SCHOOL BOARD OF BROWARD COUNTY
AUDIT COMMITTEE MEETING

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

THURSDAY, JULY 16, 2026
9:35 A.M. - 12:38 P.M.

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

COMMITTEE MEMBERS IN ATTENDANCE:
MS. MARY FERTIG, Chair
MR. DON GILBERT
MR. ROBERT MAYERSOHN
MR. ANTHONY DE MEO, CPA (TEAMS)
MR. DHANDAPANI THIRUVENKEDAM
MS. MARIAH RABIDEAU
MR. ANDREW MEDVIN, CPA
MR. LEW NAYLOR
MS. MURIEL THEOPHIN-ATILUS

OFFICE OF THE CHIEF AUDITOR STAFF:

MR. MARK MAGLI, Chief Auditor
MS. JENNIFER HARPALANI, Assistant Director, IT Audits
MS. NAKIA GOULDBOURNE, Manager, Internal Funds
MS. ELENA PRITYKINA, Operational Audits
MS. RAYSA LUGO, Senior Auditor
MR. MERLIN BUTLER, Manager - Property & Inventory
MR. BRYAN ERHARD, System Support Specialist II
MR. DEREK TILLMAN, Executive Secretary
MS. OCTAVIA ALLEN HARDAWAY, Clerk Spec C

DISTRICT STAFF:

DR. JODI WASHINGTON, Director, School Culture and Student Support
MS. SAEMONE HOLLINGSWORTH, Chief Student Services Officer
MS. SONJA COLEY, Executive Director, Office of Capital Programs

INVITED GUESTS:

MR. MATTHEW BLONDELL, External Auditor, RSM US LLP
MR. WEISS CAMPBELL, External Auditor, RSM US LLP
MS. MARDI JONES, Atkins
MR. EDDY CASTANEDA, Forvis Mazars
MR. TIM BASS, Court Reporter, United Reporting

Thereupon, the following proceedings were had:

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MS. FERTIG: Okay. I'm going to call the meeting to order and ask you to join me in the Pledge of Allegiance?

(Pledge of Allegiance recited.)

MS. FERTIG: Okay. And, Mark, do we have a full committee right now?

MR. MAGLI: So, first of all, I want to thank everybody. You know, we had to kind of plan ahead for this meeting and you all have agreed to do that. One of the items that I was hopeful that we could get accomplished today was not completed for us to be able to bring forward and get all the management involvement and responses and things like that and it's still being worked on and we will bring it back to you, and that was the regarding the referendum audit that's being conducted, the independent one, externally. So we do have things on here and we do have a number of agenda items that we have to accomplish. I spoke to Ms. Fertig about this as early as I knew. So we also have following this an additional meeting for some of you, which we have some items to address in this meeting so that we

can accomplish that, as well. So, once again, thank you for taking your time out to be here with us. I know it's always a commitment that doesn't go unappreciated. So, that being said.

MS. FERTIG: Okay. Thank you so much. And I'm going to just ask that we go around starting with Lew and introduce ourselves. If you could just say --

MR. NAYLOR: Lew Naylor, Sarah Leonardi's appointee.

MS. FERTIG: That's perfect.

MR. MEDVIN: Andrew Medvin, Audit Committee forever.

MR. THIRUVENKEDAM: This is Dhandapani, "DP", this is my second meeting.

Good morning. So this is Dhandapani, "DP", so this is the second meeting. Thank you.

MR. GILBERT: Good morning, all. Don Gilbert present on behalf of Broward County PTA/PTSA.

COURT REPORTER: Court reporter, Tim Bass.

MS. FERTIG: He's been on almost as long as you have; right, Mr. Medvin?

MS. THEOPHIN-ATILUS: Muriel Theophin-Atilus, DAC Appointed Rep.

MS. RABIDEAU: Mariah Rabideau,

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representative for District 6.
MR. MAYERSOHN: Bob Mayersohn, on the audit committee almost forever.
MS. FERTIG: And Mary Fertig, and I am Nora Rupert's appointee.
And, Mr. Magli, do you want to introduce everyone else?
MR. MAGLI: I'm Mark Magli, Chief Auditor.
MS. GOULDBOURNE: Nakia Gouldbourne, Director, Office of the Chief Auditor.
MS. PRITYKINA: Elena Pritykina, Manager, Chief Auditor.
MR. MAGLI: In the back, because I don't think they're on mike or anything like that, Jennifer Harpalani Assistant Director; Raysa Lugo, who has now taken over as manager of internal funds, so she'll be involved with us over time; Merlin Butler who is over Property and Inventory; Octavia Hardaway back in the back. And, of course, Bryan Erhard, Derek Tillman, always very important to our function and our role here in making sure these meetings all work efficiently as they can.
I guess we'll let the folks that are here and present to kind of announce themselves as they

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come up, I think might be easier, but we'll definitely get to them.
MS. FERTIG: Okay. Is this better? Can everybody hear me now?
All right. Good. Especially you have to hear me. Yeah.
Okay. Thank you. I would like to ask if there are any additions to the agenda?
(No response.)
MS. FERTIG: Anything coming off?
(No response.)
MS. FERTIG: Is there a motion to approve?
MR. MAGLI: So moved.
MS. FERTIG: Okay. It was moved by Mr. Medvin and seconded by Mr. Naylor.
All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: Great. We have an agenda, so we'll go right to Public Comment. Do we have any Public Comment?
No public comment; okay.
Is there a motion to approve the minutes of June 18th, 2026 Audit Committee Meeting?

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MR. GILBERT: So moved.
MR. MAYERSOHN: Second.
MS. FERTIG: Okay. Moved by Mr. Gilbert, seconded by Mr. Mayersohn.
All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: Thank you.
Okay. We are down to Housekeeping - Ethics Training/Acknowledgment of Conflict. If you haven't gotten it done, if you've been traveling like I have and you didn't just sit up at night and do it, I would just ask that you get it done before we get here in August.
And do we have conflict forms here to sign today? Yes, we do. So if you could just distribute those during the meeting and if everybody would get them back to Derek before the end of the meeting? Yes.
MR. MAGLI: Yeah, it's just important that we do have those done by what would be our second meeting. Because this is a special meeting and it wasn't planned, initially. So we'd like to get this all wrapped up by August, if that's at

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all possible. And we'll do anything we can to help facilitate that with you guys.
MS. FERTIG: I should have suggested this, but since I -- I -- I -- let's send a reminder out on the 1st of August, maybe; can we do that?
MR. MAGLI: Sure.
MS. FERTIG: Okay. Thank you. Yes.
MR. NAYLOR: If we've already done the online can we confirm that it was received? So do you have a list of members who have satisfied that requirement? I did it for this committee and for another committee, but I don't -- I've never really received -- I received something back saying that you've completed it, but I haven't gotten anything else saying that. I just want to confirm that I'm --
MR. MAGLI: Yeah, we'll follow up on how we can confirm that that's been done. I know Mr. Sullivan's office is involved in some of that, but on our end we're keeping our own tally of that, so we'll find a way to make sure that we have a commitment of confirmation on those things; if you have submitted them.
MR. NAYLOR: All right. Thank you.
MS. FERTIG: And I would just suggest

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everybody keep your emails because, I think, once at least.

MS. THEOPHIN-ATILUS: If I can ask a question?

MS. FERTIG: Yes.

MS. THEOPHIN-ATILUS: He mentioned that he did the ethics training twice. We have to do it for each committee or can you just do one overall or everybody?

MR. NAYLOR: They used to allow you to indicate which committees, but this time I could only say for one committee. So that's why I did it for both.

MS. FERTIG: So if you say one, say this one. But they do send you an email, so I would just say if you want to, also, as a precaution, just forward the email to Mr. Magli.

MR. MEDVIN: I didn't get one this year.

MS. FERTIG: You didn't get one this year either?

MR. GILBERT: Yeah, I completed it and didn't get anything back.

MS. FERTIG: Can we somehow let Mr. Sullivan's office know these glitches, one, you can't register for both committees, and, two,

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that we are not getting an email back?

Thank you.

MR. MAGLI: So Derek's informed me that we are getting a confirmation of the ethics committee, completion of the ethics committee, but we need to confirm that you're on that list if you, in fact, did it. So we do have a list and it has been -- he's compiling that.

Relative to who's here. Do we -- is that on that one page?

MS. FERTIG: I would just say to you, I just think it's important for us to get the confirmation back, which we have usually in the past gotten. Can you just maybe let Mr. Sullivan know? Because if we are on more than one committee and it only goes to one we're going to be able to show that we did it. And if for some reason you don't get it then we can show. So I would just -- if they're not aware of it, if we can let them know.

MR. MAGLI: If you give me just a second. I can tell you who we have confirmation of, Mr. Gilbert, Mayersohn, Medvin, Naylor, Ms. Rabideau, DP. So those are the ones that I have record of.

MS. FERTIG: Okay. Thank you.

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All right. Our next thing is the Auditor Selection Committee Appointments.

MR. MAGLI: So I want to share some information relative to that. Of course we have some consideration so we need to know where we are. So Ms. Hixon won't be able to attend the meeting. So we're going to have to have somebody to appoint temporarily for that role to conduct the meeting. We also know that Ms. Shaw was on that committee, but then her role here changed, but she's been reappointed under a board member.

And so I think for the purposes of what we're doing today, we probably should proceed with putting people in place so that we can conduct that meeting at your authority.

MS. FERTIG: Is Ms. Shaw going to be on by Teams; do you know?

MR. MAGLI: We didn't get a confirmation that she would be in attendance. This came to us just a couple days ago, so we didn't have a chance to follow up. Derek did send out a -- his usual introduction, welcoming type of communication, but we didn't hear back from her.

MS. FERTIG: Yeah, I didn't get that email. Usually I do, but I don't think I saw this. So

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that's great.

Okay. So, Mr. Medvin, you're still good on the committee?

MR. MEDVIN: Yes.

MS. FERTIG: Mr. Mayersohn, you're still good on the committee?

MR. MAYERSOHN: Yes.

MS. FERTIG: Mr. De Meo, can you be here today?

MR. DE MEO: Yes.

MS. FERTIG: So that's three that are there. I can stay temporarily, you and I had discussed that, and then Phyllis can come back on or -- I'm just going to say do whatever you need to do to get through today.

MR. MAGLI: Well, again, I think it's a party to this committee to appoint the people that would be on there, so I think that's something that would have to be done here today for you to attend in that role and capacity.

MS. FERTIG: Okay.

MR. MAYERSOHN: Yeah, but if -- I guess my question is, if Ms. Shaw was appointed, regardless of her position on this committee, is she still appointed to the audit -- I wouldn't

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make the assumption that --
MR. MAGLI: I wouldn't either. That's why I'm saying, I think we have to -- for what you're going to be reviewing today, I think that you would have to make the effort to --
MR. MAYERSOHN: Change the appointment.
MR. MAGLI: Change the appointment to that committee.
MR. MAYERSOHN: Because otherwise we won't have a quorum if --
MS. FERTIG: Our problem is -- I mean, another problem we have is it's been almost a year since we made -- and it's very unusual that we ever go -- I can't ever remember going past one year on something; six months on it. So it's an unusual situation.
MR. MAGLI: It is. You know, you've long been working on this, which is why we really -- I pressed for them to get that stuff to you and you guys kept working on it at that capacity but now we have -- because it's carried into the later part of -- well, past this year, now we're in this situation. So --
MS. FERTIG: Okay. So we're definitely keeping the three, Mr. De Meo, Mr. Mayersohn, Mr.

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Medvin, and your question is, if Ms. Shaw is reappointed she can just continue in her place; is that correct?
MR. MAGLI: She may. But I think for the purposes of what we have to do today and as your body role in this capacity to decide that either yourself or one of the other members -- obviously, you're familiar with it, but, you know, that's not for me to make that determination.
MS. FERTIG: Okay. Is there -- does anybody have -- I'm happy to sit in today, or, Lew, you could sit in today; one of us could. I came prepared just because I know we were -- we had this issue. I didn't realize Ms. Hixon wasn't going to be here, but you'll still have quorum even with the three people.
MR. MAGLI: Yes. Yes.
MR. MAYERSOHN: No, we won't have quorum unless we appoint -- Ms. Shaw, let's make the assumption --
MS. FERTIG: Oh, we won't have physical quorum because Mr. De Meo's on Teams.
MR. MAYERSOHN: Right. Right.
MR. NAYLOR: Question.

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MS. FERTIG: Yeah.
MR. NAYLOR: If you have a vacancy that sort of lowers your quorum requirement?
MS. FERTIG: I would just --
MR. NAYLOR: According to the way the bylaws are usually written.
MS. FERTIG: If Ms. Shaw is reappointed --
MR. MAYERSOHN: Yeah, but you still need three even if we have four. We had five. So even if it's down to four, we still need three for a quorum.
MS. FERTIG: Is it okay with everybody if I'm an alternate and I stand in for Ms. Shaw today? Is that okay? And then when we pick up next month -- she's been doing this the last couple of cycles.
MR. MAYERSOHN: Yeah, I just want to make sure it meets the legal sufficiency of having an alternate and then having --
MR. MAGLI: I don't know that we can say it's an alternate. It would be that you would appoint --
MS. FERTIG: All right. There's another way to do this.
MR. MAGLI: And you can always revisit it.

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MS. FERTIG: I can go in as chair and Bob can go in as the member, which you were standing in for chair. And then I could -- I suppose I can resign next month and Phyllis could come back in.
MR. MAGLI: Yeah, I think that that's the consideration.
MR. MAYERSOHN: So why don't we just appoint you as replacing Ms. Shaw. And then the next meeting if Ms. Shaw wants to continue or whatever then we just figure it out that way?
MS. FERTIG: Okay. What are you all comfortable with?
MR. NAYLOR: Motion to appoint Mary to the Auditor Select Committee.
MS. RABIDEAU: I'll second it.
MS. FERTIG: Okay. All right. All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: Okay. Great. Thank you. That'll be great and we will meet immediately after this; correct?
MR. MAGLI: Yes.
MS. FERTIG: Yes. Okay. So we're going to get to that point so we're going to move ahead

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and our first report is from RSM - Internal Audit Report: Carve-Out Analysis.

MR. MAGLI: Okay. So this engagement evaluated 10 SMART projects, and, of course, our friends from RSM are here and they'll introduce themselves. We were looking at this carve-out program that was introduced on larger projects to accelerate and it was presented as to accelerate the delivery and address some of the project challenges. The analysis sought to determine whether the carve-outs achieved their intended schedule and cost objectives and whether governance surrounding these decisions was effective.

So I would open that up for any questions, and, of course, I have Matt Blondell and Weiss Campbell are here from RSM, as well as Ms. Coley, but I'll let them introduce themselves.

MR. CAMPBELL: Good morning. We appreciate your time. My name is Weiss Campbell. As Mark said, I lead this effort of this carve-out analysis and I'm here with Matt Blondell who is the director in the practice who assisted us, as well.

So I know that each of you had an opportunity

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to review the report. What I'd like to do, maybe, is just give you a brief rundown of what the objective was, what our approach was, and, obviously what our observations were and kind of talk you through that. And, of course, we'll field any questions you might have regarding the content. Okay?

So in terms of what we set out to do, we were really looking at evaluating how the District used carve-outs, specifically as a project delivery strategy within the SMART Program. So specifically we were focused on whether those carve-outs were actually delivering their intended benefit. So that might have looked like improving project schedules, in some cases managing costs, or, in many cases, advancing critical work that might have been delayed due to various reasons.

You know, how we did our work is really important here. We selected a sample of 10 SMART Program projects and one carve-out within connection to those projects and compared that to the totality of the projects that we sampled. So we did detailed schedule and budget analysis which looked at expected timelines versus the

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actual timelines, you will see that in the back of the report. We also looked at the original budgets, revised budgets and final costs that were reported for each of those projects.

A key part of that process was conducting interviews, of course, with OCP, PM/OR and the CPCM to really understand the decision-making process and thought process behind some of these actions and the project history that might support the necessary actions that were taken. We really were looking to evaluate whether those intended benefits, as Mark alluded to, of each carve-out were clearly defined and whether those benefits were ultimately achieved; if they were defined.

