

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

BOARD OF EDUCATION
RICHMOND COUNTY
STATE OF GEORGIA

PUBLIC HEARING
Central Office Meeting: Comprehensive Overview

February 12, 2026

12:00 p.m.

Richmond County Board of Education

Augusta, Georgia

Marianne R. Wharram, RPR, CRR

CCR #6121-5296-5647-5648

BOARD OF EDUCATION MEMBERS

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

- Shawnda Stovall, Board President
- Ed Lowery, Board Vice President
- Dr. Malinda Cobb, Superintendent of Schools
- Charlar Weigle, Board Secretary
- Larry Fletcher, Board Attorney
- Charlie Hannah, District 2
- Walter Eubanks, District 3
- Shontae Boyd, District 4
- Monique Baswell, District 5
- Charlie Walker, District 7
- Mary Jane Abbott, District 8
- Venus Cain, District 9
- Samantha Valentine, District 10

- - -

1 P R O C E E D I N G S

2 BOARD PRESIDENT STOVALL: Good
3 afternoon, everyone. On behalf of the
4 Richmond County Board of Education, I would
5 like to officially call this public hearing
6 to order.

7 Thank you, all, for taking time to
8 come out this afternoon as we present the
9 last of our presentations for our
10 facilities master plan. I want to start by
11 again expressing my appreciation for
12 everyone who has been to our hearings,
13 everyone who has left comments, feedback,
14 whether it's through e-mails, whether it's
15 through phone calls, or whether through
16 your comments at these hearings. We do not
17 take it lightly that you take time to come
18 out and express your opinion and your
19 feelings regarding the decisions that are
20 going to be made.

21 Once again, no decision has been made
22 yet. These are all proposals. The next
23 hearing will be February 23rd, at which
24 time the Board will discuss and vote for a
25 final approval of any proposal that stands.

1 Tonight, we're going to have Dr. Cobb
2 to present to you the presentation that she
3 presented the last time at Barton Chapel
4 and the previous time before at Josey.

5 The purpose of this afternoon's
6 meeting is twofold. We want to hear the
7 vision and the plan that is presented by
8 our superintendent, and we also want to
9 hear your feedback. We want to hear your
10 comments about what is proposed and
11 planned.

12 We will do this as the -- the same
13 way we did at Barton Chapel. The
14 presentation will proceed, and then, at the
15 end, we will give everyone three minutes to
16 make their comments. We're going to ask
17 that you come to my left, your right, that
18 microphone that's right there at the end,
19 and please state your name, your address,
20 where you live at. And then, your
21 three minutes will commence at that time.

22 So right now, I'm going to turn it
23 over to Dr. Cobb. Oh, Ms. Cain has a
24 question. I'm sorry.

25 MS. CAIN: Just a question for

1 clarity. Can we assure that for question
2 and answer, people who have not had an
3 opportunity to speak have an opportunity to
4 speak, instead of the same people running
5 up? I think it's only fair that people who
6 have not had an opportunity to speak get an
7 opportunity then to speak first.

8 BOARD PRESIDENT STOVALL: Well,
9 everybody will have an opportunity to
10 speak. When we host at the site, like we
11 had at Barton Chapel, we allow Barton
12 Chapel teachers the right or privilege of
13 coming up first, since they were the host
14 school, but everyone will have an
15 opportunity to speak. We are here until
16 we're finished. The only thing that we ask
17 is that you honor the three-minute time
18 limit. The time limit will be up on the
19 screen for you to be able to watch your own
20 time.

21 We ask that when you do make your
22 comments, that you are respectful and
23 courteous, that you please do not curse,
24 threaten, or lambast anyone. We will
25 actually have you removed for that. We are

1 here to be professional, respectful, and to
2 share ideas.

3 At this time, if there is no other
4 comments from the Board, I'm going to turn
5 it over to Dr. Cobb as she begins her
6 presentation.

7 DR. COBB: All right. Good
8 afternoon. Thanks for coming out today.
9 Board members, I'm going to kind of speak
10 this way today, so I'll have my back to you
11 at this time, so if you need to tell me
12 something, just call out to me and I'll
13 make sure I turn around.

14 I want to thank you guys for coming
15 out. We do see some new faces here today,
16 and we're also really encouraged to see
17 faces of those of you who have been out to
18 our various meetings.

19 My name is Malinda Cobb. I'm the
20 superintendent of schools. And today,
21 I'm going to be walking through what we
22 call the Comprehensive Overview. So some
23 of this will talk a little bit about why
24 we're doing what we're doing. Then, we'll
25 look into what the plan is going to be, and

1 then, we'll wrap up.

2 So I do want to start by talking a
3 little bit about what a public hearing is
4 and what it isn't. This is an opportunity
5 for us to come before you as a school
6 administration to be able to say this is
7 the recommendation we are making to our
8 Board of Education. This isn't the best
9 time -- this isn't the opportunity for us
10 to do a lot of Q and A, but there will be a
11 time for you to be able to come up and make
12 public comments. And so we receive all of
13 those comments so that we can make sure we
14 are listening.

15 We have members of our senior team.
16 We have -- I just want to let them know
17 you're kind of up here, up front. We have
18 members from our departments. And you'll
19 see the blue papers around on the walls.
20 And we will all be here available to answer
21 questions for you.

22 As you came in today, you received
23 one of these flyers. And there is a
24 QR code over here in the corner. That
25 QR code takes you to our web page, where

1 you can post any questions that you have.

2 I tell everybody the same thing.

3 Look to see what's already there. It's our
4 frequently asked questions. Someone may
5 have already asked the exact same question
6 that you already have, especially by the
7 time we get to Focus Hearing Number Three.

8 We do want to -- I want to kind of
9 reiterate a little bit what's been said.
10 We don't want to shout, yell, scream over
11 the speaker or our colleagues and neighbors
12 when they come to the microphone. We'll
13 just model for our young people what it
14 looks like when adults come together to
15 have good conversations.

16 So we're going to go ahead and talk a
17 little bit about the comment card. If you
18 did not get one, you can raise your hand.
19 May can bring one to you. We ask that you
20 fill those out and give us a little bit of
21 information about what you're going to be
22 talking about.

23 When you come to the microphone,
24 you'll state your city and your zip code.
25 Please don't -- you don't need to give us

1 your street address. We just want to know
2 where you're from whenever you are
3 speaking.

4 There is only one opportunity per
5 person, so make your time count, and it is
6 a three-minute limit. We do ask that you
7 are respectful, and then, we ask that you
8 use the microphone. These microphones are
9 here over on the side. That's really
10 important for our court reporter, to help
11 make sure that we can hear everything very
12 well. Again, remember that questions are
13 answered through our website and by staying
14 afterwards if you would like to.

15 We do ask you to keep your comments
16 related to this plan. If you want to talk
17 to us about something else, we'll be happy
18 to stay here with you as long as we need to
19 today. And then, also, we'll be having a
20 moderator. The moderator's role is to help
21 make sure that we are enforcing these
22 rules. We'll go over this one more time
23 before we enter the public comment period,
24 but I wanted to take a few minutes to cover
25 that now.

1 This is the web page that that
2 QR code takes you to. The address is
3 rcboe.org/masterplan. An oval red box that
4 you can easily see, there is a blue
5 quick-link called Frequently Asked
6 Questions, and when you go into there, it's
7 all of the questions that our neighbors
8 have submitted over this comment period.
9 There is also the button that says share
10 your feedback, and that's where you would
11 post your question if you have an
12 additional one. And it's nice to be able
13 to have that up, because you may want to
14 actually ask your question or look it up
15 while we're presenting.

16 All right. Let's go over how we got
17 here. So you guys may remember we started
18 working with an organization, HPM, in the
19 '23-'24 school year. We've had a number of
20 meetings with the community. We've had
21 focus groups. We did a survey. And this
22 presentation is actually available in that
23 same website for you guys that might want
24 some of these resources.

25 We've had quite a few meetings with

1 the group. This is a timeline that will
2 show you sort of where we are to now. And
3 you'll notice not a lot happened in 2025.
4 We did have a change in leadership in our
5 school system. I'm happy to be here, but
6 we did want to pause and make sure that we
7 had permanent leadership to go in such an
8 important task.

9 So the only thing we have on there
10 right now is that we know that the new
11 Langford-Tutt would open. The hurricane
12 did put us behind a little bit. We hoped
13 we would be able to open right in August,
14 but it looks like it's going to be closer
15 to Christmas when they get to move into the
16 new facility on Walton Way.

17 All right. You've seen this graphic
18 before. Here is the gist of what happens.
19 School systems, we earn our money using a
20 per-pupil formula. So the state pays us
21 per student on how they want to help run
22 our school, or help fund our schools, and
23 the rest has to come from our local
24 dollars. So if you take the number of
25 students and get the money and you have to

1 spread it across 52 schools, that is
2 spreading those resources thin, which is
3 what makes that little skinny piece of pie.

4 I used this example the other day,
5 and I'll say it again. Sometimes, people
6 ask me why don't we have art, music,
7 science -- I mean art, music, PE and
8 singing in all of our elementary schools.
9 Columbia County has it. And I remind them,
10 here is the truth. We have the same number
11 of students, we get the same dollars from
12 the state, but they're spreading it over
13 31 schools; I'm spreading it over 52. And
14 so what that does is it does stretch your
15 resources where we aren't always able to
16 provide all those great things that we want
17 our students to have without our local
18 dollars picking up that entire cost.

19 So on this one, I want to show you
20 this image. This is something you've seen
21 before. And I want to be really clear.
22 It's symbolic. This is symbolic in how we
23 fund our schools. So if you look at the
24 top one, so when you have less than
25 450 students at an elementary school, the

1 main thing that the state is funding is the
2 principal and then a part-time nurse. The
3 rest of that is coming out of your local
4 dollars.

5 When you have a middle school with
6 less than 600, you've got a principal,
7 one AP, one nurse, and then, some
8 specials -- we leave it to you which ones
9 -- and a media specialist. And at a
10 high school, when you have less than a
11 thousand, you see the same thing.

12 I do want to make sure we clarify,
13 because I want to respect one of the points
14 that was made. You do have to have two
15 JROTC instructors to have a program. This
16 graphic represents the fact that we're not
17 able to offer a lot of CTAE offerings when
18 your school size is very small.

19 Well, what happens when you get a
20 little bit closer? I want you to see
21 elementary, because I'm going to come back
22 to that in just a second. When you have at
23 least 450, you're at least getting a
24 principal, a part-time AP, a school
25 counsellor, and then, you have to pick

1 between your connections. You still don't
2 get to offer a lot, and that's one of the
3 reasons that here in Richmond County, we're
4 trying to build our elementary schools
5 closer to 800 capacity, so that we can help
6 make sure that you're earning the full AP,
7 that you can have all those different
8 connection classes.

9 Middle schools, we want to have at
10 least 700, and then, at the high school, to
11 really fund all the different programming,
12 you want an enrollment of about 1,500.

13 We don't have schools that big here.
14 That's just not what we've done in
15 Richmond County, but I want you to see what
16 it would take for us to get toward a
17 fully-funded staff size.

18 So this is a new slide. I wanted to
19 be able to show it to you. This is our
20 ten-year trends in enrollment. So you can
21 see from 2015 to last fall, each bar
22 represents the number of students. You can
23 see we were hit pretty hard with COVID.
24 Some students stayed home, changed course,
25 did something different. Then, it kind of

1 began to pick back up a little bit before
2 it began to decrease again. So that's
3 about a ten percent decrease in ten years;
4 really, closer to 11, but we'll say ten
5 just to kind of make it a little bit
6 easier. But you can see that our
7 enrollment here in Richmond County has been
8 decreasing. So we're -- currently, we have
9 twenty -- our official count happens every
10 October. So last October, we had 28,046
11 students. What does that mean?

12 The next thing I want you to see is
13 I want you to give a look at what we have
14 to offer here at Richmond County. So the
15 first column is what we call the capacity
16 of our schools. I'm going to refer to it
17 as seats; how many students -- how many
18 seats do we have for our students. So if
19 you look at our elementary schools in
20 Richmond County, right now, today, with
21 none of this planned, we have 18,275 seats.

22 I have 13,820 elementary school
23 students. That means our elementary
24 schools are being utilized at about a
25 75.6 percent capacity. You're like okay,

1 well, what's the goal. National -- the
2 national standard is you want to be
3 somewhere between that 80, 85,000 -- I mean
4 80-85 percent, 90 percent at the highest.
5 So here in Richmond County, we aim at 85.
6 Even though 90 percent would really help us
7 utilize all of our buildings even more, we
8 have additional needs. Many of our schools
9 have a clothing closet. They have food
10 storage. They have a parent facility room,
11 or a parent room. So we also use our
12 buildings for additional things other than
13 just classrooms in every single one.

14 Where we are with elementary, we are
15 proposing a couple more closures and
16 consolidations. That's really where we've
17 gotten to here in Richmond County, because
18 we built a lot of very small elementary
19 schools. So over the course of the next
20 10, 20, fif-- I mean 25 years, what we'll
21 be needing to do is try to consolidate some
22 of our smaller schools into one. That's
23 going to take time. It's what we call
24 going from a two to one, and it's one of
25 the things that we propose in this plan as

1 we bring Barton Chapel and Glenn Hills
2 Elementary, two smaller schools, together
3 to consolidate.

4 What makes it hard at the elementary
5 level, I want to tell you that you have
6 seven grades; pre-K, K, one, two, three,
7 four, five. So it might look like a lot of
8 empty seats. It would have to be empty
9 seats at the right grade levels. So that's
10 where we are at elementary.

11 Look at middle. We have 7,650 seats,
12 6,000 students, right at 79.4 percent. So
13 we have -- I'm going to call them empty
14 seats, 1,500 empty seats. With our
15 proposed consolidation, we will actually be
16 right where we need to be with our middle
17 schools. Our middle schools will be
18 perfectly in line with our current
19 enrollment.

20 At the high school, 13,225 seats,
21 8,147 high school students, at a
22 61.6 percent utilization. So if you think
23 about your home, you know, if it's just
24 you, your spouse, one child, you may not
25 need a seven-bedroom home. You're paying

1 for a lot of additional costs. That's kind
2 of what we're talking about here. We're
3 carrying a lot of additional costs with our
4 high schools. So in our plans, we are
5 looking at how do we begin to consolidate
6 all of our programs, how do we try and
7 concept for our high schools, but I want to
8 be clear that even down the road, we are
9 already going to have to have conversations
10 later, not in the next couple of years,
11 about how we want to consider consolidating
12 or maximizing our high schools, because you
13 can see that number there. So today, we
14 have 11,000 empty seats.

15 And so as, you know, you hold me
16 responsible for being responsible for your
17 taxpayer dollars, I have to tell you
18 I'm having a hard time stretching the money
19 we have across those 52 schools, while also
20 maintaining and protecting that. So
21 I wanted you to see this.

22 This is a slide Mr. Rickman had
23 shared with you in the past, and it is a
24 snapshot, another ten-year snapshot from
25 2014 to 2024. And what you can see in this

1 chart is that the number of births here in
2 Richmond County has actually been
3 decreasing. And it's not uncommon. It's
4 the whole country. The number -- the birth
5 rate has been decreasing.

6 The next one you'll see is the
7 population of people who live here in
8 Richmond County, and then, it will tell you
9 what that birth rate is. So the next one
10 shows you our enrollment, which you just
11 saw, and then, you've got enrollment to
12 population. And what you will see is that
13 we have decreased by 2.4 percent in that
14 ten-year period. So when we talk about
15 birth rates, that's what we're talking
16 about. We're actually talking about how
17 many people are born here in Richmond County.

18 This next one, this chart used to
19 really confuse me a little bit. You have
20 to follow the color, follow the chart, but
21 Mr. Rickman has put it up here in front of
22 the Board, and I want to make sure that we
23 revisit everything.

24 You'll see that enrollment has
25 declined by the 2,997 students, right at

1 9.6 percent in this time period that's
2 shown here. But what you can do is you
3 take a look in the top left. Those are
4 pre-K students in 2016-'17. Then, you can
5 follow those same students down one row,
6 over one, and those same kids as
7 kindergarten, down and over, you have --
8 I don't know if anybody has their
9 multiplication table chart -- and you begin
10 to see the trends, because what does happen
11 is sometimes, we have what we call a big
12 year. This is a class where there were
13 four homerooms in third grade, and next
14 year, we go back to three. So sometimes,
15 we'll have that big first year. But you'll
16 see that those are the rates. We take a
17 look. We study all of this information
18 before we make any decisions about how we
19 want to move forward.

20 This next one talks about the
21 projected enrollment. So they use that
22 information to project what our enrollment
23 will look like in the future. And they are
24 looking at the number of births in '26-'27,
25 like how many are happening now, in

1 '25-'26. So they've got -- they are
2 projecting how many students will be born
3 based on our trends.

4 So what -- why this is important,
5 there isn't any data that we have that is
6 projecting that we're going to suddenly
7 start having more children born here in
8 Richmond County.

9 So now, what I'm going to do is talk
10 a little about the proposal itself. We
11 talked a little bit about the why, why
12 we're doing that, what information we used.

13 Barton Chapel. What we are proposing
14 for the Barton Chapel area is that our
15 students who live in the Belfair Elementary
16 School -- I mean the Belfair Lakes
17 neighborhood, they would be permanently
18 reassigned to Belair Middle, Belair Middle
19 School, and Westside High School. That's
20 14 students in grades pre-K through 12.
21 That's going to help with transportation.
22 It actually puts them a little closer to
23 their school.

24 Everybody else in the Barton Chapel
25 zone will go over to Glenn Hills Elementary

1 for elementary school beginning next school
2 year. So Glenn Hills Elementary School is
3 only at 52 percent capacity right now, so
4 they have room for lots of the Barton
5 Chapel students to move in; plus, we're
6 going to need ten portables to get through
7 this construction period.

8 As soon as we get them out and moved
9 in, construction begins at the
10 Barton Chapel site, where we're going to be
11 building a new 800-student elementary
12 school. The plan is for the students who
13 have now been living together for a couple
14 of years at the Glenn Hills Elementary
15 site, they will move together into the new
16 school at the Barton Chapel site, which
17 will put that school up closer to about
18 700 students in an 800-student building.

19 We have some maps around on the walls
20 if you want to be able to look at them more
21 closely to see if you can find your street
22 to see if it applies to you, but this is
23 pretty straightforward. Unless you're at
24 Belfair Lakes, that's you -- that's you at
25 Barton Chapel going over to Glenn Hills

1 Elementary.

2 So when the new school opens at the
3 Barton Chapel site, because I don't know
4 what its name will be yet, right, it is
5 that entire zone, so that entire blue area
6 that you see, with our friends around the
7 corner at Belfair Lakes continuing to go to
8 Belair and Westside. All right?

9 This is a rendering of the building
10 we already have been working on. This is a
11 concept, so please note that the colors may
12 change a little bit, but our squads, our
13 voters here in the county, they voted for
14 us to be able to build this new school at
15 the site. It's a \$47.5 million investment
16 that's already been collected. This is not
17 an additional cost for our citizens.

