23 proposal received and next steps. Based on the</p> <p>24 discussions, a new approach to BTA testing will</p> <p>25 occur for School Year 2024. OCA will increase</p>	<p style="text-align: right;">Page 23</p> <p>1 So we still had, and this is sort of what</p> <p>2 prompted some of my questions that were</p> <p>3 submitted, is there were a lot of nos, and then</p> <p>4 some of these were things that were required by</p> <p>5 state statute. So to say, no, to them was,</p> <p>6 essentially, saying you can't audit something</p> <p>7 that's required by statute.</p> <p>8 And so when we go through the report, this is</p> <p>9 on page 10, so we can discuss those more in</p> <p>10 depth, but the issue was everything that had a</p> <p>11 no. Motion Number 5, the Audit Committee moved</p> <p>12 RSM break down compliance attributes associated</p> <p>13 with the student intake form. Response, our</p> <p>14 testing attributes were updated in our quarterly</p> <p>15 audit. In our report RSM and BCPS Internal Audit</p> <p>16 team agreed to add attribute 9a: Was law</p> <p>17 enforcement contacted if an imminent threat has</p> <p>18 been identified? RSM verified that law</p> <p>19 enforcement was notified when an imminent --</p> <p>20 okay. I don't think that was the only thing and</p> <p>21 it was about the intake form, so we'll look at</p> <p>22 that again. So this brings us to that one. Then</p> <p>23 Mary was talking about response number 4, but</p> <p>24 this is the presentation that they put together,</p> <p>25 so this -- this does not impact the results we're</p>
<p style="text-align: right;">Page 22</p> <p>1 our staffing to hire a BTA-specific auditor.</p> <p>2 Is that the new approach, the BTA-specific</p> <p>3 auditor? Is that sentence referencing the</p> <p>4 sentence before it, the new approach?</p> <p>5 MR. JABOUIN: That is. You're reading it</p> <p>6 correctly, Dr. Lynch-Walsh.</p> <p>7 DR. LYNCH-WALSH: Okay. That's a yes or no</p> <p>8 question. I'm trying to keep this very simple.</p> <p>9 Okay. This will allow OCA to test the</p> <p>10 samples based on our preferences and allow for</p> <p>11 increased and faster real-time reporting. Thus</p> <p>12 the next report, and so on and so forth.</p> <p>13 Okay. So -- and I think this is a repeat</p> <p>14 right there. So I think we finally made it</p> <p>15 through response number 2.</p> <p>16 Okay. BTA Audit Strategy Motion Number 3,</p> <p>17 the Audit Committee moved RSM begin to develop a</p> <p>18 proposal to test the effectiveness of the</p> <p>19 District's threat assessment process on a</p> <p>20 quarterly basis. Let's see, we had discussions.</p> <p>21 And I think we went through this one already.</p> <p>22 That was not an issue.</p> <p>23 Motion Number 4, the Audit Committee moved</p> <p>24 RSM propose attributes that test Policy 4380</p> <p>25 Sections 3a, 3f, 5d, 5e.</p>	<p style="text-align: right;">Page 24</p> <p>1 looking at now, this will impact the future, so</p> <p>2 that would be appropriate to do that after we</p> <p>3 look at the report.</p> <p>4 So, to that end, let's pull up the report.</p> <p>5 I'm going to check my notes and then let me --</p> <p>6 RSM, do you guys want to share screen and</p> <p>7 pull this up? Because I can stop sharing.</p> <p>8 MS. MANLOVE: I'm not sure if we're a</p> <p>9 presenter or not, Mr. Jabouin, if you could</p> <p>10 advise?</p> <p>11 MR. JABOUIN: Sure, we will make sure. Would</p> <p>12 you like Jamie to be the person?</p> <p>13 MS. MANLOVE: Yes, please.</p> <p>14 MR. JABOUIN: My team will do that, shortly.</p> <p>15 MS. BARDEE: I am sharing now. Give me one</p> <p>16 moment, please.</p> <p>17 DR. LYNCH-WALSH: Okay.</p> <p>18 MS. BARDEE: You can see the screen, please.</p> <p>19 DR. LYNCH-WALSH: Yep.</p> <p>20 MS. MANLOVE: So I'm going to go ahead and</p> <p>21 introduce this report based off of our</p> <p>22 transmittal letter up at the front, specifically</p> <p>23 talking to our table showing the historical</p> <p>24 period of where these audits have been the last</p> <p>25 few repetitions. We are in the School Year 2023</p>

Page 25	Page 27
<p>1 Period 2 column. The scope of this audit was a 2 five-month, approximately five-month scope from 3 October to March. We had a larger number of 4 threats identified because of the expanded scope 5 size and the expanded sample size for this audit, 6 was up to 800 for this particular round. We've 7 also identified the threat levels for you here, 8 as well, so we can compare results across the 9 different various reports that we have issued 10 over the past few years.</p> <p>11 From here, I know that you all are a very 12 well-versed committee on these reports and the 13 content within. I am happy to walk through it, 14 maybe starting with our attributes table, or, 15 Madam Chair, if you prefer to address questions 16 we can certainly do that, as well.</p> <p>17 DR. LYNCH-WALSH: Right. I think because 18 this is not the first report that we can start 19 with questions going in order. I know my 20 questions, you know, are going to be on pages 10 21 through 13.</p> <p>22 We addressed the issue with doing the entire 23 population. We know what the obstacle is there. 24 It's, you know, the need for additional funding 25 versus waiting -- well, actually, I have a</p>	<p>1 DR. LYNCH-WALSH: Right, I couldn't see the 2 page number and then I realized that we were 3 already on page 10.</p> <p>4 MS. FERTIG: I did have a page 10. I'm 5 sorry.</p> <p>6 DR. LYNCH-WALSH: Okay. So because this is 7 where, this was my --</p> <p>8 MS. FERTIG: Nathalie, you go ahead, because 9 maybe you and I have the same ones.</p> <p>10 DR. LYNCH-WALSH: I think we have the same 11 questions, most likely.</p> <p>12 So 3A, because these were the things that we 13 asked for them to come up with strategies to make 14 them auditable, and as we went through just now, 15 it doesn't look like that's changed. So this 16 says -- so the District School Safety Specialist 17 shall ensure compliance with the policy. I 18 imagine this language would change to the 19 District Threat Management Coordinator ensuring 20 compliance with the policy. It says it's not 21 auditable, and not auditable because this section 22 contains goals, statements, and/or objectives 23 that are general in nature and not subject to 24 audit procedures. I would argue that, you know, 25 you can quantify anything and you can audit</p>
Page 26	Page 28
<p>1 question there, because a BTA specific auditor 2 would require them to be familiar with this 3 entire process. So I have some questions there 4 or maybe someone else does.</p> <p>5 So I don't see any hands up. Does anyone 6 have any questions?</p> <p>7 I see a hand. Okay. Mary, yes.</p> <p>8 MS. FERTIG: Okay. Can you all hear me okay?</p> <p>9 DR. LYNCH-WALSH: Yep.</p> <p>10 MS. FERTIG: I sometimes have problems with 11 my sound on Teams, so just let me know if I do. 12 It looked like, reading through this, that you 13 were going to have a difficult time with some of 14 these -- with some of the things that we had 15 hoped to see done. Did you have any alternative 16 suggestions? It's not possible, for example, on 17 5C on page 12, it's not possible to audit for the 18 completeness of the population of suspected, 19 immediate mental health abuse, crises and, 20 anyway, more about that.</p> <p>21 DR. LYNCH-WALSH: Can we do these in order, 22 though? Because like on page 10 is where that 23 whole list starts.</p> <p>24 MS. FERTIG: All right. Well, if you want to 25 just call a page then and then I'll weigh in?</p>	<p>1 anything. You just have to set it up that way.</p> <p>2 For instance, if you find -- we just have to 3 define -- you need an operational definition of 4 compliance. No, can they force people to be in 5 compliance? No. But can -- we need something 6 that's tangible and measurable that shows that 7 they've tried or that they've put perceived 8 controls in place that only people that are 9 blatantly, repeatedly not being in compliance 10 would be doing so.</p> <p>11 Because right now we don't know. There's no 12 accountability for that position. Nothing 13 personal with Mr. Lozano, I'm just saying the 14 system, in terms of the control environment, 15 there's nothing in place to measure whether 16 they're attempting compliance with the policy. 17 So that's the first one.</p> <p>18 So if we could have sort of an updated 19 response, because, looking at what they said, I 20 think it's the same -- we got the same response 21 as we did before. So since we have RSM here, I 22 mean, does that make sense, that you should be 23 able to come up with a way to measure this 24 particular policy requirement?</p> <p>25 MS. MANLOVE: So when we think of, is</p>

Page 29

1 something auditable or not auditable, we're
2 thinking about audit evidence and what source
3 documentation is available to help us understand
4 if that particular piece of the policy or
5 attribute is evidenced properly or not.

6 So with that hat on we answered this question
7 this way, because we couldn't see a -- a clear
8 audit trail for Section 3A that might exist.

9 If there are thoughts about the description
10 of the role and job description and things of
11 that nature, I think we can explore that. I
12 don't know if that necessarily answers this
13 particular policy description attribute. But
14 just for further kind of clarification there, Ms.
15 Lynch-Walsh, on why we answered it the way we
16 did, we were thinking about source documentation
17 and audit evidence.

18 DR. LYNCH-WALSH: Right. And I'm thinking of
19 those two things, too, but first you've got to
20 define it. What's the definition of shall ensure
21 compliance?

22 Mary, did you have something to add?

23 MS. FERTIG: Yeah, I think you and I had --
24 you're right, we were along the same lines.

25 So I can see -- and I'm going to go down to

Page 31

1 presumably, at incidents, so the SESIR, to see,
2 you know, when things are happening, did anybody
3 report it or did it just kind of happen?

4 Mr. Mayersohn, and then Mr. Lozano.

5 MR. MAYERSOHN: So a couple of things and I
6 guess Mr. Lozano or --

7 DR. LYNCH-WALSH: It looks like he wants to
8 answer; yes.

9 MR. MAYERSOHN: Yeah. Well, he can kind of
10 answer this question as well, is that, there was
11 something that we, and I don't remember exactly
12 what attribute it was, but I know that Mr. Lozano
13 had expressed that there was a, kind of a
14 misunderstanding with the attendance and how it
15 was recorded. So I know that Ms. Kinney is here
16 today and Ms. Hudge, maybe they can answer that,
17 and what the challenges were. But the other
18 thing that I wanted to point out is that this is
19 all going to change, in essence of what you're
20 able to audit and not, because of the new state
21 statute and requirements.

22 So I would like to see moving forward,
23 obviously, there's a history here, but I think my
24 concern is, when do we start to transition? I
25 know that there is probably training going on,

Page 30

1 Number 3H, which I also had questions on. So
2 where I think some of this may come into play is
3 when you see a threat that hasn't -- has not
4 followed all of procedures or in the case of 3H
5 my thought was that a somebody doesn't report a
6 threat, I can see you can't audit what you don't
7 know happened, but when then something does
8 happen and it becomes apparent that it wasn't
9 reported, isn't there some way to keep track of
10 that? And on the one that Nathalie mentioned,
11 3A, if you find that they have not complied with
12 the policy, doesn't that then just go back to the
13 District Safety -- I mean, it seems to me you
14 would know if they haven't complied with the
15 policy, then the person that was in charge of
16 ensuring compliance is in some way responsible;
17 if that makes sense.

18 DR. LYNCH-WALSH: Right. So -- and I'll jump
19 to 3F unless someone else has a -- oh, I see a
20 hand with Mr. Mayersohn. So what Mary is saying
21 is, yes, if someone doesn't report it, you don't
22 know that. But if something happens and there's
23 no documentation that it was recorded, the
24 absence of documentation means that this wasn't
25 being followed. So you'd have to then look,

Page 32

1 but when does that transition take place? Is it
2 going to take place in the first quarter of next
3 year? When I say "first quarter", calendar
4 quarter, being January.

5 DR. LYNCH-WALSH: Yeah, I think that's in the
6 PowerPoint presentation. Those questions I think
7 are answered. Mr. Lozano can correct me if I'm
8 wrong.

9 MR. LOZANO: You're right. I'll go over
10 that.

11 MR. MAYERSOHN: But just to continue on that,
12 there's also something that I think that the
13 District, and I know there's been discussions
14 with children's services council and other law
15 enforcement agencies and mental health agencies,
16 is to develop an understanding of what I call an
17 integrated database system which shares
18 information. So some of these items would then
19 be able to be auditable and trackable. So, if
20 for example, if it's something, did you contact
21 law enforcement, the response could be, yes,
22 because we've checked the system and law
23 enforcement has been contacted as well as whether
24 it be Henderson or some other, you know, mental
25 health agency.

<p style="text-align: right;">Page 33</p> <p>1 So that's kind of my next question, and 2 probably a heavy lift, is the District looking at 3 creating a contract or a procurement with 4 agencies to develop this integrated database 5 system?</p> <p>6 DR. LYNCH-WALSH: So that sounds like a next 7 steps question, you know, in terms of moving 8 forward. If Mr. Lozano has a quick answer 9 because we want to get through the report and 10 then have them do the presentation and then all 11 the questions about what happens with the changes 12 in moving forward may form some food for thought 13 for motions to bring to the meeting on the 7th.</p> <p>14 But Mr. Lozano?</p> <p>15 MR. LOZANO: Yes, just to move forward with 16 3A, so there are definitely certain things that 17 are in the new state rule. So, again, they took 18 threat management out of school safety and they 19 made their own state rule that only pertains to 20 threat management 6A.10019. So there are certain 21 requirements of the District Threat Management 22 Coordinator that you can audit. So districts, 23 each school has a school-based threat management 24 team. Each school has a chair. The district 25 coordinator has, you know, ensuring everybody</p>	<p style="text-align: right;">Page 35</p> <p>1 pursuant to policies adopted under subsection 7 2 and the following unlawful acts or significant 3 emergencies that occur on school grounds, during 4 school transportation, or during school-sponsored 5 activities. So this is required by state 6 statute. What is mentioned as far as EdPlan, 7 which, of course, we'll be transitioning to 8 Focus, not this year, but next -- the year after, 9 it does not encompass the meaning of this policy, 10 this piece of policy nor the state statute.</p> <p>11 So, for instance, what you could audit, when 12 there is a code red or whatever at my child's 13 school, did they send out notifications; what 14 type of notifications did they send out; did they 15 reach all the parents? I get an email, I get -- 16 I don't think I get a call because you can set up 17 your preferences. So if that's happening per 18 state statute, all of that is audible.</p> <p>19 Now, the separate issue where you have EdPlan 20 documents and it does -- and the EdPlan system 21 does not document that the notification took 22 place goes back to Mr. Mayersohn integrated 23 database, where, if you notify, it should flow 24 through the entire system, which we don't 25 currently have the ability to do. But this</p>
<p style="text-align: right;">Page 34</p> <p>1 completes the required trainings. So there are 2 certain requirements that I think can be easily 3 audited when you look at the responsibility of 4 the coordinator in that state rule.</p> <p>5 DR. LYNCH-WALSH: Okay. All right. Before 6 we move to the next page, 3F was another one that 7 we asked about, and it says, no. So it says 8 EdPlan is designed to document -- I'm checking my 9 notes as I do this. 3F, document -- EdPlan is 10 designed to document a school-based administrator 11 who is assigned to notify the threat's targets 12 parent/guardian for very serious threats, which 13 is tested in attribute 26. The EdPlan system 14 does not document that the notification took 15 place. Thus, as this is not documented under the 16 current process, RSM is unable to verify the 17 notification was performed in accordance with 18 this policy.</p> <p>19 Now, 3F, this is from policy, the policy 20 pulling from State Statute 1006.07 which says -- 21 which has to do with parents of public school 22 students have a right to timely notification of 23 threats, unlawful acts, and significant 24 emergencies. That is coming from 4B, provide 25 timely notification to parents of threats</p>	<p style="text-align: right;">Page 36</p> <p>1 answer does not actually address the operational 2 definition of the intent of state statute, which 3 is provide timely notification, and you have to 4 go back to statute to look for what they mean, 5 specifically. But there are certainly things 6 that you could be auditing. Just because it 7 happens at my school doesn't mean it's happening 8 at all schools and the only way we know that is 9 to audit.</p> <p>10 MS. MANLOVE: We agree. The challenge that 11 we ran into is, again, the documentation didn't 12 exist. We were able to view documentation of the 13 assignment of the responsibility to send those 14 notifications, but the actual notification and 15 verification that that went to the appropriate 16 stakeholders is not yet in EdPlan.</p> <p>17 And, Mr. Lozano, I know we talked a lot about 18 that. I don't know if you'd like to clarify 19 anything further about that process.</p> <p>20 DR. LYNCH-WALSH: Well, hold up. Give me one 21 second, Mr. Lozano. Like I just said, EdPlan is 22 not the only place this would take place.</p> <p>23 Is there some reason that you thought that 24 you only needed to audit what's happening in 25 EdPlan? Because what I just mentioned, none of</p>

<p style="text-align: right;">Page 37</p> <p>1 my kids have IEPs, neither of them did. I have 2 nothing to do with the ESE population, so EdPlan 3 is not part of my life. 4 So when there is something that happens at 5 their school, the school is sending out a 6 notification. And the State statute makes it 7 very clear what you have to notify parents about. 8 So what I'm saying is there's a laundry list 9 of things that you're supposed to provide timely 10 notification, and I know that this is under 11 behavioral threat assessments, but same issue, 12 weapons possession or use when there's intended 13 harm, murder, homicide, suicide, sex offenses, 14 natural emergencies, exposure as a result of 15 man-made emergency. So there's a laundry list 16 and that seems to be, I know EdPlan is doing 17 behavioral threat assessments, and I guess that's 18 part of the problem, but if it isn't in EdPlan, 19 is it anywhere? I would argue that it is, it 20 just might be in EdPlan. 21 MR. LOZANO: So you already called it out. 22 It's in ParentLink, right, because those are 23 housed in that system. And I'm going to defer to 24 Mrs. Bardee for imminent threats that require, 25 did you not ask for that documentation from those</p>	<p style="text-align: right;">Page 39</p> <p>1 MS. STRAUSS: Hi. How are you? Good 2 morning. 3 So I had asked for this in a previous meeting 4 that you weren't at and then Mr. Jabouin kind of 5 answered me saying that I would be asking you to 6 audit yourself. And I don't necessarily think 7 that's the case, but I want to -- I want you to 8 weigh in here. 9 So we all know that the new threat management 10 system's going to be rolling out. Are there 11 recommendations that you have based on all the 12 knowledge, because I know you've been through all 13 the trainings and you are one of the best in the 14 state as far as knowledge on this whole thing, 15 are there recommendations you have for the Audit 16 Committee on exactly what you believe, knowing 17 what the state's going to be doing for 18 accountability, what should be in our scope of 19 work from an audit standpoint? Because that came 20 up two meetings ago and with everything that's 21 changing I don't want to do duplicative, I don't 22 want to pay for duplicative work from RSM if 23 there's going to be controls in place already 24 through the new threat management system that's 25 going to be rolling out.</p>
<p style="text-align: right;">Page 38</p> <p>1 schools? So we were using ParentLink, I believe, 2 to verify that it went out. I'll let Jamie talk 3 to that. 4 MS. BARDEE: For imminent threats, which not 5 every one -- not every BTA that we tested is 6 classified as an imminent threat, and we used the 7 District's expertise on defining which of these 8 threats were imminent threats, and with those 9 imminent threats we did verify that the special 10 investigative unit of the district was notified. 11 And we looked at what was included in that form, 12 as far as the blank form, and verified that these 13 went out. 14 DR. LYNCH-WALSH: Okay. All right. So I 15 think we beat page 10 pretty much to death. 16 Page 11 -- does anyone have any other 17 questions on this page? 18 Page 11 was all auditable, page 12 has a few 19 nos. 20 MS. STRAUSS: Nathalie, I'm sorry, I have a 21 question. 22 DR. LYNCH-WALSH: Yes, ma'am. 23 MS. STRAUSS: Ernie, are you -- Mr. Lozano, 24 are you on the line? 25 MR. LOZANO: Yes.</p>	<p style="text-align: right;">Page 40</p> <p>1 DR. LYNCH-WALSH: Okay. So I need you to 2 hold that question until we get to the 3 presentation, because we're on pages 10 through 4 13 or 10 through 12, and that question would be 5 either they would start to answer it or it would 6 certainly be relevant to the PowerPoint on the 7 impact of House Bill 543, which we haven't gotten 8 to yet. 9 MS. STRAUSS: Okay. I'm sorry. I just 10 wanted to put that out there. 11 DR. LYNCH-WALSH: Yep. So don't -- don't -- 12 yeah, don't forget that question but -- and they 13 can be working on a response because now you've 14 given them a heads-up. 15 Okay. So page 11 had all yeses. Page 12 16 was, yes, partial, and, no, no. So it's not 17 possible -- so number 5C, it's not possible to 18 audit for the completeness of the population of 19 suspected, immediate mental health abuse crises 20 as we cannot identify undocumented crises. Okay. 21 Does verify the presence of a mental health 22 professional in the school-based BTA team and 23 their involvement. I don't know if this changes 24 with the new house bill. 25 MR. LOZANO: No.</p>

<p style="text-align: right;">Page 41</p> <p>1 DR. LYNCH-WALSH: Pardon?</p> <p>2 MR. LOZANO: No.</p> <p>3 DR. LYNCH-WALSH: No? Okay. All right.</p> <p>4 So mental health professionals -- and yet we</p> <p>5 keep having referendum mental health dollars</p> <p>6 rolling over it seems from year to year. So that</p> <p>7 might be a related question; do we have enough</p> <p>8 mental health professionals?</p> <p>9 5D was a, no. BTA team shall contact other</p> <p>10 agencies involved with the student and any known</p> <p>11 service providers to share information and</p> <p>12 coordinate necessary follow-up.</p> <p>13 Mr. Mayersohn, I think this gets to the heart</p> <p>14 of your comment from earlier? And then I see</p> <p>15 Mary has her hand up.</p> <p>16 Mary, did you want to go?</p> <p>17 MS. FERTIG: Yeah, I just -- again, on many</p> <p>18 of these things, and I don't know what the</p> <p>19 resolution is on this, but, you know, you can't</p> <p>20 audit the population of suspected immediate</p> <p>21 mental health because you can't identify</p> <p>22 undocumented cases. But when you have a threat</p> <p>23 and there's a case that should have been</p> <p>24 documented, and that's kind of throughout this</p> <p>25 whole document, of things that should have been</p>	<p style="text-align: right;">Page 43</p> <p>1 another procedure in place to ensure that people</p> <p>2 are reporting things? Because, yeah, once the</p> <p>3 incident happens, it's a little too late, at</p> <p>4 least in that instance.</p> <p>5 Okay. So 5E, the BTA team shall identify</p> <p>6 additional members of the school community to</p> <p>7 whom threatening behavior should be reported and</p> <p>8 provide guidance.</p> <p>9 MR. MAYERSOHN: Dr. Ruth has her hand up.</p> <p>10 DR. LYNCH-WALSH: It's Dr. Ruth?</p> <p>11 MS. CARTER-LYNCH: Yeah, today. To Bob, I</p> <p>12 am.</p> <p>13 Anyway, my question would be, to Mr. Lozano,</p> <p>14 my question is, is the problem -- is the problem</p> <p>15 that we just don't have enough bodies in place</p> <p>16 to -- to do this at this point in time in the</p> <p>17 district? Is that the problem? Because it seems</p> <p>18 to be an issue where the stuff is just not being</p> <p>19 reported. That's what I'm hearing. That's the</p> <p>20 tenor throughout this report, these threat</p> <p>21 assessments that I'm hearing, it's not that you</p> <p>22 don't want to do it, you just don't have enough</p> <p>23 bodies to do it. Is that a good assessment or am</p> <p>24 I just not hearing what I think I'm hearing?</p> <p>25 MR. LOZANO: So I don't -- I don't think for,</p>
<p style="text-align: right;">Page 42</p> <p>1 documented but weren't documented, there needs --</p> <p>2 is there a way to capture that? And I'm not</p> <p>3 going to mention it on every single one, but, I</p> <p>4 mean, on a number of these, you know, you can't</p> <p>5 say whether -- who's appropriate to contact, but</p> <p>6 when you find out that somebody wasn't contacted,</p> <p>7 isn't there a way to retroactively go back? I</p> <p>8 just saw it on page 10 and I see it again here on</p> <p>9 page 12. And this is a case where you may not</p> <p>10 find out until too late that you had a mental</p> <p>11 health issue that people were aware of but didn't</p> <p>12 report. But, I don't know, I just feel like</p> <p>13 there has to be a way to capture those incidents;</p> <p>14 if we're aware of them.</p> <p>15 MR. LOZANO: I think when I explain the new</p> <p>16 model going forward you'll see how they kind of</p> <p>17 built in checks and balances for that.</p> <p>18 MS. FERTIG: Okay. Thank you.</p> <p>19 DR. LYNCH-WALSH: So, and, also, it sounds</p> <p>20 like, because, yes, this is yet another area</p> <p>21 where you don't know what isn't reported, but</p> <p>22 once it happens you would then work backwards</p> <p>23 from that to check whether it was reported and if</p> <p>24 it wasn't, you know, are there common themes and</p> <p>25 do you need to add something to policy, put</p>	<p style="text-align: right;">Page 44</p> <p>1 actually, the BTA and monitoring of schools, you</p> <p>2 know, noted when a call was made to mental</p> <p>3 health. Veda Hudge is on and she can talk to the</p> <p>4 number of mental health staff we have to provide</p> <p>5 support to students. The question is, I think</p> <p>6 it's going back to some of the others where how</p> <p>7 do we -- how do we know if a student needed</p> <p>8 mental health services and the school didn't</p> <p>9 provide it? So that's -- that's, I think, the</p> <p>10 question at the table.</p> <p>11 So I can kind of -- I can kind of give you</p> <p>12 some forward. So in the new model the district</p> <p>13 team -- the district coordinator reviews every</p> <p>14 single threat assessment that's conducted. The</p> <p>15 district team is then required to review</p> <p>16 mandatorily all high-level threats. So in that</p> <p>17 process on the district team is your district</p> <p>18 mental health staff. So we'll be able to do a</p> <p>19 more comprehensive review at the district level</p> <p>20 of every high-level threat. So I just started</p> <p>21 that process now so we're ready in January, too.</p> <p>22 So we already have assembled our district team</p> <p>23 and we've been meeting now from the beginning of</p> <p>24 the year reviewing all the highest-level threats</p> <p>25 to ensure we're putting all the interventions and</p>