And before getting into the observations, carve-outs are a very important and useful tool. We see them as -- it's a very common action that can be taken to expedite the schedule and in some cases cost considerations. However, how and when they're used can have a significant impact on delivery and delivery schedules and costs.

So the opportunity that I think we'll highlight in our report is to use them earlier, more consistently, and really to clearly define

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expectations when they are used so that there's a means to measure their effectiveness and, obviously, to hold some accountability to those project benefits.

We had three observations and I'll walk through each of those and, again, answer any questions you might have as we go through these.

The first observation being the timing of carve-out decisions. So carve-outs are generally used, based on what we saw within our sample, after projects had already had significant delays, which really in many ways can limit their effectiveness. So all 10 that we evaluated had delays that occurred before the carve-out decision was ultimately made. So nine of the 10 occurred in the design phase, for example. Design delays ranged from 500 days to 2,400 days. And after the delays became clear it often took several more months or multiple years in some instances to actually take an action. So three projects, for example, where we saw more than 700 days elapse between building permit approval and the actual implementation of that carve-out decision strategy. So why this matters is, it really comes down to by the time those carve-out

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decisions were ultimately implemented much of the schedule impact had already occurred. So there was already impact to the schedule and the carve-outs were taken as a necessary measure to move the project along in many cases. But really what this resulted in was reduced ability to recover any of that lost time and prevent any cost escalation that might have taken place. The takeaway, and really what we try to emphasize in our recommendation, is the need to have a more formal escalation in decision-making framework; right? So identifying trigger points that would require a response or an action, that's really that proactive monitoring on the front end so that these actions aren't so delayed on the back end. Leader escalation threshold, so that really goes back to that transparency element. So when is it expected to come before leadership and that transparency be made available for their attention? You know, identifying a standardized evaluation criteria for these carve-out decisions, so that's consistency, making sure that when there are carve-out decisions that are made, making sure that they're consistently applied. And then clear documentation requests

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for the decision rationale. So that goes back to accountability, so the expected benefits that may be understood or intended based on those decisions have the ability to be measured to determine their effectiveness.

So that's the primary recommendation that we have related to Observation 1. It goes back to timing.

MS. FERTIG: Lew?

MR. NAYLOR: Yeah, were there any carve -- the causes of any of the carve-outs caused by change in scope?

MR. CAMPBELL: That is a very interesting question. We actually are working on a separate process right now that is specific to scope additions that take place late in the project cycle. So that's actually a report you can expect soon.

MR. NAYLOR: Okay. And then who is responsible for escalating? Does the owner rep or the contractor do the escalation request?

MS. COLEY: Sonja Coley, Executive Director, Office of Capital Programs. So the program manager would do the escalation request to -- to the district.

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MR. NAYLOR: Okay. And is there any -- is there any financial -- financial penalties for delays caused by some of these carve-outs?

MS. COLEY: There -- I need to go back and look at that, but with regards to the carve-outs, the cost -- there are only delays or costs associated if the contractors did not meet schedule dates. So on these particular projects I would have to go back and look in detail, but I do not believe that time was awarded to some of them because it was outside of their control.

MR. NAYLOR: Okay. Thank you.

MS. FERTIG: Can I just follow up with, so the program manager is the one that recommends the carve-out?

MS. COLEY: That is correct and with review with the district.

MS. FERTIG: Okay. And the program manager in all of these cases was?

MS. COLEY: AECOM.

MS. FERTIG: Thank you. Okay. And that's consistent of the ones that were on it; okay. Because I know we had multiple people there. Sorry. Go ahead Mr. Gilbert.

MR. GILBERT: Good morning. Don Gilbert. I

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had a number of comments and questions as I read throughout the entire presentation. And, to me, the carve-out was almost doomed from the start, because, of course, by the time carve-outs were enacted there were not a one-month delay, in some cases two, three years, and now you're enacting a carve-out. So to surmise that the carve-out is ineffective is skewed because the whole program was collapsed from the start. So I -- I kind of read it objectively. I understood the merit of the review for the carve-out, but the carve-out isn't the problem, it's the management of the rollout from the beginning. Because by the time they're enacting these carve-outs, because when I read through it it seemed like we had more success on the micro level than the macro because you had an elephant that you were trying to slay but it seemed like the bites were more effective to consume this entire elephant. So, for me, the problem is with the management of these programs, not the carve-outs. Because when there was a need for escalation why is it waiting two, three years out before it even rises to being noted and you're just bleeding money? So in each one of these programs that I read in detail, we were

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already hemorrhaging funds, some upscaling to 20 -- 12 mill above budget, 9 mill above budget by the time you're enacting the carve-out and it's more of a reactive response to try to put a Band-Aid on a slash. And it's just giving the carve-out assessment a misconception. Because when you look at it, because every time I've looked at all of the projects on the minor level, they were effective. Apex came in under budget, came in ahead of time every time I've seen their name come up. But yet, they get penalized because the project up front and on the tail end was disastrous. And, for me, like, for example, like the issue with Dillard, it's like, okay, I understand we're having a GC, but why are we not checking to make sure that their resources are just as reliable? Because it couldn't get off the floor because their subcontractors wasn't reliable. So why aren't we vetting them? Why aren't we doing a lot of upfront vetting before we even get into the project? And then the number of years it's taken to even get -- you know, get along, get fully engrossed into the project, guess what, we've had codes that's changed, we've had building, you know, codes and

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everything else that changed over that course. So who's tracking that? Because, of course, that's going to impact the implementation and the conclusion of these projects.

So there is a lot of questions and comments that I have, but to me, what it all comes down to is the overall management. Because one of the more concerning things is that, okay, when is it decided to escalate it to the board's attention versus them just making a decision, and then there's no support for that decision, no financial rationale or support to say, okay, hey, this is how this is going to impact, we'll try to turn around this project. So that application is very, very concerning because, okay, you have a lone -- a lone person out here just making these decisions, but then sometimes it comes before the board to make a decision. So what are those trigger points? At what point do we start to say, hey, 30 days out, 60 days out, 90 days out, we're starting to pull it along before we're $12 million over budget before we start pulling the -- you know, the red button?

I mean, I'm just taken aback. And even with management's response to your recommendations, to

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me, that was concerning. Oh, well, you know, at first we just tried to work it out. Wait, wait, hold on. This is not a new thing. This has been going on for years. So that has not shown to be working. So why are you still operating insanity, doing the same thing expecting different results?

So, for me, if it is the whole elephant parable, then they may need to go down to micromanaging the projects, okay, taking it piece by piece, piece by piece, and putting the whole puzzle together. Because they seem to be a lot more effective that way than trying to slay the proverbial elephant.

So -- and I'm trying to just kind of contain the number of comments that I just was writing all over the packet, but, to me, management, the decision points, everything else, I think needs to have a severe look at, you know, before we can even come down to the carve-outs. Because the carve-outs are perfect. Because even in the one where we were talking about the Charles Drew, prime example, they saved the overall project but they get penalized and saying, okay, because -- well, yeah, although they came under budget, they

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came ahead of time, well we really can't attribute that to the carve-out because, I guess, by the time it got implemented it was already down the road, but it pulled it back.

So, for me, I would really not browbeat the carve-outs, I would look at the process from inception to conclusion. Because I saw delays on the front end and I saw delays on the back end. Because even when the carve-out came in under budget, on time, closing out still was a delay. How was it it's complete and we still haven't closed it out? Which is now skewing the numbers and skewing the effectiveness of the program and supporting carve-outs. So, I would --

MS. FERTIG: I'm going to give them a chance to answer here. I understand your frustration and I just -- I don't know if you want to take all the questions and then come back or respond.

MR. CAMPBELL: Well, yeah, I'll answer directly. I think your sentiment is shared; right? I think generally speaking I think management in their response acknowledges the need for what we've described and recommended here around that escalation plan and the importance of that so that there are defined

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trigger points that would, you know, hold these contractors accountable who are unable to get binders when they need to. And I think that's an important element.

I think it's important to note Observation 2, though, does capture the second piece that you touched on, which is it took a long time to make a decision to carve-out, but when the carve-out decisions was ultimately made we still had trouble estimating how long things would take; right? So even when the carve-out decision was made they didn't consistently deliver those schedule acceleration benefits that may have been expected. But, again, it goes back to the third observation. Not to bounce around, but the third observation really captures, you know, a lack of formally documenting what those expected benefits may be; right? In many cases they were very necessary decisions that had to be made to allow the project as a whole to progress, you know, quickly; right? Carving out a portion of that allowed that to happen. But documenting those decisions, whether they're schedule benefits or cost benefits is an important and critical aspect to hold some level of accountability. But it's

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the escalation points that we recommend in Observation 1 that are the most critical, because that would prevent it from happening theoretically on the front end.

MR. GILBERT: Absolutely.

MS. COLEY: And if I can add to that? So we do now have a process in place, which is a delay notification recommendation. So if there are projects that are anticipated delays, within, you know, 60 days they have to notify the district, myself, particularly, with their recommendation of how we move forward. And I provide a response to that, either accepting that recommendation or asking for additional information, but also asking for any cost issues, impacts, and any schedule impacts. So that was not in place previously with the previous oversight or management of these projects.

MS. FERTIG: And can I just tag on there? I'm sorry. But I just want to say that in addition to everything you just mentioned I'm looking at a couple of these projects, I'm going to pull out Charles Drew, a fire alarm, I mean, something like that, to me, should have been carved out on day one and taken care of. You

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have fire sprinklers at North Lauderdale and I know for many of us in our local schools, we're probably aware of things, and one I want to mention is roofing, as we watch roofs that had been funded, and I think this came before our audit committee, had been funded through FEMA funds from hurricanes and years, and years, and years later the roofs are getting repaired. So how do you select -- do you have some kind of a process -- in your process do you now have something so that you can designate critical issues and carve those out and get those done in a timely manner? And, particularly, as I said, fire alarm, fire sprinklers, I just can't imagine waiting on some of those things.

MS. COLEY: So moving forward once the long-range master planner is involved in -- we're putting out a bid for a long-range master planner, what we will do is comprehensively look at each project beforehand to see if any of those smaller scopes can be carved out, if there is a benefit to doing that in terms of fire sprinkler, fire alarm, HVAC projects, roofing carve-outs, things of that nature. So that will be holistically looked at, and if there are benefits

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to accelerating those projects, we will do that on the front end. They will not be incorporated with the larger projects.

MS. FERTIG: I would just say life safety projects should probably be put up front no matter what, but -- I don't know how anybody else feels, but I was just kind of shocked to see that those had been delayed so long.

So, okay, who else has some -- yes, Mr. Medvin.

MR. MEDVIN: Mr. Gilbert, you stole a lot of my thunder.

MR. GILBERT: Sorry.

MR. MEDVIN: The scope of the audit, could you define exactly what your scope was so I understand what you were auditing?

MR. CAMPBELL: Let me pull up our more comprehensive page here real quick and I can answer that question directly.

So in terms of scope, the scope was really focused on selecting a sample of carve-outs that were performed within the audit period that we were looking at to try to identify themes; right? One, what was the intention of the carve-out? Is there a process by which to identify and justify

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the need for those carve-outs?
What we were seeing was there was an increase in the number of carve-out projects that were taking place. So the question naturally was, why; right?
So part of our analysis, and I would say the bulk of our analysis, was the front end, answering that question. So once we selected our samples, the goal was to understand, did those projects meet their expected benefits, and did they expedite those processes in line with what those expectations might have been? So that was the primary benefit of it. So we did detailed testing in order to validate that, obviously, working through e-Builder, understanding all of the different permitting exercises that go into this. Because, again, these are broader projects that have a small portion of it ultimately that is scoped out, whether that's roofing or fire alarms. And decisions were normally made to expedite the need to make sure that those safety, you know, measures were put in place and timely executed.
The challenge that I think we were going through as part of our analysis was often many of

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these carve-outs, those benefits may not have been memorialized, intended benefits, I should say, were not necessarily memorialized. So our goal was to tell the story on the back end to understand how we could improve those processes going forward so that there's a sense of accountability that could be measured; right?
In many of carve-outs, for example, there wasn't a financial benefit necessarily that may have been conveyed. Now, we understand there was a schedule benefit that had been conveyed, right, and we were able to measure against that and that's what you'll see in the back end, but that was the primary goal was to tell that story.
MR. MEDVIN: Now, how did you determine your sample, your sample size?
MR. CAMPBELL: So there's a lot of different things that we went through as part of the front end of this project. So first and foremost, obviously, we were looking at materiality of the projects; right? So, one, we wanted some diversity, we wanted to make sure that we were selecting carve-outs for different purposes, so fire alarms, HVAC, roofing carve-outs. Roofing carve-outs probably represented 70 percent, maybe

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more that than, of the total carve-outs that we saw. So the majority of our sample, I would say five of the 10 I believe, were roofing carve-outs and that was to be reflective of the broader population. Beyond that we selected the samples to ensure we had a representative sample of all the different carve-out decisions so that we understood the different teams that might have interacted with those carve-outs to really tell a story.
MR. MEDVIN: Well, how big was your population of carve-outs?
MR. CAMPBELL: Let me -- I think we have that in our background section. One second.
I don't see that here in -- I can circle back with that answer, though.
MR. MEDVIN: Are we talking 20; are we talking a hundred?
MR. CAMPBELL: No, it's certainly more than 20. It was probably closer to -- closer to a hundred. Closer to a hundred. For a very large population, just to be clear, we're talking about the full program; right?
MR. MEDVIN: Right. But I'm just wondering, you picked out 10 examples and you've done a very

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thorough job of analyzing them, but is this systematic, that if you pulled a different 10 you'd have the same results and then so the larger the population -- you know, I'm trying to correlate this to the whole.
MR. CAMPBELL: Absolutely. Yeah, to extrapolate; yeah. So I think we were focused on processing controls that would contribute to the type of issues that we saw. So we believe that the sample section that we made is reflective of the process. So the recommendations we have would be applicable to the broader program.
MR. MEDVIN: But it's not a random sample. It's not a random sample.
MR. CAMPBELL: Judgmental sample.
MR. MEDVIN: Well, that being said, every one of these has some significant issues brought up. And over the years, as Mary mentioned, we've sat here and had reports about various aspects of construction projects or systems and every one of them was either over budget or way over time and you've just, you know, given us more proof. And my thought is that the problem lies at the very top of how this construction process has been administered from day 1 back when the SMART Bond

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started. I mean, it was never administered, and I'm not a construction expert and I don't claim to be, but I don't understand how these delays over, and over, and over again, literally years. I mean, in the private sector that wouldn't happen. Either the company would be bankrupt or the construction would be completed. And I don't know how many millions upon millions of dollars have been wasted due to inefficiencies. I don't know who to blame. I think the blame can go in a lot of ways. I think a lot of it is systemic. And I really don't know how, you know, construction can really continue unless major changes are done. Maybe all jobs should be smaller and it would be able to be managed better. I don't know. But I'm just throwing it out here, I think we as a committee and as a, you know, population of the district should be very concerned, because I think there's been a tremendous amount of waste, inefficiency, and I'm not sure where you can go from here.

MS. FERTIG: All right. Mariah?

MS. RABIDEAU: Yeah, thank you. So I won't go into the same things my colleagues have, but this was really an interesting report to read. I

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really enjoyed this one.

So I want to just do a really quick little summary and then I do have two questions and one of them is two parts, so like two and a half questions; okay?

So the data clearly shows a pattern where the projects were massively inflated just before the carve-out began. And I know you mentioned this in the beginning. Because of this, management points to projects like Apollo MS or Dillard 6-12 and the claim in the report was that they finished under budget based on those new inflated numbers, so I want to focus on budgets just for a moment, even though the projects were wildly overspent from the original baseline, and we know there was a lot of reasons that were listed in here. But when we look at the totals on the financial tables, and you can cents check me on this once I provide them, but the total over original budget across just 10 projects, so not even to the point that we're only looking at 10, not all of the projects altogether, this exceeded the original baseline by 36.3 million. 9 out of the 10 projects went over budget, completely totalling 36.4 million in overruns. And there

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was one project that came in under budget, which is always nice. And then the revised budget increases, which is where I think we need to have a little bit more attention on in the future from the office is just prior to executing the carve-outs there were artificially inflated budgets for four projects that totalled 18 million.

