SCHOOL BOARD OF BROWARD COUNTY
AUDIT COMMITTEE MEETING

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

THURSDAY, OCTOBER 1, 2026
9:34 A.M. - 12:45 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
MS. PHYLLIS SHAW (Teams)
MR. DON GILBERT
MR. ROBERT MAYERSOHN
MR. ANTHONY DE MEO, CPA
MS. MARIAH RABIDEAU
MR. CHRIS UPTON
MR. ANDREW MEDVIN, CPA
MR. LEW NAYLOR
MS. MURIEL THEOPHIN-ATILUS
MR. PETE TINGOM

OFFICE OF THE CHIEF AUDITOR STAFF:

MR. MARK MAGLI, Chief Auditor
MS. NAKIA GOULDBOURNE, Manager, Internal Funds
MS. RAYSA LUGO, Senior Auditor
MR. MERLIN BUTLER, Manager - Property & Inventory
MR. BRYAN ERHARD, System Support Specialist II
MS. OCTAVIA ALLEN HARDAWAY, Clerk Spec C

DISTRICT STAFF:

DR. HOWARD HEPBURN, Superintendent of Schools
MR. ALAN STRAUSS, South Regional Superintendent, Teaching & Learning
DR. VALERIE WANZA, Chief Strategy & Operations Officer
MS. SAEMONE HOLLINGSWORTH, Chief Student Services Officer
MS. DIANE EAGAN, Executive Director, Exceptional Student Education
MS. SUE ROCKELMAN, Executive Director, Talent Management
MS. JACKIE KORALEWICZ, Manager, Talent Acquisition
MR. OMAR SHIM, CFO, Accounting & Financial Reporting (Task Assigned)
DR. FABIAN CONE, Chief Academic Officer
MS. LEYDA SOTOLONGO, Curriculum Supervisor
MS. SONJA COLEY, Executive Director, Office of Capital Programs

INVITED GUESTS:

MR. MATTHEW BLONDELL, CPA, Risk Consulting Director, RSM US LLP
MR. WILLIAM "WEISS" CAMPBELL, Risk Consulting Director, RSM US LLP
MR. TIM BASS, Court Reporter, United Reporting

Thereupon, the following proceedings were had:

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MS. FERTIG: Good morning. Welcome. We're going to call the meeting to order and I would ask that you join me in the Pledge.

(Pledge of Allegiance was recited.)

MS. FERTIG: Okay. If we can go around and introduce ourselves real quickly here starting with Lew?

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

MR. MEDVIN: Andrew Medvin, Mr. Holness' appointee.

MR. GILBERT: Good morning, Don Gilbert, Broward County PTA appointee.

MR. TINGOM: Pete Tingom, Rebecca Thompson's appointee.

MR. UPTON: Chris Upton. Good morning. Debra Hixon's appointee.

MR. DE MEO: Anthony De Meo, I'm appointed by Dr. Zeman.

MR. MAYERSOHN: Bob Mayersohn, appointed by the superintendent.

MS. FERTIG: Sorry. Good morning, Mary Fertig. I just -- we had another member who's

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trying to get in the building in the pouring down rain. So -- anyway, welcome to everybody and we are going to approve the agenda at this time. I would like --

MR. MAGLI: Madam Chair, can I just roll my staff real quickly just so we can get that out of the way for the record?

MS. FERTIG: Oh, I'm sorry, Mark. Go ahead.

MR. MAGLI: So Mark Magli, Chief Auditor. In the back we have Octavia Allen Hardaway. And I'd like to thank her very much for all she's been doing. She's been taking on a lot of tasks that were amongst a lot of people. I do want to recognize that. She's doing a great job with us. Raysa Lugo in the back heading internal funds auditing, Merlin Butler over property and inventory. The lovely Brian Erhard back here, who does a lot of the running around for us; as you know.

MS. GOULDBOURNE: Nakia Gouldbourne, Director, Office of the Chief Auditor.

MR. MAGLI: And, of course, we have a lot of staff in here and they'll announce themselves as they come up and the folks from RSM. So thank you everybody for attending.

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I did want to bring to the attention as it was brought forward to me that one of our longstanding committee members we've had a loss and I did want to recognize her, but maybe you could do that because you've done so much with her, Ms. Dahl.

MS. FERTIG: Okay. I'm going to get an approval of the agenda, if it's okay, and then we'll --

MR. MAYERSOHN: Motion to approve.

MR. GILBERT: Second.

MS. FERTIG: Okay. Motion and second to approve. All in favor?

COMMITTEE MEMBERS: Aye.

MS. FERTIG: Okay. I should have told you this first, we're going to move two reports if it's okay with you, the Auditor General; are we okay with that? And we have Mariah and Phyllis on the phone. Hi guys. Phyllis?

MS. SHAW: Good morning. My apologies everyone for not being there, but thank you so much for accommodating me.

MS. FERTIG: We're glad to hear -- we're glad to hear and have you with us.

And Mariah?

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MS. RABIDEAUU: Good morning. I actually am going to be there in just a few minutes, I just got stuck in all that rain.

MS. FERTIG: All right. Stay dry.

Okay. So we -- if we're okay with that, we're going to move those up.

And is there any -- is there any public comment?

Before we make public comment, I would just like to say that my long-time of 40 years friend, Rebecca Dahl, passed away and she was such a wonderful member on this committee. And so there will be a service for her. Rebecca -- I first knew Rebecca when she was an assistant principal at Sunland Park Elementary, which seems like yesterday, actually, and she went on to be principal at Royal Palm, Lauderhill Middle, Sunrise Middle. And when she retired she just joined all these committees and became one of our best volunteers. For those of you who knew her, she was extraordinary, and I know that she also had many of our kids -- Dr. Wanza, and our kids at Sunrise Middle. So please join me in remembering Rebecca.

So any other -- any other comments? Anybody

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signed up, Mark?

MR. MAGLI: No.

MS. FERTIG: Okay. Okay. We're on for you, Mark, you can take over for a report on the Audit Committee Nominating Committee.

MR. MAGLI: Okay. Earlier this morning we assembled the Audit Committee Nominating Committee. I'll defer to our chair, Mr. Medvin who will bring forth some information for you.

Mr. Medvin?

MR. MEDVIN: Thank you. We met before and it is the recommendation of the nominating committee that Mary Fertig be nominated and continue as chair of the committee and keep Bob Mayersohn the vice chair. That is our recommendation and I believe we can take nominations from the floor during the election process.

MR. MAGLI: If there are no other nominations, I think we can proceed with the election, finalizing the election.

MR. MEDVIN: Okay. Are there any nominations from the floor?

(No response.)

MR. MEDVIN: Okay. I will call for a unanimous vote to approve the slate of the

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nominating committee, Mrs. Fertig as the chair and Mr. Mayersohn as the vice chair.
All in favor?
COMMITTEE MEMBERS: Aye.
MR. MEDVIN: Opposed?
(No response.)
MR. MEDVIN: Congratulations. And we have you for another year.
MS. FERTIG: Thank you. Thank you for serving on the nominating committee yet again.
So -- okay. Well, thank you, and we look forward to work together here, Bob.
So we have Approval of the Minutes. Is there a motion to approve?
MR. MEDVIN: So moved.
MS. FERTIG: Second?
MS. THEOPHIN-ATILUS: Second.
MS. FERTIG: Okay. All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: We have minutes.
Housekeeping. How are we doing on that, Mark; anything we need to know.
MR. MAGLI: Yeah, there's just the -- with

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the addition of Mr. Tingom, we just talked a little bit about finalizing that training. We did have a couple of other items that we were talking about relative to like confirmations of attendance and how that should go about. We're kind of doing it in a number of different ways, which is, you know, somewhat more involved. We're happy to do whatever makes the committee happy. We know you put a lot of time into this, but we have some considerations that are going on. So we'd like to confirm, and you can do this via email back to Octavia to know that you would prefer a call, you would prefer an email, if it has to be both, both. But we just want to be able to plan ahead. You know, we've kind of had where people are getting caught up in traffic and the weather, the inclement weather is causing people problems, we just don't want to delay. And we know that over the end of, toward the end of last year and through the summer we had some issues with even our timing of things. So we want to be as most efficient as we can be in knowing that and we appreciate everybody working to get here when they can or joining online as it would be. But for our planning purposes and to

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make it easier for us to account for the folks that are coming, we've even changed procedures internally with Dr. Hepburn. That's why you see all these folks that are here if they're needed. And we appreciate that and we want to use their time wisely, as well. So I think that if you can, you know, forward to us your preference for how to be notified, email is always easier because we can blast everybody. But if that's a problem for you, let us know and we'll make sure that happens. The other consideration is, and I was talking off-line with Mr. Mayersohn about, you know, our distribution of reports and your preferences that way. There is an expense. There is time relative to printing and distribution and we want to be able to do what works for you. And we'll make it happen no matter what it is. If you could in that same communication express to us how you prefer in this upcoming year to be notified of that stuff we would appreciate it. Unless -- sure.
MR. NAYLOR: Would that also include our suggestions on how to present the information for the people who are still requesting paper reports?

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MR. MAGLI: Yes. I mean, it's a matter of --
MR. NAYLOR: Well, just to add, if I may, just a quick suggestion. We don't need to print out everything that doesn't have an exception.
MR. MAGLI: And we did make that adjustment at the end of last year relative to the internals and properties. We took away having to put in all this extra detail in there that wasn't necessary. You guys had voted on it, I guess, to do that, so we definitely did that. But we can -- we can --
MR. NAYLOR: But for like the internal funds.
MR. MAGLI: Right. Well, we did. We reduced --
MR. NAYLOR: The ones with no exceptions online and then only print out the ones that have exceptions.
MR. MAGLI: Yeah, we did make that adjustment. I don't know if that's -- didn't we? We have made that adjustment with those two particular recurring audits that we have as an internal function to help do that. I think you expressed earlier that that was what you wanted us to do, so we did that. And we appreciate that. Yeah, to Nakia's point, she suggested that

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maybe we could take out some additional information, maybe some of the appendices and so forth that are not necessary. So we'll do that. If there's things that you see or if we do make that modification we'll tell you. And it's also going to be available, anyway, electronically. So, you know, if you wanted to refer to it you could. And certainly if you had a problem you can call us, you know, between the publish date and the beginning of the week, we can make sure that we accommodate you.

MS. FERTIG: Are we good, Lew?

MR. NAYLOR: Yeah.

MS. FERTIG: Okay. Thank you. And I would just like the record to reflect that Mariah has joined us in person now.

And, Pete, I'm sorry, I should have given you a bigger welcome here. I was racing out the door but I just wanted to welcome you and -- I don't know, I've known you since maybe you were an assistant principal at Plantation at that time.

MR. TINGOM: Yes. Probably a number of years.

MS. FERTIG: One or two.

MR. TINGOM: One or two; yes.

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MS. FERTIG: And I thank you for all your work. Did you want to say something real quick?

MR. TINGOM: Yes, I was appointed by school board member Rebecca Thompson. I worked 38 eight years for the school system. I retired in 2007 and I've been on various committees and I'm also the chair of the insurance committee.

MS. FERTIG: Okay. We are happy to have you here.

Okay. We are going to go to number --

MS. THEOPHIN-ATILUS: I need to introduce myself and I don't have a mike.

MS. FERTIG: Oh, I'm sorry. You were stuck at the door; that's right.

MS. THEOPHIN-ATILUS: Good morning everyone. I'm Muriel Theophin-Atilus and I am the BAC audit committee rep.

MS. FERTIG: Thank you. Muriel had a little -- got caught up in the rain out there.

MS. THEOPHIN-ATILUS: Yes.

MS. FERTIG: Okay. We are going to start with Number 12, which is the Florida Education Finance Program Full-Time Equivalent Student Enrollment and Student Transportation Audit.

And, Mark, do you want to go ahead and start?

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MR. MAGLI: Sure. So we're presenting the Florida auditor general's examination of the district's FEFP, FTE and Student Transportation report that they -- audit report. The auditor general identified some material noncompliance in FTE equivalent reporting, principally involving teacher certification and out of field requirements and some supporting documentation relative to English Language Learners, Exceptional Student Ed and Career Education. Numerous staff have come today for -- to answer any questions that may be relative to the findings that were issued and the response that was provided by Dr. Hepburn.

So if you have any questions?

MS. FERTIG: Any questions? Anybody have a comment?

(No response.)

MR. MEDVIN: If I may?

MS. FERTIG: Yes, Mr. Medvin.

MR. MEDVIN: I certainly understand the importance of appropriate census information and all the other requirements. But I read this thing and it really seemed like a bunch of gobbledygook; in all honesty. I looked down at

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the columns of minor exceptions and I did calculations, which for the most part netted to zero. It seems like a lot of the things that are almost minutia that somebody or many people are spending a lot of time on. And I would like a better understanding of what the true requirements are and what the important areas are for us to be in compliance with those requirements.

MR. MAGLI: So, certainly, there's a series of requirements that they have with the state. These issues are meant to refocus district and staff on some of the areas and the concerns. Some of it, as I said, was more related to the recordkeeping of it. Some of it was, you know, individual to each department. So I wouldn't want to speak to that, but we have Ms. Rockelman who is here from H -- I'm sorry who's down there? And we have people here to talk about the certification component. Dr. Wanza is here in case questions came up, I believe, relative to charter school and transportation. So relative to the reporting and things, they're going to come and sample and make sure that we have complied with the required detail for reporting

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those things to the state.
MR. MEDVIN: I just think it's still, you know, a lot of minutia and I'm not sure if it's a lot of busy work or if there is more to it than that. And in reading this it just wasn't clear. And then especially when I saw reconciliations of potential costs and they all seemed to net out to zero for the most part. And it just -- it just seemed like -- I wouldn't call it a waste of time, but I think they all have a lot of things to do and there's better ways than worrying about such detail. I'd just like a better understanding.
MR. MAGLI: I mean, I wouldn't be able to speak on behalf of what the auditor general's motivation other than what they're required to do and what they're following up on based on the state requirements. So I wouldn't endeavor to do that on their behalf. But it is something that's done, I believe, annually and in subsequent years. So it's something, I think, the folks that are here have dealt with before. Again -- once again, it's the idea that, you know, there's areas that have been identified and areas that they can shore up, you know, that were put in

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to and responded to by the superintendent. You know, and irrelevant, in deference to what you're saying, I mean, it's -- you know, there's a report that they do, there's an audit that they do that we don't --
MR. MEDVIN: Is this done every year, this type of report?
MR. MAGLI: Well, they -- you know, of course, they cycle through us every three years, but this thing was done -- it's something they review annually. I don't know if they do full complete audits on that. I could find out more specifically about that.
MR. MEDVIN: Because it says June '24 and this report came out, I guess, over the summer. So there's like a two-year lag here.
MR. MAGLI: I mean, that's kind of standard to how long it takes. Because they're going to do in the proceeding year it takes them roughly a year to do it and then they bring it forward. I don't think that's uncommon.
MR. NAYLOR: No, I don't want to criticize bureaucracy, but sometimes I wonder.
MS. FERTIG: Okay. Lew and --
MR. NAYLOR: Thank you. Is there any

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corrective action that's taken on this?
I mean, is there -- when this goes back to your responding to the auditor general's report that goes back to the state; is that correct?
MR. MAGLI: Mm-hmm.
MR. NAYLOR: So is there any funding tied to that, to those adjustments?
MR. MAGLI: So the auditor general makes a report on that. Then there are subsequent review and determinations that are made at the state level through the DOE.
MR. NAYLOR: Okay. So, typically, are there adjustments made to funding for the district through this report or as a result of this report?
MR. MAGLI: I can only offer what I was told by administration and that that's not common that that happens and that there is a lot of issue around these sort of things, but it has happened and they could do that. So these are not things that we can take lightly, we have to address.
MR. NAYLOR: Okay.
MR. MAGLI: But I can't speak on behalf of what, you know, they're going to do.
MR. NAYLOR: So is there any changes to

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charter school funding? Because I see some of the issues are more weighted to the charter school errors made?
MR. MAGLI: I'll bring Dr. Wanza up just to answer that directly. I'd rather do that because she can answer on behalf of the superintendent. But --
DR. WANZA: Good morning. Valerie Wanza, Chief Strategy & Operations Officer. Thank you for the question. So I do not see where there is going to be any recommendation for changes to any of the funding streams for charter schools. And if I'm not mistaken, it's the same thing as it relates to the district schools. There's not a recommendation for any type of funding reduction or something of that nature.
But what we do, obviously, the charter schools are not -- their day-to-day operations are not overseen by our district board members. So we actually sit down with the charter management companies, go through the findings, and, you know, talk about them with corrective actions that they are going to take. Because as Mr. Magli said, you know, while they are not required to follow district policy, per se, they

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do have to follow state statute.
MR. NAYLOR: Okay. So they could actually be receiving more funding than -- if they have a more weighted FTE, they could be receiving more funding; is that correct? And is it significant enough to consider the funds?
DR. WANZA: So I would say that, you know, they are funded to the same level, right, that district students are for whatever particular matrix is or program is.
MR. NAYLOR: Right.
DR. WANZA: And, I mean, that's my response to that, is that they're not weighted more, if you will, for FTE. I think that their funding formulas, pure pupil funding, are consistent with those for district students.
MR. NAYLOR: Okay. But help me understand, if they have a higher weighted FTE count, they receive more funding; is that correct?
DR. WANZA: If they did, but I don't think that they do; right? So a 255, I'm just going to say it, 254 or a 253 matrix student, and I'll ask Ms. Hollingsworth if I'm wrong, that matrix of funding is consistent whether a student is in a district operated school or a charter operated

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school.
MR. NAYLOR: Correct. No, no, I understand that. But if you accumulate an increase in weighted funding, you actually have extra funding.
DR. WANZA: Yes. That, yes.
MR. NAYLOR: Okay. That's my question.
DR. WANZA: Okay. Yes.
MR. NAYLOR: Okay. Thank you. On your issue about subs, is that related to what the change and how the subs are being handled since I think you put the subs out to a specific vendor now?
MR. UPTON: Kelly.
MS. ROCKELMAN: Hi. Good morning. Susan Rockelman, Executive Director for Talent Management. Yes, we do have -- for the last few years we have a company called Kelly Education that does secure our substitute teachers for a daily absence. So, yes, I'm not sure exactly what your specific question is.
MR. MAGLI: Well, the question is, has there been an increase in the issues that were reflected in this audit since that process has changed?
MS. ROCKELMAN: Okay. Are you -- and I'm

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going to assume you're referring to the issues where they referred to a substitute not holding an appropriate certification?
MR. NAYLOR: Correct.
MS. ROCKELMAN: Okay. So Kelly handles our day-to-day subs. Those subs should only be used for when there is an absence for a day. If there is a long-term absence, meaning it's going to be, typically, we use about 20 days or longer, then we hire what we call a long-term substitute teacher and we are working with -- and those are internal employees. They become our employees. And we are working through the Department of Ed to determine what -- how to go about issuing them a possible certificate. So we're in the process of now trying to come up with some mitigations for those, because we need some clarity from the state to help us better understand the timing of it. Because if we issue a teacher a certificate, their timeline starts in effect and then they only have a short time to follow up with all those requirements. So we're trying to be cognizant of the employees who would then have a temporary certificate and their timeline starting versus a full-time employee who knows they have

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to get those requirements completed. So we're working on that within our department now.
MR. NAYLOR: Okay. Thank you.
MS. ROCKELMAN: You're welcome.
MR. NAYLOR: In regards to transportation, we have -- is the transportation issue, when it says -- it talks about eligible students were being transported, does the district still have the available seat policy and is that reflected any way in this audit?
DR. WANZA: So the first answer to your question is, yes, we still have the open empty seat; right? So after the -- I think it's the 15th or whatever day of school. Because we moved it up. It used to be the 30th day of October, actually, so we moved it up. And so if there is an established route and there's an empty seat and a student wants to make application for the seat they can absolutely make application and the parent has to get them to and from the bus stop. So I'm not sure and I would have to do a little bit of further research to determine if that is -- okay. So Alan says, no. But I'll go a little deeper to make sure. It may not be the actual reason why and so that is why the

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superintendent responded. Obviously, many of you may know, I now became the chief over transportation a few months ago, so we're digging deep to see what is causing the issues that are reflected in this audit.