<p style="text-align: right;">Page 45</p> <p>1 supports students need in place moving forward.</p> <p>2 MS. CARTER-LYNCH: Okay. Thank you.</p> <p>3 MR. LOZANO: And on a side note, I visited</p> <p>4 Academic Solutions Academy, great work there, Ms.</p> <p>5 Lynch. Great work.</p> <p>6 MS. CARTER-LYNCH: Thank you. Thank you.</p> <p>7 But, yeah, so you know why I'm asking. So thank</p> <p>8 you so much.</p> <p>9 MR. LOZANO: Yes, ma'am.</p> <p>10 DR. LYNCH-WALSH: Okay. I see Ms. Hudge has</p> <p>11 raised her hand, but I just want to read this</p> <p>12 response because as I was sitting here something</p> <p>13 occurred to me. Auditors will be able to audit</p> <p>14 that other school community members were</p> <p>15 contacted but will not be able to determine the</p> <p>16 appropriateness of who was contacted nor if there</p> <p>17 were other school community members that should</p> <p>18 have also been contacted that were not, as this</p> <p>19 is a process that is based upon the BTA teams'</p> <p>20 professional judgment and knowledge at the time</p> <p>21 of the threat.</p> <p>22 So this is where the control environment</p> <p>23 comes in, and, Mr. Lozano, as far as them coming</p> <p>24 up with -- because this should be standard.</p> <p>25 Because then you could audit it if it was</p>	<p style="text-align: right;">Page 47</p> <p>1 of the things that we've been doing is meeting</p> <p>2 with Mr. Lozano and his team pretty much on a --</p> <p>3 almost a weekly basis, to make sure that our</p> <p>4 suicide prevention individuals and Baker Act</p> <p>5 individuals are looking at the data, they've</p> <p>6 pulled the data for the suicide preventions</p> <p>7 schools that may have high numbers of SRAs.</p> <p>8 They've already started interfacing with those</p> <p>9 schools, building a plan for prevention. We've</p> <p>10 also hired additional individuals that are boots</p> <p>11 on the ground working with teachers around</p> <p>12 behaviors in the classrooms and a team that also</p> <p>13 works with the administrators.</p> <p>14 So we have put, you know, a lot of things in</p> <p>15 place this year trying to be more on the</p> <p>16 preventative side of mental health versus just on</p> <p>17 the reactive side.</p> <p>18 The other part of that, as Mr. Mayersohn</p> <p>19 mentioned, the various platforms to be able to</p> <p>20 track students in whether or not they need mental</p> <p>21 health care and ensuring that they receive that.</p> <p>22 In addition to us already coding things in TERMS,</p> <p>23 and that's the way that we make sure that if a</p> <p>24 student comes to us with a need or if a student</p> <p>25 is referred, there's one way that we document</p>
<p style="text-align: right;">Page 46</p> <p>1 understood who should be contacted. And it could</p> <p>2 change in certain environments, but you have a</p> <p>3 checklist of what's appropriate for each school.</p> <p>4 So, Ms. Hudge?</p> <p>5 MS. HUDGE: Thank you, Dr. Walsh, and good</p> <p>6 morning everyone. So I just wanted to elaborate</p> <p>7 on some of the topics today.</p> <p>8 As far as mental health personnel, we have 12</p> <p>9 different positions that are mental health</p> <p>10 professionals in our district and those</p> <p>11 individuals are assigned to schools. So we do</p> <p>12 have mental health personnel in schools already.</p> <p>13 Your social workers, we have family counselors in</p> <p>14 schools, we have recovery people in schools. We</p> <p>15 just recently hired suicide coordinators that are</p> <p>16 in schools and already working with schools. We</p> <p>17 also have also mental health coordinators that</p> <p>18 are assigned to specific tasks, such as ensuring</p> <p>19 that we have trained employees on youth mental</p> <p>20 health first aid. We have another one that is</p> <p>21 assigned to require instructions around mental</p> <p>22 health.</p> <p>23 So I said all of that to say that we do have</p> <p>24 mental health personnel already in schools in</p> <p>25 those various areas. Now, to enhance that, one</p>	<p style="text-align: right;">Page 48</p> <p>1 that the social worker or the family therapist</p> <p>2 needs to be involved with those students and the</p> <p>3 follow-up. So there's ways in TERMS right now.</p> <p>4 However, we all know that there is a transition</p> <p>5 that we are beginning to do over to Focus, and</p> <p>6 that should help to ensure that.</p> <p>7 But I want to go to Bob's piece around the</p> <p>8 data sharing or the database. We've been meeting</p> <p>9 with Sue Gallagher over at Children's Services</p> <p>10 and we've looked at four different platforms.</p> <p>11 Staff has reviewed those with them. We're</p> <p>12 following up with them on -- after the review and</p> <p>13 after researching a little bit more to have</p> <p>14 further conversations. At this time we have not</p> <p>15 started yet a conversation about entering into an</p> <p>16 agreement, but we -- and that is because we are</p> <p>17 looking at the platforms and having ongoing</p> <p>18 conversations with her around those pieces, so --</p> <p>19 As far as the rollover of money, there is,</p> <p>20 and we have a workshop coming up on Tuesday, the</p> <p>21 workshop will be inclusive of talking about that.</p> <p>22 One of the things you heard Dr. Licata talk about</p> <p>23 yesterday is that he has talked to me very early</p> <p>24 on prior to yesterday's sharing of rollover</p> <p>25 funds, about engaging in hiring some additional</p>

<p style="text-align: right;">Page 49</p> <p>1 behavior health personnel that we can place in 2 the schools in addition to the individuals that 3 we are already funding in order to bring those 4 positions forward. Currently, right now we're 5 working on the job descriptions for that, but I 6 wanted to engage our board before we move forward 7 with this.</p> <p>8 So that's where we are with mental health. 9 I'm not sure if I answered all of your questions, 10 but if you have questions or clarifications, 11 please, feel free to ask.</p> <p>12 MR. MAYERSOHN: Ms. Hudge? 13 MS. HUDGE: Yes. 14 MR. MAYERSOHN: So can you follow up, because 15 I know Mr. Lozano last meeting was talking about 16 the tie-in with attendance, can you kind of 17 explain where that is and how that might be 18 transitioning or what pieces are missing?</p> <p>19 MS. HUDGE: Yes. Thank you for that. I 20 appreciate that.</p> <p>21 DR. LYNCH-WALSH: Bob, wait, is this to do 22 with moving forward? Because I'm trying to wrap 23 up the current report so that they can --</p> <p>24 MR. MAYERSOHN: No, this was something that 25 he brought up at the last meeting.</p>	<p style="text-align: right;">Page 51</p> <p>1 MS. HUDGE: Thank you, Mr. Lozano. I'm going 2 to ask Ascellia to come forward. Ascellia is our 3 one and only attendance coordinator. So while 4 people say there's an attendance department 5 there's no attendance department, there's only 6 one coordinator, and I'm going to ask Marisa to 7 come forward to kind of speak to where we are, 8 currently, right now, but also in looking at and 9 going through the process of transitioning to 10 Focus, you're going to hear her speak about some 11 of the things that we're putting in place to have 12 some checks and balances around ensuring that 13 attendance is accurate. And part of that 14 transition to Focus is going to be some reports. 15 We also are working very closely with our regions 16 around this piece and you're going to hear her 17 also speak about the trainings that occur with 18 our teachers, with our administrators, with our 19 IMTs just to make sure that they understand the 20 importance of keeping accurate attendance 21 records.</p> <p>22 So, Ascellia, if you could come forward? 23 MS. ARENAS: Hello. Good morning. I'm in 24 the same office with Marisa. 25 MS. HUDGE: Okay. Not a problem.</p>
<p style="text-align: right;">Page 50</p> <p>1 MR. LOZANO: So I think we're looking at, Dr. 2 Lynch-Walsh, attribute 38 --</p> <p>3 DR. LYNCH-WALSH: Okay.</p> <p>4 MR. LOZANO: -- and the 43 percent fail rate 5 of attribute 38. And when we looked at that fail 6 rate most of the fail rate came from the daily 7 person possession check logs where a school did 8 not have a signature on a day where the TERMS 9 panel was showing the student was present. So 10 when RSM did their work, the schools identified 11 that the student was absent that day, but then 12 maybe the fourth period teacher never took 13 attendance correctly, so the student showed as 14 present. So when RSM reviewed the TERMS panel, 15 which is our official recordkeeping of 16 attendance, they can't just take somebody's word, 17 the TERMS panel showed the student as present 18 when that student was actually absent, and that's 19 why the log wasn't signed. So Veda and I have 20 done, as we always do with these audits, we have 21 been in conversation. So I'll kind of let her 22 talk about what we put in place this year to kind 23 of remediate that issue to prevent that from 24 happening moving forward.</p> <p>25 DR. LYNCH-WALSH: Okay.</p>	<p style="text-align: right;">Page 52</p> <p>1 So, Ascellia, if you could, if you could just 2 talk about the process and what we're doing to 3 move forward I think was the question as we 4 transition into Focus to some of those points 5 they have raised today around trying to make sure 6 and ensuring that we keep accurate attendance. 7 So if you could talk a little bit about that?</p> <p>8 MS. ARENAS: Absolutely. Well, as you know, 9 there are training courses made available to all 10 school personnel as it relates to Policy 5.5, and 11 it is explicitly stated in numerous ways that 12 daily audits are the responsibility of each 13 school site. So, currently, with the processes 14 that we're using, attendance is taken every day. 15 However, we don't see the complete view of a 16 daily attendance until about 48 hours later. It, 17 currently, travels through three different 18 systems. First Pinnacle, where the teacher takes 19 the attendance, then TERMS, and then we get the 20 final average daily attendance. So teachers are 21 required to take attendance every day, every 22 class period as needed, and attendance managers 23 at the school, they can either be an attendance 24 manager or an IMT, and they are required to do a 25 nightly report to see which teachers have or have</p>

<p style="text-align: right;">Page 53</p> <p>1 not completed attendance for the day, and then 2 there are time variables that are plugged in so 3 that we can recover, update and process excuses 4 that come from parents and are able to mitigate 5 the attendance report. All of this is publicized 6 from July 1st and made available to anyone 7 responsible for taking attendance all throughout 8 the year. They can contact this office if 9 there's ever any questions. And the procedure 10 has been the same for a very long time, for as 11 long as we've been using the Wazzle Gradebook for 12 Pinnacle.</p> <p>13 MS. HUDGE: So, Ernie, I saw your camera come 14 on. Before I have her move on to how we're 15 transitioning, which I think this was one of the 16 questions, so if we go into Focus, if you could 17 talk a little bit about what you have been 18 engaging in conversations as we transition and 19 also as we are seeing that there are some gaps, 20 there are things that you all have talked about 21 putting in the process that is going into Focus 22 to kind of mitigate for those things. Can you 23 talk to that a little bit, please?</p> <p>24 MS. ARENAS: Absolutely. So we've been using 25 these current systems for well over -- well,</p>	<p style="text-align: right;">Page 55</p> <p>1 your camera come up.</p> <p>2 MR. LOZANO: And so one of the things we 3 added as part of BTA monthly meeting that we're 4 currently getting in front of school 5 administrators now is in the monthly meeting 6 we're going to start requiring schools this year 7 to upload the TERMS panel and the person position 8 log so that we can do a verification of accurate 9 attendance for all those person possession logs.</p> <p>10 MS. HUDGE: And I'll just add on to that by 11 saying Ernie and I have also talked about 12 Ascellia being part of the review to make sure 13 that there's a connection between attendance and 14 what he's seeing in those logs that are uploaded. 15 So that is a step that we're adding in, as well, 16 to make sure that those two are connected.</p> <p>17 DR. LYNCH-WALSH: Okay. Thank you. Let's 18 see. Anyone have any other questions? I think 19 you guys more than answered the attendance piece.</p> <p>20 So, let's see, we're on page 12 of the 21 report, the current report.</p> <p>22 MS. DAHL: Dr. Lynch-Walsh, I have a question 23 about the attendance. This is Rebecca Dahl.</p> <p>24 DR. LYNCH-WALSH: Okay.</p> <p>25 MS. DAHL: So, from what I heard, every</p>
<p style="text-align: right;">Page 54</p> <p>1 since 2008 when I came into the district I know 2 we've been using these same processes. So with 3 Focus we are going to see a streamlining or a 4 dovetailing, if you will, of these three student 5 information system platforms. The process, as I 6 previously explained, happens first in the 7 classroom by the teacher, it's managed by the 8 school clerk, and then the principal is, of 9 course, responsible at the end of the day for all 10 transactions as it relates to student attendance.</p> <p>11 With Focus we are shifting, in terms of our 12 system platforms, we're streamlining, we're 13 making process more verifiable than it currently 14 is, which is one of the gaps that we're 15 experiencing, and, of course, what Mr. Lozano and 16 what Ms. Hudge was speaking of previously.</p> <p>17 So with this new system it gives us a greater 18 accountability. It gives parents a clearer 19 guideline as to where and how they can explain 20 the whereabouts of their children in a timeframe 21 that's more manageable. And, of course, there 22 will be supports there for people who are 23 responsible for inputting that data to follow up 24 and be more accountable.</p> <p>25 MS. HUDGE: Thank you for that. Ernie, I saw</p>	<p style="text-align: right;">Page 56</p> <p>1 teacher is supposed to do attendance every 2 period; is that correct? I'm directing this to 3 Veda or whoever else was the attendance person 4 who was talking.</p> <p>5 MS. HUDGE: Ascellia, go ahead.</p> <p>6 MS. ARENAS: Yes. Absolutely. Yes, teachers 7 are responsible for recording attendance within 8 the first 10 minutes or the last 10 minutes of 9 every class period. And if they do not do that 10 we do have a way to mitigate that, currently, 11 using Wazzle Pinnacle. The attendance manager 12 can pull a nightly report and see which teachers 13 have or have not completed attendance for the day 14 and they can follow their own protocol to adjust 15 attendance as needed.</p> <p>16 Other key people on campus who have the 17 ability to view this information are the 18 assistant principal who's in charge of 19 attendance, and, of course, the principal.</p> <p>20 MS. DAHL: Okay. Because I think -- thank 21 you for the answer. Because one of my concerns 22 is the child shows up first period or second 23 period, skips, it's still recording perhaps that 24 the child is there, so, you know, when something 25 happens, you're assuming or thinking that the</p>

<p style="text-align: right;">Page 57</p> <p>1 child is on campus and they may not be on campus 2 or they may not be in their classroom. So thank 3 you for that answer.</p> <p>4 And are you finding that the schools are 5 going back and completing that if there are 6 absences during the day? You know, once you 7 report there, they're there first period, is 8 there a way to really check, you know, that they 9 can audit it, but how many of those schools, 10 especially with some of these schools that have, 11 you know, 3 or 4,000 children, it just seems to 12 me to be an overwhelming thing to do because 13 don't these people have other duties as well?</p> <p>14 MS. HUDGE: So I think, Ms. Dahl -- and thank 15 you for that. I think that that kind of 16 coincides exactly what she was sharing that Focus 17 will be able to assist with. Because, right now, 18 to be able to run reports to monitor that is an 19 overwhelming task. You only have one person as a 20 coordinator, but as well as understanding, to 21 your point, that school personnel may have other 22 responsibilities and duties. So this is one of 23 the gaps that we have to mitigate or to try to 24 find a more efficient and effective way to assist 25 and support schools in ensuring that, you know,</p>	<p style="text-align: right;">Page 59</p> <p>1 health coordinators. However, in our exceptional 2 education department we also have psychologists 3 that work in their area that are considered 4 mental health personnel. And they also have 5 counselors, exceptional education counselors, as 6 well. So when I said 12, I'm talking about 12 7 positions across many different departments or 8 divisions, if you will, that are within the 9 district. Those individuals are itinerate staff 10 who are assigned to schools. So those 11 individuals are in schools. They're not at a 12 district office on a day-to-day. So those were 13 the 12 that I was speaking of.</p> <p>14 MS. DAHL: Okay. So let me just state myself 15 a little more clear so I'll understand it a 16 little bit better. Besides those 12, every 17 school has guidance, they have social workers?</p> <p>18 MS. HUDGE: Yes.</p> <p>19 MS. DAHL: Okay.</p> <p>20 MS. HUDGE: Yes.</p> <p>21 MS. DAHL: Okay. All right. That helps me. 22 Thank you.</p> <p>23 MS. HUDGE: Not aside from them, they are 24 part of the 12. So there are school counselors, 25 there are social workers; they are part of the 12</p>
<p style="text-align: right;">Page 58</p> <p>1 attendance is taken accurately. When there are 2 situations where it comes to our attention she is 3 on the phone with those schools and in some cases 4 she will even go out to the school when it comes 5 to her attention. But, right now, just in 6 transparency, that is one of the gaps that we are 7 looking for Focus to help us mitigate so that we 8 can support schools a little bit better in this 9 area.</p> <p>10 MS. DAHL: Okay. Thank you for that. And I 11 have with one other question. I'm sorry, Dr. 12 Lynch-Walsh. I want to go back to 5E for a 13 minute.</p> <p>14 Veda, you said that you have -- I'm assuming 15 that you said when you have 12 mental health 16 people, that's in your particular department, not 17 necessarily 12 for the whole district?</p> <p>18 MS. HUDGE: No, that's 12 --</p> <p>19 DR. LYNCH-WALSH: I think she said positions.</p> <p>20 MS. HUDGE: Right, positions across the 21 district. So, for instance, in my wheelhouse I 22 would have the social workers; I would have the 23 family counselors; I would have the recovery 24 managers; I would have the suicide prevention, 25 Baker Act individuals; I would have the mental</p>	<p style="text-align: right;">Page 60</p> <p>1 different positions that encapsulate, if you 2 will, mental health positions.</p> <p>3 MR. LOZANO: Veda, what I think she's saying 4 is we have school-based positions that provide 5 support to students, like a guidance counselors.</p> <p>6 MS. HUDGE: Oh, of course, yes.</p> <p>7 MR. LOZANO: That's what -- that's what she's 8 saying.</p> <p>9 MS. DAHL: Okay. I just wanted to make sure 10 because 12 people won't handle -- okay. Thank 11 you so much. I appreciate the answer.</p> <p>12 DR. LOZANO: You're welcome.</p> <p>13 DR. LYNCH-WALSH: Okay. So I think what 14 would be helpful for the next meeting, and I made 15 a note of this, I don't know if we need to pass a 16 motion, which we can't do today, or if we can 17 just sort of come to consensus, that it would be 18 helpful to see the different types of positions, 19 but also to see by school and by position type 20 where everybody is and how they're deployed. So, 21 you know, how many itinerate staff that -- you 22 know, sort of paint the picture for what we're 23 talking about so that it's very clear how 24 everyone's deployed throughout the district.</p> <p>25 MS. HUDGE: So, I certainly don't mind</p>

<p style="text-align: right;">Page 61</p> <p>1 sharing, you know, that information. I will 2 remind everyone also that there is a board 3 workshop coming up on Tuesday where we'll be kind 4 of having this conversation. Obviously, you 5 won't see where everyone's deployed, just 6 because, you know, in the workshop that's a lot 7 of information when we talk about over 8, 900 8 personnel is what we're talking about that we've 9 got to share with you every --</p> <p>10 DR. LYNCH-WALSH: Well, it's all on how you 11 -- it's all on how you boil it down. There was a 12 presentation done years ago that sort of painted 13 the picture of how many, what type, where they 14 were sort of thing, and that was very helpful, 15 but that was several years ago.</p> <p>16 MS. HUDGE: Right. I appreciate that. I 17 will be speaking to that. You will see in the 18 presentation that it will list all of the titles, 19 and, thank you, Alan, for putting that in the 20 chat. It will list all of the titles of those 21 individuals. You know, right now we have 22 everyone, all of the personnel assigned to every 23 school in the district. So I can -- I can 24 definitely work with staff to your -- to your 25 ask.</p>	<p style="text-align: right;">Page 63</p> <p>1 Does anyone have -- we got up to page 13, 2 it's 10:42 and we still have to get through the 3 presentation and then just a brief discussion on 4 what will be on the agenda for the 7th.</p> <p>5 So moving through the rest of the report, 6 does anyone else have any questions, comments on 7 the rest of the Behavioral Threat Assessment 8 Audit, itself, before we move into the 9 presentation which would be the next thing, going 10 over the impact of House Bill 543 or are we good?</p> <p>11 MS. MANLOVE: The only comment I'll add, Dr. 12 Lynch-Walsh, is that we have not yet begun the 13 next round of testing and I think Mr. Jabouin is 14 still on and, maybe, can speak to the next steps 15 for this quarterly audit.</p> <p>16 DR. LYNCH-WALSH: So then wouldn't it be the 17 same -- you mean the next version of this? So 18 this is October 1 through March 12th, 2023; so 19 you mean for the next period?</p> <p>20 MS. MANLOVE: Yes, ma'am. I know that part 21 of the committee's feedback to us in prior 22 meetings was an increased sense of frequency for 23 seeing these reports. So I wanted to talk 24 through the next steps and timing so the 25 committee is aware.</p>
<p style="text-align: right;">Page 62</p> <p>1 DR. LYNCH-WALSH: Okay. Yeah, I see that 2 some of what's in the presentation answers some 3 of the questions and would be helpful to be 4 shared with the audit committee.</p> <p>5 MS. HUDGE: Okay.</p> <p>6 DR. LYNCH-WALSH: So it's available. It's on 7 the workshop. I just pulled it up. And I think 8 that that would be helpful to have before we 9 finish this conversation on the 7th when we meet 10 for our regular meeting.</p> <p>11 So if -- Mr. Jabouin, if your staff can send 12 that to the audit committee because it answers -- 13 you have the different positions and roles, and 14 see if we then have any further -- it does 15 mention -- it does indicate which ones are 16 itinerate on here. I'm seeing that, so --</p> <p>17 MS. HUDGE: Correct.</p> <p>18 DR. LYNCH-WALSH: Yeah, so there's a lot in 19 here that would probably, yeah, sort of answer 20 some of the questions that the audit committee 21 members have.</p> <p>22 MS. HUDGE: Okay. No problem.</p> <p>23 DR. LYNCH-WALSH: Okay. All right.</p> <p>24 MS. HUDGE: Thank you.</p> <p>25 DR. LYNCH-WALSH: Thank you.</p>	<p style="text-align: right;">Page 64</p> <p>1 DR. LYNCH-WALSH: Okay. Mr. Jabouin?</p> <p>2 MR. JABOUIN: Yeah, so we'll go through this 3 process, we'll take it to the board, we'll get 4 the board comments and then we'll proceed with 5 establishing the scope for the next reporting.</p> <p>6 As we talked about earlier today, there is 7 going to need to be some board feedback on some 8 of these decisions.</p> <p>9 DR. LYNCH-WALSH: Okay. So RSM, because this 10 is --</p> <p>11 MS. STRAUSS: Nathalie.</p> <p>12 DR. LYNCH-WALSH: I know. Yes, ma'am. Yes, 13 Ms. Strauss.</p> <p>14 MS. STRAUSS: You know, that's what I believe 15 Mr. Jabouin did give us the opportunity a few 16 meetings ago to weigh in on, for like the scope 17 of upcoming audits, he asked for feedback, and 18 that's when I asked for Mr. Lozano to weigh in. 19 So, I know -- because we don't know; right? What 20 do we know?</p> <p>21 DR. LYNCH-WALSH: Well, we should know --</p> <p>22 MS. STRAUSS: My concern is that we're being 23 cost conscious here.</p> <p>24 DR. LYNCH-WALSH: So they need to go through 25 this because this is them discussing the impact</p>

<p style="text-align: right;">Page 65</p> <p>1 of the house bill. So we could then, in terms of</p> <p>2 the timing, but that kicks in -- when does this</p> <p>3 kick in?</p> <p>4 MR. LOZANO: January 1st.</p> <p>5 DR. LYNCH-WALSH: Right. So we still have a</p> <p>6 period where that doesn't apply yet, the changes</p> <p>7 don't apply yet.</p> <p>8 But also what I'm kind of hearing, and I just</p> <p>9 want to remind everybody, we can't vote in here,</p> <p>10 but we can certainly bring motions on the 7th.</p> <p>11 So on the 7th we're going to wrap up this</p> <p>12 conversation. So when RSM asked for the timing,</p> <p>13 because this was October 1 through March 12th of</p> <p>14 2023, and the report date was July 20th, it is</p> <p>15 now August 30th, so I think it's a fair question</p> <p>16 without the board, because we are the audit</p> <p>17 committee, to understand, just as RSM was looking</p> <p>18 for clarification, what is the next period to be</p> <p>19 covered and when would that be coming to the</p> <p>20 audit committee in theory?</p> <p>21 Mr. Jabouin?</p> <p>22 MR. JABOUIN: Sure. Let's go ahead and take</p> <p>23 the motions that the committee will have and I'll</p> <p>24 process them and I'll have the board make those</p> <p>25 decisions on that end.</p>	<p style="text-align: right;">Page 67</p> <p>1 add three months to July in terms of when we</p> <p>2 would see the next one and what period that</p> <p>3 covers? Because, surely, things are already in</p> <p>4 process for the next one.</p> <p>5 Mary?</p> <p>6 MR. JABOUIN: No, no, we're going -- we're</p> <p>7 going to process the comments from the audit</p> <p>8 committee, first, and then the board, and then</p> <p>9 we'll engage RSM to do the work.</p> <p>10 DR. LYNCH-WALSH: They're not engaged to do</p> <p>11 the next period?</p> <p>12 MR. JABOUIN: They have not started the work</p> <p>13 on the next period yet. We're processing these</p> <p>14 comments.</p> <p>15 DR. LYNCH-WALSH: Okay. So that's the</p> <p>16 clarification. So what you're saying is that,</p> <p>17 after March 12th nobody's done anything; nobody's</p> <p>18 looking at it; there's no -- no work that has</p> <p>19 started past March 12th, 2023?</p> <p>20 MR. JABOUIN: Yes, this work is concluding.</p> <p>21 We're going to get all the comments from the</p> <p>22 audit committee first and then the board and then</p> <p>23 we will engage RSM on the work in accordance with</p> <p>24 the requirements of the committee.</p> <p>25 DR. LYNCH-WALSH: Okay. I'm going to try</p>
<p style="text-align: right;">Page 66</p> <p>1 DR. LYNCH-WALSH: So you don't have any --</p> <p>2 you don't have any -- there was no plan for the</p> <p>3 next period yet?</p> <p>4 MR. JABOUIN: So there -- I mean, obviously,</p> <p>5 we want to finish this report, get all the</p> <p>6 comments and process them, and then we could -- I</p> <p>7 want to make sure that the board, themselves, are</p> <p>8 going the same path as the audit committee on how</p> <p>9 they all merge on that.</p> <p>10 DR. LYNCH-WALSH: Yeah, but the way that that</p> <p>11 works is the audit committee, which is the</p> <p>12 committee tasked with advising the board, would</p> <p>13 weigh in, first, and then use that to inform the</p> <p>14 board who are not the audit committee and don't</p> <p>15 spend 24/7 on audit committee matters. That's</p> <p>16 why you have an audit committee.</p> <p>17 MR. JABOUIN: Agreed.</p> <p>18 DR. LYNCH-WALSH: So you don't go to the</p> <p>19 board first and then dictate to the audit</p> <p>20 committee. The board needs to be informed, which</p> <p>21 is why they have appointees on here. So, in</p> <p>22 theory, we're way past March, I would have to</p> <p>23 imagine that fieldwork is currently being done --</p> <p>24 and, Mary, I see your hand. So is fieldwork</p> <p>25 being done for the next audit and should we just</p>	<p style="text-align: right;">Page 68</p> <p>1 this one more time, and, Mary, I'll go to you</p> <p>2 next. I'm going to try one more time. Because I</p> <p>3 like thinks to be crystal clear.</p> <p>4 This period -- this report covered October</p> <p>5 1st, 2022 through March 12th, 2023. Are you</p> <p>6 confirming that you are waiting for this report</p> <p>7 to go through the audit committee and then to the</p> <p>8 board before them even starting any work past</p> <p>9 March 12th?</p> <p>10 MR. JABOUIN: Yes, because we need the</p> <p>11 guidance from the committee and the board.</p> <p>12 DR. LYNCH-WALSH: Okay. That's all I was</p> <p>13 looking for was a yes or no.</p> <p>14 Okay. Mary? Sorry.</p> <p>15 MR. JABOUIN: Yes.</p> <p>16 MS. FERTIG: Okay. Well, that raises more</p> <p>17 questions. That's not really what I had my hand</p> <p>18 up for, but it just seems -- okay. So I was</p> <p>19 looking at the number of months. So this is</p> <p>20 basically, say, a six-month period, and the next</p> <p>21 six-month period would end September 12th; am I</p> <p>22 right in that? And so at that point you would be</p> <p>23 ready to start reviewing the information from --</p> <p>24 in whatever context it passes the board, the</p> <p>25 information of that six-month period you'd be</p>

Page 69

1 ready to hit the ground running on September
2 12th; do I have -- is that --

3 DR. LYNCH-WALSH: You're asking RSM? You're
4 asking RSM?

5 MS. FERTIG: I'm sorry. I'm asking Mr.
6 Jabouin. I apologize.

7 MR. JABOUIN: No, we -- we would need to
8 get -- we would need to get the engagement letter
9 together with RSM. But one of the things that I
10 wanted to mention to the committee that district
11 staff has mentioned to me is, these discussions
12 are very useful and helpful to them as they
13 proceed with their program. And these comments,
14 like when you apply them to the period after the
15 testing, the success rate may not be as high
16 because of some of the discussions and the
17 decisions and the guidance that they get from
18 these meetings. So we would have to keep that in
19 mind as we set up the -- the testing. Does that
20 make sense?

21 DR. LYNCH-WALSH: Okay. Mary, did you have
22 another question, because I need --

23 MS. FERTIG: Yes, I know you want to get on
24 to the record, and, actually, some of my
25 questions are going to come there, because I

Page 71

1 ahead with that -- with that next review period
2 and have that done. And then it sounds like that
3 will coincide really well with February and what
4 needs to be done there.

5 MR. JABOUIN: Yeah. And sorry to jump in, I
6 can speak with the board members before then.

7 DR. LYNCH-WALSH: Hold that thought, Mr.
8 Jabouin, because Mary's asking for dates. The
9 next date that's also relevant is when does this
10 report go to the board?