So this is quite a change from what maybe the board or whoever approved the projects originally thought was going to be covering the cost of to where it ended up. Were those numbers about what you were seeing? And then I have a couple of questions.

MR. CAMPBELL: Yeah, the only comment I would add is, when you're looking at those numbers, and I know you're probably pulling them from the March 2021 column, that's the original budget, right, and then there's the more -- we intentionally included the next column, which showed the actual budget at the carve-out decision because the idea would be that's theoretically the time when they should be the most aware of what those costs, the most accurate representation of what those costs should be. I

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think that March 2021 original budget you'll see for each one of them is significantly lower than what it came out to. And there's a lot of things that go into that and there's been a lot of conversations that have gone into that.

Matt, did you want to --

MR. BLONDELL: Yeah, so one point of clarification there just because I don't want to misrepresent what was there. So for certain, and I'm looking at Dillard because it was the first on the list and one of the ones you mentioned, right, so at the time that the carve-out decision was made, they had a new budget for the carve-out portion, but they were in basically a legal quagmire with the original designer and contractor to reduce that budget. And my understanding is that management wasn't going to report a budget reduction to the original contract because they were in legal, right, discussions with attorneys and the other contractors. And so it shows as an inflated number and then it does come back down towards the end. But the reason why it shows an inflated number at that time is because they weren't comfortable to say, well, we think the budget is

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going to get reduced by X number because it could have jeopardized their legal position.

So I just -- some of those where it kind of looks like at the carve-out decision the budget is huge and then it comes back down once we look at the June 2026 report could be because of that.

So I just -- I don't want to misrepresent that. It was really hard. We went back and forth on how we could present this in the most fair way because we didn't want to misrepresent that, but I just did want to make that point of clarification that it didn't go up, because they were waiting to figure out exactly how much those original contracts were going to come back down, eventually. Yeah, I just wanted to clarify that.

However, obviously, we do still show that, you know, even with the revised budgets and as of the June 2026 there are certainly some overages as well as some under budget items there.

And I do think, there was one other question earlier about whether the carve-outs, and this is just another -- another point here, obviously, with MSD there were additional projects added and so it looks like that budget is significantly over budget but that was because of the new

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buildings and the demolition of the existing -- the older building and everything that happened there. So that does look like a $12 million over budget, you know, when compared to that original budget, but it was because of the decisions that were made, I think, that were beyond, well beyond the scope of anything that would have been covered through just looking at one carve-out.

MS. RABIDEAU: Okay. That's brilliant. That answers my first question so I'll just go to the half question. Okay. So -- and I think what I want to be clear about is, right, moving forward, because this is what's already happened, but the steps that the office, of course, has said they're taking, will all carve-out projects be approved by the board and the financial updates to the budgets be required to explicitly report the variances against the original approved budget? And further clarification, like why that changed so much right before? Is that all presented when projects are approved? And then is there any comparison being done to understand what the cost of carve-outs are for other school districts of our size and complexity across the country?

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MS. COLEY: So I'll take that first part. Again, what we plan on doing is prior to these projects going into design we will look to see if there's any portion of that project that can be carved out. So -- to avoid potential issues such as this when we have those delays. However, if a project has started and we are carving it out, then, again, it is escalated to state why. The variances have to be documented in terms of schedule, any cost savings, and also with regards to cost, if there would be a benefit to the district, to the program, to carve that out, and then that decision will be presented.

MS. RABIDEAU: Okay. So then let me ask this and maybe it's similar to where you're going with your answer. So given whatever the cost was in overruns on just these 10 projects, we saw that was initially like from the start in the design stages where things changed substantially, what specific financial controls are being integrated into the delay notification workflow where you're working with the financial department more closely to -- to try to stop that amount of cost before it happens? So the goal, right, in my mind is that we can say in the next review and

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see the results of that this office implemented, you know, some kind of a separate decision matrix around the financial inflation of some of these costs in the initial proposals and planning stages.

MS. COLEY: So I think, again, once the request comes in, if there is a proposal to carve out, then we need to know what the financial impact will be and if it will be a benefit to the district overall. So those considerations will be made with the cost and program controls manager and with our capital budget department.

MS. RABIDEAU: Thank you.

MS. COLEY: And the other part of your question was with regards to other districts, I don't know about other district with regards to carve-outs, so maybe RSM can answer that.

MR. BLONDELL: No, I mean, I don't have any data offhand. I mean, it's certainly that we could, you know, research at some point, but, no, I don't.

MS. RABIDEAU: Okay. It would be interesting to see what that is. As you said, it's commonly used, so it just would be interesting to see what -- what those other costs look like in districts

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of our size.
MS. FERTIG: Okay. Muriel?
I'm sorry, Mariah, are you good?
Okay. Muriel?
MS. THEOPHIN-ATILUS: Okay. Good morning. First and foremost I want you guys to take accountability and then because the amount of delays that are -- they're just ridiculous and, I feel, inexcusable. Because some of these projects, you're putting the teachers, students and staff in an unsafe environment because they're not complete and you guys waited too long to actually get them done.
And my next thing is, I'm just wondering, by any chance, the reason for these delays and, I guess, even identifying these issues to have so many days behind, does it fall on Facilities, like the school custodian that's not putting in the work orders or something? Because for the amount of days we're already behind, you know, because, again, like Mr. Gilbert said, these are reactive things that you guys are doing, not proactive. So, again, you're jeopardizing the safety of the students, teachers and staff, and, so --

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MS. FERTIG: I think -- I just want to break in here, I think these were all SMART Bond Projects, so I don't think it would have fallen on the school custodian because they would have been identified. And I think you mentioned that the project manager, which was AECOM and before them Heery, had actually designated when they thought a carve-out should occur; is that correct?
I just wanted to add that because I think these are all SMART Bond. I don't think this is school level staff that's responsible.
MS. COLEY: It's not school level staff and the students and staff were not in any -- there were no safety issues there. So in most cases we've already had existing fire alarm systems and things of that nature. So we definitely do not put any students and staff in harm's way. There are no safety issues there. And it was not related to any work orders being called in. Again, it was the GOB projects, so it didn't fall on staff.
MS. FERTIG: That were identified by the consultants and in some cases were safety issues. I'm going to just say those fire alarms and those

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roofs were. And I know that's not you all who did the identification, your department, but --
MS. COLEY: But, again, most -- these are new installations of fire alarm systems. Most schools already had existing fire alarm systems. So we do not take the existing fire alarm system offline until the new system is in place; just for clarification.
MS. FERTIG: Okay. We did -- actually, we had an audit on that. Interesting.
Okay. Muriel, sorry to interrupt there.
MS. THEOPHIN-ATILUS: No, you're fine. Thank you. I'm done for now.
MS. FERTIG: Okay. DP and then --
MR. THIRUVENKEDAM: I only need one clarification. So I'm referring to page number 6. So how much is the original budget included in March 2021 for the roof? That should be included here. Because it states like -- it's blank here, so it's added or --
MR. CAMPBELL: Right. So as of March 2021 the roofing carve-out decision had not been made yet. So the second column in all of those tables is going to show a different date and that date is based on when the carve-out decision was made

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for that particular project that is highlighted in blue. Because the blue highlighted carve-out is the one that was sampled. Obviously, we showed every project just to provide that context, but the one that we sampled is the one in blue.
So to your question, specifically, if it didn't show a budget in the March 2021 column it's because the carve-out decision had not been made at that point.
MR. THIRUVENKEDAM: But it is included in that 8 million; correct?
MR. BLONDELL: Well, the scope -- sure. Yeah. So the roofing was part of that original scope and then it was carved out from that original scope.
MR. THIRUVENKEDAM: So can we show as a breakup like how much is the roof? Because finally we are showing like we are 7 million deficit but we don't know like how much is this actually roofing? There is an estimation issue for roofing or no? If you take out the roofing separately do you have a surplus? I don't know. I don't know the breakup, so --
MR. BLONDELL: Sure. So most of these

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samples the carve-out decision was made really in the design phase, not necessarily after construction had started. So it wasn't a solid budget for what the roofing component of that 8 million would have been to be able to have shown that separately, if that makes sense, because they hadn't gone through the effort of --

MR. THIRUVENKEDAM: Because if you see this 28, like 2.8 surplus, I don't know like if that's a real number because the original budget has never been adjusted, so -- correct?

MR. BLONDELL: Which page were you on?

MR. THIRUVENKEDAM: On page number 6. You see the last column, the green?

So I don't know like whether it's really a surplus. I don't know why they are saying surplus. Because we never replaced the original budget when we are carving out the roofing; right?

MR. BLONDELL: Right. At the time it was not carved out, it was not reduced, because there were legal proceedings going forward to reduce the contract. It was eventually, if you look at the far right column, it says Total spend per June 2026, that is when management had officially

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updated that original budget from 8.4 to 6 and it shows that. But that -- but that budget reduction wasn't reported until after the legal proceedings had finished where they were able to reduce the contract value.

MR. CAMPBELL: They received a credit.

MR. THIRUVENKEDAM: Yeah, so that may be another recommendation that they have to show how much is the budget. They have to show the breakup in the original budget because the additions may confuse people, oh, okay, we are still retaining that amount. So maybe we can include that in the quotations.

MS. FERTIG: Yes, Mark.

MR. MAGLI: The audio dropped for a second so they're trying to work on it. So they've got to re-set it for a second; if we can just take a minute?

MS. FERTIG: Do you want to recess for a minute?

MR. ERHARD: Yes, please.

(Whereupon, a brief recess was taken.)

MS. FERTIG: I think we're going to try to get the meeting back to order, if everyone is agreeable now? You can really hear, I think.

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Okay. I think, Don, you were getting ready to say something for now.

MR. GILBERT: Yes, just a couple follow-up questions. It's three. The first one is, going forward, because I know you said there's going to be some changes is how you roll out the projects going forward. Part of that is the upfront timing and it's reasonableness. Because, for example, you know, the Seminole project, okay, it was slated for, what, one to two years, and now we're seven years in and it's still open. So was the initial, you know, time needed reasonable for what they were planning to do in the grander scale? So that's one of my asks is that, okay, hey, when you're presenting, you know, the proposal and the timing for completion assessing for reasonableness. Is this enough time? Because, if not, or depending on the scale of it, then you can start factoring in, okay, hey, do we need to break this down a little further to stay on schedule and stay within budget? So that's one of the things I would hope that we look at that timing on the front end.

Also, two, with the construction services minor projects, it seems like it's not the

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carve-outs, and it seems like all the results that we've been seeing, for example, Apex, has been from the construction services minor department. So can we better leverage that department in executing these projects to, again, stay within budget and stay on time? Or how is that even considered, again, on the front end?

And then, lastly, just as Mr. Naylor alluded to earlier in his presentation, is that, okay, again, I don't have no privy to how the contracts are structured, but are there penalties to the contractors for delays? That, I don't know. I didn't get a sense of. It just seems like when I read it, the reading just kind of took me back to 2020 when they had the, you know, the stimulus. Everyone was getting the stimulus and they either was not or did very little work but was still receiving checks.

So are we still cutting checks regardless of their timing and, you know, their deliverables or is there a point where you say, okay, hey, look 90 days out, we still haven't even gotten to stage 1, so, now, we're going to have to withhold, we're going to start penalizing from this point going forward to encourage them to

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stay the course or how does that work? So those are comments, questions that I had as a follow-up.

MS. COLEY: So I'll respond. Your first comment, moving forward we will ensure that the schedules that are put forward are achievable. Again, there are also unforeseen conditions when you go into existing schools that, you know, we may not be aware that will impact time.

MR. GILBERT: Absolutely.

MS. COLEY: Your second comment with regards to the CSMP, which is Construction Services Minor Projects, is actually a pool of vendors that we utilize contractors for fire alarm, general contractors, HVAC, varied other services, and those, again, we utilize if we have smaller projects. We utilize them for Broward County Public Schools managed projects. So like walkways, covered walkways or projects where ADA ramps, things of that nature, but we will also be able to utilize that moving forward for some of the, again, carve-outs, but on the front end that are identified.

And your third comment with regards to contractors being penalized, we do have in the

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contract liquidated damages for, that are assessed to contractors that are delayed due to their fault.

MR. GILBERT: Great. Thank you.

MS. FERTIG: Okay. All right. We're going to take just a couple more questions here and I'm going to go to you because you haven't asked and then we're going to come back to Muriel and Lew.

Okay. Well, maybe a few more questions. Just remember we had a break there, Mark, a recess.

Okay. Bob, go ahead.

MR. MAYERSOHN: So not included in the -- I don't think in the scope of this, but just what arises in my head when I hear the word carve-out is that we're taking projects and, obviously, some of these vendors are pre-qualified and we're giving them, you know, an opportunity to make some money. So have you guys -- did you -- I know, like I said, it's not in the scope, but did you look at the number of vendors that were available versus selected? So, for example, if there were 20 roofing projects and company ABC Roofing got 50 percent of the work and they're also getting work in other areas, is this kind of

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usurping the bid process or just giving out -- even though they're pre-qualified, is that kind of usurping other vendors? So I don't know if you guys looked at that or it was not in your scope of work.

MR. CAMPBELL: That was not directly in the scope of our work, so we weren't looking at it necessarily through that lens. We were looking at it purely as it relates to CSMP, did that move the project forward, was that decision effective? In many cases, to Don's point, it was, right, in terms of actually moving that specific portion of the project forward, but we didn't look necessarily into any, you know, vendor concentration or anything around that. Usually, that's focused on procurement.

MR. MAYERSOHN: Yeah. I mean, and I just say, like this brings to me, obviously, everybody's asked a lot of questions, but just the idea of that we're being fair and equitable to the vendors that are either pre-qualified or potential vendors and that this idea of a carve-out is not usurping any procurement code just to, like I said, double check, so that's -- that's all I have.

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MS. FERTIG: Okay. Thank you. Muriel.

MS. THEOPHIN-ATILUS: I more so have a comment. As far as, I'm bringing it back up, the safety of everyone, because Dillard, the carve-out is for their roof. Let's not forget what that happened at Rickards four years ago.

MS. FERTIG: And let's not forget the poster child for the project, there were three, Northeast, which was featured on the evening news for their roofs, Stranahan, and Blanche-Ely. And I know, having walked Stranahan, having lots of pictures, I think a lot of us are concerned when we see the projects that are mentioned here and we know some of the other ones, whether that's an issue, we will have a chance to address them when we get to the motion. So I -- I'm glad you brought it back up.

Go ahead. I didn't mean to say anything but I just want to say, I -- yes.

MS. THEOPHIN-ATILUS: That was it. I just really -- again, you know, I'm sorry, you know, I'm a representative from DAC, so, you know, I'm a parent still, and so that would worry me on the safety of my child, and, of course, teachers and staff. So, but, yeah. Thank you.

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MS. FERTIG: Yeah. Lew, did you have something?

MR. NAYLOR: Yeah, I just want -- the gentleman mentioned that they were going to be doing a report based upon how much of the carve-outs were caused by change in scope and I was wondering when that report would be coming forward and would be presented back to this group.

MR. MAGLI: So they're finalizing some things. So we're filling the agenda in August. It will be either August or September. Most likely September the way it's lining up.

MR. NAYLOR: Thank you.

MS. FERTIG: Okay. And I just want to circle back to a couple things. On all -- on these 10 projects or any of the other projects you looked at that were way over budget, or really anything that's way over budget, are you currently seeking or receiving any liquidated damages from these projects? Has the district pursued the delay in any of the projects that they've seen? I don't know who best can answer that.

MS. COLEY: So with the CSMP projects, typically, they do not have any liquidated

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damages. So only on the major projects they do have that in place. So we are taking a look at that contract with regards to assessing liquidated damages.