18 And the new elementary school at the
19 Barton Chapel site we project will open in
20 the '28-'29 school year, assuming we don't
21 have any bad weather, which we're going to
22 squeak into existence.

23 This next one is an example of a
24 floor plan of the building. This is the
25 school that we want to build over at the

1 Barton Chapel site. I can tell you that
2 this is what we call a site adaptation.
3 What does that mean? We first designed and
4 built what we thought was the perfect
5 elementary school, and it's built at
6 Wheeless Road, so you can go by Wheeless
7 Road Elementary and you can see it.

8 We were in it. We're like oh, we
9 wish we could change a few things. Have
10 you ever had that happen when you buy a
11 house? We should have moved this over
12 here. So we used that same floor plan,
13 made some tweaks, and built Richmond Hill
14 Elementary. And so we know we are really
15 close. We have a few tweaks we want to
16 make, but now, we want to use that same
17 design to build building number three right
18 here at this site.

19 So if you're curious, on the days you
20 schedule with the principal, you could go
21 by and see the Richmond Hill Elementary
22 School building if you want to see what it
23 will look like.

24 We are going to change the
25 orientation. Currently, the footprint of

1 Barton Chapel runs parallel to Barton
2 Chapel Road. In order to make the site
3 really work better for us, it's tilted. So
4 you'll see the orientation actually changes
5 a little bit. That big area you see in the
6 middle of the two hallways, that is where
7 the playground is for our students. So
8 it's going to be just a beautiful site. We
9 look forward to bringing you updates over
10 the next couple of years as we continue
11 construction.

12 So I want to talk about the students
13 during this transition. So the students
14 would -- Barton Chapel would transition to
15 Glenn Hills Elementary. The additional
16 staff resources would follow our students.
17 They would have an MTSS social worker.
18 What resources is it that you need? That
19 principal there at Glenn Hills Elementary
20 will help guide that decision. And I've
21 already shared with you the ten additional
22 portables that would be needed at that
23 site.

24 For staff, I always say we always
25 need great teachers, so there is a place

1 for everyone. Please come out -- I know
2 that all of our faculty and staff will have
3 a job. We try to get our students [sic] to
4 stay with the students as much as possible,
5 so as many of the Barton Chapel staff who
6 want to go over to Glenn Hills Elementary,
7 we want you to go, too. We will be working
8 with all of those teachers individually.
9 They'll work with HR to help make sure they
10 know where they're going to be. The
11 faculty would, like I said, predominantly
12 follow the students in their temporary move
13 over to Glenn Hills before they move back
14 into their new school.

15 After construction is complete, the
16 consolidated Glenn Hills Elementary staff
17 and students would move from Glenn Hills
18 Elementary into the new facility, and
19 Glenn Hills Elementary would officially
20 close at that point. There has been no
21 discussion or decision on what would happen
22 to that property. That is something we
23 still have time to make. For now, it is
24 fully needed to house the consolidated
25 students there at Glenn Hills Elementary

1 for two years.

2 All right. During construction, the
3 demolition starts this summer, right after
4 the end of the semester. So construction
5 will go through June of 2028. There will
6 be a naming committee that is formed to
7 help pick the name, the mascot, the color
8 of the new elementary school, with a target
9 move-in date of summer of 2028. And then,
10 our target occupancy would be that they
11 would be there for the '28-'29 school year,
12 assuming no bad weather. I always try to
13 say that for our construction friends.

14 All right. What is the naming
15 committee? There has been some discussion
16 about that. Whenever we have a new school,
17 we follow our Board policies and
18 procedures, which is to bring together a
19 naming committee to select the name.

20 One of my favorite parts in these meetings
21 is that we usually begin with an historian
22 who tell us all kinds of interesting facts
23 about the neighborhood and the surrounding
24 areas. The committee is made up of some
25 Board members, if that's their district,

1 some district office staff, school staff,
2 parents, community members, our local
3 historian is always available, and any
4 alumni with close ties to either school
5 that would like to be a part of the
6 process.

7 We have a minimum of two meetings,
8 and then, at the conclusion, we make a
9 recommendation to our Board of Education.
10 So far, we've been doing such a great job.
11 Every recommendation the committee has
12 made, our Board has approved.

13 All right. I'm going to switch over
14 and talk for just a second about
15 Langford-Tutt. We were talking about the
16 consolidation of Glenn Hills and Barton
17 Chapel. We did this same thing a couple of
18 years ago with the Langford-Tutt area, and
19 they've been housed over in the Tutt
20 building while construction is happening on
21 the Langford site.

22 In that time, the naming committee
23 has met. They have now named the school
24 Langford-Tutt, alphabetical order. And
25 this fall, or at the end of this school

1 year, we'll officially close Tutt as a
2 middle school and open a school called
3 Langford-Tutt.

4 Now, construction ran behind after
5 the hurricane, so they're going to have to
6 continue to go to school at the Tutt site
7 until the new building is completely ready,
8 but they'll go ahead and become
9 Langford-Tutt for the next school year.
10 So that is going to happen, and if you
11 haven't had a chance it drive by that
12 construction project, it's happening every
13 day. Swing by and take a look at that good
14 work, but it's just going to be a gorgeous
15 site. I am very excited about that.
16 Cannot wait to have an opening.

17 I don't know if you're familiar with
18 the Golden Blocks series. It's a comic
19 book series. And there is some beautiful
20 murals along Laney Walker Boulevard, but
21 Book Number 2 is actually about John M.
22 Tutt, and we've offered to help kind of
23 launch the new comic book at the new site
24 in honor of John M. Tutt. So come out and
25 check that out, too.

1 All right. Now, let's talk about
2 Jenkins-White, because now, I'm going to
3 move into the feeder pattern and look at
4 Jenkins-White, Murphey, and Josey.

5 So Jenkins-White enrollment has
6 continued to decline. This is one of the
7 reasons that has led us toward the need to
8 close Jenkins-White. The students would go
9 to three schools. They're going to go
10 into -- we have a group that will go into
11 Hains. We're going to have a group that
12 will go into Wilkinson Gardens, and we have
13 a group that will move to Hornsby Elementary.

14 There are also a couple of other
15 neighborhood moves that we want to take
16 time to highlight today. So there are some
17 of our NPUs that will actually move out of
18 Hornsby and go to Lamar-Milledge, because
19 they're a little closer to Lamar-Milledge.
20 And we have a few neighborhoods that will
21 move out of Wilkinson Gardens and go over
22 to Bayvale. So that is kind of you had to
23 move some to make room for everybody, and
24 that puts all of those elementary schools
25 in a great place for capacity.

1 So you'll see the charts here, and it
2 shows you where the students are going, and
3 then, it kinds of spills over so we do make
4 sure we get all of these feeder patterns,
5 all of the -- all of those NPUs covered.
6 Again, these maps are up around the wall.
7 This is available online. I'm going to
8 give a QR code in a few minutes. That's
9 the easiest way to find out. It lets you
10 type in your address, and then, it will say
11 what is your new school. That way, if you
12 can't find it on the map, you can look on
13 our -- our student finders.

14 So our families will receive a letter
15 in March notifying them of their zone
16 change if this is approved, and that's all
17 families. Whether you choose to go to
18 Jenkins-White, or you've chosen to go to
19 another elementary school or a magnet
20 school, you will get this letter letting
21 you know there is a zone change.

22 The students will be invited to
23 attend an orientation or an open house at
24 their new school, and that open house is
25 where they get to say like, okay, let me go

1 over to Wilkinson Gardens. I want to meet
2 the principal. I want to meet the new
3 teachers. You get to meet in your new
4 space. We do that this spring so that
5 families have the opportunity to be
6 comfortable. And then, Jenkins-White would
7 close at the end of this school year. The
8 students would begin attending their new
9 zone school in August of 2026. So this is
10 a this-school-year transition.

11 This is a very similar slide, so
12 I'm going to kind of pick up my pace.
13 We have a position for everyone. If you
14 would like to work for the Richmond County
15 School System, our human resources
16 department will be available if you'd like
17 to talk to them afterward, but all of our
18 students [sic], we try to get them to move
19 with the Wilkinson Gardens students, or the
20 Lamar-Milledge students, or the Hornsby
21 students, or Hains. Wherever it is that
22 they are going, we try to get as many of
23 those staff to go with the students as
24 well. The faculty would predominantly
25 follow those students to their schools.

1 I'm going to just kind of use an
2 example. When we closed Langford, there
3 were two assistant principals. One
4 assistant principal went with the group to
5 Belair Middle with half the kids. The
6 other went to Tutt with the other half of
7 the kids. That way, when the kids walked
8 in, there was a familiar face. We try to
9 do that with counsellors, assistant
10 principals, teachers.

11 So here is a picture of what that
12 would look like, and we talk now about
13 Murphey. So Murphey is -- would be closing
14 at the end of this school year. And the
15 easiest way to look at it is which
16 elementary you're zoned for. So if you
17 were zoned for Bayvale Elementary, your new
18 middle school is going to be Langford-Tutt.
19 If you're zoned for Wilkinson Gardens --
20 oh, let me back up. If you're zoned for
21 Wheelless Road, your new zone would be
22 Richmond Hill Middle School, and if you are
23 zoned for Wilkinson Gardens, it would be
24 switching over to Hornsby Middle School.
25 So if you think of it in which elementary

1 you're zoned for, it helps you find which
2 middle school that you are going to.

3 I highlighted in green, because I do
4 want to make sure that I catch this.

5 NPU 33, which is where Terrace Manor School
6 sits, so if you're familiar with that
7 neighborhood, that neighborhood would be
8 permanently rezoned to Richmond Hill Middle
9 and Butler High School. And that was a
10 request that came from our transportation
11 department, so that they're not going into
12 a neighborhood twice to take students in
13 different directions. So I do want to make
14 sure that we highlight that change.

15 So what happens? Families will
16 receive their letters in March, and they
17 will be invited to attend an orientation or
18 open house at their new middle school. And
19 Murphey will officially close at the end of
20 this school year. Students will begin
21 attending their new middle school in the
22 fall.

23 Our staff, we need everyone. They
24 would follow our students to Hornsby
25 Middle, Langford-Tutt, or Richmond Hill

1 Middle. And again, we try to keep our
2 students together and the staff together as
3 much as they want.

4 This is that dashboard locator I was
5 telling you about. It's on our website.
6 You can use your phones if you want to take
7 a look at that now, but it allows you to
8 type in your address, and if this plan is
9 approved, what would be your new school.
10 And that's where we try to send everyone,
11 because that's the easiest way to look it
12 up.

13 All right. I'm going to talk a
14 little bit about T.W. Josey at this time,
15 and I want you to notice that date change
16 at the top, because now, I'm talking about
17 the school year '29-'30. So we've got some
18 transitions to be able to get there. And
19 what we are proposing is in the 2029-2030
20 school year, that is when Josey
21 Comprehensive High School as it is today
22 would close and the new school on the site
23 where Josey is would open. So at that
24 point, there would no longer be an
25 attendance zone to go to T.W. Josey.

1 So the students would follow the same
2 middle schools. I'm going to walk it back
3 through. If you live in the Bayvale area,
4 your middle school was Langford-Tutt, your
5 high school is ARC. If you live in the
6 Wheelless Road area, your middle school is
7 Richmond Hill Middle School and your
8 high school is Butler. If you live in the
9 Wilkinson Gardens area, it's Hornsby Middle
10 School and Laney. That would be your zone
11 school where your address is zoned to
12 attend.

13 But that's not going to happen right
14 away, so I want to talk about how we get to
15 2029, because that's the real question; how
16 do we get there. So all of our ninth
17 through 12th grade students will attend
18 T.W. Josey at the Murphey site for three
19 years, for '26-'27, '27-'28, and '28-'29.
20 That's what we call going to school in a
21 swing space, right? So they're going to
22 use the Murphey building to be Josey. They
23 will have all of their sports. They will
24 have all of their extracurricular
25 activities. Everything continues as is

1 while their students are housed in that
2 swing space during construction. The
3 students will continue to graduate from
4 T.W. Josey Comprehensive High School until
5 the end of that '28-'29 school year.

6 Those students would receive a letter
7 in the spring of 2029 letting them know
8 what their new zone is, and they would be
9 invited to attend an orientation at their
10 new high school. They would begin
11 attending their new zone school in August
12 of 2029.

13 For faculty and staff, what does that
14 mean? So we always need all of our
15 teachers. The staff will remain with the
16 T.W. Josey students at the Murphey building
17 for three years. That was '26-'27,
18 '27-'28, '28-'29. At that point, staff
19 would be offered positions somewhere within
20 the Richmond County School System for the
21 '29-'30 school year, and any of the Josey
22 staff who would like to interview for the
23 new College and Career Academy at the
24 T.W. Josey site, they are guaranteed an
25 interview. We can at least do that. We

1 can make sure you have a seat at the table
2 if you are interested in being a part of
3 the new school.

4 Here, I want to say we're going to
5 talk about this new school, but what is it?
6 Like what is this thing? So it's right now
7 at the top of the page, College and Career
8 Academy at the T.W. Josey site. I want you
9 to see these next words. This is a concept
10 drawing. This is a concept drawing we
11 asked our architect to put together so that
12 I could show you something. This is
13 probably not what the final layout will
14 look like, and we'll be having many
15 conversations with our community along the
16 way.

17 But what we did is there is a
18 \$43 million investment for this property to
19 invest in work force readiness. And that's
20 probably why we will go with the College
21 and Career Academy, which is what would
22 open in '29-'30. The Marion Barnes Career
23 Center would remain the same. That would
24 be incorporated into this facility. We
25 know that the Josey Arch will be preserved.

1 I can show you symbolically kind of where
2 we have it on the chart, but it's just
3 there so that you know we're thinking about
4 that and where that would need to be.

5 And there were some questions about
6 the newly-built competition gym. That is
7 going to remain. All of the athletic
8 facilities will be remaining. You may not
9 know, but we're in the process of putting
10 the turf field down. So all of the
11 athletic facilities will remain there, even
12 as a part of the College and Career
13 Academy.

14 And so what I want to show you on the
15 next slide is what pathway we're taking a
16 look at, what clusters. So we know that we
17 want to make sure that there are courses
18 offered for our students in the academic
19 careers, making sure that they have AP
20 classes, opportunities for dual enrollment.
21 This can only work with a strong
22 partnership with our higher education
23 universities.

24 We have an agriculture pathway that's
25 going to focus on urban ag. And so that's

1 a lot of hydroponics, in partnership with
2 The Patch, Augusta Tech, and the Tiger
3 Woods Learning Lab to allow students
4 opportunities to work on urban ag nearby.

5 Our construction pathway exists right
6 now at T.W. Josey, or at the Marion Barnes
7 Career Center, but what they don't have is
8 a great, like, pad to build a small house
9 or Habitat For Humanity home, which is
10 common in a lot of construction projects.

11 The thing you will see is that we
12 want there to be real-world application and
13 a strong business partner with every single
14 pathway. We know we need to work -- do
15 some work with IT, digital technology,
16 cyber security, making sure that our
17 students are ready for the work force that
18 is growing every day around them in the
19 world of IT.

20 We also want to have early childhood
21 education. So on our site, we want to be
22 able to have and operate a daycare where
23 the students are able to work with our
24 students. That would be only pre-K, or
25 maybe even a little bit younger.

1 So I used to work at Josey. Cheryl
2 Coker was one of my colleagues. And she
3 had a student -- a class like this back
4 then, where the students actually had small
5 children there on campus that they helped
6 mentor. So it's that kind of concept.

7 We are taking a look at this energy
8 pathway. We can't, you know, ignore the
9 fact that we have many energy companies
10 around us. In Burke County and Aiken
11 County, for example, you've got two major
12 energy businesses, and we also need more
13 pathways in this human -- health and human
14 services, the healthcare pathways. Yes, we
15 have some at A.R. Johnson, but I promise
16 you, we need more. And so these are the
17 additional healthcare pathways that would
18 be connected to the medical colleges which
19 are just like right down the road by giving
20 them access to that.

21 We don't want to let go of the
22 cosmetology. That wing is there now.
23 Nail tech, cosmetology, barbering, that
24 will remain.

25 The Hospitality, Events and Tourism,

1 that's the name of the cluster within the
2 Culinary Arts program. So on this picture
3 here, you'll notice a little green box
4 there closest to the 15th Street. That's
5 where we just symbolically placed our
6 Culinary Arts program. And the reason we
7 did that is because that second green box,
8 that's actually the restaurant. So they
9 learn front of the house, back of the
10 house. And we have a goal that maybe each
11 Friday, our restaurant is open. I hope all
12 of you will come out and support our
13 students and eat lunch there, but it gives
14 the students an opportunity to also run a
15 business.

16 And then, the last one is the heavy
17 machinery. And so what these are, they are
18 big giant simulators. And you get into the
19 simulators and you practice. And you run
20 the machine and you earn your hours and you
21 can earn your credentials in the simulator
22 so you can go straight to work for a
23 forklift or operate a backhoe.

24 I want to tell you that I did this
25 myself. It is hard. I wrecked the

1 back-hoe immediately, which causes you to
2 have to back up in your hours. So these
3 simulators are very amazing, the technology
4 that's out there today.

5 One of the kind of key cells that we
6 want to have here at the new school is
7 really maximizing the accelerated career
8 diploma. Yes, the student will be able to
9 still get the 23-credit traditional
10 diploma, but we want to capitalize on what
11 many people around us have been doing for
12 years, and we want to make sure that we
13 offer this. And that's where our tenth
14 through 12th grade students earn a high
15 school diploma while simultaneously
16 completing a technical college credential.

17 So what that looks like is when they
18 go to high school here, they have to have
19 nine high school credits, which is two ELA,
20 two math, two science, two social studies,
21 and one health and PE. And you get those
22 courses that have an EOC. That's the EOC.
23 That's -- those are your only high school
24 courses. All of the rest of your time that
25 you are there, you are working with our

1 postsecondary institutions to get one of
2 these three; either the Associate of
3 Applied Science degree, your associate's
4 degree, or a technical college diploma, or
5 the two technical certificates of credit,
6 which we call TCCs. So you get one of
7 those three, paired with your nine
8 high school credits, and you graduate with
9 more than a diploma, your diploma and your
10 work force readiness, while also still
11 making available the traditional pathway
12 for our students who just want to really
13 major in one or two of these areas.

14 So what makes it distinctive? It is
15 very community-inclusive. Like we talked
16 about the Early Learning Center, we talked
17 about that working restaurant, this depends
18 on interaction with the neighbors, with our
19 community at large.

20 It will have athletics and clubs.
21 Like I said, the infrastructure for major
22 sports, it will still exist. It will
23 really be driven by the students'
24 interests. That's how we drive some of our
25 sports today. If we have 50 kids

1 interested in swimming, we'll have
2 swimming. If we have many students who
3 want to play football, we'll have football.
4 All of the infrastructure is already there.

5 All right, so the Carl Vinson
6 Institute came in in the '23-'24 school
7 year. And that was that fancy group that
8 was brought in to study Richmond County.
9 They studied all of the different jobs that
10 we have to offer here in Richmond County,
11 and they looked at the jobs that are
12 coming, and they looked at one more thing.
13 They looked at the pay that each job has.
14 So our goal was to tell -- tell us what are
15 the high demand career pathways that pay
16 enough money that our students won't have
17 to work two jobs. That was our goal, and
18 that's how the team kind of came together
19 to originally choose some of the pathways
20 you see.