MR. NAYLOR: Okay. Thank you.

DR. WANZA: You're welcome.

MS. FERTIG: Okay. Lew, is that it?

MR. NAYLOR: That's it.

MS. FERTIG: Don?

MR. GILBERT: Yes, Mr. Magli, I don't know if you or Dr. Wanza can speak to it, but as you read the report, there's always a little murkiness about understanding charter schools just in general, those that are district operated versus those that are privately managed but have to comply.

In the context of complying with, you know, the state, could you just kind of expand on understanding? Because as you read through it your mind is flipping between the two definitions of charter schools and how those numbers apply. Just as Mr. Naylor hinted towards, as far as understanding the weighted and the funds that's associated with the charter schools versus the

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district managed charter schools and the requirements the district may have versus what the other charter schools may have. So if you can just expand a little bit on that so if anybody picks up this they can have a better understanding of how to read through the report?

MR. MAGLI: Yeah, so to begin with, there are certain standards that are required by all of the parties, and those things are understood at those levels. We certainly manage them and there's certain follow-up and reporting that goes on through the district. So I don't want to get into the detail of how that reporting goes because I'm a little limited there. But I would -- you know, I would suggest that, you know, the different entities still subscribe to the main policies and rules. So as they set forth in -- even in -- I believe it's even in their contracts relative to that, their requirement to comply with those things. So, you know, the monitoring of those things, the reporting by the entity back to the district, those things are ongoing on a regular basis and the charter school division would be looking at those things. And I'm sure there's benchmarks and milestones that they have

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to achieve and report back that they monitor at the district level. I'll let Dr. Wanza speak to the detail of that.

DR. WANZA: I just want to clarify for the record that, so we do not have any district operated charter schools. We do not. All of our charter schools, actually, the district is the sponsor by statute, but they are actually led, operated, and managed by separate entities on a day-to-day basis that are not Broward County Public Schools, you know, school board members, district administration, that kind of thing.

So -- and my distinction in my previous response was district operated schools meaning our Broward County Public middle schools, high schools, elementary schools, nontraditional schools. And then as Mr. Magli stated, our current now, I think the number is 82 charter schools have board-approved agreements for their charter; right? And so in their application and how they're going to do stuff and it goes through charter review, there are certain sections and district subject matter experts actually go through and validate, you know, and determine how what they have applied for aligns with, at

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minimum, statutory requirements. So whether it's certification, whether it's ESE, whether it's pupil progression, we go through bilingual ESOL, and we go through those measures with each one of the charter schools. So as they -- our actual charter school office does site reviews, interim measures, looking at their contracts, making sure that they're meeting what's outlined in their board approved contracts. But then like, you know, audits are our friends, because they reveal to us areas where we have opportunities and areas where we have strengths.

So in this respect the findings of the audit will be shared and have been shared with the management companies for each of those different schools. Because the different schools may have, you know, different management companies. Obviously, you have the City of Pembroke Pines, which is a municipal charter, you know, run by city government, and then you have some of the charters that are run by different management companies. So our charter school office sits down with them, goes through the findings and looks for what are the corrective measures that the charter organization is going to take to

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address an area of deficiency.
MR. GILBERT: Thank you, Dr. Wanza. That point of clarification is definitely needed because, again, as you lead the redefining, I always hear that coming up in that distinction in the debate about charter schools and the misunderstanding of district brand charter schools versus separate charter schools. But I'm glad you cleared that up. That's why I asked the question. Thank you, Dr. Wanza.
MS. FERTIG: Okay. Anybody else have a comment or question? Yes, Bob, and then we'll go around this side.
MR. MAYERSOHN: So I guess my comment, I'll address it to Dr. Wanza. So my concern is, obviously, there are internal compliance measures that have been identified as material weakness. And, obviously, from a district perspective you guys are trying to improve that and make corrections. Do you have time deadlines or at least to say by the first quarter of blah, blah, blah we're going to make sure that those corrections are made? And, again, understanding that, you know, you deal with the state on certain things and sometimes they drag their feet

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on getting an appropriate response, but at least for one board member of this committee, and I'm sure the rest of us, for us to get a timeline to say, you know, yes, we weren't in compliance, and it happens, you know, here, but we're looking to improve it and here's the time deadline that we're looking to have that by would be much appreciated for at least myself and I'm sure the rest of us. So --
DR. WANZA: So I'll take that back to, obviously, to the superintendent and then we'll have a cabinet-level discussion around that particular request.
MR. MAYERSOHN: Okay. That's it.
MS. FERTIG: Thank you.
MR. DE MEO: Yeah, I'm not sure who can answer some of these, Mark or Dr. Wanza or whoever. Dr. Wanza, you probably can answer everything. So, has the liability been accrued? Have we reflected this $800,000 in our financial records?
MR. MAGLI: As I said earlier, my understanding is we've not been impacted that way. So that hasn't been a thing. The determination or a final result has not been

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issued for that. It was calculated. It was done as a projection, essentially.
MR. DE MEO: So are we appealing any portion of this? Are we looking at the records to see if we can remediate some of these issues?
MR. MAGLI: It hasn't been issued yet. So I don't know what the appeal process would be if that should come forward. My understanding is they were prepared to answer to that if it occurred, but it did not.
MR. DE MEO: Are we going to claw back anything from the charter schools? 39 of the 115 or whatever exceptions were charter schools.
DR. WANZA: So I'm not certain what there is to claw back. And what I mean by that is, let's say the district does have to repay something, right, then whatever is the charter schools' pro rata share would come from them.
MR. DE MEO: Oh, okay.
DR. WANZA: It would come from them. But I think the other part that is important to note, as Mr. Magli said, there hasn't been any type of notice of intention of requesting that districts pay back any type of money. And the reason why I say districts, plural, is because several

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districts across the state have had audit findings vary -- so I'm saying the right thing; huh? Boy, you're nodding your head. I guess I should answer the question. Have had audit findings and many were more significant than these. So I think as a statewide look I'm not certain if, you know, districts across the state will now be asked to return, if you will, funding. But what I do know is that whether there's an ask for a return of funding or not, the superintendent and this administration takes the findings seriously. Because at the end of the day we have to comply with statutes, regulations, state board rules. So we take it very seriously and we -- you know, we would act as if it -- not only as if it were, you know, a return of funds, but the fact that this is what we are expected to do as a form of public trust, as well.
MR. DE MEO: So has legal gotten involved yet?
MR. MAGLI: Not to my knowledge.
DR. WANZA: Not to my knowledge either.
MR. DE MEO: All right. That might be a step that we might want to take.

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Also, why wouldn't we automate some of this? You know, it's all manual. I would think our IT people could come up with something that would be a hard stop and it would be a yes or a no on these certifications and a number of things. It just seems -- especially before these surveys, to run some kind of test. And, likewise, I think, Mark, maybe you can, you know, before these surveys, anticipate, maybe test -- test the system in advance, so that we could correct, you know, and -- I think it would be a high return, your time spent on something like this. $879,000 finding, if we had tested, you know, a couple months before the survey, maybe we could have fixed 80 or 90 percent of those problems. Certainly these teacher certifications seem like a paperwork matter.

MR. MAGLI: I think that what you've seen over the last several months in a lot of the types of things that we've done relative to audits has shown a lot of the indicators that are in place relative to what you're speaking, the automation and so forth. I'll let Ms. Rockelman speak a little bit of this relative to her session of it, but there are reporting tools that

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they are analyzing and looking at all the time. I think there's different things. I can't speak to how they self audit relative to those things or if those things were specifically addressed relative or modified based on the conditions that were outlined here. I'll let her speak to some of the stuff relative to certifications and things, because I think there are some varying concerns there.

MS. ROCKELMAN: Thank you, Mark. So, yes, great question. And we have -- fortunately, I'll start -- I'm going to work my way backward. We have implemented a new system called Focus where our schools now use, that's where teachers' schedules go in. And because that is a newer software we are able to connect that and integrate that with our current HR system. So you'll see moving forward a lot of this will be automated. We have been using a program that was self -- that was built inhouse and it probably -- I think I wrote it 18 years ago, so it's very archaic and it's been very difficult and it's been a very manual process keeping up with that. So we are excited that now that we've implemented Focus, it will now help to talk to all of our

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other systems, to your point, to try to relieve some of that manual intervention that we've had to do over the past years. So we hope our next audit should show some significant changes in having limited, less number of findings. So we are expecting and we are getting ready for our FTE next week and we've already seen some significant progress in utilizing Focus.

MR. DE MEO: Have we had findings in the past of this magnitude?

MS. ROCKELMAN: Not of this magnitude. This has been -- this was very large -- this was a lot of findings. So, yes, in the past -- we're audited every two, three years for certification and this has been -- Jackie Koralewicz is the manager for certification, we were shocked at how many findings I'll say got through or were discovered. Because we thought we had pieces in place with that system we designed, but because of changes we did have to audit that and edit the configuration of that. So that's when we learned about Focus being implemented. It was -- it will -- I'm almost certain, it will show some significant progress.

MR. DE MEO: So -- okay. So what I'm hearing

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is, we have a plan to address these findings, maybe, I know you're busy, Mr. Magli, but I would think a quick test, a little sample before each survey would save us a lot of money. And the efforts to automate, that's --that's welcome. And then Dr. Wanza said we might get some of this money back, I call it a claw back, from the charter schools. But I think a corrective action plan and some kind of tracking is necessary here so that we can avoid this in the future. You know, make it like an automatic thing. That's all I've got.

MS. FERTIG: Okay. Thank you. Any questions?

MS. RABIDEAUU: Yes. Good morning. Okay. On FTE, we all know now the state uses FTE compliance as a mechanism to claw back funding, and this has been a topic at the state level all year, I would say, specifically about Broward, but we're not the only district feeling it, so -- we also know we can't push back against the state claw backs if our own paperwork is giving them an open target to what we're doing. So I know management says that Focus is the solution. I'm not quite confident that that's the case. So I'd

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like to hear more about -- you know, software doesn't fix the mixing ELL committee meetings, it's not going to notify teachers, or, sorry, parents if teachers are out of field, teaching out of field; right; or even the unverified substitute log. So what's the plan with controls within Focus that you mentioned just a moment ago?

MS. ROCKELMAN: Yeah, and Focus is not the solution to everything, no, you are absolutely correct. However, it is going to better identify the teachers that are not in compliance. And so it will allow us to do exactly what the gentleman before you had indicated. We're running programs right now to determine who is not meeting appropriate certification or is not in compliance. So it is definitely a tool to help us better identify the teachers that we were unable to identify before. So with that we have put plans in place. We're going to roll out Focus to help with the notification. Because there's tools in Focus that will allow us to better utilize so that we can meet the parent notification. Because right now that is a reliance upon a principal making sure that

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parents gets the notice. So we are able to set up things with that using -- and using the -- the system that's called -- the ParentLink system, things like that. So now that we have them appropriately identified in Focus we can leverage that to do other pieces that are required by the state. The tracking of the courses is the other item, which, again, we have got some better systems put in place so that we can better track that. And communicating with teachers; it is imperative that the teachers understand the importance of them completing the requirement and being in compliance. And that message is out there. We terminated 285 teachers this year because they were not in compliance with their certification requirement. So it is unfortunate, but they understand now that we are not waving a magic wand and closing our eyes to it because of the impact of this that could be the impact of financial suffering and penalties.

MS. RABIDEAUU: Thank you. To follow up, so like on the teacher component, right, I know we have fantastic teachers and we have amazing families in Broward that want to have their kids here. So the current backdrop, right, is

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interesting. And I just -- I think we have to understand how much this erodes public trust in many ways. And then, also, when it comes to effectively challenging the state on their FTE and what they're providing us, because if there's missing paperwork but the instruction was provided, we're not getting credit for that instruction provided to the students. So that's one comment.

And then my other question is, can we see -- and this is really along the lines of what Mr. De Meo was talking about, but can we see an intermediate fiscal year '25 or '26 exception tracking? Because given the timing of how far away we are now from this report already, you know, being done, it would be really interesting to see at least last year's exception findings, if that's possible, given the transition with Focus was fairly recent?

MR. MAGLI: So I could speak to what I know is they're going through that period right now in counts and so forth, so, you know, they're engaged in that right now, so now would be the time that they would be able to implement any of those changes that they had suggested or the

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recommendations in reference to the corrective actions that they were setting forth. So I would assume, and I don't want to say that because, again, I'm not engaged in that, but that a lot of those things are happening. And we can certainly speak to management, and a lot of them are here now, so they're certainly going to have a conversation about that, I trust. But the idea is that, you know, relative to the timelines and things, I don't have a definitive answer as to each step of the way. There's a lot of different things they answer to, but we can certainly circle back about that and see where they are and maybe come back to you with something.

MS. RABIDEAUU: Thank you.

MS. FERTIG: Muriel?

Chris, did you have anything? I'm sorry I skipped over you but Muriel had her hand up, so --

MS. THEOPHIN-ATILUS: So, sorry, I want to just start off by saying, you know, we would not want our physicians or our nurses to lapse certification, so why are we allowing our teachers -- I'm sorry. Why are we allowing the instructional staff not to have certification but

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are teaching our students? And so that's something I just want to come out and straightforward say. And then I understand that you said as far as Focus will keep a closer eye to remind teachers or whatnot, but what ParentLink would be sent out? Like you would let me know my child's reading teacher is no longer certified? Because I don't believe it.

MS. ROCKELMAN: And I appreciate that information. But, no, and let me just make sure, because I'm talking a lot of my language, let me make sure everybody understands here that teachers in Broward County are appropriately certified and/or hold the correct certificate per state board rules. So all of our teachers have the appropriate certification or --

MS. THEOPHIN-ATILUS: But you just said you terminated 285 because they don't have certification.

MS. ROCKELMAN: No, every teacher in Broward County holds a certificate and/or the correct identifier to be able to be a teacher. What this is reporting is indicating that their certificate is not in the appropriate subject area and/or they do not have the ESOL endorsement compliance

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requirements up to date. But every one of our teachers holds an appropriate certificate and/or the appropriate local certificate that the state allows us to have. So I want to make sure everybody understands that we do not have instructional people in the classroom without a certificate. So they do. What this is identifying is those teachers with their certificate is not in the appropriate subject area nor has that teacher done the requirement allowed in order to meet what we call the out of field compliance.

MS. THEOPHIN-ATILUS: And so how would we closely monitor that? Because I'm assuming it's an instructional staff who has the certification, but may not have it in reading.