MS. FERTIG: Are there currently any SMART Bond Projects where you are seeking damages for delays?

MS. COLEY: Yes, there are.

MS. FERTIG: Okay. Thank you. And we're to the point of a motion. I don't know if we would like to include something about prioritizing life safety issues or any of the other topics that you all have brought up that you would like to see included.

So who wants to take a stab at framing a motion to transmit with a recommendation to?

MR. MAGLI: I just want a clarification on what it is you're asking for.

MS. FERTIG: Well, she mentioned they were creating a policy and I just was thinking this was a good time to include in that some of the things that have been discussed here today as a recommendation. Is that okay?

MS. COLEY: So as clarification, it's a process.

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MS. FERTIG: Okay. All right. I'm sorry, I shouldn't have said policy, I should have said process. We have some recommendations, potentially, for that process.

Okay. Anybody want to try this?

(No response.)

MS. FERTIG: Mariah.

MS. RABIDEAU: Yeah, I'll take a stab at it. We'll see. Not to do a violent analogy. So maybe to require the office to consider including in their new delay notification workflow, right, that's the new process, our recommendation is to include looking at ensuring they're connecting with the budget office, the capital budget office, every time there's going to be changes like that, but then also to prioritize safety considerations with any carve-out projects proposed.

What else, folks?

MS. THEOPHIN-ATILUS: I will second.

MS. RABIDEAU: No, I was asking if there was anything else that you wanted to make sure was included.

MR. NAYLOR: You have to put it into a motion.

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MS. FERTIG: Huh?

MR. NAYLOR: You have to put it into a motion.

MS. FERTIG: Yeah, you're moving to transmit the report with a recommendation to include in the process what you have gotten the name of, but --

MS. RABIDEAU: Yes, the delay notification workflow process.

MS. FERTIG: Delay notification workflow process a recommendation to include connecting with -- I can't even read the --

MS. COLEY: Coordination with capital budget.

MS. RABIDEAU: With the capital budget office; yeah, coordination. Thank you. And prioritization of the safety -- safety issues. Thank you, Bob.

MS. FERTIG: Were you able to get that, Mr. Bass?

COURT REPORTER: Pardon me?

MS. FERTIG: Were you able to get that?

COURT REPORTER: "Prioritization of the safety issues. Thank you, Bob".

MS. FERTIG: Okay. So we're moving to transmit it with two recommendations, to

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coordinate with the capital budget office and to prioritize safety considerations.

And, Mr. Magli.

MR. MAGLI: I just want to make sure that you're speaking to Ms. Coley's group in her consideration of developing her procedures, that that be the consideration specifically, and that coordinated with capital budget, those are two separate entities.

MS. FERTIG: Those are two separate things that we're recommending for the process.

MR. MAGLI: Right. I don't know that we said -- we did say capital budget but I want to make sure that what your recommendation is directed to Ms. Coley's group.

MS. FERTIG: Well, we're transmitting this to the board with our recommendation that they request that Ms. Coley's group --

MR. MAGLI: Right, I just don't know that it was clear. I just want to make sure that that was clear on the record. That's all.

MS. FERTIG: Okay. Is everybody clear on what we're doing? We're transmitting this to the board with the recommendation that the board request that Ms. Coley's group coordinate with

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the capital budget department and also prioritize safety considerations.

Is that good?

Yes?

Does anybody have anything else?

Muriel has seconded that.

Any questions?

MR. MAYERSOHN: Is it health and life safety or is it --

MS. FERTIG: Health and life safety is good. We can do that. Is that good?

MR. MAYERSOHN: Yeah, I just think it defines it. It expands it more than just what's safety.

MS. RABIDEAU: Yes; friendly amendment.

MS. FERTIG: Health and life safety. I like that.

Anything else?

Mr. Gilbert?

MR. GILBERT: Also if we can include, you know, just regular check-ins as far as the budget, because, obviously, that's one of the more central concerns. Because, again, I don't know what communication is from Ms. Coley's office to leadership on, okay, hey, because we want to see how it's trending with, you know, her

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plan changes and her new structure going forward. You know, how -- how is that trending? Because I think without tangibles we don't know. We can make the recommendation, but how do we measure that? Because, you know, I don't know what the current communication is, so if it's in place --

MS. FERTIG: I think you've covered it by coordinating with the capital budget, but we can include the words and monitoring the budget.

MS. RABIDEAU: Throughout the process.

MR. GILBERT: Yeah, throughout the process.

MS. RABIDEAU: Cyclical.

MR. GILBERT: Absolutely.

MS. FERTIG: Okay. So coordinating through the capital budget and we can put throughout the process there.

Okay. Anything else?

All in --

MS. COLEY: Just a clarification, to answer your question, we do meet weekly, but we also have monthly reporting for budget and schedule on projects.

MR. GILBERT: Okay. I can remove that because that wasn't clear.

MS. FERTIG: Well, you know, one good thing

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to consider when they're drafting the policy is she's doing a great job now, but we don't know, you know, what comes in five years, 10 years, so just recommending whatever you think should go in there.

Okay. Are you all comfortable with this?

MR. NAYLOR: Yes.

MS. FERTIG: Can we vote?

MR. RABIDEAU: Yes.

MS. FERTIG: All in favor?

COMMITTEE MEMBERS: Aye.

MS. FERTIG: Opposed?

(No response.)

MS. FERTIG: Okay. Thank you so much. That was a great report. We appreciate your being here and sharing all of your expertise with us.

Okay. Next we have the Discipline Process Audit. And, Mark, I'll leave that to you to introduce your group.

MR. MAGLI: Okay. So this audit was conducted to evaluate compliance with school board policies governing student discipline, suspensions, expulsions and state reporting requirements following the transition to the FOCUS student information group.

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Ms. Pritykina and her group, Beverly Mungal and Venesha Lewin, conducted this internally and I'll defer -- I'll give it to her. And we -- these folks that are coming in that we did work with are here to represent Student Services.

MS. PRITYKINA: Okay. I'll continue with the introduction. So the audit was focused on incidents required to be reported to the Florida Department of Education through School Environmental Safety Incident Reporting System, in short, SESIR. I will also refer to such incidents as SESIR incidents. As well as we check for compliance with the District's Policy 1590, Code of Student Conduct, and 4100, Suspension and Expulsion. We covered the period January 6th through March 13th, 2026 which is Quarter 3 of 25-26 school year.

The audit identified 12 findings and 3 observations. And the issues displayed in the full discipline cycle from discipline referral processing to incident documentation, disciplinary actions and state reporting. Finding 1 is related to the discipline referral processing. Finding 4 we identified inaccurate assignment of discipline codes and the remaining

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findings -- sorry. The remaining findings from 2 through 11 related to documentation issues of both incident details and implementation of disciplinary actions. It means that OCA could not verify in some cases whether the incident was coded correctly to issue disciplinary action appropriate to the infraction as detailed in Findings 2 and 3 and in Findings 5 through 11 we could not determine whether the disciplinary action such as suspensions and interventions were appropriately implemented and fully executed due to lack of documentation.

During the review we identified system and monitoring limitations. The discipline process in FOCUS is not automated to the same extent as the legacy DMS system was. Specifically, FOCUS lacks key automated controls that existed in DMS, such as alerts to social workers and district case managers for student services and counseling and workflow processes such as automatically generated forms for certain disciplinary actions. This increased the reliance on menial procedures which contributed to inconsistent practices and limited oversight.

Another system limitation is the lack of

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validation when processing incidents involving multiple students. This led to six percent of reporting of incidents in the period of SESIR surveyed as detailed in Finding 12.

The three observations we identified are related to minor children and enforcement suspension waiver compliance, documentation of law enforcement consultations, and the implementation of BTA action as prescribed in the discipline policy.

Management acknowledged and accepted audit findings and responded with a corrective actions plan, sorry, to strengthen documentation, improve consistency of discipline data and enhance accountability and compliance with the regulatory and policy requirements.

If you have any questions?

MS. FERTIG: Thank you. Thanks.

Okay. Where do we want to start?

Mr. Medvin.

MR. MEDVIN: To begin with, could someone enlighten me about what FOCUS is, how it works?

MS. PRITYKINA: FOCUS is the student information system that houses all information about the student demographics, class scheduling,

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attendance, grades, pretty much everything about the student, and discipline is part of that process now.

MR. MEDVIN: It's a great big database. And is the access to it controlled? It seems to be there's sensitive information as part of the total information here. And I see you mentioned it at times that there's some deficiencies in the program in achieving some of the goals here?

MS. PRITYKINA: If I understand correctly the question, so the way FOCUS is granting access based on the roles and responsibilities of everyone, so not everyone has access to absolutely everything, all the information about the student. So usually administrators, school-based administrators have only access to their own schools and there are district-level personnel who has only specific access to their job responsibilities.

MR. MEDVIN: So if there's a disciplinary event that occurs, you know, with a student and so the process begins where the information is entered into this database?

MS. PRITYKINA: Correct. So the process begins with the referral, which could be started

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either by the teacher or it could be entered by an administrator directly. And then the administrator processes the referral to determine -- well, they first investigate to determine whether the disciplinary action is required. And then if it is, then they would process the referral to completion to have the student to be -- to have the disciplinary actions, interventions and so forth.

MR. MEDVIN: So the proces begins, if there is a referral somebody has to make a judgment of the level of the severity of it --

MS. PRITYKINA: Correct.

MR. MEDVIN: -- and where it goes. So that's a subjective human judgment. And then at that point the judgment made, if it meets these criteria, it seems too voluminous to me, but that's, I don't think our topic here, it goes into a system and then you -- then the auditors came in and you took that system and what the system reported and then went back and did your testing.

MS. PRITYKINA: That's correct.

MR. MEDVIN: Okay. Is the system working; in your opinion?

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MS. PRITYKINA: Well, it's working. We just noted some limitations, you know, which we discussed in the report. There are some improvements that could be done.

MR. MEDVIN: Okay.

MR. MAGLI: If I may? So, obviously, she evaluated, did sampling and did testing that showed a modicum of areas that didn't meet the expectation and so there were some areas that as a recommendation or an observation that was committed that there were areas to improve. Obviously, these folks are working on things. I know they've already scheduled some training in this area. They can speak better to that.

To answer your question about access, those roles are all determined ahead of time and run through, I guess there are certain approvals that are done and the logical access and stuff that's providing monitoring through IT and their groups that oversee that. So there's different levels of control in place for that. Obviously, it's a district-wide strong consideration and we've done testing in that, separate audits conducted relative to that, not necessarily just in FOCUS, but partially. But relative to how they're

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prepared, you talked about the subjectivity of evaluating those things, there's certain criteria that has been shared with you all the way up through the state level that's incorporated and used in the matrix that Elena provided to you. But I would think that, you know, relative to some of the instruction and some of the areas in what we evaluated as a control weakness I think that was laid out in the sample, which, again, was 100 items that they looked at.

MR. MEDVIN: Okay.

MS. FERTIG: Okay. Lew, go ahead.

MR. NAYLOR: Yes, you know, initial observation that you didn't know that there was a change in the system would be quite alarming. And one of the things that I was looking at is anyone looking at ways to make the input and staff use of the system more efficient so that could you eliminate the errors, potential errors, and increase -- or decrease the amount of time it's taking staff to do this, because that's -- that seems to be a lot of the issues.

DR. WASHINGTON: Good morning, everyone. Jodi Washington. I'm Director of the Department of School Culture and Student Support and within

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my department we oversee discipline management for the District Policy 5090, which is the Code of Student Conduct as well as Policy 5100, which is the suspension/expulsion policy. We worked with FOCUS to build the discipline model so that administrators could input the data.

I think what you're talking about is putting the guardrails in the system, the training wheels or the fail-safe proof type mechanism is a double-edged sword. On one instance -- these are human actions that have to take place and we can build guardrails in there where we click buttons and it satisfies a documentation component that then the auditability of it improves there, but did the action actually take place; right? So we're trying to bridge that gap of how do we ensure the actions are taking place with thorough documentations that would withstand an audit six months down the road, 12 months down the road, three years down the road, right, with putting some of those safeguards in there. Click here, click there, documentation shows up; right? So we're trying to create -- build a system where if you do click a button, let's say an alternative probationary contract was mentioned in some of

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the findings or the substance probation contract, that if you click a button, that contract is automatically sent to the family, you know. So we are trying to build in some of those automated systems that, okay, yes the documentation is there, as well, but some of those other pieces are human touch points. And how do we ensure that we are documenting that those human touch points are taking place and not just relying on the click of a button; if that makes sense.

MR. NAYLOR: It does. My question is, there's a mention there about three different types of fighting codes. I don't know if -- is this -- are they -- do they have to be entered manually?

DR. WASHINGTON: So that's a great question. Thank you for bringing that one up. So fighting is a -- we differentiate fights in the Code of Student Conduct because we differentiate consequences for them. You can have a fight where there's pushing and shoving, pulling some hair, things like that, but there's no punches thrown, there's no kicking there's -- you know, it's a minor altercation that doesn't, according to policy, warrant the same consequences as this

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knockdown, drag-out fight where somebody ends up going to the hospital. So that's why we have three different levels of differentiations for fights.

The challenge that we're having is when they're documented in the referral system, the referral, itself, the narrative, may just say fighting, but it doesn't then, when somebody else is looking at it, could they come to the same conclusion of what level of fighting you classified it based on what you said occurred. So we're working with administrators through training on you have to be very specific as to what happened in this fight so that somebody six months down the road, a year down the road that's not you that was not familiar with the situation can go into that record and clearly see how your decision aligned with policy. So we're actually -- we start training with our administrators on Monday, will be the first of several that we're going to go through, and we're -- we're changing our language. We do scenario-based training all the time. But instead of asking administrators, what would you do in this scenario, our new question that we're

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posing to them is, what does policy require in this scenario? And I think that making that subtle change and grounding them back in the policy in every scenario that we go through and every decision will help in framing their thinking differently. Because if you have to go back to what does policy require, well what policy requires for a minor altercation and what policy requires for a major level fight are two separate things. And so we're trying to reframe language in the training to get them to see where that's kind of falling short.

MR. NAYLOR: Okay. So you're doing -- are you doing reverse engineering where you're taking the feedback from the users on what would make it easier and more effective for them or are you giving them what your perception -- not you, but I guess the department's perception would be more effective for them?

DR. WASHINGTON: It's both. Throughout the entire school year we work with administrators every single day and they give us feedback all the time on what aspects of the system are working for them and what aspects they're running into trouble with. We actually work with FOCUS

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and our IT team all year long to make little, subtle upgrades. There were a couple of forms that were hard for them to find and they were like, well, wouldn't it be easier if we could just have it here? And in some cases we're able to make the changes, in other cases they're like, we can't do this with this system, but we'll figure out another way to help make it easier for them. So there is always that constant two-way feedback with our administrators but then also from the compliance side of it because there is state reporting requirements.

MR. NAYLOR: SESIR.

DR. WASHINGTON: Right. And what's easy for them may not yield the information we need. And so sometimes it is, we need this information and this is how we have to enter it. So some of it is, this is what you have to do and some of it comes from the bottom of this is what would make it easier for us.

MR. NAYLOR: Okay. All right. Thank you.

DR. WASHINGTON: You're welcome.

MS. FERTIG: Go ahead, Don.

MR. GILBERT: Yes, just to piggyback on the current observations. I'm very happy to see that

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you all are looking at the way consequences are implemented in certain events, because being that I'm a representative of PTA, but prior to my involvement with the PTA I've always volunteered at schools and I've always seen this inconsistent application of discipline. And, unfortunately, it becomes cultural a lot of times, most of the times if not all the time. Because, of course, the penalty for Peter making the same infraction that Paul did, the consequences are different.

So I'm glad to hear that there will be trainings to ensure that the language supports the actions, but, also, two, you know, the follow-up. Because, you know, the other side of that is that I've seen some, you know, real-life examples of family members or direct members of family of administration or support staff that get a proverbial slap on the hand for an infraction that should have yielded a stiffer penalty.