21 Transportation for the College and
22 Career Academy will be provided, and we'll
23 be using it through our shuttle system, the
24 same way we have been doing for many years.
25 I'll give you some examples. Our magnet

1 schools, rides that you ride to your
2 high school, you go to your place, and you
3 go home to your middle school, and you ride
4 home. We do that exact same shuttle for
5 the International Baccalaureate Program at
6 ARC and the Advanced Placement Academy at
7 Laney High School. That is very important
8 to our group, because we wanted to make
9 sure that every single student, no matter
10 where you live, had access to attend here
11 if that is what you wanted to do.

12 So the next one is who is going to
13 attend there. Somebody asked, I think, the
14 question in the chat, like who is it really
15 for, who are you building this for. It is
16 for our students right here in Richmond
17 County. And it is proposed to open in the
18 fall of 2029. It will open up nine through
19 12. So we're going to open up all four
20 grades. It is a choice program, but it's
21 not one you have to take a test. You just
22 say I want to go there. This is where
23 I would like to go.

24 We are going to hold you accountable,
25 though, because I think this is going to

1 become so popular, it might even have a
2 wait list. And if we do that, our proposed
3 plan is to have a lottery. But we want to
4 say you need to come to school. Your
5 attendance has to be good and you have to
6 be behaved, because there might be somebody
7 that wants to come in your place. That
8 doesn't mean that you don't get -- you
9 know, that you can't make a mistake. Just
10 like we do in our magnet schools, we know
11 that. We know that we have to work with
12 our families.

13 The programming will incorporate all
14 of our different programs that we have
15 scattered across the county. Currently, we
16 have a Performance Learning Center that's
17 at the Tubman building. We have a
18 learn-at-home program. We have about a
19 hundred students every day who learn
20 remotely. That staff would come over. We
21 have the Marion Barnes Career Center. Some
22 of the students, they hop on a bus, they go
23 over. Then, they go back to their school.
24 And we have a Cyber Academy at RCTCM.
25 That's 431 students in all of those

1 programs combined. And some of those are
2 Josey students currently, but those
3 students would be brought into this
4 programming, into the design here at the
5 College and Career Academy.

6 Any current Josey student who would
7 like to attend, we want them to
8 participate. That's one of the reasons
9 that our Board felt that, you know, let's
10 change our plans. Let's keep them in that
11 swing space, keep that core group of Josey
12 students together before we reopen.

13 And then, of course, any other
14 comprehensive high school student in our
15 county, we are going to have a night class
16 from 4:00 to 6:00 p.m. where they have an
17 opportunity to come over to the College and
18 Career Academy and participate in the
19 different CTAE pathways that might not be
20 offered at their school, if they wish.
21 That probably will not be a year one thing.
22 We'll have to grow into that.

23 All right, so another one said who
24 selected these proposed clusters. I want
25 you to see proposed. So using the

1 information from the Carl Vinson Institute,
2 that's how we chose our high-demand career
3 clusters. And we considered the cost of
4 the labs, the availability of instructors.

5 Here is an example. When we first
6 started trying to do Cyber Academy, we
7 opened up four or five of them. It's hard
8 to find that many cyber instructors, so we
9 needed to consolidate some resources.

10 And we also wanted to make sure we
11 had access to higher future earnings when
12 we considered. There was a focus group
13 that met seven times in the fall of 2025 to
14 really hone in on some of the design and
15 planning. The focus group was made up of
16 high school principal, high school
17 assistant principal, high school
18 counsellor, high school CTAE instructors,
19 central office from both CTAE and Teaching
20 and Learning, some senior leadership, and
21 our architectural and design team.

22 We met. We also went out and we
23 looked at other college and career
24 academies. We looked at the Ron Clark
25 Academy, we took a look at the Junior

1 Achievement Center, because everything was
2 on the table as we began to build, but I do
3 want to make sure you know that no final
4 decision has been made on which career
5 cluster will be offered there. It is a
6 proposal as a concept design so that you
7 could see what we are beginning to
8 envision.

9 So what happens next? The
10 construction would begin this summer
11 once we've moved everyone out of the
12 current Josey building, and that would
13 continue through the summer of 2029.
14 A naming committee would be formed to
15 select the name, the mascot, the colors,
16 with a target move-in -- we want to try to
17 get our staff, everybody moved in in the
18 summer of 2029 so that we can welcome our
19 first group of students in the '29-'30
20 school year.

21 Here is the same sheet for naming
22 committee. We'll follow the exact same
23 process. Again, many of you know some
24 folks who participated in the Langford-Tutt
25 naming committee, which is our most recent

1 one. You can kind of talk to them about
2 those experiences. Our goal is to have
3 this done as quickly as possible, because
4 that helps us make decisions as we're
5 designing. We want to incorporate the
6 school colors and the mascot and the naming
7 as part of the design plans we build.

8 All right, so now, what I'm going to
9 do is I'm going to switch to teacher mode,
10 but I'm going do a couple scenarios,
11 because I think it's important for you to
12 see like what is the impact for the actual
13 student. So let's talk about a Murphey
14 student's experience real quickly.

15 In scenario number one, you are a
16 sixth grade student living in the
17 Wheelless Road attendance zone, and you go
18 to Murphey today. So this year, for sixth
19 grade, you're at Murphey Middle School.
20 Next year, for seventh grade, you will be
21 at Richmond Hill Middle School. For eighth
22 grade, you will be at Richmond Hill Middle
23 School. For your ninth grade year, you're
24 going to go to T.W. Josey at the Murphey
25 site, and then, your tenth grade year, your

1 zone is Butler High School, or you can
2 apply to be a part of the College and
3 Career Academy at the T.W. Josey site.
4 That's what it looks like for this student.

5 In our original plan, we're trying to
6 make that smooth for the people being
7 rezoned so that they may not have to move,
8 but we realize like we don't want to also
9 take away that Josey core. So our hope is
10 that they will see this great building
11 being built and they want to become a part
12 of it, but if they don't, then their zone
13 school would be Butler.

14 Here is something else that we know
15 might happen. So this student goes to
16 Richmond Hill Middle School next year,
17 makes lots of friends. Oh, this is my new
18 friend group. And we're together in
19 eighth grade, and this is my friend group.
20 And now, we're a Split Peter. Some of us
21 are going back to Josey and some of us are
22 going to Butler. And so a student might
23 say, I want to get a zone extension.
24 I want to go on over to Butler my ninth
25 grade year, because that's where I'm going

1 to be zoned by tenth grade. That might
2 happen. If that family has that
3 transportation, they apply for a House
4 Bill 251, that's possible. But
5 transportation will be provided for you to
6 go to your zoned Josey High School.

7 All right. This next one is the same
8 scenario, but the student lives at Bayvale.
9 So they're at Murphey this year, seventh
10 grade at Langford-Tutt, eighth grade at
11 Langford-Tutt, ninth grade at T.W. Josey at
12 the Murphey site, and then, tenth grade,
13 ARC or the College and Career Academy at
14 the T.W. Josey site.

15 Scenario 3, sixth grade student, but
16 you live in the Wilkinson Gardens area. So
17 you're going to go to Murphey this year,
18 seventh grade at Hornsby Middle, eighth
19 grade at Hornsby Middle, ninth grade at
20 T.W. Josey at the Murphey site, tenth grade
21 at either Laney High School or the College
22 and Career Academy at T.W. Josey. And
23 I hope you see the pattern, but I think
24 that was important for us to just take a
25 moment to show that.

1 I'm going to talk about -- and this
2 is a new slide. I'm going to talk about
3 athletics for just a minute, because
4 athletics is also a big part of the
5 high school experience. So what we have on
6 the screen in front of you, for those that
7 don't live in athletics world all the time,
8 we get reclassified every two years. So
9 these are the classifications for the next
10 two years. And I have in blue all of the
11 Richmond County schools. So we have
12 Region 4, Classification 2A; Region 4,
13 Classification 3A; Region 1,
14 Classification 5A. And you'll see where
15 our schools are there. Also, just for your
16 kind of effort, it's to highlight some of
17 the schools that are outside of the CSRA.

18 Why am I doing that? Because one of
19 the things that you also want to be mindful
20 of is you want to have schools of similar
21 size as your neighbors so that you can play
22 each other so that you're not hopping on a
23 bus and driving a hundred, 200 miles for
24 all of your games. It hurts the fan base
25 and it makes it challenging for our

1 students to have that additional.

2 So I wanted you to just sort of see,
3 this is what we have for the upcoming year.
4 And you'll see an asterisk for that
5 Davidson, Johnson, and RCTCM, because they
6 don't play football, and so that's the
7 reason that that region has 11 teams,
8 because they don't play football.

9 But this right here was also a
10 decision that our Board carefully
11 considered when we decided to leave the
12 group whole at Josey for the next three
13 years. There could be a direct impact on
14 both Josey and Laney and the entire region
15 with our other plan. I want to talk to you
16 about what I mean by that.

17 So this region's schedule has already
18 been set. If we close Josey at the end of
19 this school year, that's already one of our
20 2A schools out of the region. If we took
21 all of our students and we rezoned them to
22 Laney, ARC, and Butler, next year, the
23 number of students at Laney would actually
24 move them to a 3A competition, which is
25 good, but it's not what they are prepared

1 for, and the region has already been set,
2 which would mean that our friends at Laney
3 would not be eligible for the playoffs for
4 a two-year cycle, because they are out of
5 their size.

6 It also means we don't have football
7 games scheduled for those 3A schools. So
8 not only does it disrupt some of the things
9 we have here in Richmond County; it
10 disrupts the entire region. But I also
11 want to tell you it probably will impact
12 the classification in '29-'30. Depending
13 on how many students go to the College and
14 Career Academy, they could even be as small
15 as 1A. Let's hope not. Let's just go
16 ahead and say at least 2, 2A. And then,
17 our students and our friends over at Laney
18 will probably become a 3A school for that
19 next classification cycle.

20 The truth is you don't want to be on
21 either end of the spectrum, because if you
22 look over at Richmond Academy, their only
23 CSRA school they play is Evans. And a part
24 of that comes from the multiplier effect by
25 how many school choice students and IB

1 students, people who live outside their
2 district, which is what caused them to be a
3 lot bigger. That's important, because
4 I want you to know that what we are
5 proposing with the College and Career
6 Academy is a district-wide attendance zone.
7 So any student who lives in Richmond County
8 would be eligible to go there without
9 having that additional multiplier for their
10 athletic program. If this does not make
11 sense to you, I'll be happy to stay behind,
12 but I know we have a lot of ath-- a lot of
13 fans in the area.

14 So when we talk about GHSA
15 guidelines, this is how it works. Wherever
16 you go to school as a ninth grader, really,
17 no matter where your home, where your
18 address is, that becomes where you are
19 eligible to play, and you can stay at that
20 school for the rest of your high school
21 career.

22 Students who are in ninth, tenth, and
23 11th grade who are transferred from one
24 school attendance zone to another by
25 mandate of the local Board of Education

1 will maintain their eligibility at their
2 new school. It's not your fault that we
3 closed your school and rezoned you. So
4 those students who will be rezoned would
5 still be eligible.

6 When a student does not meet the
7 standards of eligibility per GHSA transfer
8 rules, a hardship application may be filed
9 by an administrator of that member school.
10 So I want to take you through just a couple
11 as we close out.

12 Let's look at the next year. So next
13 year, you are an arriving ninth grade
14 student, and you are living in the
15 Wheelless Road and you go to T.W. Josey at
16 the Murphey site. You are going to be
17 eligible to play sports for T.W. Josey your
18 ninth grade year, your tenth grade year,
19 your 11th grade year.

20 Let's talk about 12th grade. Your
21 12th grade year, you're eligible in two
22 places. You're eligible to go -- to play
23 at Butler, because that's your new
24 attendance zone, or the new school, because
25 it's a brand new school that didn't exist

1 before. So those students who have been
2 playing basketball, or whatever sport you
3 pick at T.W. Josey, would still be eligible
4 to play those sports at the school. All
5 right?

6 Same kind of thing I want to take a
7 look at, Bayvale attendance zone. So
8 again, as a ninth grader, they'll be over
9 at T.W. Josey at the Murphey site, eligible
10 to play sports nine, ten, 11 at Josey.
11 Their 12th grade year, they are eligible at
12 two places, ARC or the new school.

13 If you live in the Wilkinson Gardens
14 area, you will go to school at the Murphey
15 site and play sports nine, ten, 11. Your
16 senior year, you're eligible in two places,
17 Laney or the new school.

18 So this is the one I really want to
19 focus on, because I want to make sure that
20 we have correct information out there. You
21 are a ninth grade student. You do not live
22 in the attendance zone for T.W. Josey. For
23 the sake of argument, I'm going to say you
24 live at Cross Creek and you are here on
25 that House Bill 251 school choice. You are

1 not zoned for Murphey. You have chosen to
2 come to this school.

3 Your ninth grade year, you are
4 eligible to play sports at T.W. Josey;
5 tenth grade, 11th grade. Your senior year,
6 you can play sports at the new school, but
7 you would be ineligible at Cross Creek
8 High School. So anybody that does come in
9 on a school choice, they just need to
10 understand that if they want to be eligible
11 that senior year, they need to think the
12 process through. And we are happy to meet
13 with any families. That student going to
14 Cross Creek is always welcome to apply for
15 a hardship waiver, and we'll see what GHSA
16 says, but we want to make sure we're really
17 clear about that.

18 We talked a lot about Josey. Some of
19 you are like I don't know which one I'm in.
20 Same thing. You can click this zone finder
21 indicator, and it will tell you which
22 school you are proposed to attend should
23 this move forward.

24 So we have now had three -- or we're
25 in our third public hearing today. Our

1 Board has continued to receive information
2 and will do so through February 22nd. They
3 will take a vote on February 23rd. If this
4 vote passes, we will be out in those
5 schools, meeting with the staff the next
6 day to help answer questions that they may
7 have.

8 And then, you will see high school
9 task force, but I'm going to pause on this.
10 So what we would like to do is let's get
11 this College and Career Academy open.
12 Let's see which students choose to attend.
13 Let's get that model up and working, and
14 then, we can take a look at how many seats
15 we have at the high school, where we have
16 opportunities for consolidation in the
17 future at other high schools in our county.
18 That is not a decision today, and it really
19 would be premature for us to begin talking
20 about that, so we are not going to do this
21 for the next couple of years.

22 At this point, I do want to take a
23 point of privilege to thank these Board
24 members here behind me. They have received
25 a lot of calls, and sometimes, they've been

1 called names. And they've listened to many
2 members of our community. This is hard
3 work. They've put in a lot of effort. And
4 I want to thank you for coming out today.
5 I want to thank them for the work that they
6 have put into this plan as well, and their
7 commitment to listening to the community.

8 So we're getting ready -- I'm going
9 to hand it over to Mr. Myers, who will
10 quickly review the public comment
11 guidelines, and we'll move into that
12 period. Thank you.

13 MR. MYERS: Let's give Dr. Cobb a
14 hand for that wonderful presentation.

15 (Applause.)

16 MR. MYERS: Thank you for outlining
17 that bold vision for our students.
18 I'd also like to, as she did, extend a
19 sincere thank you to all the Board members
20 for making sure they are here to listen.
21 Today is a listening session, and you all
22 in the community are the heartbeat of our
23 community.

24 We are now moving to that -- to that
25 part of our program, the community

1 listening session. This is your time to
2 make comments.

3 Let's review our public comment
4 guidelines. Comment card required. We ask
5 that you, to speak, you must complete and
6 submit a comment card. If you need a
7 comment card, Ms. Wall is out, and you can
8 make sure that you have one of those,
9 anybody that would like to make a comment.

10 Each individual may speak once during
11 the meeting. The time limit, as the Board
12 has suggested, is somewhat -- somewhat
13 different from what we had in place. The
14 speakers are limited to -- try to be
15 three minutes, but we want to make sure
16 everybody has an opportunity to speak that
17 would like to speak, so make sure you have
18 a chance so that all your neighbors have a
19 chance to speak. No shouting, no personal
20 attacks, or disruptive behavior. Please
21 remain courteous to all participants.

22 With that being said, we will use
23 this microphone over here to my left for
24 anybody that would like to make public
25 comments. I will come around and we will

1 get the cards up and we will begin that in
2 a few moments.

3 A couple of other things real quick.
4 Make sure you use the microphone. That
5 will help us make sure -- we have a court
6 reporter here, so she can make sure she can
7 hear everything that's going on.

8 Questions can be answered using our
9 website. There are some questions that
10 have already been asked. Take a moment,
11 look at our website. There are tons of
12 frequently asked questions. We have done
13 our best to make sure that as questions
14 come in, we answer them and put them up
15 immediately. The communications
16 department, they have worked really, really
17 hard to make sure we do that constantly.
18 We have a system that we use to get those
19 questions and to get those uploaded, so
20 make sure you take a moment to look at
21 those. All your questions are there.

22 Remember, focus on the plan.
23 Comments should address the presented plan.
24 Today, our comments are about what is going
25 on in this master planning. If you have

1 anything outside of that, I'm asking you
2 respectfully to just wait until after this
3 meeting is over, meet with somebody on
4 staff. This is not the time to come in and
5 gripe about all the other things that are
6 going on. We are talking about the master
7 plan today. That's very, very important.
8 So if that is outside your wheelhouse, wait
9 and let us try to make sure we can get some
10 stuff taken care of after the fact.

11 Not yet, sir. I'm not finished.
12 Please step back. I'm trying to finish
13 doing this part right here. Than you.

14 My role here is going to be to try to
15 keep everything under control, keep
16 everybody focused on what we are talking
17 about today. Once again, it's about the
18 master plan. That is very, very important
19 that we focus on what the master plan is
20 here. All right? Thank you so much.

21 MR. HOLLIS: Mike Hollis, 30907.

22 It's good that they're building all
23 these new schools. That's -- kids need
24 that. They need to know their school is
25 new and has all these things, but my

1 concern is what's going inside the school.

2 I was in Special Needs for 30 years.
3 And I came here to Richmond County. I've
4 been subbing for the last five years. And
5 we need a lot of help in the Special Ed
6 Department. If you have kids in the
7 Special Ed Department, please be aware of
8 what's going on in there.

9 When I came here, I had never seen
10 such a place in such disarray and parents
11 who aren't involved. Your kid could be
12 taken advantage of. I was subbing in a
13 class that had 18 black kids, 16 black
14 boys, and none of them had any paperwork.
15 These are kids that are going to be in your
16 neighborhood, knocking you in your head,
17 because they haven't received their
18 services, or knocking your grandmother in
19 the head. So be concerned about what's
20 going inside the building.

21 The new school and the plan, great.
22 I support that. Richmond County needs
23 that. But be concerned if you have a
24 Special Needs kid, if they're getting their
25 services, because what I -- what I am

1 saying is this is -- when it comes to
2 Special Needs kids inside the new building,
3 this is the quintessential school yard to
4 the prison pipeline when it comes to
5 Special Needs. Thank you.