Ms. Rockelman: Correct. And that's where we are working better with the principals, that they meet with their staff to make sure the teacher is very clear on what they need to do in order to be what we consider in field. So we are putting pieces in place -- well, we put them in place, we are continuing to enhance those working with the area -- the regional superintendents to ensure that the directors and the principals are very

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clear on what those conversations should be with the teachers. We are making sure the teachers sign documentation agreeing to complete the requirements, and understanding the consequences if they do not, which, unfortunately, may be them being dismissed at the end of the year. So the teachers do have a certification. It's more the certificate they hold is not in the subject area and/or they don't have that ESOL endorsement that's required by the meta agreement, or they're out of their timeline. So an ESOL endorsement is required by anybody who teaches an English -- ELL, who has an English Language Learner in their class. These teachers are given six years to complete that requirement. What happens is, I might help out my principal this year and say go ahead and put them in my class, I have no intention of ever doing that because it's a one -- I'm helping out my principal. Well, we have -- we're allowed to have them sign that and it's called an involuntary assignment. That's going to show on this report, because, technically, they're not there. But that teacher has no plans of ever doing it. So those ones are more difficult to control. But the one that is very

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well aware this is part of their assignment, they need to stay on top of that timeline. And that is where we have put improvements over probably the last three years of making sure that the teachers are adhering to their timelines in recognizing that once their timeline starts it doesn't stop. So I hire a teacher from Duval County that was out of field for ESOL, when they come to Broward they have to continue that timeframe. It doesn't start and stop. And those have been some of the ones that are in here now that we're trying to figure out how to continue to bring that information from Duval. Because, unfortunately, the state systems don't talk to each other. So we are making some improvements. But my point is, I want to make sure that everybody here knows, our teachers are appropriately certified under state board rules. So its more in this area.

DR. CONE: I think it's important to note that teachers have multiple opportunities through the district where the district is actually paying for these courses for teachers to take them. So courses are offered every quarter for teachers in those certification areas, the

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reading and ESOL to take these courses. And we're tracking their completion rate. We're tracking registration rates. And we're letting them know, when they don't pass it, here are the other opportunities for you to take these courses. So it's not that the opportunity isn't available, because one could argue that it's just cost. Most districts have teachers charged -- or pay for these courses. In Broward we've committed to making sure that our teachers, for at least the past several years, they don't have to pay for these courses.

DR. WANZA: His name is Fabian Cone, for the record. I saw you over there typing.

And the last thing that I will add to that, because I don't want your concern about I would never be notified to -- to go unheard, and I just checked with my regional superintendent because I remember as a principal, once that out of field waiver item got passed by the board, then I had to find mine, I had to notify the parents. And there's a letter or some kind of communication that went to parents explaining that, you know, yes, you're in Ms. Smith's class, and while Ms. Smith is appropriately certified in this, this

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and the other, for this subject, she's not, but this is what we are doing to ensure that, you know, not only that we will help her with certification, but also that your child's educational experience is not being compromised while she's in a class with a teacher who may be deemed out of field.

MS. THEOPHIN-ATILUS: And the last one, I just want to clarify, I don't think I heard it correctly, the talent management that we're utilizing to get substitutes, I know she said that the -- I'm sorry. The district will help if the substitute ends up going more than 20-plus days. So then that means, let's just say a substitute can go 19 days without being certified to teach our students?

MS. ROCKELMAN: That is a very possibility, simply because some teachers call in on absences, I think I'm going to be out three days, I wake up, I'm still not well, I need another day off, I need another day off. So those do continue to add up. So, typically, we don't want to make a day-to-day sub have to go through this certification requirement. They wouldn't even equal, typically. So that's why we're kind of

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focusing on a specific number of days and then making sure that we can work with those individuals.

DR. CONE: Can I also add something to that? So being a former principal, I'm the Chief Academic Officer, by the way, if I know that I have a teacher that's going to stay there longer than, let's say, the threshold, that teacher still is expected to be a part of their grade level planning with their grade level. So they're still getting instructional planning. They're still getting access to instructional resources. They're still expected to have the coach go in and support the teacher because those students matter; right? So they don't -- they're getting the same level of support that a new teacher would have in a school. So I want it to be known that, just because we have a substitute, we don't treat them differently than we treat any other teacher. And that principal knows that. And many, many, many times that substitute becomes a permanent member of that staff and that's why there is something called pool subs who come there every day religiously for the entire year because we train them up and we

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believe in them. And so it gives us an opportunity to vet and identify those especially when most districts are struggling with the same things. Most teachers or most adults are not going through typical education programs, they're coming through alternative tracks. So, therefore, the district has to have the means and the will to train up teachers who aren't going through the traditional education track. And those are sometimes your subs.

MS. FERTIG: Okay. Oh, sorry, wrong microphone there. Anybody else have questions?

Don, you had one follow-up?

MR. GILBERT: Just one minor follow-up. Since you've implemented the new tracking, how has things been trending since the last migration? How's that going?

MS. KORALEWICZ: Good morning. Jackie Koralewicz, manager of certification. So I think what's really important is right now we've transitioned to using the same system that we use when we're sending the data to the state; right? So we're using the same set of data that the state's getting, which has really helped us -- you know, we got this audit report six months

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ago. I worked with the auditor, myself, so we've already started implementing lots of changes in order to rectify some of these issues listed here in this report. But to answer your question, it's great because you can see that the changes that, this is the first FTE survey period where we're using the new Focus system, where, again, that's the same data set that's going to the state, and we can see the information that -- that's pulled in now that maybe wasn't pulled in through our antiquated programming, is exactly the data that we were missing and some of the things that were addressed in this audit. So I would say it's going great. I feel great about it. You know, the only thing I would add is, we won't know for two years; right? So I feel good about it now, but, again, we'll see what an audit looks like in two years. But I'm pretty confident.

MS. FERTIG: Okay. Yeah, Pete.

MR. TINGOM: Normally, the state pays us in four quarters. Has this audit report caused them to reduce a quarterly application of funds?

MR. SHIM: They haven't been; no.

MR. TINGOM: Okay. So this audit report,

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even though it had negative feedback on it, has not cost the district any money.

MR. MAGLI: That's correct. Mr. Shim is back here right now, he's the task-assigned CFO, and I did confirm with the superintendent's office that that was the case.

MR. TINGOM: Thank you.

MS. FERTIG: Okay. Any other questions? You all want to -- are you ready to transmit this? Any recommendations? What do we want to do?

MR. MAYERSOHN: Motion to transmit.

MS. FERTIG: Okay. There's a motion to transmit. Is there a second?

MR. MEDVIN: I'll second.

MS. FERTIG: Okay. There's a motion to transmit and seconded.

All in favor?

COMMITTEE MEMBERS: Aye.

MS. FERTIG: Opposed?

(No response.)

MS. FERTIG: Who -- I'm sorry.

MS. RABIDEAU: I think that was online, it was just delayed.

MS. FERTIG: Okay. So we are transmitting the report. Thank you very much. Appreciate all

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of you coming today and sharing all of the information with us.

Okay. We are on Number 13, Administration of the Florida Bright Futures Scholarship Program and Florida Student Assistance Grant Program.

Mark, do you want to --

MR. MAGLI: Yeah, there were no material findings in this report. I only share it because it was sent to us through there and we were included in it. There's certainly takeaways that the district has looked at that has occurred with other institutions. So there's really nothing I can add to that, to be honest. I just wanted to present it to the committee.

MS. FERTIG: Okay. Anybody have any comment?

(No response.)

MS. FERTIG: Is there a motion to transmit?

MR. MAYERSOHN: Motion to transmit.

MS. SHAW: So moved.

MS. FERTIG: All in favor?

COMMITTEE MEMBERS: Aye.

MS. FERTIG: Okay. Motion carries and we are back up -- thank you for being so patient, RSM. We are on the SMART Bond Program Late-Stage Additions Analysis.

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MR. MAGLI: Okay. So before you is the internal audit report of the SMART Bond Program Late-State Scope Addition Analysis. You know, we've looked at a few things, our partners from RSM are here William "Weiss" Campbell and Matt Blondell, the principals in the engagement. We were looking at a variety of things and we had another engagement that they worked on relative to sort of delays and things. This is more specifically focused on change orders. I'll let them introduce the item, themselves. They have some what they called moderate findings or observations to share, but it speaks to some of those same concerns, so I'll hand it over to, I assume, Matt or Weiss.

MR. CAMPBELL: Thank you, Mark. Appreciate it. Good afternoon everyone. My name is Weiss Campbell, I'm a director with RSM. I work exclusively with the school district, so it's very entertaining to hear some of the conversation here. This is not an uncommon conversation, certainly around charter schools.

But today we're here to talk about SMART Bond program projects that we looked at, specifically the late-stage scope additions that we sampled.

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And the real objective of this audit was to understand whether changes that were late in the actual project, itself, whether those were due to issues in planning, coordination, documentation or change management throughout the life cycle of the project, and whether or not any of the challenges that were experienced on these projects that contributed to these late-stage scope additions, whether they could have improved visibility or timeliness if certain actions might have been taken earlier in the project. I think it's important to clarify that some of these were true late-stage scope additions in the concept that most of us would hear when we hear late-stage scope additions, but I think it's important to note that many of these were actually just actions were taken but the change order, itself, was just approved late in the project, whether that's due to administrative delays in getting the change order approved or various administrative tasks. So for our effort, what we did to try to kind of focus on those late-stage scope additions where maybe actions could have been taken, we looked at the population of 440 board-approved change orders

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within our audit period and we narrowed it down to 194. These specific changes orders were approved when the project was at least 80 percent complete and it either resulted in an increased contract amount or extended project schedule. From that we selected 10 -- 10 of those late-stage scope additions and we did detailed analysis as to what contributed to that, what was the underlying cause that contributed to the change order, and what recommendations maybe we could make to improve when those change orders were brought forward.

As Mark alluded to, we did have two moderate risk observations. Observation 1 was focused really on the front end of the project lifecycle, so whether these existing conditions, design assumptions, building use conditions, code requirements, whether those were sufficiently validated before construction or demolition. Could pre-design or any parts of the construction process earlier have caught some of these issues that could have prevented some of these change orders from taking place late in the project lifecycle?

And then Observation 2 focuses on the actual

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execution of the closeout phases. So that's part of the administrative challenge that I alluded to earlier. So once those issues were identified, were they timely documented; were they qualified; quantified; escalated timely; and advanced through that change order process efficiently?

So we did have a number of observations and some of these things did include, I think, some very actionable management responses as to how they can get ahead of some of these challenges specifically around standardizing pre-construction scope validation procedures as well as some of the administrative challenges.

But I'll pause. I know you've had opportunity to look at it. I'll answer any questions you might have related to these observations. And, obviously, we have OCP here, too.

MS. FERTIG: Okay. We'll start over here this time. Muriel, go ahead.

MS. THEOPHIN-ATILUS: Yeah, so my thing is, what steps have been put in place to catch those design omissions before construction? Like who is now auditing the design person in charge? Because at this point when construction begins

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and the amount of the change orders that are being put in, it's over 100. So like -- no, I'm sorry, it's 100-plus days on these change orders. So it's delaying the project even more.

So what process is being put in place on that?

MS. COLEY: Good morning. Sonja Coley, Executive Director, Office of Capital Programs. So, currently, what we are doing, we had -- we've conducted a facilities condition assessment, which will better identify all of the issues that are identified beforehand. With that process we will have a pre-construction validation, so we will enable, and we'll do that with the project charter at the initiation of the project to ensure that we are capturing all of the issues, all of the items, and, again, that facilities condition report will help.

MS. THEOPHIN-ATILUS: And just how were all those fire alarm requirements missed on all those projects? Just how? Like I don't know -- I don't know exactly how to ask that question. But just how? I mean, they're the fire alarms for goodness' sake. So how were they missed, looked over? Like I don't -- I'm sure there's no real

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answer for that.
MS. COLEY: So there's several issues that contributed. Again, there are several factors. You could have a -- again, where there's a classroom that has been turned into a storage area, so that wasn't captured at the initiation of the project because it might have been a classroom at the time when the architect went out to look at the facility. Or in some instances the architect was not given additional funding to go out and look at the facility, so they were given as-builts and that as-built showed it as a classroom, but, again, when they got out on site or when the inspector went out there they identified that it was a storage area, that the classroom was being used as storage, so they had to then make sure that that classroom was brought up to code for whatever the use was at the time they were doing the inspection.
MS. THEOPHIN-ATILUS: Are we holding those architects accountable?
MS. COLEY: In some instances we are. If they were given as-builts that showed where -- you know, or they were able to go out to the site or had purposes to go out to the site and did

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not, we are holding them accountable as the error and omission for those change order items.
MS. THEOPHIN-ATILUS: And so just -- I know these are change orders from, the audit was from before, but are there similar issues that are currently going on with the construction that we have underway now; would you say?
MS. COLEY: There are issues that are related. Of course, we still have fire alarm issues, not as many, but we do.
MS. THEOPHIN-ATILUS: Thank you.
MS. FERTIG: Okay.
MS. RABIDEAUU: Hi. Okay. So there were two specific examples that I really was surprised by, the Cypress Bay example was over $500,000, 105 days, it was classified as unforeseen condition, groundwater encountered, right, during the excavation. But we live in South Florida, so high water tables during excavation, that's standard geo-technical information that they should be aware of when the consultants are looking at these projects prior to the design completion. So the groundwater issue was identified in 2019 but then the change order was not approved until June 2022, which was nearly

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three years later and the project was already 100 percent complete. So that was a very surprising item. And then the Atlantic West Elementary item, that was another unforeseen condition label for deteriorated roof, but the audit revealed that there was already a pre-bid RFI for this exact risk in 2021 before the bid was even awarded. So it seems the district proceeded without validating it and then encountered it later and then took five more months to issue any design direction. Those both were really, really surprising to me.
And I just want to probably focus on the consultant omissions and errors, given those aren't district employees; right? So there were 68 late-stage change orders totalling 3.7 million that were classified outside consultant omissions or errors. So I'm grouping the omissions and errors together. Is the district, and I know Muriel mentioned this a moment ago, but is the district pursuing cost recovery from these vendors? I mean, specifically, like projects like Cypress Bay and Atlantic West where these should have been found before the design planning and there was even documentation before the bid

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went through, that doesn't seem unforeseen to me. So that's one note, one question around the, are we getting those back?
And then, you know, just thinking about why it matters, because every -- every dollar right now matters. I know we all know this, and I'm just going to keep saying it, but every single dollar matters right now, especially if we're paying outside vendors and they're making the mistakes that are outside of our control.
So that's really -- that's really what I have. It really is just around the twofold, the unforeseen conditions, it would be nice to see a further breakdown of that, because it seems like we're just kind of lumping them all together and some of them are maybe not as unforeseen as we thought they were. So that's one. And then are we pursuing any legal routes with -- with these consultants?
MS. FERTIG: I think Mark -- Mark, did you want to take the first response or --
MR. MAGLI: Well, I am going to defer to her, but I do want to mention that we were in communication with Ms. Coley and her team about some of this information prior to this because it

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kind of ties to some of the things, like we said, the structure and the sequence of how we put together these engagements with RSM was to target, to look at these areas and see because we had heard about so many instances of delay and then some changes and things that were coming and what was -- what was the -- what were factors involved and then what was the repercussions of such delays? And so we've asked for some data. I know they're working on it, maybe she can speak further to it, relative to, you know, time delays and some general information about that. I know she said that there was a few hundred and they were working on sort of a process flow to be able to be able to identify that more clearly. And just the same, there were some discussions and it came up in board meetings just relative to the oversight of certain contracts that might be awarded, you know, liquidated damages for things that were deemed as the responsibility of the contractor or the other parties. So maybe she can speak to where they are with that or if they further enhanced sort of the look at that and maybe it's something we can share back.

MS. COLEY: So we are still working on that

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information, Mark. We don't have that available. As you know, we lost our program controls. So they're on a limited availability for us. But we are working on identifying those additional items that you spoke about.

As it relates to the consultant errors, we are working with the Office of General Counsel. We've provided them with a rough draft of what we want as an errors and omissions policy to go and to claw back the dollars from the architects. Again, it's only a percentage. It would not be the entire amount that we would get back for an item, but it would be a percentage of that.

MS. RABIDEAUU: Thank you.

MS. FERTIG: Okay.

MR. DE MEO: You may have answered this, but on the 194 items that were identified, is there any process to identify the request for information, you know, and monitor the time after they're issued to the time that there's some action?

MS. COLEY: Specifically, the request for information; is that what you're --

MR. DE MEO: Or the proposed change orders. When there's a request for a change order, do we

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monitor the progress until it's finally approved and so on?

MS. COLEY: We do. So there is a process that we have and within the contract where the architect has a certain amount of days to answer an RFI. The contractor has a certain amount of time to submit the change order to the architect for review. So we do have timeframes, but they can -- those change orders can go back and forth if we don't agree to the pricing, if we don't agree that, you know, it is entitlement. So we do have a process there. So it can go back and forth a couple of times, but we do have a -- a timeframe in which we need to meet those deadlines.

MR. DE MEO: It seems they're taking a long time.

MS. COLEY: They could. We do get into some issues with contractors over cost. So we want to ensure that we are fiscally responsible for ensuring that, you know, what is being built or what, you know, the contractor is billing for is entitled.

MR. DE MEO: Park Springs, two years. It's inconceivable to me. I don't know. There must

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be bottlenecks that, you know, I'm not aware of. But --

MS. COLEY: Park Springs? Fire alarm.

MR. DE MEO: Yeah, and about the fire alarms, that was a good question. Do we have a FISH system that we have to compare the actual use of the -- I mean, maybe a walkthrough could determine what the use of the property in question is. Do we do walkthroughs just to make sure, you know, beforehand?

MS. COLEY: So at the initial start of the program the architect was not given -- given money to do a site walkthrough. They were given as-builts.

MR. DE MEO: Right.

MS. COLEY: And, again, we did not have a facilities condition assessment at the time. It was a -- you know, that identified the difference between the FISH drawings and what was actually on-site. So there could also have been issues whereby in between when the -- this architect was awarded the contract, there could have been, you know -- we've seen it several times, where, again, a school goes in, they will put up a wall in a hallway.

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MR. DE MEO: Yeah. Well, what I'm suggesting, maybe, is just send somebody out and walk through and see, this is what the records say, this is how it's being utilized.

MS. COLEY: Absolutely. So we have conducted a facilities condition assessment which we have identified any discrepancies within what's out on the site and what's on the FISH plan. And also moving forward we will, with other projects, ensure that the architect goes out onto the site prior to doing any design to validate and verify that what is in the field is what is on the FISH drawings.

