

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-1211A-2C001
3 PROJECT/PROGRAM TITLE ARP ESSER III Formula Grants to LEAs TAPS 22A175	4 AUTHORITY 84.425U ARP ESSER USDE or Appropriate Agency FAIN#: S425U210052
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 12/02/2021 - 09/30/2024 Program Period: 12/02/2021 - 09/30/2024
7 AUTHORIZED FUNDING Current Approved Budget: \$461,085,630.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$461,085,630.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES - Last date for incurring expenditures and issuing purchase orders: <u>09/30/2024</u> - Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2024</u> - Last date for receipt of proposed budget and program amendments: <u>08/30/2024</u> - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: - Date(s) for program reports: - Federal Award Date : <u>03/24/2021</u>	
10 DOE CONTACTS Program: Amanda Meeks Phone: (850) 245-0906 Email: Amanda.Meeks@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: 077283471 FEIN#: F596000530174
11 TERMS AND SPECIAL CONDITIONS - This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. - For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. - All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. - This award reflects the LEAs complete ARP ESSER allocation, minus \$1,150,000.00. The LEA will receive the balance of its allocation when Legislative budget authority is available. Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.	
12 APPROVED: Authorized Official on behalf of Richard Corcoran Commissioner of Education 3/17/2022 Date of Signing	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-1211K-2C001
3 PROJECT/PROGRAM TITLE ARP ESSER III - Formula Grant to LEAs - Learning Loss TAPS 22A177	4 AUTHORITY 84.425U ARP ESSER USDE or Appropriate Agency FAIN#: S425U210052
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 12/02/2021 - 09/30/2024 Program Period: 12/02/2021 - 09/30/2024
7 AUTHORIZED FUNDING Current Approved Budget: \$115,271,408.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$115,271,408.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES - Last date for incurring expenditures and issuing purchase orders: <u>09/30/2024</u> - Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2024</u> - Last date for receipt of proposed budget and program amendments: <u>08/30/2024</u> - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: - Date(s) for program reports: - Federal Award Date : <u>03/24/2021</u>	
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FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund TAPS NUMBER: 22A-175 and 22A177	DOE USE ONLY Date Received 12/2/2021						
B) Name and Address of Eligible Applicant: The School Board of Broward County, Florida 600 SE Third Avenue Ft. Lauderdale, Florida 33301		Project Number (DOE Assigned) 060-1211A-2C001 and 060-1211K-2C001						
C) Total Funds Requested: \$577,507,038 DOE USE ONLY Total Approved Project: \$ 577,507,038.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Oleg Gorokhovsky Acting Chief Financial Officer Fiscal Contact Name: </td> <td style="width: 40%;"> Telephone Numbers: 754-321-1990 </td> </tr> <tr> <td> Mailing Address: 600 SE Third Avenue Ft. Lauderdale, FL 33301 </td> <td> E-mail Addresses: oleg.gorokhovsky@browardschools.com </td> </tr> <tr> <td> Physical/Facility Address: 600 SE Third Avenue, Ft. Lauderdale, FL 33301 </td> <td> DUNS number: 0772834710000 FEIN number: 59-6000530 </td> </tr> </table>		Contact Name: Oleg Gorokhovsky Acting Chief Financial Officer Fiscal Contact Name:	Telephone Numbers: 754-321-1990	Mailing Address: 600 SE Third Avenue Ft. Lauderdale, FL 33301	E-mail Addresses: oleg.gorokhovsky@browardschools.com	Physical/Facility Address: 600 SE Third Avenue, Ft. Lauderdale, FL 33301	DUNS number: 0772834710000 FEIN number: 59-6000530
Contact Name: Oleg Gorokhovsky Acting Chief Financial Officer Fiscal Contact Name:	Telephone Numbers: 754-321-1990							
Mailing Address: 600 SE Third Avenue Ft. Lauderdale, FL 33301	E-mail Addresses: oleg.gorokhovsky@browardschools.com							
Physical/Facility Address: 600 SE Third Avenue, Ft. Lauderdale, FL 33301	DUNS number: 0772834710000 FEIN number: 59-6000530							

CERTIFICATION

I, Dr. Vickie L. Cartwright, (*Please Type Name*) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____

Signature of Agency Head

Interim Superintendent

Title

11/30/21

Date

A) The School Board of Broward County, FL

Name of Eligible Recipient

B) _____

Project Number

TAPS Number
22A-175

FLORIDA DEPARTMENT OF EDUCATION ARP ESSER BUDGET NARRATIVE FORM

Function	Object	Use of Funds Number**	Activity Number**	Account Title	FTE Position	Amount for 2/3 allocation	Amount for 1/3 allocation	Total allocation
7900	510	1	2(I)	Material and Supplies - PPE to prevent and respond to the impact of COVID-19 by purchasing mask, gloves, hand sanitizer, disinfecting wipes and cleaning and sanitation supplies. 2021-22, 2022-23 and 2023-24		1,340,000.00	660,000.00	2,000,000.00
6500	640	1	2(K)	Assurance 1.9 Technology computer laptops for students to achieve 1:1 ratio in schools \$11.6M; Computer carts and wiring \$12.4M; Power adapters \$3.3M; Laptop management tool for tracking and identifying specs on laptops \$3.9M; lan School \$800,000; wireless access points and network switches \$5M 2021-22, 2022-23 and 2023-24		24,790,000.00	12,210,000.00	37,000,000.00
6100	310	1	2(L)	Contractual Service for Mental Health Services 2022-23 and 2023-24		8,710,000.00	4,290,000.00	13,000,000.00
5100	120	1	2(M)	Salary - Summer additional hours for classroom teachers to provide instruction to address learning losses of our students. 4,500 @ \$40 x 5hrs @ 28 days 2022-23 and 2023-24		16,884,000.00	8,316,000.00	25,200,000.00
5100	200	2	2(M)	Fringe variable rate @ 20.02%		3,380,176.80	1,664,863.20	5,045,040.00
5100	510	3	2(M)	Instructional Material and Supplies - Summer supplemental instructional materials and supplies to address student learning during the Summer. 2022-23 and 2023-24		2,680,000.00	1,320,000.00	4,000,000.00
5700	120	4	2(M)	Salary - Summer hours for substitute teachers to provide instruction to address learning losses of our students in the absence of the classroom teacher. 1,338 @ \$27 x 5hrs @ 28 days 2022-23 and 2023-24		3,388,618.80	1,669,021.20	5,057,640.00
5700	200	5	2(M)	Fringe variable rate @ 9.20%		311,752.93	153,549.95	465,302.88
6400	120	6	2(M)	Stipends - Summer stipends for staff 2022-23 and 2023-24		2,680,000.00	1,320,000.00	4,000,000.00
6400	200	7	2(M)	Fringe variable rate @ 9.20%		246,560.00	121,440.00	368,000.00
6500	160	8	2(M)	Salary Summer - additional hours for Micro-Techs to provide technical support to staff and students and reimaging of laptops 150 @ \$24 x 5hrs x 24 days 2022-23 and 2023-24		289,440.00	142,560.00	432,000.00
6500	200	9	2(M)	Fringe variable rate @ 20.02%		57,945.89	28,540.51	86,486.40
7300	100	10	2(M)	Salary Summer - additional hours for school administrator and support staff to support the summer program AP 150 @ \$55 x 6hrs x 20 days; support staff 175 \$17 x 5hrs x 24 days 2022-23 and 2023-24		902,490.00	444,510.00	1,347,000.00
7300	200	11	2(M)	Fringe variable rate @ 20.02%		180,678.50	88,990.90	269,669.40
6100	160	12	2(M)	Salary Summer -additional hours for social workers & guidance counselors to provide support to students in the summer program social worker 75 @ \$43 x 5hrs x 24 days; guidance counselors 150 @ \$41 x 5hrs x 24 days 2022-23 and 2023-24		753,750.00	371,250.00	1,125,000.00
6100	200	13	2(M)	Fringe variable rate @ 20.02%		150,900.75	74,324.25	225,225.00
6300	100	14	2(M)	Salary Summer -additional hours for ESP classroom support to provide support to teachers and students in the summer program 175 @ \$15 x 5hrs x 24 days 2022-23 and 2023-24		211,050.00	103,950.00	315,000.00
6300	200	15	2(M)	Fringe variable rate @ 20.02%		42,252.21	20,810.79	63,063.00
7900	160	16	2(M)	Salary Summer - additional hours for the security team to support the summer program. Security specialist 150 @ \$32 x 6hrs x 24 days; campus monitors 190 @ \$17 x 6hrs x 24 days; armed security 150 @ \$22 x 6hrs x 24 days 2022-23 and 2023-24		1,093,118.40	538,401.60	1,631,520.00
7900	200	17	2(M)	Fringe variable rate @ 20.02%		218,842.10	107,787.90	326,630.00
7900	310	18	2(M)	Contractual Service - Summer Contractual services for School Resource Officer for the summer program		698,039.50	343,810.50	1,041,850.00
7800	160	19	2(M)	Salary Summer - additional hours for bus operators and bus attendants to transport students to and from summer school as well as before and after care. 2022-23 and 2023-24 Bus operators 1,349 @ \$29 x 4hrs x 24 days; bus attendants 863 @ \$15 x 4hrs x 24 days 2022-23 and 2023-24		3,348,885.12	1,649,450.88	4,998,336.00
7800	200	20	2(M)	Fringe variable rate @ 20.02%		670,446.89	330,220.11	1,000,667.00
5100	120	1	2(N)	Salary - hire additional teachers and additional supplemental instructional services to address learning loss by working with students not making adequate academic progress 378 @ \$58,535 2022-23 and 2023-24	378	29,649,148.20	14,603,311.80	44,252,460.00

5100	200	2	2(N)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		10,515,713.31	5,179,381.18	15,695,094.49
5100	120	3	2(N)	Salary - additional hours for teachers to provide an interactive supplemental after school program for students. Broward Remote Instructional Assistance "ASK BRIA " will provide district wide evening academic assistance from certified classroom teachers \$1,583,070 2022-23 and 2023-24		1,060,656.90	522,413.10	1,583,070.00
5100	200	4	2(N)	Fringe variable rate @ 20.02%		212,343.10	104,586.90	316,930.00
5100	120	5	2(N)	Salary - Winter additional hours for teachers to provide students continued access to quality instruction during the winter break. Winter Intervention Camp 782 @ \$40 x 6hrs x 20 days 2021-22, 2022-23 and 2023-24		2,514,912.00	1,238,688.00	3,753,600.00
5100	200	6	2(N)	Fringe variable rate @ 20.02%		503,485.38	247,985.34	751,470.72
5100	120	7	2(N)	Salary - Spring additional hours for teachers to provide students continued access to quality instruction during the spring break and beyond. Spring Intervention Camp 782 @ \$40 x 6hrs x 30days 2021-22, 2022-23 and 2023-24		3,772,368.00	1,858,032.00	5,630,400.00
5100	200	8	2(N)	Fringe variable rate @ 20.02%		755,228.07	371,978.01	1,127,206.08
5100	510	9	2(N)	Material and Supplies - supplemental instructional resources and supplies to support Spring Intervention Camp to include copy paper, composition books, 3 prong pocket folders, colored pencial, dividers, legal pads, dry erase marker, glue sticks, construction paper, book marks.		988,317.00	486,783.00	1,475,100.00
6100	160	10	2(N)	Salary Spring -additional hours for social workers to provide support to students in the Spring Intervention Camp social worker 50 @ \$43 x 5hrs x 30 days 2021-22, 2022-23 and 2023-24		216,075.00	106,425.00	322,500.00
6100	200	11	2(N)	Fringe variable rate @ 20.02%		43,258.22	21,306.29	64,564.50
7900	160	12	2(N)	Salary Spring - additional hours for the security team to support the Spring Intervention Camp. Security specialist 55 @ \$32 x 6hrs x 30 days 2021-22, 2022-23 and 2023-24		212,256.00	104,544.00	316,800.00
7900	200	13	2(N)	Fringe variable rate @ 20.02%		42,493.65	20,929.71	63,423.36
7700	160	14	2(N)	Salary Non-Enrollment Manager to oversee the efforts of identifying and locating unaccounted students as well as students who become chronically absent and require re-engagement \$97,173 2022-23 and 2023-24	1	130,211.82	64,134.18	194,346.00
7700	200	15	2(N)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		38,184.69	18,807.38	56,992.07
9100	160	16	2(N)	Salary - Non-Enrollment Community Liaisons to assist with identifying and locating unaccounted students as well as students who become chronically absent and require re-engagement 27 @ \$33,485= \$904.095 2022-23 and 2023-24	27	1,211,487.30	596,702.70	1,808,190.00
9100	200	17	2(N)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		569,679.32	280,588.32	850,267.64
9100	160	18	2(N)	Salary Non-enrollment additional hours for Community Liaisons to assist with identifying and locating unaccounted students 27 @ \$21 x 3 hrs x 50 days 2022-23 and 2023-24		56,983.50	28,066.50	85,050.00
9100	200	19	2(N)	Fringe Benefits rates variable @ 20.02%		11,408.10	5,618.91	17,027.01
9100	330	20	2(N)	Travel - Mileage for staff locating unaccounted students 2022-23 and 2023-24		13,400.00	6,600.00	20,000.00
9100	360	21	2(N)	Rental CLEAR software site licenses 2022-23 and 2023-24		43,079.66	21,218.34	64,298.00
9100	510	22	2(N)	Materials and Supplies to support the Non-Enrollemnt program 2022-23 and 2023-24		58,960.00	29,040.00	88,000.00
9100	640	23	2(N)	Computer Hardware - Non-Enrollment technology equipment such as laptops for the community liaisons to assist with the canvassing campaigns 2022-23 and 2023-24		134,000.00	66,000.00	200,000.00
6300	160	24	2(N)	Salary Non-Instructional Clerk Specialist IV to provide support to the adminstrative team with identifying and locating unaccounted students within the school district \$37,359 2022-23 and 2023-24	1	50,061.06	24,656.94	74,718.00
6300	200	25	2(N)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		22,138.50	10,904.04	33,042.54
6400	100	26	2(N)	Stipends - Professional Development for school based Registrars, Information Management Tech (IMT) and Information Management Specialist (IMS) 350 @ \$500= \$175,000 2022-23 and 2023-24		234,500.00	115,500.00	350,000.00
6400	200	27	2(N)	Fringe Benefits rates variable @ 9.20%		21,574.00	10,626.00	32,200.00
6100	160	28	2(N)	Salary Non-Enrollment District Registrar to assist with tracking unaccounted students and re-engaged students within the school district \$37,029 2022-23 and 2023-24	1	49,618.86	24,439.14	74,058.00
6100	200	29	2(N)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		22,049.98	10,860.44	32,910.41

7900	160	1	2(O)	Salary - additional hours for custodial staff to support the increase in cleaning and disinfecting frequently touched surfaces and objects to minimize the spread of infectious diseases 2022-23 and 2023-24		1,535,160.95	756,124.05	2,291,285.00
7900	200	2	2(O)	Fringe variable rate @ 20.02%		307,339.22	151,376.03	458,715.26
7900	310	3	2(O)	Contractual Services - funds will support hiring cleaning companies to assist with the increase in cleaning 2022-23 and 2023-24		167,500.00	82,500.00	250,000.00
7400	680	1	2(P)	Renovation and maintenance -HVAC Renovation to the Air Handler Units at high schools to allow the units to use recommended MERV-13 rated filters; replacement of air-cooled chillers for schools across the district to enable the indoor air quality to be optimized in the shortest possible time; coil cleaning of Air Handler Units at numerous schools as needed to ensure indoor air quality is optimized. Air-scrubbing cooling units with HEPA filters; carbon dioxide testing equipment for all HVAC mechanics to ensure proper levels of fresh air at all times. 2021-22, 2022-23 and 2023-24		60,300,000.00	29,700,000.00	90,000,000.00
5100	100	1	2 (R)	Salary - Funds will be utilized to cover salary and benefits cost for 2021-22 (252 teachers) 2022-23 (299 teachers) and 2023-24 (299 teachers) to continue the employment of teachers 299 @ \$58,535	850	33,335,682.65	16,419,067.57	49,754,750.22
5100	200	2	2 (R)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		11,823,222.64	5,823,378.31	17,646,600.95
6100	120	3	2 (R)	Reimburse the District for employees sick leave salaries due to COVID-19 health related concerns		3,988,094.60	1,964,285.40	5,952,380.00
6100	200	4	2 (R)	Fringe variable rate @ 9.20%		366,904.73	180,714.27	547,619.00
6100	310	5	2 (R)	Contractual nursing services to assist with identifying and performing wellness screening in an effort to respond to the impact of COVID-19. 2022-23 and 2023-24		7,437,000.00	3,663,000.00	11,100,000.00
7700	770	6	2 (R)	COVID-19 related medical claim cost for doctor visits and hospitalization 2021-22, 2022-23 and 2023-24		17,420,000.00	8,580,000.00	26,000,000.00
5600	120	9	2 (R)	Stipend- funds will provide disaster relief payments of \$1,000 employees that did not receive funding directly from State. 2021-22		871,000.00	429,000.00	1,300,000.00
5600	200	10	2 (R)	Fringe variable rate @ 7.65%		66,631.50	32,818.50	99,450.00
5600	120	11	2 (R)	Salary Stipend Employee Reopening Supplements of \$1,500 for approximately 27,248 employees 2021-22		27,384,240.00	13,487,760.00	40,872,000.00
5600	200	12	2 (R)	Fringe variable rate @ 7.65%		2,094,894.36	1,031,813.64	3,126,708.00
6300	160	1	2(S)	Salary Clerical positions to support the monitoring of the CARES ACT funds. Support Specialist 3 @ \$47,080 over 2 years 2022-23 and 2023-24	3	189,261.60	93,218.40	282,480.00
6300	200	2	2(S)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		74,239.01	36,565.48	110,804.50
7500	160	3	2(S)	Salary Financial positions to support the monitoring of the CARES ACT funds. Budget Analyst 3 @ \$77,098 over 2 years 2022-23 and 2023-24	3	309,933.96	152,654.04	462,588.00
7500	200	4	2(S)	Fringe Benefits rates variable @ 20.02% and fixed @ \$9,042		98,397.62	48,464.50	146,862.12
7200	790	5	2(S)	Indirect Cost		13,387,577.66	9,885,068.80	23,272,646.46
5100	390	1		Charter School allocation		77,385,000.00	38,115,000.00	115,500,000.00
TOTAL						\$ 384,724,620.00	\$ 192,782,418.00	\$ 577,507,038.00

American Rescue Plan – Elementary and Secondary School Emergency Relief Fund Proposal

The School Board of Broward County, Florida TAPS 22A-175

Part I: Implementation Plan

The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.