6 MR. MYERS: Thank you so much.

7 We're not answering questions after.
8 Thank you so much for your concern. We
9 want to try to make sure we get public
10 comments as it relates to the master plan
11 and what we are talking about today. Thank
12 you so much for your comments.

13 Who do we have next?

14 MS. HENRY: Hello, everyone. My name
15 is Garian Henry, and this is my first
16 meeting. I see the clock has started, so
17 I'm going to make it worth the time.

18 There are different forms of
19 leadership, and if we don't identify the
20 forms of leadership that we foster,
21 everything will fall out of place.

22 I identify with organizational
23 leadership, because I am an alumni of
24 Augusta State University, and I'm a grad
25 student. Well, I got my graduation. I got

1 my grad degree May of 2025. And I had
2 gotten into some trouble back when, and if
3 it was not for people being supportive and
4 standing up for me, I would have never
5 gotten my degree. They didn't give up on
6 me because of the mistake that I made.

7 So with this situation here, I don't
8 think it was thought out very thoroughly,
9 because you said yourself that we're
10 talking about what's going on in those --
11 this proposal, but this proposal is what
12 affects the community. I live in the
13 community, and whatever happens with the
14 schools being shut down, it goes to the
15 lack of bus drivers that we have; it goes
16 to the lack of literacy that our children
17 are not getting in the school system,
18 because they are being turned out of
19 school, and half of them cannot read.

20 We are investing 4.7 -- or
21 \$47.5 million, and millions of dollars in
22 these proposals, but we're not allocating
23 those funds that should go into the
24 education system. And if we do develop
25 this career center, what good is this

1 career center when we have children that
2 can hardly read? There are children that
3 are just excited from finishing
4 high school. They don't care about other
5 stuff, because we have not put that
6 enthusiasm into them.

7 I am a mother of a Special Needs son,
8 and one reason why I came up here is
9 because I'm standing up for him.

10 Mismanagement of funds and all of
11 this is okay. This plan sounded good, but
12 it was not strategically thought out. It
13 was not elevated.

14 My son goes to Jenkins-White, and
15 even though they said that Jenkins-White
16 was decreased in -- in capacity, nobody
17 went to find out why it was decreased in
18 capacity. Nobody follows up with the
19 parents.

20 Jenkins-White has a doggone good
21 principal there, and I like that -- I like
22 her, because she allocates -- advocates for
23 the kids and all.

24 We have to think about the community
25 first when we do and make these decisions.

1 I don't know if this was a meeting for
2 everyone, or if this was just a quota so
3 that you all could say hey, we did our due
4 diligence. We met with the community three
5 times, four times, however it was, but at
6 the end of the day, you all were students,
7 you all were kids, you all were once in
8 their position. How would you all feel?
9 It's just like taking somebody out of their
10 home and saying we've got somebody that
11 will pay more rent than you.

12 So I'm going to yield to you all, and
13 I hope you all think this really through.
14 You need to have more people that's
15 following behind you all and having some
16 type of accountability and transparency.

17 MR. MYERS: Thank you. Thank you for
18 your comments.

19 Yes, sir? Name and zip code, please.

20 LT. COL. BARRY: Yeah, I'm
21 Colonel Barry, otherwise known as
22 Dr. Barry, whatever you want to call me.
23 The kids call me Dr. Barry, but I'm coming
24 from Josey.

25 I feel -- I do feel -- I empathize

1 with all of you. You have to make a hard
2 decision about facilities and make some
3 really tough choices, but I'd like to
4 remind you of some agreements you already
5 made with the federal government. One of
6 them was with the Air Force and Air Force
7 ROTC. It was a signed agreement that we
8 are to have a program at a high school.
9 And I did not see my program mentioned, but
10 I'm just -- I just have a question about
11 it, okay?

12 And I understand that we're going to
13 transition to Murphey and we're going to
14 keep the programs going, but my question is
15 how can I keep my program going, unless
16 your intention is to close it, because
17 one thing, all programs, all high school
18 programs, whether they be extracurriculars,
19 or in my case, the ROTC, we need a constant
20 influx of students. And Title 10,
21 Section 2031, which is what all the
22 regulations state, that's the US code,
23 states that we will have to have minimum
24 enrollment. So we need a minimum
25 enrollment.

1 So right now, minimum enrollment is
2 57. I will lose my seven seniors, but if
3 you kind of project that with no incoming
4 freshmen, my enrollment will go below the
5 required number, and in this case, I'll be
6 put on probation, and then, you know, the
7 Air Force will have to close it.

8 Title 10, Section 2031 also says the
9 county will provide a minimum of
10 two instructors. I believe I refuted that
11 already. There we go.

12 The school will provide adequate
13 drill areas in the immediate vicinity
14 comprising of 2,500 square feet. The
15 school will provide a minimum of 400 square
16 feet for the protection and care of
17 uniforms, supplies, and equipment for the
18 JROTC program. Our current facilities
19 I helped design way back in 2017, when
20 Dr. Bradshaw, the previous superintendent
21 at the time, or vice superintendent, had me
22 go with the architect and help design the
23 location. So our prev-- our current area
24 that we are right now meets all the
25 specifications, and on our inspection, we

1 passed that inspection, so that's not an
2 issue with the Air Force.

3 We meet the minimum statutory
4 enrollment requirement, which changed this
5 past year, because other programs, like
6 welding, carpentry, all the other, they
7 compete with JROTC. And the Department of
8 Defense -- excuse me; the Department of War
9 now recognizes that, so they said go from
10 100 to 50, so we meet that enrollment
11 requirement of which the federal money
12 comes in.

13 So I just want to again ask for
14 JROTC, and I'm sure there is other programs
15 at my school, that hey, wait a minute. If
16 we're to keep this program going, we need
17 to get that constant influx, but if you're
18 going to phase us out, how is that going to
19 work. Thank you for your time.

20 MR. MYERS: Thank you for your
21 comment.

22 MS. SHEFFIE ROBINSON: Hello, again.
23 My name is Sheffie Robinson. I am a
24 clinical sociologist, professor, and
25 technologist in Work Force and Economic

1 Development. I am also the president of
2 the illustrious Thomas Walter Josey
3 High School Alumni Foundation.

4 As we discuss shifting Josey into a
5 College and Career Academy, the most
6 important question we should be asking is
7 are we setting this school up for success.

8 Josey is not just an old building.
9 It represents significant Augusta history.
10 It represents generations of family,
11 alumni, and community identity. It is a
12 legacy institution.

13 When public servants that we elect
14 are detached from that history and are
15 hyper-focused on the data, even
16 unintentionally, the level of care can
17 lessen. How many people are on the naming
18 committee? How many are voting members?
19 These questions deserve answers and
20 clarity.

21 If we're going to transition into a
22 College and Career Academy, then the plans
23 must be forward-thinking, precise, and
24 grounded in real industry alignment. What
25 is the actual criteria for selecting the

1 pathways? If we are relying on Carl Vinson
2 Institute data from 2023, that data will be
3 outdated by 2029.

4 Industry moves quickly. Artificial
5 intelligence is already reshaping cyber
6 security, logistics, healthcare,
7 manufacturing, and finance. Augusta has a
8 data center by QTS that the Economic
9 Development Authority pushed to have built
10 in this area, yet there appears to be no
11 formal workforce pipeline between RCBOE and
12 the EDA or the new partners. If industry
13 is being recruited strategically in this
14 area, our high school pathways should align
15 just as strategically.

16 Even classifications matter.
17 Landscaping was discussed under urban
18 agriculture, but landscaping is
19 construction. It is not urban agriculture.
20 This may seem lighter, but is a larger
21 concern of are we vigorously aligning
22 pathways with actual work force sectors, or
23 are we loosely grouping programs without
24 deep validation.

25 Then, we have the facilities issue.

1 There is discussion in the community about
2 a new school, a new high school being built
3 near Eisenhower. Glenn Hills is already
4 there, polarizing TCMS when we have a
5 building.

6 Continuity is also critical. Why
7 would freshmen have to reapply for their
8 sophomore year when their -- when the new
9 school is built? They should be
10 grandfathered in. This bodes the same for
11 faculty and staff. They should be
12 grandfathered in. If you're claiming to
13 keep the school open to continue
14 continuity, why would you disrupt
15 continuity on the day the school opens?
16 That doesn't make sense.

17 We all want Josey to succeed, but if
18 we do not have strong partnerships in
19 place, accurate work force alignment,
20 fiscal clarity, and a continuity plan, then
21 the responsible course of action is simple.
22 Leave the school alone. Do not dismantle a
23 legacy institution until there is a
24 clearer, stronger, fully-developed plan to
25 ensure its success, else you build another

1 RCTCM, a six through 12 school disconnected
2 from its intended purpose, with only 431
3 students. Thank you.

4 MR. MYERS: Thank you for your
5 comment.

6 Is there anyone else before we close
7 this part of the session out?

8 MS. GREEN: Hi. My name is Courtney
9 Green. I am an alumni of T.W. Josey, Class
10 of 2005. I live in Augusta, Georgia,
11 30906. There is a few things that I would
12 like to bring to the Board members'
13 attention.

14 Years ago, T.W. Josey used to have a
15 music class, and I was also a member of the
16 chorus. We had a DCT program. That stands
17 for Diversified Course of Job Training.
18 That is a program that they tore down that
19 used to be in the old vocational building.
20 It was also a club for La Vista. And that
21 club represented that students, if you were
22 in the 12th grade, you could get out of
23 school early, before seventh period, if you
24 had a job to go to.

25 The next thing that I want to discuss

1 is Josey never had a psychology class, or
2 architect, or engineer. The sports that we
3 never had is a soccer team.

4 I want to bring this to the Board's
5 attention. Teachers should go out to visit
6 with children in their homes to meet and
7 greet parents, along with family members,
8 just to see how the children are doing
9 before the next school year starts, and
10 then, when school session begins, during
11 normal business hours, they both write a
12 letter for communication to each other.
13 This will help improve interactions of
14 students.

15 Thank you, and you have a good day.

16 MR. MYERS: Thank you so much.

17 MS. JOYCE ROBINSON: My name is Joyce
18 Robinson. I am a '67 alumni of T.W. Josey
19 High School, retired educator, and I live
20 in Hephzibah, 30815.

21 And my question is -- I have
22 two questions, really -- is why are
23 students having to be rezoned in 2028,
24 I think, or -- '28. If you are
25 transitioning them to Murphey, then why do

1 you have to rezone them to a different
2 high school?

3 Second, why are you constantly
4 referring to it as a new school, when it
5 seems to me that you're only renovating or
6 doing some construction, new construction
7 on the site, and you're only changing the
8 focus of the program? So I'm not clear on
9 why you constantly refer to it as a new
10 school and requiring that you have a new
11 name for a school that's on the same site.

12 MR. MYERS: Again, thank you,
13 everyone, for your comments and questions.
14 Again, the senior staff will be here to
15 make sure that we are able to answer
16 questions and have any additional comments.
17 We'll be here to answer those things to be
18 helpful.

19 Also, take a moment again to go to
20 our website. You can look up -- you can
21 look up the master plan on the website.
22 Also, look up the QR code, where you can
23 drop other questions and see the questions
24 that have already been asked.

25 I will turn this back to the

1 President of the Board.

2 BOARD PRESIDENT STOVALL: Thank you,
3 Mr. Myers, and thank you to Mr. Hollis,
4 Ms. Henry, Colonel Barry, Ms. Sheffie
5 Robinson, Ms. Green, and Ms. Joyce
6 Robinson.

7 As always, with every meeting that
8 we have, I sit here and take notes on
9 everything that you said so that we can
10 address it as a Board.

11 I want to start with Ms. Joyce
12 Robinson, since she was the last one here.
13 She had two very distinct questions.

14 Why are students rezoned to a
15 different school when it is now at a
16 Murphey site? The proposed new College and
17 Career Academy will be an open-zone school.
18 That means that any student in
19 Richmond County, not just those that live
20 in that neighborhood, can apply to go to
21 that school, even the current students that
22 are there.

23 It's referred to as a new school,
24 Ms. Robinson, because the programming is
25 changed. It's changed from a comprehensive

1 high school to a College and Career
2 Academy. So the main focus on it is
3 students will always have their core
4 classes, but the main focus will be working
5 with our workforce development. So I hope
6 that has given you a clearer answer to your
7 question.

8 Ms. Green, we have heard and
9 thank you for reminding us about the DCT
10 program. Hopefully -- when I was in
11 school, it was called OJT program. It was
12 called On-the-Job Training, where we were
13 partnered with businesses in our community
14 based on what that assessment test the
15 guidance counsellor gave us that said we
16 were supposed to do.

17 The difference between now and then
18 is students now have more of an idea of
19 what they want to do by the time they get
20 to middle school, versus when we were kids,
21 we kind of had to take an aptitude test.

22 Our plan is to partner with
23 businesses in the area that would help our
24 students as they are going through this
25 program to come out of school with a job.

1 I don't remember seeing that slide this
2 time, but in the last one, at
3 Barton Chapel, the students will either
4 have an accelerated high school diploma,
5 they will graduate with an associate's
6 degree, or they will graduate with
7 certification in the career path that
8 they've chosen. In order to have a
9 certification, they have to work with
10 businesses to get the on-hand experiences.

11 I refer to my colleague, Mr. Hannah,
12 here. He is what they used to call a blue
13 collar worker, but he is with the trades.
14 We know now that what we thought was blue
15 collar workers now make six figures, and
16 some of our students with the right
17 certifications and accreditations that they
18 can get in those trades can come out making
19 25 to \$30 an hour.

20 Mr. Hannah, what's the minimum
21 starting point for some of your students?

22 MR. HANNAH: Seventeen to 19 coming
23 straight out, and some that can do
24 apprenticeship, depending on where they're
25 at, 19 to 21.

1 BOARD PRESIDENT STOVALL: Okay. And
2 that's just starting out. So imagine some
3 of us, you know, there are some families
4 that don't have that starting point.

5 The goal of the College and Career
6 Academy is to prepare our students to enter
7 into the workforce, because let's face it.
8 Not every student wants to go to college.
9 Not every student has the means to go to
10 college. College is expensive.

11 I can speak on my youngest child.
12 She was not a college student, but what she
13 is is an entrepreneur. And this program is
14 designed to not only help students come out
15 into trades, but to be entrepreneurs.

16 One of the proposals is that they
17 will have a Culinary Arts program and a
18 restaurant that the students will learn the
19 front of the house and the back of the
20 house, and they will run the restaurant
21 themselves so they know how to operate a
22 business.

23 Ms. Sheffie Robinson, I appreciate
24 very much your detailed comments because of
25 your background. And you're working

1 directly with the alumni, and I'm quite
2 sure you have heard their concerns as well.
3 So thank you for sharing with us.

4 You really said -- one of the things
5 you said I wanted to address is there is no
6 pipeline to EDA. One of the things that we
7 do as a Board is we assign Board members to
8 sit on various boards within the City to
9 bring back -- if anyone has ever seen a
10 Board meeting, we have points where we come
11 back and give reports. We have someone
12 that is a part of the EDA, and that's
13 Ms. Boyd. And every month, she's able to
14 come back and let us know what jobs are
15 coming, what is changing in the area. So
16 we try to keep our hands on the pulse of
17 the work community.

18 As Ms. -- Dr. Mabray, if I'm not
19 mistaken -- I don't see her in here. There
20 she is. She works with the Economic
21 Development and Workforce Development with
22 our students to make sure that businesses
23 that are coming in can have -- can have
24 students work with them.

25 So we are trying. If there is any

1 suggestion that anyone has of how we can
2 better tighten those relationships with our
3 community, please let us know. We are
4 definitely open to it, because in the end,
5 we want our students to be successful. We
6 want this program to work, because I would
7 love to see our students graduate with
8 certifications in HVAC and Culinary Arts,
9 because I love to eat, so I am definitely
10 rooting for the Culinary Arts part.

11 The faculty and staff being
12 grandfathered in, as far as that goes,
13 Ms. Robinson, the only thing that -- and we
14 support Dr. Cobb -- is that they're
15 guaranteed an interview. Because it is a
16 College and Career Academy, we want to make
17 sure that we have certified teachers in
18 these programs that are skilled to teach
19 these programs.

20 As far as your English, your language
21 arts, your math, your core classes, we're
22 going to make sure that those teachers who
23 want to be a part of that school have an
24 opportunity to interview and be a part of
25 that school. I do hear your concerns about

1 that, and that was one of my concerns, but
2 it makes sense that they are guaranteed an
3 interview. And I have confidence that the
4 teachers that we have there, because of the
5 amount of time -- that school has longevity
6 with teachers, and because of the amount of
7 time and the relationship that they have
8 with their students, I feel very confident
9 that they will interview well and be placed
10 in that, but, of course, we can't guarantee
11 anything.

12 Colonel Barry. Yes, as a veteran of
13 the United States Army, I'm a little
14 jealous that you're Air Force, because we
15 used to always say y'all was the lazy
16 branch of the Armed Forces, but we
17 appreciate what you do for our students.

18 I ain't taking a hit at nobody. It's
19 just an inter-military joke, y'all. Relax.

20 One of the things we would like to
21 address as far as the program, when your
22 students are transferred over to the
23 Murphey site, the program has the ability
24 to operate under the standards under which
25 it is currently operating.

1 The reason why you don't have two
2 instructors is because you don't have the
3 number of students enrolled at the school
4 that would meet the minimum requirement.
5 You have two? Okay, so you're concerned
6 that you won't have two?

7 LT. COL. BARRY: Population.

8 BOARD PRESIDENT STOVALL: Oh, I'm
9 sorry. I wrote down the wrong thing.
10 You're asking about the dwindling
11 population?

12 LT. COL. BARRY: Yes.

13 BOARD PRESIDENT STOVALL: Got you.

14 So the phasing out of the program,
15 because that's what I wrote, the phasing
16 out of the program, you're worried about if
17 we're not bringing any students in for
18 those four years, what would happen with
19 the program.

20 Correct me if I'm wrong, Dr. Cobb --
21 and I think we've had this before. The
22 program will halt, to be brought back again
23 when the school opens up. So it won't be a
24 do away with to a point. Am I correct,
25 Dr. Cobb, or am I wrong?

1 DR. COBB: Okay, so I will --

2 BOARD PRESIDENT STOVALL: Go ahead.

3 DR. COBB: We will continue to have
4 rising ninth graders, so there is not a
5 teach-out plan. And go back and take a
6 look at those slides. There will continue
7 to be rising ninth graders all three years.
8 You will continue -- you will have all four
9 grade levels the whole time you're there.
10 Otherwise, you would have some concern. We
11 can chat after, and I'll be available.

12 BOARD PRESIDENT STOVALL: All right.

13 And to Ms. Henry, thank you very much
14 for your comments. We understand your
15 concerns about transportation. As a matter
16 of fact, during this process, our
17 transportation department worked directly
18 with the staff as they were designing this
19 plan, because they are well aware of the
20 transportation needs. I think Dr. Cobb
21 mentioned in her presentation that it was
22 Transportation that asked about a change
23 over the Terrace Manor area so they don't
24 have two buses coming in to go to two
25 different locations.