MR. DE MEO: The consultants' errors and omissions exceptions are significant, the cost, the amount of the change orders, 3 or $4 million.

Do our contracts have, you know, the standard boilerplate errors and omission clauses -- you know, provisions?

MS. COLEY: So our current contracts do not have an errors and omissions clause. We are working with the Office of the General Counsel to develop a policy to go after the architects for the errors and emissions.

MR. DE MEO: So our contracts don't have it

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but we're trying to pursue them for their errors and omissions, for the cost?

MS. COLEY: Correct. Correct.

MR. DE MEO: Okay. So maybe we -- we're going to revise those contracts; right?

MS. COLEY: Correct.

MR. DE MEO: That's a good idea.

The Office of Capital Programs, your office, do you monitor -- when there is an error and omission do you reach out to them immediately or how does that work?

MS. COLEY: So once the change order comes in for review, the review of the categorization of the item is up to the Office of Capital Programs. So we review the backup, we review the information with the contractor, with the project manager, and we assign entitlement to that. So if there is an error and omission we identify it on the paperwork, on the change order item.

MR. DE MEO: Do you withhold payment at that time until you can figure out what to do or --

MS. COLEY: From the architect?

MR. DE MEO: Yeah.

MS. COLEY: No, we do not withhold any payment from the architect because the design is

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already complete. So there is no --

MR. DE MEO: Do you automatically send it to legal if it's significant?

MS. COLEY: We do not send it to legal. We -- again, we identify it on the change order item as an error and omission. And we will seek -- again, we're working with the Office of General Counsel to come up with that policy to get those dollars back, recover those dollars.

MR. DE MEO: Yeah, I think somebody needs to keep track of some of these things. Mr. Magli, maybe you could -- you know, rather than make a motion with a litany of stuff.

MR. MAGLI: Yeah, I think that based on the suggestions they're working on some of those things, some of the process flows that she indicated. We've had conversations recently trying to get that information back. So they acknowledge that that's an issue that they want to start to address to keep track of those things. It's come up at the board meetings in some other iterations relative to the concern and who's at fault and all of that. Obviously, there's a legal concern, which I wouldn't speak to. But relative to the contracts and such, I've

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heard conversations about KPIs being put in and some sort of levels of culpability within that. I don't know where that's landed. Maybe Sonja has a better idea about that. Because, you know, I know that there was some consideration going into that, so they did have some leverage based on that, a little more leverage based on the identified concerns. I know that there was back and forth conversation about, you know, who exactly is to blame under those circumstances and having some difficulty with determining that. I would leave to legal to do that and her group.

MR. DE MEO: But somewhere someone's got to be tracking, you know, some of these remedies; right? I know it sounds like you've addressed them, but we need to monitor them. Because, I mean, 368 days for an average change order, I mean, I don't know. It doesn't make a lot of sense to me. And then these approvals come to the board when they're like 80 to 90 percent completed contracts. Does that mean the previous reporting to the board was inaccurate or incomplete or -- it doesn't make --

MS. COLEY: Well, for example -- I'll give you an example. With regard to -- and we have a

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lot of issues with regard to the surrounding fire alarm issues or fire. Once the inspector goes out on site, he may identify additional devices that need to be added. And they do that -- you know, the devices are not added at the beginning of the project, they're added towards the end of the project. So after they pull the wire, they're installing the boxes, so once the inspector goes out, he may identify that there's an additional device that needs to be added or maybe in some cases we've had 80 additional devices that need to be added. So that is something that we're trying to work with the fire chief on, to identify those issues early in the process as opposed to at the late stage when the project is almost complete.

MR. DE MEO: Yeah, you know, it would be interesting to know of the $10 million of change orders that were presented just in the sampling, 194 items, how much of that could have been avoided; you know?

MS. FERTIG: I just want to say on here to what you're saying about the E&O thing, I know over the years you and I have been doing this for a while on this committee, they were not going

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after, they were never, you know, pursuing that. And then I thought the board or the district had gotten to the point where they were being referred and they were pursuing recovering those dollars. So if there is no -- if there is no -- I'm just going to use automatic for the sake of it, there needs to be, if there's someone being identified as error and omission, I mean, I can't believe that's not automatically going to legal to determine whether we can recover the funds. Did I understand that correctly, that you're now developing a process? Because I thought that was developed a number of years ago.

MS. COLEY: No, so we did have a process in place probably maybe 20 years ago or 15 years ago. But with this program we did not have that in place. We had a preliminary policy that we were trying to present. There were some issues with it, so we have reinitiated that and submitted that to the Office of the General Counsel to take a look at.

MS. FERTIG: So it was with the inception of the SMART program in particular but not overall with capital programs that -- that the SMART program in particular that they were not pursuing

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that?

MS. COLEY: They did not pursue it in the SMART program at the time; to my understanding. Again, we were not pursuing it.

MR. DE MEO: Last question for now. You know, this whole area for years has been -- as long as I've been on the committee, we've had lots -- you know, with the hurricanes -- it just seems like we can't get that right. I don't know if it's the process is just overburdensome and it can be streamlined. Maybe it has to be that way because we're, you know, quasi -- we're a public entity, but, man alive, it just -- taxpayer money, money that could be going to instruction, to the kids, the physical, you know infrastructure. It's just kind of disappointing.

Lastly, how is that -- are you implementing some new software or something to process -- something I read in here.

MS. COLEY: So we currently have Trimble Construct that we use.

MR. DE MEO: Yeah, yeah. Is that coming along or --

MS. COLEY: Oh, it's in place. So we --

MR. DE MEO: Oh, it's in place?

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MS. COLEY: Correct. It's been in place for a while. So we run our processes through that -- through that software and we track our change orders. Everything runs through that, our costs, schedule, budget, everything.

MR. DE MEO: Is that helping?

MS. COLEY: It's a great tool; yes. It keeps us on track and we refine it as needed.

MR. DE MEO: Thank you.

MS. COLEY: Thank you.

MR. DE MEO: And, by the way, really good report. Not happy with the findings, but it's a good report.

MS. FERTIG: Do you have anything, Bob?

MR. MAYERSOHN: Yeah. So I guess my concern is, when I say long-range facility plan, if there is an RFP out on the street, probably in two years the district is going to ask for additional money. How does the district take these reports that show deficiencies, challenges with internal controls, and create something, whether it's a 2,000-page document or a 1-page flyer that gives the public a confidence that what we learned here of the challenges and things that need to be corrected are actually changed and implemented?

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So whether it's we're getting rid of paper and we're using electronic stuff, whether -- but if we continue to do the same thing, we're not going to get far in a vote of confidence from the constituents of Broward County. And that's why these things, as detailed as they are, Ms. Coley, to your point, don't necessarily create the whole picture. In other words, yes, there are not fire alarms or fire alarm systems, but that may be the last thing that's checked, and because of a deficiency, a wiring or whatever that wasn't approved early on in the project, now has to be re-changed and redone, which is costing more money from the get-go.

So how do you as a, you know, when I say construction department, turn around and change that, I don't want to say change the narrative, but identify how to make corrective actions early on to save taxpayer dollars so that come, you know, 2028 when the district wants to go out and ask for $10 billion the voters are going to say we have confidence because you've done this audit and you've seen where the corrections need to be made and you know where it goes and we feel confident? So that may be -- I mean, I'm not

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asking for an answer today, but that should be the process of what we should be thinking about. Because two years comes up very quickly. And you don't want something rushed. You want the public to kind of say, hey, here's the report, but let me show you on this hand how we made those corrections. So that's kind of my just broad statement. And, as I said, I'm not asking for, you know, a dissertation today, but I just -- I see this as, this is a great report, it identifies a lot of things, but I don't see how we're making those corrections from a public perspective of, yeah, we know that fire alarms are going to be a problem, so the last four projects that we've done, we've identified fire alarm systems early on in the project and not waiting until, you know, the project is 90 percent complete. So those are my comments.

MS. COLEY: Well, I'll just give you a response to that. Because, again, we've gone out and we've done, conducted a facilities condition assessment, we've identified any changes that we have within the frame between the FISH drawings and the, you know, with what the facilities condition assessment has provided, so we've kind

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of closed the gap on that. Not to mention we have put into place standard operating procedures. Once we receive these reports we don't take them lightly. We implement whatever necessary processes that we need to implement in order to make sure that we don't have these types of issues moving forward. And we have to meet and ensure that we meet with other departments, as well. So the building department, the fire department, we have to, you know, ensure that we are all on the same page collectively when we start these projects.

MR. MAYERSOHN: Right. And I don't disagree. What I'm just saying is, how do we communicate that to the general public to let them know that you got this report, you're making these changes along the way and you're identifying things? Because all the public is really seeing is, this is what the deficiency is, this is what -- you know, as Mr. De Meo said, here we have a project and we're waiting two years for a change order to get it approved by the board. And I'm not -- I'm not putting it all on you; believe me.

MS. COLEY: Okay.

MR. MAYERSOHN: But, again, that has to be

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expressed. Because those two years go very quickly. And by the time you're asking for, you know, residents of Broward County to make an approval, and we don't know where dollars are going to be until after November, we'll know a lot of different things because the shape of government may be a lot different November 4th than it is November 3rd. But those are things that there's got to be that plan in parallel to the long-range facility plan, the long-range assessment. You know, it's great -- I mean, I just had my roof done, it's not complete yet, but, you know, there were unforeseen circumstances. You know, pull off the tiles and, hey, your wood is a lot more rotted than we thought it was, as opposed to, you know, I look at it, just tell me what the worst case scenario is, and if I get better then I save money. So, you know, that may be a mindset. We're asking for 20 million, well, why do you need it, because we know that when we go up on the roof we're going to find air-conditioners that aren't -- you know, air handlers that aren't working. Even though you can go up there and find out they're all working. Well, see I saved you money. So

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that's kind of, you know, how do you create that message out there? And that's what I get from this report is, this is a great report, it identifies, you know, areas that need to be looked at. But above and beyond that, how do we get to where we need to be? And, as I said, I'm not putting it all on you, I'm just saying, in general, bringing it back to the powers that be.

MS. COLEY: Thank you.

MS. THEOPHIN-ATILUS: Madam Chair, could I just piggyback on what Bob said?

MR. MAYERSOHN: No.

MS. THEOPHIN-ATILUS: But if, for example, like he said the general public, I'm the general public of Oakland Park and Rickards is going on five years. So these change orders, we really do need to find a process that we can figure out a way to, you know, get them through, or, like he said, you know, ahead of time. Let's do a -- have a budget for the what-ifs. Because, again, five years is a long time that we've been waiting for that completion. So that's all. So thank you.

MS. FERTIG: When you -- I'm just going to break in here, too, and follow up on one thing

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with Bob. When you're talking about, you said several times you've done a facility condition assessment, are you talking about an individual school or have you gone back out and done the district as a whole?

MS. COLEY: The district as a whole.

MS. FERTIG: Okay. And where is that information?

MS. COLEY: It's in eBuilder currently. All of the reports we have.

MS. FERTIG: Okay. And -- and how current is that?

MS. COLEY: As of December, January -- we're still working through it, so it's an ongoing process.

MS. FERTIG: Okay. All right. I'm going to reserve the rest of my comments then and go to Lew.

MR. NAYLOR: Yeah, most of my questions were already answered. Looking at your objectives and scopes for RSM, one of the things where it's assessing whether -- when change orders or additions need to be identified, whether they could have been identified earlier in the process; did you find a lot of that when you were

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going through and looking at these schools or these projects?

MR. BLONDELL: I think the instances that we identified through our sampling were the ones that were called out in the observations.

MR. NAYLOR: Right. But could they -- I guess the question is, you said part of your scope was looking to see if those additions or changes could have been identified earlier in the process so they could have potentially saved additional money.

MR. BLONDELL: Right. So there -- and it's detailed in all the samples on the pages that are at the tail end of the report that show that where if we kind of made that assessment, it was there. And, certainly, I think like we've talked about many times the fire alarms, there were controls that, or actions that could have happened earlier in the process. They could have done walkthroughs through the site to see, is this a storage room or is this a classroom, certainly. And those have been called out for the samples that we were actually able to dig into. Beyond that, you know, without being able to dig into all of the documents and exactly how

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the change orders came about, it's, you know, impossible to say what the other, you know, 180 that we didn't sample, but for the 9 that we did, we certainly, you know, gave as much context as we could for the rat -- for the reasons and if we thought that there were, you know, certainly opportunities to identify that at an earlier stage.

MR. NAYLOR: Okay. Thank you. Very good report.

MR. MEDVIN: I don't know how many times I've sat here and seen a report dealing with a problem with the construction. It's like endless. And then I see this, and I see the comment "consultant omission" over and over again. And that implies to me a couple things. Number one, very poor planning of these jobs. And also very poor oversight. Because a lot of this stuff, if you have a good architect, good consultant, good people running the planning, you won't have these problems. And it seems to be almost repetitive. And unforeseen conditions, it happens. Maybe we should have known about it, but I'll give a little slack there. It happens. But this continual consultant omission and then that we

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don't have any plan in place to try to recover some damages for that I think is unconscionable. And I think district is going to have a major issue selling anything if this kind of thing gets out. And I know there's been major criticism about the progress of jobs and how long they've taken and how much it costs so much more than the original estimates. And this is just systemic of it. I don't know what the answer is, but I hope you and the construction office are working on it because I think you have a major issue. Thank you.

MS. FERTIG: And just following up on that, I'm just wondering listening to this, we've had project managers, and this just comes at the same time as the SMART bond was adopted and the decision was made to hire them rather and change our long-term structure with our in-house facilities department, but I'm just wondering if our project managers Heery and AECOM had any responsibility for determining not to pursue any of these errors; if you know?

MS. COLEY: Again, it's not that we're not going to pursue them. We've been working on the policy for a while now to go after these

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architects. So it's gone back and forth from what, you know, previous executive directors, previous -- the program managers for AECOM. But now that we have a new -- a program director with AECOM and myself, we, again, are pursuing how to get, again go back and get the dollars from the architects for these errors and omissions. So we are working on it. It's not, you know --

MS. FERTIG: I understand, but the SMART program has now been in for 12 years and prior to that I know in this room there were many, many conversations about pursuing these things and, in fact, the district did begin to pursue them. So I'm just wondering, since it seems to be with the SMART projects, and I know what this audit's on, but I'm just wondering how the people that we contracted with to run these programs were not pursuing this. I know you are now and that's great, but we've got 12 years of this. It's kind of frightening to think that it's gone.

Okay. Sorry. Don, go ahead.

MR. GILBERT: Thank you, Madam Chair. Just a few things. I'll start with a footnote. One of my greatest pet peeves are acronyms, because they're not universal. And there's several

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sections here that is flooded with acronyms with ledger, no definition and things of that nature. So just as a footnote, whoever's preparing, whether it's internal, external, just make sure we have a ledger or some clarification on what these acronyms are.

And transitioning to that, one of the biggest things that stuck out to me on page 8, I assume this is, change order timeline, the project with Miramar High School, I just -- I just needed clarification where the change order description was, you know, labor, materials and equipment to install temperature cooling system to campus SRO officer's house and IT rack. So this SRO officer's house, is that a separate facility on the campus of Miramar High School? Because, you know, the way it reads it could be taken way out of line. Like, okay, are we funneling funds to update an SRO's home? You see what I'm saying? So is that an independent facility on the campus or what is that exactly?

MR. TINGOM: I could answer that.

MR. GILBERT: My gentleman to the right says he has an answer for that.

MR. TINGOM: That's known as the ROCS

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program, Resident Officer on Campus. They usually have a trailer on the campus. I know there's one at Mirror Lake, there's one at different places, and the police officer lives on the campus there.

MR. GILBERT: Okay. So that may not be known to the general public, but when it reads it seems it's an independent facility versus a part of the overall campus. So that's why it kind of stuck out.

MS. COLEY: Right. So it was cheaper -- the issue is, it's -- I believe in this specific project we had to -- we had a power shutoff and in lieu of putting the officer, housing him in a hotel for a couple of weeks, we chose to do the temporary power to him so -- in order for him to have the use of his home. So it's a separate trailer that was housed on the property.

MR. MAGLI: Okay. Thank you for that clarification. Like I said, when you look at it and you read it at plain value, it's like, wait, hold on, these funds are being re-routed? So, you know, I just wanted to make sure it wasn't any -- anything that was --

MS. COLEY: No, it was a power that shutdown.

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So as opposed to probably paying $3,000 for him to stay off-site, we chose however much, maybe, you know 800 or something. I'm just giving a random number.

MR. GILBERT: Right. But thank you. That clarification was and is needed. One of the other things, too, in understanding the initiation and execution of a lot of the projects, we know that there is a time gap and I know we spoke about it before when you have provided updates in a similar fashion, but one of my looming concerns is who's tracking code compliance changes? Because I saw that come up throughout several instances here, where, okay, by the time they executed it there was a different change in code, there was a different code requirement. So I know outside of the unforeseens or the change of use of the facility or things of that nature, on the backdrop, you know, these codes are pretty fluid given, you know, city, state, you know, whatever changes that may be, you know, occurring in the backdrop. But if no one keeps an eye on that, by the time we move into implementation and we get closer to completion, oh, by the way, that code changed, so

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everything that you did, now you have to dig up a little more, now you have to trench down two more inches, and now you have to change from this rebar to that rebar, and so forth, and so on because there was a code change. So is there a mechanism in place just to kind of keep an eye on that? Because that seemed to impact a number of the initiatives that, from the past and even currently in the present report.