11 MR. JABOUIN: It would have to be at the
12 October meeting because it misses the September.
13 But I understand the key points. So, I mean, as
14 a board report I can speak to them on these
15 issues, so that way I can have the consensus from
16 them.

17 MS. FERTIG: Great. Because it would be
18 really -- you know, it sounds like these dates
19 are going to match up pretty well if we are ready
20 to start that review in September and then that
21 takes you -- it's almost a six-month period until
22 the new process kicks in, so they can then get
23 that reviewed and we can just kind of move
24 forward seamlessly and make sure --

25 MR. JABOUIN: Yeah, I'll try to set up

Page 70

1 really want to discuss the philosophy of having
2 an on-staff person doing review as opposed to
3 having an outside auditor do the review and make
4 sure that that conversation is incorporated in
5 whatever moves forward to the board if the rest
6 of the committee shares some of my concerns.

7 DR. LYNCH-WALSH: Right. And we could do
8 that formally -- we can discuss today and then
9 make formal motions --

10 MS. FERTIG: Make formal motions next week.

11 DR. LYNCH-WALSH: -- on the 7th. So my
12 question is --

13 MS. FERTIG: Nathalie, I just think it's
14 important, I just want to know the dates. These
15 are the dates that we do a report. We finished a
16 six-month period, we're giving you our comments,
17 which we -- you know, now we're well into the
18 next period, which is going to end soon --

19 DR. LYNCH-WALSH: Almost done; right.

20 MS. FERTIG: -- and make sure that we're
21 ready to start reviewing that quickly so we get
22 the report on that so we're not always six months
23 behind in taking any kind of action.

24 So I would hope that all of this gets
25 finalized in the next few weeks so that we can go

Page 72

1 meetings with them and I'll get the key points
2 that will help. And I'll have my recommendations
3 to them as well on the key points as far as
4 setting up the next testing.

5 DR. LYNCH-WALSH: I'm sorry. When you say
6 "setting up meetings with them" you mean a
7 workshop?

8 MR. JABOUIN: No, there's not enough -- I
9 understand that you want to get that --

10 DR. LYNCH-WALSH: Yeah, no, you can't -- I'm
11 sorry, but per Sunshine Law you can't get a board
12 decision by doing a board crawl. So we're going
13 to have to get creative.

14 MR. JABOUIN: That's true.

15 DR. LYNCH-WALSH: So the next -- so the next
16 regular meeting of the school board, even if you
17 can't do this report or if it's in October, but
18 you can't get a board, a formal board decision
19 from board corporate by polling board members.
20 That would violate Sunshine Law.

21 MR. JABOUIN: That's true. So let's go ahead
22 and continue and then I will seek an agenda item
23 in order to get the discussion points on that.
24 Or we'll have to find a way, because, obviously,
25 we're going to miss the deadlines for the

Page 73

September 12th school board meeting given the milestones that they have. And so we'll have to come up with a way to get that information to get their consensus.

DR. LYNCH-WALSH: Well, they usually have special meetings, so, I mean, given, if they have a workshop, they can always tack on a special meeting.

All right. Mary, are you good or can we have staff pull up the presentation?

MS. FERTIG: Yeah, I'm going to bring up what I want to bring up when we do that.

DR. LYNCH-WALSH: Okay. I think we have you and Jaclyn Strauss will have lots to say on the presentation and next steps. Okay.

Mr. Lozano?

MR. MAYERSOHN: You had Jennifer, I think, that wanted to say something.

DR. LYNCH-WALSH: Okay. Jennifer?

MS. STRAUSS: Nathalie, don't assume I'm going to have a lot to say on the presentation. I think it's going to be helpful for everybody.

DR. LYNCH-WALSH: No, no, your comments -- right. Not the presentation, per se, but your question from earlier to Mr. Lozano.

Page 75

I'm not sure how that works, but when Mary has her questions this may all -- we may all meet in the middle.

So let me see who -- nope, just a chat.

Okay. So Mr. Lozano, are you driving the bus, so to speak, on the presentation.

MR. LOZANO: So Joris or somebody can put up that presentation, but I'm going to start with, first of all, I want to thank the Office of Schools and -- Office of Safe Schools, Scott Strauss and Sheriff Gualtieri for all their support in support of Broward County Schools as we transition to this new model on January 1st.

So they just finalized the PowerPoint. It's not out to the public. But I'm excited because I'm going to share a portion of it with you so that you can see the new model and understand it.

So can everyone see the screen?

DR. LYNCH-WALSH: Yes. Well, we could a second -- I could a second ago.

MR. LOZANO: I think it's loading up.

So, again, the first step with any time a concerning behavior or threat comes in, if it's imminent, schools immediately have to call 911 or activate their mobile panic system. Here in

Page 74

MS. STRAUSS: Okay. Yeah, I just want to just put that on the record. Thank you.

DR. LYNCH-WALSH: Did you say Jennifer or Jaclyn?

MR. MAYERSOHN: No, Jennifer from RSM.

DR. LYNCH-WALSH: Oh, okay. Jennifer?

MR. MAYERSOHN: She had her hand up, unless she put it down.

DR. LYNCH-WALSH: Ms. Murtha?

MS. MURTHA: Madam Chair, I know it's a good discussion about the timeliness of the audits, and at one point in time we had discussed more of an on-line realtime auditing consistent with the conversations that you've had in the past. So it might be something that the audit committee wants to consider effective 1/1 with the new house rules going into effect and with Mr. Lozano's changes so that it is more on-line realtime and we don't have, you know, six or seven months go by without any activity.

DR. LYNCH-WALSH: Correct. Okay. And we could discuss more on the 7th, but I'm trying to get through this presentation.

But, yeah, we definitely, the audit committee has asked for more timely audit information, and

Page 76

Broward County Schools we use SaferWatch with Alyssa's Alert, and, you know, all schools are trained in that process when it's an imminent threat.

So the first step in the new model, so what you're going to learn is there's new role responsibilities that have kind of shifted from the principal to the school chair. So the principal at every school in the new model has to identify a chairperson and a vice chairperson who is, basically, the substitute when that chair is absent. So a concern comes in and it's reported to the chair. So, again, all school employees, volunteers, service providers are encouraged to immediately report any threat or concerning behavior that may present a threat to the community, school or themselves.

Here in Broward County we have multiple ways for student, staff and the community to report threats on our district website, through FortifyFL, through SaferWatch, so -- and, again, schools are right now training and going over with students and staff all those protocols for threat reporting.

If it's an imminent threat to life or

<p style="text-align: right;">Page 77</p> <p>1 physical safety, school personnel must 2 immediately report that matter to law 3 enforcement. 4 So let's go to step 2. So the chair receives 5 a concerning behavior or a threat report. The 6 chair's responsibility is to determine if it has 7 any factual basis. The chair has to document the 8 same information. So our current intake form is 9 very similar in the new model where they document 10 who reported it, the date and time; things like 11 that. So that -- that piece is not changing. 12 So the chair gets the information, the chair 13 has 24 hours from receiving that information to 14 decide if they need to convene the full team or 15 it was unfounded or low and they can deal with it 16 at the school base level. And I'll talk about 17 that a little bit more as we go through the 18 steps. So the chair has conversations with 19 student, does some informal fact gathering and 20 decides, is there any factual basis to this 21 report? So if there is factual basis, the next 22 step for the chair is to determine what is the 23 type of harm. So if it's self harm and has no 24 risk to others, the chair immediately refers it 25 to the appropriate person on the school campus.</p>	<p style="text-align: right;">Page 79</p> <p>1 presentation that people are getting. I just 2 wanted you to understand the new process before 3 we go into the actual changes so you kind of 4 understand what does the threat assessment 5 process look like moving forward on January 1st. 6 DR. LYNCH-WALSH: Got it. Thanks. 7 MR. LOZANO: So the next step is, if it's a 8 threat to others, then the chair can determine 9 whether it needs to go to the full school based 10 team or not. In our current model every single 11 concerning behavior or reported threat goes to 12 the school based team. In the new model not 13 every report is going to go to the school based 14 threat management team. 15 So if the chair reviews it and decides it 16 doesn't need to go to the school based team, then 17 they can -- then they can refer it for services. 18 So they can still, okay, maybe it wasn't a 19 threat, but this student needs interventions and 20 support, they can still refer for services. So 21 that was kind of our prior conversation earlier 22 in this meeting. So that will be documented in 23 the new model, what service, you know, they 24 referred this student for. 25 So then the chair also has to report on the</p>
<p style="text-align: right;">Page 78</p> <p>1 All of our schools have a suicide prevention 2 liaison. So the chair of the threat assessment 3 team has to document on the intake form the date 4 and time and the person they referred it to if 5 it's self harm only, because that's a different 6 process, completing a suicide risk assessment 7 versus completing a behavior threat assessment. 8 So if it's self harm only, the chair 9 completes the intake form, closes it out and it 10 gets sent to the principal. The school principal 11 has two days from receiving that report to review 12 it for fidelity and sign off on it. Once the 13 principal signs off on it, then the district 14 threat management coordinator, which is me, has 15 to review it and sign off on it, as well. So 16 that's a repeated theme throughout this 17 presentation. You're going to hear where once 18 the school completes it, the principal has two 19 days after to review and finalize and agree or 20 disagree, and then two days after the principal 21 signs off on it the district coordinator has to 22 sign off on the document as well. 23 DR. LYNCH-WALSH: Real quick, Mr. Lozano, if 24 I can pop in. This is a different presentation? 25 MR. LOZANO: No, this one is the actual state</p>	<p style="text-align: right;">Page 80</p> <p>1 intake form the documented reason of why it 2 didn't need to go to the school based threat 3 management team. 4 That decision is then reviewed by the 5 principal within two days. And then after the 6 principal my team within two days. 7 So the next step is -- so I'm the chair, I 8 reviewed it, its factual basis, I need to meet 9 with the school based threat management team. 10 The chair has to convene the school based threat 11 management team within 24 hours to do -- two 12 things have to come out of that meeting. The 13 team has to make a preliminary level of concern, 14 and if the team determines it's medium or high, 15 they have to put an interim student support 16 management plan in place immediately. So that's 17 new. Because, now, schools would finish the 18 threat assessment process and then create a 19 monitoring plan. Now, in the new model, you 20 create a plan and a preliminary -- an interim 21 student support management plan in that first 22 meeting to ensure you're putting safety protocols 23 and interventions in place immediately if the 24 team determines it's a medium or a high level of 25 concern.</p>

<p style="text-align: right;">Page 81</p> <p>1 So the team meets every -- the next phase is</p> <p>2 the team meets, they made their preliminary level</p> <p>3 determination, they put a student support</p> <p>4 management plan in place, if necessary, and then</p> <p>5 the team goes out and does their roles.</p> <p>6 So the law enforcement officer would go out,</p> <p>7 review criminal history databases, look for any</p> <p>8 house calls that were made to the house. So the</p> <p>9 law enforcement would begin their work in</p> <p>10 gathering information. The mental health person</p> <p>11 on the team would begin conducting clinical</p> <p>12 interviews, would be checking on any mental</p> <p>13 health services that this student has already in</p> <p>14 place. So the mental health person would begin</p> <p>15 that process immediately after that preliminary</p> <p>16 meeting. The expert in curriculum and</p> <p>17 instruction on the team will begin looking at the</p> <p>18 academic history, the attendance, the behavior</p> <p>19 interventions, and then the school administrator</p> <p>20 will also be looking for any information they</p> <p>21 need to bring to the table.</p> <p>22 So after that initial meeting the school has</p> <p>23 two days to reconvene and make a final</p> <p>24 determination. So when the team meets within</p> <p>25 those two days after the preliminary meeting and</p>	<p style="text-align: right;">Page 83</p> <p>1 a low level of concern and puts a student support</p> <p>2 management plan in place, it has to remain active</p> <p>3 for a minimum of 90 days. If it's a medium</p> <p>4 level, it has to be active for 180 days. And if</p> <p>5 it's a high level, it must be active for one year</p> <p>6 after the date it was created and finalized. So</p> <p>7 there's new minimum expectations, which I think</p> <p>8 is really good, for student support management</p> <p>9 plans when a team determines one is necessary.</p> <p>10 So, again, the principal has to review that</p> <p>11 student support management plan and then the</p> <p>12 district threat management coordinator also</p> <p>13 reviews it, as well.</p> <p>14 If the team determines it to be a medium</p> <p>15 level treat, there has to be -- so for medium</p> <p>16 levels of threat there has to be a student</p> <p>17 support management plan. It's mandatory. And</p> <p>18 the school has the option to refer it to the</p> <p>19 district threat management team, which I lead.</p> <p>20 So if the school labels it medium but they say,</p> <p>21 you know what, maybe this should be high, we want</p> <p>22 additional support in making a determination,</p> <p>23 they can reach out to the district threat</p> <p>24 management team which will join that school based</p> <p>25 team to support them in making the right</p>
<p style="text-align: right;">Page 82</p> <p>1 the school decides it's unfounded, so there was</p> <p>2 no factual basis, it was unable to be followed</p> <p>3 through on, the threat never occurred, it didn't</p> <p>4 rise to the level of threat, the chair will close</p> <p>5 it as unfounded. It still has to be signed off</p> <p>6 by the principal within two days and then signed</p> <p>7 off by my team within two days. That is for any</p> <p>8 levels of concern that are unfounded.</p> <p>9 So the next step is, the team determines it's</p> <p>10 a low level of concern. If the team determines</p> <p>11 it's a low level of concern after reviewing all</p> <p>12 the information, they can refer it for services</p> <p>13 without a student support management plan. So,</p> <p>14 again, all the interventions and resources the</p> <p>15 school has in place, they can still implement</p> <p>16 any -- anything they feel the student needs, even</p> <p>17 if it's a low level of concern.</p> <p>18 The school has the option, also, of</p> <p>19 implementing a student support management plan.</p> <p>20 What's new in the new model is there are minimum</p> <p>21 requirements. Whereas, in the current model</p> <p>22 schools can put a monitoring plan in place but</p> <p>23 there's no requirement for how long it must</p> <p>24 remain in place. In the new model there are</p> <p>25 minimum requirements. So if the team determines</p>	<p style="text-align: right;">Page 84</p> <p>1 decision.</p> <p>2 So, again, for a medium level they create a</p> <p>3 student support management plan. It has to be in</p> <p>4 place for 180 days. As the district threat</p> <p>5 management coordinator, during my review, I may</p> <p>6 refer it to the district threat management team</p> <p>7 if I feel the student may need additional</p> <p>8 supports, academic placement, mental health</p> <p>9 supports, as well.</p> <p>10 So the district threat management</p> <p>11 coordinator, which is me, has the option, for</p> <p>12 medium, to convene the district threat management</p> <p>13 team to support the school based team in the</p> <p>14 implementation of the threat management process</p> <p>15 and the student support management plan.</p> <p>16 So if it's high, my team does not have a</p> <p>17 choice. For all threats that the school based</p> <p>18 team labels high the district threat management</p> <p>19 team has to convene and review the decision and</p> <p>20 process by the school to ensure it was done with</p> <p>21 fidelity and provide that school any additional</p> <p>22 supports they may need. And, again, student</p> <p>23 support management plans are required for all</p> <p>24 high level threats and they have to be in place</p> <p>25 for one year after the creation of that student</p>

<p style="text-align: right;">Page 85</p> <p>1 support management plan.</p> <p>2 So that's basically the ebb and flow, your</p> <p>3 crash course on the ebb and flow of the new</p> <p>4 model. So I just wanted to kind of give you that</p> <p>5 global perspective of what's going to happen at</p> <p>6 the schools and with the district team as we move</p> <p>7 into January 1st, 2024.</p> <p>8 So does anybody have questions on that</p> <p>9 process before we actually get into the</p> <p>10 requirements of House Bill 543?</p> <p>11 DR. LYNCH-WALSH: Audit committee members,</p> <p>12 any questions, so far?</p> <p>13 (No response.)</p> <p>14 DR. LYNCH-WALSH: Hearing none, let's move</p> <p>15 into the presentation.</p> <p>16 MS. PRITYKINA: Ernie, could you please share</p> <p>17 the slides with me when you have a chance?</p> <p>18 MR. LOZANO: Yes.</p> <p>19 MS. PRITYKINA: Thank you.</p> <p>20 MR. LOZANO: And there's a lot more. I just</p> <p>21 picked out that section to go over with this --</p> <p>22 this group.</p> <p>23 So, Mr. Jabouin, who's sharing the slides.</p> <p>24 MS. PRITYKINA: I could share it. Hold on.</p> <p>25 Let me --</p>	<p style="text-align: right;">Page 87</p> <p>1 So, if you want to go to the next slide?</p> <p>2 MR. JABOUIN: Mr. Lozano, we only have the</p> <p>3 PDF version. You have presentation rights if you</p> <p>4 have the PowerPoint presentation.</p> <p>5 MR. LOZANO: The problem is I'm not on my</p> <p>6 computer.</p> <p>7 DR. LYNCH-WALSH: It's fine. Right. It's</p> <p>8 fine. I forgot that everything gets PDF'd around</p> <p>9 here.</p> <p>10 MR. LOZANO: But, again, the purpose of the</p> <p>11 rule is to set forth the requirements related to</p> <p>12 threat management, a process by which school</p> <p>13 districts, K-12 schools, charter schools,</p> <p>14 governing boards and charter schools identify,</p> <p>15 assess, manage and monitor potential and real</p> <p>16 threats to student safety.</p> <p>17 So, again, my department also monitors all</p> <p>18 the charter schools. So we ensure compliance not</p> <p>19 only with our traditional center and</p> <p>20 nontraditional but we also provide oversight and</p> <p>21 training to all our charter schools, as well.</p> <p>22 So we're on --</p> <p>23 MS. PRITYKINA: Now, I need to scroll down</p> <p>24 how to work it. It's been a while.</p> <p>25 MR. LOZANO: Just on the right at the bottom</p>
<p style="text-align: right;">Page 86</p> <p>1 DR. LYNCH-WALSH: Otherwise, I have to grant</p> <p>2 access.</p> <p>3 MS. PRITYKINA: Can you see it?</p> <p>4 DR. LYNCH-WALSH: Now, we can.</p> <p>5 MR. LOZANO: Yeah, we are good.</p> <p>6 So, again, in the screen --</p> <p>7 DR. LYNCH-WALSH: Oh, hold on. But can we do</p> <p>8 this -- is it not possible to do the PowerPoint</p> <p>9 presentation, itself, or -- so it's a little bit</p> <p>10 bigger and less distracting?</p> <p>11 MR. LOZANO: So, while she's getting that up,</p> <p>12 I'll just start kind of talking through it and</p> <p>13 introduce it. So, again, last -- in the spring</p> <p>14 of 2023 the legislature passed House Bill 543</p> <p>15 which brought us to today where the State of</p> <p>16 Florida will create their own threat management</p> <p>17 model and implement that effective January 1st,</p> <p>18 2024. And then in the 24-25 school year they're</p> <p>19 looking to have one portal across the State of</p> <p>20 Florida where all schools enter and put their</p> <p>21 threat management information.</p> <p>22 So out of House Bill 543, I talked about it</p> <p>23 earlier, they created state rule 6A-1.0019,</p> <p>24 threat management, that solely focuses on threat</p> <p>25 management in the State of Florida.</p>	<p style="text-align: right;">Page 88</p> <p>1 you should be able to go to presentation.</p> <p>2 MS. PRITYKINA: It's an ebb and flow, though,</p> <p>3 so -- okay. So is that good?</p> <p>4 MR. LOZANO: So one of the things --</p> <p>5 actually, on the bottom right, do you know how to</p> <p>6 click presentation? Right there. Yeah.</p> <p>7 DR. LYNCH-WALSH: Start slide show.</p> <p>8 MR. LOZANO: There we go.</p> <p>9 So one of the things we have to do, the slide</p> <p>10 we were on, was the policy. So, obviously, we're</p> <p>11 going to have to update Broward County Public</p> <p>12 School Policy 4380 to be in alignment with this</p> <p>13 new rule, you know, effective January 1st. So</p> <p>14 I'm currently editing and revising Policy 4380</p> <p>15 and I have a timeline in place to make sure we</p> <p>16 meet role development and role approval prior to</p> <p>17 January 1st. I did -- my staff has reached out</p> <p>18 to get in front of the advisories. So some have</p> <p>19 already responded. We're on the September</p> <p>20 agendas. So we're working to get in front of the</p> <p>21 key advisories early before we get to the</p> <p>22 workshop and the rule adoption meetings so that</p> <p>23 we can get feedback as we move forward. So we</p> <p>24 are currently working on that process.</p> <p>25 Elena, you might just want to go back to the</p>

<p style="text-align: right;">Page 89</p> <p>1 other way.</p> <p>2 MS. PRITYKINA: Yeah, I think the PDF may --</p> <p>3 MR. LOZANO: And when I tried to open my</p> <p>4 other one it didn't let me go to presentation for</p> <p>5 some reason.</p> <p>6 MS. PRITYKINA: Yeah, I'm going back to the</p> <p>7 PDF. Okay. So this is -- this is where?</p> <p>8 MR. LOZANO: Yeah. So, again, we're working</p> <p>9 to ensure our district policy aligns with this</p> <p>10 new rule effective January 1st. That should say</p> <p>11 2024. So we're doing it prior to January 1st</p> <p>12 2024.</p> <p>13 So scroll down to the next slide, please.</p> <p>14 So, again, this is where you talk about, you</p> <p>15 know, my roles and responsibilities. So there</p> <p>16 are specific requirements for each level of</p> <p>17 concern for parent notification in the new model.</p> <p>18 So we will be able to audit when parents were</p> <p>19 notified and, you know, if they were notified</p> <p>20 based on the requirements in the new state rule.</p> <p>21 So we are currently -- go ahead, Dr.</p> <p>22 Lynch-Walsh.</p> <p>23 DR. LYNCH-WALSH: They would -- they would be</p> <p>24 notified through how?</p> <p>25 MR. LOZANO: Through ParentLink. Through</p>	<p style="text-align: right;">Page 91</p> <p>1 at threat assessment and I went up in the summer,</p> <p>2 we did our two-day district threat management</p> <p>3 coordinator, so both of us are already trained</p> <p>4 and ready to assume this role, and we are</p> <p>5 currently, again, the two members in the district</p> <p>6 that are assigned to handle the requirements of</p> <p>7 the district threat management coordinator. And,</p> <p>8 again, there's a huge responsibility in this role</p> <p>9 now because this individual is assigned to review</p> <p>10 every assessment that is conducted in the</p> <p>11 district, and then for medium and high levels</p> <p>12 convene that district threat management team when</p> <p>13 necessary to support the school based threat</p> <p>14 management team.</p> <p>15 So a new requirement in the new model is</p> <p>16 every district have a district threat management</p> <p>17 team led by the district threat management</p> <p>18 coordinator. So Chief Kowalski has already</p> <p>19 assigned law enforcement officers who are members</p> <p>20 of our district threat management team. Veda</p> <p>21 Hudge has already assigned her staff members to</p> <p>22 be our mental health experts on the district</p> <p>23 team. My staff who has teacher certification is</p> <p>24 going to serve as the experts in curriculum and</p> <p>25 instruction. And then the fourth person you have</p>
<p style="text-align: right;">Page 90</p> <p>1 ParentLink.</p> <p>2 DR. LYNCH-WALSH: Okay.</p> <p>3 MR. LOZANO: And, again, that's also -- so</p> <p>4 notifying the community is one lane, notifying</p> <p>5 the parent/guardians of the student of concern</p> <p>6 and the target is also requirements, as well, in</p> <p>7 the new model going forward.</p> <p>8 So, again, we're right now conducting -- and</p> <p>9 today is our first day, we're running daily</p> <p>10 trainings with school based team and district</p> <p>11 staff on the new model. It's a one-day</p> <p>12 eight-hour training that we're rolling out now.</p> <p>13 And then our principals, vice chairs, and chairs</p> <p>14 also have an additional four-hour training that's</p> <p>15 role-specific to their role on the team that I</p> <p>16 will be, myself and Kim Punzi, our manager, we</p> <p>17 will be doing all the role-specific trainings to</p> <p>18 ensure, you know, that fidelity of presentation.</p> <p>19 So, again, new to the rule is every district</p> <p>20 must have one staff member in the district</p> <p>21 assigned to the role of district threat</p> <p>22 management coordinator. So here in Broward</p> <p>23 County Public Schools, that's me. For the six</p> <p>24 largest districts in the state they allowed us to</p> <p>25 have a backup, so Kim Punzi-Elabary, the manager</p>	<p style="text-align: right;">Page 92</p> <p>1 to have on the team is a district administrator.</p> <p>2 So that will be always me or Kim Punzi-Elabary.</p> <p>3 So we can always add additional members, but we</p> <p>4 have a core team. And I didn't want to wait</p> <p>5 until January. So, like I said, we started this</p> <p>6 team meeting now to review and begin the process</p> <p>7 of reviewing all our very serious, substantive</p> <p>8 threats, so that when we roll into January we</p> <p>9 already have a clean process established in the</p> <p>10 district to meet that two-day, you know,</p> <p>11 requirement and review.</p> <p>12 So what's new to the new model, too, is this</p> <p>13 fifth member of the school based team. So if the</p> <p>14 four individuals, your core four, do not know the</p> <p>15 student, personally, in the new model they have</p> <p>16 to have one staff member, instructional or</p> <p>17 administration, who knows this student,</p> <p>18 personally. And that's important because you</p> <p>19 want to differentiate between concerning behavior</p> <p>20 and the student's baseline behavior. So the only</p> <p>21 person that can share consistently a student's</p> <p>22 baseline behavior is somebody who, obviously, has</p> <p>23 a personal relationship with that student. So</p> <p>24 one of the new requirements in the new model is</p> <p>25 somebody who has a personal relationship with</p>

<p style="text-align: right;">Page 93</p> <p>1 that student needs to be part of that team. If 2 one of the four members has that relationship, so 3 I'm the elementary school principal and I've 4 known this student since kindergarten and they're 5 now in fifth grade, that person can serve as the 6 individual. But if none of the core four know 7 the student, personally, they have to add a 8 member, who doesn't need to be trained, they're 9 just providing information on that student. 10 Next slide, please. 11 So, again, the biggest shift from the current 12 model to the new model is this chair position. 13 So -- so the chair has -- is basically the 14 gatekeeper of this process. But, again, they 15 don't act in isolation because the principal has 16 two days to sign off on every decision and then 17 me and my team have two days to sign off on every 18 decision. 19 So all our schools have already identified 20 their chairs and vice chairs and they will -- 21 they are currently registering for training to be 22 ready for January 1st. I love this position, 23 personally, because I'm going to be able to have 24 ongoing meetings with the chairs to review best 25 practices. So, again, that attendance issue we</p>	<p style="text-align: right;">Page 95</p> <p>1 Any questions on the chair, vice chair? 2 Because I know that's a brand new position in the 3 new model. 4 DR. LYNCH-WALSH: I don't see any hands up. 5 Any audit committee members, questions? 6 (No response.) 7 DR. LYNCH-WALSH: So far, so good. 8 MR. LOZANO: So next is the instrument. Mr. 9 Mayersohn? 10 DR. LYNCH-WALSH: Oh, Mr. Mayersohn? 11 Oh, now we have two people. Mayersohn and 12 then Fertig. 13 Robert? 14 MR. LOZANO: I think you're muted. 15 DR. LYNCH-WALSH: Robert, you're muted. 16 MR. MAYERSOHN: Okay. I'm unmuted now. 17 So just a quick question on the chair and the 18 vice chair. And I know sometimes midway through 19 the year you have a school based administrator 20 that changes schools, so let's say the chair is 21 an assistant principal and they are reassigned to 22 another school, the vice chair will then take 23 over temporarily until a new chair can be 24 appointed and trained? 25 MR. LOZANO: Correct.</p>
<p style="text-align: right;">Page 94</p> <p>1 talked about, now that every school has a 2 designated point person who's solely responsible 3 for leading threat management, I'm going to be 4 able to have some regular meetings to calibrate 5 every school, go over best practices, provide 6 updates. So this is, to me, one of the great 7 enhancements to the new model, is having that 8 designated person at the school, and, again, 9 ensuring that we have the right chair assigned. 10 So my team is reviewing that. So we are asking 11 at this time for that chairperson to be an 12 assistant principal. As we move forward, you 13 know, as we live it and see, but as of now for 14 Broward County Public Schools our chairperson 15 will be -- you know, at the elementary level they 16 only have one assistant principal, but at our 17 secondary sites where they have multiple 18 assistants the principal will choose one of the 19 administrators to be the chair of that team. And 20 this includes, again, charter schools have to 21 identify as well, so we've collected this 22 information from them as well. And the chair and 23 the vice chair and the principal have an 24 additional four-hour training specific to 25 their -- their role on the team.</p>	<p style="text-align: right;">Page 96</p> <p>1 MR. MAYERSOHN: Okay. I just wanted to make 2 sure that there's still that continuity, that 3 we're not losing something where, again, you 4 know, as an attribute or testing it somebody 5 says, well, our chair left and we don't have 6 anything available. 7 MR. LOZANO: So you are absolutely correct. 8 And the chair and vice chair come from that core 9 four, so the vice chair and the chair have to be 10 in every meeting the school based team conducts 11 so that that vice chair is also ready to serve if 12 that chair is out and unable to participate on 13 any day. That was a great question. 14 MS. FERTIG: Do you want me to go ahead, 15 Nathalie? 16 DR. LYNCH-WALSH: Yeah. Sorry, I muted 17 myself because I'm typing. Go ahead. 18 MS. FERTIG: I'm just -- just -- just who is 19 likely to be the chair and vice chair? Who in a 20 school would you look to for those positions? 21 MR. LOZANO: So for the chair it will be the 22 assistant principal. And then, you know, so the 23 vice chair most likely will be the mental health 24 expert on the team at the elementary level, 25 secondary schools who have multiple assistant</p>