So I'm hoping this exercise would dive into that to some extent. Because, for me, frankly, I'm tired of seeing it because I'm in the schools all the time because I appreciate these kids and I'm invested into their future because they are

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our future when we become of age, you know. So getting it right the first time, you know, is better. Because, again, that little infraction can changed the course of a kid's life. Where, okay, hey, I just bumped into this guy by accident but all of sudden I have a 10-day suspension. But Paul did the same thing and he got sent back to class. You know, that can be very traumatic to a kid, you know, because I've seen it. So I'm happy to hear that.

But I ask also to -- I'm trying to just get a better appreciation for the incomplete attendance documentation as related to disciplinary actions and suspensions. Just from reading it I didn't get a full appreciation on why is that a high-level concern. So if someone can enlighten me, I'd appreciate that.

DR. WASHINGTON: So I can talk about the process that is supposed to occur that is new. We have always had -- I'm not going to say always. For many, many years over 10 years since I have been an administrator there has always been an alternative external suspension program. So when we externally suspend a kid from school we don't just send them home. We give them an

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opportunity to attend one of our behavior intervention program schools for the short timeframe in which they are out of their traditional school, anywhere up to 10 days.

In prior years with DMS, the Discipline Management System which was utilized prior to FOCUS, it was a very manual process. You pick up the phone, you call the school where the kid would be going, the AES site, hey, do you have room for Saemone, she's going to be there for the next 10 days? Yes; no; okay. Email would go over with whatever documents that Saemone has and they would show up, that center would take attendance every day, they would send out the attendance to the schools and the schools would have to mark whether they were present or not in that location.

With the transition of FOCUS we are able to enroll a student in a second school. Meaning, they stay enrolled -- say Saemone's at Plantation High, right, she stays enrolled as a Plantation High School student, but she also gets enrolled in Cypress Run Education Center as a second school, so that that short period of time that she's at Cypress Run they can access her records

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in terms of, if she's a student with a disability and they need to see what accommodations she needs, but they can also take attendance right there in FOCUS. There's no more of that calling back and forth, emailing.

But enrolling them in a second school is a new process. So they were still picking up the phone and calling and saying -- and the enrollment in the second school was not happening consistently. And I think that's what the audit spoke to. And so the attendance, while it may show that they were at the alternative to external suspension program, to be able to verify that without them being enrolled in the second school, the second school couldn't take that attendance. So it doesn't mean the manual process wasn't happening on the back end, it still could have been, but for the audit purposes they weren't able to verify it. So I don't know -- Elena, I don't want to speak for your work, but that is from my perspective one of the gaps that was present that we are training on when we're working with administrators starting next week.

MS. PRITYKINA: Yes, this is pretty much why

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we decided it's a high level of concern because, first of all, the discrepancies between the suspension that was assigned and the actual suspension days documented, between one to two days less than it was assigned, that was the prior audit issue. We had a 10 percent error in the prior audit and this time it's 19 percent, so it went up. And then because of the new process of registering students to the second school so they could document attendance electronically in the same system, that was 68 percent error because it's a new process and it was such a high percentage of error we decided it's -- it needs immediate attention.

MR. GILBERT: So let me ask a B clause to that. So how does that impact the student? Because I know part of it is ensuring that they do fulfill that time.

MS. PRITYKINA: Right.

MR. GILBERT: And without that documentation that there is no affirmation of. So what is the ultimate impact to a student or have you seen any impact to a student as a result of?

MS. PRITYKINA: Well, the potential impact, so, for example, if there is a suspension, the

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student is out of school; right? If they are assigned to an alternative to external suspension location, that means they are present, they're just not present at the school -- their home school; right? And so if we're missing the documentation the whole issue of that finding was we cannot tell, we don't know for sure. Because we see that the student should be on suspension for 10 days and if the student is on alternative to suspension for 10 days they should be at the alternative location for 10 days, but we would only see eight, for example; right? So we don't know where was the student the two days. And my -- I could assume, I don't want to tell for sure because I don't know, but a lot of times it appeared like, you know, if they entered the actual referral late, like the next day, that one day would not register. So it could be the system issue, it could be the documentation issue and that's what we wanted to bring to your attention.

MR. GILBERT: Okay. I definitely see how that -- because the way I was reading it I was hoping that wasn't the narrative, but it is. Because, of course, without verifying the

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whereabouts of this child, this child could be anywhere. But -- theoretically, not actually. But theoretically the child could be anywhere because, of course, if there's not a complete reconciliation from, okay, hey, we know they've been issued this disciplinary action which would require them to go to this alternative school for that period of suspension, and if they don't show up, it can be assumed they're there. But, conversely, they're there but it's not being accounted for, so it can be assumed they never showed up, so they never fulfilled their requirement. So it's negative on both sides of it. Because, of course, I'm suppose to say, hey, I finished my five days then I go back, but when I get back to the school it's like, no, you never showed up, and now we're, you know, back and forth and there's negative consequences either way you look at it. But it is concerning. So that's why I say I wanted to make sure I understood it the way it was written. But I said, well, maybe I'm misunderstanding it, so that's why I asked.

Yes, ma'am.

DR. WASHINGTON: I'm sorry, I just wanted to

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clarify, the AES program, alternative to external suspension program, is not mandatory.

MR. GILBERT: Okay.

DR. WASHINGTON: That is a choice that parents have. And many parents make the choice not to send their kid. In fact, we have about a 20 percent attendance rate of parents accepting the AES assignment. 80 percent of the time they opt to keep their child home.

MR. GILBERT: Okay. But is that also noted? Because my concern is when it is chosen and there's still a discrepancy between their attendance either way, that's the line I'm speaking of, not whether the parent has opted out and said, no, I'll just keep them home.

DR. WASHINGTON: So that attendance record is marked as an external suspension, not an AES. So it is a different attendance code that they get.

MR. GILBERT: Okay.

MS. FERTIG: And you know up front whether they've accepted or not accepted?

DR. WASHINGTON: Sometimes. But sometimes they'll accept it and then they, oh, well, my kid's not going to that school and then they don't and then they never inform the school. So

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there are those human elements to this whole process of discipline that in some cases -- I agree with you wholeheartedly, that strengthening and assigning the second school and allowing them to be able to take attendance is the ideal to accounting for where kids are. So that's the process that, not only do we need to work with the school-based administrators who are assigning them to the second school, but if you have a student who showed up in front of you at the alternative school and you don't have access to them, where is the phone call to say, hey, assign them a second school? So it goes both ways. Like there is more people -- and, honestly, like the district office is not involved in that process. It is the schools communicating with one another. And so that's part of the training aspect of it. And with the high volume of schools that we have and the number of disciplinary infractions just by the sheer number of students that we have in Broward County, there's a lot. There's a lot that happens every single day of kids going in and out, receiving behavioral referrals, being suspended external and AES. And so those are the processes that we

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really are working on in the training to say, hey, this is why this matters; right? Because if we're saying this kid is in AES and that attendance record is not accurate and they're out on the street and they get arrested for something, they're going to come back to us and say, hey, well, you said that they were in school. I oversee the courts team, too, so we get those conversations. So all of it, we're working really hard and I think the step in assigning the second school is a critical step in closing the gap because before it was such a manual process. So while the error rate increased on paper, the access to the information also increased. Like the level of awareness is different under FOCUS than it was under DMS. You can see it more clearly because the system -- while there are safeguards that are missing, the system is more transparent. So I think part of that plays into it as well.

MS. FERTIG: So I just -- to add on -- to ask about this, I'm noticing like half the findings are findings that were in 2003 but they're all increased from what we found in 2003. It's now, you know, higher in every single example that we

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have a finding, and I think it's six that I counted. So I'm just -- I understand you're saying now it's a more transparent system. Does that account for the fact that the findings have increased -- I mean, that the number of exceptions have increased so much?

DR. WASHINGTON: The fact that the system is more transparent; does that account for it?

MS. FERTIG: Well, I'm just wondering. Or is it -- I think the fear, and I know that we have on the audit plan for next year something dealing with FOCUS and ESE because there have been a lot of concerns about the ESE portion of FOCUS, but looking at this, and the first one, Discipline Referrals Not Processed, 4 percent in 2023, 6 percent, and 9 percent now. If you go down on number 3, Insufficient Incident Description, 16 percent in 2023, 28 percent in this particular audit. And we can keep going down to just make the comparison, but I'm wondering, is that because it's more transparent or is that because the system does not work as well as the previous system, I guess, would be my question?

DR. WASHINGTON: I wouldn't attribute it to solely either one of these things.

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MS. FERTIG: Okay.

DR. WASHINGTON: I'm going to focus on, let's go to Finding 1, Incidents not Processed to Completion.

MS. FERTIG: Yes.

DR. WASHINGTON: There is -- when you put in a referral in FOCUS now and you -- you click submit, you have to go back and there is -- after you have saved it there is -- you have to go back to the main screen and there's a button that you have to click and save again. So they could have fully processed the referral, issued the consequence, done everything and not gone back to click that button and it's not going to show as processed. So that's one of the issues. It wasn't the issue in all of the -- because I have looked through every single referral that, you know, they looked through and the screenshots. Like I've looked through every single one of those and I'm actually planning right now, not only the administrator training that every assistant principal and principal goes through, but we're doing targeted support to the schools that have an audit finding. If you were in this group you might get group support or you might

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get individualized support depending on what we found. So that's another aspect of it, working with the regional offices, and also having a monthly like AP Academy where an assistant principal from every school will participate in monthly training, whereas before it was just done once a year.

So there is that aspect of it that I think, for that one, why did it go up, because in DMS, once you click that final save it was done. This one there's an extra step. So getting them to go back and do that extra step, but it's easy to monitor, just showing them where it is to monitor it. So that's one of the things.

As far as the Incident Description, that is -- I think the biggest thing that I would attribute that to is the number of administrators that we have. Because anybody that's an administrator in the district that goes through the state SESIR training and our SESIR training can process discipline. You're talking about upwards of 700 people processing discipline. And there's new administrators that get appointed all year long. And so, yes, we do training, and we monitor, we provide support. We have a daily hot

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lab that is open for administrators. It's an open Teams link that I have people staffed in that if an administrator, an incident happens on campus and they need support, they can just drop in that Teams link and somebody from my team, whether it's me, one of my assistant directors, is there to walk through the incident with them, you know, guide them through the investigation, look at the administrative definition, help them to come to a conclusion. But when they do things on their own, which they are able to do as well, the description may not be sufficient, which is why we are changing the language we're using in our training from, what would you do with this, to, what does policy require? When you start to ask what does policy require it will make sure that you provide a better description. And Elena, I think, will tell you that the majority of the incidents where it was an insufficient description were all fighting incidents. We can't differentiate the three levels of fighting because the referral simply says two students were fighting. So that's another one of those where it increases, but I think one of the root causes of that is the sheer number of people

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processing referrals.

And, I mean, we can go through each one and I can give you what I think is happening. Some of it is changes to the system and it's we've got to get -- you've got to get familiar with the new system. When DMS was introduced back in like 2013, 2014 it was the same thing. People have to get used to a new system. And, honestly, DMS was built with such tight guardrails, you could just click buttons and move on and it appeared as if everything was done. And it really took the thinking out of discipline.

But, to your point, you can't take the thinking out of discipline. That is a child. That is a human being. And you have to really look to find out what happened in this situation. You can't take it at surface value of, well, they walked by and accidentally bumped into somebody in the hallway and now we have a simple battery when it was really an accident. But then when I dig deeper, oh, you've got three simple batteries, but they're all the same thing. I was really adamant about making sure that administrators have to think through the process. And, yeah, we could have built a very tight,

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like, so they can continue to click buttons. I don't think that's doing what we need for our kids at the end of the day. And we're all here to build great humans for our future. They're going to take care of us. They have to be able to say -- we have to take care of them now so they can take care of us. And there are some portions of the system that we need to automate. But there are other pieces of it where we need to just continue to double down on our training. The other thing that I'm doing is I have restructured a portion of my team to work on quarterly fidelity checks. So we are going to do some sample pulls of referral and take them through these questions that the process, the audit process went through on the discipline processing and we will do kind of our internal checks and provide that on-demand support when we're noticing that we have some discrepancies here, or there's some deficiencies here, or there's a new administrator here and we just need to provide them with support. So those are some of the things that we are doing to respond -- I mean, I'm -- when I was a -- this is kind of off topic, but on topic. When I was a new principal

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I got a property and inventory audit like within the first month. I was like, oh, my God, I'm getting an audit already? And the auditor came and said, this is a good thing, because now you have a fresh slate; right? I kind of think of this in the same way. I'm glad that we audited FOCUS. Because I'm in it every single day, but when you get that outside perspective it's like, oh, okay. You know, when you're in something every day sometimes you can't see the little gaps that exist or the little ways -- little tweaks that you can do to make the system more efficient or to ensure that we are following through with the documentation pieces of it. We told them where to document that things are happening, but that didn't happen consistently. So training is going to look a lot different. So I said a lot. I don't know if I answered anything.

MS. FERTIG: That's good. You're very passionate. We appreciate that.

So anybody have any other comments before we move to transmit? All right. I'm going to start here and then go around.

MR. DE MEO: Madam Chair, I do.

MS. FERTIG: Oh, yeah. Okay. I'm starting

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with Bob or do you want to go ahead and go.

MR. DE MEO: Okay. Fine. Yeah, this is directed to the auditors. I believe in previous meetings there was some concern that the auditors were not -- were not permitted to access this data. Have we cleared that now? Is there a change in that?

MS. PRITYKINA: This -- this audit when we didn't find any documentation in the system we did contact each school specifically to see if they have anything else, somewhere else, school-based documentation on paper, and we exhausted all possible ways to obtain that documentation.

MR. DE MEO: So we found a workaround as opposed to going directly through the portal; is that the idea?

MS. PRITYKINA: Okay. So I believe you are referring to the previous audit of Behavioral Threat Management, which is a separate process than Discipline. Discipline process is a different subject. So the Discipline, School-Based Discipline is actually documented in FOCUS locally, so we do have access to that as auditors. The Behavioral Threat Management

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process and assessments are documented in the state system, so -- to which we do not have access. So I don't know if that --

MR. DE MEO: Okay. Thank you.

Next question is, Finding 3, Insufficient Descriptions and legal -- and the interpretation, now I know that's been discussed, but I think we need to -- I'll direct this to Ms. Washington. I think we need to find a way to uniformize that process. I think it creates tremendous liability for the district, number one. It clearly results in inconsistencies for the children involved in these activities and we really need to address some way to make uniform these assessments. So that's a comment. But I may make a motion.

I'm going to move on to Finding 8, 89 percent failure rate in the notifications. Is there a reason for that, Ms. Washington? Why is that?

DR. WASHINGTON: So I would argue that notifications were made. I think the finding is that the documentation was not present to verify that notifications were made. When you have -- when a disciplinary incident occurs you have to call the parent. Documenting the time, the date that the parent was called in the FOCUS system or

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maintaining some level of documentation that a parent phone call took place, an email was sent, something like that, that is, I believe, where the failure took place. I don't believe that the failure took place in 89 percent of the time with parents not being contacted.

MR. DE MEO: Yeah, it does say, school did not notify required -- notify required authorities in 96 of 108 applicable cases. I don't think it's referring to the parents or is that just a misstatement?

DR. WASHINGTON: No, sorry, I responded to the wrong one. So the DSOC notification, this was a notification that was built into the DMS system years ago under prior -- not this version of policy, the policy before when we had a prior police chief and we started using Teams for notifications for safety and security incidents at schools. Prior to the current administration a decision was made that that form was no longer necessary because we were using alternative means. And then there was discussion about what would be reported in Teams. So this finding is a misalignment between policy and practice that needs to be addressed. So that will be -- we are

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working on a new notification form and system because the prior one was not imbedded in FOCUS because it was determined when that module was being built in FOCUS that it wasn't the form that they needed any longer because there was a different reporting mechanism. But then, again, what they want reported did not align with what Policy 5090 says needs to be reported.