1 Every major department had a seat at
2 the table when this was being developed.
3 The Board did not come up with this idea.
4 I just want to make that directly clear.
5 None of the ten of us had a say-so in the
6 development of this. It was brought to us
7 as the recommendations are made, and then,
8 we present it to the community to get the
9 feedback. I don't want anyone to think
10 that we -- the process, we didn't think
11 about. All of the logistics part of it was
12 thought about.

13 However, I will say this. If there
14 is something that was missed, because we're
15 human and we can overlook things, and our
16 eyes get comfortable, we are always
17 welcome -- there is a Transportation blue
18 sign right there in the middle on my left,
19 your right-hand side. Someone will be
20 there at Transportation for you to submit
21 your concerns, to which they will bring it
22 back to the senior team, to which they will
23 go over it and then bring it back to the
24 Board. Okay?

25 As always, thank you, everyone, for

1 your time. Thank you for your
2 well-thought-out comments. Thank you for
3 always giving us something to think about.

4 Again, our next meeting on this is
5 February 23rd. We invite you to come out
6 that day. That is the day that we will
7 have discussion and voting. Nothing has
8 been approved, so between now and then,
9 anything can change with the feedback that
10 you gave us.

11 We appreciate your time on the middle
12 of this Thursday, and we hope you all have
13 a great day.

14 The blue signs that are on the wall,
15 department members will be there for you to
16 come and share your comments. Have a great
17 day, everyone.

18 (Proceeding concluded at 1:27 p.m.)
19
20
21
22
23
24
25

1 C E R T I F I C A T E

2 STATE OF GEORGIA:

3 COUNTY OF RICHMOND:

4 I hereby certify that the foregoing transcript
5 was taken down, as stated in the caption, and the
6 colloquy, questions, and answers thereto were reduced
7 to typewriting under my direction; that the foregoing
8 pages 1 through 90 represent a true, complete, and
9 correct transcript of the proceedings.

10 The above certification is expressly withdrawn
11 and denied upon the disassembly or photocopying of
12 the foregoing transcript, unless said disassembly or
13 photocopying is done under the auspices of Veritext
14 Legal Solutions, and the signature and original seal
15 is attached thereto.

16 I further certify that I am not related to or
17 are of counsel to the parties in the case; am not in
18 the regular employ of counsel for any of said
19 parties; nor am I in any way interested in the result
20 of said proceedings.

21 This, the 18th day of February, 2026.

22

23

24



25

MARIANNE R. WHARRAM, RPR, CRR,
CCR #6121-5296-5647-5648

1	2	23rd 3:23 61:3 90:5	33 34:5 3a 54:13 55:24 56:7,18
1 54:13 91:8 1,500 14:12 17:14 10 2:15 16:20 71:20 72:8 100 73:10 11 15:4 55:7 59:10,15 11,000 18:14 11th 57:23 58:19 60:5 12 1:9 21:20 46:19 77:1 12:00 1:11 12th 36:17 43:14 58:20,21 59:11 77:22 13,225 17:20 13,820 15:22 14 21:20 15th 42:4 16 66:13 17 20:4 18 66:13 18,275 15:21 18th 91:21 19 82:22,25 1:27 90:18 1a 56:15	2 2:8 29:21 56:16 2,500 72:14 2,997 19:25 2.4 19:13 20 16:20 200 54:23 2005 77:10 2014 18:25 2015 14:21 2016 20:4 2017 72:19 2023 75:2 2024 18:25 2025 11:3 49:13 68:1 2026 1:9 32:9 91:21 2028 27:5,9 78:23 2029 36:15 37:7,12 46:18 50:13,18 75:3 2029-2030 35:19 2031 71:21 72:8 21 82:25 22nd 61:2 23 10:19 43:9 45:6	24 10:19 45:6 25 16:20 21:1 82:19 251 53:4 59:25 26 20:24 21:1 36:19 37:17 27 20:24 36:19 36:19 37:17,18 28 23:20 27:11 36:19,19 37:5 37:18,18 78:24 28,046 15:10 29 23:20 27:11 35:17 36:19 37:5,18,21 38:22 50:19 56:12 2a 54:12 55:20 56:16	4
		3	4 2:10 54:12,12 4.7 68:20 400 72:15 43 38:18 431 47:25 77:2 450 12:25 13:23 47.5 23:15 68:21 4:00 48:16
			5
			5 2:11 50 44:25 73:10 52 12:1,13 18:19 22:3 57 72:2 5a 54:14
			6
		3 2:9 53:15 30 35:17 37:21 38:22 50:19 56:12 66:2 82:19 30454 91:24 30815 78:20 30906 77:11 30907 65:21 31 12:13	6,000 17:12 600 13:6 61.6 17:22 6121-5296-5... 1:25 91:25 67 78:18 6:00 48:16

7	above 91:10	25:4 29:21	ag 39:25 40:4
7 2:12	academic 39:18	30:17 41:4	ago 28:18
7,650 17:11	academies	42:8 55:23	77:14
700 14:10	49:24	adaptation	agreement 71:7
22:18	academy 37:23	24:2	agreements
75.6 15:25	38:8,21 39:13	additional	71:4
79.4 17:12	45:22 46:6	10:12 16:8,12	agriculture
8	47:24 48:5,18	18:1,3 23:17	39:24 75:18,19
8 2:13	49:6,25 52:3	25:15,21 41:17	ahead 8:16
8,147 17:21	53:13,22 56:14	55:1 57:9	29:8 56:16
80 16:3	56:22 57:6	79:16	88:2
80-85 16:4	61:11 74:5,22	address 4:19	aiken 41:10
800 14:5 22:11	80:17 81:2	9:1 10:2 31:10	aim 16:5
22:18	83:6 85:16	35:8 36:11	ain't 86:18
85 16:5	accelerated	57:18 64:23	air 71:6,6 72:7
85,000 16:3	43:7 82:4	80:10 84:5	73:2 86:14
9	access 41:20	86:21	align 75:14
9 2:14	46:10 49:11	adequate 72:12	aligning 75:21
9.6 20:1	accountability	administration	alignment
90 16:4,6 91:8	70:16	7:6	74:24 76:19
a	accountable	administrator	allocates 69:22
a.r. 41:15	46:24	58:9	allocating
abbott 2:13	accreditations	adults 8:14	68:22
ability 86:23	82:17	advanced 46:6	allow 5:11 40:3
able 5:19 7:6	accurate 76:19	advantage	allows 35:7
7:11 10:12	achievement	66:12	alphabetical
11:13 12:15	50:1	advocates	28:24
13:17 14:19	action 76:21	69:22	alumni 28:4
22:20 23:14	activities 36:25	affects 68:12	67:23 74:3,11
35:18 40:22,23	actual 51:12	afternoon 3:3,8	77:9 78:18
43:8 79:15	74:25 75:22	6:8	84:1
84:13	actually 5:25	afternoon's 4:5	amazing 43:3
	10:14,22 17:15	afterward	amount 86:5,6
	19:2,16 21:22	32:17	

<p>answer 5:2 7:20 61:6 64:14 79:15,17 81:6 answered 9:13 64:8 answering 67:7 answers 74:19 91:6 anybody 20:8 60:8 63:9,24 ap 13:7,24 14:6 39:19 appears 75:10 applause 62:15 application 40:12 58:8 applied 44:3 applies 22:22 apply 52:2 53:3 60:14 80:20 appreciate 83:23 86:17 90:11 appreciation 3:11 apprenticeship 82:24 approval 3:25 approved 28:12 31:16 35:9 90:8 aptitude 81:21</p>	<p>arc 36:5 46:6 53:13 55:22 59:12 arch 38:25 architect 38:11 72:22 78:2 architectural 49:21 area 21:14 23:5 25:5 28:18 36:3,6,9 53:16 57:13 59:14 72:23 75:10,14 81:23 84:15 88:23 areas 27:24 44:13 72:13 argument 59:23 armed 86:16 army 86:13 arriving 58:13 art 12:6,7 artificial 75:4 arts 42:2,6 83:17 85:8,10 85:21 asked 8:4,5 10:5 38:11 46:13 64:10,12 79:24 88:22 asking 65:1 74:6 87:10</p>	<p>assessment 81:14 assign 84:7 assistant 33:3,4 33:9 49:17 associate 44:2 associate's 44:3 82:5 assuming 23:20 27:12 assure 5:1 asterisk 55:4 ath 57:12 athletic 39:7,11 57:10 athletics 44:20 54:3,4,7 attached 91:15 attacks 63:20 attend 31:23 34:17 36:12,17 37:9 46:10,13 48:7 60:22 61:12 attendance 35:25 47:5 51:17 57:6,24 58:24 59:7,22 attending 32:8 34:21 37:11 attention 77:13 78:5 attorney 2:7</p>	<p>august 11:13 32:9 37:11 augusta 1:17 40:2 67:24 74:9 75:7 77:10 auspices 91:13 authority 75:9 availability 49:4 available 7:20 10:22 28:3 31:7 32:16 44:11 88:11 aware 66:7 88:19</p>
			b
			<p>baccalaureate 46:5 back 6:10 13:21 15:1 20:14 26:13 33:20 36:2 41:3 42:9 43:1 43:2 47:23 52:21 65:12 68:2 72:19 79:25 83:19 84:9,11,14 87:22 88:5 89:22,23 background 83:25</p>

<p>backhoe 42:23 bad 23:21 27:12 bar 14:21 barbering 41:23 barnes 38:22 40:6 47:21 barry 70:20,21 70:22,23 80:4 86:12 87:7,12 barton 4:3,13 5:11,11 17:1 21:13,14,24 22:4,10,16,25 23:3,19 24:1 25:1,1,14 26:5 28:16 82:3 base 54:24 based 21:3 81:14 basketball 59:2 baswell 2:11 bayvale 30:22 33:17 36:3 53:8 59:7 beautiful 25:8 29:19 bedroom 17:25 began 15:1,2 50:2 beginning 22:1 50:7</p>	<p>begins 6:5 22:9 78:10 behalf 3:3 behaved 47:6 behavior 63:20 belair 21:18,18 23:8 33:5 belfair 21:15 21:16 22:24 23:7 believe 72:10 best 7:8 64:13 better 25:3 85:2 big 14:13 20:11 20:15 25:5 42:18 54:4 bigger 57:3 bill 53:4 59:25 birth 19:4,9,15 births 19:1 20:24 bit 6:23 7:3 8:9 8:17,20 11:12 13:20 15:1,5 19:19 21:11 23:12 25:5 35:14 40:25 black 66:13,13 blocks 29:18 blue 7:19 10:4 23:5 54:10 82:12,14 89:17 90:14</p>	<p>board 1:1,15 2:1,3,4,6,7 3:2 3:4,24 5:8 6:4 6:9 7:8 19:22 27:17,25 28:9 28:12 48:9 55:10 57:25 61:1,23 62:19 63:11 77:12 80:1,2,10 83:1 84:7,7,10 87:8 87:13 88:2,12 89:3,24 board's 78:4 boards 84:8 bodes 76:10 bold 62:17 book 29:19,21 29:23 born 19:17 21:2,7 boulevard 29:20 box 10:3 42:3,7 boyd 2:10 84:13 boys 66:14 bradshaw 72:20 branch 86:16 brand 58:25 bring 8:19 17:1 27:18 77:12 78:4 84:9</p>	<p>89:21,23 bringing 25:9 87:17 brought 45:8 48:3 87:22 89:6 build 14:4 23:14,25 24:17 40:8 50:2 51:7 76:25 building 22:11 22:18 23:9,24 24:17,22 28:20 29:7 36:22 37:16 46:15 47:17 50:12 52:10 65:22 66:20 67:2 74:8 76:5 77:19 buildings 16:7 16:12 built 16:18 24:4,5,13 39:6 52:11 75:9 76:2,9 burke 41:10 bus 47:22 54:23 68:15 buses 88:24 business 40:13 42:15 78:11 83:22</p>
--	---	--	--

<p>businesses 41:12 81:13,23 82:10 84:22 butler 34:9 36:8 52:1,13 52:22,24 55:22 58:23 button 10:9 buy 24:10</p>	<p>care 65:10 69:4 72:16 74:16 career 37:23 38:7,21,22 39:12 40:7 43:7 45:15,22 47:21 48:5,18 49:2,23 50:4 52:3 53:13,22 56:14 57:5,21 61:11 68:25 69:1 74:5,22 80:17 81:1 82:7 83:5 85:16 careers 39:19 carefully 55:10 carl 45:5 49:1 75:1 carpentry 73:6 carrying 18:3 case 71:19 72:5 91:17 catch 34:4 caused 57:2 causes 43:1 ccr 1:25 91:25 cells 43:5 center 38:23 40:7 44:16 47:16,21 50:1 68:25 69:1 75:8</p>	<p>central 1:7 49:19 certificates 44:5 certification 82:7,9 91:10 certifications 82:17 85:8 certified 85:17 certify 91:4,16 challenging 54:25 chance 29:11 63:18,19 change 11:4 23:12 24:9,24 31:16,21 34:14 35:15 48:10 88:22 90:9 changed 14:24 73:4 80:25,25 changes 25:4 changing 79:7 84:15 chapel 4:3,13 5:11,12 17:1 21:13,14,24 22:5,10,16,25 23:3,19 24:1 25:1,2,14 26:5 28:17 82:3 charlar 2:6 charlie 2:8,12</p>	<p>chart 19:1,18 19:20 20:9 39:2 charts 31:1 chat 46:14 88:11 check 29:25 cheryl 41:1 child 17:24 83:11 childhood 40:20 children 21:7 41:5 68:16 69:1,2 78:6,8 choice 46:20 56:25 59:25 60:9 choices 71:3 choose 31:17 45:19 61:12 chorus 77:16 chose 49:2 chosen 31:18 60:1 82:8 christmas 11:15 citizens 23:17 city 8:24 84:8 claiming 76:12 clarify 13:12 clarity 5:1 74:20 76:20</p>
c			
<p>c 3:1 91:1,1 cain 2:14 4:23 4:25 call 3:5 6:12,22 15:15 16:23 17:13 20:11 24:2 36:20 44:6 70:22,23 82:12 called 10:5 29:2 62:1 81:11,12 calls 3:15 61:25 campus 41:5 capacity 14:5 15:15,25 22:3 30:25 69:16,18 capitalize 43:10 caption 91:5 card 8:17 63:4 63:6,7 cards 64:1</p>			

<p>clark 49:24 class 20:12 41:3 48:15 66:13 77:9,15 78:1 classes 14:8 39:20 81:4 85:21 classification 54:12,13,14 56:12,19 classifications 54:9 75:16 classrooms 16:13 clear 12:21 18:8 60:17 79:8 89:4 clearer 76:24 81:6 click 60:20 clinical 73:24 clock 67:16 close 24:15 26:20 28:4 29:1 30:8 32:7 34:19 35:22 55:18 58:11 71:16 72:7 77:6 closed 33:2 58:3 closely 22:21</p>	<p>closer 11:14 13:20 14:5 15:4 21:22 22:17 30:19 closest 42:4 closet 16:9 closing 33:13 closures 16:15 clothing 16:9 club 77:20,21 clubs 44:20 cluster 42:1 50:5 clusters 39:16 48:24 49:3 cobb 2:5 4:1,23 6:5,7,19 62:13 85:14 87:20,25 88:1,3,20 code 7:24,25 8:24 10:2 31:8 70:19 71:22 79:22 coker 41:2 col 70:20 87:7 87:12 collar 82:13,15 colleague 82:11 colleagues 8:11 41:2 collected 23:16 college 37:23 38:7,20 39:12 43:16 44:4</p>	<p>45:21 48:5,17 49:23 52:2 53:13,21 56:13 57:5 61:11 74:5,22 80:16 81:1 83:5,8,10 83:10,12 85:16 colleges 41:18 colloquy 91:6 colonel 70:21 80:4 86:12 color 19:20 27:7 colors 23:11 50:15 51:6 columbia 12:9 column 15:15 combined 48:1 come 3:8,17 4:17 7:5,11 8:12,14,23 11:23 13:21 26:1 29:24 42:12 47:4,7 47:20 48:17 60:2,8 63:25 64:14 65:4 81:25 82:18 83:14 84:10,14 89:3 90:5,16 comes 56:24 67:1,4 73:12 comfortable 32:6 89:16</p>	<p>comic 29:18,23 coming 5:13 6:8,14 13:3 45:12 62:4 70:23 82:22 84:15,23 88:24 commence 4:21 comment 8:17 9:23 10:8 62:10 63:3,4,6 63:7,9 73:21 77:5 comments 3:13 3:16 4:10,16 5:22 6:4 7:12 7:13 9:15 63:2 63:25 64:23,24 67:10,12 70:18 79:13,16 83:24 88:14 90:2,16 commitment 62:7 committee 27:6 27:15,19,24 28:11,22 50:14 50:22,25 74:18 common 40:10 communication 78:12 communicati... 64:15 community 10:20 28:2 38:15 44:15,19</p>
--	---	--	---

62:2,7,22,23,25 68:12,13 69:24 70:4 74:11 76:1 81:13 84:17 85:3 89:8 companies 41:9 compete 73:7 competition 39:6 55:24 complete 26:15 63:5 91:8 completely 29:7 completing 43:16 comprehensive 1:7 6:22 35:21 37:4 48:14 80:25 comprising 72:14 concept 18:7 23:11 38:9,10 41:6 50:6 concern 66:1 67:8 75:21 88:10 concerned 66:19,23 87:5 concerns 84:2 85:25 86:1 88:15 89:21	concluded 90:18 conclusion 28:8 confidence 86:3 confident 86:8 confuse 19:19 connected 41:18 connection 14:8 connections 14:1 consider 18:11 considered 49:3,12 55:11 consolidate 16:21 17:3 18:5 49:9 consolidated 26:16,24 consolidating 18:11 consolidation 17:15 28:16 61:16 consolidations 16:16 constant 71:19 73:17 constantly 64:17 79:3,9 construction 22:7,9 25:11	26:15 27:2,4 27:13 28:20 29:4,12 37:2 40:5,10 50:10 75:19 79:6,6 continue 25:10 29:6 37:3 50:13 76:13 88:3,6,8 continued 30:6 61:1 continues 36:25 continuing 23:7 continuity 76:6 76:14,15,20 control 65:15 conversations 8:15 18:9 38:15 core 48:11 52:9 81:3 85:21 corner 7:24 23:7 correct 59:20 87:20,24 91:9 cosmetology 41:22,23 cost 12:18 23:17 49:3 costs 18:1,3 counsel 91:17 91:18	counsellor 13:25 49:18 81:15 counsellors 33:9 count 9:5 15:9 country 19:4 county 1:2,15 3:4 12:9 14:3 14:15 15:7,14 15:20 16:5,17 19:2,8,17 21:8 23:13 32:14 37:20 41:10,11 45:8,10 46:17 47:15 48:15 54:11 56:9 57:7 61:17 66:3,22 72:9 80:19 91:3 couple 16:15 18:10 22:13 25:10 28:17 30:14 51:10 58:10 61:21 64:3 course 14:24 16:19 48:13 76:21 77:17 86:10 courses 39:17 43:22,24 court 9:10 64:5
--	---	---	--