<p style="text-align: right;">Page 97</p> <p>1 principals may make a second assistant principal 2 the vice chair. And because they, you know, all 3 our assistant principals are prior teachers, they 4 do teacher evaluations, they can serve on the 5 team as the expert in curriculum and instruction. 6 But one person can't do both. So they would have 7 to have a second administrator in every meeting 8 if that's who they choose.</p> <p>9 So most likely, to answer your question, 10 Mary, it's going to be the mental health expert 11 or, you know, as the vice chair or another 12 assistant principal. The chair is going to be an 13 assistant principal as we roll this out with 14 fidelity. Because what I don't want either is a 15 guidance counselor is the chair and they can't 16 provide guidance services because they're 17 conducting -- you know, they have a purpose at 18 the school, so we want to make sure they're able 19 to do their primary role at the school as well.</p> <p>20 So, we, as a district, decided we'll start 21 with our assistant principals, and as we live it 22 and get feedback from you, as we move forward, 23 you know, we may make different decisions on who 24 is the best. So that's what we're going to all 25 learn together as we roll this out.</p>	<p style="text-align: right;">Page 99</p> <p>1 DR. LYNCH-WALSH: So just hold on. Just to 2 be clear, so I was taking it to mean like you 3 have SAC and SAF, which, of course, have parents. 4 I didn't think you would put the parent of the 5 kid that has the issue on this team.</p> <p>6 MR. LOZANO: Correct. We don't.</p> <p>7 DR. LYNCH-WALSH: But you're saying nobody 8 who's a parent would be on this team regardless 9 of -- okay. Just checking.</p> <p>10 MR. LOZANO: So, if you are not the parent of 11 the student of concern, Dr. Lynch-Walsh, but you 12 have some information -- because you can add 13 additional members, they're just not a core 14 mandatory member. So, you know, you'll have your 15 five mandatory members, but there may be four 16 other people that can provide information that is 17 important to that team. Honestly, they wouldn't 18 stay for the whole meeting, but they would be 19 invited in to share. So there could be times 20 someone from the community or a parent would be 21 invited in to share information. Again, they 22 wouldn't participate in the whole meeting. But 23 the parent of the student of concern is not 24 participating in the school based threat 25 management team meeting.</p>
<p style="text-align: right;">Page 98</p> <p>1 MS. FERTIG: Thank you.</p> <p>2 DR. LYNCH-WALSH: Okay. Then Mr. De Meo?</p> <p>3 MR. DE MEO: Thank you. Mr. Lozano, the 4 language in the rule doesn't specifically exclude 5 parents, but I think that's the intent, and -- 6 that's question one.</p> <p>7 And then, secondly, the experts, the mental 8 health or law enforcement people on these 9 committees, can they be parents or should they be 10 parents? Do you have any feel for that?</p> <p>11 MR. LOZANO: So they should not. So where 12 the parent becomes a part of the process is in 13 the development of the student support management 14 plan. When the school is determining the level 15 of concern, we don't invite parents into those 16 meetings. They're not a required member. Once 17 we determine the level of concern we invite the 18 parent in to be a part of the development of the 19 student support management plan.</p> <p>20 MR. DE MEO: So they don't have a role on any 21 of the teams; is that --</p> <p>22 MR. LOZANO: No.</p> <p>23 MR. DE MEO: And I think that makes sense. I 24 just wanted a clarification. Okay.</p> <p>25 MR. LOZANO: Correct.</p>	<p style="text-align: right;">Page 100</p> <p>1 DR. LYNCH-WALSH: Got it. Thank you.</p> <p>2 MR. LOZANO: Mr. Mayersohn?</p> <p>3 MR. MAYERSOHN: Yes, just to -- I guess 4 because it's very broad in the description of 5 somebody who has personal knowledge or 6 relationship with that student, so what is the 7 protocol? Is it first the teacher; is it first 8 the guidance counselor? Is there a process to 9 that or how is that going to work itself out?</p> <p>10 DR. LYNCH-WALSH: Mr. Mayersohn, I need to 11 step away for my dog. You're chairing the 12 meeting.</p> <p>13 MR. MAYERSOHN: Okay.</p> <p>14 MR. LOZANO: So, again, it should be the 15 person with the most knowledge of the student 16 that can provide the most relevant information to 17 that team. So there's not like a designated, go 18 to this person first, go to this person second, 19 it's really that chair and school based team 20 identifying an individual, and right now it has 21 to be instructional or administration, that had 22 some personal knowledge of the student.</p> <p>23 So even now in the beginning of the year a 24 few schools have called, like, this is a brand 25 new student for us, we don't know, we had someone</p>

Page 101	Page 103
<p>1 from their prior school join that school's</p> <p>2 meeting so they can share some information on</p> <p>3 that student. So you're really looking for</p> <p>4 somebody who has, you know, personal knowledge on</p> <p>5 this student.</p> <p>6 MR. MAYERSOHN: So I guess going back to RSM,</p> <p>7 is that attribute auditable?</p> <p>8 MS. MANLOVE: Jamie, I'm going to defer to</p> <p>9 you.</p> <p>10 MS. BARDEE: Can you repeat the question,</p> <p>11 please?</p> <p>12 MR. MAYERSOHN: So is somebody who has</p> <p>13 personal knowledge of the student or relationship</p> <p>14 with the student, is that an auditable attribute</p> <p>15 to test?</p> <p>16 MS. BARDEE: So I think the key there is</p> <p>17 documentation and how will we know that that</p> <p>18 person on that BTA, the threat assessment, is</p> <p>19 that person? And so, you know, when we look at</p> <p>20 other meetings, other teams, we're able to</p> <p>21 clearly identify those. And so with each threat,</p> <p>22 because that's going to change, it's going to be</p> <p>23 the documentation that's key on that.</p> <p>24 MR. MAYERSOHN: Okay. So, I guess, moving</p> <p>25 forward we'll have to figure out how to document</p>	<p>1 audit.</p> <p>2 MR. DE MEO: They can audit whether or not</p> <p>3 somebody was appointed in accordance with the</p> <p>4 rules, but not whether or not they know the</p> <p>5 person or know them sufficiently or make a</p> <p>6 judgment about the process.</p> <p>7 MR. MAYERSOHN: Right.</p> <p>8 MR. LOZANO: Next slide, please? I don't see</p> <p>9 any hands up.</p> <p>10 DR. LYNCH-WALSH: So, wait, wait. Back up.</p> <p>11 Sorry, I muted myself. Operational --</p> <p>12 operational definition, what does personal</p> <p>13 knowledge mean? Because regardless of whether</p> <p>14 it's a parent or not, what is that going to mean</p> <p>15 for this process? They know the name of the</p> <p>16 student? They've, you know -- that needs to be</p> <p>17 documented, I think.</p> <p>18 MR. LOZANO: So it needs to be -- you know,</p> <p>19 it needs to be somebody to what Mr. Mayersohn</p> <p>20 said, I coached this kid; I was their sixth and</p> <p>21 seventh grade history teacher; I had this student</p> <p>22 in class for two years. Because the purpose of</p> <p>23 the member on the team is to have more than just</p> <p>24 I know this student's name, to your point. So it</p> <p>25 should be somebody who can provide relevant</p>
Page 102	Page 104
<p>1 that.</p> <p>2 MR. LOZANO: So they'll document it on the</p> <p>3 intake form, everyone who was present.</p> <p>4 MR. MAYERSOHN: Right. But you won't know --</p> <p>5 I mean, I guess my question is verifying or</p> <p>6 auditing the fact that, yes, you know, Mr. De Meo</p> <p>7 knows this student, personally. He'd have to</p> <p>8 have some form of documentation to say, yes, I</p> <p>9 know this student. I coached him in baseball,</p> <p>10 I've done this, he's in my class, and that's how</p> <p>11 I know him from a personal perspective.</p> <p>12 Not to pick on you, Mr. De Meo.</p> <p>13 MR. DE MEO: I think, Mr. Mayersohn, that</p> <p>14 goes beyond the scope of what the auditors can</p> <p>15 provide. They can opine on accounting matters</p> <p>16 and matters that they're expert in, but with</p> <p>17 regard to whether or not somebody sufficiently</p> <p>18 knows someone for these purposes is strictly</p> <p>19 judgmental and I don't think we could task or ask</p> <p>20 them to -- I just don't think it's fair to ask</p> <p>21 them to do that.</p> <p>22 MR. MAYERSOHN: Well, that's why I said, if</p> <p>23 it's auditable, it's auditable. If it's not, you</p> <p>24 know, and there's a way to figure that out,</p> <p>25 that's fine. If not, then that part we can't</p>	<p>1 information on a student.</p> <p>2 DR. LYNCH-WALSH: Yeah, I -- I think that</p> <p>3 needs to be formalized, because I could see this</p> <p>4 sort of becoming very subjective. You know, it</p> <p>5 could be that they have knowledge, but none of</p> <p>6 it's positive. Or they have knowledge but it's</p> <p>7 only positive so that you don't -- you know, you</p> <p>8 only have sort of a one-sided personal knowledge</p> <p>9 of the person. So I think it's just something to</p> <p>10 think about.</p> <p>11 I don't see any hands up. I know the next</p> <p>12 slide you guys have made it to was the transition</p> <p>13 from EdPlan to Focus, I think.</p> <p>14 MR. LOZANO: Correct.</p> <p>15 DR. LYNCH-WALSH: Is Dr. Phillips here to</p> <p>16 speak to that one?</p> <p>17 MR. LOZANO: He is, but I will start, as</p> <p>18 well.</p> <p>19 DR. LYNCH-WALSH: Okay.</p> <p>20 MR. LOZANO: So if you want to go down to the</p> <p>21 slide --</p> <p>22 DR. LYNCH-WALSH: Slide 10?</p> <p>23 I know Rebecca said she has to leave at noon,</p> <p>24 so we have like 22 minutes, not just for this,</p> <p>25 but for the entire agenda.</p>

<p style="text-align: right;">Page 105</p> <p>1 MR. LOZANO: So, again, after the tragedy of 2 MSD, the district worked with PCG, which is 3 EdPlan, to develop the electronic platform where 4 we currently house all our threat assessments. 5 We have a contract with PCG currently through the 6 rest of this school year. So for January through 7 June we will be using the same platform we are 8 now for the new model. I have been in meetings 9 with PCG as they are currently building out the 10 specifications so the forms match the new model, 11 so we -- and then the flow process, right, of 12 that school based team finalizes, then it has to 13 be sent to the principal for two days, then it 14 has to be sent to my team. So PCG is building 15 all those processes out now so that we should be 16 ready to roll with the new format to meet the new 17 model specifications January 1st, 2024. 18 So then we will use the current EdPlan 19 system. Now, Focus is also a platform that 20 currently some districts use to manage their 21 threat assessments. So they are doing the same 22 thing as PCG right now, is building their 23 platform to be ready for January 1st, 2024. My 24 team will have to put trainings together for 25 spring of 2024 so we are ready for that</p>	<p style="text-align: right;">Page 107</p> <p>1 they're going to have fillable PDFs for us to use 2 in the meantime until we are up and running. 3 DR. LYNCH-WALSH: No, no, what I'm asking is, 4 the PCG contract runs through June '24 and then 5 it says documentation of threat management will 6 transition to Focus for the 24-25 school year. 7 So what I'm saying is, come June '24, PCG 8 packs up its toys and goes home, in theory, 9 according to this bullet point -- 10 MR. LOZANO: Correct. 11 DR. LYNCH-WALSH: -- and then we hope that 12 Focus is ready to go live for 24-25 or am I 13 misinterpreting? 14 MR. LOZANO: You are right on point. 15 DR. PHILLIPS: So you're on point. The 16 district -- the only thing I want to highlight is 17 we'll be running Focus in the background from 18 January through June. So we'll be doing 19 trainings in there, we'll be making sure that it 20 is up and ready. So go live is kind of a 21 misnomer, it's really -- that's when we're 22 transitioning over, but it will be live and 23 functional for several months before the 24 turnover. 25 DR. LYNCH-WALSH: Okay. So I'm going to make</p>
<p style="text-align: right;">Page 106</p> <p>1 transition for the next school year when we move 2 into Focus. So for the 24-25 school year we are 3 slated to handle all our threat assessment 4 processes in the Focus database so that it's in 5 the same system as all our other student 6 information so it will be a lot easier to 7 cross-reference data and have everything in the 8 same portal. 9 DR. LYNCH-WALSH: Okay. Does anyone -- Mary, 10 did you have questions? Jaclyn? If we can stay 11 on that slide a minute, because -- so this -- 12 where it says January 1, that's '24, it says 13 documentation of threat management will 14 transition to Focus for the 24-25 school year, 15 but the contract is through this school year. So 16 is the contract going to be extended or just 17 abruptly end and then we'll be using what? We'll 18 be using Focus for 24-25. But worst case 19 scenario, there's a delay or something happens, 20 we have no -- nothing? 21 MR. LOZANO: So we're not the only district 22 that might be in that dilemma as all the vendors 23 are, you know, working hard now across the state 24 to be ready for January 1st. So the state is 25 working on, in case certain vendors aren't ready,</p>	<p style="text-align: right;">Page 108</p> <p>1 myself a bullet on my note, Focus running January 2 to June in background. 3 DR. PHILLIPS: Correct. 4 DR. LYNCH-WALSH: Okay. That was my only 5 question on that slide. 6 Anybody -- I see no hands. 7 It says, I see in the chat, is moving to 8 Focus mandatory? Is it tested? Obviously, it's 9 not mandatory but we bought it, so it's 10 happening. I don't know if Phyllis is able to 11 speak? Is it tested? I don't know if that just 12 answered her question. 13 Basically, you'll be doing testing? 14 MS. SHAW: Good morning. 15 DR. LYNCH-WALSH: Wait, she's here. 16 MS. SHAW: Yes. Good morning. That's what I 17 wanted to know. And, also, is the testing in the 18 background, are you doing parallel, currently? 19 Can we get the results on the test? 20 DR. PHILLIPS: So we'll be -- we can share 21 results of the test. So we'll be doing some 22 parallel at the same time. We don't want to have 23 the whole district work out of two systems at the 24 same time, but part of having it run in the 25 background is making sure that we're getting the</p>

Page 109

1 training in and then also doing some parallel
2 type, side-by-side type comparison. And one of
3 the biggest things that we're going to be doing
4 over the six-month period is making sure that the
5 automated triggers and alerts that we're building
6 are working properly before we go live. So, as
7 Mr. Lozano said, when it's all on one system
8 there's a lot more that we can do and make it
9 automated. Such as, if something hasn't been --
10 you know, let's just say a threat assessment's
11 been started but not completed within 24 hours,
12 we can set an automated alert for that to
13 escalate. If it didn't have the right people or
14 something like that we can set up automated
15 triggers that can escalate up through district,
16 through different work flows and that kind of
17 thing. So we want to make sure we have all of
18 that tested before we transition in July.

19 MR. LOZANO: And I think what's nice is all
20 the other districts that will need to use Focus
21 in January, because that's our current system,
22 they're going to be working out the bugs for six
23 months until we roll in July 1. So, you know,
24 we'll be coming in at six months after they
25 implemented their product, so it won't be like

Page 111

1 else with any questions? Otherwise, I think
2 we'll move on to just an overview for the agenda.
3 Oh, there's Mary. Okay. Nope?

4 MS. FERTIG: Yes.

5 DR. LYNCH-WALSH: Mary?

6 MS. FERTIG: Yeah, I have a question overall
7 on everything. I just want to make this comment
8 and then perhaps we could have a conversation
9 about it next week. I -- I am concerned about
10 having an audit committee staff member doing the
11 audit of this. I think that there are advantages
12 to having an outside auditor, you know,
13 double-checking the work that we're doing. And I
14 also have seen -- I feel like RSM has been doing
15 it, they know what they're doing, there's no
16 learning curve. And my third point would be,
17 we've all seen so many vacancies in the audit
18 department that I don't -- I just don't want to
19 see us in a situation where we don't have the
20 staff to do it. We have -- by having an outside
21 person we have somebody else looking at what
22 we're doing, and I -- I would like to discuss
23 this next week. When it does go to the board,
24 I'm going to be asking next week, Nathalie, when
25 you get to the agenda, if we can pass a motion

Page 110

1 day 1 of them going live with the new model. So
2 that'll be a benefit.

3 MS. SHAW: That sounds great. Thank you.

4 So then my other question is, I have so many
5 things to look at as we're doing, Focus, is it
6 audited -- is it auditable? So, in a sense,
7 let's say someone goes in and makes changes, will
8 you be able to track to see who made those
9 changes? And when the auditors come in will it
10 be a system that will be able to be audited?

11 DR. PHILLIPS: Every single change that's
12 made in Focus is logged and auditable. So --
13 we're also able to break down by permission level
14 according to whether it's job code or what the
15 individual's position is. So we can also make
16 sure those permissions are granular. So Mr.
17 Lozano can only get in and make certain changes.
18 So, while we can audit, and that's really good on
19 the back end to see what changes are made and who
20 made them, we can also put in some preventative
21 measures at the front end for who's even allowed
22 to make certain types of changes.

23 MS. SHAW: Perfect. Thank you very much.

24 That was it, Dr. Lynch-Walsh.

25 DR. LYNCH-WALSH: Okay. All right. Anyone

Page 112

1 incorporating what we feel the best review of
2 this from an auditor would be.

3 DR. LYNCH-WALSH: Okay. Right. So --

4 MS. FERTIG: And that was my final comment on
5 all of what you've talked about this morning.

6 DR. LYNCH-WALSH: Okay. Phyllis, were you
7 coming back or this is your hand up from before?
8 You're good?

9 MS. SHAW: I was just going to make it quick.
10 And I think Mary missed my question when I asked
11 if it was auditable, and that was the idea that
12 it's not something, it should be an outside
13 company that should audit it. I think the audit
14 department has enough with their hands full and
15 everything else that we're going to ask them to
16 do. Plus, I think it's better if a third party
17 is doing the audit anyway. Thank you.

18 DR. LYNCH-WALSH: Okay. So, yeah, so my plan
19 is for this to be the first topic on our next
20 week agenda so we can pick up where we left off.
21 So we won't rehash everything we just did today,
22 we'll boil it down. Come with any proposed,
23 written preferably, motion, so we can discuss
24 internal versus external. It would seem --
25 right, I'm concerned, I share Mary's concerns

Page 113	Page 115
<p>1 about the learning curve. For me, too, it's</p> <p>2 qualifications. Because this is sort of a new</p> <p>3 area. So in the short-term -- I mean, maybe</p> <p>4 long-term, but certainly in the short-term it</p> <p>5 would seem outside would be the way to stay,</p> <p>6 especially since we've been fine tuning and then</p> <p>7 we're about to have a change. So -- but that's</p> <p>8 more for discussion on the 7th. So the intent is</p> <p>9 is that we will start, I think I have a draft up</p> <p>10 here of the agenda which -- so it would be first</p> <p>11 up -- this is not the version. This is today's.</p> <p>12 So we would start where we left off today,</p> <p>13 essentially, and start with the Behavioral Threat</p> <p>14 Assessment Policy and Procedure Audit. These are</p> <p>15 not times -- these are the existing timestamps.</p> <p>16 I've just been working on the items.</p> <p>17 So please bring any sort of summarized</p> <p>18 comments, concerns, questions and proposed</p> <p>19 motions related to this so that we can hit the</p> <p>20 ground running at the meeting next week is what I</p> <p>21 would ask of the members.</p> <p>22 Does anyone else have anything else on this</p> <p>23 topic? I see a person -- Mr. Jabouin?</p> <p>24 MR. JABOUIN: Yes, thank you, Chair. Yes.</p> <p>25 Were you discussing the agenda, Chair, for the</p>	<p>1 they want to charge \$322,500 for an additional 81</p> <p>2 every six months or 162. At \$200 an hour, that's</p> <p>3 over a day's work. That just doesn't compute to</p> <p>4 me. And I don't understand why it's so</p> <p>5 expensive. Now, maybe I'm not considering all</p> <p>6 the steps, but the hours just don't work out. So</p> <p>7 that's one comment.</p> <p>8 Another comment is that, under the right</p> <p>9 supervision and assuming that our auditor in</p> <p>10 house is trained and properly supervised, I</p> <p>11 really don't have any issue with performing in</p> <p>12 collaboration -- in cooperation with RSM, say, as</p> <p>13 an added staff, for example, having someone from</p> <p>14 our staff from, from our chief auditor's staff,</p> <p>15 work together to help with the audit so that we</p> <p>16 can accomplish what I think we should have, 100</p> <p>17 percent audit of the serious threats.</p> <p>18 So those are the two things that I think that</p> <p>19 are pertinent to next -- next month's or next</p> <p>20 week's --</p> <p>21 DR. LYNCH-WALSH: Week's.</p> <p>22 MR. DE MEO: Next week's meeting; yeah. So</p> <p>23 I'm inclined to follow that path in terms of</p> <p>24 motions.</p> <p>25 DR. LYNCH-WALSH: Okay. So I think we need a</p>
Page 114	Page 116
<p>1 September 7th meeting?</p> <p>2 DR. LYNCH-WALSH: I will be next. I just</p> <p>3 want to make sure --</p> <p>4 MR. JABOUIN: Oh, I'm sorry.</p> <p>5 DR. LYNCH-WALSH: -- right, that if -- I</p> <p>6 think RSM is leaving, just so they know we're</p> <p>7 done with this topic, but they will be up once we</p> <p>8 get past sort of our regular minutia, that they</p> <p>9 would be first on the agenda, which I think has</p> <p>10 already been communicated to them.</p> <p>11 So, yeah, so then next, if we're done with</p> <p>12 that, thank you to staff, RSM, everybody involved</p> <p>13 there, and we'll just move into some housekeeping</p> <p>14 and then I think we're good, because this is</p> <p>15 supposed to be our one topic.</p> <p>16 Yes, Mr. De Meo.</p> <p>17 MR. DE MEO: Before they leave, I just want</p> <p>18 to point something out related to what Mary said.</p> <p>19 You know, in the last report there were 97</p> <p>20 serious threats --</p> <p>21 DR. LYNCH-WALSH: Yes.</p> <p>22 MR. DE MEO: -- and that represented a</p> <p>23 six-month period. RSM audited 26 of those. So</p> <p>24 if in a year, let's just extrapolate and say</p> <p>25 there's 200 serious threats, they are saying that</p>	<p>1 more detailed breakdown. I thought that their</p> <p>2 proposal was to audit everything as opposed to</p> <p>3 the sample. Because they audited, let's see, I'm</p> <p>4 looking at page 7, the total population versus</p> <p>5 the sample. So the total population of very</p> <p>6 serious was 97, the total sample was 50. Serious</p> <p>7 substantive was 250. They audited 50. So -- and</p> <p>8 then -- yeah, those are totals. So it was 347</p> <p>9 versus 100. And we had asked for some other</p> <p>10 details as far as geographic. But the total</p> <p>11 population certainly of, I believe, serious</p> <p>12 substantive and very serious.</p> <p>13 So I guess if we could see the number</p> <p>14 crunching behind this because I hadn't crunched</p> <p>15 the numbers, but if we could see where that's</p> <p>16 coming from, because then we could make</p> <p>17 recommendations as far as -- or make sure we're</p> <p>18 all on the same page as far as what we think</p> <p>19 would be what this additional amount, where</p> <p>20 that's coming from.</p> <p>21 And we also -- I don't think we know what</p> <p>22 these audits are costing now.</p> <p>23 MR. DE MEO: Yeah, right. I'd be shocked if</p> <p>24 the entire cost is 322,000.</p> <p>25 DR. LYNCH-WALSH: So for next week then, Mr.</p>

<p style="text-align: right;">Page 117</p> <p>1 Jabouin, we kind of need to see the cost -- you 2 know, the proposal in terms of cost and a 3 breakdown so that we can make an informed 4 recommendation. 5 And then the -- to your point, Mr. De Meo, 6 yes, training and supervision, but, remember, we 7 have an Office of the Chief Auditor where the two 8 direct reports to the chief auditor are not CPAs. 9 And so that sort of, you know, creates some 10 concern; and not certified internal auditors or 11 fraud examiners or any of those other 12 certifications. So -- but we can discuss more 13 next week because Rebecca says she has to go in 14 six minutes, but, Mary? 15 MS. FERTIG: Yeah, and I -- I had multiple 16 points on this. I think there is an advantage to 17 an arm's length relationship on this. I think 18 this is, you know, our children's safety is 19 probably our number one concern. So whatever we 20 can do to ensure that we are getting just a 21 report that doesn't have any -- you know what I'm 22 saying. 23 DR. LYNCH-WALSH: Right. Totally 24 independent. 25 MS. FERTIG: Thank you. But the other</p>	<p style="text-align: right;">Page 119</p> <p>1 yeah. 2 DR. LYNCH-WALSH: Right. So -- so the answer 3 is, yes, to both, cost proposal, detailed 4 breakdown so we can make an informed 5 recommendation to the board, and Mary just 6 mentioned all the costs of all the audits, which 7 should be on record and easily pulled together. 8 And if not for next week, certainly, for this 9 one, what have the behavioral threat assessment 10 audits cost, you know, each one, so that we have 11 an understanding of where we are and how that's 12 different from what's being proposed. 13 MR. JABOUIN: Yeah, so noted, Chair. 14 DR. LYNCH-WALSH: Okay. Ms. Ighodaro? 15 MR. JABOUIN: I'm sorry, Chair, I'm almost 16 done. 17 So RSM has done a fantastic job for us and I 18 think the vision is not to replace them, I think 19 it's to augment some of the work and probably 20 provide more quicker reports internally. So we 21 do value their -- their work. But, obviously, 22 that will evolve through the recommendations of 23 the committee and discussions with the board. 24 Thank you. 25 DR. LYNCH-WALSH: Okay. Ms. Ighodaro, did</p>
<p style="text-align: right;">Page 118</p> <p>1 concern I have, and I've been on this committee a 2 long time, you have to, is how many times we've 3 seen vacancies on the staff and the things that 4 can't get done already. And we're looking at 5 this, one, how much this costs, so I would be 6 interested to know what all the different audits 7 that we've done have cost, so that we can 8 actually make a fair comparison. But I believe 9 that, you know, I think there's an advantage to 10 the experience, but I also think there is 11 advantage to certainty that there will be a 12 person in place and that they're not looking to 13 hire somebody that they haven't been able to hire 14 in years. 15 So, with that, I'll save everything else for 16 next week. Thank you. 17 DR. LYNCH-WALSH: Okay. All right. Mr. 18 Jabouin and then we're going to move on so we can 19 wrap up. 20 MR. JABOUIN: Oh, yes, thank you, Chair. 21 So I do -- are you discussing the agenda next 22 for December 7th, Chair? 23 DR. LYNCH-WALSH: Oh, I thought you had a 24 response. So we're asking -- 25 MR. JABOUIN: I do have a response to that;</p>	<p style="text-align: right;">Page 120</p> <p>1 you have a question or a comment? 2 MS. IGHODARO: I do. This is -- since we're 3 talking about the cost of audits, I remember 4 closing out the 22-23 school year there was a 5 motion listed that we were supposed to discuss in 6 the very first meeting of this school year about 7 doing a mass audit of -- I'm looking at my notes, 8 I believe it was for the internal controls. 9 DR. LYNCH-WALSH: Oh, yeah, we're going, 10 that's on the agenda, internal controls. 11 MS. IGHODARO: On the agenda for today? 12 DR. LYNCH-WALSH: On the 7th to start, to 13 kind of start that discussion on internal 14 controls. In fact, MSL was on the last agenda 15 and they are being asked to come so they can 16 provide an overview of internal controls. So 17 that's there. We have two -- just to review, so 18 we have the Behavioral Threat Assessment Policy 19 and Procedure Audit. AppliTrack, we didn't pass 20 last time because that was thrown -- we were 21 discussing that in the last two seconds of the 22 meeting. There's the Dave Thomas Internal Funds 23 Audit and then MSL, an internal controls 24 discussion, because we were looking at HR and 25 Procurement, I think we discussed, so -- so,</p>