What I will say is that SESIR, any SESIR incidents minus four of them, tobacco, bullying, harassment and there's one more I can't think of it off the top of my head, do not have to be reported to law enforcement but everything else does, and there is a safeguard in FOCUS to indicate what action law enforcement took when you report it to them. So this should not, in my opinion, and Elena may correct me, but this should not be interpreted as law enforcement was not notified of SESIR incidents because there is a safeguard in FOCUS for that. This is our internal notification of our district security team and what -- the misalignment between policy and practice of what they need -- determined they wanted to be reported in those channels.

And so just to make sure that we are in

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alignment with policy until there is an update to policy or a different decision made we are developing a form for this year that will be created to correct that.

MR. DE MEO: Okay. So it doesn't seem to align with what you're saying. It says failure to consistently notify the regional office in the detail on page 30. So I'm not clear if there were notifications to outside authorities that were missed or if this is just the idea that the immediate notification form was not processed since -- maybe the audit people could give me some clarification on that?

MS. PRITYKINA: Yes, so pretty much what Dr. Washington just stated, this is the internal procedure, this is not -- this is separate from reporting to law enforcement. This was a legacy procedure from the legacy system that the school police, which used to be SIU, Special Investigations Unit, used to be notified on a specific form and it was just a regular every -- everyday notification sent out to them on specific incidents. And at this, time, as Dr. Washington explained, they did implement a different process because they have different

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places when they wanted to report this information. Again, this is the internal district procedure to the district security office. And -- I forgot what I was trying to say. So like so it's not law enforcement notification. It's separate.

MS. FERTIG: Perhaps this could be -- I just was going to say maybe you could work on this section to make that more clear. Because when you read it it is kind of alarming, so, I don't know. I still couldn't see why you would --

MR. DE MEO: And also in the Behavioral Threat Assessment there was an Attribute 49 that was a referral to external authorities and I'm sure FOCUS has that same feature, I don't know if it's labeled the same way, but this is critical. Even if it's internal, I think we need to get that fixed. So I'll move on. Thank you for that. I have two more quick questions.

The methodology, first, on page 11 we talk about a judgment sample of 100 and then it's laid out according to the level of the school or type of school. Then we seem to use data analytics for example of the -- you talk -- you caught 1,992 unprocessed referrals out of 22,000, 8 or 9

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percent. So that must be some kind of data analytics. Could the audit -- could the audit staff explain, just briefly, were data analytics used for all of these attributes or some and there was sampling only of the discipline, items requiring discipline? Could you give me some better insight to that?

MS. PRITYKINA: Okay. I'll try. So because the process begins with the referral, so the first step was we looked at the 22,000 referrals and we used Excel, data analytics available in Excel to -- just to review the process and status of those and then just scan through the description just to see if there's any serious issues that were not processed. However, because it was voluminous and not all referrals do -- not all referrals end up being discipline, so for the whole third quarter we had 22,000 referrals and we had only 1,600, a little over 1,600 disciplinary incidents; right?

So once we reviewed the process and status of the referrals, then we went to the 1,600 incidents and we selected 100 samples to look at each of them in detail. So we didn't use any data analytics, we were just looking through the

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system and verifying each step that we needed to verify.

MR. DE MEO: So in the example that I gave, 9 percent were unprocessed, that was determined simply by using Excel or data analytics; is that correct?

MS. PRITYKINA: Right. Right. That was the referrals and not all of them were disciplinary incidents.

MR. DE MEO: So I would recommend to Dr. Washington's staff, perhaps on a regular basis running the data analytics, which are fairly simple, as I understand it, maybe Audit could catch you up with that, on a regular basis, weekly, monthly, to, you know, self diagnose, you know, some of the areas that need attention. I think that would be very productive.

And then I'll make this the last question. The remedial actions discussed, you know, what -- you know, what actions will take place, however, I don't see any timelines in there. I don't see any dates. And I think it might be important for us to know to the extent if -- to the extent what findings have been remediated so far, maybe in the next meeting, and to include in these

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responses these remedial actions, specific timelines. That's all I've got.

MS. FERTIG: Thank you. Mr. Mayersohn.

MR. MAYERSOHN: So -- so a couple of things. First of all, just as a matter of reference, I have been part of the discipline matrix committee years ago and Code of Student Conduct, so I understand how all this developed, how we he get there.

Mr. Gilbert, to your point, there's always been that human aspect of it where, for argument's sake, why some principal says to a student, you know, I'm going to suspend you for four days and it turns out it's a two-day suspension. There are others that have that leeway and latitude, two or four days, and use all the four days. It depends upon the student.

But my concern at this point, and Dr. Washington, you had mentioned that you are confident that, especially with notification of parents and the Hope Scholarship, that parents got notified about it, but there's no documentation to that. Years ago how was that documentation done?

DR. WASHINGTON: There was a button that was

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clicked in -- in DMS that you clicked and you put a date next to it when parent contact was made. So you would put, you know, 7/16/26, click the button.

MR. MAYERSOHN: Did it list on how you, like called them on the phone; sent them an email; saw them in the office?

DR. WASHINGTON: No.

MR. MAYERSOHN: Nothing.

DR. WASHINGTON: It was a date and a click, a date and a click, a date and a click. And so that's one of the differences.

MR. MAYERSOHN: Yeah. So, I mean, I would think that something along that way, besides setting a date and a click, how that contact was made, via -- whether it was email; phone; in person; they, you know, you called up and said your child is getting suspended and they came running in five minutes.

DR. WASHINGTON: So to your point with that, the way we had FOCUS built is that each one of the interventions, which parent contact is an intervention, Hope Scholarship's an intervention, alternative probationary contract, referral to mental health services, whatever it is, all those

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interventions are listed after you select what the consequence is. Once you select what the code is, it automatically populates the intervention you have to do. There's a notes section right next to it, and what we've trained administrators on is they need to type in the notes. So to your point, parent contact was made on this date, I spoke to Mom on the phone, sent an email, you know, or called this many times, left a message, tried other emergency contacts, was unable to get in touch with anybody. But at least there's a narrative there of what action took place. So we're doubling down in our training on, you must put something in this note section for every one of these interventions. If you didn't document it, it didn't happen. Even though it says, of course, I called the parent, well, how do we know? We don't know that you called the parent, put the note there. So that's where we're doubling down in training and that's where it will be documented. That is an enhancement that we made from DMS. DMS had a date and a click, but, yeah, my I point was like, just because you put a date there doesn't mean that you made the phone call. I want to know,

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did you email them; did you talk to them on the phone; did they come to the office; did you meet with them in person? Put that in the notes section. That's why we built it that way. It just wasn't utilized with fidelity the way that we would like it to be, so that's the training that we're doing.

MR. MAYERSOHN: Right. So, I guess to Mr. De Meo's point on that, you know, within that training, a timeline of expectations, when these things are going to be met would be helpful as a follow-up, because it's easy, and you guys have been in this district for a while, you've seen stuff, yeah, we acknowledge that we made a mistake, we acknowledge that we need to improve, and then that's where it -- it dies, you know. Going back to Saemone, I mean, you know this, with the Evergreen Report, there were X amount of recommendations, some were done, some weren't, some are irrelevant today, some are not even applicable anymore. So just a timeline, I think, would be very helpful to say, here's where we plan to do it and here's where we've accomplished it. We do training, you know, three times a week for the next six months, and, you know, we've hit

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out of those 700 administrators 699 or we've had 50 more come into the system, they've been trained, so at least we know that aspect.

The other thing, with any of these SESIR incidents, have you contacted the state to kind of iron out where they need to be at and where the district is so there's no penalties, or concerns, or questions later on with possibly a state audit to say, you know, you didn't fulfill your obligations?

DR. WASHINGTON: I have a great working relationship with the state, particularly in the area -- where we tend to over report in SESIR is with fighting, because you can have a fight with two people, but it's one incident that gets reported. What happens is administrators create two referrals, they create two SESIR reports. They need to be linked. It's two referrals but you've got to link them to one report. So we over report in fighting. There is a gentleman at the state that works hand in hand with us and he'll send us a monthly report, hey, it looks like you're over reporting in these areas, these fights, check these out. We do that. We run our own reports, as well. But we have until October

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to make any SESIR corrections and my team does those on a regular basis. So we do go back and correct the errors, not just the ones that were found in the audit, but we go back and we check those regularly. We run our SESIR numbers every month. And then, again, having a great relationship with the individuals from the state we also have to monitor SESIR incidents and reporting for charter schools. And so that's another aspect of this that we --

MR. MAYERSOHN: Are charter schools on FOCUS or a different system?

DR. WASHINGTON: They are.

MR. MAYERSOHN: We didn't audit charter schools at all?

MS. PRITYKINA: No.

MR. MAYERSOHN: So we're responsible for those incidents, but not --

DR. WASHINGTON: We're responsible for reporting them; yes.

MR. MAYERSOHN: -- how correct or incorrect they are?

DR. WASHINGTON: Correct. We do monitor them, though. And I -- again, I have good relationships with the administrators in charter

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schools to make sure that things are being reported. The news is very helpful. The Fortify Florida, any time something comes through those I have my team -- we have multiple ways to see what's happening and then to go into the system and check and see if there's a referral, because that's how it gets reported. And if I don't see something we call immediately.

MR. MAYERSOHN: Right. Well, I mean, it's great that you have a great relationship and you work with them, but from an audit perspective, if you were to decide to leave because you won the lottery tomorrow --

DR. WASHINGTON: Please. No, I'm just kidding. I'm kidding.

MR. MAYERSOHN: -- you know, whoever fills your shoes has those systems in place --

DR. WASHINGTON: Yeah.

MR. MAYERSOHN: -- so that they're not going, well, Dr. Washington did a great job, but whoever comes in may not be as diligent or an expert as you are to be able to do those things. So that's why we want to make sure those systems are in place so that one, you know, program communicates with the other. So, like you said, if you're

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just going to press a button that says, you know, hold on before you, you know, change the system, we need to get this, this, this, this included. So --

DR. WASHINGTON: And we have a separate training specifically for charter schools. So we give them a little bit more in terms of what their expectations are.

MR. MAYERSOHN: And then there was one other piece and I can't find it at this point. Maybe it was in the -- this is on page 32 where it says in 8 cases no response to the audit was received. Do we know why?

DR. WASHINGTON: Elena, do you have that?

MS. PRITYKINA: Well, we don't know why. We did request information from schools. We did do two follow-ups after each request if we didn't receive any response. And, you know, we have to stop at a certain point after the third request. So that's -- that's -- that's the result.

MR. MAYERSOHN: I mean, because -- I mean, personally, I'd like to see a response. And I don't know whether that's audit or whether that's management.

MS. PRITYKINA: We did follow up with

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school-based administration. If we didn't find information in the system we did send a request out to the school principal and we did follow up with the school principal after three times if we didn't receive any response. And then if we didn't, that's an exception.

MR. MAYERSOHN: Yeah, because that's -- I mean, I can understand you give a response that may not be correct, it may be challenging, but at least respond. I mean, that's a matter of the process of respecting the process and just answering, no, I didn't -- you know what, I forgot; you know what, I made a mistake; or, you know what, I did, but it went into the wrong email and came back; I mean, whatever it may be. But, you know, as I said, just as a follow-up I would like to be able to see that those 8 non-responsive responded in some way or another. And we're not documenting who they are, specifically, but just, I mean, that would be part of my motion if -- when we transmit.

MS. FERTIG: Okay. All right. Great.

MR. MAYERSOHN: And that's it.

MS. FERTIG: All right.

MS. RABIDEAU: Okay. So as a parent and

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district community member the specific metrics regarding the gaps in mental health and substance abuse support were especially concerning to me, and just within the broader context to the health and safety of our children and community. So that's not a comment on the office or the report necessarily.

I'm happy to hear that -- so I had some of the same questions as my colleagues. So I'm happy to hear that you're training administrators to be more thoughtful. I think that's really important. Because at the end of the day, like you said, these are children we're talking about. They're still learning and growing and that means they need support. They need guidance.

So I think the insights the office shared around the levels of fighting, that was surprising for me to learn because, legally, like those are all potentially support -- sorry, potentially assaults if a parent was to, you know, take it outside the school system in some way. So if children are not being made aware, whether that's at home or at school, right, of the seriousness of their physical actions, we're setting them up for failure in the outside world.

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So I think -- I know that crosses a boundary, right, between what schools can do and what caretakers and parents should be being doing, and owning, and being accountable for, but there should be an element of how serious these behaviors are outside the school setting so that children understand and students understand when they go outside the school there is not the same level of support and protections that they may have. We teach them math and science so they can use it in the real world. So I think this is a good area where we could prepare them a little bit more in some way. And I can let you decide what that looks like, of course.

So the metrics, the audit found severe breakdowns, right, in documenting required interventions. I wanted to focus on that for a moment. And we said largely because the new FOCUS system lost a lot of the same notifications that the legacy system had.

So the ones that stuck out to me were the mental health services. 74 percent were not documented in FOCUS when they were referred. Substance abuse counseling, 50 percent of the required referrals were missing documentation.

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And then the collaborative problem solving team, that was almost 40 percent, as well, that lacked documentation. So those three were really, really key to me as where we could do a little bit better in the future.

I want to shift the focus from what went wrong, because we can all see it, but to how the district is going to measure and secure the fix. And you shared a lot of this with us already so thank you for that. So I have four quick questions, right, and then I'll have a question on success measures.

So the department -- in the report, the department restructured its resources, created this Microsoft Teams dedicated support line. Is this the same -- before I ask the formal question, is this same support line that you mentioned a moment ago that's like a rapid support line or is that with Microsoft directly?

DR. WASHINGTON: No, it's the support -- we use Microsoft Teams. It has nothing to do with Microsoft.

MS. RABIDEAU: Oh, okay. Okay. I wanted to make sure.

DR. WASHINGTON: We use Microsoft Teams as a

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platform where administrators can jump in the meeting at any point in time and they get live support face to face with somebody just virtually.

MS. RABIDEAU: From your -- from your --

DR. WASHINGTON: From my team.

MS. RABIDEAU: Okay. That's good. For a moment I was like, is this Microsoft Teams? I was like, are you going to Microsoft with some of this? Okay. So it changes my question a little bit, but I did want to clarify, it doesn't mention any training regarding the data privacy, like FERPA and HIPAA, when using Microsoft Teams. I know, you know, FOCUS -- I believe it said somewhere that FOCUS is HIPAA compliant with some of the information that may be related to medical or otherwise. But since administrators will be discussing specifics to discipline and mental health cases over this line I want to be sure that there is a level of due diligence being done on the privacy side to make sure that, you know, district privacy staff are included in discussions with your team and the administrators in training to make sure that they're providing what they can via that tool or if there's any --

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any challenges to sharing that information via that tool? Because in some cases, from my background in technology, you know, Microsoft can be a data processor, it can be a data controller. So I just want to make sure that there's conversations going on with the privacy group.

DR. WASHINGTON: So we use it as a videoconferencing tool, not as a data sharing. So it's literally instead of picking up the phone you sign into the Teams meeting instead.

MS. RABIDEAU: You're not like typing student details into the chats or anything?

DR. WASHINGTON: No. No.

MS. RABIDEAU: Okay.

DR. WASHINGTON: But also Microsoft has had to go through -- for our contract they've had to go through our district processes, which includes our privacy officers. So everything that they have and everything that we access has to meet our district standards and be compliant with FERPA, HIPAA, all of the privacy provisions.

MS. RABIDEAU: Okay. That's perfect.

Oh, one comment to the audit team, and this was really to Mr. De Meo's and Mary's comments on clarity, could we be explicit in the audit if

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anything was a carryover procedure from a legacy system? And maybe that, you know, had more or less impact on the results? Because I think there's a couple items in here that -- that show, you know, they were legacy procedures and that may change in the next review with FOCUS.

MR. MAGLI: If I may? So --

MS. RABIDEAU: Yeah.

