

SCHOOL BOARD OF BROWARD COUNTY

AUDIT COMMITTEE MEETING

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

THURSDAY, FEBRUARY 16, 2023
9:33 A.M. - 12:29 P.M.

Court Reporter:
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1 COMMITTEE MEMBERS IN ATTENDANCE:

2 MR. ANDREW MEDVIN, CHAIR
MS. MARY FERTIG, VICE CHAIR
3 MS. RUTH CARTER-LYNCH (Telephonic)
MS. REBECCA DAHL
4 MR. ANTHONY DE MEO
DR. NATHALIE LYNCH-WALSH
5 MR. ROBERT MAYERSOHN
MS. PHYLLIS SHAW (Telephonic)
6 MS. JACLYN STRAUSS

7

OFFICE OF THE CHIEF AUDITOR STAFF:

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MR. JORIS JABOUIN, Chief Auditor
9 MS. MEREDITH ARLOTTA, Manager, Operations
MS. JENNIFER HARPALANI, Information Technology Audits
10 MS. HERMINE JAMES, Manager, Property & Inventory Audits
MS. MICHELE MARQUARDT, Executive Secretary
11 MS. JENNIFER DAILEY, Clerk Spec C
MS. ASHLEY ACEVDEO, Inventory Audit Specialist

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13 DISTRICT STAFF:

14 MRS. JUDITH MARTE, Deputy Superintendent, Operations,
Office of the Deputy Superintendent, Operations
15 DR. NICOLE MANCINI, Chief Academic Officer, Office of
the Chief Academic Officer
16 MR. ERNIE LOZANO, Task Assigned Chief of Staff, Office
of the Chief of Staff
17 MS. KIM PUNZI-ELABIARY, Task Assigned Manager
Behavioral Threat Assessment
18 MS. MARY COKER, Director, Procurement & Warehousing
Services

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INVITED GUESTS:

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MR. MATTHEW BLONDELL, Business Risk Consulting, RSM
22 (Telephonic)
MR. CHRIS GUMS, Risk Advisory Services, RSM
23 (Telephonic)
MS. NATALEE WALLACE, Risk Consulting Director, Process
24 Risk and Controls, RSM (Telephonic)
MS. JENNIFER MURTHA, RSM
25 MS. JAMIE BARDEE, RSM

1 MR. TIM BASS, Court Reporter, United Reporting, Inc.

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GUESTS:

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LARICA THOMPSON, Trimerge Consulting Group

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CHERI SANDERS, Community Member / PCG

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1 Thereupon, the following proceedings were had:

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3 MR. MEDVIN: Good morning, everyone. Let's
4 begin the meeting with the pledge, please. All
5 rise.

6 (Whereupon, the Pledge of Allegiance was
7 recited.)

8 MR. JABOUIN: Good morning. I'm Joris
9 Jabouin, the district's chief auditor. For the
10 roll call, on the telephone Dr. Ruth
11 Carter-Lynch?

12 MS. CARTER-LYNCH: Here.

13 MR. JABOUIN: Also on the telephone, Ms.
14 Phyllis Shaw?

15 MS. SHAW: Here. Good morning everyone.

16 MR. JABOUIN: Ms. Rebecca Dahl?

17 MS. DAHL: Here.

18 MR. JABOUIN: Mr. Anthony De Meo?

19 MR. DE MEO: Here.

20 MR. JABOUIN: Ms. -- I'm sorry, Dr. Nathalie
21 Lynch-Walsh?

22 DR. LYNCH-WALSH: Here.

23 MR. JABOUIN: Mr. Robert Mayersohn?

24 MR. MAYERSOHN: I'm here.

25 MR. JABOUIN: Mr. Andrew Medvin?

1 MR. MEDVIN: Here.

2 MR. JABOUIN: Ms. Jaclyn Strauss?

3 MS. STRAUSS: Present.

4 MR. MEDVIN: Okay. Next item is approval of
5 the agenda.

6 MR. MAYERSOHN: Motion to approve the agenda.

7 MR. MEDVIN: Second? Is there a second?

8 DR. LYNCH-WALSH: Second.

9 MR. MEDVIN: Dr. Lynch-Walsh, second.

10 So all in favor?

11 COMMITTEE MEMBERS: Aye.

12 MR. MEDVIN: Opposed?

13 (No response.)