MS. COLEY: We work with the building department. So we are aware of when the -- and we get notification as to when the code changes. It doesn't change that often. I mean, it changes, but --

MR. GILBERT: Right. But see what I'm saying, when I see it pop up in this report, that's why I was like, okay, no one's talking to, you know, the building, the building code office of the city or whatever when I see it pop up here. So that's why I was like -- that's why I was a little concerned because I saw it before in past updates where, again, it was a code change. So it was like, okay, is anyone changing that -- I mean, tracking that, because of the time from initiating to execution? So that's why I ask it.

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MS. COLEY: We collaborate with the building department and it's our internal building department and, sure, we -- and we get notice when any code changes happen.

MR. GILBERT: Okay. So I guess going forward we shouldn't see any delays because of code.

MS. COLEY: I won't say that.

MR. GILBERT: Okay. But you see where -- why I'm asking the question. Because it's like when we're saying, okay, this is beyond the 50 percent mark of completion and now there's a code change, is that code not grandfathered because we've started? Or now do we have to go back and bring anew because it's not completed? Which is a quagmire.

MS. COLEY: Which specific item are you referring to?

MR. GILBERT: I'm sorry?

MS. COLEY: Which specific item on here are you referring to?

MR. GILBERT: Sure.

MS. COLEY: So there may be some context behind it.

MR. GILBERT: Sure, sure. Let me get right back to it.

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MS. FOLEY: Oh, fire alarm?

MR. GILBERT: I know the fire alarm kept coming up in the change of use of the facility.

MS. COLEY: Okay. So for example, number 5, okay, so the installation of the nine additional fire alarm devices?

MR. GILBERT: Well, no, I was looking at it for pre-construction validation of planning for -- on page 12.

MS. COLEY: I'm sorry. Where are you reading?

MR. GILBERT: Right. Let me get back to it because I made a side note.

I can circle back with you on that because I don't -- I don't want to delay the committee, but --

MS. COLEY: Okay. And the code may have changed from the time of design to start of construction. That's possible.

MR. GILBERT: Right.

MS. COLEY: Especially with these older projects.

MR. GILBERT: Right. And see, that's what I'm saying. I'm just more about the timeline from start to execution than what may have

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changed and that we're in contact with the building department to make sure we are notified before we get to the end and them saying we have to go back and correct something. So that was really the general concern. Because, like I said, I've heard it before in past updates where the code change had come up, but I'll make sure I get back to you exactly on where I saw it throughout the report.

MS. COLEY: Okay. We'll follow up. Thank you.

MR. GILBERT: Thank you.

MS. FERTIG: Pete, do you have anything?

MR. TINGOM: Yes, thank you, Madam Chair.

I notice the term for consultants takes a lot of blame in this. Does the auditing firm have any opinion of whether AECOM was at fault in some of these things?

MR. BLONDELL: I -- I would not -- I'm not going to say yes or no to that. I think there are -- as we've talked about -- I've been working with the district doing similar projects since about 2012. You know, there are many, many, many moving pieces to a program of this size requiring coordination between many departments and third

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party vendors. And the intent, obviously, is for the control structure to be in place such that things don't fall through the cracks, right, so that they're identified as early as possible and mitigated as much as possible. But even with that, you know, things will happen. And so I don't know that I'm in a place to say specifically who's at fault; right? As we talk through this and even just having this discussion today, is it -- is it -- was it the designer that missed it; was it somebody that didn't hold the designer accountable; was it somebody else that didn't see it fast enough? You know, it's hard to say; right? The nature of audits is that we find the issues and report on them. And, you know, unfortunately, with something that has as many moving pieces as a program like this does I think it's almost impossible to pinpoint one specific cause of an issue rather than, you know, multiple things that all happened at various times.

MR. TINGOM: In your study did you find sometimes that the contractors were either unable or refused to complete projects and physical plant operations was come in to complete it?

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MR. BLONDELL: I don't believe that occurred in this testing or in this sample. I believe in all these examples the contractor did eventually get the change order approved and finished it and I don't believe PPO was involved with these. I don't know. Sonja?

MS. COLEY: No, PPO was not involved with completing the projects.

MR. TINGOM: Okay. I appreciate the fact that we're going to recommend that General Counsel come forward with some form of liquidated damages or contractual agreements which puts some force behind them that we could have enforced. I know I had a number of projects when I was the principal of Plantation High School and I had a contractor which was relatively uncooperative and it took almost six months longer than it should have to complete the project. In all of the projects I had between where I worked only one contractor finished on time and under budget out of probably a dozen opportunities. So I think the selection of the contractor is significantly important and I don't know if that was included in your report or not.

MR. BLONDELL: We have looked at procurement

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of contractors. Obviously, as I'm sure you're well aware having been with the district I think you said for 36 years, there is a pretty strict procurement process that must be followed and guardrails in place that are intended to award the best contractor, you know, the most responsive and best priced and the best most advantage for the district. That was not specifically included in our testing for this one, but we have issued reports in the past related to procurement.

MR. TINGOM: Related to that; okay.

MS. COLEY: And just as clarification, we do have liquidated damages within the contractor's contracts.

MR. TINGOM: Okay. But not to the consulting firm?

MS. COLEY: Not in consulting.

MR. TINGOM: Okay. And when does that contract with the consulting firm end?

MS. COLEY: It depends. It's project specific. So we have consultants for different -- contracts for different consultants on different projects.

MR. TINGOM: Okay. Thank you.

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MS. FERTIG: Okay. I know we have another question, I just want to take a break for one second and welcome Dr. Howard Hepburn and John Sullivan.

SUPERINTENDENT HEPBURN: Thank you, Madam Chair. I can't stay. I've just got tons of conflicts today. So I wanted to take a moment to stop by while I can to congratulate you for being chair once again and also to congratulate you, sir, Vice Chair Mayersohn. So I just wanted to extend my congratulations. Also, again, just thanks for the support from the audit committee. What you do for us very valuable. The level of accountability and thorough review and insights that you provide to staff so we can continue to get better at what we do to make sure that we meet our bottom line, which is creating the best learning opportunities and experiences for our kids. So thank you once again, as well.

Thank you, Madam Chair.

MS. FERTIG: Thank you for coming by. We -- we will talk later. Thank you.

I do want to -- while they're here I do want you to know I do a report every month to the board and those are going to be written the next

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two months, but our last month's report was on the referendum and all the conversations that we had around that audit. So it went well with the board.

Okay. Mariah, you had one last question here and then we'll see if we can get a motion.

MS. RABIDEAUU: Yeah, just really two quick follow-ups. So I just want to go back on one of the comments about the consultant omissions and errors. Some of the contractors were taking on multiple projects with us, right, where we're seeing multiple consultant omissions and errors or unforeseen conditions from the same contractor. So I was just curious, what's being done with the new process to ensure that repeat partners are being held to a higher standard, especially if they plan to continue doing business with the district?

MS. COLEY: A higher standard in terms -- I mean, we have contracts in place. We are going to shore up those contracts and ensure that we are able to, again, if there's any issue go after the contractor early on. So we are working on those processes to ensure -- and, again, procurement, we have to get with procurement

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because that's another, in terms of how we procure these contracts. So, of course, we have a lowest bid as a government agency. They do have to be responsive and responsible. So with -- and we do evaluations on vendors and on architects. So we ensure that, you know, moving forward, if those vendors, if the architects or contractors are not complying, you know, they're given a low score. We provide those to procurement and that also weighs in. So, hopefully, the next round we'll ensure that we get, you know, better contractors, better architects.

MS. RABIDEAUU: Thank you. And then one really quick, I want to double click on the same concerns that my colleagues have shared in terms of this money could be going to other items. So on SMART, right, the M is music and art, the A is athletics, the R is renovations, those three I think matter the most to our families. An example where like a middle school in my area, just as an example, right, is not receiving enough support for band, replacing tubas or xylophones that are 10 years old, that are substantially less than some of the costs of

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these change orders. Same thing, bathrooms, you know, there's not even AC in Tequesta Trace's bathrooms and that's a renovation that, you know, could have been paid for by some of these change orders. Not that everything is interchangeable, right, but just the cost of it.

So given that many of these change orders were mostly for fire alarm devices missed during the design, at least in what we're reviewing, I was curious if when we do these audits in the future can we see the SMART spending by category against the original like SMART bond plans? Like what we intended to spend in each of those categories and where the ones that we're seeing are falling. Because it would be good to understand whether there's an imbalance between, you know, athletics or renovations and all of that.

MR. MAGLI: Madam Chair, may I?

MS. FERTIG: Yeah.

MR. MAGLI: So a lot of different topics have come up relative to just about everything involving construction. We know that here during this review, obviously, we target our review to specifically to certain areas and there's a

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measure of the scope of work and the objectives that we try to reach. There's lots of reports that have been done with those sort of things and in advance there was plans for the allocations and how they were supposed to be performed. Administration of those things are the things that we kind of come back later and are looking at. So the nature of most of what we're looking at is specific and topical to the issues that we think we can identify going and then help the district, say, going forward and try to eliminate. So in the right place of particularly all the different, you know, contributing factors that are involved in it, I think that a couple of these reviews we've recently done point specifically to delays starting in design, delays past that, some of the fallout to it relative to code changes and things. And I think there is some periods of time, again, Sonja would know better than I, the implications of extended periods and then the fire alarms coming out. But there was issues with the use. She mentioned that some of the preconceived notions of what was out there in the facility that was to be used as a classroom or for storage, vice versa, created

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different requirements. And those things are a little different. So there's a lot of different nuances to how the issues occurred. And, hopefully, they're tightening up all of these things and taking them under advice. The other issues, you know, are sort of different reviews and things that, you know, warrant extended discussion. But I will tell you that there are a number of reports. If you ask me right now to point you to them, I can't do that. Mr. Sullivan left, we might have been able to ask him some about the communication, but I will follow up about that, because there was lot of reporting on the SMART Bond and how those things were done, good and bad related to it. But maybe we can point you to that a little bit better following this meeting. I'll see what I can find out specific to that. And maybe Sonja can help me with some of that, but I think that I can help a little bit just based on what they've published. But then auditing something versus a report that comes out is different, too. We recognize that.

MS. COLEY: And we do have reports. I think, Omar, we do have reports from the Bond Oversight Committee on some of these things, too, and we've

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taken those suggestions and implemented some changes throughout our department.

MS. FERTIG: But just to be clear, there was a facility conditions assessment done by Jacobs prior to the bond coming which listed every -- I just want anybody who wasn't aware of this, listing every single room and every single school, every building, and what was going on. And I know that many of us at the time did express concerns about things that we felt might not have been added into that and there was a lot of conversation, we're 12 years down the road, and some of the very same conversations we had at that time I'm hearing today, which I find alarming. Not on your behalf, because you're trying to fix it by getting a policy in place, but I am not understanding how some of these things were not brought to the attention of the board and the school board attorney's office and pursued in a timely manner.

MS. COLEY: So just a clarification, the current -- the facility conditions assessment that's been conducted with the current vendor is a much better facility conditions assessment than was done with Jacobs.

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MS. FERTIG: Oh, I'm sure.

MS. COLEY: That was not a comprehensive assessment; just to be clear.

MS. FERTIG: And just to be clear, I know there was -- well, I'm not going to replay the entire thing and the conversations with the board about pursuing that action on that particular assessment, but, I -- I am really alarmed that after 12 years of the SMART program and the really great audits that you have done for us, thank you so much, RSM, for everything you do, that we have not been pursuing the E&O and I just think it raises questions overall about the management of the program, but so have some of the other audits.

So if there are no other other comments, do you want to transmit this with any recommendations? What do you want to do?

MR. MAYERSOHN: Just a motion to transmit.

MS. THEOPHIN-ATILUS: Second.

MS. FERTIG: Okay. Mr. De Meo? You're getting ready to vote?

Okay. Motion to transmit and second. All in favor?

COMMITTEE MEMBERS: Aye.

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MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: Okay. Thank you.
MS. COLEY: Thank you.
MS. FERTIG: Okay. We are on Number 10, Audit of Internal Funds of Selected Schools.
MR. MAGLI: Madam Chair? Madam Chair?
MS. FERTIG: Yeah, Mark.
MR. MAGLI: No, I just -- we have the two items, we have Property & Inventory and Internal Funds.
MS. FERTIG: Right.
MR. MAGLI: We also have, Mr. Shim has come so he can speak on the budget, it's on the agenda. I just wanted to remind you that we have those items also.
MS. FERTIG: Right. Right. And we -- okay. Anything on Internal Funds? Anybody want to make a comment on that one? There were two exceptions.
MR. DE MEO: Just briefly. Madam Chair, do you want me to go ahead?
MS. FERTIG: Go ahead. Yeah.
MR. DE MEO: Mark, do we -- is there a policy in place to do a reconciliation and get Great

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Plains up to date before the end of the year so that one example doesn't happen, you know, where there's undeposited funds? You know, something from the finance department that says, hey, all the schools reconcile everything before the close of the year so that books and record are up to date. Is there any mandate like that?
MR. MAGLI: So there are. I don't know if that's policy based. Is that -- is that in the policy, the close dates?
MS. GOULDBOURNE: I think that's a procedure that they have. They have a closing date where they have to close their books and then over the summer they have to do that a before they report those numbers into Accounting & Financial Reporting. That's my understanding of the process. A reconciliation is just an accounting norm that they have to do to reconcile their books. But they do have a closing date. I think it's June -- oh, sorry. I think it's June 9th that they do it, with the last day of school, that's their closing date.
MR. DE MEO: Okay. So then that was just noncompliance with policy, that one case?
MS. GOULDBOURNE: I don't think it's a

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policy, I just think it's part of their procedures that they give to the bookkeepers the closing dates.
MR. DE MEO: And, I don't know, Mr. Strauss probably knows this, what -- what are they, you know, eFunds or something, aren't we implementing eFunds?
MR. STRAUSS: eStore. eStore I think you're speaking about.
MR. DE MEO: eStore. Is that working or --
MR. STRAUSS: Oh, yeah. No, it works. I'm just looking at -- this one's not, obviously, under mine, but this is for yearbook sales it seems like, so -- which a lot of -- most of the majority of schools as we've seen before either do it through the eStore or through the vendor itself. In this case I don't know whether it was --
MR. DE MEO: Isn't it easier, too, for yearbook, they take it --
MR. STRAUSS: Oh, its much easier. It's definitely much easier. But what appears on this case is kind of what Nakia was saying was books got closed and then for whatever reason these dollars got deposited after the books were

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closed, so it was more of a technicality. It definitely should have been done, especially looking at the date, there's no excuse. I mean, the school's not even in session at this time.
MR. DE MEO: It's not material, I just was curious. Thank you.
MS. FERTIG: Okay. Anything else?
MS. THEOPHIN-ATILUS: So just to piggyback, I know as SAC chair, budget does close, I think school ends in May, so it would close like early April, because they ask that we sign off on it, but at the same time I'm wondering, is there policy or can we form a policy where, for example, the past three years I've been trying to figure out the remaining balance for the non -- unused, I'm so sorry guys, the unused teacher class wallets funds. Where are they going? I can't see them. So it's situations like that that I think we do need to look into. Even with the yearbook funds, like what's going on that we can't --
MR. MAGLI: Yeah, these are different conditions, like I said before. I mean, these are related in a sense, but they're different issues at stake and they would all have to be

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looked at individually. I know that there's ongoing stuff with class wallet that they're going -- I saw a PIVOT go out just yesterday, I believe. You know, they're always trying to do those things. But they're separate instances, they're separate occurrences, they're separate subject matters. So they would require a different look. They're not under internals for us to look at that.

MS. THEOPHIN-ATILUS: Is there a way that we can get like a detailed --

MR. MAGLI: Well, again, we're kind of working off our audit plan, we're working through all these schools that Ms. Lugo and her team and Ms. Gouldbourne and her team, us to get through for the requirement of what we have to get done relative to internals, we're working on the process. So we've got to work through that, but I'll take that under advisement. As I said, I'm always listening and I always want input about that. I have listened to just about everything here, even the ROCS program that popped out in the discussion today. I did an audit probably 15 years ago with Pat Riley relative to the ROCS program. So these things are all kind of

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ongoing, they're all separate issues. And so relative to this discussion, I don't know that it's germane to this, but it is something that we can take back as an audit team and keep it under advisement. So we'll do that.

MS. THEOPHIN-ATILUS: Thank you.

MR. MAYERSOHN: Yeah, again, not necessarily about this report, but kind of piggybacking on it, I did speak to Mark, because I know at one point in time we were looking to look at how we could audit SAC funds, you know, and accountability. So the possibility of bringing SAC funds into internal accounts may be some sort of an idea. Because, again, they're basically -- SAC funds are basically trust funds. And this way it could be incorporated. So if they were to do an audit on a, you know, high-level turning around and looking, okay, here's an expenditure, you know, is there a motion that was transmitted at the SAC meeting; is there some sort of, you know, lineage for approval method? But I know that they're taking a look at it and seeing what the parameters are and working on it.

MR. MAGLI: Yeah, I mean, similar to the other concerns that were just heard, you know, we

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are looking at a way for us to bring back some information relative to SAC. Nakia's going to be working on that shortly. She's finishing up a very important audit we hope to get to you soon. But the idea is that, you know, we have to kind of hit these things one at a time. It's not something that we would include in internal funds, but it's going to be done in association with the group that does the internal funds. That's a different think altogether. But we are looking at it. We're trying to see how we can make it most relevant and most beneficial and to provide the information that's seemingly what people have been concerned about, to confirm or deny that there's an issue, quite honestly. So we would be happy to come back and report that there were no conditions of concern. That's possible. So we're going to address that in the next few months and bring something back to you and let you know.

MS. FERTIG: Okay. Anybody else or do we have a motion to transmit?

MR. MAYERSOHN: Motion to transmit.

MS. RABIDEAUU: Wait. Wait.

MR. MAYERSOHN: Not a motion to transmit.

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I'm withdrawing my motion.

MS. RABIDEAU: You can hold it for a moment. Okay. Thank you.