MR. MAGLI: -- you know, again, we're realtime in what we were looking at. So relative to that, there are some influences that were observed relative to the legacy system versus what's being interpreted now. So it's not necessarily that we would reflect on what used to be, we do see that there are some changes and it has been expressed here today on many occasions about the differences in the systems. Elena tried to represent that in there to, and mainly through interaction and discussion with them, to see where the differences were. And, as she said, when she was trying to get some information and some of those things that, maybe, was a little difficult in recognition of that. So I don't know if we can do a direct correlation to that base on what she found now.

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MS. RABIDEAU: Yeah, and maybe just for future. I mean, I think the report was great overall. I just was thinking in the future to show because we'll have the full focused picture the next time where it's not as in transition as this one was; right?

MR. MAGLI: And I would say that recently we've seen that there's been a lot of work that's been done through our office that's indicated that with the transition in systems, and, again, there's been a lot of discussion with this group about things they'd like to see potentially in our ERP systems and things that come on, there's always going to be that adjustment period and the recognition of what they take on to see and identify those, you know, variations and to try to -- you know, to try to limit those sort of exposures. And so, you know, extensive efforts are put into, you know, bringing those things on board and implementing, but it is a challenge, which I respect and sympathize with the manager of sections to try to be out in front of that. But we certainly can do that when we think it's directly relatable and we try to -- Elena tried to include reference to it to be fair to the

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process and we will certainly take that into consideration.

MS. RABIDEAU: Thank you.

So I'll just jump into my questions, and I have less because you answered some of them. So I want to talk about the training for a moment. So we know our principals and teachers, they want to help students succeed, they want to document these things properly, but the audit is showing that they're being overwhelmed by this transition to FOCUS. And we've talked a lot about training today. I love that, again, that you've implemented rapid support chat line. That in my mind is fantastic outreach and engagement. Anytime you can do office hours, anything like that to get to the users directly is always good in my book. Beyond the new support line, what IT enhancements or automated workflow triggers are being prioritized and being prioritized to train them on, so like all of the new options that you mentioned today, so we can reduce that manual administrative burden?

And then secondary, are their teachers that are also getting trained on some of this information? Because many times they are like

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the first responders to incidents happening and they see them and they're sharing the information with administrators, so to make sure that information is shared accurately as well so they understand what the administrator has to report?

DR. WASHINGTON: Great question. So there are some things that we are looking to automate, particularly when it comes to -- well, just back to the finding regarding the documentation of referrals for mental health services and substance use programs, in the legacy system, in DMS, when that referral was entered there was a notification that popped up in a system called BASIS, and that notified the social worker, hey, this happened, they would then take it to the community providers that do our substance use intervention. In FOCUS that automatic notification -- because discipline came online in FOCUS the same time the school social work module came online and the two of those systems were not yet communicating with one another, and so we went to a manual communication system where if this happens, referral for substance use, it was entered into an Excel spreadsheet that the social workers who are our substance -- our case

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managers had access to to then do the outreach. But was that then documented back in FOCUS? No. So it became -- what used to be an automated process that they relied on now went back to a manual process and so there's a gap there. We recognized that gap. We're working to close that gap because there should be automatic notification. And now that the two systems have been live for a year and we've been able to kind of troubleshoot some of the issues with both sides of it we can connect. So that's one example.

Notification to parents, the Hope Scholarship notification, they can send it directly through FOCUS. We need to do training of where it goes and then the letter logging, so once you send it, it logs it. So that's a training aspect, a training component of it. So there's that side as a couple of examples to that part of the question.

As far as teachers and the training teachers get, we do a lot of training with teachers around creating welcoming and inclusive classrooms where every student feels seen, safe, heard, loved. Within those trainings there is conversation

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about discipline. What we don't necessarily get into is the nitty gritty of what happens when a disciplinary incident occurs, like what happens on the back end that administrators do. That is something that we can look to to see if that's a component that teachers would want. That training for teachers is not mandatory. It would be a voluntary training that they could select to come to. But we could certainly take a version of what we do with administrators and show them just what the process is. You know, when you write a referral here's what happens with it. You know, here's what has to happen with it according to policy. So that's something that we could certainly look into doing for the teacher's aspect.

MS. RABIDEAU: Thank you. Yeah, I'd like to include that if we're going to do a motion, because from a data perspective, you know, all of the upstream or downstream folks using that data it's as good as the original user understands what it's being used for and then they can frame it that way. I think that will help with some of the gaps about administrators maybe not having the full details or even not providing them.

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DR. WASHINGTON: So one thing we do with teachers, actually, every year is the Code of Conduct. There is an overview of the Code of Conduct, which does outline the rules. So they do get that part of it in terms of discipline. But as far as like step-by-step what goes into it after that -- they also every school has a school wide positive behavior plan that the teachers are part of building. And so that also takes into account how discipline is handled at the school. So there are a couple of aspects that support that piece.

MS. RABIDEAU: Yeah, and I've seen that program work really well at Tequesta Trace in terms of behavior and the administrators getting involved, so I know those type of programs work.

Okay. So really quickly I just have two more questions. So the -- okay. This is around attendance and the stop gaps and I want to just bring up the state level audit; right? Finding 6 highlights that 62 percent of students assigned to AES were never officially enrolled there in FOCUS. I know we talked about this a little bit earlier and the double school assignment there, but the 19 percent of suspensions were missing from attendance records. So given the recent state level audit Broward -- if the state wants to penalize Broward County for inaccurate attendance and enrollment reporting, this, you know, is, to me, a compliance vulnerability. And I understand this part of it may be a very small piece of that puzzle, but to avoid any further state penalties that, you know, could possibly be due to software transition, what stopgaps are being put in place right now to reconcile the attendance data that we read about in the report today?

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DR. WASHINGTON: As far as it relates to discipline and AES, again, we start training with administrators tomorrow. So to go back to the timeline, all administrators will be trained on -- retrained, because we trained them last year, as well, by mid August. We set up enough trainings that everybody can go by mid-August. In fact, most of them will be done before school even starts because we have a lot right now. We will also be doing monthly trainings for one AP, one designated AP for every school to then help monitor some of these things. But one of the big aspects of it is assigning the second school.

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The other piece of it is working with the behavior intervention centers, that if you have a student that is showing on your AES report but you don't see them as assigned to a second school, what -- you know, what is your responsibility in making that call as well? Because the system has to work both ways, you know, so that's -- that's part of it. And then my team, again, I restructured my team to help monitor doing quarterly checks and that will be one of the aspects. We're going to check every one of these findings as well as part of those quarterly reviews to find out if -- is the gap still there? And what can we do? Because some of these things are handled at the school level and are not -- they never come across my desk; if that makes sense. Or my department. It's not -- you know, the assigning of the second school happens at the school. It happens with the behavior intervention program. It doesn't happen at the district office. So just really my responsibility in it is training it and then monitoring through these quarterly fidelity checks to make sure that it's being done.

MS. RABIDEAU: Okay. And then my last

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question is around success measures so that we know next time we get a report like this, we know what you were working towards. So the response mentions monitoring compliance and you've mentioned a few times that you're monitoring. But has department defined specific success measures and target dates, maybe not in this report, but just so that we get peace of mind there? Because there's no stated baseline, like, the example I found is, like, we'll reduce unprocessed referrals, you know, from 9 percent to 2 percent by Q3, so something like that to define success the next time around?

DR. WASHINGTON: My definition of success is no findings. So you can just -- across the board. And there shouldn't be. I mean, these are process things. There should not be a referral that's not processed. There's nothing -- if there is a referral that's written that doesn't warrant discipline, you can close it without taking action. But you have to take that action to close it. You have to do something with everything that comes in.

So, to me, having these findings is -- there should be no other goal. There shouldn't be an

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exception that allows for 2 percent of them. Like, no, there's a process. Just follow the process. So my goal is zero.

MS. RABIDEAU: Thank you. I love that number. So --

MS. FERTIG: Okay. Wrap it up. Muriel, and we'll get a motion.

MS. THEOPHIN-ATILUS: Okay. So one of my first questions, do the administrators, is there any -- sorry, do they get -- do they get in trouble because of what our audit findings are? Because, again, I mean, you reviewed or it was reviewed, a lot of things, and it's a high number up there. So how do you handle the school that you know that the SESIR reports are incomplete or low numbers?

DR. WASHINGTON: So my office works specifically with the discipline and the input of the information. The findings that are within here, like I said earlier, I am going to be doing target support for schools specific to the findings that are in there that will include their regional director as part of the support that I'm giving them so that they are made aware of what the findings were from the audit for a

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particular school.

The quarterly fidelity checks, every school is going to get a report and their director is going to receive that report. I don't oversee principals, so I don't issue discipline to principals. But including the regional offices in the findings of this as well as our quarterly fidelity checks will close that gap.

MS. THEOPHIN-ATILUS: Okay. So I'm not coming at you, but you had said administrators to think about the process that when they -- but with that maybe they think it's not worth an incident report. You know, that's a big issue I feel that's going on. But, yeah, so that was just a statement.

Which grade is the choice of alternative school open for students?

DR. WASHINGTON: K to 12.

MS. THEOPHIN-ATILUS: Really?

DR. WASHINGTON: Mm-hmm.

MS. THEOPHIN-ATILUS: Okay. And so if the parent chooses to keep the student home do they get to make up their work?

DR. WASHINGTON: Yes. That's in a different policy, but, yes.

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MS. THEOPHIN-ATILUS: And then what work are they doing at the alternative school?

DR. WASHINGTON: So they -- the work for -- it's primarily our secondary schools that take advantage of the alternative to external suspension. A lot of our infractions in elementary schools result in less than external suspension, except for some really severe ones. But in our secondary schools their work is all on Canvas and they can access it through the laptops that are at the alternative to external suspension programs. But also within those programs we have some character education things that we do. So if you go to Pine Ridge because you got in a fight, they do conflict resolution there, they do responsible decision making, they -- there's a lot of like character education kind of lessons that they do. There's certified teachers in every one of those classrooms. So it really depends on what they go there for. If they go there for a drug or alcohol-related infraction we use a program that's free to us called Everfi and they have lessons that are specific to, you know, if you were vaping, here's, you know, some of the dangers of vaping,

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and they have just different lessons that can be assigned to the kids. So they have access to their work through the computer. For some of the younger ones to make up their work, if there's anything to make up, they do -- they could send it over to the school. I was an elementary school principal and, you know, some of the younger ones, the makeup work takes place when they come back because they need that direct instruction. So it really depends on what is happening.

MS. THEOPHIN-ATILUS: You should put them in a room to stare at walls.

DR. WASHINGTON: We're trying to correct behavior.

MS. THEOPHIN-ATILUS: Is there a relation between the number of incidents and the school's race?

DR. WASHINGTON: I haven't done a research study on it to see if there is.

MS. THEOPHIN-ATILUS: Because just my input, you know, I feel like maybe they're not reporting as much because they think it's going to bring them down.

DR. WASHINGTON: Oh, so that's not a metric

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that's measured for school race. I thought you meant like if there's more behavioral incidences is their grade like is that -- no, it's not one of the metrics.

MS. THEOPHIN-ATILUS: Okay. Good to know. And then with these incidents, can a parent, could it be optional that a parent's signature is on there? Like because just to -- it confirms that a parent read it or a parent's aware. Because I know nowadays, you know, unfortunately, when the school's calling the parent, they don't answer. And so what do you do; do you leave a voicemail?

DR. WASHINGTON: So we rely on email a lot. Most of our parents now have email addresses on file. So we do rely on email a lot as a documentation thread. When we have an alternative probationary contract, I'm just going to give you an example in grades 6 through 12, if somebody commits a simple battery, on the first offense they get an alternative probationary contract that is issued to them and the parent. There is a line for the parent and student signature on there acknowledging that they've been issued this. Most of the time they refuse

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to sign. When it comes to disciplinary things they -- they don't want to sign acknowledging that they've received the paper even if they don't agree. So could we get a parent signature? Sure. But most times they refuse to sign.

MS. THEOPHIN-ATILUS: Okay. And just one last question. If -- if Paul jumped -- I don't want to say "jumped". If Paul fights John and John like never threw -- I was going to say throw hands, I'm sorry.

DR. WASHINGTON: That's okay. I know what you mean.

MS. THEOPHIN-ATILUS: If John doesn't retaliate and I'm a parent and I go in for John, I don't need to see -- I mean, from a HIPAA perspective, you can X Paul's name out so I don't know the student, but can I -- like that's my thing, can I see what you documented and are submitting as the incident report?

DR. WASHINGTON: It's an educational record. So as John's parent you have the right to see his records.

MS. THEOPHIN-ATILUS: Okay. Thank you.

MS. FERTIG: Okay. Do we have a motion to transmit?

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MS. RABIDEAU: We do. Just really quick, one tiny, little follow-up on that, is that part of the administrator training as well, to make sure that they're sharing that information when parents are asking what they can share or is that something where we as a parent could go onto FOCUS and see?

DR. WASHINGTON: You can't go onto FOCUS and the referral narratives. You could see what your child has been disciplined for but you can't see the referral narrative because there is other student information in there. You would have to get a redacted copy. But, yes, that information is shared with administrators. And oftentimes when parents make requests to see disciplinary records that's when administrators will jump in the hot lab and ask, hey, what can we share? Oftentimes parents want so see the video. And if the video was not used for making a decision for discipline, it's not an educational record. So like if I observed, even if the fight is captured on video but I didn't use it to discipline, that video is not part of the record.

MS. RABIDEAU: Thank you.

MS. FERTIG: Okay. Motion to transmit?

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MR. MEDVIN: So moved.
MS. FERTIG: Okay. Is there a second?
MR. NAYLOR: Seconded.
MR. MAYERSOHN: Are we going to --
MS. FERTIG: We can but somebody's got to make a motion.
MR. MAYERSOHN: So at least from what I gathered I wanted to add that motion to transmit that management's response to, as they categorized it, actions underway and next steps, includes a timeline and that the findings on Finding Number 9 on page, I think it's 32, under the Conditions of Mental Health Services that we receive -- that there is a response provided in the 8 cases that there was no response. At least those are the two that I have. I don't know if anybody else has any.
MS. FERTIG: Okay. So you're making a motion to transmit with the recommendation to the board that those two items be addressed with this department.
MR. MAYERSOHN: Yes.
MS. RABIDEAU: And can I add --
MR. MAYERSOHN: Do you want to add something friendly again?

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MS. RABIDEAU: Yes. To include training for teachers so they understand the incident reporting requirements that administrators need to include. If it's voluntary, that's fine, but just so that it's --
MS. FERTIG: Okay. All right. So that's three things.
Bob, can you add that because you've got it written out?
Mark?
MR. MAGLI: So relative to that item with the 8 cases of no response, I mean, we can bring that as a follow-up. I mean, for us to reintroduce that into the report would be a little more complicated.
MS. FERTIG: Okay.
MR. MAGLI: And we would have to hold the report to do that. I think that we can put it as a follow-up item and I can get the support from management to follow up and get something relative to those and report back to you. I think that that might be another alternative.
MR. MAYERSOHN: An alternative to including it in the report?
MR. MAGLI: Well, if we have to include it in this report then I don't know that we can transmit this because we would have to hold it to get that information included.
MR. MAYERSOHN: I just say any way we can do it. If it works better for you to include it outside the --
MR. MAGLI: Yeah, I mean, obviously, we could do it as a follow-up if you're not objecting to that.
MR. MAYERSOHN: Yeah, then I'll remove it from the motion and just put it as a side into a follow-up.
MR. MAGLI: Okay. Thank you.
MS. FERTIG: Okay. So can you read us what you have right now?
MR. MAYERSOHN: Motion to transmit.
MS. FERTIG: With a recommendation to the board.
MR. MAYERSOHN: A recommendation that the management actions and -- underway and next steps are provided with a timetable and that --
MS. RABIDEAU: And that to create -- consider creating a training for teachers to understand the incident reporting requirements that administrators need.