Activity 1: Addressing Learning Loss (at least 20% of total allocation). Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

(1) A summary of the district's plan to address learning loss.

BCPS firmly believes that to close learning loss, students should be provided developmentally appropriate grade-level instruction with just-in-time support and intervention to accelerate learning. The Summer, Winter and Spring breaks are opportunities to expand rigorous tutoring and provide academic acceleration support using District teachers, curriculum, and data systems targeted to students with the greatest need.

During the proposed Summer Experience and Winter and Spring Camps the District will utilize strategies and best practices to meet the individual developmental needs of each student. The framework for instruction will include opportunities for developing independence and self-confidence through self-selected activities; building and maintaining relationships with adults and peers; and reinforcing daily routines. Teachers will deliver targeted instruction in phonological awareness, phonics, language, vocabulary, and listening comprehension based on

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customized lesson plans. The program also includes whole group, differentiated small group, and independent instruction. Instruction is aligned to Benchmarks for Excellent Student Teaching (BEST) Standards for the grade level and follows a systematic approach to instruction in phonological awareness, phonics, language, vocabulary, listening comprehension, and read-alouds/think-alouds. The curriculum is designed to engage students in developing reading, writing, and critical thinking skills via multisensory instruction including visual, auditory, kinesthetic, and tactile strategies.

Specifically grant funds will be used to address learning losses to students at all levels not making adequate academic progress during the summer break by implementing Summer School Experiences (2022-23, 2023-2024) and Winter and Spring Intervention Camps (2022-23, 2023-24).

BCPS will focus on Academic Recovery to enable students to make progress from learning loss and other challenges associated with the pandemic. To reach this goal, the district will use grant funds to:

- Hire additional teachers and substitute teachers to offer instructional time to students at all levels not making adequate academic progress
- Support school administrators, micro-techs, social workers, guidance counselors, School Resources Officers and security specialists, and administrative and technology support staff
- Cover educational support personnel, transportation costs, professional development stipends, and materials and supplies
- Expand the Broward Remote Instructional Assistance “Ask BRIA” program, which offers free, live and exclusive homework help from certified teachers and subject matter experts available to all K-12 students

(2) Data-driven and evidence-based interventions will be employed to identify students, determine the response strategy and monitor progress.

Various assessment tools will be used to measure student progress due to increased instructional attention and supports. The measures to be used to track the impact of increased instructional time include: number of sites; student and teacher participation; Professional Learning Completion among teachers; 3rd Grade Reading Academy assessment results; Adaptive Progress Monitoring (Grades 3-5) and Mastery Connect assessments. Expected outcomes include: passing rate (local assessments for K -2); passing rate – 3rd Grade Reading Academy; percent level 3 or above on Adaptive Progress Monitoring Assessments; and credits recovered (secondary).

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The measures to be used to track the impact of increased instructional attention and supports include: number of additional Instructional Staff; Professional Learning completions among teachers; number of struggling students reached; type and frequency of intervention; iReady Progress Monitoring; number of hours and students reached through Ask BRIA (tutoring); and percent of students making adequate academic progress (AAP). Expected outcomes include: student growth (percent of struggling students who demonstrate a year's growth in a year's time based on 2022-23 and 2023-24 FSA results; and increased promotion rates.

The 2021-24 school years will be challenging, given the disruption to in-person instruction caused by COVID-19 and the transition back to the school building. Teachers will be prepared to assess student learning gaps through the use of several tools provided by the District. These tools include i-Ready diagnostics and formative assessments in our MasteryConnect/Canvas Learning Management System (LMS). Students in grades KG through 8 will take adaptive diagnostic assessments in Reading and Mathematics from Curriculum Associates (i-Ready) during the beginning, middle, and end of the school year. The results from these diagnostics will provide teachers and students with data on student performance by domain, instructional recommendations, a personalized instructional path, and trends across groups of students. Since these assessments are adaptive, teachers will be able to identify learning gaps based on grade level expectations and determine which students require enrichment versus remediation. The District is providing an item-bank of formative assessment items in grade KG through 12 in the subjects of ELA, Mathematics, Science and Social Studies for teachers embed within their curriculum. The results will be available in a curriculum map displayed by state standards within the District's MasteryConnect/Canvas LMS. Teachers will embed these formative assessments within the curriculum to determine student performance for each student by state standards.

The District will continue to focus on Social Emotional Learning (SEL) as a critical component of the strategy to address learning loss. School counselors will continue to perform an essential role in reestablishing the learning environment during school and at home and during afterschool and breaks (Summer Experiences and Winter and Spring Camps). The District is experiencing a shortage of qualified school counselor applicants to fill the numerous vacancies created through increased funding for reducing counselor-to-student ratios. Those staff who are considered out-of-field must complete six graduate credit hours per year to maintain their status as a counselor until they earn their degree and obtain full certification. To mitigate this challenge, the District is proposing a "grow our own" strategy.

In addition, the District is requesting support so that each elementary school can have an instructional-level staff member to perform the non-counseling duties that overwhelm school counselors and prohibit them from providing direct services to students. The District will also work to improve counselor-to-student ratios. Instructional resource staff will also coordinate test administration, 504 Plans, ESOL, and other tasks at the school's discretion. At the secondary level, a team of District-based 504 Plan specialists will alleviate the burden on school staff,

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especially for those with overwhelming and ever-growing caseloads of students requesting accommodations.

Activity 2 (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

These activities are included under other activity categories.

Activity 2 (B) Any activity authorized by the Individuals with Disabilities Education Act.

These activities are included under other activity categories.

Activity 2 (C) Any activity authorized by the Adult Education and Family Literacy Act.

These activities are included under other activity categories.

Activity 2 (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

No activities are planned using ARP grant funds for this category.

Activity 2 (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

No activities are planned for this activity.

Activity 2 (F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

These activities are included under other activity categories.

Activity 2 (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

No activities are planned for this activity.

Activity 2 (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Activities under this section are included in other categories.

Activity 2 (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Purchase and distribute Personal Protective Equipment (PPE), materials and supplies to prevent and respond to the impact of COVID-19. Items include masks, gloves, hand sanitizer, disinfecting wipes and cleaning and sanitation supplies.

Activity 2 (J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

There are no activities planned under this category.

Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

The purpose of the *Laptop Allocation Project* at BCPS is to support high quality instruction by establishing a fiscally sustainable modern digital evolution plan for technology, ensuring that 100% of District provided student and staff devices will be four years old or less. Currently, BCPS has over 200,000 computers consisting of laptops, desktops and tablets with the majority being laptops that are five years or older and out of warranty. The *Laptop Allocation Project* aligns to the BCPS 2024 Strategic Plan as indicated in the Campaign: Our Data, Our Tools; Initiative: Tool Development, Implementation, and Use. As part of the five-year strategic plan, BCPS's Information and Technology Department will be working to establish a fully funded cyclical refresh program to replace aging student and staff laptops, which will support the educational and administrative environment. Specific project goals include:

- The provision of computer laptops for students to achieve 1:1 ratio in all traditional public schools
- The establishment of a laptop management tool for tracking and identifying specifications on laptops
- The purchase of LanSchool, classroom technology management tool
- Provide schools with laptop carts, wiring and power adapters
- Refresh technology infrastructure (network switches and wireless access points)

Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

The requested funding for increased mental health support will improve the mental and behavioral health needs of our students through expanded BCPS staff capacity and improved community partnerships. The funds will ensure schools are provided with school social work services during the summer experience, and substance abuse/expulsion abeyance case managers throughout the summer due to the increase in disciplinary incidents. Services are also being expanded to support Summer Experiences and Winter/Spring Camps experiencing a rise in mental health concerns.

Additionally, the volume of Behavioral Threat Assessments (BTA) and Suicide Risk Assessments (SRA) require significant monitoring and oversight. These critical assessments are mandated by State requirements and the related services provided are essential to student mental health and well-being. The time required to complete these assessments is consuming staff time in ways that are untenable. A team of District specialists will provide direct services to students in collaboration with school staff to complete these assessments. This will improve the quality of services provided and reduce the overwhelming burden they place on school staff.

Specifically, the District will increase mental health services and supports including:

- Contracted and hourly mental health professionals
- Additional hours for mental health care team to support students during before and aftercare
- Additional hours for substance abuse and expulsion abeyance case managers
- Social emotional learning following school-based plans
- Professional development for staff on mental health awareness, which included in Activity 1

Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

These activities are being addressed in other activity categories.

Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

- (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;**
- (ii) implementing evidence-based activities to meet the comprehensive needs of students;**
- (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**
- (iv) tracking student attendance and improving student engagement in distance education.**

The 2021-24 school years will be challenging, given the disruption to in-person instruction caused by COVID-19. Teachers will be prepared to assess student learning gaps through the use of several tools provided by the District. These tools include i-Ready diagnostics and formative assessments in our MasteryConnect/Canvas Learning Management System (LMS). Students in grades K through 8 will take adaptive diagnostic assessments in Reading and Mathematics from Curriculum Associates (i-Ready) during the beginning, middle, and end of the school year. The results from these diagnostics will provide teachers and students with data on student performance by domain, instructional recommendations, a personalized instructional path, and trends across groups of students. Since these assessments are adaptive, teachers will be able to identify learning gaps based on grade level expectations and determine which students require enrichment versus remediation. The District is providing an item-bank of formative assessment items in grade K through 12 in the subjects of ELA, Mathematics, Science and Social Studies for teachers embed within their curriculum. The results will be available in a curriculum map displayed by state standards within the District's MasteryConnect/Canvas LMS. Teachers will embed these formative assessments within the curriculum to determine student performance for each student by state standards.

After examining student achievement data for our school district, listed below are a series of evidence-based/research informed strategies for closing the achievement gaps for our students.

Enhanced Cultural Competence

- Consider students' diversity to be an asset
- Increase faculty's cultural competence
- Be sensitive to students' home cultures
- Understand and capitalize on students' cultures
- ESOL screenings

Comprehensive Support for Students

- Work with medical, social services, and community agencies
- Identify students who need additional instructional support

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- Support students via mentors tutoring peer support networks and role models
- Screen children early for medical/social services
- Tracking attendance and implement enrollment campaigns
- Work to identify non-enrolled students
- ESE/Gifted evaluations and staffing
- Additional VPK classes
- Reduce costs for VPK students

Outreach to Students' Families

- Make sure the main office is family friendly
- Engage/reach out to students' families
- Hire a diverse staff that speak families home language
- Conduct adult education and parenting courses at local schools
- High parental communication

Extended Learning Opportunities

- Extend learning to before, after and Saturday school programs as well as Summer, Winter and Spring programs
- Institute full day kindergarten and pre-kindergarten

Classrooms that Support Learning

- Use varied, effective strategies to instruct diverse learners
- Use exams and other information on students' performance in instructional planning
- Use research and data to improve practice

Supportive Schools

- Set high expectations and provide rigorous, deep curricula
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Develop effective schoolwide leadership teams
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps
- Engage teachers in strengthening curriculum and student assessments
- Provide schools with timely test and other assessment information

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- Involve teachers in the design of ongoing professional development
- Disseminate the latest research on effective strategies to schools

Access to Qualified Staff

- Recruit, develop and retain qualified teachers and paraeducators
- Attract high quality staff to work with students with the greatest needs
- Compensate teachers who take on extra responsibilities
- Provide time for faculty to meet and plan
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development
- Prepare teacher leaders to be knowledgeable and effective on school reform
- Help teachers work effectively with families and communities

In addition, the District will focus on increasing efforts to identify non-enrolled students. The District identified 11,500 students who were “unaccounted for” during the 2020-2021 and 2021-2022 school years. Through extensive community partnerships, the District successfully returned 1,103 students and identified the whereabouts of 6,220 other students (e.g., moved, private school). Annually, we can expect approximately 6,000 students not to return without proper withdrawal from the District and these students need follow up from staff who are specially trained to reach out to families, provide any supports necessary to return to school, and/or collect appropriate information to complete the withdrawal process.

The strategy to identify and support non-enrolled students is aligned with other Florida Districts who are also utilizing a team approach to adequately provide these supports for unaccounted for students. Additional staff can provide similar assistance to students who become chronically absent and require re-engagement. This team will comprise of an administrator, non-instructional staff, community liaisons and a District Registrar to ensure data integrity within our information systems. Clerical assistance is requested for the Home Education Department as over 9,000 students are now officially registered in this program.

Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Many activities related to environmental and staff/student health are included in other categories. Additional activities include:

- COVID-19 treatment and testing costs
- School nurses (2 per school)

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- School bus cleaning and air quality improvements
- Food preparation and enhanced clearing
- Additional hours for custodial staff to support the increase in cleaning and disinfecting frequently touched surfaces and objects

Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

The District will ensure a safe and clean school environment by renovating, maintaining and/or providing additional HVAC/Air Quality Equipment and custodial assignments. Funds will support: HVAC renovation to the Air Handler Units at high schools to allow the units to use recommended MERV-13 rated filters; replace air-cooled chillers for schools across the District to enable the indoor air quality to be optimized in the shortest possible time; and coil cleaning of Air Handler Units at numerous schools to ensure indoor air quality is optimized. In addition, the District will provide Air-scrubbing cooling units with HEPA filters and carbon dioxide testing equipment for all HVAC mechanics to ensure proper levels of fresh air at all times.

Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

There are no activities planned under this category.

Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

The District will address continued staff employment, health and safety considerations by:

- Providing salary and benefit costs to teachers
- Reimbursing the District for employee sick leave salaries due to COVID-19 health related claims
- Contractual nursing services to assist with identifying and performing wellness screenings
- Covering COVID-19 related medical claims for doctor visits and hospitalization

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- Providing employees disaster relief (equity payment) for those who did not qualify nor receive funding directly from the State and safe reopening supplements

Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA's total award.

The grant will provide Clerical and Financial position salaries and fringe to support the monitoring of ARP ESSER Funds.

The 2021-2022 indirect cost for SBBC has a restricted rate of 4.5%, which does not exceed the 5% maximum rate allowed by the state.

The District has reached out to charter schools regarding their allocation of \$115,500,000.

Part II: Ensuring Effectiveness of Interventions

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. In your response, please include a description of interventions and strategies that are aligned to the LEA's data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.

BCPS believes that Tier 1 instruction is the main lever for accelerating learning and improving student outcomes. The District has taken a learning acceleration approach to ensure students are working on grade level standards and receiving the necessary supports and interventions needed, at the right time, to be successful. This requires teachers to spend more time on priority standards coupled with diagnostic data to inform teachers and school staff to which specific areas each student needs intervention. Since addressing unfinished learning is content specific, the district implements professional learning opportunities in each subject area for teachers to learn strategies to differentiate curriculum and interventions within the school day. This professional learning includes review of core instruction, small group instruction, centers/stations, personalized digital pathways, and individual student support.

When student data shows that students need more than Tier 1 instruction, BCPS provides targeted interventions. These address the academic, social, emotional, and mental health needs of

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students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Language Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. Interventions include extended learning time (summer programs, school-based camps, extended day), targeted additional instruction (tutoring, tiered approaches through intervention programs), and specialized supports.

The BCPS Multi-Tiered System of Supports (MTSS) Early Warning System (see example below) includes indicators of standards-based academic performance, attendance, and behavior as part of the BCPS Behavioral and Academic Support Information System (BASIS) system. It includes slicers to identify gaps in targeted subgroups and areas of need, including racial demographics, Students with Disabilities, English Language Learners, and students on Free or Reduced-Price Meals. Schools use this system to input and monitor data from screening, progress monitoring, and outcome assessments to measure students' progress towards grade level expectations and identify those in need of interventions. Once a student is identified as having a deficiency or area of need, either in academics or behavior, school-based Collaborative Problem-Solving Teams (CPST) engage in the four steps of the problem-solving process to guide decision making within a Multi-Tiered System of Supports (MTSS) framework. Tiered Interventions vary by grade level and the domain in which students are not demonstrating grade level proficiency.

While BCPS follows the MTSS/RtI process for identifying student needs and aligning targeted interventions, the list below showcases supports that provide intervention for students disproportionately impacted by the COVID-19 pandemic.