<p>courteous 5:23 63:21 courtney 77:8 cover 9:24 covered 31:5 covid 14:23 credential 43:16 credentials 42:21 credit 43:9 44:5 credits 43:19 44:8 creek 59:24 60:7,14 criteria 74:25 critical 76:6 cross 59:24 60:7,14 crr 1:24 91:25 csra 54:17 56:23 ctae 13:17 48:19 49:18,19 culinary 42:2,6 83:17 85:8,10 curious 24:19 current 17:18 48:6 50:12 72:18,23 80:21 currently 15:8 24:25 47:15 48:2 86:25</p>	<p>curse 5:23 cyber 40:16 47:24 49:6,8 75:5 cycle 56:4,19</p> <hr/> <p>d</p> <hr/> <p>d 3:1 dashboard 35:4 data 21:5 74:15 75:2,2,8 date 27:9 35:15 davidson 55:5 day 12:4 29:13 40:18 47:19 61:6 70:6 76:15 78:15 90:6,6,13,17 91:21 daycare 40:22 days 24:19 dct 77:16 81:9 decided 55:11 decision 3:21 25:20 26:21 50:4 55:10 61:18 71:2 decisions 3:19 20:18 51:4 69:25 decline 30:6 declined 19:25</p>	<p>decrease 15:2,3 decreased 19:13 69:16,17 decreasing 15:8 19:3,5 deep 75:24 defense 73:8 definitely 85:4 85:9 degree 44:3,4 68:1,5 82:6 demand 45:15 49:2 demolition 27:3 denied 91:11 department 32:16 34:11 64:16 66:6,7 73:7,8 88:17 89:1 90:15 departments 7:18 depending 56:12 82:24 depends 44:17 deserve 74:19 design 24:17 48:4 49:14,21 50:6 51:7 72:19,22 designed 24:3 83:14</p>	<p>designing 51:5 88:18 detached 74:14 detailed 83:24 develop 68:24 developed 76:24 89:2 development 74:1 75:9 81:5 84:21,21 89:6 difference 81:17 different 14:7 14:11,25 34:13 45:9 47:14 48:19 63:13 67:18 79:1 80:15 88:25 digital 40:15 diligence 70:4 diploma 43:8 43:10,15 44:4 44:9,9 82:4 direct 55:13 direction 91:7 directions 34:13 directly 84:1 88:17 89:4 disarray 66:10 disassembly 91:11,12 disconnected 77:1</p>
---	---	--	--

<p>discuss 3:24 74:4 77:25 discussed 75:17 discussion 26:21 27:15 76:1 90:7 dismantle 76:22 disrupt 56:8 76:14 disruptive 63:20 disrupts 56:10 distinct 80:13 distinctive 44:14 district 2:8,9 2:10,11,12,13 2:14,15 27:25 28:1 57:2,6 diversified 77:17 doggone 69:20 doing 6:24,24 21:12 28:10 43:11 45:24 54:18 65:13 78:8 79:6 dollars 11:24 12:11,18 13:4 18:17 68:21 dr 2:5 4:1,23 6:5,7 62:13 70:22,23 72:20</p>	<p>84:18 85:14 87:20,25 88:1 88:3,20 drawing 38:10 38:10 drill 72:13 drive 29:11 44:24 driven 44:23 drivers 68:15 driving 54:23 drop 79:23 dual 39:20 due 70:3 dwindling 87:10</p>	<p>ed 2:4 66:5,7 eda 75:12 84:6 84:12 education 1:1 1:15 2:1 3:4 7:8 28:9 39:22 40:21 57:25 68:24 educator 78:19 effect 56:24 effort 54:16 62:3 eighth 51:21 52:19 53:10,18 eisenhower 76:3 either 28:4 44:2 53:21 56:21 82:3 ela 43:19 elect 74:13 elementary 12:8,25 13:21 14:4 15:19,22 15:23 16:14,18 17:2,4,10 21:15,25 22:1 22:2,11,14 23:1,18 24:5,7 24:14,21 25:15 25:19 26:6,16 26:18,19,25 27:8 30:13,24 31:19 33:16,17</p>	<p>33:25 elevated 69:13 eligibility 58:1 58:7 eligible 56:3 57:8,19 58:5 58:17,21,22 59:3,9,11,16 60:4,10 empathize 70:25 employ 91:18 empty 17:8,8 17:13,14 18:14 encouraged 6:16 energy 41:7,9 41:12 enforcing 9:21 engineer 78:2 english 85:20 enrolled 87:3 enrollment 14:12,20 15:7 17:19 19:10,11 19:24 20:21,22 30:5 39:20 71:24,25 72:1 72:4 73:4,10 ensure 76:25 enter 9:23 83:6 enthusiasm 69:6</p>
	<p>e</p>		
	<p>e 3:1,1,14 91:1 91:1 early 40:20 44:16 77:23 earn 11:19 42:20,21 43:14 earning 14:6 earnings 49:11 easier 15:6 easiest 31:9 33:15 35:11 easily 10:4 eat 42:13 85:9 economic 73:25 75:8 84:20</p>		

<p>entire 12:18 23:5,5 55:14 56:10 entrepreneur 83:13 entrepreneurs 83:15 envision 50:8 eoc 43:22,22 equipment 72:17 especially 8:6 eubanks 2:9 evans 56:23 events 41:25 everybody 5:9 8:2 21:24 30:23 50:17 63:16 65:16 exact 8:5 46:4 50:22 example 12:4 23:23 33:2 41:11 49:5 examples 45:25 excited 29:15 69:3 excuse 73:8 exist 44:22 58:25 existence 23:22 exists 40:5 expensive 83:10</p>	<p>experience 51:14 54:5 experiences 51:2 82:10 express 3:18 expressing 3:11 expressly 91:10 extend 62:18 extension 52:23 extracurricular 36:24 extracurricul... 71:18 eyes 89:16</p> <p style="text-align: center;">f</p> <p>f 91:1 face 33:8 83:7 faces 6:15,17 facilities 3:10 39:8,11 71:2 72:18 75:25 facility 11:16 16:10 26:18 38:24 fact 13:16 41:9 65:10 88:16 facts 27:22 faculty 26:2,11 32:24 37:13 76:11 85:11 fair 5:5 fall 14:21 28:25 34:22 46:18</p>	<p>49:13 67:21 familiar 29:17 33:8 34:6 families 31:14 31:17 32:5 34:15 47:12 60:13 83:3 family 53:2 74:10 78:7 fan 54:24 fancy 45:7 fans 57:13 far 28:10 85:12 85:20 86:21 fault 58:2 favorite 27:20 february 1:9 3:23 61:2,3 90:5 91:21 federal 71:5 73:11 feedback 3:13 4:9 10:10 89:9 90:9 feeder 30:3 31:4 feel 70:8,25,25 86:8 feelings 3:19 feet 72:14,16 felt 48:9 field 39:10 fif 16:20</p>	<p>figures 82:15 filed 58:8 fill 8:20 final 3:25 38:13 50:3 finance 75:7 find 22:21 31:9 31:12 34:1 49:8 69:17 finder 60:20 finders 31:13 finish 65:12 finished 5:16 65:11 finishing 69:3 first 5:7,13 15:15 20:15 24:3 49:5 50:19 67:15 69:25 fiscal 76:20 five 17:7 49:7 66:4 fletcher 2:7 floor 23:24 24:12 flyers 7:23 focus 8:7 10:21 39:25 49:12,15 59:19 64:22 65:19 79:8 81:2,4 focused 65:16 74:15</p>
---	--	---	---

<p>folks 50:24 follow 19:20,20 20:5 25:16 26:12 27:17 32:25 34:24 36:1 50:22 following 70:15 follows 69:18 food 16:9 football 45:3,3 55:6,8 56:6 footprint 24:25 force 38:19 40:17 44:10 61:9 71:6,6 72:7 73:2,25 75:22 76:19 86:14 forces 86:16 foregoing 91:4 91:7,12 forklift 42:23 formal 75:11 formed 27:6 50:14 forms 67:18,20 formula 11:20 forward 20:19 25:9 60:23 74:23 foster 67:20 foundation 74:3</p>	<p>four 17:7 20:13 46:19 49:7 70:5 87:18 88:8 frequently 8:4 10:5 64:12 freshmen 72:4 76:7 friday 42:11 friend 52:18,19 friends 23:6 27:13 52:17 56:2,17 front 7:17 19:21 42:9 54:6 83:19 full 14:6 fully 14:17 26:24 76:24 fund 11:22 12:23 14:11 funded 14:17 funding 13:1 funds 68:23 69:10 further 91:16 future 20:23 49:11 61:17</p> <hr/> <p style="text-align: center;">g</p> <hr/> <p>g 3:1 games 54:24 56:7</p>	<p>gardens 30:12 30:21 32:1,19 33:19,23 36:9 53:16 59:13 garian 67:15 generations 74:10 georgia 1:3,17 77:10 91:2 getting 13:23 62:8 66:24 68:17 ghsa 57:14 58:7 60:15 giant 42:18 gist 11:18 give 4:15 8:20 8:25 15:13 31:8 45:25 62:13 68:5 84:11 given 81:6 gives 42:13 giving 41:19 90:3 glenn 17:1 21:25 22:2,14 22:25 25:15,19 26:6,13,16,17 26:19,25 28:16 76:3 go 8:16 9:22 10:6,16 11:7 20:14 21:25</p>	<p>23:7 24:6,20 26:6,7 27:5 29:6,8 30:8,9 30:10,12,18,21 31:17,18,25 32:23 35:25 38:20 41:21 42:22 43:18 46:2,3,22,23 47:22,23 51:17 51:24 52:24 53:6,17 56:13 56:15 57:8,16 58:15,22 59:14 68:23 72:4,11 72:22 73:9 77:24 78:5 79:19 80:20 83:8,9 88:2,5 88:24 89:23 goal 16:1 42:10 45:14,17 51:2 83:5 goes 52:15 68:14,15 69:14 85:12 going 3:20 4:1 4:16,22 6:4,9 6:21,25 8:16 8:21 11:14 13:21 15:16 16:23,24 17:13 18:9 21:6,9,21 22:6,10,25</p>
--	---	---	--

23:21 24:24 25:8 26:10 28:13 29:5,10 29:14 30:2,9 30:11 31:2,7 32:12,22 33:1 33:18 34:2,11 35:13 36:2,13 36:20,21 38:4 39:7,25 46:12 46:19,24,25 48:15 51:8,9 51:10,24 52:21 52:22,25 53:17 54:1,2 58:16 59:23 60:13 61:9,20 62:8 64:7,24 65:6 65:14 66:1,8 66:15,20 67:17 68:10 70:12 71:12,13,14,15 73:16,18,18 74:21 81:24 85:22 golden 29:18 good 3:2 6:7 8:15 29:13 47:5 55:25 65:22 68:25 69:11,20 78:15 gorgeous 29:14 gotten 16:17 68:2,5	government 71:5 grad 67:24 68:1 grade 17:9 20:13 36:17 43:14 51:16,19 51:20,22,23,25 52:19,25 53:1 53:10,10,11,12 53:15,18,19,19 53:20 57:23 58:13,18,18,19 58:20,21 59:11 59:21 60:3,5,5 77:22 88:9 grader 57:16 59:8 graders 88:4,7 grades 17:6 21:20 46:20 graduate 37:3 44:8 82:5,6 85:7 graduation 67:25 grandfathered 76:10,12 85:12 grandmother 66:18 graphic 11:17 13:16 great 12:16 25:25 28:10	30:25 40:8 52:10 66:21 90:13,16 green 34:3 42:3 42:7 77:8,9 80:5 81:8 greet 78:7 gripe 65:5 grounded 74:24 group 11:1 30:10,11,13 33:4 45:7 46:8 48:11 49:12,15 50:19 52:18,19 55:12 grouping 75:23 groups 10:21 grow 48:22 growing 40:18 guarantee 86:10 guaranteed 37:24 85:15 86:2 guidance 81:15 guide 25:20 guidelines 57:15 62:11 63:4 guys 6:14 10:17 10:23 gym 39:6	h habitat 40:9 hains 30:11 32:21 half 33:5,6 68:19 hallways 25:6 halt 87:22 hand 8:18 62:9 62:14 82:10 89:19 hands 84:16 hannah 2:8 82:11,20,22 happen 20:10 24:10 26:21 29:10 36:13 52:15 53:2 87:18 happened 11:3 happening 20:25 28:20 29:12 happens 11:18 13:19 15:9 34:15 50:9 68:13 happy 9:17 11:5 57:11 60:12 hard 14:23 17:4 18:18 42:25 49:7
--	---	---	---

<p>62:2 64:17 71:1 hardship 58:8 60:15 head 66:16,19 health 41:13 43:21 healthcare 41:14,17 75:6 hear 4:6,9,9 9:11 64:7 85:25 heard 81:8 84:2 hearing 1:6 3:5 3:23 7:3 8:7 60:25 hearings 3:12 3:16 heartbeat 62:22 heavy 42:16 hello 67:14 73:22 help 9:10,20 11:21,22 14:5 16:6 21:21 25:20 26:9 27:7 29:22 61:6 64:5 66:5 72:22 78:13 81:23 83:14 helped 41:5 72:19</p>	<p>helpful 79:18 helps 34:1 51:4 henry 67:14,15 80:4 88:13 hephzibah 78:20 hey 70:3 73:15 hi 77:8 high 13:10 14:10 17:20,21 18:4,7,12 21:19 34:9 35:21 36:5,8 37:4,10 43:14 43:18,19,23 44:8 45:15 46:2,7 48:14 49:2,16,16,17 49:18 52:1 53:6,21 54:5 57:20 60:8 61:8,15,17 69:4 71:8,17 74:3 75:14 76:2 78:19 79:2 81:1 82:4 higher 39:22 49:11 highest 16:4 highlight 30:16 34:14 54:16 highlighted 34:3</p>	<p>hill 24:13,21 33:22 34:8,25 36:7 51:21,22 52:16 hills 17:1 21:25 22:2,14,25 25:15,19 26:6 26:13,16,17,19 26:25 28:16 76:3 historian 27:21 28:3 history 74:9,14 hit 14:23 86:18 hoe 43:1 hold 18:15 46:24 hollis 65:21,21 80:3 home 14:24 17:23,25 40:9 46:3,4 47:18 57:17 70:10 homerooms 20:13 homes 78:6 hone 49:14 honor 5:17 29:24 hop 47:22 hope 42:11 52:9 53:23 56:15 70:13 81:5 90:12</p>	<p>hoped 11:12 hopefully 81:10 hopping 54:22 hornsby 30:13 30:18 32:20 33:24 34:24 36:9 53:18,19 hospitality 41:25 host 5:10,13 hour 82:19 hours 42:20 43:2 78:11 house 24:11 26:24 31:23,24 34:18 40:8 42:9,10 53:3 59:25 83:19,20 housed 28:19 37:1 hpm 10:18 hr 26:9 human 32:15 41:13,13 89:15 humanity 40:9 hundred 47:19 54:23 hurricane 11:11 29:5 hurts 54:24 hvac 85:8 hydroponics 40:1</p>
---	---	--	---

hyper 74:15	individually 26:8	interactions 78:13	jobs 45:9,11,17 84:14
i	industry 74:24 75:4,12	interested 38:2 45:1 91:19	john 29:21,24 johnson 41:15 55:5
ib 56:25	ineligible 60:7	interesting 27:22	joke 86:19
idea 81:18 89:3	influx 71:20 73:17	interests 44:24	josey 4:4 30:4 35:14,20,23,25 36:18,22 37:4 37:16,21,24 38:8,25 40:6 41:1 48:2,6,11 50:12 51:24 52:3,9,21 53:6 53:11,14,20,22 55:12,14,18 58:15,17 59:3 59:9,10,22 60:4,18 70:24 74:2,4,8 76:17 77:9,14 78:1 78:18
ideas 6:2	information 8:21 20:17,22 21:12 49:1 59:20 61:1	international 46:5	
identify 67:19 67:22	infrastructure 44:21 45:4	interview 37:22 37:25 85:15,24 86:3,9	
identity 74:11	inside 66:1,20 67:2	invest 38:19	
ignore 41:8	inspection 72:25 73:1	investing 68:20	
illustrious 74:2	institute 45:6 49:1 75:2	investment 23:15 38:18	
image 12:20	institution 74:12 76:23	invite 90:5	
imagine 83:2	institutions 44:1	invited 31:22 34:17 37:9	
immediate 72:13	instructors 13:15 49:4,8 49:18 72:10 87:2	involved 66:11	
immediately 43:1 64:15	intelligence 75:5	issue 73:2 75:25	
impact 51:12 55:13 56:11	intended 77:2	j	joyce 78:17,17 80:5,11
important 9:10 11:8 21:4 46:7 51:11 53:24 57:3 65:7,18 74:6	intention 71:16	jane 2:13	jrotc 13:15 72:18 73:7,14
improve 78:13	inter 86:19	jealous 86:14	june 27:5
inclusive 44:15	interaction 44:18	jenkins 30:2,4 30:5,8 31:18 32:6 69:14,15 69:20	junior 49:25
incoming 72:3		job 26:3 28:10 45:13 77:17,24 81:12,25	k
incorporate 47:13 51:5			k 17:6,6 20:4 21:20 40:24
incorporated 38:24			keep 9:15 35:1 48:10,11 65:15
indicator 60:21			
individual 63:10			

<p>65:15 71:14,15 73:16 76:13 84:16 key 43:5 kid 66:11,24 kids 20:6 33:5 33:7,7 44:25 65:23 66:6,13 66:15 67:2 69:23 70:7,23 81:20 kind 6:9 7:17 8:8 14:25 15:5 18:1 29:22 30:22 32:12 33:1 39:1 41:6 43:5 45:18 51:1 54:16 59:6 72:3 81:21 kindergarten 20:7 kinds 27:22 31:3 knocking 66:16 66:18 know 7:16 9:1 11:10 17:23 18:15 20:8 23:3 24:14 26:1,10 29:17 31:21 37:7 38:25 39:3,9 39:16 40:14</p>	<p>41:8 47:9,10 47:11 48:9 50:3,23 52:14 57:4,12 60:19 65:24 70:1 72:6 82:14 83:3,21 84:14 85:3 known 70:21</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>la 77:20 lab 40:3 labs 49:4 lack 68:15,16 lakes 21:16 22:24 23:7 lamar 30:18,19 32:20 lambast 5:24 landscaping 75:17,18 laney 29:20 36:10 46:7 53:21 55:14,22 55:23 56:2,17 59:17 langford 11:11 28:15,18,21,24 29:3,9 33:2,18 34:25 36:4 50:24 53:10,11 language 85:20</p>	<p>large 44:19 larger 75:20 larry 2:7 launch 29:23 layout 38:13 lazy 86:15 leadership 11:4 11:7 49:20 67:19,20,23 learn 42:9 47:18,19 83:18 learning 40:3 44:16 47:16 49:20 leave 13:8 55:11 76:22 led 30:7 left 3:13 4:17 20:3 63:23 89:18 legacy 74:12 76:23 legal 91:14 lessen 74:17 letter 31:14,20 37:6 78:12 letters 34:16 letting 31:20 37:7 level 17:5 74:16 levels 17:9 88:9 lighter 75:20 lightly 3:17</p>	<p>limit 5:18,18 9:6 63:11 limited 63:14 line 17:18 link 10:5 list 47:2 listen 62:20 listened 62:1 listening 7:14 62:7,21 63:1 literacy 68:16 little 6:23 7:3 8:9,17,20 11:12 12:3 13:20 15:1,5 19:19 21:10,11 21:22 23:12 25:5 30:19 35:14 40:25 42:3 86:13 live 4:20 19:7 21:15 36:3,5,8 46:10 53:16 54:7 57:1 59:13,21,24 68:12 77:10 78:19 80:19 lives 53:8 57:7 living 22:13 51:16 58:14 local 11:23 12:17 13:3 28:2 57:25</p>
--	---	--	---