Page 121	Page 123
<p>1 basically, defining what our expectations are and 2 what the issues are there. One of the things -- 3 so MSL has a presentation that they started and I 4 spoke to Eddie Castaneda as far as what our, you 5 know, what the gist of our concerns were from 6 before. I dug up, and this sort of dovetails 7 into what he'll be presenting, but I thought it 8 made it a -- it boiled it down a little better, 9 and I can send this as a link, I think this is 10 important, the control environment. The control 11 environment sets the tone of an organization, 12 influencing the control consciousness of its 13 people. It is the foundation for all other 14 components of internal control, providing 15 discipline and structure. Control environment 16 factors include the integrity, ethical values and 17 competence of the entity's people; management's 18 philosophy and operating style; the way 19 management assigns authority and responsibility, 20 and organizes and develops its people; and the 21 attention and direction provided by board of 22 directors, in which in this case would be the 23 school board. 24 So I -- the way my thought process works is 25 to go from general to specific. So for me to</p>	<p>1 Contract Payment; Payroll Business Support 2 Center; Payroll Athletics; the vending machine 3 audit; Procurement & Warehousing Services, B 4 Stock; Caps and Gowns Follow Up; PCG Follow Up; 5 SMART Bond, which is quarterly, which we should 6 have that pretty much on a routine schedule at 7 this point. 8 But as far as next week goes and what we 9 tabled last time, if we're going to discuss the 10 Business Support Center Payroll, then we might as 11 well discuss Internal Funds at the same time. 12 And if we're going to discuss Athletics & Student 13 Services Internal Funds we may as well discuss, 14 if there's something pending, for their payroll. 15 And then we had -- the only thing that 16 probably isn't going to take up a lot of time 17 because I believe there were no findings is 18 Property & Inventory for the Office of the 19 Superintendent, Board Office and Building 20 Department. That can probably be on next week's 21 agenda. 22 These motions we just addressed. I'm not 23 sure if we'll have time for a verbal report. And 24 instead of Bylaws, what we don't have is a 25 policy. And so policy -- you know, bylaws flow</p>
Page 122	Page 124
<p>1 wrap my brain around what we're doing, I would 2 start with, you know, a general discussion of 3 internal controls, which MSL will start with, and 4 then how it applies to HR and Procurement, 5 because those were the two areas that were now 6 added to the audit plan. 7 And we also need to bring the audit plan 8 back, and I believe that we asked for the level 9 of risk to see that in the audit plan items. So 10 there's a lot of things where -- 11 So, next week, in addition to things we have 12 to discuss, we want to kind of hit the re-set 13 button and set the tone for the rest of the year. 14 One of the things I asked the chief auditor for 15 that he provided me with was, I wanted sort of a 16 calendar so we could plan. So we'll have this 17 next week. So for September these were the two 18 that were time sensitive. We also have an 19 October meeting. There's nothing time sensitive 20 there. There's a November meeting, which just 21 has the ACFR. January, as you can see, is pretty 22 well packed with things that are required. So 23 that's not one we should see any additions to or 24 maybe something small. And then he made a list 25 of projects that are in process, PPO Maintenance</p>	<p>1 from your policy. So I'm going to be replacing 2 this word with "policy". Because we've never had 3 one. We keep almost getting one, the audit 4 committee, but we've never actually followed 5 through and gotten one. 6 So that is basically, I think, all we can 7 manage for next week. And this will just be to 8 form a committee and kind of get the framework 9 going, not to go through a policy and try to 10 write one. Because we would need a subcommittee 11 to do that. 12 So that's what is left on the agenda and we 13 should be able to get through that in our usual 14 timeframe. 15 Does anyone have any questions or comments on 16 that? 17 MR. JABOUIN: Yes, Chair. 18 DR. LYNCH-WALSH: I see Ms. Ighodaro and then 19 you and Ms. Marquardt. 20 Ms. Ighodaro? 21 (No response.) 22 DR. LYNCH-WALSH: Nope? Maybe her hand was 23 up from before or is this a new -- 24 MS. IGHODARO: Yeah, it was from before. My 25 apologies.</p>

<p style="text-align: right;">Page 125</p> <p>1 DR. LYNCH-WALSH: No problem. No problem. 2 Ms. Marquardt? 3 MS. MARQUARDT: Yeah, thank you. I just 4 wanted to make sure that you'll end up getting 5 with me so we can finalize it. And then if you 6 have any additional attachments or documents, 7 just so that I get them, because we'll be working 8 on getting the package ready this week. 9 DR. LYNCH-WALSH: Of course. That's why I 10 pulled this up so you can see it's a real thing. 11 So I'm just going to finalize it. 12 I will say, as I was scrolling through here, 13 there were a couple of things that I missed last 14 time. Yes, we want a person will speak for a 15 maximum of three minutes. There's no rule that 16 I'm aware of that each speaker -- because if 17 you're allowed to speak to an agenda item, this 18 limits you to two agenda items. So I think the 19 Chair may reduce each individual speaker's time 20 limit or set the maximum time covers everything. 21 We don't need this sentence in here, but I'll 22 strike it when I send it in. And then this, 23 audit committee members and district staff will 24 not engage in dialogue with the speakers, I 25 understand the intent, but nothing drives a human</p>	<p style="text-align: right;">Page 127</p> <p>1 the Board Office and then you'll be putting in 2 the Audit Committee Policy on there. 3 What I also wanted to ask is, if you could 4 put a place for me to address the different 5 follow-up points from the audit committee? So it 6 could be certain things like the parliamentary 7 situation that was discussed last time. 8 Obviously, I'll need to address the different 9 points with respect to the scheduling of the 10 behavioral threat assessment that we discussed 11 today and a few other items as well. So if I can 12 speak to you about putting a pocket for that 13 outside of those agenda items. 14 DR. LYNCH-WALSH: Okay. I mean, the 15 Behavioral Threat Assessment Policy and Procedure 16 Audit I think any timing would be attached to 17 that. 18 MR. JABOUIN: I see. 19 DR. LYNCH-WALSH: Yes. And then 20 parliamentary versus training, I think the 21 motion was for either-or. So I can put that in 22 under -- it kind of relates to policy, so I'll 23 add that back, but I don't want to hold everybody 24 up. 25 And then everything else would roll into</p>
<p style="text-align: right;">Page 126</p> <p>1 being crazier that takes the time to come to a 2 meeting than to have everybody look at them like 3 they're stones or bumps on a log and not respond, 4 especially if it's something that they're very 5 concerned about. Again, there's no rule I'm 6 aware of that prohibits us from responding or 7 getting staff to respond, especially if it's time 8 sensitive. And then no action shall be taken on 9 the speaker's topic, that applies to today we 10 couldn't take any action, but I'm not sure what, 11 unless otherwise indicated on the agenda. So I 12 guess I'm going to have to get clarification from 13 the chief auditor, because I'm not sure what that 14 means, actually. So -- and not necessarily now, 15 because it's 12:05. 16 And, finally, Mr. Jabouin, do you have 17 anything to add? 18 MR. JABOUIN: Yes. So I will work with you 19 on the language that you just mentioned because I 20 think the Chair determines most of that. I just 21 wanted to double check, obviously, as Ms. 22 Marquardt indicated, we have to post the agenda 23 tomorrow, so I can work -- I can talk to you 24 off-line, but it does appear that you've added 25 back the Internal Funds of the Superintendent and</p>	<p style="text-align: right;">Page 128</p> <p>1 October depending on the timing of their 2 companion audit. And, of course, with the goal 3 of only putting on enough that we can get through 4 during a meeting so that we can sufficiently 5 address all these. Even though we had a special 6 meeting on the Behavioral Threat Assessment 7 Audit, I'm thinking we need, based on knowing us, 8 at least, I would say an hour, I would like to 9 say half an hour, but what do you guys -- 10 Mr. De Meo, any thoughts, Mr. Mayersohn, on 11 length of time? 12 Phyllis? 13 MS. SHAW: Yeah, I think it may take a little 14 bit longer because a number of our board members 15 are not on here. So those who are not here will 16 have comments, so it may take a little bit longer 17 than an hour, from my perspective, I believe. 18 DR. LYNCH-WALSH: I think we started out -- 19 yeah, we started out with everybody, but, okay. 20 So I was thinking an hour, but, no, I'm good like 21 an hour and a half, just so they know kind of 22 what to expect. But our entire meeting -- and 23 then everything else is fairly short after. The 24 Internal Controls, though, could be another 25 lengthy discussion. So those would be the two</p>

1 major things, would be --

2 MS. DAHL: So what time -- what time are we
3 meeting on Thursday?

4 DR. LYNCH-WALSH: The 7th? What time are we
5 suppose to be meeting?

6 MR. JABOUIN: It's 9:30, Chair.

7 DR. LYNCH-WALSH: 9:30. They're all at 9:30.

8 MS. DAHL: So from now on we're meeting from
9 9:30 and end time?

10 DR. LYNCH-WALSH: It depends.

11 MS. DAHL: Well, that's the problem. Because
12 if we're starting earlier --

13 DR. LYNCH-WALSH: What time have we been
14 going 'til? I mean, in theory, we should be done
15 by noon. Like today we're just -- just over
16 that. But if we're saying two and a half hours
17 -- Phyllis?

18 MS. SHAW: I did pass a motion that we need
19 to set an end time. I don't remember what the
20 motion was, because I -- and the motion did pass.
21 So we may want to go back and look at that
22 motion.

23 DR. LYNCH-WALSH: So -- okay. So for next
24 week what are we saying; noon; two and a half
25 hours?

1 MR. MAYERSOHN: I think noon, if we set it as
2 a goal, that's what it is.

3 DR. LYNCH-WALSH: Okay. Everybody good with
4 noon? Mary? And then since we're trying to
5 adhere to our noon --

6 MS. FERTIG: I was just going to say 12:30,
7 because I think that's realistic. But I would
8 just say let's try noon and if it's not, if it
9 doesn't work then we can change it for the next
10 meeting. But let's not go past that, whatever
11 we're trying to do.

12 DR. LYNCH-WALSH: Aim for noon, hard stop
13 12:30. Okay. Sounds good. Sounds good to me.

14 All right, everybody. So it's 12:09, unless
15 we have anything else, I'm going to adjourn the
16 meeting of this Special Audit Committee Meeting.
17 So we started at 9:32, end at 12:10. Take care
18 everybody.

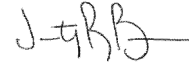
19 (Meeting was concluded at 12:10 p.m.)
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1 REPORTER'S CERTIFICATE

2 STATE OF FLORIDA
3 COUNTY OF BROWARD

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

10 Dated this 6th day of September, 2023, Fort
11 Lauderdale, Broward County, Florida.

12 

13 TIMOTHY R. BASS
14 Court Reporter
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A				
a.m 1:16 6:11	115:13 122:6	agreed 12:16 23:16	AppliTrack 120:19	91:1,10 101:18
ability 10:15 35:25	126:24	66:17	apply 15:16 65:6,7	106:3 113:14 119:9
56:17	adding 55:15	agreement 48:16	69:14	120:18 127:10,15
able 28:23 31:20	addition 47:22 49:2	ahead 6:21 17:25	appoint 11:21	128:6
32:19 36:12 44:18	122:11	19:21 24:20 27:8	appointed 95:24	assessment's 109:10
45:13,15 47:19 53:4	additional 13:15	56:5 65:22 71:1	103:3	assessments 37:11,17
57:17,18 88:1 89:18	25:24 43:6 47:10	72:21 89:21 96:14	appointees 66:21	43:21 105:4,21
93:23 94:4 97:18	48:25 83:22 84:7,21	96:17	appreciate 49:20	assigned 12:7 34:11
101:20 108:10	90:14 92:3 94:24	aid 46:20	60:11 61:16	46:11,18,21 59:10
110:8,10,13 118:13	99:13 115:1 116:19	Aim 130:12	approach 13:22	61:22 90:21 91:6,9
124:13	125:6	Alan 2:16 8:25 61:19	21:24 22:2,4	91:19,21 94:9
abruptly 106:17	additions 122:23	ALBERTI 2:16	appropriate 24:2	assignment 36:13
absence 30:24	address 25:15 36:1	alert 76:2 109:12	36:15 42:5 46:3	assigns 121:19
absences 57:6	127:4,8 128:5	alerts 109:5	77:25	assist 57:17,24
absent 50:11,18	addressed 12:9 25:22	Ali 2:10 8:4	appropriateness	assistant 2:10 56:18
76:12	123:22	alignment 88:12	45:16	94:12,16 95:21
absolutely 52:8 53:24	adhere 130:5	aligns 89:9	approval 88:16	96:22,25 97:1,3,12
56:6 96:7	adjourn 130:15	Allegiance 6:13,14	approximately 25:2	97:13,21
absorb 12:22	adjust 56:14	allow 19:10 22:9,10	Arcese 2:10 8:4	assistants 94:18
abuse 26:19 40:19	administration 92:17	allowed 90:24 110:21	area 42:20 58:9 59:3	Associate 2:17
academic 45:4 81:18	100:21	125:17	113:3	associated 23:12
84:8	administrator 34:10	alternative 26:15	AREANAS 2:21	assume 73:20 91:4
Academy 45:4	81:19 92:1 95:19	Alyssa's 76:2	areas 46:25 122:5	assuming 56:25 58:14
access 86:2	97:7	amount 13:9 116:19	ARENAS 51:23 52:8	115:9
accomplish 115:16	administrators 47:13	and/or 27:22	53:24 56:6	Athletics 123:2,12
accountability 28:12	51:18 55:5 94:19	Andrew 2:5 7:18	argue 16:2 27:24	attached 127:16
39:18 54:18	adopted 35:1	Andrews 1:24	37:19	attachments 125:6
accountable 54:24	adoption 88:22	Angela 2:18 9:7	arm's 117:17	attempting 28:16
accounting 102:15	advantage 117:16	announce 8:18,22	articulate 15:4	attendance 2:1,22
accurate 51:13,20	118:9,11	answer 16:7 19:19	Ascellia 2:21 51:2,2	31:14 49:16 50:13
52:6 55:8	advantages 111:11	20:7,10,12,14,15,18	51:22 52:1 55:12	50:16 51:3,4,5,13
accurately 58:1	advise 4:11 24:10	20:21 31:8,10,16	56:5	51:20 52:6,14,16,19
ACFR 122:21	advising 11:10 12:12	33:8 36:1 40:5	aside 59:23	52:20,21,22,23 53:1
act 47:4 58:25 93:15	66:12	56:21 57:3 60:11	asked 10:4 18:15	53:5,7 54:10 55:9
Acting 2:16	advisories 88:18,21	62:19 97:9 119:2	27:13 34:7 39:3	55:13,19,23 56:1,3
action 10:21 70:23	advisory 10:25	answered 4:23,23	64:17,18 65:12	56:7,11,13,15,19
126:8,10	agencies 32:15,15	29:6,15 32:7 39:5	74:25 112:10 116:9	58:1 81:18 93:25
activate 75:25	33:4 41:10	49:9 55:19 108:12	120:15 122:8,14	attention 58:2,5
active 83:2,4,5	agency 32:25	answers 29:12 62:2	asking 11:5 14:25	121:21
activities 35:5	agenda 63:4 72:22	62:12	15:1 17:23 19:25	attribute 23:16 29:5
activity 74:20	104:25 111:2,25	Anthony 2:3 7:5	20:6,21 39:5 45:7	29:13 31:12 34:13
acts 34:23 35:2	112:20 113:10,25	anybody 6:8 9:3,13	69:3,4,5 71:8 94:10	50:2,5 96:4 101:7
actual 36:14 78:25	114:9 118:21	9:19 17:1 31:2 85:8	107:3 111:24	101:14
79:3	120:10,11,14	108:6	118:24	attributes 22:24
add 23:16 29:22	123:21 124:12	anyway 26:20 43:13	aspects 13:4,7	23:12,14 25:14
42:25 55:10 63:11	125:17,18 126:11	112:17	assembled 44:22	audible 35:18
67:1 92:3 93:7	126:22 127:13	apologies 124:25	assess 87:15	audit 1:5 2:10 4:4,21
99:12 126:17	agendas 88:20	apologize 69:6	assessment 2:20 4:20	6:11 10:13 11:8,21
127:23	ago 39:20 61:12,15	apparent 30:8	10:13 13:3 22:19	12:22 13:4,5,8
added 18:11 55:3	64:16 75:20	appear 126:24	43:23 44:14 63:7	18:11 19:7 20:1
	agree 36:10 78:19	applies 122:4 126:9	78:2,6,7 79:4 80:18	21:21 22:16,17,23

23:6,11,15,15 25:1 25:5 26:17 27:24,25 29:2,8,17 30:6 31:20 33:22 35:11 36:9,24 39:6,15,19 40:18 41:20 45:13 45:25 57:9 62:4,12 62:20 63:8,15 65:16 65:20 66:8,11,14,15 66:16,19,25 67:7,22 68:7 74:15,24,25 85:11 89:18 95:5 103:1,2 110:18 111:10,11,17 112:13,13,17 113:14 115:15,17 116:2 120:7,19,23 122:6,7,9 123:3 124:3 125:23 127:2 127:5,16 128:2,7 130:16 auditable 27:14,21,21 29:1,1 32:19 38:18 101:7,14 102:23,23 110:6,12 112:11 audited 19:11 34:3 110:6,10 114:23 116:3,7 auditing 36:6 74:13 102:6 auditor 2:8,9 8:3,7 13:2,19 14:20 15:18 15:20,25 21:6,21 22:1,3 26:1 70:3 111:12 112:2 115:9 117:7,8 122:14 126:13 auditor's 115:14 auditors 45:13 102:14 110:9 117:10 audits 2:10 24:24 50:20 52:12 64:17 74:11 116:22 118:6 119:6,10 120:3 augment 119:19 August 1:15 65:15 authority 121:19 authorized 131:6 automated 109:5,9 109:12,14	available 13:12 29:3 52:9 53:6 62:6 96:6 Avenue 1:24 average 52:20 avoid 4:22 aware 15:15 42:11,14 63:25 125:16 126:6 <hr/> B B 2:13 123:3 back 5:1 13:15 30:12 35:22 36:4 42:7 44:6 57:5 58:12 88:25 89:6 101:6 103:10 110:19 112:7 122:8 126:25 127:23 background 107:17 108:2,18,25 backup 90:25 backwards 42:22 Baker 47:4 58:25 balances 42:17 51:12 Bardee 3:2 8:15,15 24:15,18 37:24 38:4 101:10,16 base 77:16 baseball 102:9 based 12:15 13:20 21:23 22:10 24:21 39:11 45:19 79:9,12 79:13,16 80:2,9,10 83:24 84:13,17 89:20 90:10 91:13 92:13 95:19 96:10 99:24 100:19 105:12 128:7 baseline 92:20,22 basically 19:10 68:20 76:11 85:2 93:13 108:13 121:1 124:6 basis 22:20 47:3 77:7 77:20,21 80:8 82:2 Bass 1:23,24 3:2 9:2 131:4,14 BCPS 23:15 beat 38:15 becoming 104:4 BECON 5:5,6 6:12 beginning 44:23 48:5 100:23	begun 63:12 behavior 13:3 43:7 49:1 75:23 76:16 77:5 78:7 79:11 81:18 92:19,20,22 behavioral 2:20 4:20 10:12,13 12:14 37:11,17 63:7 113:13 119:9 120:18 127:10,15 128:6 behaviors 47:12 believe 10:19 11:6 38:1 39:16 64:14 116:11 118:8 120:8 122:8 123:17 128:17 benefit 110:2 best 39:13 93:24 94:5 97:24 112:1 better 58:8 59:16 112:16 121:8 beyond 102:14 bigger 86:10 biggest 93:11 109:3 bill 40:7,24 63:10 65:1 85:10 86:14,22 bit 9:25 48:13 52:7 53:17,23 58:8 59:16 77:17 86:9 128:14 128:16 blank 38:12 blatantly 28:9 blowing 17:18 board 1:3 10:19,21 11:8,10,17 12:16,22 12:23 13:19,21,21 14:22,23,25 15:1,4 15:7,8,14,19,21 16:1,10 17:25 18:5 18:12,13,19,22 19:3 19:8,17,22 20:2,13 21:4,6,7,9,10,22 49:6 61:2 64:3,4,7 65:16,24 66:7,12,14 66:19,20 67:8,22 68:8,11,24 70:5 71:6,10,14 72:11,12 72:16,18,18,19,19 73:1 111:23 119:5 119:23 121:21,23	123:19 127:1 128:14 boards 87:14 Bob 43:11 49:21 Bob's 48:7 bodies 43:15,23 boil 61:11 112:22 boiled 121:8 Bond 123:5 boots 47:10 bottom 87:25 88:5 bought 108:9 bouncing 6:8 brain 122:1 brand 95:2 100:24 break 23:12 110:13 breakdown 116:1 117:3 119:4 brief 63:3 bring 33:13 49:3 65:10 73:11,12 81:21 113:17 122:7 brings 23:22 broad 100:4 brought 49:25 86:15 Broward 1:3 75:12 76:1,18 88:11 90:22 94:14 131:3,11 Bryan 2:11 8:5 BTA 12:12 13:23 21:24 22:16 26:1 38:5 40:22 41:9 43:5 44:1 45:19 55:3 101:18 BTA-specific 22:1,2 budget 13:12 budgeting 13:16 bugs 109:22 building 47:9 105:9 105:14,22 109:5 123:19 built 42:17 bullet 107:9 108:1 bumps 126:3 bus 75:6 Business 123:1,10 button 122:13 bylaws 123:24,25 <hr/> C C 2:12	calendar 32:3 122:16 calibrate 94:4 call 6:10,17,20,22 8:19 9:4,5,23 26:25 32:16 35:16 44:2 75:24 called 37:21 100:24 calls 81:8 camera 53:13 55:1 campus 56:16 57:1,1 77:25 Caps 123:4 capture 42:2,13 care 47:21 130:17 Carter-Lynch 2:2 6:23,24 43:11 45:2 45:6 case 17:1 30:4 39:7 41:23 42:9 106:18 106:25 121:22 cases 41:22 58:3 cast 9:20 Castaneda 121:4 cat 6:4 center 87:19 123:2,10 Central 2:18 9:7 certain 8:1 33:16,20 34:2 46:2 106:25 110:17,22 127:6 certainly 25:16 36:5 40:6 60:25 65:10 113:4 116:11 119:8 certainty 118:11 CERTIFICATE 131:1 certification 91:23 certifications 117:12 certified 117:10 certify 131:6 chair 6:22 8:1,17 13:19,21 18:23 19:1 19:13 20:4 21:7,15 21:22 25:15 33:24 74:10 76:8,11,13 77:4,7,12,12,18,22 77:24 78:2,8 79:8 79:15,25 80:7,10 82:4 93:12,13 94:9 94:19,22,23 95:1,1 95:17,18,20,22,23 96:5,8,8,9,9,11,12
---	--	--	--	---

96:19,19,21,23 97:2 97:11,12,15 100:19 113:24,25 118:20 118:22 119:13,15 124:17 125:19 126:20 129:6 chair's 77:6 chairing 100:11 chairperson 76:10,10 94:11,14 chairs 90:13,13 93:20 93:20,24 challenge 36:10 challenges 31:17 chance 85:17 change 16:3 27:18 31:19 46:2 101:22 110:11 113:7 130:9 changed 11:25 27:15 changes 18:11 33:11 40:23 65:6 74:18 79:3 95:20 110:7,9 110:17,19,22 changing 39:21 77:11 charge 30:15 56:18 115:1 charter 87:13,14,18 87:21 94:20 chat 61:20 75:4 108:7 check 24:5 42:23 50:7 57:8 126:21 checked 32:22 checking 34:8 81:12 99:9 checklist 46:3 checks 42:17 51:12 chief 2:8,9,15,16 8:3 8:7 13:2,18 14:20 15:18,20,24 21:6,21 91:18 115:14 117:7 117:8 122:14 126:13 child 56:22,24 57:1 child's 35:12 children 54:20 57:11 children's 32:14 48:9 117:18 choice 84:17 chomping 9:25 choose 94:18 97:8 clarification 29:14	65:18 67:16 98:24 126:12 clarifications 49:10 clarify 15:2 18:18 36:18 class 52:22 56:9 102:10 103:22 classified 38:6 classroom 54:7 57:2 classrooms 47:12 clean 92:9 clear 11:4 19:7 29:7 37:7 59:15 60:23 68:3 99:2 clearer 54:18 clearly 101:21 clerk 2:12,13 54:8 click 88:6 clinical 81:11 close 82:4 closely 51:15 closes 78:9 closing 120:4 coached 102:9 103:20 code 35:12 110:14 coding 47:22 coincide 71:3 coincides 57:16 collaboration 115:12 collected 94:21 column 25:1 come 10:4 27:13 28:23 30:2 51:2,7 51:22 53:4,13 55:1 60:17 69:25 73:3 80:12 96:8 107:7 110:9 112:22 120:15 126:1 comes 15:16,17 16:1 16:10 45:23 47:24 58:2,4 75:23 76:12 coming 15:22 34:24 45:23 48:20 61:3 65:19 109:24 112:7 116:16,20 comment 9:24 10:1 11:6 14:15 41:14 63:11 111:7 112:4 115:7,8 120:1 comments 10:9 12:23 17:10,10 63:6 64:4	66:6 67:7,14,21 69:13 70:16 73:23 113:18 124:15 128:16 committed 13:2,6 committee 1:5 2:1 4:4 6:11 11:8,21 12:22 13:5,5,8 19:7 21:21 22:17,23 23:11 25:12 39:16 62:4,12 62:20 63:25 65:17 65:20,23 66:8,11,12 66:14,15,16,20 67:8 67:22,24 68:7,11 69:10 70:6 74:15,24 85:11 95:5 111:10 118:1 119:23 124:4 124:8 125:23 127:2 127:5 130:16 committee's 20:1 63:21 committees 10:25 98:9 common 42:24 communicated 114:10 community 43:6 45:14,17 76:17,19 90:4 99:20 companion 128:2 company 112:13 compare 25:8 comparison 109:2 118:8 competence 121:17 complete 52:15 131:8 completed 53:1 56:13 109:11 completeness 26:18 40:18 completes 34:1 78:9 78:18 completing 57:5 78:6 78:7 compliance 23:12 27:17,20 28:4,5,9 28:16 29:21 30:16 87:18 complied 30:11,14 components 121:14 comprehensive 44:19	compute 115:3 computer 87:6 concern 31:24 64:22 76:12 80:13,25 82:8 82:10,11,17 83:1 89:17 90:5 98:15,17 99:11,23 117:10,19 118:1 concerned 111:9 112:25 126:5 concerning 75:23 76:15 77:5 79:11 92:19 concerns 6:18 56:21 70:6 112:25 113:18 121:5 conclude 9:5 concluded 130:19 concluding 67:20 conducted 44:14 91:10 conducting 81:11 90:8 97:17 conducts 96:10 confirming 68:6 connected 55:16 connection 55:13 conscious 64:23 consciousness 121:12 consensus 60:17 71:15 73:4 consider 74:16 considered 59:3 considering 115:5 consistent 74:13 consistently 92:21 Consulting 2:25 contact 32:20 41:9 42:5 53:8 contacted 23:17 32:23 42:6 45:15,16 45:18 46:1 contains 27:22 content 25:13 context 13:25 68:24 continue 32:11 72:22 continuity 96:2 contract 33:3 105:5 106:15,16 107:4 123:1 control 28:14 45:22	121:10,10,12,14,15 controls 3:1 28:8 39:23 120:8,10,14 120:16,23 122:3 128:24 convene 77:14 80:10 84:12,19 91:12 conversation 16:10 48:15 50:21 61:4 62:9 65:12 70:4 79:21 111:8 conversations 48:14 48:18 53:18 74:14 77:18 cooperation 115:12 coordinate 41:12 coordinator 2:21 12:4,6 27:19 33:22 33:25 34:4 44:13 51:3,6 57:20 78:14 78:21 83:12 84:5,11 90:22 91:3,7,18 coordinators 46:15 46:17 59:1 core 92:4,14 93:6 96:8 99:13 corporate 17:25 18:12,19 19:9 20:2 20:13 21:4,8 72:19 correct 32:7 56:2 62:17 74:21 95:25 96:7 98:25 99:6 104:14 107:10 108:3 correctly 22:6 50:13 corresponding 12:20 cost 64:23 116:24 117:1,2 118:7 119:3 119:10 120:3 costing 116:22 costs 118:5 119:6 council 32:14 counselor 97:15 100:8 counselors 46:13 58:23 59:5,5,24 60:5 County 1:3 75:12 76:1,18 88:11 90:23 94:14 131:3,11 couple 17:7 31:5
--	--	--	--	--