Descriptions of Interventions and Strategies

Students with disabilities on standards and English Language Learners are included in all intervention opportunities listed below:

1) Tutoring

BCPS defines tutoring as instruction that occurs in addition to daily Instruction and intervention. It can be implemented in one-to-one individual settings or small groups (3 or fewer to one tutor) and is focused on helping a student succeed in an area of need (e.g., Academics, Transition Supports, Re-engagement). Tutoring is provided by BCPS staff, volunteers, providers, or community partners and can occur during school or outside of school hours and on or off the school campus. While tutoring can apply accommodations, it is not itself an accommodation.

Through the BCPS Comprehensive Tutoring plan, tutoring opportunities have been expanded to include school-operated programs, community-based programs, district-supported programs, and programs run through partner organizations. All schools have a tutoring program in place and

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schools identified with intensive need are provided with additional tutoring services and programs. Schools match students to tutoring programs based on need and programs target the instruction and resources to support the identified need. While most of the tutoring programs available target all students, some, such as Language Enrichment Camps for English Language Learners, and Mentoring Tomorrow's Leaders (MTL), which targets youth at risk for not graduating, target specific subgroups.

Effectiveness of tutoring programs is measured through student progress monitoring and outcome data with a focus on engagement and academic indicators. Depending on the type of program, data is collected by schools or district departments and is entered into a database with ongoing monitoring to ensure tutoring is meeting students' needs and each program shows overall evidence of positive impact.

2) Ask BRIA

Broward's Remote Instructional Assistance (Ask BRIA) program is the district-wide evening academic assistance provided to students through Microsoft Teams and staffed by district instructional staff. Students can get homework help on-demand via the Ask BRIA tutor. Students access the services through a link in their Canvas Learning Management System course that guides them to a live Teams session with a certified teacher.

ASK BRIA provides 1-on-1 homework support, is free, and is exclusive to BCPS students. It is available after school four days a week, offered Mondays through Thursdays (on school days) to K-5 students from 3:30 to 7:30 p.m., and for students in grades 6-12 from 3:30 to 8:30 p.m. Students who are quarantined at home can participate on school days between 9 a.m. to 2 p.m. (Mondays through Fridays) and use the homework help service after-school (Mondays through Thursdays).

Additional information about Ask BRIA can be found at <https://www.browardschools.com/askbria>. The Ask BRIA program is monitored through attendance data and qualitative feedback from participating students and families.

3) MTSS/RtI Tiered Interventions

Multi-Tiered System of Supports (MTSS) describes the evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs. It is a key part of the broader BCPS strategic framework and supports all learners to ensure equitable access to a robust, high-quality education. As Collaborative Problem-Solving Teams (CPST) identify the academic, social, emotional, and mental health needs of students, they also identify potential risk indicators, such as chronic absenteeism, previous retention, economic fragility, language barriers, disabilities, and instability in the home and family life, such as homelessness, children

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and youth in foster care, and migratory students. For students identified with a significant or substantial need, an Academic Improvement Plan is created and posted in the BCPS BASIS system. This includes placement, progress monitoring, and outcome data and a description of the targeted intervention.

Academic interventions as part of the MTSS Framework are guided through the BCPS Office of Academics and Behavioral and Mental Health Interventions are supported through the BCPS Office of Student Support Initiatives.

Reading assessments and interventions are detailed in the state approved K-12 Comprehensive Evidence-based Reading Plan Assessment/Curriculum Decision Trees. These demonstrate how data from selected universal screening, diagnostic, and progress monitoring tools are used to determine specific reading instructional needs and interventions for all students in grades K-12. As part of Tier 1 reading instruction, all students receive explicit and systematic instruction. Students identified in need of Tier 2 support are provided with immediate standards-aligned, targeted intervention whereas students identified with substantial reading deficiencies, Tier 3, are provided with a more intensive instruction approach with more guided practice, immediate corrective feedback, and frequent progress monitoring. Progress monitoring data results from iReady, reading records, and embedded program assessments guide differentiated instruction and interventions at the student, classroom, grade, and school level.

Math achievement significantly declined across elementary, middle, and high school based on the FSA results. In an effort to increase math performance, BCPS has identified priority math standards and a pathway to accelerate learning and provide just-in-time instruction to students. Pacing guides are aligned to the District's scope and sequence and, when appropriate, align to the priority standards for each grade level. Teachers plan for just-in-time supports and anticipate where students might need support to address unfinished learning and/or have misconceptions because of unfinished learning. Teachers are supported in their planning on how to support students through potential barriers to grade-level content by building an on-ramp for all learners. Students are provided authentic opportunities to engage in the rigor associated with the standards. Curriculum resources are leveraged to support instructionally vulnerable students.

BCPS has developed a struggling math chart outlining appropriate curricular resources that may be used in addition to core instruction for interventions. Targeted math instruction at the tier 2 level is provided to students when data reveals that students need more than core, universal instruction. Interventions and progress monitoring are targeted to specific skills to remediate as appropriate. Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working. Intensive interventions based on individual student needs and aligned with universal instruction are provided for students in Tier 3. In this tier, students receiving prolonged interventions at this level may be several grade levels behind. Progress monitoring occurs most often to ensure maximum acceleration of student progress.

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Additional content areas and behavior assessments and interventions are detailed in the district created intervention plans with information for placement, progress monitoring, implementation, and resources.

A critical step in the MTSS framework is ongoing monitoring of student progress to ensure the effectiveness of the intervention and that students are making a positive response to the intervention. If students are not responding to intervention, the strategies, the intensity and frequency of the intervention may need to be addressed.

4) Student Supports

BCPS has established procedures to identify and intervene with students identified as vulnerable due to risk indicators, such as chronic absenteeism, economically fragile, language barriers, disabilities, and instability in the home and family life, such as homelessness, children and youth in foster care, and migratory students. These procedures are implemented by the district and at schools with support from Social Workers, Family Outreach Staff, School Guidance Counselors, and additional school-based staff and include:

- Training and best practices to identify at-risk students by checking grades in BASIS/Pinnacle, implementing academic success strategies (course recovery, grade averaging, grade forgiveness), and establishing goal setting for students deficient in graduation requirement
- Regular check-ins with the most disengaged students.
- Work of the BCPS Homeless Education Program (HEART) program in collaboration with School Counseling and BRACE to monitor student attendance and grades and identify any barriers in student's temporary home environment
- Work of the BCPS HEART Program to provide outreach to homeless high school seniors to determine school engagement and status for graduation
- Work of Family therapists with students and families on their caseload who have "Improve Grades" listed as one of their treatment goals. Those therapists who can add to their caseloads will review the eleventh-grade students with D's and F's and reach out to them to offer therapy services
- Incorporating AmeriCorps ambassadors at select schools to provide outreach and support to students with attendance and academic concerns
- Work of the Foster Care Program to monitor student attendance and grades and identify any barriers in student's home environment

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- Work through the Title One, Migrant, and Special Programs Department to provide high-quality education programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation and ongoing factors related to the Covid Pandemic

The effectiveness of the student supports interventions is measured by the outcomes of each specific intervention and impact on student grades, progress, attendance, or other related factors.

5) Students on Access Points N2Y Total Solutions

The N2Y Total Solutions program includes Unique Learning Systems, Positivity, SymbolStix, and L3, which has extensive evidence of effectiveness showing increases in student academic, social-emotional, independent functioning, and communication skills. The Solution provides students with cognitive disabilities in grades Pre-K through Transition a variety of differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support aligned to the district's expectation for high-quality instruction.

The effectiveness of the N2Y Total Solutions is the benchmarking data that provides a customized evaluation of the individual student and tracks student growth and performance over the course of the year. Based on the student performance results and individualized skills profile, students are placed into customized placement levels which are aligned to the Levels of Assistance outlined on the Florida Standards Alternate Assessment (FSAA).

6) ARP ESSER Additional Positions

Schools have been provided funds to hire staff to deliver in-school interventions. These staff members come in the form of full-time, part-time, or hourly (planning time) work. Schools are using these staff members to deliver the intervention in a push-in or pull-out modality depending on the needs of the student's and school's schedules. Students in need of extra interventions have been identified (due to the learning loss caused by the pandemic) by schools using previous academic history, current diagnostic data, and teacher recommendation.

The effectiveness of the ARP ESSER additional positions will be measured by reviewing student grades and student assessment data, including progress monitoring and end of year assessments (FSA/EOC/FCAT Science, SAT, ACT, Advanced Placement, AICE, IB exams, etc.).

School Intervention/Extended Learning Camps

Each school has been given the autonomy to create extended learning opportunities (ELOs) for their students utilizing ARP ESSER funds. These ELOs are being designed to take place before/after school, Saturdays, Winter Break or Spring Break. Below is a sample of a Winter Break Academy.

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Winter Academy - To invite a subset of the target population of students from each school to participate in 6-hours of small group personalized tutoring. The tutoring will be delivered by a certified teacher and the sessions will be focused on ELA/Reading and Math instruction. Two teachers from each school will be identified to work Monday, Tuesday, and Wednesday of both weeks during Winter Break from 8:00 am – 12:00 pm. Student groups will be designed by data sources (iReady, Core Reading Program data, adopted intervention instructional materials, Teacher Grades, etc.) and assigned an hour block for each of the six days.

The effectiveness of the ELOs will be measured by ongoing progress monitoring data, student grades, and mid/end of year assessments.

7) Summer Experience

BCPS offers a full range of academic programs, fun afternoon activities and camps, and practical childcare solutions designed to keep students safe and engaged for the entire day. The program is intended to help students get back on track academically, get ready for the next school year, and reconnect with their friends and teachers. Classes are held at participating sites Monday through Thursday, for four hours per day (bell times vary by location) for six weeks. Face-to-face instruction is provided by BCPS-certified teachers. Breakfast and lunch are provided, and transportation is available for qualifying students.

Description of K-5 Summer Experience Any student enrolled in a traditional Broward County Public School (BCPS) in grades K-5 was invited to participate in the summer experience during the Summer of 2021 and will be invited for Summer of 2022. Students with Disabilities have access to the general education curriculum with the support of an ESE Teacher (Support Facilitator). All accommodations, according to a student's IEP, will be provided. Students participate in instruction and accompanying integration activities over the span of six weeks. Students are immersed in standards-based content in Reading, Writing, Mathematics, Science, and Social Studies and engage in high-quality STEM and Arts/Music/Debate project-based learning experiences. Social-Emotional Learning is integrated throughout the day. Select school sites throughout the district are chosen to ensure availability and ease of transportation. Summer experience took place over 6 weeks with students attending Monday through Thursday for 4 hours a day in the summer of 2021 and will take place over a similar length of time in summer 2022.

The effectiveness of the K-5 summer experience is measured based on number of students in attendance, student engagement, pre/post assessments, end of summer assessments, and qualitative feedback from participating families.

Description of 6-12 Summer Experience Any student enrolled in a traditional Broward County Public School (BCPS) in grades 6-12 was invited to participate in the summer experience during the Summer of 2021 and will be invited for Summer of 2022. Students with Disabilities have

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access to the general education curriculum with the support of an ESE Teacher (Support Facilitator). All accommodations, according to a student's IEP, are provided.

Participating students rotate through three classes and with choice for course recovery, acceleration, and/or electives. Course recovery is available, for most courses, through a hands-on, activity-based curriculum, and for other courses, a digital system is used. Acceleration** is designed to give students a preview of the curriculum they can expect in the fall. Applied learning electives, such as Art, Music, PE, Computer Science, and others electives are available at each summer site.

**The acceleration and elective sessions are strictly a preview of the material coming up next school year to better prepare students for those courses. Due to the seat-time requirements set by the Florida Department of Education, we are not able to award credit for these sessions. Students seeking to earn credit for courses can take Broward Virtual Courses (bved.net).*

The effectiveness of the 6-12 summer experience is determined based on number of students in attendance, number of credits recovered/gained, number of students earning a passing score on make-up EOC, increased graduation rate of seniors that were credit deficient.

8) Enhanced Extended School Year (ESY)

Students with Disabilities (SWD) are eligible for ESY through an IEP committee decision and must be documented on the IEP annually. ESY is 6 weeks during the summer, Monday through Thursday, for 4 hours daily. SWDs receive services based on their IEP and instruction focuses on specific IEP goals embedded in grade level curriculum for students on standards and access points. ESY services may include academic instruction, related services such as: occupational therapy, physical therapy, speech/language services, counseling, behavior support, transition services, and other services as highlighted by the IEP team. Select school sites are chosen to ensure there is accessibility across the district for students.

The effectiveness of the Enhanced Extended School Year is based on individual student IEP goals and objectives.

Part III LEA Plan for Safe Return of In-Person Instruction

Each LEA developed and made publicly available on the LEA's website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education's Interim Final Rule, 88 FR 21195. The Interim Final Rule "does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance." 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note

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specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department's approval, the LEA shall post this updated plan on the LEA's website within 90 days of the award.

☒ By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department's approval, the LEA shall post this updated plan on the LEA's website within 90 days of the award.

Part IV: Assurances

The district must agree to ALL of the assurances by checking the corresponding boxes.

☒ **Assurance 1: LEA Periodic Plan Update with Public Comment.** As required in the U.S. Department of Education's Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule "does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance." 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

☒ **Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system.

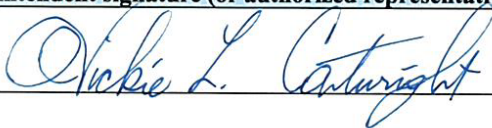
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- ☒ **Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.
- ☒ **Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.
- ☒ **Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.
- ☒ **Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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(ESSER) Fund LEA Plan, Application and Assurances

Acknowledgement

Local Educational Agency Chief Executive Officer or Authorized Representative
Dr. Vickie L. Cartwright, Interim Superintendent

Name and title of person responsible for completion and submission
Oleg Gorokhovsky, Acting Chief Financial Officer
Contact information: email, phone number
Oleg.gorokhovsky@browardschools.com, 754-321-1990
Superintendent signature (or authorized representative)


HOUSE OF REPRESENTATIVES STAFF FINAL BILL ANALYSIS

BILL #: CS/CS/HB 1473 School Safety

SPONSOR(S): Education & Employment Committee and Judiciary Committee, Trabulsy and others

TIED BILLS: CS/CS/HB 1509 **IDEN./SIM. BILLS:** CS/SB 1356

FINAL HOUSE FLOOR ACTION: 112 Y's

0 N's

GOVERNOR'S ACTION: Pending

SUMMARY ANALYSIS

CS/CS/HB 1473 passed the House on February 22, 2024. The bill was amended in the Senate on March 4, 2024, and returned to the House. The House concurred in the Senate amendment and subsequently passed the bill, as amended, on March 7, 2024.

The bill amends s. 30.15, F.S., to clarify that a private school participating in the guardian program is responsible for all costs related to background screening and training, however the bill authorizes the sheriff providing training and certification to waive such costs. The bill provides that an individual certified by, and in good standing with, the Criminal Justice Standards and Training Commission is exempt from the required school guardian training. The bill requires specified information related to individuals certified as school guardians and serving as school guardians in school districts, charter schools, and private schools to be reported to the Florida Department of Law Enforcement (FDLE).

The bill amends s. 1006.07, F.S., to establish new perimeter and door safety requirements that school districts and charter school governing boards must comply with by August 1, 2024. These requirements include keeping routes of ingress and egress securely closed and locked when students are on campus and requiring that these routes be actively staffed when open or unlocked, unless a specific exception applies. The bill requires each school district to develop a progressive discipline policy for instructional and administrative personnel who knowingly violate school safety requirements.

The bill amends s. 1001.212, F.S., to require the Office of Safe Schools (OSS), by August 1, 2024, to develop and adopt a Florida school safety compliance inspection report to document compliance with Florida school safety requirements during triennial unannounced inspections of all public schools. The bill requires the OSS, by December 1, 2024, to evaluate the distribution methodology for the Safe Schools Allocation and, if necessary, make recommendations for an alternate methodology to distribute the remaining balance of the Safe Schools Allocation.

The bill amends s. 985.04, F.S., to require a superintendent to inform the postsecondary institution where a student takes dual enrollment courses of any alleged delinquent acts by the student within one business day of receiving the initial notification from law enforcement.

The bill amends s. 330.41, F.S., to prohibit a person from operating a drone over a public or private school serving students in any grade from voluntary prekindergarten through grade 12, unless the person was granted permission by school personnel or the drone is operated by a law enforcement agency.

The bill creates, subject to appropriation, a grant program to support private schools' school safety efforts. Under the program, the FDLE shall provide grants to sheriff's offices and law enforcement agencies to conduct physical site security assessments for and provide reports to private schools with recommendations on improving such schools' infrastructure safety and security.

The bill may have an indeterminate fiscal impact on state and local governments. See Fiscal Comments.

Subject to the Governor's veto powers, the effective date of the bill is July 1, 2024.

I. SUBSTANTIVE INFORMATION

A. EFFECT OF CHANGES:

In February 2018, a 19-year old gunman killed 14 students and three staff members at Marjory Stoneman Douglas High School in Parkland, Florida.¹ The staff members killed were athletic director Chris Hixon, assistant football coach Aaron Feis, and teacher and cross-country coach Scott Beigel.² The incident of mass violence was preceded by multiple, repeated interactions between the shooter and law enforcement agencies, social services agencies, and schools over many years. This history was characterized by a lack of communication and coordination, preventing these many entities from understanding the whole problem and acting to prevent the mass violence incident.