<p>location 72:23 locations 88:25 locator 35:4 logistics 75:6 89:11 long 9:18 longer 35:24 longevity 86:5 look 6:25 8:3 10:14 12:23 15:13,19 17:7 17:11 20:3,17 20:23 22:20 24:23 25:9 29:13 30:3 31:12 33:12,15 35:7,11 38:14 39:16 41:7 49:25 56:22 58:12 59:7 61:14 64:11,20 79:20,21,22 88:6 looked 45:11 45:12,13 49:23 49:24 looking 18:5 20:24 looks 8:14 11:14 43:17 52:4 loosely 75:23 lose 72:2</p>	<p>lot 7:10 11:3 13:17 14:2 16:18 17:7 18:1,3 40:1,10 57:3,12,12 60:18 61:25 62:3 66:5 lots 22:4 52:17 lottery 47:3 love 85:7,9 lowery 2:4 lt 70:20 87:7,12 lunch 42:13</p> <hr/> <p style="text-align: center;">m</p> <hr/> <p>m 29:21,24 mabray 84:18 machine 42:20 machinery 42:17 made 3:20,21 13:14 24:13 27:24 28:12 49:15 50:4 68:6 71:5 89:7 magnet 31:19 45:25 47:10 mails 3:14 main 13:1 81:2 81:4 maintain 58:1 maintaining 18:20</p>	<p>major 41:11 44:13,21 89:1 make 4:16 5:21 6:13 7:11,13 9:5,11,21 11:6 13:12 14:6 15:5 19:22 20:18 24:16 25:2 26:9,23 28:8 30:23 31:3 34:4,13 38:1 39:17 43:12 46:8 47:9 49:10 50:3 51:4 52:6 57:10 59:19 60:16 63:2,8,9 63:15,17,24 64:4,5,6,13,17 64:20 65:9 67:9,17 69:25 71:1,2 76:16 79:15 82:15 84:22 85:16,22 89:4 makes 12:3 17:4 44:14 52:17 54:25 86:2 making 7:7 39:19 40:16 44:11 62:20 82:18</p>	<p>malinda 2:5 6:19 mandate 57:25 manor 34:5 88:23 manufacturing 75:7 map 31:12 maps 22:19 31:6 march 31:15 34:16 marianne 1:24 91:25 marion 38:22 40:6 47:21 mary 2:13 mascot 27:7 50:15 51:6 master 3:10 64:25 65:6,18 65:19 67:10 79:21 masterplan 10:3 math 43:20 85:21 matter 46:9 57:17 75:16 88:15 maximizing 18:12 43:7 mean 12:7 15:11 16:3,20</p>
--	---	--	---

21:16 24:3 37:14 47:8 55:16 56:2 means 15:23 56:6 80:18 83:9 media 13:9 medical 41:18 meet 32:1,2,3 58:6 60:12 65:3 73:3,10 78:6 87:4 meeting 1:7 4:6 61:5 63:11 65:3 67:16 70:1 80:7 84:10 90:4 meetings 6:18 10:20,25 27:20 28:7 meets 72:24 member 58:9 77:15 members 2:1 6:9 7:15,18 27:25 28:2 61:24 62:2,19 74:18 77:12 78:7 84:7 90:15 mentioned 71:9 88:21 mentor 41:6	met 28:23 49:13,22 70:4 microphone 4:18 8:12,23 9:8 63:23 64:4 microphones 9:8 middle 13:5 14:9 17:11,16 17:17 21:18,18 25:6 29:2 33:5 33:18,22,24 34:2,8,18,21,25 35:1 36:2,4,6,7 36:9 46:3 51:19,21,22 52:16 53:18,19 81:20 89:18 90:11 mike 65:21 miles 54:23 military 86:19 milledge 30:18 30:19 32:20 million 23:15 38:18 68:21 millions 68:21 mindful 54:19 minimum 28:7 71:23,24 72:1 72:9,15 73:3 82:20 87:4 minute 5:17 9:6 54:3 73:15	minutes 4:15 4:21 9:24 31:8 63:15 mismanagem... 69:10 missed 89:14 mistake 47:9 68:6 mistaken 84:19 mode 51:9 model 8:13 61:13 moderator 9:20 moderator's 9:20 moment 53:25 64:10,20 79:19 moments 64:2 money 11:19 11:25 18:18 45:16 73:11 monique 2:11 month 84:13 mother 69:7 move 11:15 20:19 22:5,15 26:12,13,17 27:9 30:3,13 30:17,21,23 32:18 50:16 52:7 55:24 60:23 62:11 moved 22:8 24:11 50:11,17	moves 30:15 75:4 moving 62:24 mtss 25:17 multiplication 20:9 multiplier 56:24 57:9 murals 29:20 murphey 30:4 33:13,13 34:19 36:18,22 37:16 51:13,18,19,24 53:9,12,17,20 58:16 59:9,14 60:1 71:13 78:25 80:16 86:23 music 12:6,7 77:15 myers 62:9,13 62:16 67:6 70:17 73:20 77:4 78:16 79:12 80:3
			n
			n 3:1 nail 41:23 name 4:19 6:19 23:4 27:7,19 42:1 50:15 67:14 70:19 73:23 77:8

78:17 79:11 named 28:23 names 62:1 naming 27:6,14 27:19 28:22 50:14,21,25 51:6 74:17 national 16:1,2 near 76:3 nearby 40:4 need 6:11 8:25 9:18 17:16,25 22:6 25:18,25 30:7 34:23 37:14 39:4 40:14 41:12,16 47:4 60:9,11 63:6 65:23,24 66:5 70:14 71:19,24 73:16 needed 25:22 26:24 49:9 needing 16:21 needs 16:8 66:2 66:22,24 67:2 67:5 69:7 88:20 neighborhood 21:17 27:23 30:15 34:7,7 34:12 66:16 80:20 neighborhoods 30:20	neighbors 8:11 10:7 44:18 54:21 63:18 never 66:9 68:4 78:1,3 new 6:15 11:10 11:16 14:18 22:11,15 23:2 23:14,18 26:14 26:18 27:8,16 29:7,23,23 31:11,24 32:2 32:3,8 33:17 33:21 34:18,21 35:9,22 37:8 37:10,11,23 38:3,5 43:6 52:17 54:2 58:2,23,24,25 59:12,17 60:6 65:23,25 66:21 67:2 75:12 76:2,2,8 79:4,6 79:9,10 80:16 80:23 newly 39:6 nice 10:12 night 48:15 nine 43:19 44:7 46:18 59:10,15 ninth 36:16 51:23 52:24 53:11,19 57:16 57:22 58:13,18	59:8,21 60:3 88:4,7 normal 78:11 note 23:11 notes 80:8 notice 11:3 35:15 42:3 notifying 31:15 npu 34:5 npus 30:17 31:5 number 8:7 10:19 11:24 12:10 14:22 18:13 19:1,4 20:24 24:17 29:21 51:15 55:23 72:5 87:3 nurse 13:2,7	offerings 13:17 office 1:7 28:1 49:19 official 15:9 officially 3:5 26:19 29:1 34:19 oh 4:23 24:8 33:20 52:17 87:8 ojt 81:11 okay 15:25 31:25 69:11 71:11 83:1 87:5 88:1 89:24 old 74:8 77:19 once 3:21 50:11 63:10 65:17 70:7 ones 13:8 online 31:7 open 11:11,13 23:19 29:2 31:23,24 34:18 35:23 38:22 42:11 46:17,18 46:19 61:11 76:13 80:17 85:4 opened 49:7 opening 29:16 opens 23:2 76:15 87:23
			o
		o 3:1 occupancy 27:10 october 15:10 15:10 offer 13:17 14:2 15:14 43:13 45:10 offered 29:22 37:19 39:18 48:20 50:5	

<p>operate 40:22 42:23 83:21 86:24 operating 86:25 opinion 3:18 opportunities 39:20 40:4 61:16 opportunity 5:3,3,6,7,9,15 7:4,9 9:4 32:5 42:14 48:17 63:16 85:24 order 3:6 25:2 28:24 82:8 organization 10:18 organizational 67:22 orientation 24:25 25:4 31:23 34:17 37:9 original 52:5 91:14 originally 45:19 outdated 75:3 outlining 62:16 outside 54:17 57:1 65:1,8 oval 10:3</p>	<p>overlook 89:15 overview 1:7 6:22 own 5:19</p> <hr/> <p>p</p> <hr/> <p>p 3:1 p.m. 1:11 48:16 90:18 pace 32:12 pad 40:8 page 7:25 10:1 38:7 pages 91:8 paired 44:7 papers 7:19 paperwork 66:14 parallel 25:1 parent 16:10 16:11 parents 28:2 66:10 69:19 78:7 part 13:2,24 28:5 38:2 39:12 51:7 52:2,11 54:4 56:23 62:25 65:13 77:7 84:12 85:10,23 85:24 89:11 participants 63:21</p>	<p>participate 48:8,18 participated 50:24 parties 91:17 91:19 partner 40:13 81:22 partnered 81:13 partners 75:12 partnership 39:22 40:1 partnerships 76:18 parts 27:20 passed 73:1 passes 61:4 past 18:23 73:5 patch 40:2 path 82:7 pathway 39:15 39:24 40:5,14 41:8 44:11 pathways 41:13,14,17 45:15,19 48:19 75:1,14,22 pattern 30:3 53:23 patterns 31:4 pause 11:6 61:9 pay 45:13,15 70:11</p>	<p>paying 17:25 pays 11:20 pe 12:7 43:21 people 5:2,4,5 8:13 12:5 19:7 19:17 43:11 52:6 57:1 68:3 70:14 74:17 percent 15:3,25 16:4,4,6 17:12 17:22 19:13 20:1 22:3 perfect 24:4 perfectly 17:18 performance 47:16 period 9:23 10:8 19:14 20:1 22:7 62:12 77:23 permanent 11:7 permanently 21:17 34:8 person 9:5 personal 63:19 peter 52:20 phase 73:18 phasing 87:14 87:15 phone 3:15 phones 35:6 photocopying 91:11,13</p>
--	--	--	---

<p>pick 13:25 15:1 27:7 32:12 59:3 picking 12:18 picture 33:11 42:2 pie 12:3 piece 12:3 pipeline 67:4 75:11 84:6 place 25:25 30:25 46:2 47:7 63:13 66:10 67:21 76:19 placed 42:5 86:9 placement 46:6 places 58:22 59:12,16 plan 3:10 4:7 6:25 9:16 16:25 22:12 23:24 24:12 35:8 47:3 52:5 55:15 62:6 64:22,23 65:7 65:18,19 66:21 67:10 69:11 76:20,24 79:21 81:22 88:5,19 planned 4:11 15:21</p>	<p>planning 49:15 64:25 plans 18:4 48:10 51:7 74:22 play 45:3 54:21 55:6,8 56:23 57:19 58:17,22 59:4,10,15 60:4,6 playground 25:7 playing 59:2 playoffs 56:3 please 4:19 5:23 8:25 23:11 26:1 63:20 65:12 66:7 70:19 85:3 plus 22:5 point 26:20 35:24 37:18 61:22,23 82:21 83:4 87:24 points 13:13 84:10 polarizing 76:4 policies 27:17 popular 47:1 population 19:7,12 87:7 87:11</p>	<p>portables 22:6 25:22 position 32:13 70:8 positions 37:19 possible 26:4 51:3 53:4 post 8:1 10:11 postsecondary 44:1 practice 42:19 pre 17:6 20:4 21:20 40:24 precise 74:23 predominantly 26:11 32:24 premature 61:19 prepare 83:6 prepared 55:25 present 3:8 4:2 89:8 presentation 4:2,14 6:6 10:22 62:14 88:21 presentations 3:9 presented 4:3,7 64:23 presenting 10:15 preserved 38:25</p>	<p>president 2:3,4 3:2 5:8 74:1 80:1,2 83:1 87:8,13 88:2 88:12 pretty 14:23 22:23 prev 72:23 previous 4:4 72:20 principal 13:2 13:6,24 24:20 25:19 32:2 33:4 49:16,17 69:21 principals 33:3 33:10 prison 67:4 privilege 5:12 61:23 probably 38:13 38:20 48:21 56:11,18 probation 72:6 procedures 27:18 proceed 4:14 proceeding 90:18 proceedings 91:9,20 process 28:6 39:9 50:23 60:12 88:16</p>
---	--	--	--

89:10 professional 6:1 professor 73:24 program 13:15 42:2,6 46:5,20 47:18 57:10 62:25 71:8,9 71:15 72:18 73:16 77:16,18 79:8 81:10,11 81:25 83:13,17 85:6 86:21,23 87:14,16,19,22 programming 14:11 47:13 48:4 80:24 programs 18:6 47:14 48:1 71:14,17,18 73:5,14 75:23 85:18,19 project 20:22 23:19 29:12 72:3 projected 20:21 projecting 21:2 21:6 projects 40:10 promise 41:15 property 26:22 38:18	proposal 3:25 21:10 50:6 68:11,11 proposals 3:22 68:22 83:16 propose 16:25 proposed 4:10 17:15 46:17 47:2 48:24,25 60:22 80:16 proposing 16:15 21:13 35:19 57:5 protecting 18:20 protection 72:16 provide 12:16 72:9,12,15 provided 45:22 53:5 psychology 78:1 public 1:6 3:5 7:3,12 9:23 60:25 62:10 63:3,24 67:9 74:13 pulse 84:16 pupil 11:20 purpose 4:5 77:2 pushed 75:9	put 11:12 19:21 22:17 38:11 62:3,6 64:14 69:5 72:6 puts 21:22 30:24 putting 39:9 q qr 7:24,25 10:2 31:8 79:22 qts 75:8 question 4:24 4:25 5:1 8:5 10:11,14 36:15 46:14 71:10,14 74:6 78:21 81:7 questions 7:21 8:1,4 9:12 10:6 10:7 39:5 61:6 64:8,9,12,13,19 64:21 67:7 74:19 78:22 79:13,16,23,23 80:13 91:6 quick 10:5 64:3 quickly 51:3,14 62:10 75:4 quintessential 67:3 quite 10:25 84:1	quota 70:2 r r 1:24 3:1 91:1 91:25 raise 8:18 ran 29:4 rate 19:5,9 rates 19:15 20:16 rcboe 75:11 rcboe.org 10:3 rctcm 47:24 55:5 77:1 read 68:19 69:2 readiness 38:19 44:10 ready 29:7 40:17 62:8 real 36:15 40:12 51:14 64:3 74:24 realize 52:8 really 6:16 9:9 12:21 14:11 15:4 16:6,16 19:19 24:14 25:3 43:7 44:12,23 46:14 49:14 57:16 59:18 60:16 61:18 64:16,16 70:13 71:3 78:22 84:4
---	--	---	---

<p>reapply 76:7 reason 42:6 55:7 69:8 87:1 reasons 14:3 30:7 48:8 reassigned 21:18 receive 7:12 31:14 34:16 37:6 61:1 received 7:22 61:24 66:17 recent 50:25 reclassified 54:8 recognizes 73:9 recommendat... 7:7 28:9,11 recommendat... 89:7 recruited 75:13 red 10:3 reduced 91:6 refer 15:16 79:9 82:11 referred 80:23 referring 79:4 refuted 72:10 regarding 3:19 region 54:12,12 54:13 55:7,14 55:20 56:1,10 region's 55:17</p>	<p>regular 91:18 regulations 71:22 reiterate 8:9 related 9:16 91:16 relates 67:10 relationship 86:7 relationships 85:2 relax 86:19 relying 75:1 remain 37:15 38:23 39:7,11 41:24 63:21 remaining 39:8 remember 9:12 10:17 64:22 82:1 remind 12:9 71:4 reminding 81:9 remotely 47:20 removed 5:25 rendering 23:9 renovating 79:5 rent 70:11 reopen 48:12 reporter 9:10 64:6 reports 84:11</p>	<p>represent 91:8 represented 77:21 represents 13:16 14:22 74:9,10 request 34:10 required 63:4 72:5 requirement 73:4,11 87:4 requiring 79:10 reshaping 75:5 resources 10:24 12:2,15 25:16,18 32:15 49:9 respect 13:13 respectful 5:22 6:1 9:7 respectfully 65:2 responsible 18:16,16 76:21 rest 11:23 13:3 43:24 57:20 restaurant 42:8 42:11 44:17 83:18,20 result 91:19 retired 78:19 review 62:10 63:3</p>	<p>revisit 19:23 rezone 79:1 rezoned 34:8 52:7 55:21 58:3,4 78:23 80:14 richmond 1:2 1:15 3:4 14:3 14:15 15:7,14 15:20 16:5,17 19:2,8,17 21:8 24:13,21 32:14 33:22 34:8,25 36:7 37:20 45:8,10 46:16 51:21,22 52:16 54:11 56:9,22 57:7 66:3,22 80:19 91:3 rickman 18:22 19:21 ride 46:1,3 rides 46:1 right 4:17,18 4:22 5:12 6:7 10:16 11:10,13 11:17 15:20 17:9,12,16 19:25 22:3 23:4,8 24:17 27:2,3,14 28:13 30:1 35:13 36:13,21 38:6 40:5</p>
---	--	---	--