14 MR. MEDVIN: The agenda is approved.

15 Mr. Jabouin?

16 MR. JABOUIN: Thank you. To all Audit
17 Committee members, school board employees and
18 guests, please ensure, for the accuracy of the
19 minutes, that you please speak loudly and into
20 the microphone. This also assists the members
21 that are on the telephone to allow them to hear
22 better.

23 And, also, to recognize Vice Chair Fertig has
24 entered the room. So, good morning, Ms. Fertig.

25 MS. FERTIG: Good morning.

1 MR. JABOUIN: With respect to the district's
2 annual training program for school board based
3 established advisory committee members, we have
4 received all of them but two. One of them,
5 there's a technology issue that we will work with
6 that member to get, and the other one just
7 happens to be a new member who just found out
8 about the form this morning, as far as the
9 training, so we will obviously get that done as
10 well. Same situation with the acknowledgment
11 form as well. We have the voting conflict forms
12 if Audit Committee members need to use them.

13 Also there are the timeframes for the agenda.
14 They are not mandatory. They are guides. They
15 are provided to outsiders that will be attending
16 the meeting. Sometimes it's district staff
17 members.

18 The school board met yesterday. With respect
19 to the education management software agreement
20 forensic report that was presented at the January
21 26th Audit Committee meeting, the Audit Committee
22 voted to transmit that report as documented in
23 the attached minutes that are in your package.
24 At the school board meeting yesterday, school
25 board member -- Audit Committee member, Dr.

1 Nathalie Lynch-Walsh, did request that the board
2 send it back to the committee. There was board
3 discussion on it. I recommended that they
4 proceed with it and we would follow up on the
5 findings during the follow-up process. Also look
6 at the new contract with PCG that the school
7 board signed in January '23. And then I did
8 remind the board that the excerpt to the minutes
9 were included in their package that showed the
10 Audit Committee discussion, but, ultimately, the
11 discussion was whether or not to postpone it, and
12 then I recommended in order to provide
13 flexibility that they vote it down, which they
14 did. So that report will be on the committee's
15 March 2nd Audit Committee meeting.

16 The board did approve the Independent
17 Auditor's Report Over Internal Controls Over
18 Financial Reporting and Compliance as well as the
19 Internal -- the Management Letter and the
20 Internal Independent Accountants' Report. So, as
21 a priority, since they approved it, these have to
22 be uploaded in the various sites of the Auditor
23 General, the Florida Department of Education, the
24 U.S. Department of Education, the Federal Audit
25 Clearinghouse. This will be a high-priority item

1 for us for next week to get those uploaded and
2 verified and certified into those reports because
3 those are significant to the district.

4 This concludes the Chief Auditor's
5 Administrative Matters, Chair.

6 MR. MEDVIN: Dr. Lynch-Walsh?

7 DR. LYNCH-WALSH: I guess during our comments
8 at the end, I'll clarify why I requested it come
9 back to the Audit Committee because there will be
10 additional documents that need to be provided to
11 everybody for the March meeting. The board voted
12 unanimously to reject accepting that report and
13 sent it back to us so we can have further
14 discussion.

15 MS. FERTIG: Can you -- can we just do that
16 now; is that okay? Because I had a thought, I
17 had one thought, too, so I -- since we
18 transmitted, so --

19 DR. LYNCH-WALSH: Well, it had to do with the
20 fact, and I apologize for not having really read
21 word for word, as I usually do, that day.