In response, the Legislature created the Marjory Stoneman Douglas High School Public Safety Commission (Commission) within the Florida Department of Law Enforcement (FDLE).³ The Commission is composed of 16 voting members and four nonvoting members. The Governor appointed five voting members to the Commission, including the chair, and the President of the Senate and Speaker of the House of Representatives each appointed five voting members to the Commission. The Secretary of the Department of Children and Families, the Secretary of the Department of Juvenile Justice, the Secretary of the Agency for Health Care Administration, and the Commissioner of Education serve as ex officio, non-voting members of the Commission.⁴ The Commission meets as necessary to conduct its work at the call of the chair at designated times and locations throughout the state.

The Commission published an initial report on its findings and recommendations on January 2, 2019. Many of the recommendations were adopted during the 2019 Legislative Session. The Commission issued its second report on November 1, 2019, and may issue reports annually until it sunsets.⁵

In 2022, the Legislature extended the sunset of the Commission until July 1, 2026, and substantially amended the responsibilities of the Commission.⁶ The Commission must monitor the implementation of school safety legislation by:

- Evaluating the activities of the Office of Safe Schools (OSS) to provide guidance to school districts, identifying areas of noncompliance and mechanisms used to achieve compliance.
- Reviewing the findings of the Auditor General regarding district school safety policies and procedures needing improvement to ensure and demonstrate compliance with state law.
- Reviewing school hardening grant expenditures and evaluating such expenditures based on the report of the School Hardening and Harm Mitigation Workgroup, recommendations of law enforcement agencies based on school campus tours and the required return on investment analysis component of the Florida Safe Schools Assessment Tool (FSSAT).
- Evaluating the utilization of the centralized integrated data repository by schools and its effectiveness in conducting threat assessments.
- Assessing efforts by local governments to improve communication and coordination among regional emergency communications systems.
- Investigating any failures in incident responses by local law enforcement agencies and school resource officers.
- Investigating any failures in interactions with perpetrators preceding incidents of violence.⁷

¹ Tonya Alanez, David Fleshler, Stephen Hobbs, Lisa J. Huriash, Paula McMahon, Megan O'Matz and Scott Travis, *Unprepared and Overwhelmed*, South Florida Sun-Sentinel (Dec 28, 2018), <https://projects.sun-sentinel.com/2018/sfl-parkland-school-shooting-critical-moments/> (last visited Mar. 14, 2024).

² *Id.*

³ S. 943.687, F.S.

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ *Id.*

School Safety Oversight and Compliance

Background

Florida's Commissioner of Education (commissioner) oversees compliance with school safety and security requirements by school districts, district school superintendents, and public schools, including charter schools.⁸ The commissioner must facilitate compliance to the maximum extent provided under law, identify incidents of noncompliance, and impose or recommend enforcement and sanctioning actions to the State Board of Education (SBE), the Governor, or the Legislature.⁹

The Office of Safe Schools (OSS) is fully accountable to the commissioner and serves as a central repository for best practices, training standards, and compliance oversight in all matters regarding school safety and security, including prevention efforts, intervention efforts, and emergency preparedness planning.¹⁰ The OSS responsibilities include, among other duties, collecting School Environmental Safety Incident Reporting (SESIR) data, providing a School Safety Specialist Training Program, evaluating usage of the standardized, statewide behavioral threat assessment instrument, monitoring compliance with requirements relating to school safety, and reporting incidents of noncompliance to the commissioner and the SBE.¹¹

District school boards and superintendents each have responsibilities related to school safety and security. District school superintendents must designate a school safety specialist who is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the school district, including conducting and reporting the recommendations from the annual school security risk assessment at each public school using the Florida Safe Schools Assessment Tool (FSSAT).¹² District school boards must adopt policies that guide many aspects of school safety including the establishment of threat management teams (TMT) and emergency procedures and emergency preparation drills. TMTs assess and provide intervention recommendations for individuals whose behavior may pose a threat to the safety of school staff or students.¹³ TMT members must include individuals with expertise in counseling, instruction, school administration, and law enforcement.¹⁴ To conduct its work, a TMT must use the standardized, statewide behavioral threat assessment instrument developed by the OSS¹⁵ and may use the Florida Schools Safety Portal (FSSP) until the OSS operationalizes the statewide threat management portal, which must be in place by August 1, 2025.¹⁶

Emergency drills and procedures are guided by district school boards' policies and procedures, which are formulated in consultation with the appropriate public safety agencies. These policies apply to all students and faculty at all K-12 public schools. Emergencies include fires, natural disasters, active shooter and hostage situations, and bomb threats.¹⁷ Drills for active shooter and hostage situations must be conducted in accordance with developmentally appropriate and age-appropriate procedures at least as often as other emergency drills.¹⁸ The active shooter situation training for each school must engage the participation of the district school safety specialist, the TMT members, faculty, staff, and students, and must be conducted by the law enforcement agency or agencies designated as first responders to the school's campus.¹⁹

⁸ S. 1001.11(9), F.S.

⁹ *Id.*

¹⁰ S. 1001.212, F.S.

¹¹ *Id.*

¹² *Id.*

¹³ S. 1006.07(7), F.S.

¹⁴ S. 1006.07(7)(a), F.S.

¹⁵ *Id.*

¹⁶ S. 1006.07(7)(f), F.S.; S. 1001.212(12)(c), F.S.

¹⁷ S. 1006.07(4)(a), F.S.

¹⁸ *Id.*

¹⁹ S. 1006.07(4)(b)1., F.S.

In 2020, the Legislature passed HB 23, requiring all public and charter schools to have a mobile panic alert system.²⁰ Known as Alyssa's Law, the bill is named for Alyssa Alhadeff, a Marjory Stoneman Douglas High School student who was one of the 17 people killed during the shooting. The legislation required the DOE to procure a statewide, mobile panic alert system for school districts to facilitate an integrated Enhanced 911 transmission or mobile activation during emergencies on public school campuses. The DOE completed the procurement and selected 11 vendors from which school districts may choose to satisfy this requirement.²¹

In 2021, the Legislature clarified that school districts were required to conduct active assailant drills but may provide accommodations for emergency drills conducted by exceptional student education centers.²²

In 2022, to provide more statewide uniformity in emergency drills at Florida's schools, the Legislature required the SBE to adopt rules governing emergency drills by August 1, 2023, and required such rules be based on recommendations from the Commission and in consultation with state and local constituencies. The rules must require all types of emergency drills be conducted at least once per school year. Additionally, the rules must define "emergency drill," "active threat," and "after-action report" and provide minimum requirements for school district emergency drill policies and procedures by incident type, school level, school type, and student and school characteristics, including timing, frequency, participation, training, notification, accommodations, and response to threat situations.²³

Additionally, law enforcement responsible for responding to schools in the event of an active assailant emergency must be physically present and participate in active assailant emergency drills. School districts must provide notice to the law enforcement officers required to be present at such drills at least 24 hours before the drill.²⁴

Public Access to Public School Facilities

Florida law broadly authorizes district school boards and the boards of trustees of Florida College System institutions, state universities, and the Florida School for the Deaf and the Blind to allow the public access to educational facilities and grounds for any legal assembly, as a community use center, or a polling location.²⁵ Additionally, each county and municipality located within the geographic area of a school district is required to enter into an interlocal agreement with the district school board to coordinate their respective growth and development plans and processes. Among other things, the interlocal agreement must include a process for determining where and how the school boards and local governments can share facilities for mutual benefit and efficiency.²⁶ Some district school boards currently authorize, through their interlocal agreements, public access to sports and recreational facilities on school campuses. The specific details related to such access, such as the hours the facility will be open and which party is liable for any damages or injuries sustained on the property, are contained in a separate "joint-use" agreement.²⁷

District school boards are not limited to partnering with governmental entities in joint-use agreements. If authorized by the school board's interlocal agreements, school boards may establish joint-use agreements with private entities. For example, in 2003, a Best Financial Management Practices Review of the Duval County School District indicated that the school district had established 47 joint-use

²⁰ Ch. 2020-145, Laws of Fla.

²¹ Florida Department of Education, *Alyssa's Alert*, <https://www.fldoe.org/safe-schools/alyssas-alert.stml> (last visited Mar. 14, 2024).

²² Ch. 2021-176, Laws of Fla.

²³ S. 1006.07(4), F.S.

²⁴ *Id.*

²⁵ S. 1013.10, F.S.; see also s. 1013.01(3), F.S. (defines "Board").

²⁶ Ss. 163.31777(1) and (2)(g) and 1013.33(2) F.S.

²⁷ See, e.g., *Interlocal Agreement between the City of Boynton Beach and the School Board of Palm Beach County for the Mutual Use of Recreational Facilities*, <https://www2.palmbeachschools.org/Attachments/020061026171511!RE-5%20Interlocal%20Agreement%20-%20Mutual%20Use%20of%20Recreational%20Facilities.pdf> (last visited Mar. 14, 2024).

agreements with the City of Jacksonville, the YMCA and various community groups for the use of school facilities.²⁸

Effect of the Bill – School Safety Oversight and Compliance

Perimeter and Door Security Measures

The bill amends s. 1006.07, F.S., to establish new perimeter and door safety requirements that school districts and charter school governing boards must comply with by August 1, 2024. The bill requires compliance with the following:

- All gates or other access points that restrict ingress to or egress from a school campus must remain closed and locked when students are on campus. A gate or access point may not be open or unlocked, regardless of whether it is during normal school hours, unless:
 - The gate or access point is attended or actively staffed by a person when students are on campus;
 - The use of the school campus is in accordance with a shared use agreement under s. 1013.101, F.S.; or
 - The school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the gate or access point is not subject to this requirement based upon other safety measures at the school.
- All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces.
- All campus access doors, gates, and other access points that allow ingress to or egress from a school building shall remain closed and locked at all times to prevent ingress, unless a person is actively entering or exiting the door, gate, or other access point. The school safety specialist, or his or her designee, may document in the Florida Safe Schools Assessment Tool portal maintained by the OSS that the gate or other access point is not subject to this requirement based upon other safety measures at the school. The OSS may conduct a compliance visit to review if such determination is appropriate. All campus access doors, gates, and other access points may be electronically or manually controlled by school personnel to allow access by authorized visitors, students, and school personnel.

In relation to the locking of doors and access points, the bill requires that any time a door or access point is left open or unlocked it must be actively staffed by a person standing or seated at the door, except where a school safety specialist has determined and documented in the Florida Safe Schools Assessment Tool portal that these requirements do not apply.

Additionally, the bill requires that all school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first 10 days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or his or her designee, must document such determination in the Florida Safe Schools Assessment Tool portal identifying where affected students must shelter in place. The OSS shall conduct a compliance inspection of this requirement during each triennial inspection.

The bill requires any person who becomes aware of a violation of these requirements to report the violation to the school principal. The school principal must report the violation to the school safety specialist no later than the next business day after receiving such report. If the school principal or

²⁸ Office of Program Policy Analysis and Government Accountability, *Best Financial Management Practices Review of the Duval County School District*, <http://www.opaga.state.fl.us/Summary.aspx?reportNum=03-41> (last visited Mar. 14, 2024).

charter school administrator allegedly violated these requirements, then the report must be made directly to the district school superintendent or charter school governing board, as applicable.

The bill requires that the OSS refer any instructional or administrative personnel that knowingly violated the perimeter and door safety requirements to the district school superintendent or charter school administrator for disciplinary action. The superintendent or charter school administrator must notify the OSS of the outcome of the disciplinary proceeding within three school days of the conclusion of the proceedings.

The bill requires each district school board and charter school governing board to adopt a progressive discipline policy for addressing any instructional personnel and any administrative personnel who knowingly violate school safety requirements.

The bill requires that the OSS annually notify all administrative and instructional personnel by electronic mail of the perimeter and door safety requirements.

Unannounced School Inspections

The bill amends s. 1001.212, F.S., to require the OSS, by August 1, 2024, to develop and adopt a Florida school safety compliance inspection report to document compliance with Florida school safety requirements. The OSS must provide school district superintendents and charter school administrators with a blank copy of the adopted report.

The bill requires that the OSS triennially conduct unannounced inspections of all public schools, including charter schools, using the safety compliance inspection report. Within three school days of the inspection, the OSS must provide a copy of the completed report to the school safety specialist, the school principal or charter school administrator, and the superintendent. The school safety specialist or charter school administrator must acknowledge receipt of the report within one school day. If the OSS finds any instance of noncompliance with Florida's school safety laws, the bill requires that a reinspection of the school occur within six months.

Upon a finding of noncompliance with the perimeter and door safety requirements, the bill requires a school safety specialist or charter school administrator to notify the OSS within three school days of receipt of the report how the noncompliance will be remedied.

In addition to the unannounced inspections, the OSS must provide quarterly reports to each district superintendent and school safety specialist identifying the number and percentage of school inspected or re-inspected during the quarter and the number and percentage of schools that had no safety deficiencies.

The bill requires the school safety specialist to present the quarterly OSS report to the district school board in a public meeting. Additionally, during the first quarter of every school year, the school safety specialist shall report to the district school board the number of schools inspected during the preceding calendar year and the number and percentage of schools in compliance with school safety laws during the initial inspection and reinspection.

The bill amend s. 1006.07, F.S., to require the school safety specialist, or his or her designee, to conduct annual unannounced inspections, using the form adopted by the OSS, of all public schools, including charter schools, while school is in session and investigate reports of noncompliance with school safety requirements.

The bill creates a bonus program for school principals and charter school administrators that provides a bonus, as set forth in the General Appropriations Act, if, after the initial unannounced inspection during each triennial period, the OSS report reflects full compliance with Florida's school safety laws.

Emergency Drills

The bill amends s. 1006.07, F.S., to require each public school to maintain a record that is accessible on each campus or by request of the OSS of all emergency drills conducted, including the names of law enforcement personnel present on campus for each active assailant emergency drill.

School Safety Specialist Duties

The bill also amends s. 1006.07, F.S., to improve the communication between the school safety specialist and the district superintendent by requiring the school safety specialist to report to the district school superintendent and school board, at least on a quarterly basis, any noncompliance by the school district with laws or rules relating to school safety. In addition, the bill requires the school safety specialist to report any violations of the perimeter and door safety requirements by administrative personnel or instructional personnel to the district school superintendent or charter school administrator, and to the OSS.

Safe-school Officers

Background

District school boards and school district superintendents are required to partner with law enforcement or security agencies to establish or assign one or more safe-school officers at each school facility within the district, including charter schools. To assist charter schools with fulfilling this requirement, a district school board must collaborate with charter school governing boards to facilitate charter school access to all safe-school officer options.²⁹

A safe-school officer may be a school resource officer, school safety officer, school guardian, or a school security guard. A school district may implement any combination of the following options based upon the needs of the school district and may:³⁰

- **School Resource Officer:** Establish a school resource officer program through a cooperative agreement with law enforcement agencies. A school resource officer is a certified law enforcement officer³¹ who is employed by a law enforcement agency and is required to undergo criminal background checks, drug testing, and a psychological evaluation.³² School resource officers abide by school board policies and consult with and coordinate activities through the school principal. They are responsible to the law enforcement agency in all matters relating to employment, subject to agreements between a school board and a law enforcement agency. Activities conducted by the school resource officer, which are part of the regular instructional program of the school, are under the principal's direction.³³
- **School Safety Officer:** Commission one or more school safety officers as recommended by the district school superintendent and appointed by the district school board. A school safety officer is a certified law enforcement officer who may be employed by a district school board or law enforcement agency and is required to undergo criminal background checks, drug testing, and a psychological evaluation. A school safety officer has and must exercise the power to make arrests for violations of law on school board property or on property owned or leased by a charter school under a charter contract. The officer may also make arrests off school board property if the law violation occurred on such property and may carry weapons when performing his or her official duties. A school safety officer's salary may be paid jointly by the school board and the law enforcement agency, as mutually agreed.³⁴

²⁹ S. 1006.12, F.S.

³⁰ S. 1006.12(1)–(4), F.S.

³¹ See s. 943.10(1), F.S.

³² S. 1006.12(1)(a), F.S.

³³ S. 1006.12(1)(b), F.S.

³⁴ S. 1006.12(2), F.S.

- School Guardian: Appoint a school guardian under the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program who is certified by the sheriff after completing a psychological evaluation, drug testing, and specified training, which includes firearm instruction. A guardian may be a school district employee or charter school employee who volunteers to serve as a guardian, in support of school sanctioned activities, in addition to his or her official job duties. A qualifying individual may also be employed specifically as a guardian.³⁵ Guardians do not have arrest powers.³⁶
- School Security Guard: Contract with a security agency to employ a school security guard. A school security guard is an individual who is employed by a security agency and serves on a school facility as a safe-school officer in support of school sanctioned activities. Security guards are required to hold a concealed carry weapon permit and undergo drug testing and a psychological evaluation. An individual serving in this capacity must complete guardian program training, including 144 training hours.³⁷ A security guard must aid in the prevention or abatement of active assailant incidents on school premises,³⁸ but does not have arrest powers.³⁹

A school district contract with a security agency must define the entity or entities responsible for training and the responsibilities for maintaining records relating to training, inspection, and firearm qualification.⁴⁰

All safe-school officers are required to receive mental health training. Safe-school officers who are sworn law enforcement officers must complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in the topic. The training must improve the safe-school officers' knowledge and skills as a first responder to incidents involving students with emotional disturbance or mental illness, to include de-escalation skills. Safe-school officers who are not sworn law enforcement officers are required to receive training to improve their knowledge and skills related to incident response and de-escalation.⁴¹

A district school superintendent or charter school administrator, or their designee, is required to notify its county sheriff and the OSS within 72 hours after a safe-school officer being dismissed for misconduct, being disciplined, or discharging a firearm in the exercise of duties during a non-training incident.⁴²

The OSS must annually publish certain information about safe-school officers including the total number of officers, officers disciplined or relieved of duty due to misconduct, disciplinary incidents, and incidents in which a safe-school officer discharged his or her firearm outside of a training situation or in the course of duty.⁴³

Florida law exempts from disclosure any information held by a law enforcement agency, school district, or charter school that would identify whether a particular individual has been appointed as a safe-school officer.⁴⁴

Florida law prohibits a person from falsely impersonating a school guardian and a violation of the prohibition is a third degree felony. In addition, the law prohibits a person from impersonating a law enforcement officer or licensed security officer acting in the capacity of a safe-school officer.⁴⁵

³⁵ S. 1006.12(3), F.S.