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MR. MAYERSOHN: Voluntary?
MS. RABIDEAU: Well, you said it would probably have to be voluntary for teachers, so that's fine. We can leave it up to them whether it's voluntary or mandatory.
MR. MAYERSOHN: We can't require them because they have BTU contractual obligations.
MS. FERTIG: Okay. We can still recommend it and they can tell us that. So that's good.
Okay. Is there -- Saemone, do you want to say something?
MS. HOLLINGSWORTH: I was going to say, not on get on your motion, but if you want to put that as something that could be offered to teachers and they so select to do that we can certainly put something together. That's not the problem. We just can't mandate it without, as, you know, Mr. Mayersohn mentioned, going through a collective bargaining agreement and negotiations.
MS. RABIDEAU: So elective training.
MS. FERTIG: Just put offer the teachers. I think that was a good way to put it.
Did you get that, Mr. Bass? Do you want us to read it one more time?

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MR. MAYERSOHN: He's got it.
MS. FERTIG: Okay.
All right. Is there any discussion?
(No response.)
MS. FERTIG: All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: Great. And I want to tell you that was a fascinating report. I think you could have a whole program on that for the community. So thank you for your efforts and what you're doing and for the report.
And, Elena, thank you. It was an excellent report.
We're on to the next item, which is Number 10, Proposed Audit Plan. And, Mark, that's yours.
MR. MAGLI: Yeah. So -- excuse me. So, obviously, we've been through different iterations coming through. We had the board request a contracted version that we had originally presented and reduce it a little bit to make it more manageable and realistic, to their terms. We discussed a lot of different

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topics and things in here and it was more -- originally we brought it back through the last time. We haven't really eliminated any of the key points of anything that we've discussed inside of this committee. We intend to pursue all of those things, but we did -- they did want us to, not -- not put ourselves in a position -- I don't regard the audit plan every time -- obviously, we want to execute everything on it. Initially, we bring it out to bring and present ideas that would be things that you folks would find to be advantageous and then bring it on to the board. But they knew it was a little robust, and with the limited staff and even with the help of our partners, external partners that do a great job, you know, there's limitations. So -- and we're trying to do more things in-house, but, you know, we are limited and we have the required functions that we have to do that those young ladies back there are taking care of for us as managers.
So we made some slight modifications. In a couple instances we -- for instance, the piggybacking, we know we want to look at that, we're going to look at that, we have some

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concepts and ideas about what we want to look at taking from board input. So instead of specifying it we kind of rolled things into -- we compiled those, and merged some of those ideas.
Just the, same, we've had discussion about the DAC stuff or the SAC, the SAC Committee, excuse me. We've had a lot of different ideas about what that could look like. So, of course, we know that that's a school-based thing. We're going to find a way to do that and do some desktop review of those things, sampling, as we had described before.
So I don't think that -- we haven't added anything that would be new that you really have to look at in that way. I took all of your input over the last couple of meetings that we've had to include and I think it bolsters what I think is in there already. And you gave good feedback that we continue to look at as far as prioritizing through the year and using our resources. So I don't think there's anything tremendous, but I'm happy to hear anything else that you want to speak to.
MS. FERTIG: Okay. I know we've spent a lot of time on this so far, so -- Lew.

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MR. NAYLOR: Yeah, just a quick follow-up. Dr. Washington mentioned that they're responsible for the charter schools for certain things. Is the safety and security aspect of your audit, does that include what she's doing with the discipline?
MR. MAGLI: Not originally. I mean, we'll have to look into what our -- that wasn't originally part of what I was looking at doing. We were more focused on our traditional schools.
MR. NAYLOR: Okay. Because I do see that you have the charter schools in here. What is it, financial management; basically?
MR. MAGLI: I'm sorry?
MR. NAYLOR: Is it basically only the financial management that you're looking at?
MR. MAGLI: Historically, that's what we've been looking at.
MR. NAYLOR: Because I notice in some here there's -- or in some aspect there's safety and security mentioned. So --
MR. MAGLI: That's -- so, again, there's some oversight that the charter school department here has relative to a number of the different facets that probably reporting based that would be

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compliance type related things. And then our, our team, Ms. Harpalani and her group, you know, they're monitoring the audited financials of which we're trying to find a way to bring that. We used to bring sort of reports to the committee years ago and we're trying to find a way that we can bring that to you. They get involved with schools that are having problems that haven't been identified and they follow through and work with the other departments' teams to kind of work and see that the charter schools put together a proper corrective action that they have to submit to the state. So we follow up on that. But specific to the safety and security we were not specifically involved in that.

MR. NAYLOR: Okay. All right. Thank you for clarifying.

MS. FERTIG: And, Mark, thank you for including it. I was glad when she was doing this last audit and we were talking about all the FOCUS things, I appreciate your including that in here and all of the other things that we raised as a group.

So unless anybody has anything else on this I'm going to ask for a motion to transmit it to

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the board.

MR. MAYERSOHN: Motion to transmit.

MS. RABIDEAU: I just have one quick question. Really quick. I promise.

MR. MAYERSOHN: Is it friendly?

MS. RABIDEAU: Yes. I thought there was an item previously included but it wasn't included in, you know, you have the list of what's changed and what's been updated on the nurse and counseling staffing, and I notice that is now part of the long-range audit plan. Wasn't that previously included in --

MR. MAGLI: No, it was long-range then, too.

MS. RABIDEAU: It was long range?

MR. MAGLI: We did discuss it, but with the volume of things we already have. So, you know, there'll always be emerging things the board, you know, brings forward and there'll be things that kind come off that maybe I can re-prioritize based on a certain need. But we do have a pretty broad roster of things. You can see that I could do 10 years worth of work with all of the things that are in there. And I know a lot of folks saw some interest -- had some interest in those long-range plans. You know, we call it

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long-range, we're hoping that will be, you know, within the next couple of years, of course, but, you know, based on timing and things. So that was something that we did discuss and it was in that same category, at that point, but we kind of left it there because we -- after following up from our initial discussions in here and going to the board, they were more interested in me contracting it than to expand it and with good reason and reasonableness, I guess.

MS. RABIDEAU: No, thank you. I just wanted to make sure I didn't miss that.

MR. MAGLI: It's -- I will say it's on my radar. So, you know, everything that you see in there and everything beyond are things that with my team, you know, I kind of formulated a lot of this and I'm going to incorporate with them, also, introducing topics and items throughout the year and kind of expand our risk analysis structure. I didn't have a chance to do that in the short timeframe before doing this but I'll lean on them, as well. You know, we have a lot of resources both in this room and my staff and then certainly even at the board meetings, you know, from the board and the community. So I

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stay attuned to as much as I can, we just can't do everything. I just wish we could, but, unfortunately --

MS. FERTIG: Okay. Mr. Mayersohn moved to transmit. Is there a second?

MR. MEDVIN: Second.

MS. FERTIG: Mr. Medvin seconds it.

Okay. All in favor?

COMMITTEE MEMBERS: Aye.

MS. FERTIG: Opposed?

(No response.)

MS. FERTIG: Okay. Well, we'll look forward to you transmitting it to the board and coming back with these great audits. Thank you.

Next we have the Audit Committee Follow-Up Matrix. I notice this goes through May. Was there some follow-up on some other items prior to that or --

MR. MAGLI: Well, we have been addressing, and, of course, this is a special meeting, not that they're not all special.

MS. FERTIG: Okay. So you're going to bring that?

MR. MAGLI: So, yeah, so we've been tracking some of the stuff, even some of the things that

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we've discussed today I'm going to try to find a way and maybe communicate with upper management to see that we can incorporate some of those things you were asking about relative to both of these things to maybe have a timeline.

MS. FERTIG: Great. Lew, go ahead.

MR. NAYLOR: Yeah, just a clarification on the 5/13 Follow-Up for the General Fund Balance, did we determine that we're going to be updated regularly on the --

MR. MAGLI: So we did, in fact --

MR. NAYLOR: It talked about that they explained it and provided an updated report, but it didn't say that they would be continuing that.

MR. MAGLI: We invited Ms. Johnson to come back today. She felt like it was -- being that she was just here and gave that update she would be finalizing things in the near future and would be able to, you'd get a realtime report on that. So we can certainly reach back out to her for the next meeting to see if she would like to provide that update.

MR. NAYLOR: Okay.

MS. FERTIG: And just as we go into the next year, I found the discussion on yearbooks very

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interesting and just if we can find an answer on how many schools are, as they are starting their year, going to be able to offer yearbook and what the past record's been on that.

MR. MAGLI: So -- So there was some things being worked on with Nakia's group and Raysa's group. So we're kind of circling back on some of that with some of the details involving one vendor but we wanted to find out, in fact, just yesterday I was asking about whether she had known. We didn't know if they had put out another RFP for those type of services, but we're going to follow up on that for you.

MS. FERTIG: Okay. Great.

Okay. So any other items somebody wants to follow up on today?

MS. RABIDEAU: I'm going to bring it up again, the communication pathways. If we could follow up with the superintendent's office and the communication department around how they're engaging with parents in the community? I think that's critical to a lot of the items that we end up seeing where parents don't understand that all of this is happening.

MR. MAGLI: So I did have a direct

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conversation with the superintendent regarding that. That's something that they were still working on. He couldn't give me any definitive information at that time. That was about three weeks ago following our last meeting. But I'll make a note to follow up again. I mean, it really does get discussed every meeting, so I know it's a priority, how long and what that will look like, but I'll make a note of it myself as well.

MS. RABIDEAU: Thank you.

MS. FERTIG: I thought that this last discussion on discipline would have -- I wish there was a way they could condense some of that information and have it somewhere so that it was more understandable to the community at large. But, anyways, that's just a good example of something they could probably work on.

Okay. Any -- anything else?

Yes, Mr. Medvin.

MR. MEDVIN: Just an observation. I didn't see the superintendent or a representative here again today. I've said it many times, I think he should be represented here.

MS. FERTIG: Yes. Okay. We will convey

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that.

Anything else on this -- on the follow-up items?

(No response.)

MS. FERTIG: Okay. I'm going to move to Number 12, the Agenda Planning.

MS. RABIDEAU: Mary?

MS. FERTIG: Yes.

MS. RABIDEAU: I have one really quick thing. I didn't see it on here, but I thought the last meeting we had that discussion with Mr. Lozano and when I was reading the minutes he said they were bringing that information to the board the following week on the audit they had done and it didn't seem like it was presented to the board at all.

MR. MAGLI: The audit that they had done? I'm sorry.

MS. RABIDEAU: Or that you all did. But it was when Mr. Lozano shared with us around the payroll.

MR. MAGLI: So we had those two audits, one was what we would call the HR audit and the other one was a payroll audit.

MS. RABIDEAU: Okay. The payroll one was the

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one.
MR. MAGLI: Both of those are scheduled and we have to go through the process of, the board hasn't had another meeting. They had meetings, but they were already planned and booked. That should be going on the 13th, I believe it is. Or, I'm sorry, the 20th. The 20th, I'm sorry, of July. Those will be coming forward with my audit plan and a number, we have the property and inventory and internal funds will be coming to that meeting also.
MS. RABIDEAU: Okay. Okay. Because in the meeting he said we'll be presenting this to the board the following Tuesday, so -- but it wasn't. So I wanted to make sure that it wasn't something they thought was presented and it was moved.
MR. MAGLI: Oh, I see. As a point of clarification Elena shared with me that he was speaking to the fact that they would be talking about the ERP system. And they did bring that to a workshop and had components that had some of that interest. So I misunderstood and she reminded me. Because it would have -- and they were because I was present for that, they did discuss the ERP system which they've been working

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on relentlessly for the last couple of weeks throughout the district to see where that's going to go. So some of the elements that you folks had discussed and that we agreed with relative to decentralization and all of this kind of thing and some of the problems in paperwork. I mean, we're still -- the last three audits that we have had, four audits, was all talking about the ability to communicate and be synergized about how these records need to be maintained, reported and so forth. Whether you talk about the two today or the two that we had the last time it all relates to that. So -- and I'll say what I said back then and I said it today again, the system that's in place right now is the system we have to work with until the other one's online and effective. So we still have to be able to report, we still have to comply with our requirements regardless of that. And I think that you've seen all that, Ms. Hollingsworth didn't say, but I received a memo that they did put out a districtwide notice about scheduling training for that, so I know that Dr. Lozano's group's been working to kind of close some gaps. I saw something go out about -- we had a lot of

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discussion in here about veterans -- veteran qualifications and something went out about that. So they're taking action and they're hopeful. But, as I said in here and as I recommended to them, was to deal with what you have right now because we just can't afford to wait until all those things come online. But they did go up the next day. So he did tell the truth relative to that for sure.
MS. RABIDEAU: Okay. So will they be bringing that to the board, though, you're saying?
MR. MAGLI: The board's been having ongoing discussions -- has had an ongoing discussion about the ERP system, not necessarily each piece and component of it.
MS. RABIDEAU: But the payroll report that we were presented?
MR. MAGLI: Payroll is a part of that. So it's all a part. There are so many different components, modules related to what the system they're trying to get is supposed to come on board and help to resolve.
MS. RABIDEAU: I just want to make sure the board will see that report the way that we got

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time to --
MR. MAGLI: I mean, they're getting it in a matter of two weeks from now.
MS. RABIDEAU: Okay. Perfect. Thank you.
MS. FERTIG: Okay. And the two reports we did today, those are going to the next --
MR. MAGLI: They'll wind up going a little later. In August.
MS. FERTIG: Okay. Thank you.
Okay. So we are now on Audit -- Agenda Planning. It's pretty cut and dry, you can see it here. I know you've got the one that you were hopping to have today is planned for next meeting. And you said you might have others.
MR. MAGLI: I will have others.
MS. FERTIG: So we are looking at August 13th, everyone, and we -- anything anybody wants to comment on the Agenda Planning for August 13th?
(No response.)
MS. FERTIG: Okay. Let's see. I'm going to go back to my agenda here somewhere.
MS. THEOPHIN-ATILUS: I wanted to show on page 1, actually, where it shows project number 3 removed and merged with number 6. I didn't see a

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project number 6.
MR. MAGLI: What are we talking about? Oh, you're talking about the Audit Plan?
MS. THEOPHIN-ATILUS: Yes.
MR. MAGLI: There's two sequences of numbering. There's an initial group and a second group, but let me make sure that I'm --
MS. FERTIG: What page are you on, Muriel?
MS. THEOPHIN-ATILUS: 1 of 1. Before the packet even begins.
MR. MAGLI: I'm sorry. Which -- what's the topic? I want to make sure that I'm on the right page.
MS. THEOPHIN-ATILUS: The incentive based program.
MR. MAGLI: Okay. So I merged that in -- because we're going to look at essentially the grants. So bear with me for one second here.
MS. THEOPHIN-ATILUS: No problem. It could have just been a typo.
MR. MAGLI: It may -- it should be five, I believe. I think that's what the issue is. Yeah, so it's merging into number 5. So the original number was 6, so it reduced now. So it's in number 5.

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MS. FERTIG: Okay. I'm going to go back to the agenda for August. We're set for that. And we will see everybody -- are there any other audit committee member comments?
(No response.)
MS. FERTIG: Okay. Well, we look forward to seeing everybody August 13th. I hope you have a good rest of the summer.
Is there a motion to adjourn?
MS. THEOPHIN-ATILUS: Motion to adjourn.
MS. FERTIG: Second?
MR. MAYERSOHN: Second.
MS. FERTIG: All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Okay.
Opposed? Anybody want to stay?
(No response.)
All right. We're going to adjourn this meeting and take a five-minute break and then we will convene the Auditor Selection Committee meeting. Thank you.
(Meeting was concluded at 12:38 p.m.)

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REPORTER'S CERTIFICATE
STATE OF FLORIDA
COUNTY OF BROWARD
I, Timothy R. Bass, Court Reporter and Notary Public in and for the State of Florida at Large, hereby certify that I was authorized to and did stenographically report the foregoing proceedings, and that the transcript is a true and complete record of my stenographic notes thereof.
Dated this 28th day of July, 2026, Fort Lauderdale, Broward County, Florida.

TIMOTHY R. BASS
Court Reporter

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