125:13 course 12:8 35:7 54:9 54:15,21 56:19 60:6 85:3 99:3 125:9 128:2 courses 52:9 court 1:23 3:2 9:2 131:4,14 covered 65:19 68:4 covers 67:3 125:20 CPAs 117:8 crash 85:3 crawl 72:12 crazier 126:1 crazy 6:6 create 80:18,20 84:2 86:16 created 83:6 86:23 creates 117:9 creating 33:3 creation 84:25 creative 72:13 criminal 81:7 crises 26:19 40:19,20 cross-reference 106:7 crunched 116:14 crunching 116:14 crystal 68:3 current 34:16 49:23 53:25 55:21 77:8 79:10 82:21 93:11 105:18 109:21 currently 35:25 49:4 51:8 52:13,17 54:13 55:4 56:10 66:23 88:14,24 89:21 91:5 93:21 105:4,5,9,20 108:18 curriculum 81:16 91:24 97:5 curve 111:16 113:1	54:23 106:7 database 32:17 33:4 35:23 48:8 106:4 databases 81:7 date 65:14 71:9 77:10 78:3 83:6 Dated 131:10 dates 70:14,15 71:8 71:18 Dave 120:22 day 10:22 50:8,11 52:14,21 53:1 54:9 56:13 57:6 90:9 96:13 110:1 131:10 day's 115:3 day-to-day 59:12 days 6:3,5 78:11,19 78:20 80:5,6 81:23 81:25 82:6,7 83:3,4 84:4 93:16,17 105:13 De 2:3 4:6 5:13,15,18 5:20 7:5,6 98:2,3,20 98:23 102:6,12,13 103:2 114:16,17,22 115:22 116:23 117:5 128:10 deadlines 72:25 deal 5:24 77:15 death 38:15 December 118:22 decide 17:25 18:19 19:22 21:4 77:14 decided 19:3,9 20:13 97:20 decides 77:20 79:15 82:1 decision 19:15 21:8 72:12,18 80:4 84:1 84:19 93:16,18 decisions 64:8 65:25 69:17 97:23 defer 37:23 101:8 define 28:3 29:20 defining 38:7 121:1 definitely 33:16 61:24 74:24 definition 28:3 29:20 36:2 103:12 delay 106:19 department 51:4,5	58:16 59:2 87:17 111:18 112:14 123:20 department's 13:12 departments 59:7 depending 128:1 depends 129:10 deployed 60:20,24 61:5 depth 23:10 Deputy 2:16 description 29:9,10 29:13 100:4 descriptions 49:5 designated 94:2,8 100:17 designed 34:8,10 designees 9:11 detailed 116:1 119:3 details 116:10 determination 81:3 81:24 83:22 determine 45:15 77:6 77:22 79:8 98:17 determines 80:14,24 82:9,10,25 83:9,14 126:20 determining 98:14 develop 22:17 32:16 33:4 105:3 development 88:16 98:13,18 develops 121:20 dialogue 125:24 dictate 19:17 66:19 different 25:9 46:9 48:10 52:17 59:7 60:1,18 62:13 78:5 78:24 97:23 109:16 118:6 119:12 127:4 127:8 differentiate 92:19 differs 11:16 difficult 26:13 dilemma 106:22 direct 117:8 directing 56:2 direction 11:17 121:21 Director 2:10,10,19 2:20,21,24,25	directors 121:22 disagree 78:20 discipline 121:15 disclosure 5:21 discuss 13:20 14:1 21:22 23:9 70:1,8 74:22 111:22 112:23 117:12 120:5 122:12 123:9 123:11,12,13 discussed 13:25 15:19 17:24 18:21 18:22 19:12,21 74:12 120:25 127:7 127:10 discussing 17:9 64:25 113:25 118:21 120:21 discussion 16:20 19:1 63:3 72:23 74:11 113:8 120:13,24 122:2 128:25 discussions 13:21 21:24 22:20 32:13 69:11,16 119:23 distracting 86:10 district 2:14,21 8:2 8:18 11:1 12:6 13:14 27:16,19 30:13 32:13 33:2,21 33:24 38:10 43:17 44:12,13,15,17,17 44:19,22 46:10 54:1 58:17,21 59:9,12 60:24 61:23 69:10 76:20 78:13,21 83:12,19,23 84:4,6 84:10,12,18 85:6 89:9 90:10,19,20,21 91:2,5,7,11,12,16 91:16,17,20,22 92:1 92:10 97:20 105:2 106:21 107:16 108:23 109:15 125:23 District's 22:19 38:7 districts 33:22 87:13 90:24 105:20 109:20 divisions 59:8 document 34:8,9,10	34:14 35:21 41:25 47:25 77:7,9 78:3 78:22 101:25 102:2 documentation 29:3 29:16 30:23,24 36:11,12 37:25 101:17,23 102:8 106:13 107:5 documented 34:15 41:24 42:1,1 79:22 80:1 103:17 documents 35:20 125:6 dog 5:22 6:4 100:11 doing 5:18 6:20 10:16 25:22 28:10 37:16 39:17 47:1 52:2 70:2 72:12 89:11 90:17 105:21 107:18 108:13,18 108:21 109:1,3 110:5 111:10,13,14 111:15,22 112:17 120:7 122:1 dollars 41:5 double 126:21 double-checking 111:13 dovetailing 54:4 dovetails 121:6 Dr 2:4,15,17 4:3,8,15 4:18 5:7,11,19,21 6:2,15 7:10,14,15 8:21,24 9:12,17,22 10:5 11:3,19 14:3,4 14:7,11,13 15:6,11 16:16,21,24 17:4,12 18:9,14,16,17 19:6 19:14,24 20:5,8,10 20:12,16,20,23 21:2 21:11,13,14,17 22:6 22:7 24:17,19 25:17 26:9,21 27:1,6,10 29:18 30:18 31:7 32:5 33:6 34:5 36:20 38:14,22 40:1 40:11 41:1,3 42:19 43:9,10,10 45:10 46:5 48:22 49:21 50:1,3,25 55:17,22 55:24 58:11,19
---	--	---	--	---

D

Dahl 2:2 6:25 7:1,4
55:22,23,25 56:20
57:14 58:10 59:14
59:19,21 60:9 129:2
129:8,11
daily 2:12 50:6 52:12
52:16,20 90:9
data 47:5,6 48:8

60:12,13 61:10 62:1 62:6,18,23,25 63:11 63:16 64:1,9,12,21 64:24 65:5 66:1,10 66:18 67:10,15,25 68:12 69:3,21 70:7 70:11,19 71:7 72:5 72:10,15 73:5,13,19 73:23 74:3,6,9,21 75:19 78:23 79:6 85:11,14 86:1,4,7 87:7 88:7 89:21,23 90:2 95:4,7,10,15 96:16 98:2 99:1,7 99:11 100:1,10 103:10 104:2,15,15 104:19,22 106:9 107:3,11,15,25 108:3,4,15,20 110:11,24,25 111:5 112:3,6,18 114:2,5 114:21 115:21,25 116:25 117:23 118:17,23 119:2,14 119:25 120:9,12 124:18,22 125:1,9 127:14,19 128:18 129:4,7,10,13,23 130:3,12 draft 113:9 drives 125:25 driving 75:5 dug 121:6 duplicative 39:21,22 duties 57:13,22	effect 74:17 effective 57:24 74:16 86:17 88:13 89:10 effectiveness 22:18 efficient 57:24 eight-hour 90:12 either 4:16,23 40:5 52:23 97:14 either-or 127:21 elaborate 46:6 electronic 105:3 elementary 93:3 94:15 96:24 Elena 2:11 8:5 88:25 email 35:15 emergencies 34:24 35:3 37:14 emergency 37:15 employees 46:19 76:13 empty 13:17 encapsulate 60:1 encompass 35:9 encouraged 76:14 enforcement 23:17,19 32:15,21,23 77:3 81:6,9 91:19 98:8 engage 49:6 67:9,23 125:24 engaged 67:10 engagement 13:9,11 14:1 18:1,20 69:8 engaging 48:25 53:18 enhance 46:25 enhancements 94:7 ensure 27:17 29:20 43:1 44:25 48:6 80:22 84:20 87:18 89:9 90:18 117:20 ensuring 27:19 30:16 33:25 46:18 47:21 51:12 52:6 57:25 94:9 enter 86:20 entering 48:15 entire 12:12 25:22 26:3 35:24 104:25 116:24 128:22 entity's 121:17 environment 28:14 45:22 121:10,11,15	environments 46:2 Erhard 2:11 8:5 Ernie 2:20 8:25 38:23 53:13 54:25 55:11 85:16 escalate 109:13,15 ESE 37:2 especially 13:15 57:10 113:6 126:4,7 essence 31:19 essentially 15:25 23:6 113:13 established 92:9 establishing 64:5 ethical 121:16 evaluations 97:4 everybody 18:9 33:25 60:20 65:9 73:22 114:12 126:2 127:23 128:19 130:3,14,18 everybody's 5:10 everyone's 10:4 60:24 61:5 evidence 29:2,17 evidenced 29:5 evolve 119:22 exactly 18:24 31:11 39:16 57:16 examiners 117:11 example 26:16 32:20 115:13 exceed 13:18 exceeded 13:11 exceptional 59:1,5 excited 75:15 exclude 98:4 Excuse 5:3 excuses 53:3 Executive 2:12,19 exercise 11:16 exist 29:8 36:12 existing 113:15 expanded 25:4,5 expect 128:22 expectations 83:7 121:1 expensive 115:5 experience 118:10 experiencing 54:15 expert 81:16 96:24	97:5,10 102:16 expertise 38:7 experts 91:22,24 98:7 explain 21:19 42:15 49:17 54:19 explained 54:6 explicitly 52:11 explore 29:11 exposure 37:14 expressed 31:13 extended 106:16 external 112:24 extrapolate 114:24	112:4 117:15,25 130:6 fidelity 78:12 84:21 90:18 97:14 fieldwork 12:19 66:23,24 fifth 92:13 93:5 figure 101:25 102:24 fillable 107:1 final 11:7 15:25 16:1 52:20 81:23 112:4 finalize 78:19 125:5 125:11 finalized 70:25 75:14 83:6 finalizes 105:12 finally 22:14 126:16 find 28:2 30:11 42:6 42:10 57:24 72:24 finding 57:4 findings 123:17 fine 8:21 87:7,8 102:25 113:6 finish 62:9 66:5 80:17 finished 70:15 first 10:18 11:20 12:10 13:24 25:18 28:17 29:19 32:2,3 46:20 52:18 54:6 56:8,22 57:7 66:13 66:19 67:8,22 75:9 75:22 76:5 80:21 90:9 100:7,7,18 112:19 113:10 114:9 120:6 five 99:15 five-month 25:2,2 FL 1:25 flag 6:15 flip 4:19 Florida 86:16,20,25 131:2,5,11 flow 35:23 85:2,3 88:2 105:11 123:25 flows 109:16 Focus 35:8 48:5 51:10,14 52:4 53:16 53:21 54:3,11 57:16 58:7 104:13 105:19 106:2,4,14,18 107:6 107:12,17 108:1,8
---	--	---	--	---

109:20 110:5,12 focuses 86:24 follow 49:14 54:23 56:14 115:23 123:4 123:4 follow-up 4:21,22,23 4:25 41:12 48:3 127:5 follow-ups 10:12 followed 30:4,25 82:2 124:4 following 4:1 35:2 48:12 food 33:12 force 28:4 foregoing 131:7 forget 40:12 forgot 9:10,19 87:8 form 23:13,21 33:12 38:11,12 77:8 78:3 78:9 80:1 102:3,8 124:8 formal 70:9,10 72:18 formalized 104:3 formally 70:8 format 105:16 forms 105:10 Fort 1:25 131:10 forth 22:12 87:11 FortifyFL 76:21 forward 19:20 31:22 33:8,12,15 42:16 44:12 45:1 49:4,6 49:22 50:24 51:2,7 51:22 52:3 70:5 71:24 79:5 88:23 90:7 94:12 97:22 101:25 foundation 121:13 four 16:9,11 48:10 92:14,14 93:2,6 96:9 99:15 four-hour 90:14 94:24 fourth 50:12 91:25 framework 124:8 fraud 117:11 free 49:11 frequency 63:22 front 24:22 55:4 88:18,20 110:21	full 5:21 9:20 77:14 79:9 112:14 Fulton 2:18 9:6,7,11 functional 107:23 fund 13:11 18:19 19:9 20:13 21:4 funding 25:24 49:3 funds 48:25 120:22 123:11,13 126:25 further 12:9 29:14 36:19 48:14 62:14 future 24:1 <hr/> G <hr/> Gallagher 48:9 gaps 53:19 54:14 57:23 58:6 gatekeeper 93:14 gathering 77:19 81:10 gavel 5:24 general 27:23 121:25 122:2 geographic 116:10 geographically 12:14 getting 20:19 55:4 79:1 86:11 108:25 117:20 124:3 125:4 125:8 126:7 gist 121:5 give 4:9 11:7 24:15 36:20 44:11 64:15 85:4 given 40:14 73:1,6 gives 54:17,18 giving 70:16 global 85:5 go 5:6,16 6:12,21 10:14,17 11:11,16 11:18 13:15 15:7 16:5,18 17:19 19:21 23:8 24:20 27:8 29:25 30:12 32:9 36:4 41:16 42:7 48:7 53:16 56:5 58:4,12 64:2,24 65:22 66:18 68:1,7 70:25 71:10 72:21 74:19 77:4,17 79:3 79:9,13,16 80:2 81:6 85:21 87:1	88:1,8,25 89:4,21 94:5 96:14,17 100:17,18 104:20 107:12,20 109:6 111:23 117:13 121:25 124:9 129:21 130:10 goal 128:2 130:2 goals 27:22 goes 35:22 79:11 81:5 102:14 107:8 110:7 123:8 going 4:19 6:4 14:16 15:15,16,23 16:4,13 16:16,25 17:9 19:20 21:3,18 24:5,20 25:19,20 26:13 29:25 31:19,25 32:2 37:23 39:10,17,23 39:25 42:3,16 44:6 51:1,6,9,10,14,16 53:21 54:3 55:6 57:5 63:9 64:7 65:11 66:8 67:6,7 67:21,25 68:2 69:25 70:18 71:19 72:12 72:25 73:11,21,22 74:17 75:8,16 76:6 76:22 78:17 79:13 85:5 88:11 89:6 90:7 91:24 93:23 94:3 97:10,12,24 100:9 101:6,8,22,22 103:14 106:16 107:1,25 109:3,22 110:1 111:24 112:9 112:15 118:18 120:9 123:9,12,16 124:1,9 125:11 126:12 129:14 130:6,15 good 5:17,19,20 7:11 9:6,14 14:11 18:9 39:1 43:23 46:5 51:23 63:10 73:9 74:10 83:8 86:5 88:3 95:7 108:14,16 110:18 112:8 114:14 128:20 130:3,13,13 gotten 40:7 124:5	governing 87:14 Gowns 123:4 grade 93:5 103:21 Gradebook 53:11 grant 86:1 granular 110:16 great 45:4,5 71:17 94:6 96:13 110:3 greater 54:17 ground 47:11 69:1 113:20 grounds 35:3 group 85:22 Gualtieri 75:11 guess 5:14 31:6 37:17 100:3 101:6,24 102:5 116:13 126:12 GUESTS 2:23 guidance 43:8 59:17 60:5 68:11 69:17 97:15,16 100:8 guideline 54:19 guys 24:6 55:19 104:12 128:9 <hr/> H <hr/> hack 129:21 half 128:9,21 129:16 129:24 hand 14:6 26:7 30:20 41:15 43:9 45:11 66:24 68:17 74:7 112:7 124:22 handle 60:10 91:6 106:3 hands 26:5 95:4 103:9 104:11 108:6 112:14 happen 11:13 30:8 31:3 85:5 happened 18:2 30:7 happening 13:14 31:2 35:17 36:7,24 50:24 108:10 happens 19:18 30:22 33:11 36:7 37:4 42:22 43:3 54:6 56:25 106:19 happy 25:13 hard 10:7 106:23	130:12 harm 37:13 77:23,23 78:5,8 HARPALANI 2:10 hat 29:6 he'll 121:7 heads-up 40:14 health 26:19 32:15,25 40:19,21 41:4,5,8 41:21 42:11 44:3,4 44:8,18 46:8,9,12 46:17,20,22,24 47:16,21 49:1,8 58:15 59:1,4 60:2 81:10,13,14 84:8 91:22 96:23 97:10 98:8 hear 4:13 14:12 26:8 51:10,16 78:17 heard 48:22 55:25 hearing 43:19,21,24 43:24 65:8 85:14 heart 41:13 heavy 33:2 Hello 51:23 help 29:3 48:6 58:7 72:2 115:15 helpful 60:14,18 61:14 62:3,8 69:12 73:22 helps 59:21 Henderson 32:24 Hi 5:17 39:1 high 47:7 69:15 80:14 80:24 83:5,21 84:16 84:18,24 91:11 high-level 44:16,20 highest-level 44:24 highlight 107:16 hire 11:21 22:1 118:13,13 hired 46:15 47:10 hiring 48:25 historical 24:23 history 31:23 81:7,18 103:21 hit 69:1 113:19 122:12 hold 16:19 18:17 21:17 36:20 40:2 71:7 85:24 86:7
---	---	--	--	---

99:1 127:23 home 107:8 homicide 37:13 Honestly 99:17 hope 70:24 107:11 hoped 26:15 Hopefully 6:6 hoping 20:25 hour 115:2 128:8,9 128:17,20,21 hours 52:16 77:13 80:11 109:11 115:6 129:16,25 house 40:7,24 63:10 65:1 74:16 81:8,8 85:10 86:14,22 105:4 115:10 housed 37:23 housekeeping 114:13 HR 120:24 122:4 Hudge 2:19 9:14,15 31:16 44:3 45:10 46:4,5 49:12,13,19 51:1,25 53:13 54:16 54:25 55:10 56:5 57:14 58:18,20 59:18,20,23 60:6,25 61:16 62:5,17,22,24 91:21 huge 91:8 human 125:25	40:19 41:20 immediately 75:24 76:15 77:2,24 80:16 80:23 81:15 imminent 23:17,19 37:24 38:4,6,8,9 75:24 76:3,25 impact 23:25 24:1 40:7 63:10 64:25 implement 82:15 86:17 implementation 84:14 implemented 109:25 implementing 82:19 importance 51:20 important 70:14 92:18 99:17 121:10 IMT 52:24 IMTs 51:19 incident 43:3 incidents 31:1 42:13 inclined 115:23 include 12:13,17 121:16 included 13:4 16:12 38:11 includes 13:7 94:20 inclusive 48:21 incorporated 70:4 incorporating 112:1 increase 21:25 increased 22:11 63:22 independent 117:24 indicate 62:15 indicated 7:2 126:11 126:22 individual 18:13 91:9 93:6 100:20 125:19 individual's 110:15 individuals 8:2,8 46:11 47:4,5,10 49:2 58:25 59:9,11 61:21 92:14 infer 21:3 influencing 121:12 inform 16:17 66:13 informal 77:19 information 2:15 17:8 32:18 41:11	54:5 56:17 61:1,7 68:23,25 73:3 74:25 77:8,12,13 81:10,20 82:12 86:21 93:9 94:22 99:12,16,21 100:16 101:2 104:1 106:6 informed 66:20 117:3 119:4 initial 81:22 inputting 54:23 instance 28:2 35:11 43:4 58:21 instruction 81:17 91:25 97:5 instructional 92:16 100:21 instructions 46:21 instrument 95:8 intake 23:13,21 77:8 78:3,9 80:1 102:3 integrated 32:17 33:4 35:22 integrity 121:16 intended 37:12 intent 36:2 98:5 113:8 125:25 interested 118:6 interfacing 47:8 interim 80:15,20 internal 23:15 112:24 117:10 120:8,10,13 120:16,22,23 121:14 122:3 123:11,13 126:25 128:24 internally 119:20 interrupt 21:19 interventions 44:25 79:19 80:23 81:19 82:14 interviews 81:12 introduce 24:21 86:13 Inventory 123:18 investigative 38:10 invite 98:15,17 invited 2:23 99:19,21 involved 41:10 48:2 114:12 involvement 40:23	isolation 93:15 issue 15:22 22:22 23:10 25:22 35:19 37:11 42:11 43:18 50:23 93:25 99:5 115:11 issued 25:9 issues 71:15 121:2 item 72:22 125:17 items 4:19 19:2 32:18 113:16 122:9 125:18 127:11,13 itinerate 59:9 60:21 62:16 Itohan 2:4 7:12	122:21 Jennifer 2:10,12 3:1 8:11 73:17,19 74:3 74:5,6 job 29:10 49:5 110:14 119:17 join 83:24 101:1 Joris 2:9 8:3 75:7 JOSIAH 2:15 judgment 45:20 103:6 judgmental 102:19 July 53:6 65:14 67:1 109:18,23 jump 30:18 71:5 June 11:25 105:7 107:4,7,18 108:2
I		J		
idea 112:11 identified 23:18 25:4 25:7 50:10 93:19 identify 40:20 41:21 43:5 76:10 87:14 94:21 101:21 identifying 100:20 IEPs 37:1 Ighodaro 2:4 4:7 7:12 18:4 20:24 21:2 119:14,25 120:2,11 124:18,20 124:24 II 2:11 ill 5:22 imagine 13:17 27:18 66:23 immediate 26:19	Jabouin 2:9 4:6,13,16 6:20,21,25 7:2,5,7 7:11,14,16,18,20,22 7:24 8:1,3,17,24 9:6 9:9,14 10:23,24 11:15 17:23 18:2,8 18:10,16,21 19:12 19:20 20:3,7,8,10 20:14,18,22 21:10 21:11,12,13,16 22:5 24:9,11,14 39:4 62:11 63:13 64:1,2 64:15 65:21,22 66:4 66:17 67:6,12,20 68:10,15 69:6,7 71:5,8,11,25 72:8 72:14,21 85:23 87:2 113:23,24 114:4 117:1 118:18,20,25 119:13,15 124:17 126:16,18 127:18 129:6 Jaclyn 2:6 7:22 73:14 74:4 106:10 JAIME 2:16 Jamie 3:2 8:15 24:12 38:2 101:8 January 32:4 44:21 65:4 75:13 79:5 85:7 86:17 88:13,17 89:10,11 92:5,8 93:22 105:6,17,23 106:12,24 107:18 108:1 109:21			
		K		
K-12 87:13 keep 20:1 22:8 30:9 41:5 52:6 69:18 124:3 keeping 51:20 key 56:16 71:13 72:1 72:3 88:21 101:16 101:23 kick 65:3 kicks 65:2 71:22 kid 99:5 103:20 kids 37:1 killing 5:12 Kim 90:16,25 92:2 kind 11:23 12:2 17:13 29:14 31:3,9,13 33:1 39:4 41:24 42:16 44:11,11 49:16 50:21,22 51:7 53:22 57:15 61:3 65:8 70:23 71:23 76:7 79:3,21 85:4 86:12 107:20 109:16 117:1 120:13 122:12 124:8 127:22 128:21 kindergarten 93:4 Kinney 2:21 31:15 know 5:4,6 6:19 8:22 11:5 14:6,21,25 17:6 19:15 21:7				