³⁶ S. 30.15(1)(k), F.S.

³⁷ S. 1006.12(4), F.S.

³⁸ S. 1006.12(4)(c), F.S.

³⁹ S. 30.15(1)(k), F.S.

⁴⁰ S. 1006.12(4)(b), F.S.

⁴¹ S. 1006.12(6), F.S.

⁴² S. 1006.12(5), F.S.

⁴³ S. 1001.212(16), F.S.

⁴⁴ S. 1006.12(8), F.S.

⁴⁵ S. 843.08, F.S. A third degree felony is punishable by up to five years imprisonment and a \$5,000 fine. Ss. 775.082, 775.083, or 775.084, F.S.

Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program

The Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program (guardian program) authorizes qualified school personnel to serve as an armed guard to aid in the prevention or abatement of active assailant incidents on school premises.⁴⁶

A school district or charter school employee may serve as a guardian if the individual is appointed by the district school superintendent or charter school principal and is certified by a sheriff. The individual must satisfy the following requirements:

- Hold a concealed weapons or concealed firearms license;
- Pass a psychological evaluation administered by a licensed psychologist;
- Pass an initial drug test and subsequent random drug tests; and
- Successfully complete a 144-hour training program that includes at least 12 hours of certified nationally recognized diversity training and 132 total hours of specified, comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission-certified instructors, and ongoing training, weapon inspection, and firearm qualification on at least an annual basis.⁴⁷

An individual must satisfy the background screening, psychological evaluation, and drug testing requirements prior to participating in the required guardian training. All training for the guardian program must be conducted by a sheriff.⁴⁸

A county sheriff must establish a program if the district school board elects to participate. The sheriff may contract with another county sheriff who has already established a program to provide training. Charter school governing boards may directly request guardian training from the county sheriff even if the school district decides not to participate. Should the sheriff deny the request, the charter school may contract with a county sheriff who is willing to provide the training.⁴⁹

A sheriff who establishes a guardian program may consult with the FDLE on programmatic guiding principles, practices, and resources.⁵⁰

A school guardian has no authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident on school premises.⁵¹ The sheriff who conducts the guardian training must issue a school guardian certificate to individuals who meet these requirements and maintain documentation of weapon and equipment inspections, as well as the training, certification, inspection, and qualification records of each school guardian certified by the sheriff.⁵²

The guardian training specified in statute is the statewide standard that must be used, however, sheriffs are authorized to supplement such training. A guardian that has received the required training cannot be required to attend the training again unless there has been at least a one-year break in her or his employment as a guardian.⁵³

Safe-school Officers in Private Schools

⁴⁶ S. 30.15(1)(k), F.S.

⁴⁷ *Id.*

⁴⁸ S. 1006.12(7), F.S.

⁴⁹ S. 30.15(1)(k), F.S.

⁵⁰ S. 943.03(16), F.S.

⁵¹ S. 30.15(1)(k), F.S.

⁵² *Id.*

⁵³ S. 30.15(1)(k)1.d., F.S.

In 2023, the Legislature expanded the guardian program by authorizing private schools to partner with a law enforcement or security agency to establish or assign a safe-school officer to their schools.⁵⁴ The private school is responsible for any costs associated with implementing a safe-school officer, including training under the guardian program.⁵⁵ A private school electing to implement a safe-school officer must comply with the same statutory requirements for such officers as school districts and charter schools.⁵⁶

If the county in which a private school operates does not currently participate in the guardian program, the private school may request the sheriff to initiate a guardian program for the purpose of training private school employees.⁵⁷ If the local sheriff declines, the private school may contract with a sheriff of a county that has implemented a guardian program to provide the necessary training.⁵⁸ The private school is responsible for notifying the local sheriff prior to entering into such a contract and is responsible for all costs associated with the training of private school employees to serve as guardians.⁵⁹ The sheriff providing guardian training to private school employees is prohibited from comingling funds received for such training with funds received from the state for the purposes of training school district or charter school employees to serve as guardians.⁶⁰

Effect of the Bill – Safe-School Officers

The bill amends s. 30.15, F.S., to clarify that private schools seeking to participate in the guardian program are responsible for costs associated with background screening in addition to costs associated with training. However, the bill authorizes a sheriff to waive training and background screening costs for a private school participating in the school guardian program. Funds provided to the sheriff by the DOE for the school guardian program may not be used to subsidize any costs that have been waived by the sheriff.

The bill clarifies that the one-time guardian stipend only applies to employees of the school district or charter school serving as guardians.

The bill provides that an individual certified under, and in good standing with, the Florida Criminal Justice Standards and Training Commission, and who is otherwise qualified to serve as a guardian, is exempt from the 144-hour training requirement prior to certification as a guardian. The bill authorizes a sheriff to issue a school guardian certificate to such individuals.

The bill requires a school guardian to complete 12 hours of training to improve the guardian's knowledge and skills necessary to respond to and de-escalate incidents on school premises, and deletes a requirement for a school guardian to complete 12 hours of certified nationally recognized diversity training.

The bill amends s. 1006.12, F.S., to require that agreements between a school district and a law enforcement agency for the provision of school resource officers (SRO) in district schools must identify the entity responsible for maintain records relating to SRO training.

Required Reporting of Certified and Appointed School Guardians

The bill implements new reporting requirements related to individuals certified as school guardians and serving as school guardians in school districts, charter schools, and private schools. Under the bill, the FDLE shall serve as the central repository of information regarding certified and appointed school guardians.

⁵⁴ S. 2, ch. 2023-18, Laws of Fla.

⁵⁵ S. 30.15(1)(k)1.c., F.S.

⁵⁶ S. 1002.42(18), F.S.

⁵⁷ S. 30.15(1)(k)1.c., F.S.

⁵⁸ *Id.*

⁵⁹ *Id.*

⁶⁰ *Id.*

The bill amends s. 30.15, F.S., to require that each sheriff report to the FDLE, within 30 days of such certification, each individual certified as a school guardian. Each sheriff must also make a one-time report, by September 1, 2024, of every individual previously certified as a school guardian by the sheriff. The required reports must include the name, date of birth, and certification date of the guardian.

Additionally, the bill requires each school district, charter school, and private school participating in the guardian program to report to the FDLE, each February 1 and September 1, the name, date of birth, and appointment date of each individual appointed as a school guardian. The school district, charter school, and private school must also report the end date of any appointment as a school guardian. Each participating school must make a one-time report to the FDLE, by September 1, 2024, providing a current list of appointed school guardians that includes, name, date of birth, and initial and end-of-appointment date of each school guardian, as applicable.

Using the information from these reports, the FDLE must maintain a list of all individuals appointed as school guardians that includes name, certification date, date of appointment, including the name of the school, information reported by the DOE related to a school guardian discharging their firearms or being subject to discipline, and end date of appointment, if applicable. The FDLE must remove anyone from the list whose required guardian training has expired.

The bill requires that each sheriff report to the FDLE, on a quarterly basis, the schedule for upcoming guardian trainings, including the dates, locations, contact person for registration, and class capacity. The FDLE is required to publish, and update quarterly, the information related to such trainings on its website.

For any sheriff that fails to comply with the above reporting requirements, the bill prohibits the sheriff from receiving reimbursements from the DOE for costs associated with the school guardian program. For any school district, charter school, or private school that fails to comply with the above reporting requirements, the bill prohibits the entity from operating a school guardian program the following school year, unless the school district, charter school, or private school has submitted the required information. Such prohibition is lifted as soon as the sheriff, school district, charter school, or private school complies with reporting requirements. In order for the DOE to be able to enforce these prohibitions, the bill requires the FDLE to report any non-compliance to the DOE each year by March 1 and October 1.

The bill requires that each school district, charter school, or private school, before employing an individual as a school guardian, must contact the FDLE and review all information maintained by the FDLE related to the individual's school guardian certification and employment as a school guardian. Additionally, the DOE must provide the FDLE with any information relating to a school guardian discharging their firearms or being disciplined.

The bill provides the FDLE with rulemaking authority for the purposes of implementing the reporting related to school guardians, including additional required reporting information only as necessary to uniquely identify each school guardian reported.

Incident Reporting and Safe Schools Allocation

Background

Incident Reporting

With respect to school safety, there are a number of tracking and reporting tools managed by the DOE to which school districts are required to report incident information. The OSS monitors school district compliance with SESIR requirements and TMT utilization of the standardized behavioral assessment tool, i.e., the FSSP. The FSSP is available to individual TMT members with specific permissions and

the OSS tracks the number of queries.⁶¹ The FSSP provides a centralized repository to access student records across multiple disciplines including law enforcement and behavioral health care.⁶²

The SESIR data is collated by a DOE electronic database to which school districts report on 26 incidents of crime, violence, and disruptive behaviors that occur on school grounds.⁶³ The SESIR reporting is required for all public schools.⁶⁴ Each district school board must adopt policies to ensure the accurate and timely reporting of incidents related to school safety and discipline and the district school superintendent is responsible for reporting such incidents in SESIR.⁶⁵ The DOE revised the reporting rule in 2020 to direct how incidents are reported at regular intervals throughout the school year.⁶⁶ Superintendents must annually certify that the school district is in compliance with the SBE rule. Failure to report SESIR data by the survey deadlines can result in forfeiture of the superintendent's salary until the reporting is completed.⁶⁷ The DOE makes the data available annually through publication of summary excel files on its website,⁶⁸ which are separate from other DOE databases that provide public visibility into school accountability and performance metrics.⁶⁹

School districts must provide emergency notifications for a limited list of life-threatening emergencies that take place on a K-12 public school campus.⁷⁰ Incidents include weapon-use, hostage, and active shooter situations, hazardous materials or toxic chemical spills, weather emergencies, and exposure as a result of manmade emergencies.⁷¹ For colleges and universities, the Clery Act prescribes a broader list of violent incidents or criminal acts for which notification is required to the "campus community."⁷² Acts that must be reported include criminal offenses,⁷³ hate crimes,⁷⁴ Violence Against Women Act offenses,⁷⁵ and arrests and referrals for discipline for weapons, drug, or liquor law violations.⁷⁶

In 2021,⁷⁷ the Legislature established the parental right to timely notification of school safety and emergency incidents, including certain threats, unlawful acts, and significant emergencies, and the right to access the SESIR data as reported by school districts to the DOE.⁷⁸ The DOE must annually publish the most recently available SESIR data, along with other school accountability and performance data, in a uniform, statewide format that is easy to read and understand.⁷⁹

In response to concerns the SESIR reporting requirements were unclear and not aligned with Florida's criminal statutes regarding criminal offenses being reported by schools, the DOE substantially amended the SESIR reporting rule in January 2023.⁸⁰ The amendment updated a number of definitions, clarified the process for determining when incidents must be referred to law enforcement, and bolstered

⁶¹ Florida Department of Education, *Department of Education Announces the Florida Schools Safety Portal*, <http://www.fldoe.org/newsroom/latest-news/department-of-education-announces-the-florida-schools-safety-portal.html> (last visited Mar. 14, 2024).

⁶² S. 1001.212(12), F.S.

⁶³ Florida Department of Education, *Discipline Data*, <http://www.fldoe.org/safe-schools/discipline-data.html> (last visited Mar. 14, 2024).

⁶⁴ Ss. 1001.212(8) and 1006.07(6), F.S.

⁶⁵ S. 1006.07(9), F.S.

⁶⁶ R. 6A-1.0017, F.A.C. The survey periods for submission of data by school districts to the DOE are established in *Full-time Equivalent (FTE) General Instructions 2022-2023*, <https://www.fldoe.org/core/fileparse.php/7508/urlt/2223FTEGenInstruct.pdf> (last visited Mar. 14, 2024).

⁶⁷ R. 6A-1.0017, F.A.C.

⁶⁸ Florida Department of Education, *Discipline Data*, <http://www.fldoe.org/safe-schools/discipline-data.html> (last visited Mar. 14, 2024).

⁶⁹ See Florida Department of Education, *Know Your Schools*, <https://edudata.fldoe.org/> (last visited Mar. 14, 2024).

⁷⁰ S. 1006.07(4), F.S.

⁷¹ *Id.*

⁷² Pub. L. No. 101-152, 104 Stat. 2381 (Nov. 8, 1990).

⁷³ *Id.* Criminal offenses include criminal homicide, sexual assault, robbery, burglary, motor vehicle theft, and arson.

⁷⁴ *Id.* Hate crimes can include any of the covered criminal offenses and larceny-theft, simple assault, intimidation, and destruction, damage, or vandalism of property.

⁷⁵ *Id.* Violence Against Women Act offenses include domestic violence, dating violence, and stalking.

⁷⁶ *Id.*

⁷⁷ Ch. 2021-176, Laws of Fla.

⁷⁸ Ss. 1002.20(25) and 1002.33(9)(r), F.S.

⁷⁹ S. 1006.07(9), F.S.

⁸⁰ R. 6A-1.0017, F.A.C.

the annual school district reporting requirements to improve overall data quality.⁸¹ To address under-reporting of serious crimes due to school district discretion, in 2023, the Legislature authorized the SBE to adopt emergency rules to establish which SESIR incidents must be reported to law enforcement. The SBE must adopt final rules no later than July 1, 2024.⁸²

Additionally, school districts must provide timely notice to parents of the following unlawful acts and significant emergency situations on school grounds, school transportation, or school-sponsored activities:

- Weapons possession or use or hostage and active assailant situations.
- Murder, homicide, or manslaughter.
- Sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel.
- Aggravated assault or battery.
- Natural emergencies, including hurricanes, tornadoes, and severe weather.
- Exposure as a result of a manmade emergency.⁸³

When a child is taken into custody by a law enforcement officer for an offense that would have been a felony if committed by an adult, or a crime of violence, the law enforcement agency must notify the superintendent of schools that the child is alleged to have committed the delinquent act.⁸⁴

Safe Schools Allocation

The Safe Schools Allocation is a categorical in the Florida Education Finance Program and provides funding to assist school districts in their compliance with ss. 1006.07–1006.12, F.S., with priority given to safe-school officers. For the 2023-2024 school year, \$250 million is appropriated for this categorical with each district receiving a minimum of \$250,000 and the remaining balance of funds allocated by a formula based on one-third of the recent Florida Crime Index and two-thirds allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.⁸⁵

The distribution of safe schools funds provided to a school district is contingent upon the district's compliance with all reporting procedures related to the prevention of bullying and harassment.⁸⁶

Safe Schools Allocation	
Fiscal Year	Funding Amount
2018-2019 ⁸⁷	\$ 162 million
2019-2020 ⁸⁸	\$ 180 million
2020-2021 ⁸⁹	\$ 180 million
2021-2022 ⁹⁰	\$ 180 million
2022-2023 ⁹¹	\$ 210 million
2023-2024 ⁹²	\$ 250 million
Total	\$ 1.2 billion

⁸¹ *Id.*

⁸² S. 24, ch. 2023-18, Laws of Fla.

⁸³ S. 1006.07(4)(b), F.S.

⁸⁴ S. 985.04(4)(a), F.S.

⁸⁵ Specific Appropriations 5 and 86, ch. 2022-156, Laws of Fla. See S. 1011.62(12), F.S.

⁸⁶ S. 1006.147(7), F.S.

⁸⁷ S. 42, ch. 2018-3, Laws of Fla. (\$97,500,000); Specific Appropriations 6 and 92, ch. 2018-9, L.O.F. (\$64,456,019)

⁸⁸ Specific Appropriations 6 and 93, ch. 2019-115, Laws of Fla.

⁸⁹ Specific Appropriations 8 and 92, ch. 2020-111, Laws of Fla.

⁹⁰ Specific Appropriations 7 and 90, ch. 2021-36, Laws of Fla.

⁹¹ Specific Appropriations 5 and 86, ch. 2022-156, Laws of Fla.

⁹² Specific Appropriations 5 and 80, ch. 2023-239, Laws of Fla.

Effect of the Bill – Incident Reporting

The bill creates, subject to an appropriation, a grant program to support private schools' school safety efforts. Under the program, the FDLE shall provide grants to sheriff's offices and law enforcement agencies to:

- Conduct physical site security assessments for and provide reports to private schools with recommendations on improving such schools' infrastructure safety and security;
- Assist private schools in developing active assailant response protocols and develop and implement training relating to active assailant responses, including active assailant response drills; and
- Consult with or provide guidance to private schools in implementing a threat management program similar to the program required for public schools.

The FDLE must develop a site security assessment form for use by sheriff's offices and law enforcement agencies and provide the form, including any subsequent revisions, to the recipient of funds in conducting the duties outlined in the bill. Grants awarded under this program may be used provide reimbursements to sheriff's offices and law enforcement agencies for personnel costs, software, and other items necessary to assist private schools. The FDLE must establish the requirements for awarding such grants. An applicant may not receive more than 10 percent of the total amount appropriated for the program.