41:19 45:5 46:16 48:23 51:8 53:7 55:9 59:5 65:13,20 72:1,24 82:16 88:12 89:18,19 rising 88:4,7 road 18:8 24:6 24:7 25:2 33:21 36:6 41:19 51:17 58:15 robinson 73:22 73:23 78:17,18 80:5,6,12,24 83:23 85:13 role 9:20 65:14 ron 49:24 room 16:10,11 22:4 30:23 rooting 85:10 rotc 71:7,19 row 20:5 rpr 1:24 91:25 rules 9:22 58:8 run 11:21 42:14,19 83:20 running 5:4 runs 25:1	samantha 2:15 saw 19:11 saying 67:1 70:10 says 10:9 60:16 72:8 scattered 47:15 scenario 51:15 53:8,15 scenarios 51:10 schedule 24:20 55:17 scheduled 56:7 school 5:14 7:5 10:19 11:5,19 11:22 12:25 13:5,10,18,24 14:10 15:22 17:20,21 21:16 21:19,19,23 22:1,1,2,12,16 22:17 23:2,14 23:18,20,25 24:5,22 26:14 27:8,11,16 28:1,4,23,25 29:2,2,6,9 31:11,19,20,24 32:7,9,10,15 33:14,18,22,24 34:2,5,9,18,20 34:21 35:9,17 35:20,21,22 36:4,5,6,7,8,10	36:11,20 37:4 37:5,10,11,20 37:21 38:3,5 43:6,15,18,19 43:23 44:8 45:6 46:2,3,7 47:4,23 48:14 48:20 49:16,16 49:17,18 50:20 51:6,19,21,23 52:1,13,16 53:6,21 54:5 55:19 56:18,23 56:25 57:16,20 57:20,24 58:2 58:3,9,24,25 59:4,12,14,17 59:25 60:2,6,8 60:9,22 61:8 61:15 65:24 66:1,21 67:3 68:17,19 69:4 71:8,17 72:12 72:15 73:15 74:3,7 75:14 76:2,2,9,13,15 76:22 77:1,23 78:9,10,19 79:2,4,10,11 80:15,17,21,23 81:1,11,20,25 82:4 85:23,25 86:5 87:3,23	schools 2:5 6:20 11:22 12:1,8,13,23 14:4,9,13 15:16,19,24 16:8,19,22 17:2,17,17 18:4,7,12,19 30:9,24 32:25 36:2 46:1 47:10 54:11,15 54:17,20 55:20 56:7 61:5,17 65:23 68:14 science 12:7 43:20 44:3 scream 8:10 screen 5:19 54:6 seal 91:14 seat 38:1 89:1 seats 15:17,18 15:21 17:8,9 17:11,14,14,20 18:14 61:14 second 13:22 28:14 42:7 79:3 secretary 2:6 section 71:21 72:8 sectors 75:22 security 40:16 75:6
s			
s 3:1 sake 59:23			

[see - snapshot]

Page 24

<p>see 6:15,16 7:19 8:3 10:4 13:11,20 14:15 14:21,23 15:6 15:12 18:13,21 18:25 19:6,12 19:24 20:10,16 22:21,22 23:6 24:7,21,22 25:4,5 31:1 38:9 40:11 45:20 48:25 50:7 51:12 52:10 53:23 54:14 55:2,4 60:15 61:8,12 67:16 71:9 78:8 79:23 84:19 85:7 seeing 82:1 seem 75:20 seems 79:5 seen 11:17 12:20 66:9 84:9 select 27:19 50:15 selected 48:24 selecting 74:25 semester 27:4 send 35:10 senior 7:15 49:20 59:16 60:5,11 79:14</p>	<p>89:22 seniors 72:2 sense 57:11 76:16 86:2 series 29:18,19 servants 74:13 services 41:14 66:18,25 session 62:21 63:1 77:7 78:10 set 55:18 56:1 setting 74:7 seven 17:6,25 49:13 72:2 seventeen 82:22 seventh 51:20 53:9,18 77:23 share 6:2 10:9 90:16 shared 18:23 25:21 sharing 84:3 shawnda 2:3 sheet 50:21 sheffie 73:22,23 80:4 83:23 shifting 74:4 shontae 2:10 shout 8:10 shouting 63:19 show 11:2 12:19 14:19</p>	<p>38:12 39:1,14 53:25 shown 20:2 shows 19:10 31:2 shut 68:14 shuttle 45:23 46:4 sic 26:3 32:18 side 9:9 89:19 sign 89:18 signature 91:14 91:24 signed 71:7 significant 74:9 signs 90:14 similar 32:11 54:20 simple 76:21 simulator 42:21 simulators 42:18,19 43:3 simultaneously 43:15 sincere 62:19 singing 12:8 single 16:13 40:13 46:9 sir 65:11 70:19 sit 80:8 84:8 site 5:10 22:10 22:15,16 23:3 23:15,19 24:1</p>	<p>24:2,18 25:2,8 25:23 28:21 29:6,15,23 35:22 36:18 37:24 38:8 40:21 51:25 52:3 53:12,14 53:20 58:16 59:9,15 79:7 79:11 80:16 86:23 sits 34:6 situation 68:7 six 77:1 82:15 sixth 51:16,18 53:15 size 13:18 14:17 54:21 56:5 skilled 85:18 skinny 12:3 slide 14:18 18:22 32:11 39:15 54:2 82:1 slides 88:6 small 13:18 16:18 40:8 41:4 56:14 smaller 16:22 17:2 smooth 52:6 snapshot 18:24 18:24</p>
--	---	---	---

<p>soccer 78:3 social 25:17 43:20 sociologist 73:24 solutions 91:14 somebody 46:13 47:6 65:3 70:9,10 somewhat 63:12,12 son 69:7,14 soon 22:8 sophomore 76:8 sorry 4:24 87:9 sort 11:2 55:2 sounded 69:11 space 32:4 36:21 37:2 48:11 speak 5:3,4,6,7 5:10,15 6:9 63:5,10,16,17 63:19 83:11 speaker 8:11 speakers 63:14 speaking 9:3 special 66:2,5,7 66:24 67:2,5 69:7 specialist 13:9 specials 13:8</p>	<p>specifications 72:25 spectrum 56:21 spills 31:3 split 52:20 sport 59:2 sports 36:23 44:22,25 58:17 59:4,10,15 60:4,6 78:2 spouse 17:24 spread 12:1 spreading 12:2 12:12,13 spring 32:4 37:7 squads 23:12 square 72:14 72:15 squeak 23:22 staff 14:17 25:16,24 26:2 26:5,16 28:1,1 32:23 34:23 35:2 37:13,15 37:18,22 47:20 50:17 61:5 65:4 76:11 79:14 85:11 88:18 standard 16:2 standards 58:7 86:24</p>	<p>standing 68:4 69:9 stands 3:25 77:16 start 3:10 7:2 21:7 80:11 started 10:17 49:6 67:16 starting 82:21 83:2,4 starts 27:3 78:9 state 1:3 4:19 8:24 11:20 12:12 13:1 67:24 71:22 91:2 stated 91:5 states 71:23 86:13 statutory 73:3 stay 9:18 26:4 57:11,19 stayed 14:24 staying 9:13 step 65:12 storage 16:10 stovall 2:3 3:2 5:8 80:2 83:1 87:8,13 88:2 88:12 straight 42:22 82:23 straightforward 22:23</p>	<p>strategically 69:12 75:13,15 street 9:1 22:21 42:4 stretch 12:14 stretching 18:18 strong 39:21 40:13 76:18 stronger 76:24 student 11:21 22:11,18 31:13 41:3 43:8 46:9 48:6,14 51:13 51:16 52:4,15 52:22 53:8,15 57:7 58:6,14 59:21 60:13 67:25 80:18 83:8,9,12 student's 51:14 students 11:25 12:11,17,25 14:22,24 15:11 15:17,18,23 17:12,21 19:25 20:4,5 21:2,15 21:20 22:5,12 22:18 25:7,12 25:13,16 26:3 26:4,12,17,25 30:8 31:2,22 32:8,18,19,20 32:21,23,25</p>
--	--	---	--

34:12,20,24 35:2 36:1,17 37:1,3,6,16 39:18 40:3,17 40:23,24 41:4 42:13,14 43:14 44:12,23 45:2 45:16 46:16 47:19,22,25 48:2,3,12 50:19 55:1,21 55:23 56:13,17 56:25 57:1,22 58:4 59:1 61:12 62:17 70:6 71:20 77:3,21 78:14 78:23 80:14,21 81:3,18,24 82:3,16,21 83:6,14,18 84:22,24 85:5 85:7 86:8,17 86:22 87:3,17 studied 45:9 studies 43:20 study 20:17 45:8 stuff 65:10 69:5 subbing 66:4 66:12 submit 63:6 89:20	submitted 10:8 succeed 76:17 success 74:7 76:25 successful 85:5 suddenly 21:6 suggested 63:12 suggestion 85:1 summer 27:3,9 50:10,13,18 superintendent 2:5 4:8 6:20 72:20,21 supplies 72:17 support 42:12 66:22 85:14 supportive 68:3 supposed 81:16 sure 6:13 7:13 9:11,21 11:6 13:12 14:6 19:22 26:9 31:4 34:4,14 38:1 39:17,19 40:16 43:12 46:9 49:10 50:3 59:19 60:16 62:20 63:8,15,17 64:4,5,6,13,17 64:20 65:9 67:9 73:14	79:15 84:2,22 85:17,22 surrounding 27:23 survey 10:21 swimming 45:1 45:2 swing 29:13 36:21 37:2 48:11 switch 28:13 51:9 switching 33:24 symbolic 12:22 12:22 symbolically 39:1 42:5 system 11:5 32:15 37:20 45:23 64:18 68:17,24 systems 11:19 t t 91:1,1 t.w. 35:14,25 36:18 37:4,16 37:24 38:8 40:6 51:24 52:3 53:11,14 53:20,22 58:15 58:17 59:3,9 59:22 60:4	77:9,14 78:18 table 20:9 38:1 50:2 89:2 take 3:17,17 9:24 11:24 14:16 16:23 20:3,16 29:13 30:15 34:12 35:6 46:21 52:9 53:24 58:10 59:6 61:3,14,22 64:10,20 79:19 80:8 81:21 88:5 taken 65:10 66:12 91:5 takes 7:25 10:2 talk 6:23 8:16 9:16 19:14 21:9 25:12 28:14 30:1 32:17 33:12 35:13 36:14 38:5 51:1,13 54:1,2 55:15 57:14 58:20 talked 21:11 44:15,16 60:18 talking 7:2 8:22 18:2 19:15,16 28:15 35:16 61:19 65:6,16 67:11 68:10
--	--	---	--

<p>talks 20:20 target 27:8,10 50:16 task 11:8 61:9 taxpayer 18:17 tccs 44:6 tcms 76:4 teach 85:18 88:5 teacher 51:9 teachers 5:12 25:25 26:8 32:3 33:10 37:15 78:5 85:17,22 86:4 86:6 teaching 49:19 team 7:15 45:18 49:21 78:3 89:22 teams 55:7 tech 40:2 41:23 technical 43:16 44:4,5 technologist 73:25 technology 40:15 43:3 tell 6:11 8:2 17:5 18:17 19:8 24:1 27:22 42:24 45:14,14 56:11 60:21</p>	<p>telling 35:5 temporary 26:12 ten 14:20 15:3 15:3,4 18:24 19:14 22:6 25:21 59:10,15 89:5 tenth 43:13 51:25 53:1,12 53:20 57:22 58:18 60:5 terrace 34:5 88:23 test 46:21 81:14,21 thank 3:7 6:14 61:23 62:4,5 62:12,16,19 65:20 67:5,6,8 67:11 70:17,17 73:19,20 77:3 77:4 78:15,16 79:12 80:2,3 81:9 84:3 88:13 89:25 90:1,2 thanks 6:8 thereto 91:6,15 thin 12:2 thing 5:16 8:2 11:9 13:1,11 15:12 28:17 38:6 40:11</p>	<p>45:12 48:21 59:6 60:20 71:17 77:25 85:13 87:9 things 12:16 16:12,25 24:9 54:19 56:8 64:3 65:5,25 77:11 79:17 84:4,6 86:20 89:15 think 5:5 17:22 33:25 46:13,25 51:11 53:23 60:11 68:8 69:24 70:13 78:24 87:21 88:20 89:9,10 90:3 thinking 39:3 74:23 third 20:13 60:25 thomas 74:2 thoroughly 68:8 thought 24:4 68:8 69:12 82:14 89:12 90:2 thousand 13:11 threaten 5:24 three 4:15,21 5:17 8:7 9:6</p>	<p>17:6 20:14 24:17 30:9 36:18 37:17 44:2,7 55:12 60:24 63:15 70:4 88:7 thursday 90:12 ties 28:4 tiger 40:2 tighten 85:2 tilted 25:3 time 3:7,17,24 4:3,4,21 5:17 5:18,20 6:3,11 7:9,11 8:7 9:5 9:22 13:2,24 16:23 18:18 20:1 26:23 28:22 30:16 35:14 43:24 54:7 63:1,11 65:4 67:17 72:21 73:19 81:19 82:2 86:5,7 88:9 90:1,11 timeline 11:1 times 49:13 70:5,5 title 71:20 72:8 today 6:8,10,15 6:20 7:22 9:19 15:20 18:13 30:16 35:21</p>
--	--	---	--

43:4 44:25 51:18 60:25 61:18 62:4,21 64:24 65:7,17 67:11 together 8:14 17:2 22:13,15 27:18 35:2,2 38:11 45:18 48:12 52:18 tonight 4:1 tons 64:11 took 49:25 55:20 top 12:24 20:3 35:16 38:7 tore 77:18 tough 71:3 tourism 41:25 toward 14:16 30:7 trades 82:13,18 83:15 traditional 43:9 44:11 training 77:17 81:12 transcript 91:4 91:9,12 transfer 58:7 transferred 57:23 86:22 transition 25:13,14 32:10	71:13 74:21 transitioning 78:25 transitions 35:18 transparency 70:16 transportation 21:21 34:10 45:21 53:3,5 88:15,17,20,22 89:17,20 trends 14:20 20:10 21:3 trouble 68:2 true 91:8 truth 12:10 56:20 try 16:21 18:6 26:3 27:12 32:18,22 33:8 35:1,10 50:16 63:14 65:9,14 67:9 84:16 trying 14:4 49:6 52:5 65:12 84:25 tubman 47:17 turf 39:10 turn 4:22 6:4 6:13 79:25 turned 68:18 tutt 11:11 28:15,18,19,24	29:1,3,6,9,22 29:24 33:6,18 34:25 36:4 50:24 53:10,11 tweaks 24:13 24:15 twenty 15:9 twice 34:12 two 13:14 16:24 17:2,6 25:6 27:1 28:7 33:3 41:11 43:19,20,20,20 44:5,13 45:17 54:8,10 56:4 58:21 59:12,16 72:10 78:22 80:13 87:1,5,6 88:24,24 twofold 4:6 type 31:10 35:8 70:16 typewriting 91:7	uniforms 72:17 unintentionally 74:16 united 86:13 universities 39:23 university 67:24 upcoming 55:3 updates 25:9 uploaded 64:19 urban 39:25 40:4 75:17,19 use 9:8 16:11 20:21 24:16 33:1 35:6 36:22 63:22 64:4,18 used 12:4 19:18 21:12 24:12 41:1 77:14,19 82:12 86:15 using 11:19 45:23 48:25 64:8 usually 27:21 utilization 17:22 utilize 16:7 utilized 15:24
		u	
		uncommon 19:3 under 65:15 75:17 86:24,24 91:7,13 understand 60:10 71:12 88:14	
			v
			valentine 2:15

<p>validation 75:24 various 6:18 84:8 venus 2:14 veritext 91:13 versus 81:20 veteran 86:12 vice 2:4 72:21 vicinity 72:13 vigorously 75:21 vinson 45:5 49:1 75:1 vision 4:7 62:17 visit 78:5 vista 77:20 vocational 77:19 vote 3:24 61:3 61:4 voted 23:13 voters 23:13 voting 74:18 90:7</p>	<p>walker 2:12 29:20 walking 6:21 wall 31:6 63:7 90:14 walls 7:19 22:19 walter 2:9 74:2 walton 11:16 want 3:10 4:6,8 4:9 6:14 7:2,16 8:8,8,10 9:1,16 10:13,23 11:6 11:21 12:16,19 12:21 13:12,13 13:20 14:9,12 14:15 15:12,13 16:2 17:5 18:7 18:11 19:22 20:19 22:20 23:25 24:15,16 24:22 25:12 26:6,7 30:15 32:1,2 34:4,13 35:3,6,15 36:14 38:4,8 39:14,17 40:12 40:20,21 41:21 42:24 43:6,10 43:12 44:12 45:3 46:22 47:3 48:7,24 50:3,16 51:5 52:8,11,23,24</p>	<p>54:19,20 55:15 56:11,20 57:4 58:10 59:6,18 59:19 60:10,16 61:22 62:4,5 63:15 67:9 70:22 73:13 76:17 77:25 78:4 80:11 81:19 85:5,6 85:16,23 89:4 89:9 wanted 9:24 14:18 18:21 46:8,11 49:10 55:2 84:5 wants 47:7 83:8 war 73:8 watch 5:19 way 4:13 6:10 11:16 31:9,11 33:7,15 35:11 38:16 45:24 72:19 91:19 we've 10:19,20 10:25 14:14 16:16 28:10 29:22 35:17 50:11 70:10 87:21 weather 23:21 27:12</p>	<p>web 7:25 10:1 website 9:13 10:23 35:5 64:9,11 79:20 79:21 weigle 2:6 welcome 50:18 60:14 89:17 welding 73:6 went 33:4,6 49:22 69:17 westside 21:19 23:8 wharram 1:24 91:25 wheelless 24:6,6 33:21 36:6 51:17 58:15 wheelhouse 65:8 white 30:2,4,5 30:8 31:18 32:6 69:14,15 69:20 wide 57:6 wilkinson 30:12,21 32:1 32:19 33:19,23 36:9 53:16 59:13 wing 41:22 wish 24:9 48:20 withdrawn 91:10</p>
w			
<p>wait 29:16 47:2 65:2,8 73:15 waiver 60:15 walk 36:2 walked 33:7</p>			

[wonderful - zoned]

<p>wonderful 62:14 woods 40:3 words 38:9 work 25:3 26:9 29:14 32:14 38:19 39:21 40:4,14,15,17 40:23 41:1 42:22 44:10 45:17 47:11 62:3,5 73:19 73:25 75:22 76:19 82:9 84:17,24 85:6 worked 64:16 88:17 worker 25:17 82:13 workers 82:15 workforce 75:11 81:5 83:7 84:21 working 10:18 23:10 26:7 43:25 44:17 61:13 81:4 83:25 works 57:15 84:20 world 40:12,19 54:7 worried 87:16</p>	<p>worth 67:17 wrap 7:1 wrecked 42:25 write 78:11 wrong 87:9,20 87:25 wrote 87:9,15</p> <p style="text-align: center;">y</p> <p>y'all 86:15,19 yard 67:3 yeah 70:20 year 10:19 14:20 18:24 19:14 20:12,14 20:15 22:2 23:20 27:11 29:1,9 32:7,10 33:14 34:20 35:17,20 37:5 37:21 45:7 48:21 50:20 51:18,20,23,25 52:16,25 53:9 53:17 55:3,19 55:22 56:4 58:12,13,18,18 58:19,21 59:11 59:16 60:3,5 60:11 73:5 76:8 78:9 years 15:3 16:20 18:10 22:14 25:10</p>	<p>27:1 28:18 36:19 37:17 43:12 45:24 54:8,10 55:13 61:21 66:2,4 77:14 87:18 88:7</p> <p>yell 8:10 yield 70:12 young 8:13 younger 40:25 youngest 83:11</p> <p style="text-align: center;">z</p> <p>zip 8:24 70:19 zone 21:25 23:5 31:15,21 32:9 33:21 35:25 36:10 37:8,11 51:17 52:1,12 52:23 57:6,24 58:24 59:7,22 60:20 80:17 zoned 33:16,17 33:19,20,23 34:1 36:11 53:1,6 60:1</p>
--	---	--