25:11,19,20,23,24 26:11 27:24 28:11 29:12 30:7,14,22 31:2,12,15,25 32:13 32:24 33:7,25 36:8 36:17,18 37:10,16 39:9,12 40:23 41:18 41:19 42:4,12,21,24 44:2,7 45:7 47:14 48:4 49:15 52:8 54:1 56:24 57:6,8 57:11,25 60:15,21 60:22 61:1,6,21 63:20 64:12,14,19 64:19,20,21 69:23 70:14,17 71:18 74:10,19 76:2 79:23 83:21 88:5,13 89:15 89:19 90:18 92:10 92:14 93:6 94:13,15 95:2,18 96:4,22 97:2,11,17,23 99:14 100:25 101:4,17,19 102:4,6,9,11,24 103:4,5,15,16,18,24 104:4,7,11,23 106:23 108:10,11 108:17 109:10,23 111:12,15 114:6,19 116:21 117:2,9,18 117:21 118:6,9 119:10 121:5 122:2 123:25 128:21 knowing 39:16 128:7 knowledge 39:12,14 45:20 100:5,15,22 101:4,13 103:13 104:5,6,8 known 13:13 41:10 93:4 knows 92:17 102:7 102:18 Kowalski 91:18	largest 90:24 late 42:10 43:3 Lauderdale 1:25 131:11 laundry 37:8,15 Laura 2:24 8:12 law 23:16,18 32:14 32:21,22 72:11,20 77:2 81:6,9 91:19 98:8 lead 83:19 leading 94:3 learn 76:6 97:25 learning 2:17,18 111:16 113:1 leave 7:3 104:23 114:17 leaving 114:6 led 91:17 left 96:5 112:20 113:12 124:12 legislature 86:14 length 117:17 128:11 lengthy 128:25 let's 5:15 6:9 12:11 22:20 24:4 55:17,20 65:22 72:21 77:4 85:14 95:20 109:10 110:7 114:24 116:3 130:8,10 letter 24:22 69:8 level 11:22 44:19 77:16 80:13,24 81:2 82:4,10,11,17 83:1 83:4,5,15 84:2,24 89:16 94:15 96:24 98:14,17 110:13 122:8 levels 25:7 82:8 83:16 91:11 liaison 78:2 Licata 48:22 life 37:3 76:25 lift 33:2 limit 125:20 limits 125:18 line 21:1 38:24 lines 29:24 link 121:9 list 26:23 37:8,15 61:18,20 122:24	listed 120:5 little 6:5 43:3 48:13 52:7 53:17,23 58:8 59:15,16 77:17 86:9 121:8 128:13,16 live 5:6 6:12 94:13 97:21 107:12,20,22 109:6 110:1 loading 75:21 lobby 10:3 log 50:19 55:8 126:3 logged 110:12 logs 50:7 55:9,14 long 53:10,11 82:23 118:2 long-term 113:4 longer 128:14,16 look 23:21 24:3 27:15 30:25 34:3 36:4 79:5 81:7 96:20 101:19 110:5 126:2 129:21 looked 26:12 38:11 48:10 50:5 looking 21:5 24:1 28:19 33:2 47:5 48:17 50:1 51:8 58:7 65:17 67:18 68:13,19 81:17,20 86:19 101:3 111:21 116:4 118:4,12 120:7,24 looks 4:4 31:7 losing 96:3 lot 23:3 36:17 47:14 61:6 62:18 73:21 85:20 106:6 109:8 122:10 123:16 lots 73:14 love 93:22 low 77:15 82:10,11 82:17 83:1 Lozano 2:20 8:25 9:18 11:23 28:13 31:4,6,12 32:7,9 33:8,14,15 36:17,21 37:21 38:23,25 40:25 41:2 42:15 43:13,25 45:3,9,23 47:2 49:15 50:1,4 51:1 54:15 55:2	60:3,7,12 64:18 65:4 73:16,25 75:5 75:7,21 78:23,25 79:7 85:18,20 86:5 86:11 87:2,5,10,25 88:4,8 89:3,8,25 90:3 95:8,14,25 96:7,21 98:3,11,22 98:25 99:6,10 100:2 100:14 102:2 103:8 103:18 104:14,17 104:20 105:1 106:21 107:10,14 109:7,19 110:17 Lozano's 74:17 Lynch 45:5 Lynch-Walsh 2:4 4:3 4:8,15,18 5:7,11,19 5:21 6:2,15 7:10,14 7:15 8:21 9:12,17 9:22 10:5 11:3,19 14:3,4,7,11,13 15:6 15:11 16:16,21,24 17:4,12 18:9,14,16 18:17 19:6,14,24 20:5,8,11,12,16,20 20:23 21:2,11,13,14 21:17 22:6,7 24:17 24:19 25:17 26:9,21 27:1,6,10 29:15,18 30:18 31:7 32:5 33:6 34:5 36:20 38:14,22 40:1,11 41:1,3 42:19 43:10 45:10 49:21 50:2,3 50:25 55:17,22,24 58:12,19 60:13 61:10 62:1,6,18,23 62:25 63:12,16 64:1 64:9,12,21,24 65:5 66:1,10,18 67:10,15 67:25 68:12 69:3,21 70:7,11,19 71:7 72:5,10,15 73:5,13 73:19,23 74:3,6,9 74:21 75:19 78:23 79:6 85:11,14 86:1 86:4,7 87:7 88:7 89:22,23 90:2 95:4 95:7,10,15 96:16 98:2 99:1,7,11	100:1,10 103:10 104:2,15,19,22 106:9 107:3,11,25 108:4,15 110:24,25 111:5 112:3,6,18 114:2,5,21 115:21 115:25 116:25 117:23 118:17,23 119:2,14,25 120:9 120:12 124:18,22 125:1,9 127:14,19 128:18 129:4,7,10 129:13,23 130:3,12
M				
ma'am 38:22 45:9 63:20 64:12 machine 123:2 Madam 25:15 74:10 Maintenance 122:25 major 129:1 making 54:13 83:22 83:25 107:19 108:25 109:4 man-made 37:15 manage 87:15 105:20 124:7 manageable 54:21 managed 19:16 54:7 management 11:22 12:6 27:19 33:18,20 33:21,23 39:9,24 78:14 79:14 80:3,9 80:11,16,21 81:4 82:13,19 83:2,8,11 83:12,17,19,24 84:3 84:5,6,10,12,14,15 84:18,23 85:1 86:16 86:21,24,25 87:12 90:22 91:2,7,12,14 91:16,17,20 94:3 98:13,19 99:25 106:13 107:5 121:19 management's 121:17 manager 2:11 52:24 56:11 90:16,25 managers 52:22 58:24 mandatorily 44:16				

mandatory 83:17 99:14,15 108:8,9	measurable 28:6	81:10,12,14 84:8	92:15,24 93:12,12	murder 37:13
Manlove 2:24 8:12,12	measure 28:15,23	91:22 96:23 97:10	94:7 95:3 105:8,10	Murtha 3:1 8:10,11
24:8,13,20 28:25	measures 110:21	98:7	105:17 110:1	8:11 74:9,10
36:10 63:11,20	medium 80:14,24	mention 42:3 62:15	moment 24:16	muted 14:10 21:18
101:8	83:3,14,15,20 84:2	69:10	money 48:19	95:14,15 96:16
March 13:10 25:3	84:12 91:11	mentioned 11:24 19:2	monitor 57:18 87:15	103:11
63:18 65:13 66:22	Medvin 2:5 7:18,19	30:10 35:6 36:25	monitoring 44:1	
67:17,19 68:5,9	meet 62:9 75:2 80:8	47:19 69:11 119:6	80:19 82:22	N
Marisa 2:21 51:6,24	88:16 92:10 105:16	126:19	monitors 87:17	name 103:15,24
Marquardt 2:12 5:3	meeting 1:5 6:3,10	Meo 2:3 4:6 5:13,18	month's 115:19	names 8:20
5:8 8:6 10:3 124:19	10:20 11:12 13:1,6	5:20 7:5,6 98:2,3,20	monthly 55:3,5	Natalee 2:25 8:13
125:2,3 126:22	18:4 33:13 39:3	98:23 102:6,12,13	months 67:1 68:19	Nathalie 2:4 5:18
Mary 2:3 7:7 23:23	44:23 47:1 48:8	103:2 114:16,17,22	70:22 74:19 107:23	7:14 27:8 30:10
26:7 29:22 30:20	49:15,25 55:3,5	115:22 116:23	109:23,24 115:2	38:20 64:11 70:13
41:15,16 66:24 67:5	60:14 62:10 71:12	117:5 128:10	morning 5:17 7:11	73:20 96:15 111:24
68:1,14 69:21 73:9	72:16 73:1,8 79:22	Meo's 5:15	9:6,14 39:2 46:6	natural 37:14
75:1 97:10 106:9	80:12,22 81:16,22	merge 66:9	51:23 108:14,16	nature 27:23 29:11
111:3,5 112:10	81:25 92:6 96:10	met 13:19 21:6,22	112:5	necessarily 12:24
114:18 117:14	97:7 99:18,22,25	Michele 2:12 8:6	motion 11:8,9,20 12:8	13:13 14:21 15:12
119:5 130:4	100:12 101:2	MICROSOFT 1:11	12:11 13:24 14:19	17:15 29:12 39:6
Mary's 71:8 112:25	113:20 114:1	middle 75:3	15:3,13 17:20,21	58:17 126:14
mass 120:7	115:22 120:6,22	midway 95:18	22:16,23 23:11	necessary 41:12 81:4
match 71:19 105:10	122:19,20 126:2	milestones 73:2	60:16 111:25	83:9 91:13
materials 14:19	128:4,6,22 129:3,5	mill 15:9	112:23 120:5	need 5:3,4,5 7:2
15:12,14	129:8 130:10,16,16	mind 16:3 60:25	127:21 129:18,20	14:21 25:24 28:3,5
matter 4:8 77:2	130:19	69:19	129:20,22	40:1 42:25 45:1
matters 19:23 66:15	meetings 39:20 63:22	minimum 82:20,25	motions 10:20,25	47:20,24 60:15 64:7
102:15,16	64:16 69:18 72:1,6	83:3,7	14:15,17 15:16,23	64:24 68:10 69:7,8
maximum 125:15,20	73:6 88:22 93:24	minute 4:10 58:13	16:9,17 33:13 65:10	69:22 77:14 79:16
Mayersohn 2:5 5:22	94:4 98:16 101:20	106:11	65:23 70:9,10	80:2,8 81:21 84:7
6:1 7:16,17 14:3,5	105:8	minutes 56:8,8	113:19 115:24	84:22 87:23 93:8
30:20 31:4,5,9	meets 81:1,2,24	104:24 117:14	123:22	100:10 109:20
32:11 35:22 41:13	member 18:13 19:17	125:15	move 14:16 17:25	115:25 117:1 122:7
43:9 47:18 49:12,14	21:8 90:20 92:13,16	minutia 114:8	33:15 34:6 49:6	124:10 125:21
49:24 73:17 74:5,7	93:8 98:16 99:14	misinterpreting	52:3 53:14 63:8	127:8 128:7 129:18
95:9,10,11,16 96:1	103:23 111:10	107:13	71:23 85:6,14 88:23	needed 36:24 44:7
100:2,3,10,13 101:6	members 2:1 4:4 9:24	misnomer 107:21	94:12 97:22 106:1	52:22 56:15
101:12,24 102:4,13	10:6 13:22 43:6	missed 112:10 125:13	111:2 114:13	needs 42:1 48:2 66:20
102:22 103:7,19	45:14,17 62:21 71:6	misses 71:12	118:18	71:4 79:9,19 82:16
128:10 130:1	72:19 85:11 91:5,19	missing 49:18	moved 22:17,23	93:1 103:16,18,19
mean 17:21 28:22	91:21 92:3 93:2	misunderstanding	23:11	104:3
30:13 36:4,7 42:4	95:5 99:13,15	31:14	moves 70:5	negative 4:13
63:17,19 66:4 71:13	113:21 125:23	mitigate 53:4,22	moving 10:11 31:22	neither 37:1
72:6 73:6 99:2	128:14	56:10 57:23 58:7	33:7,12 45:1 49:22	never 13:13 19:9
102:5 103:13,14	mental 26:19 32:15	mobile 75:25	50:24 63:5 79:5	20:13 50:12 82:3
113:3 127:14	32:24 40:19,21 41:4	model 42:16 44:12	101:24 108:7	124:2,4
129:14	41:5,8,21 42:10	75:13,17 76:5,9	MSD 105:2	new 13:22 21:24 22:2
meaning 35:9	44:2,4,8,18 46:8,9	77:9 79:10,12,23	MSL 120:14,23 121:3	22:4 31:20 33:17
means 30:24 126:14	46:12,17,19,21,24	80:19 82:20,21,24	122:3	39:9,24 40:24 42:15
meant 15:25	47:16,20 49:8 58:15	85:4 86:17 89:17	multiple 76:18 94:17	44:12 54:17 71:22
	58:25 59:4 60:2	90:7,11 91:15 92:12	96:25 117:15	74:16 75:13,17 76:5

76:6,9 77:9 79:2,12 79:23 80:17,19 82:20,20,24 83:7 85:3 88:13 89:10,17 89:20 90:7,11,19 91:15,15 92:12,12 92:15,24,24 93:12 94:7 95:2,3,23 100:25 105:8,10,16 105:16 110:1 113:2 124:23 nice 109:19 night 17:7 nightly 52:25 56:12 nobody's 67:17,17 Non-Traditional 2:18 non-updated 17:16 nontraditional 87:20 noon 7:3 104:23 129:15,24 130:1,4,5 130:8,12 nope 75:4 111:3 124:22 nos 23:3 38:19 Notary 131:4 note 45:3 60:15 108:1 noted 44:2 119:13 notes 24:5 34:9 120:7 131:9 notice 12:1 noticed 11:23 17:7 notification 34:14,17 34:22,25 35:21 36:3 36:14 37:6,10 89:17 notifications 35:13,14 36:14 notified 23:19 38:10 89:19,19,24 notify 34:11 35:23 37:7 notifying 90:4,4 November 122:20 number 9:23 10:11 11:20 16:11,22,25 17:18 22:15,16,23 23:11,23 25:3 27:2 30:1 40:17 42:4 44:4 68:19 116:13 117:19 128:14 numbers 47:7 116:15 numerous 52:11	<hr/> O <hr/> objectives 27:22 obstacle 25:23 obviously 31:23 61:4 66:4 72:24 88:10 92:22 108:8 119:21 126:21 127:8 OCA 13:10 21:25 22:9 occur 13:23 21:25 35:3 51:17 occurred 45:13 82:3 October 25:3 63:18 65:13 68:4 71:12 72:17 122:19 128:1 off-line 126:24 offenses 37:13 office 2:8 8:7 15:20 51:24 53:8 59:12 75:9,10 117:7 123:18,19 127:1 officer 2:15,16 81:6 officers 91:19 official 50:15 oftentimes 14:19 oh 6:15 9:17 11:3 14:7 17:2 30:19 60:6 74:6 86:7 95:10,11 111:3 114:4 118:20,23 120:9 okay 4:18 5:7,14 6:1 6:8,15 8:18 9:12,17 10:5 11:19 14:9,14 16:24 18:9 19:6,24 20:20 21:16,17 22:7 22:9,13,16 23:20 24:17 26:7,8,8 27:6 34:5 38:14 40:1,9 40:15,20 41:3 42:18 43:5 45:2,10 50:3 50:25 51:25 55:17 55:24 56:20 58:10 59:14,19,21 60:9,10 60:13 62:1,5,22,23 64:1,9 67:15,25 68:12,14,16,18 69:21 73:13,15,19 74:1,6,21 75:5 79:18 88:3 89:7 90:2 95:16 96:1	98:2,24 99:9 100:13 101:24 104:19 106:9 107:25 108:4 110:25 111:3 112:3 112:6,18 115:25 118:17 119:14,25 127:14 128:19 129:23 130:3,13 on-line 4:9 74:13,18 on-staff 70:2 once 42:22 43:2 57:6 78:12,17 98:16 114:7 one-day 90:11 one-sided 104:8 ones 14:22,23 15:3 27:9 62:15 ongoing 48:17 93:24 open 89:3 operating 121:18 operational 28:3 36:1 103:11,12 Operations 2:11 opine 102:15 opportunity 64:15 opposed 70:2 116:2 option 82:18 83:18 84:11 order 6:11 12:22 14:5 25:19 26:21 49:3 72:23 organization 121:11 organizes 121:20 original 20:9 outside 70:3 111:12 111:20 112:12 113:5 127:13 overall 13:12 111:6 overlap 17:8 oversight 87:20 overview 111:2 120:16 overwhelming 57:12 57:19	26:17,22,25 27:2,3 27:4 34:6 38:15,16 38:17,18,18 40:15 40:15 42:8,9 55:20 63:1 116:4,18 pages 25:20 40:3 paint 60:22 painted 61:12 panel 50:9,14,17 55:7 panic 75:25 paragraph 20:15 parallel 108:18,22 109:1 Pardon 41:1 parent 89:17 98:12 98:18 99:4,8,10,20 99:23 103:14 parent/guardian 34:12 parent/guardians 90:5 ParentLink 37:22 38:1 89:25 90:1 parents 34:21,25 35:15 37:7 53:4 54:18 89:18 98:5,9 98:10,15 99:3 parliamentarian 127:6,20 part 11:11 37:3,18 47:18 51:13 55:3,12 59:24,25 63:20 93:1 98:12,18 102:25 108:24 partial 40:16 participate 96:12 99:22 participating 99:24 particular 18:3 20:25 21:1 25:6 28:24 29:4,13 58:16 party 112:16 pass 15:13 60:15 111:25 120:19 129:18,20 passed 12:11 15:23 86:14 passes 68:24 path 66:8 115:23 pay 39:22 Payment 123:1	payroll 123:1,2,10,14 PCG 105:2,5,9,14,22 107:4,7 123:4 PDF 87:3 89:2,7 PDF'd 87:8 PDFs 107:1 pending 123:14 people 5:12 28:4,8 42:11 43:1 46:14 51:4 54:22 56:16 57:13 58:16 60:10 79:1 95:11 98:8 99:16 109:13 121:13,17,20 perceived 28:7 percent 19:10 50:4 115:17 Perfect 110:23 performed 34:17 performing 115:11 period 24:24 25:1 50:12 52:22 56:2,9 56:22,23 57:7 63:19 65:6,18 66:3 67:2 67:11,13 68:4,20,21 68:25 69:14 70:16 70:18 71:1,21 109:4 114:23 permission 110:13 permissions 110:16 person 11:22,22 24:12 30:15 50:7 55:7,9 56:3 57:19 70:2 77:25 78:4 81:10,14 91:25 92:21 93:5 94:2,8 97:6 100:15,18,18 101:18,19 103:5 104:9 111:21 113:23 118:12 125:14 personal 28:13 92:23 92:25 100:5,22 101:4,13 102:11 103:12 104:8 personally 92:15,18 93:7,23 102:7 personnel 46:8,12,24 49:1 52:10 57:21 59:4 61:8,22 77:1 perspective 85:5
--	--	--	--	--

<p>102:11 128:17 pertains 18:10 33:19 pertinent 115:19 Peter 2:7 7:24 phase 81:1 Phillips 2:15 104:15 107:15 108:3,20 110:11 philosophy 70:1 121:18 phone 58:3 Phyllis 2:6 4:15 7:20 108:10 112:6 128:12 129:17 physical 77:1 pick 102:12 112:20 picked 85:21 picture 60:22 61:13 piece 29:4 35:10 48:7 51:16 55:19 77:11 pieces 48:18 49:18 Pinnacle 52:18 53:12 56:11 place 9:20 11:12 28:8 28:15 32:1,2 34:15 35:22 36:22,22 39:23 43:1,15 45:1 47:15 49:1 50:22 51:11 80:16,23 81:4 81:14 82:15,22,24 83:2 84:4,24 88:15 118:12 127:4 placement 84:8 plan 18:11 47:9 66:2 80:16,19,20,21 81:4 82:13,19,22 83:2,11 83:17 84:3,15 85:1 98:14,19 112:18 122:6,7,9,16 plans 83:9 84:23 platform 105:3,7,19 105:23 platforms 47:19 48:10,17 54:5,12 play 30:2 please 8:8,9 9:4 24:13 24:16,18 49:11 53:23 85:16 89:13 93:10 101:11 103:8 113:17 Pledge 6:13,14</p>	<p>plugged 53:2 Plus 112:16 pocket 127:12 point 5:23 14:5 16:2 31:18 43:16 57:21 68:22 74:12 94:2 103:24 107:9,14,15 111:16 114:18 117:5 123:7 points 52:4 71:13 72:1,3,23 117:16 127:5,9 policies 35:1 policy 4:20 19:15,17 21:7 22:24 27:17,20 28:16,24 29:4,13 30:12,15 34:18,19 34:19 35:9,10 42:25 52:10 88:10,12,14 89:9 113:14 120:18 123:25,25 124:1,2,9 127:2,15,22 polling 72:19 pop 10:15 78:24 population 12:12 19:11 25:23 26:18 37:2 40:18 41:20 116:4,5,11 portal 86:19 106:8 portion 75:16 position 12:1 28:12 55:7 60:19 93:12,22 95:2 110:15 positions 13:16,18 46:9 49:4 58:19,20 59:7 60:1,2,4,18 62:13 96:20 positive 104:6,7 possession 37:12 50:7 55:9 possible 12:24 26:16 26:17 40:17,17 86:8 post 126:22 potential 87:15 PowerPoint 12:1,9 32:6 40:6 75:14 86:8 87:4 PPO 122:25 practices 93:25 94:5 prefer 25:15 preferably 112:23</p>	<p>preferences 22:10 35:17 preliminary 80:13,20 81:2,15,25 presence 40:21 present 13:6 15:2 50:9,14,17 76:16 102:3 presentation 12:21 17:20 23:24 32:6 33:10 40:3 61:12,18 62:2 63:3,9 73:10 73:15,21,24 74:23 75:6,8 78:17,24 79:1 85:15 86:9 87:3,4 88:1,6 89:4 90:18 121:3 presented 10:21 16:13 presenter 24:9 presenting 121:7 presumably 31:1 pretty 38:15 47:2 71:19 122:21 123:6 prevent 50:23 preventative 47:16 110:20 prevention 47:4,9 58:24 78:1 preventions 47:6 previous 16:9 39:3 previously 54:6,16 primary 97:19 principal 54:8 56:18 56:19 76:8,9 78:10 78:10,13,18,20 80:5 80:6 82:6 83:10 93:3,15 94:12,16,18 94:23 95:21 96:22 97:1,12,13 105:13 principals 90:13 97:1 97:3,21 prior 48:24 63:21 79:21 88:16 89:11 97:3 101:1 Priyokina 2:11 8:5 85:16,19,24 86:3 87:23 88:2 89:2,6 probably 31:25 33:2 62:19 117:19 119:19 123:16,20</p>	<p>problem 37:18 43:14 43:14,17 51:25 62:22 87:5 125:1,1 129:11 problems 26:10 procedure 4:21 43:1 53:9 113:14 120:19 127:15 procedures 27:24 30:4 proceed 10:10 18:23 19:4 64:4 69:13 proceeded 18:24 proceedings 4:1 131:7 process 2:25 11:1,6 11:14 15:6,15 22:19 26:3 34:16 36:19 44:17,21 45:19 51:9 52:2 53:3,21 54:5 54:13 64:3 65:24 66:6 67:4,7 71:22 76:3 78:6 79:2,5 80:18 81:15 84:14 84:20 85:9 87:12 88:24 92:6,9 93:14 98:12 100:8 103:6 103:15 105:11 121:24 122:25 processes 52:13 54:2 105:15 106:4 processing 67:13 procurement 33:3 120:25 122:4 123:3 producing 13:3 product 109:25 productive 4:24 professional 40:22 45:20 professionals 41:4,8 46:10 program 69:13 prohibits 126:6 projects 122:25 prompted 23:2 properly 29:5 109:6 115:10 Property 123:18 proposal 13:9,20 14:1 18:1,20 19:9 21:23 22:18 116:2</p>	<p>117:2 119:3 propose 22:24 proposed 112:22 113:18 119:12 protocol 56:14 100:7 protocols 76:23 80:22 provide 9:25 11:9 34:24 36:3 37:9 43:8 44:4,9 60:4 84:21 87:20 94:5 97:16 99:16 100:16 102:15 103:25 119:20 120:16 provided 121:21 122:15 providers 41:11 76:14 providing 13:7 93:9 121:14 psychologists 59:2 public 9:23,24 10:1,6 10:7 34:21 75:15 88:11 90:23 94:14 131:5 publicized 53:5 pull 11:12 24:4,7 56:12 73:10 pulled 47:6 62:7 119:7 125:10 pulling 34:20 Punzi 90:16 Punzi-Elabari 90:25 92:2 purpose 87:10 97:17 103:22 purposes 102:18 pursuant 35:1 put 6:3 23:24 28:7 40:10 42:25 47:14 50:22 74:2,8 75:7 80:15 81:3 82:22 86:20 99:4 105:24 110:20 127:4,21 puts 83:1 putting 44:25 51:11 53:21 61:19 80:22 127:1,12 128:3</p> <hr/> <p style="text-align: center;">Q</p> <hr/> <p>qualifications 113:2</p>
---	---	---	---	---

quantify 27:25 quarter 32:2,3,4 quarterly 12:25 22:20 23:14 63:15 123:5 question 11:4,5 17:9 20:2,6,9 21:3 22:8 26:1 29:6 31:10 33:1,7 38:21 40:2,4 40:12 41:7 43:13,14 44:5,10 52:3 55:22 58:11 65:15 69:22 70:12 73:25 95:17 96:13 97:9 98:6 101:10 102:5 108:5 108:12 110:4 111:6 112:10 120:1 questions 4:22 16:6 20:17 21:1 23:2 25:15,19,20 26:3,6 27:11 30:1 32:6 33:11 38:17 49:9,10 53:9,16 55:18 62:3 62:20 63:6 68:17 69:25 75:2 85:8,12 95:1,5 106:10 111:1 113:18 124:15 quick 33:8 78:23 95:17 112:9 quicker 119:20 quickly 70:21 quorum 4:8 6:18	96:11 105:16,23,25 106:24,25 107:12 107:20 125:8 real 78:23 87:15 125:10 real-time 22:11 realistic 130:7 realized 27:2 really 57:8 68:17 70:1 71:3,18 83:8 100:19 101:3 107:21 110:18 115:11 realtime 74:13,18 reappointments 11:25 reason 16:4 36:23 80:1 89:5 reassigned 95:21 Rebecca 2:2 6:25 55:23 104:23 117:13 receive 47:21 received 13:10,20 21:23 receives 77:4 receiving 77:13 78:11 recited 6:14 recognize 18:3 recognized 21:14,15 recommendation 117:4 119:5 recommendations 39:11,15 72:2 116:17 119:22 recommends 11:21 reconvene 81:23 record 69:24 74:2 119:7 131:8 recorded 30:23 31:15 recording 5:5,15 6:12 56:7,23 recordkeeping 50:15 records 51:21 recover 53:3 recovery 46:14 58:23 red 35:12 reduce 125:19 refer 79:17,20 82:12 83:18 84:6 referencing 17:3 22:3	referendum 41:5 referred 47:25 78:4 79:24 refers 77:24 regard 102:17 regardless 99:8 103:13 Region 2:19 9:8 Regional 2:18 regions 51:15 registering 93:21 regular 62:10 72:16 94:4 114:8 rehash 112:21 related 41:7 87:11 113:19 114:18 relates 52:10 54:10 127:22 relationship 92:23,25 93:2 100:6 101:13 117:17 relevant 40:6 71:9 100:16 103:25 remain 82:24 83:2 remediate 50:23 remember 11:11 13:24 31:11 117:6 120:3 129:19 remind 61:2 65:9 repeat 22:13 101:10 repeated 78:16 repeatedly 28:9 repetitions 24:25 replace 119:18 replacing 124:1 report 12:21 13:3,7 16:15,18,20 17:11 17:12,19 22:12 23:8 23:15 24:3,4,21 25:18 30:5,21 31:3 33:9 42:12 43:20 49:23 52:25 53:5 55:21,21 56:12 57:7 63:5 65:14 66:5 68:4,6 70:15,22 71:10,14 72:17 76:15,19 77:2,5,21 78:11 79:13,25 114:19 117:21 123:23 131:7 reported 30:9 42:21	42:23 43:7,19 76:12 77:10 79:11 reporter 1:23,23 3:2 9:2 131:4,14 REPORTER'S 131:1 reporting 1:24 3:2 22:11 43:2 64:5 76:24 reports 12:20,23 16:6 16:12 25:9,12 51:14 57:18 63:23 117:8 119:20 represented 114:22 representing 9:7 requested 13:4,8 requesting 15:13,24 require 15:8 26:2 37:24 46:21 required 12:4 23:4,7 34:1 35:5 44:15 52:21,24 84:23 98:16 122:22 requirement 28:24 82:23 91:15 92:11 requirements 31:21 33:21 34:2 67:24 82:21,25 85:10 87:11 89:16,20 90:6 91:6 92:24 requires 15:17 requiring 55:6 researching 48:13 resolution 41:19 resources 82:14 respect 10:24 127:9 respond 15:5,21 126:3,7 responded 12:16 88:19 responding 17:21 126:6 response 7:13,21,23 9:21 10:2,18 11:9 11:24 14:22,23 15:8 15:24 16:12,22,25 17:16 18:25 22:15 23:13,23 28:19,20 32:21 40:13 45:12 85:13 95:6 118:24 118:25 124:21 responses 10:14,17	10:19 17:14 responsibilities 57:22 76:7 89:15 responsibility 34:3 36:13 52:12 77:6 91:8 121:19 responsible 30:16 53:7 54:9,23 56:7 94:2 rest 19:7 21:20 63:5,7 70:5 105:6 122:13 result 37:14 results 23:25 25:8 108:19,21 retroactively 42:7 review 44:15,19 48:12 55:12 70:2,3 71:1,20 78:11,15,19 81:7 83:10 84:5,19 91:9 92:6,11 93:24 112:1 120:17 reviewed 48:11 50:14 71:23 80:4,8 reviewing 44:24 68:23 70:21 82:11 92:7 94:10 reviews 44:13 79:15 83:13 revising 88:14 right 4:3 6:6,17 9:12 9:19,22 10:11 11:19 12:10 13:1 15:6,10 16:17,21 17:17 18:14 19:14 22:14 25:17 26:24 27:1 28:11 29:18,24 30:18 32:9 34:5,22 37:22 38:14 41:3 48:3 49:4 51:8 57:17 58:5,20 59:21 61:16,21 62:23 64:19 65:5 68:22 70:7,19 73:9,24 76:22 83:25 87:7,25 88:5,6 90:8 94:9 100:20 102:4 103:7 105:11,22 107:14 109:13 110:25 112:3,25 114:5 115:8 116:23 117:23 118:17
---	--	---	--	--