The bill amends s. 1001.212, F.S., to requires the OSS, by December 1, 2024, to evaluate the distribution methodology for the Safe Schools Allocation and, if necessary, make recommendations for an alternate methodology to distribute the remaining balance of the Safe Schools Allocation.

The bill also requires the superintendent, or his or her designee, if the student in question was taking dual enrollment courses, to inform the postsecondary institution where the dual enrollment courses were being taken of the alleged delinquent act within one business day of receiving the initial notification from law enforcement.

FortifyFL

Background

The School Safety Awareness Program is a mobile suspicious activity reporting tool known as FortifyFL, which is based upon a recommendation by the students of Marjory Stoneman Douglas High School. The tool allows students and the community to share information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of criminal activities, to the appropriate public safety agencies and school officials.⁹³ The information reported using FortifyFL must be promptly forwarded to the appropriate law enforcement agency or school official.⁹⁴ The tool will notify the person reporting the suspicious activity that information may be provided anonymously, but if, following an investigation, it is determined that an individual knowingly submitted a false tip, the Internet Protocol (IP) address of the device from which the tip was submitted will be provided to law enforcement and the individual may be subject to criminal penalties.⁹⁵ If the person chooses to identify him or herself, then the identity will be shared with the law enforcement agency and school officials. However, those entities must keep the identify information confidential.⁹⁶

The FDLE must collaborate with the Division of Victims Services within the Office of the Attorney General and the OSS to develop and provide a comprehensive training and awareness program on the use of FortifyFL.⁹⁷ Each district school board must promote the use of FortifyFL by advertising it on the

⁹³ S. 943.082(1), F.S.

⁹⁴ S. 943.082(3), F.S.

⁹⁵ S. 943.082(2), F.S.

⁹⁶ *Id.*

⁹⁷ S. 943.082(5), F.S.

school district website, in publications, and on school campuses. FortifyFL must be installed on all mobile devices issued to students and bookmarked in web browsers on all computer devices issued to students.⁹⁸

Effect of the Bill – FortifyFL

The bill amends s. 943.082, F.S., to require, within the first five days of each school year, each district school board and charter school governing board provide instruction on the use of the mobile suspicious activity reporting tool known as FortifyFL to students. The instruction must be age and developmentally appropriate and include the consequences for making a threat or false report involving school or school personnel's property, school transportation, or a school-sponsored activity.

Drones

Background

Under Florida law, a drone is a powered, aerial vehicle that:

- Does not carry a human operator;
- Uses aerodynamic forces to provide vehicle lift;
- Can fly autonomously or be piloted remotely;
- Can be expendable or recoverable; and
- Can carry a lethal or nonlethal payload.⁹⁹

In Florida, the authority to regulate the operation of drones is preempted to the state.¹⁰⁰ Political subdivisions may not enforce ordinances or resolutions impacting the design, manufacture, testing, maintenance, licensing, registration, certification, or operation of a drone.¹⁰¹ However, political subdivisions may enact or enforce ordinances relating to nuisances, voyeurism, harassment, reckless endangerment, property damage, or other illegal acts arising from the use of drones if such laws or ordinances are not specifically related to the use of a drone for those illegal acts.¹⁰²

A person may not knowingly or willfully:

- Operate a drone over a critical infrastructure facility;
- Allow a drone to make contact with a critical infrastructure facility, including any person or object on the premises of or within the facility; or
- Allow a drone to come close enough to a critical infrastructure facility as to interfere with the operations of or cause a disturbance to the facility.¹⁰³

A person who violates this prohibition commits a second degree misdemeanor.¹⁰⁴ A second or subsequent violation is a first degree misdemeanor.¹⁰⁵

The prohibition against operating a drone over a critical infrastructure facility does not apply to:

- A federal, state, or other governmental entity, or a person under contract or otherwise acting under the direction of a federal, state, or other governmental entity;
- A law enforcement agency that is in compliance with s. 934.50, F.S.,¹⁰⁶ or a person under contract with or otherwise acting under the direction of such law enforcement agency; or

⁹⁸ S. 943.082(4)(b), F.S.

⁹⁹ S. 934.50(2)(a), F.S.

¹⁰⁰ S. 330.41(3)(a), F.S.

¹⁰¹ S. 330.41(3)(b), F.S.

¹⁰² S. 330.41(3)(c), F.S.

¹⁰³ S. 330.41(4)(a), F.S.

¹⁰⁴ A second degree misdemeanor is punishable by up to 60 days in jail and a \$500 fine. Ss. 775.082 or 775.083, F.S.

¹⁰⁵ A first degree misdemeanor is punishable by up to one year in jail and a \$1,000 fine. Ss. 775.082 or 775.083, F.S.

¹⁰⁶ Generally, s. 934.50, F.S., provides requirements for the use of drones by a law enforcement agency.

- An owner, operator, or occupant of the critical infrastructure facility, or a person who has prior written consent of such owner, operator, or occupant.

A “critical infrastructure facility” is defined as any of the following, if completely enclosed by a fence or other physical barrier, or if clearly marked with a sign or signs that indicate entry is forbidden:

- Power generation or transmission facility, substation, switching station, or electrical control center;
- Chemical or rubber manufacturing or storage facility;
- Water intake structure, water treatment facility, wastewater treatment plant, or pump station;
- Mining facility;
- Natural gas or compressed gas compressor station, storage facility, or natural gas or compressed gas pipeline;
- Liquid natural gas or propane gas terminal or storage facility;
- Any portion of an aboveground oil or gas pipeline;
- Refinery;
- Gas processing plant, including a plant used in the processing, treatment, or fractionalization of natural gas;
- Wireless communications facility, including the tower, antennae, support structures, and all associated ground-based equipment;
- Seaport;
- Inland port or other facility or group of facilities serving as a point or intermodal transfer of freight in a specific area physically separated from a seaport;
- Airport;
- Spaceport;
- Military installation as defined in 10 U.S.C. s. 2801(c)(4) or an armory;
- Dam, or other structures such as locks, floodgates, or dikes, which are designed to maintain or control the level of navigable waterways;
- State correctional institution or a private correctional facility;
- Secure detention center or facility, or a nonsecure residential facility, a high-risk residential facility, or a maximum-risk residential facility; or
- County detention facility.¹⁰⁷

Effect of the Bill – Drones

The bill amends s. 330.41, F.S., to prohibit a person from knowingly or willfully:

- Operating a drone over a public or private school serving students in any grade from voluntary prekindergarten through grade 12; or
- Allowing a drone to make contact with a school, including any person or object on the premises of or within a school facility.

Under the bill, a person who violates such a prohibition commits a second degree misdemeanor for a first violation or a first degree misdemeanor for a second or subsequent violation.

If a person commits a violation and records video of the school, including any person or object on the premises of or within the school facility, the person commits a first degree misdemeanor for a first violation, or a third degree felony for a second or subsequent violation.

The prohibition against operating a drone over a school does not apply to a:

- Person operating a drone with the prior written consent of the school principal, district school board, superintendent, or school governing board; or
- Law enforcement agency that is in compliance with s. 934.50, F.S., or a person under contract with or otherwise acting under the direction of such law enforcement agency.

¹⁰⁷ S. 330.41(2)(a), F.S.

Subject to the Governor's veto powers, the effective date of this bill is July 1, 2024.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

See Fiscal Comments.

2. Expenditures:

See Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The General Appropriations Act for Fiscal Year 2024-2025 (HB 5001) appropriates \$3.8 million in recurring general revenue funds for the bonus program administered by the OSS. Additionally, 15 FTE and \$1.7 million in recurring funds is appropriated to the OSS for the additional workload associated with the completion of the annual compliance inspections.

The bill may have a positive fiscal impact on revenues of sheriff's offices and other law enforcement agencies who apply for and receive cost reimbursements under the school security assessment grant program. HB 5001 appropriates \$5 million in nonrecurring general revenue funds to FDLE to implement the grant program.

FDLE may also experience increased workload and additional technology costs associated with administering the grant program, tracking school guardian data, and publishing online training information.¹⁰⁸ However, any initial impact can likely be absorbed within existing resources. Future needs could be addressed through the annual Legislative Budget Request process.

The bill may also have an indeterminate positive impact on jail and prison beds by creating new misdemeanor and felony offenses for operating drones near schools.

¹⁰⁸ Florida Department of Law Enforcement, Agency Analysis of House Bill 1473, p. 4 (Jan. 12, 2024).

Notes from 11/30/23 Subcommittee meeting

Existing Language:

School meets minimum standards for school facilities as specified in the CCC Agreement.

- Standard One: All space standards are based on the Board- approved facility list standards in the current State Plan Survey.
- Standard Two: All new construction, expansion and remodeling will be based on the District's generic educational specification available on line at: www.browardschools.com Departments, Facilities and Construction.
- Standard Three: All permanent construction will meet the Florida Building Code.

Proposed Clarifying Language:

School meets District standards as specified in the CCC agreement.

Standard One: All School Board approved and adopted facilities lists in the Educational Plant Survey must conform to standards established in SREF. (see 2021-26 Plant Survey p. 17)

Standard Two: All

Consolidate standards two and three – SREF is part of FBC – eliminate redundancy

Include portable reduction – refer to FS 1013.21

Include maintenance of educational plant – refer to state statute and/or plant survey/SREF

Design and material standards

Materials, equipment, space, FF&E (Ed Specs)

See also F.S. 1013.35 and 1013.31 for verbiage

Proposed Revisions to Condition 8 Indicators

Proposed Clarifying Language:

Schools meets District standards as specified in the CCC agreement. District standards shall include the minimum classroom and support space requirements identified in the Educational Plant Survey facility lists; the norm space and occupant design criteria established in the State Requirements for Educational Facilities (SREF)--see F.S. 1013.31; F.S. 1013.35; the District's generic Educational Specifications; and the Florida Building Code.

Standard One: All School Board approved and adopted facilities lists in the Educational Plant Survey must conform to standards established in SREF. (see 2021-26 Plant Survey p. 17)

Standard Two: All permanent new construction, expansion, renovations, or remodeling shall be based on the District's generic educational specifications, available online at xxxxxxxx. Conflicts between the District's educational specifications and the facility lists space requirements shall be resolved through official School Board action.

Standard Three: All permanent new construction, expansion, renovations, or remodeling must meet Florida Building Code, including State Requirements for Educational Facilities (SREF).

District Standards shall also include statutory requirements related to educational plant maintenance and operations (1013.12), reduction of relocatable facilities in use (F.S. 1013.21), and relocatables used as classroom space (F.S. 1013.20).

Standard Four: As required by the standards in F.S. 1013.12, the Board shall prescribe policies and procedures establishing a comprehensive program of safety and sanitation for the protection of occupants of public educational and ancillary plants that includes periodic inspections, corrective action plan, and monitoring process.

Standard Five: The District shall, as part of its long-term planning process, provide for permanent classrooms to replace portables at over-enrolled schools per F.S. 1013.21.

Standard Six: As required by F.S. 1013.20, the District shall develop and comply with standards to protect the health, safety, and welfare of occupants by requiring compliance with the Florida Building Code or the State Requirements for Educational Facilities for existing relocatables, as applicable, to ensure the safety and stability of construction and onsite installation; fire and moisture protection; air quality and ventilation; appropriate wind resistance; compliance with the requirements of the Americans with Disabilities Act of 1990; and provide for technology and covered walkways for relocatables not slated for replacement.

Standard Seven: The District shall conduct annual inspections for all satisfactory relocatables designed for classroom use or being occupied by students as required by F.S. 1013.20. Portables deemed unsatisfactory shall be funded for demolition as part of the DEFP.

Note: Need to revise indicator 8.1 to address budgets being based on District standards

Current language:

8.1 The Five-Year Capital Plan contains a priority listing of projects to bring school facilities into parity with District Standards.

The School Board of Broward County, Florida
AUDIT COMMITTEE

MINUTES OF AUDIT COMMITTEE MEETING

June 16, 2016

Ms. Mary Fertig, Chair, called the Audit Committee meeting to order at 12:30 p.m. at the Kathleen C. Wright Building in the 1st Floor Board Room. Members and guests were introduced.

Members Present:

Mr. Moses Barnes
Mr. Brendan Aloysius Barry
Ms. Mary Fertig
Mr. Kirk Frohme
Ms. Susan Grant
Mr. John Herbst
Dr. Nathalie Lynch-Walsh
Dr. Henry Mack (attended by phone)
Mr. Robert Mayersohn
Mr. Andrew Medvin

Staff Present:

Mr. Robert W. Runcie, Superintendent of Schools
Dr. Valerie Wanza, Office of School Performance & Accountability
Mr. Maurice Woods, Chief Strategy & Operations Officer
Mr. Tony Hunter, Chief Information Officer, Office of Information & Technology
Mr. Sam Bays, Physical Plant Operations (PPO)
Ms. Mary Coker, Procurement & Warehousing Services
Ms. Danielle Mamede, Procurement & Warehousing Services
Ms. Christy Bradford, CTACE
Ms. Jeziel Garcia, CTACE
Mr. Patrick Reilly, Chief Auditor, Office of the Chief Auditor (OCA)
Ms. Ali Arcese, Manager, Property & Inventory Control, OCA
Mr. Robert Goode, Manager, Facility Audits, OCA
Ms. Patricia McLaughlin, Confidential Clerk Specialist C, OCA
Ms. Megan Gonzalez, Confidential Clerk Specialist B, OCA
Ms. Meredith Filcman, Manager, Operational Audits, OCA
Ms. Cecilia Guerrero, Auditor III, OCA

Guests Present:

Mr. Brett Friedman, RSM LLP US
Mr. Shaun Davis, S. Davis & Associates
Ms. Annette Lewis, S. Davis & Associates
Mr. Rob Corbin, Heery International
Mr. Scott Travis, Sun Sentinel

Old Business

Agenda

Ms. Mary Fertig announced a change to the agenda, adding a discussion of the CM @ Risk contract.

A motion was made to adopt the agenda. Motion carried.

Minutes

A motion was made to approve the minutes from the April 28, 2016 Audit Committee meeting. Motion carried.

Follow Up Items

Follow Up Item #1 - Internal Audit Report – Property and Inventory Audits of Selected Locations – January 21, 2016

Mr. Patrick Reilly stated “The Committee requested information on procedures for missing laptops and why the procedures differ for students and staff.”

Dr. Valerie Wanza stated “Basically, the procedures for students and staff are outlined in Business Practice Bulletin O-100. The difference is in the Property Pass that is provided to students, as opposed to the Property Pass provided to staff. When students sign out on the Property Pass, it states ‘in case of loss or damage, the borrower will replace equipment at the original purchase price’. The intent here, according to the department that oversees this, is that a laptop is considered an instructional material. It is treated like a library book and if lost, an obligation is created. On the staff’s Property Pass, it states ‘the borrower will adequately compensate the School Board.’ It states ‘this is not applicable to computer borrowing by District staff.’ Staff is in the process of looking at this to see if a recommendation is needed to change these processes going forward.”

Mr. Andrew Medvin stated “How are the student obligations enforced? If the student does not pay the obligation, what are the consequences?”

Dr. Wanza stated “This is treated like all other student obligations. We have a robust process.”

Discussion followed regarding the processes for collecting student obligations.

Dr. Nathalie Lynch-Walsh stated “This came up as a result of a property and inventory audit. There was a letter that said that the parents would be responsible for laptops even when they were in the classroom. No one signed that, because it’s crazy to expect parents to be responsible for a piece of equipment that they have no control over. Everything you just recounted is the way it is. The reason I brought it up is because it probably ought not to be the way it is, especially for kids who are in Title I schools, who can’t afford to replace a computer plug or part. If you are staff, that doesn’t apply to you. It’s a laptop, not a uniform. It was my understanding from the Technology Advisory Committee that these laptops may be covered by the District’s insurance. After six months, we still cannot

confirm whether these laptops are insured or not. That should make a difference in how you treat the students.”

Mr. Tony Hunter stated “Currently, when we purchase laptops, we purchase them with a three year warranty, which covers repairs. There is no insurance purchased with the laptops.”

Dr. Lynch-Walsh stated “So the District purchased laptops to be used by children, who are not always the most responsible and there’s a three-year warranty that does nothing for the kid who simply misplaces a cord.”

Mr. Robert Runcie stated “If equipment is stolen, we have risk insurance. Regardless of whether a student is a Title I student or not, I believe every student needs to learn responsibility. We don’t give students or their families laptops with no accountability. We need to teach our students to be responsible when we issue them equipment. That’s the way it is structured now and I think we need to maintain that process. Lastly, we’ve had computers going home with students for a long time now and we haven’t seen any issues. I don’t see why we’re spending a lot of time on this.”

Ms. Fertig stated “I can see where certain things will happen in the classroom and it’s justifiable. I’m assuming you have a process for that where the child would not be held responsible. We’re going to be looking at a lot of property and inventory reports today where these computers are so old, they are totally depreciated. If you were asking someone for the original cost of one of the Apple computers that’s on this list from 2004, that would seem somewhat unfair, when we are allowing the schools to write them off on these property and inventory reports and not be held accountable.”

Dr. Wanza stated “If we make changes to policy, they will be ready for August when the students come back.”