So I'd like to start with a reconciliation question. We, just numbers based, right, Appendix C says about 75 million came into the school internal funds this year and about 74 million went out, if -- the balance should have increased, right, but the total dropped from 25.1 million to 24 million and then the progress report shows 23.19 million. So I'm not suggesting anything is wrong, but if there could be like a one-page reconciliation to explain the difference in those numbers, I think that would help with our continued effort to build public trust. And then -- oh, go ahead.

MS. GOULDBOURNE: Please tell me the page that you are looking at.

MS. RABIDEAUU: Yeah, let me -- it is under Appendix C.

MS. GOULDBOURNE: So --

MS. RABIDEAUU: Just from the totals.

MS. GOULDBOURNE: Oh, I see. I see what you're saying. So there are some -- this is in millions so there might be some discrepancies but

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we can -- we'll ask them to do that. We'll ask the Business Support Center to give that to us.

MS. RABIDEAUU: Just a little reconciliation. Thank you.

And then really quick, separately on page 44 where we have the Lake Forest Elementary, the transfers out exceeded transfers. We have that at like over 2,000. But why didn't that net zero? Did I miss that somewhere? It seems like it was an unbalanced transfer that wasn't flagged. Maybe there's a reason.

MS. GOULDBOURNE: So Mr. Smith is not here so I can't speak to exactly what it might have been, but I can follow up.

MS. RABIDEAU: Okay. Thank you.

MR. MAYERSOHN: Are you done now?

MS. RABIDEAU: Yes, I'm done now.

MR. MAYERSOHN: Okay.

MS. RABIDEAU: Thank you.

MR. MAYERSOHN: Now, I go back to my motion to transmit.

MR. MEDVIN: Second.

MS. FERTIG: Okay. It's been moved and seconded that we transmit the Audit of Internal Funds of Selected Schools. All in favor?

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COMMITTEE MEMBERS: Aye.

MS. FERTIG: Opposed?

(No response.)

MS. FERTIG: Okay. Motion carries. And we are now down to Number 11, Property & Inventory Audit of Selected Locations. Unless you want -- unless we want to give Mr. Shim an opportunity to speak because I know he's been here for a long time on the Ending Fund Balance. Are you all okay if we move that up and then he can --

MR. NAYLOR: Yeah.

MS. FERTIG: Okay. Great. Is that okay?

MR. MAGLI: Yeah.

MS. FERTIG: Okay. All right. You're on.

MR. SHIM: Hello and good morning. Omar Shim, task-assigned Chief Financial Officer.

Can you hear me okay?

MS. FERTIG: Yep.

MR. SHIM: Okay. So this year we adopted the budget on September 9th, and, generally speaking, the total budget with all funds is about $4.7 million. General fund is 3.5 and capital is about a billion dollars. And other funds make up the rest. So for the general fund, essentially, charter schools and FES is about 945 of the 3.4.

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Schools are allocated at about 1.1 billion. Operations of schools, that includes maintenance, it includes transportation and utilities and things like that is about 908 million. And other divisions is 334 million. Within that number there is our fund balance is 156.6 million. The assigned/unassigned is 84.4 and that's at 3.5 percent of revenues. And that sums up the budget, basically. And that's our projected fund balance. Our budget is balanced and that's what we project to end of year. Any questions?

MS. FERTIG: Questions? Yes.

MR. NAYLOR: We had requested that this be provided to us -- it's on. We had requested that this be provided to us at least quarterly in a report, and I'm just wondering what that schedule is.

MR. MAGLI: So, if I may, are you -- are you not, Mr. Shim, reporting monthly now to the board on this?

MR. SHIM: Yes, we are reporting monthly to the board for the monthly financials and budget reports.

MR. NAYLOR: Okay. So then that report could be provided as part of our package?

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MR. MAGLI: Or, you know, we could provide you links to however he's publishing it. I'm not sure exactly how he's bringing it to the board, but we can certainly make sure this committee is provided access.

MR. NAYLOR: Thank you.

MS. FERTIG: Anybody else?

MR. DE MEO: Two and a half percent; is that what you said?

MR. SHIM: It was three and a half percent.

MR. DE MEO: Three and a half; oh, okay. That's my question. Thank you.

MR. SHIM: And just to follow up, we are very aware and during our budget workshop and school board meetings, our adoption hearing, I just was very clear to the board about how close the fund balance is and it's a very tight year. And so we're, you know, making sure that we do every effort to protect the fund balance, and if there's any opportunity, to increase it.

MR. DE MEO: All right. I'm going to ask you directly, that $879 thousand finding on the FTEs, is that booked? It's a liability.

MR. SHIM: I'd have to do a follow-up on that.

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MR. DE MEO: Okay.
MS. FERTIG: Okay. Anybody else?
(No response.)
MS. FERTIG: As always, we appreciate having you come. And I guess we're going to look forward to monthly reports. Right, Lew?
MR. MAGLI: Madam Chair, I think Nakia wants to make a comment.
MS. FERTIG: Oh, okay.
MR. SHIM: I just wanted to thank the committee and it's a pleasure. Thank you.
MS. FERTIG: And thank you for waiting.
Okay. All right. We're going to go back then to Property & Inventory, which is number 13. I'm sorry. Nakia, go ahead.
MS. GOULDBOURNE: Really quick, I just wanted to answer Mariah's questions about the 1.7 million. So we did an audit report last year on the BSC where we found some of their internal funds were held in that total. We did a report last year on the BSC that a part of the money that they were holding should have been special revenue funds that was included with the district, so they moved $1 million of that fund into the district as special revenue.

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MS. RABIDEAU: Okay. Thank you.
MS. FERTIG: Okay. We are on Property & Inventory, we're going to start on this side this time. So anybody have anything on this report?
MR. TINGOM: No.
MS. FERTIG: Okay.
MR. GILBERT: Madam chair, I just have just a few and I'll try to keep it short.
One of the biggest things that I keep seeing is that, although a lot of schools are reporting that they've done and completed their inventory and that there is no exceptions, but on the back end we see that there's a report of a number of items that are missing serial numbers. So my question would be, is there a way that once they submit saying that they've completed that we then follow up and say could you send me your -- your -- your report on missing or omissions -- omitted, you know? Because, again, that'll verify, like, okay you're submitting something that you said is complete, but this report shouldn't exist if it is completed.
MR. STRAUSS: Yeah, I believe in the report in which they do, through our what we call BCPS Central, there is a section that speaks to

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discrepancies and that they can make notes of those discrepancies. But just because they made note of the discrepancies does not absolve them from fixing the discrepancies; right?
MR. GILBERT: Correct.
MR. STRAUSS: So they can sit there and note it and now the question is are they following up to fix them? And I would just share with the committee, you know, in working with Mr. Magli I have put out to the schools lessons learned kind of things, you know, some highlighted things. That was actually one of the items of note. So it's as I sit here each month as the committee and listening to some of the concerns and working with Mr. Magli trying to improve the process with each school. Literally, as I've been, you know, just sitting off to the side I've been emailing my schools, hey, your quarterly report because you had an exception is due, you know, in a week or so. So these are the processes that we're trying to continuously improve upon so then we don't have these repeat -- well, we don't have repeat, but we won't have repeat situations, but that definitely is something noted.
MR. GILBERT: Okay. And, secondly, I've seen

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the report before and this is obviously the second one that I've had the opportunity to review, and there's a reference to a lot of COVID era assets that is in the ether somewhere. Is there plans to target specifically that to audit? Because, of course, there's a lot of the responses from those administrators is that, no, we said that, hey, this has been taken off our books so it should be taken off our books but hadn't and it's still up under their -- their house. How do we go back to rectify those COVID era specific items that somehow seem to be wandering; or misplaced; or missing altogether?
MR. STRAUSS: Yeah, so I know there was a database that existed through IT with -- let me back up even. So during COVID times, in 2020, 2021, when we literally were, you know, having to distribute laptops out to families kind of like the McDonald's drive-thru, basically. That's what was happening, they were literally driving through. And on top of that this school might have had an abundance where this school did not have the abundance. So this school lent them theirs and I mean --
MR. GILBERT: Right.

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MR. STRAUSS: It was -- it wasn't anywhere going to be perfect. So noting that, they developed a database to identify these laptops. Schools then issued a letter basically asking for the removal of those from their inventory, I believe, if I'm saying that correctly, Nakia and Mark, and they're supposed to get removed from their inventory. We're trying to be proactive with our schools now saying, get this done, you know, especially we're in 2026, it should have been done already.

MR. GILBERT: Right.

MR. STRAUSS: So we're trying to rectify it so it doesn't even come up anymore.

MR. GILBERT: Right. Because I have seen a lot of the administration response and it's like, no, we submitted appropriately, but somehow they're still being held accountable for it. So definitely I'd like to see some movement in that area. Because, of course, it's discerning to the administrator's, like, no, we've done it, but we're still being smacked on the hand for it. So -- and, lastly, when there are legitimate missing items and those schools do properly report it to law enforcement and everything else, what are the

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next steps for them? Because I know they're still on the line for those items until they're resolved; what are the next steps?

MR. MAGLI: So there's two parts to that. First to answer your COVID question, your COVID-related item question is, there was a period of time where they were supposed to report in if they had losses and confirm what came back and what didn't. And a number of them didn't do that. So when we're saying that they're doing it, they may be trying to catch up now, which is long removed from that period. I don't know which administration that was. It was School Board of Broward County, I mean, as far as superintendent, but I'm aware of that.

Merlin, do you know who issued that COVID mandate?

MS. BUTLER: Runcie.

MR. MAGLI: Mr. Runcie. So that was all the way back to then. So the idea was that they gave them, and they gave them sort of some semblance clemency, I don't want to use that word, but an understanding with those specific pieces of equipment, that they were to, in fact, account for the things that came back and those that

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didn't and report accordingly. And that's quite a while ago.

So they're surfacing now because, again, we're going back on the same thing as these discrepancies and things. Mr. Shim left. I have, you know, provided information based on Ms. Butler's repeatedly reporting relative to what's happening at the sites. I know that the regional offices have been putting together things to be informational. And that's what I provide is sort of data and just, you know, the recurring issues. Nakia put out a report with Raysa last month in August relative to the trends and the things and it's similar to what I've been doing with property with the regional offices and the deputy and the superintendent, himself, to make him aware. Because they're not there at the school doing it, but logically they understand what goes on. So they're just sharing that information. Mr. Shim, this is a concern that I actually brought up with him, because just as much as these discrepancies that we go one by one to each school to address, wholistically, you know, if we look at the data as it was, it's like 16,000 records that have issues and we identified those.

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We did some run on it. They can do it by the individual location. I think that's what he spoke to, is he's asking them to go in and be responsible for your own location and your own stewardship of the assets. So it's really just a matter of they have to catch up. If there's a true theft, okay, we would hope that, you know, it's a shared responsibility to everybody. You know, I come to my office every morning and I have a monitor there, I have my laptop there and whatever. And if it's missing I know what to do. In a classroom environment they have so much going on. Maybe they don't immediately identify it. But at some point they should know that something's occurred and where to go. Or at least, if they've been given instruction, that they would go and verify it. If they have some curriculum they might have pieces of equipment that they don't use until the middle of the year. So then you have to make a deliberate effort to do it. So all of this stuff can be done, they just have to kind of catch up.

So there is a way to report theft. There is a way -- there's no policy that says you can just lose stuff.

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MR. GILBERT: Right.
MR. MAGLI: And you don't want to say that, I mean, but you do want them -- you want to be able to report it. If you can report it, at least you're acknowledging that something happened, but it doesn't mean that we're not going to flag it because later on -- you just can't have a series of things that are just lost. What we encourage them, and you'll see it even in the recommendation is, even after we leave with the items that we've reported as missing, please continue to search for them. Because we're not so sure they're all missing still.
MR. GILBERT: Right.
MR. MAGLI: It's just the controls are not in place.
MR. GILBERT: Correct.
MR. MAGLI: And they really have to do a hard sweep of the whole environment to see what we have. And if it's stuff that doesn't align based on serial numbers and things like that, we'll get that stuff fixed so that the next time we come around it will be okay.
The concern I have, and I've shared with Mr. Strauss about this, is we're taking a grouping, a

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sampling of that stuff and this is what we're coming back to you with. Outside of our sampling, the same sort of things. We are addressing all the omissions. We are addressing nones. That's part of our process now. It's something we worked out, we thought was important to move the whole thing forward. So that's happening in our process. Hopefully, they're catching up. I think that they understand the seriousness that's been brought, they probably haven't heard as much about it in the last couple years, I don't know, but right now it's going out. So, hopefully, that stuff will come back together.
MR. GILBERT: Okay. Because I know administration I'm pretty sure wants to, you know, be very, very supportive and compliant with everything, especially dealing with the assets of the school, the district. But I know once it goes into writing, then it's a concern and there's, of course, a reaction. And I just want to make sure, that, hey -- we're like, hey, guys, we're working with you, but we still, like you said, we have a duty to report, you know, and, you know, follow up to see, like you said, if

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there's serial code misalignments, okay, that's why we couldn't find it or whatever the case may be. So I just want to make sure, you know, the administration knows, hey, we're not here to ding, we're here to just help you resolve and secure the assets.
MR. MAGLI: We just report.
MR. GILBERT: Right.
MR. MAGLI: You know, and how the reaction is, and even with our recommendations, whether it's internals, whether it's construction, whether -- you know, we're reporting. We circle back to see how the state of affairs are.
I mentioned that even during that Bright Futures item that came through the AG, even though we weren't directly impacted in a negative way in that report, you can still see what other people had happen and then ensure in your location that you don't. I mean, it's a little broader of scope as opposed to here where we can communicate from one side to the other of the district and, hopefully, we'll get the benefit.
MR. GILBERT: Thank you, Mr. Magli. Thank you, Mr. Strauss. Thank you, Madam Chair.
MS. FERTIG: Okay. Yes, Mr. De Meo.

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MR. DE MEO: Okay. I'm going to start off with a comment. I think there is a disconnect here. And I'm not sure if it's pervasive or not. I hope it's isolated. But in the response to your audit of Stranahan, Mr. Magli, the -- let's see what the title is, the central regional superintendents wrote their initials on the response. The principal disagreed with almost all the findings but didn't explain why there wasn't documentation, flood disposals, 70 unaccounted items, no paperwork, unprocessed laptops, what is it 40 of them, no paperwork. And then the one that gets me the most is -- I had to look this up, a Hunter alignment post, do you know how big that is? You need a truck to move that. And a wrestling mat? Who the heck -- how could -- how does that disappear? And then there was a nurse, a lifelike anatom; how do those things disappear and there's no -- is there a police report? Is there -- was security, our security at the school involved? I don't understand that. So what I'm getting from this is that -- or my concern is is that I think the principals are burdened with lots of things, not the least of which is caring for the children's

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education. And this, apparently, doesn't seem to be a serious matter for the principals or the central regional superintendent. I just hope that that is not widespread. Because this is what this response tells me, that, oh, well, all right, so what. $11,000 item, which today is worth $11,000, I don't care when it was bought. Those things are used every day. You can go to any garage. So, I don't know, I'm mostly making comment here, but, Mr. Strauss, you know, there needs to be a meeting of the minds. There needs to be tone at the top that says, this is important, and forget the training. Come on. They know what to do. They could pick up the phone and ask you guys. Enough with the training. There has to be -- I don't want to say accountability, but there has to be tone at the top that says, this is a priority for you, if that's what the school board intends. If this is a policy of the school board it's got to be followed. That's all I got.

MS. FERTIG: So I'm going to have to make a couple comments on Stranahan, a school I have photographed many times over the years, so I can tell you I have seen surplus stuff that the

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county could not take and just sitting in classrooms in the back. But I want to go particular to the flood of April of 2023 and I believe the principal that's there right now was not -- I believe she came in 2024, can you verify that?

MR. STRAUSS: After. That was after.

MS. FERTIG: And so for any of you who were not in an area that was really impacted in April of 2023, I live in Fort Lauderdale, I walked a lot of those neighborhoods with other people taking in items for people who had kind of lost everything they had. And, I mean, it was just shocking. It was like a bomb had gone off. People's belongings, everything they owned were out on the curb waiting for people to get rid of, the water had come up, you know, sometimes four or five feet inside. And knowing the location of the band room, I just would say I think that was an extraordinary situation, and she was not there at the time, but the previous principal was an excellent principal. I just can tell you, I'm sure that was probably replicated by all kinds of public buildings in Fort Lauderdale that could not -- our city hall for example had to be

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immediately, you know, they just left it. And so I think that's one situation. I see a lot of historical on here. And when I see that on schools, that's really old equipment and you don't know when that disappeared unless you were looking at the previous report. I know this seems like a lot of stuff, but I just did want to speak up about the flood. I think that was just an extraordinary event that we, hopefully, don't have again to that degree.

MR. DE MEO: Were these exceptions noted on a previous report?

MS. FERTIG: Well, I don't think we -- I would have to defer.

MR. MAGLI: No.

MR. DE MEO: No?

MR. MAGLI: No. So to Ms. Fertig's point --

MR. DE MEO: Where's the piano? That's what I want to know.