119:2 130:14 rights 87:3 rise 82:4 risk 2:25 3:1 77:24 78:6 122:9 Robert 2:5 5:23 7:16 95:13,15 role 12:7 29:10 76:6 88:16,16 90:15,21 91:4,8 94:25 97:19 98:20 role-specific 90:15,17 roles 62:13 81:5 89:15 roll 6:17,20,21 9:5,23 92:8 97:13,25 105:16 109:23 127:25 rolling 39:10,25 41:6 90:12 rollover 48:19,24 round 25:6 63:13 routine 123:6 RSM 2:24 3:1,1,2 8:8 8:11,12,14,16 13:6 13:8 22:17,24 23:12 23:15,18 24:6 28:21 34:16 39:22 50:10 50:14 64:9 65:12,17 67:9,23 69:3,4,9 74:5 101:6 111:14 114:6,12,23 115:12 119:17 rule 33:17,19 34:4 86:23 87:11 88:13 88:22 89:10,20 90:19 98:4 125:15 126:5 rules 74:17 103:4 run 15:9 57:18 108:24 running 69:1 90:9 107:2,17 108:1 113:20 runs 107:4 Ruth 2:2 6:23 43:9,10 <hr/> S <hr/> SAC 99:3 SAF 99:3 Safe 75:10	SaferWatch 76:1,21 safety 2:16 27:16 30:13 33:18 77:1 80:22 87:16 117:18 sample 12:13,15,17 12:18 25:5 116:3,5 116:6 samples 22:10 save 118:15 saw 42:8 53:13 54:25 say-so 11:7 saying 15:18 19:8 23:6 28:13 30:20 37:8 39:5 55:11 60:3,8 67:16 99:7 107:7 114:25 117:22 129:16,24 says 12:7 27:16,20 34:7,7,20 96:5 106:12,12 107:5 108:7 117:13 scenario 106:19 schedule 123:6 scheduling 127:9 school 1:3 12:23 13:19 18:5 21:6,22 21:25 24:25 27:16 33:18,23,24 34:21 35:3,4,13 36:7 37:5 37:5 43:6 44:8 45:14,17 46:3 50:7 52:10,13,23 54:8 55:4 57:21 58:4 59:17,24 60:19 61:23 72:16 73:1 76:8,9,13,17 77:1 77:16,25 78:10,18 79:9,12,13,16 80:2 80:9,10 81:19,22 82:1,15,18 83:18,20 83:24 84:13,17,20 84:21 86:18 87:12 88:12 90:10 91:13 92:13 93:3 94:1,5,8 95:19,22 96:10,20 97:18,19 98:14 99:24 100:19 101:1 105:6,12 106:1,2,14 106:15 107:6 120:4 120:6 121:23 school's 101:1	school-based 33:23 34:10 40:22 60:4 school-sponsored 35:4 schools 2:18 36:8 38:1 44:1 46:11,12 46:14,14,16,16,24 47:7,9 49:2 50:10 55:6 57:4,9,10,25 58:3,8 59:10,11 75:10,10,12,24 76:1 76:2,22 78:1 80:17 82:22 85:6 86:20 87:13,13,14,18,21 90:23 93:19 94:14 94:20 95:20 96:25 100:24 scope 25:1,2,4 39:18 64:5,16 102:14 Scott 75:10 screen 6:16 14:8 24:6 24:18 75:18 86:6 screens 10:16 scroll 87:23 89:13 scrolling 125:12 se 73:24 seamlessly 71:24 second 12:11 20:14 36:21 56:22 75:20 75:20 97:1,7 100:18 secondary 94:17 96:25 secondly 98:7 seconds 120:21 Secretary 2:12 section 27:21 29:8 85:21 Sections 22:25 Security 2:16 see 4:6,16 5:15 6:8 7:8 8:25,25 9:18 10:6 12:11 14:7 17:16 20:15 22:20 24:18 26:5,7,15 27:1 29:7,25 30:3,6 30:19 31:1,22 41:14 42:8,16 45:10 52:15 52:25 54:3 55:18,20 56:12 60:18,19 61:5 61:17 62:1,14 66:24 67:2 75:4,17,18	86:3 94:13 95:4 103:8 104:3,11 108:6,7 110:8,19 111:19 113:23 116:3,13,15 117:1 122:9,21,23 124:18 125:10 127:18 seeing 53:19 55:14 62:16 63:23 seek 72:22 seen 111:14,17 118:3 self 77:23 78:5,8 send 35:13,14 36:13 62:11 121:9 125:22 sending 37:5 senior 11:22 sense 28:22 30:17 63:22 69:20 98:23 110:6 sensitive 122:18,19 126:8 sent 78:10 105:13,14 sentence 22:3,4 125:21 separate 35:19 September 68:21 69:1 71:12,20 73:1 88:19 114:1 122:17 131:10 serious 12:13,14,17 12:18 34:12 92:7 114:20,25 115:17 116:6,6,11,12 serve 91:24 93:5 96:11 97:4 service 1:24 41:11 76:14 79:23 services 2:19,21,22 9:15 32:14 44:8 48:9 79:17,20 81:13 82:12 97:16 123:3 123:13 SESIR 31:1 set 28:1 35:16 69:19 71:25 87:11 109:12 109:14 122:13 125:20 129:19 130:1 sets 121:11 setting 72:4,6 seven 74:19	seventh 103:21 sex 37:13 share 10:16 24:6 41:11 61:9 75:16 85:16,24 92:21 99:19,21 101:2 108:20 112:25 shared 62:4 shares 32:17 70:6 sharing 14:8 24:7,15 48:8,24 57:16 61:1 85:23 Shaw 2:6 4:16 7:20 108:14,16 110:3,23 112:9 128:13 129:18 Sheriff 75:11 shift 93:11 shifted 76:7 shifting 54:11 shocked 116:23 short 128:23 short-term 113:3,4 shortly 24:14 show 5:12 88:7 showed 50:13,17 showing 24:23 50:9 shows 28:6 56:22 side 45:3 47:16,17 side-by-side 109:2 sign 78:12,15,22 93:16,17 signature 50:8 signed 50:19 82:5,6 significant 34:23 35:2 signs 78:13,21 similar 77:9 simple 15:12,12 22:8 single 15:3 42:3 44:14 79:10 110:11 site 52:13 sites 94:17 sitting 45:12 situation 18:3,22 111:19 127:7 situations 19:5 58:2 six 70:22 74:19 90:23 109:22,24 115:2 117:14 six-month 68:20,21 68:25 70:16 71:21
---	---	--	--	--

109:4 114:23 sixth 103:20 size 25:5,5 skips 56:23 slated 106:3 slide 87:1 88:7,9 89:13 93:10 103:8 104:12,21,22 106:11 108:5 slides 85:17,23 small 122:24 SMART 123:5 snoozing 6:6 social 46:13 48:1 58:22 59:17,25 solely 86:24 94:2 Solutions 45:4 somebody 30:5 42:6 75:7 92:22,25 96:4 100:5 101:4,12 102:17 103:3,19,25 111:21 118:13 somebody's 50:16 soon 12:24 70:18 sorry 9:9 11:3 14:7 17:2 27:5 38:20 40:9 58:11 68:14 69:5 71:5 72:5,11 96:16 103:11 114:4 119:15 sort 23:1 28:18 60:17 60:22 61:12,14 62:19 104:4,8 113:2 113:17 114:8 117:9 121:6 122:15 sound 26:11 sounds 33:6 42:19 71:2,18 110:3 130:13,13 source 29:2,16 South 1:24 speak 5:24 8:9 10:23 51:7,10,17 63:14 71:6,14 75:6 104:16 108:11 125:14,17 127:12 speaker 125:16 speaker's 125:19 126:9 speakers 125:24 speaking 16:8,9	54:16 59:13 61:17 Spec 2:12,13 special 6:10 38:9 73:6 73:7 128:5 130:16 Specialist 2:11 27:16 specific 12:3 26:1 46:18 89:16 94:24 121:25 specifically 14:24 15:4 24:22 36:5 98:4 specifications 105:10 105:17 speed 8:17 spend 13:15 66:15 spoke 121:4 spring 86:13 105:25 SRAs 47:7 staff 2:8,14 8:2,19 9:16 10:7 11:2,7,10 44:4,18 48:11 59:9 60:21 61:24 62:11 69:11 73:10 76:19 76:23 88:17 90:11 90:20 91:21,23 92:16 111:10,20 114:12 115:13,14 115:14 118:3 125:23 126:7 staffing 22:1 stakeholders 36:16 standard 45:24 standpoint 39:19 start 4:24 5:4,15 6:12 6:13 25:18 31:24 40:5 55:6 68:23 70:21 71:20 75:8 86:12 88:7 97:20 104:17 113:9,12,13 120:12,13 122:2,3 started 6:9,10 44:20 47:8 48:15 67:12,19 92:5 109:11 121:3 128:18,19 130:17 starting 25:14 68:8 129:12 starts 26:23 state 23:5 31:20 33:17,19 34:4,20 35:5,10,18 36:2 37:6 39:14 59:14	78:25 86:15,19,23 86:25 89:20 90:24 106:23,24 131:2,5 state's 39:17 stated 52:11 statements 27:22 statute 23:5,7 31:21 34:20 35:6,10,18 36:2,4 37:6 stay 99:18 106:10 113:5 stayed 13:17 stays 6:7 stenographic 1:23 131:9 stenographically 131:7 step 9:4 11:14 55:15 75:22 76:5 77:4,22 79:7 80:7 82:9 100:11 steps 21:23 33:7 63:14,24 73:15 77:18 115:6 Stock 123:4 stones 126:3 stop 13:13 24:7 130:12 strategies 27:13 Strategy 22:16 Strauss 2:6,16 7:22 9:1,10 18:6,7,7,8 38:20,23 39:1 40:9 64:11,13,14,22 73:14,20 74:1 75:11 streamlining 54:3,12 strictly 102:18 strike 125:22 structure 12:17 121:15 student 2:19,21,22 9:15 23:13 41:10 44:7 47:24,24 50:9 50:11,13,17,18 54:4 54:10 76:19 77:19 79:19,24 80:15,21 81:3,13 82:13,16,19 83:1,8,11,16 84:3,7 84:15,22,25 87:16 90:5 92:15,17,23 93:1,4,7,9 98:13,19	99:11,23 100:6,15 100:22,25 101:3,5 101:13,14 102:7,9 103:16,21 104:1 106:5 123:12 student's 92:20,21 103:24 students 34:22 44:5 45:1 47:20 48:2 60:5 76:23 stuff 43:18 style 121:18 subcommittee 124:10 subject 27:23 subjective 104:4 submitted 23:3 subsection 35:1 subsequent 12:20 18:25 substantive 92:7 116:7,12 substitute 76:11 success 69:15 Sue 48:9 sufficiently 102:17 103:5 128:4 suggestions 26:16 suicide 37:13 46:15 47:4,6 58:24 78:1,6 Suite 1:24 summarized 113:17 summer 91:1 Sunshine 72:11,20 Superintendent 2:16 2:17,18 123:19 126:25 Superintendent's 9:3 9:11 supervised 115:10 supervision 115:9 117:6 support 2:11 44:5 57:25 58:8 60:5 75:12,12 79:20 80:15,21 81:3 82:13 82:19 83:1,8,11,17 83:22,25 84:3,13,15 84:23 85:1 91:13 98:13,19 123:1,10 supports 45:1 54:22 84:8,9,22	suppose 129:5 supposed 11:13 37:9 56:1 114:15 120:5 sure 8:24 18:16 24:8 24:11,11 47:3,23 49:9 51:19 52:5 55:12,16 60:9 65:22 66:7 70:4,20 71:24 75:1 88:15 96:2 97:18 107:19 108:25 109:4,17 110:16 114:3 116:17 123:23 125:4 126:10,13 surely 67:3 suspected 26:18 40:19 41:20 system 2:11 28:14 32:17,22 33:5 34:13 35:20,24 37:23 39:24 54:5,12,17 75:25 105:19 106:5 109:7,21 110:10 system's 39:10 systems 52:18 53:25 108:23
--	--	---	--	--

T

table 24:23 25:14 44:10 81:21 tabled 123:9 tack 73:7 take 19:2,22 32:1,2 36:22 50:16 52:21 64:3 65:22 95:22 123:16 126:10 128:13,16 130:17 taken 52:14 58:1 126:8 takes 52:18 71:21 126:1 talk 16:14,14 38:2 44:3 48:22 50:22 52:2,7 53:17,23 61:7 63:23 77:16 89:14 126:23 talked 36:17 48:23 53:20 55:11 64:6 86:22 94:1 112:5 talking 14:15 16:21 23:23 24:23 48:21

49:15 56:4 59:6 60:23 61:8 86:12 120:3 tangible 28:6 target 90:6 targets 34:11 task 57:19 102:19 Task-Assigned 2:11 tasked 66:12 tasks 46:18 teacher 50:12 52:18 54:7 56:1 91:23 97:4 100:7 103:21 teachers 47:11 51:18 52:20,25 56:6,12 97:3 Teaching 2:17,17 team 9:3 23:16 24:14 33:24 40:22 41:9 43:5 44:13,15,17,22 47:2,12 77:14 78:3 79:10,12,14,16 80:3 80:6,9,11,13,14,24 81:1,2,5,11,17,24 82:7,9,10,25 83:9 83:14,19,24,25 84:6 84:13,13,16,18,19 85:6 90:10,15 91:12 91:14,17,20,23 92:1 92:4,6,13 93:1,17 94:10,19,25 96:10 96:24 97:5 99:5,8 99:17,25 100:17,19 103:23 105:12,14 105:24 teams 1:11 26:11 98:21 101:20 teams' 45:19 Ted 2:17 8:24 tell 10:7 temporarily 95:23 tenor 43:20 terminally 5:22 terms 13:25 28:14 33:7 47:22 48:3 50:8,14,17 52:19 54:11 55:7 65:1 67:1 115:23 117:2 test 22:9,18,24 101:15 108:19,21 tested 34:13 38:5	108:8,11 109:18 testing 12:13 13:23 21:24 23:14 63:13 69:15,19 72:4 96:4 108:13,17 thank 9:9 18:8 21:13 21:16 42:18 45:2,6 45:6,7 46:5 49:19 51:1 54:25 55:17 56:20 57:2,14 58:10 59:22 60:10 61:19 62:24,25 74:2 75:9 85:19 98:1,3 100:1 110:3,23 112:17 113:24 114:12 117:25 118:16,20 119:24 125:3 Thanks 5:20 79:6 theme 78:16 themes 42:24 theory 65:20 66:22 107:8 129:14 therapist 48:1 thereof 131:9 thing 19:16 21:5 23:20 31:18 39:14 57:12 61:14 63:9 105:22 107:16 109:17 123:15 125:10 things 15:24 23:4 26:14 27:12 29:10 29:19 31:2,5 33:16 36:5 37:9 41:18,25 43:2 47:1,14,22 48:22 51:11 53:20 53:22 55:2 67:3 69:9 77:10 80:12 88:4,9 109:3 110:5 115:18 118:3 121:2 122:10,11,14,22 125:13 127:6 129:1 think 4:18,24 8:22 10:14 12:4,8 19:8 22:13,14,21 23:20 25:17 27:10 28:20 28:25 29:11,23 30:2 31:23 32:5,6,12 34:2 35:16 38:15 39:6 41:13 42:15 43:24,25 44:5,9	50:1 52:3 53:15 55:18 56:20 57:14 57:15 58:19 60:3,13 62:7 63:13 65:15 70:13 73:13,17,22 75:21 83:7 89:2 95:14 98:5,23 99:4 101:16 102:13,19 102:20 103:17 104:2,9,10,13 109:19 111:1,11 112:10,13,16 113:9 114:6,9,14 115:16 115:18,25 116:18 116:21 117:16,17 118:9,10 119:18,18 120:25 121:9 124:6 125:18 126:20 127:16,20 128:13 128:18 130:1,7 thinking 29:2,16,18 56:25 128:7,20 thinks 68:3 third 111:16 112:16 Thomas 120:22 thought 30:5 33:12 36:23 71:7 116:1 118:23 121:7,24 thoughts 29:9 128:10 threat 2:20 4:20 10:13 12:6 13:3 22:19 23:17 25:7 27:19 30:3,6 33:18 33:20,21,23 37:11 37:17 38:6 39:9,24 41:22 43:20 44:14 44:20 45:21 63:7 75:23 76:4,15,16,24 76:25 77:5 78:2,7 78:14 79:4,8,11,14 79:19 80:2,9,10,18 82:3,4 83:12,16,19 83:23 84:4,6,10,12 84:14,18 86:16,21 86:24,24 87:12 90:21 91:1,2,7,12 91:13,16,17,20 94:3 99:24 101:18,21 105:4,21 106:3,13 107:5 109:10 113:13 119:9	120:18 127:10,15 128:6 threat's 34:11 threatening 43:7 threats 12:14,15,18 25:4 34:12,23,25 37:24 38:4,8,8,9 44:16,24 76:20 84:17,24 87:16 92:8 114:20,25 115:17 three 52:17 54:4 67:1 125:15 throw 5:23 thrown 120:20 Thursday 129:3 tie-in 49:16 Tim 3:2 9:1 time 4:25 5:12 10:1,9 10:12 16:20 17:11 17:12 18:23 20:1 26:13 43:16 45:20 48:14 53:2,10 68:1 68:2 74:12 75:22 77:10 78:4 94:11 108:22,24 118:2 120:20 122:18,19 123:9,11,16,23 125:14,19,20 126:1 126:7 127:7 128:11 129:2,2,4,9,13,19 timeframe 54:20 124:14 timeline 88:15 timeliness 74:11 timely 34:22,25 36:3 37:9 74:25 times 99:19 113:15 118:2 timestamps 113:15 timing 11:1 12:19 63:24 65:2,12 127:16 128:1 Timothy 1:23 131:4 131:14 title 12:3 titles 61:18,20 today 31:16 43:11 46:7 52:5 60:16 64:6 70:8 86:15 90:9 112:21 113:12 120:11 126:9	127:11 129:15 today's 12:1 113:11 tomorrow 126:23 tone 121:11 122:13 Toomer 2:17 8:24 topic 112:19 113:23 114:7,15 126:9 topics 46:7 total 116:4,5,6,10 Totally 117:23 totals 116:8 toys 107:8 track 30:9 47:20 110:8 trackable 32:19 traditional 87:19 tragedy 105:1 trail 29:8 trained 46:19 76:3 91:3 93:8 95:24 115:10 training 14:20 31:25 52:9 76:22 87:21 90:12,14 93:21 94:24 109:1 117:6 127:20 trainings 34:1 39:13 51:17 90:10,17 105:24 107:19 transactions 54:10 transcript 131:8 transient 12:15,18 transition 31:24 32:1 48:4 51:14 52:4 53:18 75:13 104:12 106:1,14 107:6 109:18 transitioning 35:7 49:18 51:9 53:15 107:22 transmittal 24:22 transmitted 11:20 transmitting 14:24 transparency 58:6 transportation 35:4 travels 52:17 treat 83:15 tried 28:7 89:3 triggers 109:5,15 true 72:14,21 131:8 try 57:23 67:25 68:2
---	---	--	---	---

71:25 124:9 130:8
trying 10:6 21:19,20
22:8 47:15 49:22
52:5 74:22 130:4,11
Tuesday 48:20 61:3
tuning 113:6
turnover 107:24
Turso 2:7 7:24,25
two 6:3,4 14:17,18
29:19 39:20 55:16
78:11,18,20 80:5,6
80:11 81:23,25 82:6
82:7 91:5 93:16,17
95:11 103:22
105:13 108:23
115:18 117:7
120:17,21 122:5,17
125:18 128:25
129:16,24
two-day 91:2 92:10
type 35:14 60:19
61:13 77:23 109:2,2
types 14:17 19:4
60:18 110:22
typing 96:17

U

ultimately 18:4
unable 34:16 82:2
96:12
understand 29:3
51:19 59:15 65:17
71:13 72:9 75:17
79:2,4 115:4 125:25
understanding 10:20
32:16 57:20 119:11
understood 46:1
undocumented 40:20
41:22
unfounded 12:15,19
77:15 82:1,5,8
unit 38:10
United 3:2
unlawful 34:23 35:2
unmuted 95:16
unusual 11:24
upcoming 64:17
update 12:2 13:2 53:3
88:11
updated 10:18 17:5
17:14 23:14 28:18

updates 94:6
upload 55:7
uploaded 55:14
use 37:12 66:13 76:1
105:18,20 107:1
109:20
useful 69:12
usual 124:13
usually 73:5

V

vacancies 111:17
118:3
vacant 13:18
value 119:21
values 121:16
variables 53:2
various 25:9 46:25
47:19
Veda 2:19 9:15 44:3
50:19 56:3 58:14
60:3 91:20
vending 123:2
vendors 106:22,25
verbal 123:23
verifiable 54:13
verification 36:15
55:8
verified 23:18 38:12
verify 34:16 38:2,9
40:21
verifying 102:5
version 63:17 87:3
113:11
versus 25:25 47:16
78:7 112:24 116:4,9
127:20
vice 76:10 90:13
93:20 94:23 95:1,18
95:22 96:8,9,11,19
96:23 97:2,11
view 36:12 52:15
56:17
violate 72:20
vision 119:18
visited 45:3
volunteers 76:14
vote 65:9

W

wait 49:21 92:4

103:10,10 108:15
waiting 5:12 9:25
25:25 68:6
walk 25:13
Wallace 2:25 8:13,13
Walsh 46:5
WANDA 2:13
want 8:21 15:4 16:13
17:10,10 19:25 24:6
26:24 33:9 39:7,7
39:21,22 41:16
43:22 45:11 48:7
58:12 65:9 66:5,7
69:23 70:1,14 72:9
73:12 74:1 75:9
83:21 87:1 88:25
92:4,19 96:14 97:14
97:18 104:20
107:16 108:22
109:17 111:7,18
114:3,17 115:1
122:12 125:14
127:23 129:21
wanted 14:15 15:1
31:18 40:10 46:6
49:6 60:9 63:23
69:10 73:18 79:2
85:4 96:1 98:24
108:17 122:15
125:4 126:21 127:3
wants 10:8 31:7
74:15
Warehousing 123:3
wasn't 30:8,24 42:6
42:24 50:19 79:18
wasting 20:1
way 6:7 19:21 28:1
28:23 29:7,15 30:9
30:16 36:8 42:2,7
42:13 47:23,25
56:10 57:8,24 66:10
66:22 71:15 72:24
73:3 89:1 102:24
113:5 121:18,24
ways 48:3 52:11
76:18
Wazzle 53:11 56:11
we'll 6:13 10:10 12:2
14:19 23:21 35:7
44:18 61:3 64:2,3,3
64:4 67:9 72:24

73:2 97:20 101:25
106:17,17 107:17
107:18,19 108:20
108:21 109:24
111:2 112:22
114:13 122:16
123:23 125:7
we're 4:9,18 14:16,24
16:11,13 17:8 20:25
23:25 24:8 29:1
40:3 42:14 44:21,25
48:11 49:4 50:1
51:11 52:2,14 53:14
54:12,12,14 55:3,6
55:15,20 60:22 61:8
64:22 65:11 66:22
67:6,6,13,21 70:16
70:17,20,22 72:12
72:25 87:22 88:10
88:19,20 89:8,11
90:8,9,12 96:3
97:24 101:20
106:21 107:21
108:25 109:3,5
110:5,13 111:13,22
112:15 113:7 114:6
114:11,14 116:17
118:4,18,24 120:2,9
122:1 123:9,12
129:8,12,15,16
130:4,11
we've 25:6 32:22
44:23 47:1,9 48:8
48:10 53:11,24 54:2
61:8 94:21 111:17
113:6 118:2,7 124:2
124:4
weapons 37:12
website 76:20
WEDNESDAY 1:15
week 70:10 111:9,23
111:24 112:20
113:20 116:25
117:13 118:16
119:8 122:11,17
123:8 124:7 125:8
129:24
week's 115:20,21,22
123:20
weekly 47:3
weeks 6:2 70:25

weigh 26:25 39:8
64:16,18 66:13
welcome 9:17 20:22
60:12
well-versed 25:12
went 5:1,1 22:21
27:14 36:15 38:2,13
91:1
weren't 39:4 42:1
wheelhouse 58:21
whereabouts 54:20
word 5:9 50:16 124:2
work 39:19,22 42:22
45:4,5 50:10 59:3
61:24 67:9,12,18,20
67:23 68:8 81:9
87:24 100:9 108:23
109:16 111:13
115:3,6,15 119:19
119:21 126:18,23
130:9
worked 105:2
worker 48:1
workers 46:13 58:22
59:17,25
working 40:13 46:16
47:11 49:5 51:15
88:20,24 89:8
106:23,25 109:6,22
113:16 125:7
works 6:16 20:23
47:13 66:11 75:1
121:24
workshop 10:22
17:24 48:20,21 61:3
61:6 62:7 72:7 73:7
88:22
worst 106:18
wouldn't 63:16 99:17
99:22
wrap 49:22 65:11
118:19 122:1
write 124:10
written 112:23
wrong 32:8

X

Y

yeah 5:11 10:24
14:14 17:6 29:23

31:9 32:5 40:12 41:17 43:2,11 45:7 62:1,18,19 64:2 66:10 71:5,25 72:10 73:11 74:1,24 86:5 88:6 89:2,6,8 96:16 104:2 111:6 112:18 114:11 115:22 116:8,23 117:15 119:1,13 120:9 124:24 125:3 128:13,19 year 13:17,17 21:25 24:25 32:3 35:8,8 41:6,6 44:24 47:15 50:22 53:8 55:6 83:5 84:25 86:18 95:19 100:23 105:6 106:1,2,14,15 107:6 114:24 120:4,6 122:13 years 25:10 61:12,15 103:22 118:14 Yep 24:19 26:9 40:11 yeses 40:15 yesterday 10:14 48:23 yesterday's 48:24 youth 46:19	12:05 126:15 12:09 130:14 12:10 1:16 130:17,19 12:30 130:6,13 12th 63:18 65:13 67:17,19 68:5,9,21 69:2 73:1 13 25:21 40:4 63:1 13th 11:25 162 115:2 16th 13:5 180 83:4 84:4 1st 53:6 65:4 68:5 75:13 79:5 85:7 86:17 88:13,17 89:10,11 93:22 105:17,23 106:24	347 116:8 38 50:2,5 3a 22:25 27:12 29:8 30:11 33:16 3f 22:25 30:19 34:6,9 34:19 3H 30:1,4	900 61:7 911 75:24 97 114:19 116:6 9a 23:16
<hr/> Z <hr/>	<hr/> 2 <hr/>	<hr/> 4 <hr/>	
<hr/> 0 <hr/>	2 16:25 22:15 25:1 77:4 200 114:25 115:2 2008 54:1 2022 68:5 2023 1:15 13:22 14:2 17:24 24:25 63:18 65:14 67:19 68:5 86:14 131:10 2024 13:23 21:25 85:7 86:18 89:11,12 105:17,23,25 20th 65:14 22 104:24 22-23 120:4 24 77:13 80:11 106:12 107:4,7 109:11 24-25 86:18 106:2,14 106:18 107:6,12 24/7 66:15 250 116:7 26 34:13 114:23 2nd 13:22 14:2 17:24	4 4:19 9:23 16:11,22 17:18 22:23 23:23 4,000 57:11 43 50:4 4380 22:24 88:12,14 48 52:16 4B 34:24	
<hr/> 1 <hr/>	<hr/> 3 <hr/>	<hr/> 5 <hr/>	
1 11:20 63:18 65:13 106:12 109:23 110:1 1/1 74:16 10 23:9 25:20 26:22 27:3,4 38:15 40:3,4 42:8 56:8,8 104:22 10:42 63:2 100 19:10 115:16 116:9 1006.07 34:20 11 38:16,18 40:15 12 26:17 38:18 40:4 40:15 42:9 46:8 55:20 58:15,17,18 59:6,6,13,16,24,25 60:10	2 16:25 22:15 25:1 77:4 200 114:25 115:2 2008 54:1 2022 68:5 2023 1:15 13:22 14:2 17:24 24:25 63:18 65:14 67:19 68:5 86:14 131:10 2024 13:23 21:25 85:7 86:18 89:11,12 105:17,23,25 20th 65:14 22 104:24 22-23 120:4 24 77:13 80:11 106:12 107:4,7 109:11 24-25 86:18 106:2,14 106:18 107:6,12 24/7 66:15 250 116:7 26 34:13 114:23 2nd 13:22 14:2 17:24	5 4:19 23:11 5.5 52:10 50 116:6,7 500 1:24 543 40:7 63:10 85:10 86:14,22 5C 26:17 40:17 5d 22:25 41:9 5e 22:25 43:5 58:12	
	<hr/> 3 <hr/>	<hr/> 6 <hr/>	
	3 22:16 57:11 30 1:15 30th 65:15 322,000 13:18 116:24 322,500 13:9 115:1 33301 1:25	6 633 1:24 6A-1.0019 86:23 6A.10019 33:20 6th 131:10	
	<hr/> 3 <hr/>	<hr/> 7 <hr/>	
	3 22:16 57:11 30 1:15 30th 65:15 322,000 13:18 116:24 322,500 13:9 115:1 33301 1:25	7 35:1 116:4 7th 11:13 33:13 62:9 63:4 65:10,11 70:11 74:22 113:8 114:1 118:22 120:12 129:4	
	<hr/> 3 <hr/>	<hr/> 8 <hr/>	
	3 22:16 57:11 30 1:15 30th 65:15 322,000 13:18 116:24 322,500 13:9 115:1 33301 1:25	8 61:7 800 25:6 81 115:1	
	<hr/> 3 <hr/>	<hr/> 9 <hr/>	
	3 22:16 57:11 30 1:15 30th 65:15 322,000 13:18 116:24 322,500 13:9 115:1 33301 1:25	9 30 129:6,7,9 9:31 5:14 9:32 1:16 6:11 130:17 90 83:3	