Regular Agenda Items

S. Davis & Associates, P.A. – Independent Accountant’s Report on Applying Agreed-Upon Procedures on Contracts Between The School Board of Broward County and JDL Technologies, Inc. for the Period from July 1, 2013 through August 31, 2015

Mr. Reilly stated “This is a review we requested of our JDL Technology contracts, specifically some areas related to the Network Operations Center (NOC), where we are switching from using an outside vendor service to in-house services.”

Mr. Shaun Davis and Ms. Annette Lewis summarized and explained the two findings and two comments identified in the audit report.

Dr. Mack stated that he was very pleased with the audit report.

Mr. Runcie stated “I have a solid amount of expertise in this area. I asked Mr. Reilly to conduct this audit after recognizing that we had a vendor that was doing this work for quite some time. There weren’t bidders competing for this IT work. I know in this marketplace, there’s a lot of competition with this type of work. We are absolutely moving forward to implement the recommendations. We’re

not moving forward with renewing this vendor past the expiration of the contract. I am working with Mr. Hunter to bring these services in-house.”

Ms. Susan Grant stated “The management response talks about hiring someone in Purchasing whose job is to track all this. Are there other areas where things have fallen through the cracks in a similar manner?”

Mr. Runcie stated “This is across the board, not just in IT. We are looking at any long term contracts in the District. We are bringing them back to the Board on a regular basis. It’s an ongoing process to review District contracts, regardless of the department, to ensure we get the best pricing available. Also, things change and we’re looking at shorter term contracts to give us the best competitive pricing for goods and services.”

Mr. Moses Barnes asked “Your response stated ‘we concur with the finding and will put things in place’. Are there checks and balances in place so that Procurement and all these departments are on the same page?”

Mr. Tony Hunter stated “Yes. We have in the IT Department a project management officer who is responsible for tracking the status of all contracts. That person works directly with our Procurement & Warehousing Office, which is also tracking the contracts. The two of them together are identifying when it’s time to put a contract out for bid or when a contract is expiring.”

Ms. Fertig asked “It would be simple to have a column that shows the date of Board approval. I would think that would be a part of every contract. To go five years with a contract that was not approved by the Board is a long time. With today’s technology, I think there would be a simple fix.”

Mr. Maurice Woods stated “I think sometimes the best solutions are the simplest. With the enhancements we’ve made to our contract monitoring system, which is SAP, we do exactly that. The first filter is that all of the contracts must be signed by the Board. I’m not sure if this existed prior to 2011. Secondly, those contracts, once they’re signed, are entered into our Contract Management System. It includes the date approved, which would represent the Board’s signature, and then we capture the dollar amount and any other pertinent information. That is what’s used in our ongoing aging reports, to ensure we are tracking the contracts on two fronts. One, we’re ensuring that they’re not exceeding the authorized spend amount allocated by the Board, and we also track the expiration dates and meet with the departments prior to that date to have dialogue about our options.”

Ms. Fertig asked “How much in advance of a contract’s expiration date do you do that?”

Mr. Woods asked “There are two targets. For the spend amount, we look at the target of 75% of the allocated spend authority. The second thing we look at is three months prior to the contract expiration date. As we get better, it would make sense to have that vary, depending on the module or the commodity that we’re purchasing.”

Dr. Lynch-Walsh asked “When you say the District missed an opportunity to negotiate down monitoring fees, did you quantify the difference?”

Ms. Annette Lewis replied “No. Based on the manner in which the response was written, the dollar values weren’t attached to each of the fees, so it was very difficult to determine what the NOC fees were worth.”

Dr. Lynch-Walsh asked “Back in 2011, no tracking system was in place?”

Mr. Runcie stated “The fact that there hasn’t been any competitive solicitation during that period is why this particular audit was requested. Prior to the current School Board, the process for dealing with contracts in this system was to manage the budgets of the departments. There were contracts that were issued and the Board allowed departments to exceed the amounts authorized on the contracts to the extent that the departmental and school budgets were not exceeded. Recognizing that, we had a number of workshops and we changed policy 3320 because the School Board said they would no longer allow that practice. We’re going to manage at both levels, the budget for each location, as well as the contract level. We have done that. It has taken time to actually catch up on contracts throughout the system. We have a whole new system in place.”

Mr. Woods stated “We did have a tracking system prior to 2011, prior to the current administration. That tracking system, SAP, has features and functionality. Because the process of Policy 3320 was focused on the budget component, there were some features and functionalities that were not activated in the SAP system, because they weren’t required or needed. Once the policy changed and we started looking at the spend limits and contract expiration dates, that’s when we went back and did an analysis of the SAP system. We reconfigured the system and now we are doing exactly that.”

Ms. Fertig asked “If a contract is not approved by the School Board, it does not get paid. Is that correct?”

Mr. Woods stated “Yes.”

Mr. Robert Mayersohn asked “Is there a procedure and practice to ensure that we will be getting the best price when using in-house services?”

Mr. Runcie replied “We do quite a bit of analysis for this. We did something similar for Workers’ Compensation, where it was trending in the direction that we didn’t see favorable, due to changes in the marketplace and with the vendor. We recently issued a report showing that we saved approximately \$2.2 million in cost avoidance in that area by bringing it in-house.”

Mr. Hunter stated “When there are new technologies in the marketplace, often the District does not have the skill set to implement those technologies, so the District could benefit from the technology. It’s common practice and often best practice to go with subject matter experts in that area to get it implemented. At the same time, what should happen during this time is that District staff should be trained to maintain and support that technology. That’s what we’re doing now. Our staff has now acquired the necessary skill set around the Network Operations Center. We are now comfortable that we could manage that very efficiently.”

Mr. Kirk Frohme asked “On the report, under Scope of Services, you enumerate the procedures that you perform. Were there any procedures that you intended to perform, but were unable to perform?”

Mr. Davis stated “All procedures were performed.”

Mr. Frohme asked “Did you or staff measure what the savings would be?”

Ms. Lewis replied “Of the \$3.6 million, that was a total contract value for the NOC contract. We did not think about attempting to value that piece, because to the District, it would be fairly new.”

Mr. Frohme asked “If any changes were to be made to this area, someone from staff would do a cost measurement of the savings that might result from that?”

Mr. Hunter stated “That is correct. There will still be costs to operate the Network Operations Center. Not all will be savings, but there are other technology initiatives that the District will need to implement, rather than going back and asking for additional dollars. Those savings can be used to implement those other initiatives, as well.”

Mr. Frohme stated “The savings of \$3.6 million, that’s a gross number. Obviously, the ultimate savings would be net of the incremental cost incurred to develop this expertise internally.”

Mr. Hunter stated “Yes, and to maintain the staff to do that.”

Mr. Frohme stated “I realize that this extended contract expired in June 30, 2016. Are we now on a month-to-month basis beyond that date or have we severed the relationship?”

Mr. Hunter stated “The contract actually expires in a couple of weeks, June 30th of this year. There will be no month-to-month. From that point forward, we’ll be handling in-house.”

Mr. Frohme asked “We have no penalty fees or liquidated damages from the vendor?”

Mr. Hunter stated “No. It’s the natural expiration of the contract.”

Mr. Brendan Barry stated “I think one of my main roles is to review the audits, both internal and external, understand them and feel comfortable with the information, not whether things were done right or wrong whenever they were done. Do I have comfort in the study that you prepared? I do. This is a very good report. Thank you.”

Mr. John Herbst asked “On page 89, management’s response states ‘currently an automated spend report is used to track contract spending and expiration dates of all contracts procured through PWS.’ What contracts are there that are not procured through PWS, and what’s the mechanism for tracking end dates on those?”

Mr. Woods replied “The only instance I can think of that would not come through PWS are instances in which schools, through their discretionary funding, choose to purchase usually smaller dollar contracts.”

Ms. Mary Coker stated “Currently, we do not have a mechanism to track school purchases. We just had a workshop and that was one of the takeaways. We have identified small dollar value purchases. We have created improved tracking mechanisms in the department to ensure we have contracts readily available for use for all the District. We are creating a marketing campaign where we’ll be going out to schools to communicate what contracts are available. That is definitely something we are looking at and we plan to have a mechanism by which to control that in 100% of our contracts.”

Mr. Runcie stated “That’s also one of the challenges that the prior School Board was dealing with. You would have a lot of entities, departments and schools, spending on certain contracts. It was hard to make a determination on what the volume would be on a particular commodity contract. These items would repeatedly come back to the Board and sometimes create delays in the organization, which is why they allowed schools and departments to spend money, if in their budgets. Now, this is creating a challenge to try to estimate what’s on these contracts. We’re going out to schools and departments, looking at trends to try to determine their needs. When we get to 75% of these contracts, whether schools or departments, we have visibility into that. We can begin to be proactive and take action.”

Mr. Herbst stated “When you negotiate a contract, you have a not-to-exceed amount, for example, a contract for \$100,000. Each of the individual schools or departments may be able to purchase using that contract until you’ve reached the \$100,000. You’re saying that previously you were controlling, based on the budgets of the operating divisions, not on the contract. Is that correct?”

Mr. Runcie stated “The schools, in their budgets, may have had the capacity to buy \$200,000, but we wouldn’t know what they would spend. They potentially could exceed that \$100,000 through the course of the year. Now, we are trying to improve the forecasting and put triggers in place. We’re improving our capability through the Procurement & Warehousing Services to monitor that.”

Ms. Coker stated “Through the blanket purchase order, we currently have scenarios such as that, for instance, office supplies, where we have several vendors that have been awarded a contract. The schools have the opportunity to select the vendor. At that time, it’s an aggregated amount through several blanket purchase orders. When referring to the school level purchases, they are small dollar amounts. In our Policy 3320, purchases over \$5,000 require three quotes.”

A motion was made to transmit. Motion carried.

Follow Up Item #2

Mr. Reilly stated “The Committee asked if the \$5.3 million increase in repairs and maintenance identified in the 2014-15 Comprehensive Annual Financial Report was from GOB (General Obligation Bond) or Non-GOB items. This question was if PPO had to take action on a repair, such as a roof, which was scheduled on the DEFP five-year plan, whether the funding was reduced from the five-year plan, and placed in the PPO budget. What was the accounting for that and are we tracking that? I spoke with the Office of Facilities and Construction. After speaking with staff, I think this would require a formal audit to determine the actions. It would take research to determine that. The intent is, of course, if something needs to be done now, but is scheduled for 2018, they would do the work now and basically the bond monies would be reduced. I believe Mr. Runcie or the Audit Committee would have to request a review on this item.”

Ms. Fertig stated “The last item on our agenda, the Office of the Chief Auditor’s Audit Plan, on page 13, Proposed Audits, shows ‘perform operational audit of selected areas within Physical Plant Operations’. It is my understanding that we would look at selected portions of this. Is that correct?”

Mr. Reilly stated “Yes.”

Internal Audit Report – Audit of the Internal Funds of Selected Schools

Mr. Reilly stated “This report contains sixteen Internal Audit Fund reports. Fifteen schools complied with prescribed policies and procedures. There are multiple Standard Practice Bulletins, Business Practice Bulletins and School Board Policies that guide and govern the Internal Fund Accounting procedures. This report contains one High School in which many of the District’s policies and procedures were circumvented by allowing a teacher to handle the Debate Club’s transactions using a Booster Club. Our office worked with the Broward District Schools Police Department with the investigation of the Debate Booster Club activities and transactions. Our office was able to recover the remaining \$67,309 from the Booster Club, which was closed in June 2015. I would like to clarify, although our audit is complete, the investigation by the Broward District Schools Police Department pertaining to the Booster Club and the Debate teacher is being finalized and a formal close-out of the investigation will be finalized after a written final report is completed by the Broward District Schools Police Department. Our audit revealed that the Debate Booster Club co-mingled funds with the school’s Debate Club and handled cash receipts, deposits and disbursements relating to fundraising, travel and activities for the school’s Debate program. The Debate teacher operated a food concession operation called “The Closet” in her classroom every day during and after school hours. Booster Club records reviewed showed approximately \$6,000 per month was spent for sodas, snacks and microwavable items for resale that generated approximately \$15,000 to \$18,000 in sales each month. Students, teachers and Booster Club members handled money that was required to be deposited into the high school’s Internal Funds checking account; however, the monies were deposited into the Debate Booster Club account. The Booster Club did not keep a general ledger or detailed records. They simply operated using a checkbook. Per discussion with the Booster Club Treasurer, the Debate teacher instructed the Treasurer to prepare checks as directed, often without invoices to support expenditures. The Debate teacher held a lead role as a member of the Debate Booster Club. The Debate teacher’s husband owned a for-profit company called Florida Forensic Institute (FFI), a company that held a Debate Camp at the high school. Per discussion with a former teacher, the Debate teacher pressured students to attend the camp at a cost of \$1,395. Some students received scholarships to attend the FFI camp. The money would come from the Debate Booster Club checking account. The Treasurer would write a check to FFI, as directed by the Debate teacher. Neither the Treasurer nor Booster Club members knew who would receive a scholarship to attend, or the amount or any verification stating who benefited from the funds sent to FFI. In addition, the Debate teacher’s husband had access to the Booster Club checking account and directly paid bills, per the Booster Club Treasurer. The Debate Booster Club is not a registered 501(c)(3) non-profit organization, although they advertised that parents’ donations were tax deductible. The Booster Club used the school’s tax exempt number. The Debate teacher required students to sell candy or make cash payments of approximately \$100 each quarter. If the student did not sell the candy or make the cash payment, the student received an incomplete grade for the debate class. In one school event, checks received payable to Nova High School were improperly diverted and deposited into the Booster Club bank account. We also noted audit exceptions related to disbursements, fundraisers, late remittances, athletic tickets, donations, receipting, missing documents and payroll procedures.”

Dr. Lynch-Walsh asked “Would the teacher have been subject to ethics training?”

Dr. Valerie Wanza stated “There is training for class and club sponsors each year. This may not specifically address the State of Florida Code of Ethics; however, the documentation must be signed by the teachers as part of the orientation activities. There is an expectation for school administrators

when they welcome back their staff and they go into their processes and procedures for next year, that they review the requirements for fundraising, money handling with teachers who are going to serve as class and club sponsors. The department of Athletics and Student Activities also does annual training with our Athletic Directors and coaches regarding Booster Clubs and Booster Club activities.”

Mr. Runcie stated “This was a quality run camp. It wasn’t just Broward County; there were students from all over the State. We have these huge issues here that emerged from this.”

Mr. Barry stated “Who brought this up to the Audit team?”

Mr. Runcie stated “It actually started from a number of parents. Even one of our Cabinet members, who has a student in the school, noted this practice. We started looking into it, starting with our Broward District Schools Police Department and then we brought Mr. Reilly in to look at it, due to the accounting and financial components.”

Mr. Barry stated “It’s a scathing report on every level. This is exactly what you’re supposed to do, Mr. Reilly. This is a great report. One of the follow up letters states there would be some disciplinary action related to the Principal. I do think at some point this has to come back to the Principal’s desk. What’s the update on this?”

Dr. Wanza stated “I am working with our Employee and Labor Relations Department. While I cannot violate the employee’s rights, we are working within the guidelines of Policy 4.9. A recommendation will be coming to the Board within a month or so.”

Mr. Runcie stated “That particular teacher is no longer employed, but we believe that the issues in here are significant enough that we’ve turned it over to the State Attorney’s Office. Given some of the tax related issues, we believe the IRS may get involved also.”

Dr. Wanza stated “It is also being referred to the State of Florida. For the individuals involved who have certificates, the State may wish to take action against their professional educator certificates.”

Mr. Herbst stated “I question how widespread the awareness of this practice was throughout the school. That’s my concern. It’s not just one teacher who retired. I’m certain that there was knowledge of this throughout the organization.”

Mr. Barnes stated “I think the response from the Principal where he states that he initiated the investigation needs to be revised, because he’s saying he didn’t know this was going on.”

Mr. Mayersohn asked “When you say the teacher had a lead role, was she an officer in the Booster Club?”

Mr. Reilly replied “She didn’t have a title, but she directed every move and every expenditure. The Booster Club’s Bookkeeper stated that she was directed to write checks without invoices or documentation. For the monies that were taken from the Booster Club that went to the FFI Camp, there was no mention of who was receiving the money or why.”

Mr. Mayersohn asked “Are Booster Clubs required to sign conflict of interest forms?”

Mr. Reilly stated “We have the Florida Statutes Conflict of Interest policies which govern all of us. The individual definitely had an incentive to get the students to attend her husband’s camp. There were a lot of people who benefited from the camp, but there were others who didn’t benefit. Some people who paid the \$100 each quarter didn’t benefit from the money that they put into it.”

Mr. Mayersohn asked “The sales tax exemption that was used, are there any IRS issues that need to be addressed? If you use the exemption, it must come from that fund, as opposed to coming from some other fund. Is there anything the District needs to do to reconcile that with the IRS?”

Mr. Reilly stated “We may do that. We have that spelled out in our Policy 1002.1 to notify the IRS or State Sales Tax Office in these instances.”

Mr. Mayersohn stated “You’ve got Policies 3411 and 3.1. Some of the items in both seem to be conflicting with the message that’s there. One talks about school personnel collecting funds and says it doesn’t prohibit someone from serving on a school-allied organization. The other says anything collected for any group or fundraiser collected by the school personnel should be put into internal accounts. In the future, someone may want to take a look at these policies and morph them together.”

Mr. Reilly stated “That’s true. We’ve updated Standard Practice Bulletin I-101 and that really covers how an outside organization should operate versus a District run operation.”