MR. MAGLI: Well, so, again, there's a lot of different circumstances that clearly it happened over a period of time that occurred. You know, take for instance you pointed to the wrestling mat, and, really, you just have to know that your wrestling mat is there, what the numbers are

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associated with it and know that nothing's changed. If it was interrupted, service was interrupted, you were going to do something. It was destroyed or you were going to just flat out get rid of it through B-Stock or B-Stock instructs you to throw it in the dumpster, whatever be the case, it has to be documented and it has to have backup to say that's what's -- the decision has been made. We don't endorse the garbage thing, by the way, it should go in its process, but as an example. And even if a negative occurrence like that would happen, some sort of a, you know, act of sorts, the flooding, we have issues with mold and mildew that has had areas, you know, and they've cordoned it off, but you've got to have an accounting of what was in there to begin with so that when we cordon that off and we make that sort of decision, not we "me", but the district, to make that for the safety purpose or whatever be the case that we can do it. So, much, like I said before when I gave the example about teachers kind of knowing what's in their room and, you know, I think Mr. Strauss knows that they have property teams and he's started, I think, to endorse that concept

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again and probably thought it was happening a little more like that in the past because one individual cannot do this. It's a big, old school and you can't be at all places at all times. So you have athletic equipment, wrestling mat. I wrote up a school that I used to coach football at because all of a sudden a sled was missing. Well, it didn't just go missing. Somebody gave that away or somebody took it. But somebody should have known at some point that a football sled disappeared.

MR. DE MEO: Yeah, and let me just interrupt. Aren't inventories required periodically, I think semiannually? So how many opportunities have we had to address this at that school; five; six? I mean, maybe it's a special one-off situation, but, you know, Mr. Strauss, I hope that there is a meeting of the minds on this, that people view this properly, the way that the board views it, how important it is. I -- this seems to say not.

MR. STRAUSS: Yeah, I can't speak to this specific audit because I'm not -- it's not a school under my purview. However, like I said earlier, and my response is, I did literally just send out an email to all principals speaking to

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the trends and the lessons learned as I've been the one sitting up here for the last year or so coming to the audit committees and hearing the feedback from you all. So I definitely impart that tone back to the school principals and I can speak specifically then to my narrower set of the principals that are under my direct supervision, I then, you know, have an additional tone of, you know, concern, especially for those that have had prior exceptions to ensure that they're getting back on track as well, because I don't want to have to have a repeat of a situation. So that's definitely there. In our general principal meetings that discussion's been had from Dr. Fulton down to all principals as well. So it's not falling on -- this doesn't fall on deaf ears. There's been discussions around the P&I consistently.

MS. FERTIG: Just one thing that I thought of when I read this audit just because I am familiar with Stranahan, I'm wondering how much -- this is something that I am wondering overall, we've seen an increase in the number of items in recent years, thanks to Mark's previous work, which he never wants to take credit for, we have really

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gotten the number of exceptions down on these Property & Inventory, but we've seen them spike in the last year. And when I saw this particular one I was wondering how the SMART Bond work has impacted in schools. This one was one of the three poster child schools for the district, has undergone significant renovations and changes and so forth. I'm wondering, Mark, and I don't know if there's a way to quantify this, just as another aspect of SMART Bond, how that might have impacted what happened with this? And then in response to your questions, I'd kind of be interested in seeing the last Property & Inventory audit that was done on this and to see what was noted there.

MR. MAGLI: We could see if there's any connection. You know that at your request Ms. Butler has sort of broken them out, the new items that are even more specifically purchased through that. We haven't really been able to make a clear -- do a comparison to show whether the items that are actually missing have anything to do with any of that kind of thing in construction or any renovation. I don't know how we -- I'll definitely consider it and see if there's a way

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that maybe we can do that. The issue is that relative to that and the ongoing work that's done at the location and them keeping what we call the secondary database, they would know where their records, you know, where their stuff was, at least at a point, and I don't know when that got a little blurry, but at a point they had records of that and as they would move stuff they would amend their own database. We asked that that -- that was kind of sort of a thing. It was built into the business practice bulletin that they should do that. So if anything was gonna happen or any kind of renovation, it kind of -- the same thing, you should kind of move the stuff and record the stuff.

MS. FERTIG: Yeah, and the wrestling rooms were replaced and so forth, so I'm just looking at the wrestling mat.

MR. MAGLI: We'll look and see and we'll talk about it and see if there's any way for us to draw any conclusions. I don't know that we will be able to do that.

MR. STRAUSS: Like I'm wondering when I see this, with all the music equipment that is listed as missing, is through the SMART when they

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received -- I'm assuming they received new equipment because this equipment's in the '90s, they most likely through SMART received new band -- the question in my head is what happened with that paperwork trail to get it off of the inventory? So those items very well might have been properly disposed of but from a paperwork standpoint things weren't done properly. So I just don't -- that's what I'm wondering when I look at something that vast when it's, you know, as great as that definitely is a possibility.

MR. DE MEO: Is somebody walking around with a tuba?

MR. MAGLI: And to add to that comment, I mean, one thing is, and we've said this many times, you know, when people have talked about the age of a laptop, well, yes, we'd like to have new stuff all the time, but we're going to use what we have. And under those circumstances I find it hard pressed, even though they had limited, very old stuff, band directors don't like to let go of anything. So the likelihood is probably not that they disposed of that, but maybe they did. And just the same, you know, it's a very simplified process to create the

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forms and get them signed off on. Now, following through on the processing, that takes time through the departments and such, you know, like anything, you have a record of it, that you sent it off on this date, that we provided it to you, we checked back in a month and it's still sitting there, in this case that would be accounting and financial reporting. So I understand -- and they don't have time to sit there with all this stuff over and over again, certainly not principals, but that's why somebody has to follow up on that in the school to make sure of it. And that's what we've been suggesting, is just really know your records, know where you're at with this stuff. And, then, you know -- we could sit up here and speculate all day long and night as to how and what happened, but at the end of the day is that the process wasn't followed and we just are sitting here talking about stuff that could have been stolen. You know, many years ago I used to get calls from pawn shops about instruments, I'll tell you; okay? And then the best part is that we would have to buy them back. Imagine that. And then at that point you're saying, well, is it even worth it for us to do

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that? I mean, that wasn't my determination. I would just run the numbers and check. So these things, there's a lot of little nuances to this stuff. Hopefully, we're going to be -- we're turning in the right direction. I think with the support and the attention that you're giving it I think it's being heard and we'll see how long it takes.

MS. FERTIG: And the other comment is, there's so much musical equipment on here I would see how much of that was impacted in the flood, I'm just saying from the physical location, and was not. I just think those would be interesting, because there's, obviously, a lot of SMART money that it would kind of be nice to know what happened, why there's so many musical instruments as opposed to other audits that we see.

MR. STRAUSS: Remember, these instruments were not SMART because they were from the '90s.

MS. FERTIG: Well, some of it.

MR. NAYLOR: Yeah, but the replacements.

MS. FERTIG: Some of them are.

MR. NAYLOR: Some of the instruments, though, when the schools got SMART money to replace their

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instruments, I know some high schools donated or transferred their instruments to a middle school program that -- that could be uncorrectly recorded also.

Can I ask a question? A lot of these things look like the items that are missing are necessary items for education. So what happens when those items are misplaced or whatever? Are they replaced so the students have access to the technology? Because a lot of it is technology. And my question is, in the purchasing process, when you have to purchase something to replace an item that's existing, is there -- before it can be purchased, is there a part of the process that gives a resolution of where that old item is? So like a justification for a purchase, there's no -- is that something that can be added to the purchase process?

MR. MAGLI: Well, to my -- the purchase process in and of itself is not connected to a prior existing asset. I understand what you're saying. The issue would be, again, if it was a theft, if it was my laptop, there are some issues you can maybe make with risk management. I don't think there's a replacement for that. And

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generally, of course, there's a lot of stuff at the school they would hope you have some sort of secondary or backup to do that. But there's no connection between that and taking care of the individual asset to be retired, which is what would need to happen, is it would need to be retired using the proper mechanisms and paperwork and so forth, and then a new purchase would be introduced and a new record would be created. There's nothing that I'm aware of that has a replacement like that in the system.

MR. NAYLOR: Well, is that something that would be worth considering? Because it would make tracking your inventory a heck of a lot easier.

MR. MAGLI: Well, to that point, I mean, even so much as like new purchases and the serial numbers and all that, long ago I -- you know, I posed that, but it wasn't something that the system could do. I reintroduced that as a statement. I don't know where it's gone with the new ERP system that's going in, but I hope it will be, because it will benefit the schools, it will benefit, you know, for tracking and it would certainly benefit for us, so why wouldn't we want

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that? We would definitely want that.

MR. NAYLOR: Well, and it would potentially save the district funds.

MR. MAGLI: Yes. Yes. And to your point about things moving from location to location, there's a mechanism for that. It just wasn't probably followed. I don't doubt -- that was a thing that used to happen. The high schools would refurbish their equipment on some level and they would have some partner middle school. I can't say for certain if any of that's happened in this case, but that was a common occurrence.

MR. NAYLOR: I know Northeast donated some of their equipment to Rickards, I believe.

MR. MAGLI: Yeah, that was a common thing. I used to encourage principals to evaluate and talk to their neighboring people in the zone, to see if maybe we can use this stuff somewhere else, you know. And I don't know how they're structured now with that. But that was sort of a thing. And then there was sort of a surplus list that went on, a database that they used to keep. I don't know. Are they doing that still, Merlin?

MS. BUTLER: Not that I know of.

MR. MAGLI: But people would post.

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So, hopefully, these are things we can do, especially with these constraints that we're in, the times that we're in and the financial constraints we're under. Hopefully, we can do some things like that. But we definitely have to tighten up.

MS. FERTIG: Can you just provide the data to follow up of when the last property & inventory audit was at this school, just --

MR. MAGLI: At Stranahan?

MS. FERTIG: Yeah. I'd just be curious on that. I know we've had it before us, so, yeah.

MR. MAYERSOHN: So, to that point, on page 13 it says, obviously, conducting the semiannual inventories. It says the forms were submitted, obviously, the inventory was conducted, but when audit came in 172 property items were not located.

So I guess I turn to Mr. Strauss who has expertise in this area, how does that happen? And, again, they're not looking at all the items, they're just picking a handful select of the 20 million items. So how does that happen if, again, the response by the principal is, we're going to perform these audits, you know, and then

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we're going to pick out what we think are high susceptibility items, whether it be piano, wrestling mat or whatever it is. But how do you do an inventory, which is what they're supposed to do, and then find out that it's not just like five or six items we're missing, 172?

I mean, I would have liked to have seen that response of someone messed up. And -- and, as, you know, you sat here, it's okay if somebody messes up but it's a learning process. You know, as I said, I mean, we've all discussed here, we don't know whether the items are just misplaced, somebody took -- you know, like the laptops, a student took it home and never came back with it. It went out in somebody else's inventory and just the paperwork wasn't recorded and it may take a while to find out where it is. I get those things happen, but --

MR. STRAUSS: So what I would say is, and you've heard Mr. Magli speak to team versus a person, and I would say, unfortunately, more than not, a lot of these are done by a person, who's, you know, going through, you know, maybe the tech specialist or whatever, and -- and for the team to actually do it. So, you know, like I look

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here and look and see a lot of music equipment, right, so that band director should be a vital part of the team member; right? The athletic director should be a vital part of the team member. The head custodian should be part of the -- the media specialist, like there should be -- and that's what I put in my lessons learned to the principals. I'm like, these are must-have team members, and then, you know, depending on the school, what else you might need. But for when they go through this process I'm going to speak back to things. And I think the problem that exists is when they enter that in the semiannual, and even if we're to look at it, how would I know that 172 are missing from my lens? The school reported that everything was good. Right? So it's really the school going back and verifying. So you say your team does whatever they said, similar to what they do, take a sample, pick a hundred items. Show me these hundred items. Do I get it 100 percent or do I get 90 percent or do I get a 50 percent? And then tackle it from there. So that's really one of the things that I'm trying to work on with them is, do slivers of things, do some sampling

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of the process, do checks and balances against those individuals who are reporting. That person might go, yeah, everything's good. I know this fool is not going to sit there and check on me, so I'm gonna say it's good. Maybe that's what's happening. I hope that's not happening, but in reality that might.

MR. MAYERSOHN: Or, again, just take departments in the school, the English department, August is your month, tell us what you got. We're going to go over it with a fine-toothed comb to make sure everything that you have on inventory is there. They got another year, but you're sill doing a -- you know, did you lose any books? I mean, whatever is in the inventory. Did you lose any tubas or saxophones? No, we have them all. Did you check them? Yeah, I checked them. It looked like they were all there. I mean, I get it. And I bring up, you know, this point, and I think Mr. De Meo had kind of mentioned it, we put a lot of stuff on principals, a lot of stuff. And, you know, to me, their priority is education. Now, is having a saxophone part of the education process? If you're a band member or you're in there, yeah,

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you need to have your instruments. But they're -- and I don't know whether it's cost effective to have somebody, as you said, besides, you know, the micro-tech or somebody, but have a process in place that, very similar to the Business Support Center, and, again, I'm just throwing things out there, I don't know, I don't have the answers, but somewhere where there's somebody checking property and inventory. Not necessarily the auditors, but somebody that does that on a regular basis, you know, the same guy that's responsible to make sure there's maintenance in the bathrooms or the fields are landscaped properly. You know, whatever it may be, somebody that does that outside of the education framework. Because it is education but it's not really. I mean --

MR. STRAUSS: It's an operational item. I mean, obviously, because you're doing that. And to the point that you're saying, if you properly have your team structured, you could look at it from a variety of ways. So that band director would, obviously, be responsible for all the band instruments. But, then again, like anything can happen. The band director can go, yeah, I'm

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good, 100 percent. If somebody's not going in and checking to make sure that the band stuff's there, and like I keep saying, just sample a little bit. Even if it's just five, show me the -- here, I randomly selected these five items show me everything, whether you have, you know, property passes or the actual items. Boom, I found them, five for five. It at least is going to give me a little more confidence as we go through things. And so that's the process I'm really trying to get instilled within our schools' effort. And to your point, yeah, that's above and beyond everything else that we're doing to instructionally improve our schools.

MR. MAYERSOHN: And, like I said, financially whether it's efficient to just do it one way or another way, or, you know, expectation, two laptops are missing that have been there for 30 years, it has no value. But was it missing 30 years ago or was it missing, you know, last week that we just found out that somebody put the wrong paperwork in? So it's a work in progress, but for us --

MR. MAGLI: To your point -- Mr. Mayersohn, to your point, I mean, that is what we do. By us

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showing up, they know we'll show up.
MR. MAYERSOHN: Right.
MR. MAGLI: So the idea is that they're going to be there just the same way as the individual location, you know, Mr. Strauss showing up and checking or asking for this stuff, they know that he's going to check it.
MR. MAYERSOHN: Right.
MR. MAGLI: The same the principal says, said AP or whoever staff there are that I'm going to check here or there, not often but that I will.
MR. MAYERSOHN: Right.
MR. MAGLI: So, you know, those kind of things are the things that we've seen that have been successful over time. And that's why he knows, because he's seen it be successful, you know, relative to, you know, a team concept of it because it's just-- it's way too big. We have five people and Merlin. So we haven't been there in a number of years to Stranahan. I can check the actual date. It's been a while. The concern is if we're not there is not really the factor, because we're just coming through to check the controls, check to see that things are right. We're not there to police it, you know, and to be

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in place to do that. What you would need to do that as a district department is pretty significant if we're only doing this at the level of accuracy that we're doing. So it involves a whole group of people from the budget keeper, to the support staff that's there, to the individual teachers, and you know, curriculum subject area people, all the way up to administration, who also runs the budget. Okay? So, you know, those are financial considerations. This is, by extension, of course, a financial consideration. I'm not here to say who has to do anything, you know, but they are the custodian by policy and by rule of the location and the owner of the assets. However that is, you know. So we do know that some are doing well with it. This is sort of the history, is that some people are doing really well with it, and then more people were doing really well with it, and then pretty close to everybody was doing really well with it. So it's doable. However they want to do it as a management group, you know, I'm just here to support them with information and we'll do what we do.
MR. MAYERSOHN: Right. I mean, like I said,

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it may even be, I mean, teachers get stipends, people get stipends for, I'm a head coach of whatever, I get a stipend. I mean, maybe turn around and say, hey, if you have a clean, you know, property and inventory audit we'll give the school, I'm just throwing out a figure, you know, a thousand dollars stipend, they can do whatever it is. Sometimes money motivates.
MS. FERTIG: My point in asking for that last Stranahan was to see if any -- when you did that is there any stuff on there or not? But clearly in our conversation today my one takeaway is that when we're in points of crisis like COVID, when we -- you know, no one's going to dispute the fact that you were deploying laptops as quickly as you could to help kids out, help families out and so forth. And the flood, those are things that, you know, were unavoidable and everybody was doing what they could. But I don't know that we're set up to keep track of what we're doing when we're doing it. So I'm probably not explaining this well, but we might want to look at putting a process in place for a disaster or something else, a special process.
MR. MAYERSOHN: A special process. But to

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your point, when hurricanes come through and you have as cities and counties and municipalities want to take out debris and they want to use FEMA money is that there's a process that FEMA has, that if you don't follow that process to the letter, FEMA will claw back that money.
MS. FERTIG: And by the way, we enter our inventory on FEMA so --
MR. MAYERSOHN: Right. Even though it exists. And everybody can verify because 20 people were looking and saying you had 85 million tons of whatever, debris, they're going to say, well, you didn't weigh it with this thing, you know, whatever the parameters are, and they're not going to give you money, so --
MS. FERTIG: And then when you get the money, was it used for Northeast or --
MR. MAYERSOHN: Right. They want it back because you didn't cross your T or dot your I.
MS. FERTIG: Go ahead. I'm sorry.
MR. GILBERT: Madam Chair, just to expand -- I'm sorry, just to expand your thought, because that was actually the note I was -- I was making just to as a follow-up question, is there in place a post-disaster directive, flood, fire,

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natural disaster, act of God? Because the reason I didn't narrow in on Stranahan, because I know they noted that there was an external -- well, first of all, they were given an order to stay away from the impacted areas, and then there was an external recovery group to go in and, you know, obviously, remove, repair, restore, and they relied on reports from them about anything that was excavate or whatever. And I know Principal Gayle, obviously, came after all of this, what -- what -- is there a process, number one, and is that being communicated? Because, again, if you're relying on an external company to say, hey, okay, look, in our process we removed this, we removed that and rely on those records, which they hinted towards in their response, how do you then handle and be in compliance with expectations?