Ms. Fertig stated “The real problem I see here, aside from the obvious conflict of interest, is the ‘pay to play’, which is clearly spelled out in the District policies and Standard Practice Bulletins. There are lots of booster clubs that make contributions that don’t require you to pay in exchange for a grade or a place on the team. I think this was a very graphic audit.”

Mr. Runcie stated “We are absolutely using this as a teaching tool for our Principals and those who sponsor clubs and activities throughout the county.”

Ms. Grant stated “I think the audit is well done and it looks like you’re taking it very seriously. I appreciate that.”

Mr. Frohme asked “As part of your audit scope, were you looking at the \$100,000 decrease in your cash balances from June 30, 2014 to June 30, 2015? Were there any large expenditures in that area that gave you concern?”

Mr. Reilly stated “Part of that was related to a donation that was made to the school approximately 10 years ago for \$250,000. There’s a comment in the report about that. We wanted to see the donor’s original request. It was supposed to be related to athletics, but this year they began to spend that money.”

Mr. Frohme asked “Were the expenditures made in accordance with the grant?”

Mr. Reilly replied “Our concern is that the donor’s letter could not be located. The school’s administration said they were going to obtain a new letter; however, the new letter they provided was on the school’s letterhead, rather than the donor’s letterhead. We were not comfortable that this new letter was in accordance with the donor’s wishes.”

Mr. Frohme asked “There is still a balance of approximately \$130,000 that hasn’t been expended as of June 30, 2015. Correct?”

Mr. Reilly stated “Yes.”

Mr. Frohme asked “My concern is if these expenditures were not in accordance with the grant, we are running the risk that we might have to return the entire grant.”

Mr. Reilly stated “Yes, that’s a possibility.”

Mr. Frohme asked “Is there anything in place to ensure that the grantor is aware of the nature of these expenditures?”

Mr. Reilly stated “That was our concern.”

Mr. Runcie stated “Mr. Reilly will review the requirements of the grant.”

Ms. Fertig stated “I think that booster clubs exist because volunteers want to do good things for schools. It’s incumbent upon us as a District to give them the policies and Standard Practice Bulletins and provide training.”

Dr. Wanza stated “We are doing additional training between School Performance and Accountability and Athletics and Student Activities Departments.”

A motion was made to transmit. Motion carried.

Internal Audit Report – Property and Inventory Audits of Selected Locations

Mr. Reilly stated “This report contains twenty-eight District property and inventory audits, of which twenty-one locations complied with all policies and procedures related to Business Practice Bulletin O-100 (Procedures for Property and Inventory Control). There were 7 locations in the report that contained some audit exceptions consisting of unaccounted for property and failure to follow some prescribed procedures. Business Practice Bulletin O-100 Procedures for Property and Inventory Control outlines the policies and procedures that govern property and inventory control. For the 28 locations, 22,880 items were listed in the property records at a historical cost of \$43,770,457. For the 28 locations included in this report, a total of 136 items could not be accounted for with a historical cost of \$196,134.

Mr. Mayersohn asked “We see some of the same issues. I’m referring to Pompano Beach. Is there some type of refresher course for Principals?”

Dr. Wanza stated “The first five years, we did quarterly checks and that’s how we improved a lot. The last three years, our focus was more on instruction. I’ll be the first to admit we took our eye off of operations. That’s why when I came into this role, the very first thing I did was require all Principals to attend training on all operational issues, including property and inventory and internal accounts. We will get back to more consistent monitoring of our school Principals and a lot of training on the front end.”

Dr. Lynch-Walsh asked “Is the training verbal or on-line?”

Dr. Wanza stated “We have PowerPoints, visual aids, materials, hand-outs and the training is face-to-face.”

Mr. Reilly stated “All forms are also on our website.”

A motion was made to transmit. Motion carried.

Other Business

CM @ Risk Contracts

Discussions were held about having a special meeting to review the CM @ Risk Contract and provide input. As discussed at the April 12, 2016 Board workshop, it was requested that the Audit Committee review the CM @ Risk contract. At the April 28, 2016 Audit Committee meeting, no contract was ready for review. The Audit Committee hoped that a document would be available for review by mid-May; however, it wasn't until June 15, 2016 that we received a CM @ Risk contract to review. It was concluded that there was not sufficient time for review or discussion by the Audit Committee and that a letter would be prepared and presented at the School Board's June 28, 2016 workshop.

Tentative Audit Committee Meeting Dates for 2016-2017

The tentative dates for the 2016-2017 Audit Committee meetings were approved.

Summary of Audit Activities for 2015-2016 and Proposed Audit Plan for the 2016-2017 Fiscal Year

Dr. Mack asked about the bond technology equipment on page 14.

Mr. Reilly stated "That's the name they gave for IT equipment that Charter schools purchase from the Bond funds. The Bond Oversight Committee ensures that the funds from the bond used for IT equipment for Charter Schools is accounted for. That's a new task that our department has to perform."

Dr. Mack asked about page 16, Item 1.

Mr. Herbst asked "Are you a member of these committees or are you attending them to observe?"

Mr. Reilly stated "We're considered non-voting members."

Dr. Mack asked about adding an audit of the M/WBE participation.

Mr. Reilly stated "An audit was performed by an external audit firm of the M/WBE, which led to the Disparity Study Work Group that is making changes to the M/WBE process."

Mr. Barry stated "I believe we discussed doing an audit of the SunPass invoices."

Mr. Reilly stated "That is covered under Item #3 in the Operational Audits."

Dr. Lynch-Walsh asked about auditing the accounting areas of the PPO Department.

Ms. Fertig stated "On page 13, #1, Perform Operational Audit of Selected Areas within Physical Plant Operations, specifically work orders. Is there something you want to add? As I see it, that's already on there."

Dr. Lynch-Walsh stated "That doesn't capture the accounting part of it."

Mr. Reilly stated “A lot of the expenditures flow through PPO through the work order system.”

Dr. Lynch-Walsh stated “If you could focus on roofing, HVAC and other things that you know are projects in the Bond.”

Mr. Reilly said “Sure.”

Dr. Lynch-Walsh asked about page 14, regarding the P-Card audit in progress, what about the Superintendent’s spending authority to \$50,000? We had an issue last year where a vendor was paid for services never rendered.”

Ms. Fertig stated “That is a portion of Policy 3320.”

Mr. Reilly stated “If that’s something the Committee wants to do, there might be something else that needs to be removed from the Audit Plan.”

Ms. Fertig asked for the item to be added and discussed at the Board meeting.

Mr. Mayersohn asked about Page 14, Item #4 under Operational Audits – Is ESE covering the IDEA grant or is it covering any funds received from the State regarding matrix funds?”

Mr. Reilly stated “This was originally on last year’s Audit Plan, and the State Auditors looked at that area this year. We held off on that until we received their report, which led to some issues regarding Title I funds. We have discussed that with Mr. Runcie. We haven’t developed the scope yet, but it’s an area that we want to look at.”

Mr. Mayersohn stated “The concern of a lot of ESE parents is that matrix funding received from the State is accurately spent, based upon the IEP’s at the individual schools. That may be something you want to look at in the scope. Also, under the Schedule of Cost and Available Resources, I ask through the Chair if the Chief Auditor needs any additional funding that you would like us to request from the Board?”

Ms. Fertig stated “At the last meeting, we asked for more auditors for this department. I will ask that again on June 28, 2016.”

Ms. Fertig summarized the suggestions. “I have SunPass, M/WBE, contracts under \$50,000 under Policy 3320 and ESE to revisit the audit that was performed a couple of years ago.”

A motion was made to transmit. Motion carried.

Meeting adjourned at 3:45 p.m.

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-1211A-2C001
3 PROJECT/PROGRAM TITLE ARP ESSER III Formula Grants to LEAs TAPS 22A175	4 AUTHORITY 84.425U ARP ESSER USDE or Appropriate Agency FAIN#: S425U210052
5 AMENDMENT INFORMATION Amendment Number: 7 Type of Amendment: Budgetary Effective Date: 02/29/2024	6 PROJECT PERIODS Budget Period: 12/02/2021 - 09/30/2024 Program Period: 12/02/2021 - 09/30/2024
7 AUTHORIZED FUNDING Current Approved Budget: \$462,078,003.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$462,078,003.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES - Last date for incurring expenditures and issuing purchase orders: <u>09/30/2024</u> - Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2024</u> - Last date for receipt of proposed budget and program amendments: <u>08/31/2024</u> - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: - Date(s) for program reports: - Federal Award Date : <u>03/24/2021</u>	
10 DOE CONTACTS Program: Jennifer Kruis Phone: (850) 245-9110 Email: Jennifer.Kruis@fldoe.org Grants Management: Unit A (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: HN1YXDE1L556 FEIN#: F596000530174
11 TERMS AND SPECIAL CONDITIONS - This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. - For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. - All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. - The Department's approval of this contract/grant does not excuse compliance with any law. - Other:	
12 APPROVED: _____ Authorized Official on behalf of the Commissioner of Education _____ Date of Signing FLORIDA DEPARTMENT OF EDUCATION fldoe.org	

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance – On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward County School District	2 PROJECT NUMBER 060-1211K-2C001
3 PROJECT/PROGRAM TITLE ARP ESSER III - Formula Grant to LEAs - Learning Loss TAPS 22A177	4 AUTHORITY 84.425U ARP ESSER USDE or Appropriate Agency FAIN#: S425U210052
5 AMENDMENT INFORMATION Amendment Number: 7 Type of Amendment: Budgetary Effective Date: 02/29/2024	6 PROJECT PERIODS Budget Period: 12/02/2021 - 09/30/2024 Program Period: 12/02/2021 - 09/30/2024
7 AUTHORIZED FUNDING Current Approved Budget: \$115,519,501.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$115,519,501.00	8 REIMBURSEMENT OPTION Federal Cash Advance
9 TIMELINES - Last date for incurring expenditures and issuing purchase orders: <u>09/30/2024</u> - Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2024</u> - Last date for receipt of proposed budget and program amendments: <u>08/31/2024</u> - Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: - Date(s) for program reports: - Federal Award Date : 03/24/2021	
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FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Agency Name: The School Board of Broward County, Florida 600 SE 3 rd Avenue Fort Lauderdale, FL 33301	DOE USE ONLY Date Received 02/29/2024				
B) Program Name: <u>ARP ESSER III - Formula Grant to LEAs</u> TAPS Number: <u>22A175 and 22A177</u>		Project Number (DOE Assigned) 060-1211A-2C001 060-1211K-2C001				
C) Amendment Type ☐ Program ☒ Budget Amendment Number: <u>7</u>	D) Amendment Request Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Erum Motiwala, Associate Superintendent Finance </td> <td style="width: 40%;"> Telephone Numbers: 754-321-1990 </td> </tr> <tr> <td> Mailing Address: 600 SE 3rd Avenue Fort Lauderdale, FL 33301 </td> <td> E-mail Addresses: Erum.motiwala@browardschools.com </td> </tr> </table>		Contact Name: Erum Motiwala, Associate Superintendent Finance	Telephone Numbers: 754-321-1990	Mailing Address: 600 SE 3 rd Avenue Fort Lauderdale, FL 33301	E-mail Addresses: Erum.motiwala@browardschools.com
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Mailing Address: 600 SE 3 rd Avenue Fort Lauderdale, FL 33301	E-mail Addresses: Erum.motiwala@browardschools.com					
E) Required Signature and Certification						
I, <u>Dr. Peter B. Licata</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application amendment.						
 Signature of Agency Head	Superintendent of Schools _____ Title	2/29/24 Date				

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM**

A) The School Board of Broward County, Florida
District/Agency

060-1211A-2C001/22A175

060-1211K-2C001/22A177

Project Number/TAPS Number

C) 7
Amendment Number

D) Total Project Amount Currently Approved
\$577,597,504.00

E) Total Project Amount resulting from this Budget Amendment
\$577,597,504.00

F) Line Item Desc

Function	Object	Use of Funds	Activity Number*	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5100	100	41	2 (R)	Salary - Funds will be utilized to cover salary and benefits costs for 2023-24 (232 Teachers) to continue the employment of teachers (Same activity as use of Funds # 1-2 - 2 (R) -changing Function. @ \$60,388	232	14,010,016.00	
5100	200	42	2 (R)	Fringe Benefits rates variable @ 22.30% and fixed @ \$10,633 for teachers to continue the employment of teachers.		5,589,984.00	
6500	640	1	2(K)	Assurance 1.9 Technology computer laptops \$11.6M; Computer carts and wiring \$12.4M; Power adapters \$3.3M; Laptop management tool for tracking and identifying specs on laptops \$3.9M; lan School \$800,000; wireless access points and network switches \$5M 2021-22, 2022-23 and 2023-24		-	13,192,851.39
7700	770	6	2 (R)	COVID-19 related medical claim cost for doctor visits and hospitalization 2021-22, 2022-23 and 2023-24		-	6,407,148.61
Total						19,600,000.00	19,600,000.00

DOE 151
revised January 2017

Richard Corcoran, Commissioner



FLORIDA DEPARTMENT OF
EDUCATION

F) Narrative

The purpose of this amendment is to realign approved grant funds. These requested budgetary changes will not change the scope of the grant.

100/200-Personnel Increase

- Item #41 Activity#2 (R) Realign technology and medical claims for 2023-24 to retain Teachers. **\$14,010,016**
- Item #42 Activity#2 (R) Realign to Fringe Benefits variable @ 22.30% and fixed rate \$10,633. **\$5,589,984**

640-Furniture, Fixtures and Equipment Decrease

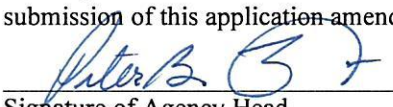
- Item #1 Activity#2 (K) Realign Assurance 1.9 technology computer laptops for students to achieve 1:1 ratio in schools \$11.6M; Computer carts and wiring \$12.4M; Power adapters \$3.3M; Laptop management tool for tracking and identifying specs on laptops \$3.9M; LanSchool \$800,000; wireless access points and network switches \$5M 2021-22, 2022-23 and 2023-24. **\$13,192,851.39**

770-Claims Decrease

- Item #6 Activity#2 (R) Realign COVID-19 related medical claim cost for doctor visits and hospitalization 2021-22, 2022-23 and 2023-24 to Teacher salary and fringe costs. **\$6,407,148.61**

FLORIDA DEPARTMENT OF EDUCATION

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FLORIDA DEPARTMENT OF EDUCATION
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Instructions for Completion of DOE 150 Project Amendment Request

- A. Enter Agency Name
- B. Enter Program Name and TAPS number as listed on the original Project Award Notification.
- C. Enter Amendment Type – Refer to Project Application and Amendment Procedures for Federal and State Programs (Green Book) for definitions of Program and Budget amendments.
- D. Enter Amendment Request Contact Information for the person who is responsible for the project.
- E. Complete Required Signature. **Note:** Application amendments signed by officials other than the Superintendent, or President/Chairman of the Board, must have a letter of authorization to sign on the behalf of said official, attached to the DOE 150 when the application amendment is submitted.
- F. Provide sufficient narrative to describe and justify the type of amendment being requested. Narrative should include the purpose of the amendment and description of the amended services or budget changes – i.e. changes in scope or objectives, changes in deliverables or work tasks and how these changes affect the original application. Any budget change will require details on the increase/decrease and how the change affects the original application.

Attach Budget Amendment Narrative Form (DOE 151) if this amendment requires budget changes.



For more information, please contact:

Name: Dr. Valerie S. Wanza

Title: Deputy Superintendent, Chief
of Staff

Phone: 754-321-2650

EXECUTIVE SUMMARY

Agreement between The School Board of Broward County, Florida, (SBBC) and The Broward Teachers Union-Education Professionals (BTU-EP)

Requested Action

Approve the amendments to the collective bargaining agreement for the 2023-2024 school year

What would the impact be if the Board voted “yes” or “no”?

If the Board votes “Yes”: The School Board will provide negotiated and ratified salary increases to eligible Educational Professionals.

If the Board votes “No”: The School Board will not provide negotiated and ratified salary increases to eligible Educational Professionals.

Background/History

Once tentative agreements are reached with our employee groups and unions, staff presents the agreements to the Board annually for approval.

Alignment to 2027 Goals and Guardrails

Business Operations

Measurable Outcome(s)/Return on Investment

Successful implementation of the provisions of the agreement.

Financial Impact

The financial impact of these provisions is \$36,575,577. Source: General Funds including TSIA and Grants.

THE SCHOOL BOARD OF BROWARD COUNTY
ARP TECHNOLOGY FUNDS AS OF MARCH 20, 2024

ARP Technology Funds

Budget		State Status	Incr/Decr Reason
Original Allocation	\$ 37,000,000.00		
Amendment #3	5,796.04	Approved - 12/22/2022	State Increase - Proportionately to each line
Amendment #5	(2,100,000.00)	Approved - 07/10/2023	Realigned to Employee Retention Payments
Amendment #7	(13,192,851.39)	Approved - 03/28/2024	Realigned to Teacher Salary/Benefits
Revised Allocation	<u>\$ 21,712,944.65</u>		
Expenditures			
FY 2021-22 Actual	\$ 2,786,284.75		
FY 2022-23 Actual	16,210,835.61		
FY 2023-24 Actual ¹	<u>1,677,350.70</u>		
Total Expenditures	<u>\$ 20,674,471.06</u>		
Balance	<u><u>\$ 1,038,473.59</u></u>		

Note: ¹ Expenditures for FY 2023-24 include encumbrances.