MR. MAGLI: Like I said before, you know, it becomes an issue of them certifying the issue, the extreme circumstances, documenting that, which everybody would have to do. I went through Wilma with this a bunch of years back; okay; the whole county. I mean, there was some silly things being reported, I can tell you. But in

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the back end of it, those who had and knew where stuff was could report the stuff's there and it got damaged or whatever be the case. Maybe not at that moment. But, once again, if you're out in front of it and you know what you have, you know what the area contained, and then, God forbid, a fire or a flood or a hurricane, you know, we're preparing, we're trying to do our best to lock it down and we're going against what we know. You know, we have a record of what's there. If we just have to guess, we're 100 percent of the time going to have a problem.

MS. FERTIG: So just between the two of you I see that there could be something put in place specifically to do a post-disaster inventory within X number of months.

MR. MAGLI: Yeah, I'm sorry, not to cut you off, but there are some of those things put into the 0100 bulletin already about it. And I don't know that it covers all of that, you know, all of the circumstances, but, I mean, it's relative to that. So there's a process for it, it's just -- it would be real hard if all the schools got hit at the same time, like a hurricane. God forbid we'd have to deal with that. But, you know, the

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idea is that there are things in place. Maybe it could be tightened up. Maybe, you know, there's a plan down in district that somebody could speak to a little bit. And I'll make note of it and maybe have a conversation, but I'm saying there are things in place for that. As far as the reporting, I think that there's people that could answer that.

MR. GILBERT: Yeah, because, I guess, you know, just at least give a road map for next steps immediately, you know, for those leaders or those persons that's, you know, in charge of inventory. Hey, as soon as you get the clearance you need to go do this, this, this, this, just to make sure what's accounted for, what's missing, so we can at least have a starting point and then begin the necessary paperwork to report, you know, follow-up and everything else. But if it's just in general and not specific, then it's like, well, I kind of did something.

MR. MAGLI: I don't mean to say that there's not specifics. There are. Fill out a form. Sign off on the form and attest to what you're saying. And then provide us with documentation relative to the people that removed the stuff or

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whatever be the case. It's really that simple. But you'd have to support that the occurrence, whatever the, you know, emergency situation was, there would have to be something to support that rather than just someone takes a form and goes, what am I missing, put it on a missing list.

MR. GILBERT: Right.

MR. MAGLI: You know, there's a little bit more to that, but not much more, to be honest with you. But it's there. It does exist. But whether they put it out as an emergency response -- it may be in place. They may have an element. And I don't want to misspeak. If Mr. Strauss knows anything about that, it might be part of the district's emergency response. I don't know. I'll check on that. But I do know that there's a process in place for them to do this.

MR. STRAUSS: Right. And, obviously, it might not be the initial thing that's going to occur, because, obviously, the safety and welfare of students and staff, those things are going to be, you know, vital, but afterwards then the follow-up is to ensure that any assets, you know,

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I think of whether you're talking about the flood or even talking about the Rickards roof, you know, collapsing, so there are things that were lost, plain and simple. But to being accurately reflect those items and not willy-nilly just guess at it based off of what Mr. Magli is speaking of, the school's got a process in place and knows what's happening, now if something were to occur, gee, I know in this building the following were last located there, so there's more than a chance that those items are the ones that were damaged or lost. I learned that a long time ago when I was an assistant principal over inventory and this young inventory specialist with a full head of hair, you know came to my school.

MS. FERTIG: He did such a great job.

Okay. I know there's a lot more we could talk about. I think your team approach sounds great, and, Lew, go ahead.

MR. NAYLOR: I'd like to make a motion to transmit.

MS. FERTIG: That's what I was just going to --

MR. NAYLOR: Okay. My question is, do we

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want to add a recommendation for them to look at tying the purchase or reviewing a purchasing and inventory policy that would make tracking items easier to do? Because I don't know how old the purchasing policy is. I don't know how old the inventory policy is. But one of the things that you were talking about -- there are two separate items. And if we justify purchasing something to replace an item that's already in inventory and making sure that it can't be purchased until that item has been accounted for in the inventory count, and it may be too hard to do, I don't know, but is there a study that can be done or suggested that might be beneficial for this process?

MR. MAGLI: Not to belabor the point, but the issue being, of course, is that it's ongoing and daily, you know. And when they're -- you know, how they're securing their equipment and buying new equipment, that doesn't stop whether we have an item go missing or an item not. They have procedures in place for this and that's what the bulletin represents. And there's a policy about how they're supposed to -- what the requirement is for them to maintain this stuff. The

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bulletin, itself, gives you more of the guideline of what they're supposed to be doing. And there are many of the steps that we've talked about, not specifically as sort of replacements that are tied into that.

I mean, I'll --

MR. NAYLOR: Like I tell my kids they can't buy a new phone until they tell me what happened to their old phone.

MR. MAGLI: A number of these things are district level initiatives, you know, particularly with technology and things. So then they roll out, you know, to everybody. So I don't know how I can -- I'm leery of a motion because I don't know how I can present that. But I can certainly take it under advisement.

MR. NAYLOR: A motion to transmit with a recommendation for the review of the purchasing and inventory.

MS. FERTIG: Yeah, with a review of the bulletin is what you're asking for.

MR. MAGLI: Yeah. Okay. Sure.

MS. FERTIG: To see if there are any steps that we can take to get it back to where you had it.

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MR. STRAUSS: I think what Mr. Magli is saying is, like, for instance, if IT is going through a refresh and purchasing hundreds of computers for a school, they're doing that based off of their historical lens at that school. And technology nowadays, five years, obsolete. Like from a technology -- from an IT standpoint, they're like, this doesn't even run this operating system that we need it to run. And I don't want to sit there and say they don't care about that asset, but IT's worried about putting a laptop in the hand, the proper technology in the hands of the schools. So I think that's when he's talking about, the IT department's purchasing these items and dropping them off at the schools, they're not as focused about the exhausting of the --

MR. NAYLOR: Right. That would be a justifiable explanation. My point is we have schools that have 20, 30 items that are missing; all right? Those items, if they're being used for education, they have to be replaced. I'm not talking about a refresh. I'm not talking about any of that. I'm talking about tracking inventory items that you guys spend a lot of time

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looking for; right? All I'm saying is look at a system that would make that process easier. That's all.

MR. MAGLI: We can certainly -- and I know he's hearing this and we can certainly bring that forward. But certainly that's a decision that would be made at the district level, the superintendent and his team to address that.

MS. FERTIG: Yeah, so you basically are asking for a motion to transmit with a recommendation to review the --

MR. NAYLOR: Correct. To make this process easier for everybody.

MS. FERTIG: To review the policies and bulletins that --

MR. NAYLOR: Yep.

MS. RABIDEAU: I know we're -- Mary I know we're pressed on time but I know Muriel and I had a comment, if we could. And I won't belabor what everybody -- what everyone else has said about this, before we motion to transmit.

I just -- I completely understand the context of the floods, and I think in this scenario with Stranahan we've gone over and over it, we don't know what happened necessarily, so I don't think

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assuming is helpful for any of us. But just when you look at the SMART Bond instruments, specifically, about two-thirds of those SMART assets were instruments from SMART money. So I think we just need to be careful about assuming that these were all old pre-SMART items, number one.

And then I want to go back to something Bob said about the FEMA point here, because if these were part of a flooding event, I mean, these should have been accounted for in some kind of property insurance, or FEMA casualty claim, or, you know, something that could have helped us recover, too, if the instruments were truly damaged to the point where they couldn't be used.

And one last thing. Mark, you said something that resonated with me, band directors not letting go of instruments. I can attest to this. We have 15-year-old tubas that are just beat to all heck, you know, that students are still using. So I don't believe for a moment that these instruments just walked away; right? I think we just need to figure out what that specific scenario is. And I just want to give credit where it's due because overall there was

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only about 4 percent of the items were unaccounted for and most of them were fully depreciated with the actual audit, with the actual report. So I just would like to see if we could have follow-up on some of those with this where, was -- you know, was there, you know, insurance claims or FEMA, you know, activity? Like what was going on with some of those? Was it related to the floods? Because, just so we're clear, they certified both semiannual inventories as complete. Both semiannual inventories. So and then, you know, kind of passing it back to capital assets. We can't pass accountability from group to group.

So I think what I would want to add if we're doing a motion to transmit is a consideration for a district-wide reconciliation of music and band instruments as it relates to, you know, SMART Bond. And especially in this case where we don't know what happened with them. And students need those instruments. Because right now, I can tell you, every band booster organization in the county, if they read this and hear this is just losing their mind because of how much we've already fundraised for things like this that the

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district is not supporting itself. So I think just the motion would be around reconciliation, right, if that's something the board would consider.

And then there was mention of, in, I think, our August meeting of a hard stop in the system. Like if someone tries to put in an item and they just put, like it didn't have a bar code or something, you know, like I wanted to know if there was a timeline for that or if we can follow up on that?

MR. MAGLI: Yeah, there is no hard stop in the system and that's why we look at right away where it's -- we do searches and finds and there's some of the data that I shared with you earlier relative to omissions and none, recording of none in the system. None is something that's an actual step that's taken by the budget keeper to enter it. It's meant for things that don't have a manufacturer or assigned serial number or one that we can recognize on the device or piece of equipment or whatever. So there's a number that would go -- they would assign it as none and then it would be designated a number. Omissions are just that they just didn't enter anything.

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So Accounting & Financial Reporting, to my understanding, and I have met with the director of Accounting & Financial Reporting about this and as well I've spoken with numerous other people and Mr. Shim just to give them a level of understanding of what's in place right now and what has to be reconciled and fixed to kind of, you know, move forward on it. So there's no hard stop in the system. What I've recommended, you know, in the past and I've discussed in a meeting when they were doing some of the planning is the difficulties that happen relative to the fact that they received the goods without proper identification. The ERP system that they went out, I don't know what they proposed as a solution or if that was one of the things, I know it was one of the discussion items. We'll see what their system is. And this, again, is still a couple years off, so, you know, we're still going to have to address what we have right now.

MS. RABIDEAU: Thank you. Yeah.

MS. FERTIG: Okay. So let me just say, are we at a motion that, if it's okay with you, Lew, that we transmit with a recommendation to review the policy bulletins and -- on property and

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inventory and to request a district-wide --

MS. RABIDEAU: Reconciliation of music and band instruments?

MS. FERTIG: Can we leave that all instruments?

MS. RABIDEAU: Yeah; all instruments. Yeah. Yeah.

MS. FERTIG: That were purchased with the SMART Bond of musical instruments.

MS. RABIDEAU: Yeah.

MS. FERTIG: Okay. Anything else?

MS. RABIDEAUU: Do we need anything back on the backlog, on the capital assets backlog? Like will we know more about the backlog or if there's any report on turnaround times for them processing all of these?

MR. MAGLI: When you say "the backlog", are you talking about the data I'm talking about that we identified relative --

MS. RABIDEAU: Yeah, so the schools aren't carrying ghost inventories for years and years, like we discover it and get it off the --

MR. MAGLI: I mean, again, that's a management thing.

MS. RABIDEAU: Okay.

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MR. MAGLI: I've addressed it with everybody. We've addressed it here since I've been back several times. You know, I think he's working on it. I don't know what they've -- they've discussed in cabinet relative to it or if they have. But I know they're talking about it. I don't know if they have a timeline on it. I could certainly reach out and find out if there is one.

MS. RABIDEAU: We can move that separate.

MS. FERTIG: So, yeah, maybe we address that separately.

Okay. Is there a second? Who is the second. Lew made the motion.

MR. GILBERT: Muriel had a --

MS. FERTIG: Muriel, you seconded it?

MR. GILBERT: No, no, she had open mike.

MS. FERTIG: Oh, you had something else?

MS. THEOPHIN-ATILUS: Yeah, I think, what I think is the issue for me is the schools that aren't documenting or incorrectly identifying their discrepancies. So I think what Mr. Strauss was saying that process would definitely help out or definitely change things. But also I wanted to know, with the inventory, since it's done

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semiannually, these things that are on the report from whether it was COVID, whether it was flood loss, could it go onto an unresolved cold case list? Because to keep listing it over and over, COVID was five, six years ago. Why are we seeing those same items still on there? At what point, you know, cold case it.

MR. STRAUSS: Once again, I think Mr. Magli said this before is, there was a period of time that was open and schools had the opportunity to get those items in that database so they would be removed, yet, you know, large districts such as ours, unfortunately, some schools missed the boat and they're playing catchup. It's not something that I'd like to sit here and speak on, but it's just the reality of the matter. So it's just the combined of getting them to understand the implications of their lack of, you know, doing things.

MS. FERTIG: I think if -- I think the motion that we have covers all of this because we're asking them to review the policy and the -- policies and the bulletins associated with property and inventory, so that should, hopefully, raise your point at the same time.

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Anything else?
(No response.)
MS. FERTIG: All in favor?
COMMITTEE MEMBERS: Aye.
MS. FERTIG: Opposed?
(No response.)
MS. FERTIG: Okay. We have two last things that we're going to do really fast here. One is, I'm going to start with Number 17, and I don't know if there's anything on the Follow-Up thing that anybody was particularly keen on talking about today.
Let me just start there. Anything on the Follow-Up Matrix that anyone would like to talk about?
MS. RABIDEAUU: I just would like to see the communications follow-up sometime this school year. I know, you know, we just -- like, for example, the district supposedly just hired a new director of communications or closed the role or something, but I just think we need visibility and clarity into what is going on in the communications side, because it's -- it's not going well. And I think it's just -- there's a lot of things they could do, industry standard

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things. I'm not asking above and beyond. But we are a very large school district in this county and I think the communications department needs to come and work with this group so that we can ask our questions about how they're engaging with families and students and parents.
MS. THEOPHIN-ATILUS: I agree.
MS. FERTIG: Was that specifically on here? Can you tell me which number just so I can know what you're referencing?
MS. RABIDEAUU: It is Item Number --
MS. FERTIG: Page 2?
MR. MAGLI: No, it's the second item on the follow-up items to August 13th.
MS. RABIDEAUU: Yeah, I also see it on page 3, but that was completed. Let's see. You said on page 2?
MR. MAGLI: It's on the first page of the follow-up. It's the second item and it's relative to the Follow-Up. On the follow-up to the referendum report it was something that was attached to that but we didn't necessarily isolate it because it was during that discussion. But it was ongoing and we discussed it with -- in brief, with Dr. Hepburn. But I'll follow-up with

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the communications group.
MS. FERTIG: Yeah, I was going to say if we know specifically which item, then we can ask them specifically to come on.
MR. MAGLI: Well, and you'll see under that item under the current status it's got a couple different things. One, we went ahead and transmitted, but the other two items, that's why I get a little leery and I'm always asking follow-ups about the motion because -- versus a recommendation. So, you know, we talked about some things relative to tracking the referendum through this ERP, that was in there, that's ongoing. And then there was a discussion further about that we thought that there had to be more communication and different things like that. And the superintendent's been doing different things, but I don't know all the things that he's been doing, town halls, stuff like that. So, you know, he can send probably someone maybe to have a conversation, I'll ask him about it, if he chooses to send somebody, he probably will.
MS. RABIDEAUU: Thank you.
MS. FERTIG: Okay. All right. If there's nothing else on that, let's go to the last item,

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the Agenda Planning. I see where our next meeting is November 19th.
And, Mark, do you have comments on any of these or we wait for our packets?
MR. MAGLI: No, I mean, we have a lot of things that have been working. We had hoped to be able to get a few things done. There was some extra work that had to be done, so we wanted to bring it back in full form the right way. So we're hoping to have them there. That's obviously a preliminary list of things we hope to have accomplished by then. It's a pretty full agenda.
MS. FERTIG: Okay.
MS. RABIDEAUU: I have a question, Mary, really quick. Do we do food and nutrition services audits, as well? Have we done those in the past?
MR. MAGLI: There have been some engagements that involved --
MS. RABIDEAUU: Is that something maybe next year we can look to --
MR. MAGLI: Perhaps next year. Right now we're formulating and I'm actually going to meet with my team tomorrow as a start to us kind of

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putting together some things even looking forward for next year while we still try to accomplish a lot of what we have to do this year. So we're always trying to stay ahead. You know, things that are more specific, obviously, the refinement of these things are -- are the difficulties. Not necessarily the difficulties, it's a challenge for us because it's so wide and broad. So we'll do that. It's certainly something that we have been considering. So we're going to have that conversation tomorrow for sure.

MS. RABIDEAUU: Thank you.

MR. MAGLI: I would also like to mention one more thing because it was brought to my attention, we are meeting at Becon next month. So let's make note of that. We'll send sort of a reminder about all of that because we have to be out of here on that date. I don't think they had availability so we scheduled it. It was intended to do that last year but we didn't make it for some reason. But just so you know as we're sitting here today that that's the intent.

MS. FERTIG: Okay. Does anybody have anything else?

MS. GOULDBOURNE: I have one more thing.

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Mariah, thank you for pointing that out. I think we transposed those numbers, so we're going to fix it before we transmit it to the board. Thank you.

MS. FERTIG: Anybody?

(No response.)

MS. FERTIG: Motion to adjourn?

MR. MAYERSOHN: Motion to adjourn.

MS. THEOPHIN-ATILUS: Second.

MS. FERTIG: All in favor?

COMMITTEE MEMBERS: Aye.

MS. FERTIG: Thank you all. You're a wonderful group.

(Meeting was concluded at 12:45 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 12th day of October, 2026, Fort Lauderdale, Broward County, Florida.

TIMOTHY R. BASS
Court Reporter

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