22 The summer tutoring, which is what the
23 invoices were for, was in the contract with May 1
24 dates, which the auditors noted but did not note
25 as a concern or something significant. So, of

1 course, as I told the board yesterday, there
2 should have been no surprise to subsequently
3 receive invoices that included summer tutoring.
4 And, if you're going to have summer tutoring in
5 the summer of 2021 and you are approving a
6 contract for a July 1, 2021 -- approving a
7 contract that starts July 1 but includes summer
8 tutoring, which I believe we all know that summer
9 begins in June, which would be in the prior
10 fiscal year, that, obviously, some work, lead
11 work would have to be done. Even though the
12 contract is for July, there are going to be
13 services that start in May, like setting up the
14 summer tutoring, coordinating. And those were --
15 that was all done in Sunshine at board workshops
16 at board meetings.

17 MS. FERTIG: So let me just cut through it
18 here. So do you think there are other cases in
19 there that are the same and can we just get it
20 all at one time so that we --

21 DR. LYNCH-WALSH: Well -- what do you mean
22 "all at one time"?

23 MS. FERTIG: Well, there were multiple
24 invoices so I'm just wondering if others are
25 similar circumstances.

1 DR. LYNCH-WALSH: Yeah, so I spent the better
2 part of five hours -- the better part of five
3 hours on Tuesday making sure that we got -- or I
4 got -- because I had to do a public records
5 request because it's too hard to request it this
6 way, getting all the invoices, not that those
7 were particularly helpful, I also requested
8 emails and I've gone back and identified the
9 meetings. So the other invoices -- so there were
10 two sets of invoices in that report.

11 MS. FERTIG: Right.

12 DR. LYNCH-WALSH: The first table is the one
13 -- are the ones with the May 1 beginning service
14 date. PCG does not do the most detailed
15 invoices, but the summer tutoring, which is --
16 it's everywhere that they were doing summer
17 tutoring --

18 MS. FERTIG: Uh-huh.

19 DR. LYNCH-WALSH: -- so it should have been
20 explained that there was carryover. So we have a
21 budgeting and funding issue whereby was there
22 money left -- so the one for summer tutoring was
23 brand new and that was being discussed in March,
24 April, May, and all of that, of 2021. So I'm not
25 sure -- so how we got into the former chief

1 academic officer was signing invoices that were
2 improperly backdated when the auditors -- CRI
3 does mention in their initial and subsequent
4 report that the contract had the May 1 date in
5 it, but that never got discussed by us because we
6 were all diverted to the invoices.

7 Then the second table had invoices that were
8 older, which then creates a problem -- gets into
9 accounts payable and the budgeting and funding
10 guidelines which will be something that needs to
11 be provided, because, if you have open -- if you
12 have invoices that are unpaid, and if everybody
13 has done what's in these guidelines, then there
14 should have been POs with funds left over and
15 those should have been carried forward to the
16 next year so that you could then either --
17 whatever they need to do.

18 MS. FERTIG: So all of this is coming -- so
19 you're not just asking for the one, you're going
20 to go back through each of them and reevaluate
21 each one?

22 DR. LYNCH-WALSH: Each one what? It was
23 never about the invoices. It was never about the
24 invoices.

25 MS. FERTIG: Well, actually, the whole audit

1 started over something else, so --

2 DR. LYNCH-WALSH: Right. Which was never
3 answered. But it was never about the invoices.
4 That was a distraction because it was really --
5 the two problems you had, the first one, I'm not
6 even sure why that became a problem because
7 everybody knew. This was approved by the board.
8 The funding was approved. There are emails
9 discussing what these line items are. It was
10 about summer school, the 4. -- under 4.8 it's
11 clear it's about tutoring. And I don't know how
12 you can fire up a tutoring program in summer,
13 which starts early to mid-June and not have to do
14 legwork prior to that. And if there wasn't
15 funding in the current year, because this was
16 primarily for the subsequent fiscal year, why did
17 it turn into a big brouhaha unless everybody --
18 and, remember, there's been a shuffling and a
19 changing of the deck chairs on the Titanic, so a
20 lot of the people -- and the person that could
21 have explained it was never requested by CRI, and
22 all of these people were new, you threw in a new
23 chief academic officer, we reshuffled, got rid of
24 the ESE executive director, so there's all these
25 people that don't actually know what was going on

1 that were questioned, and then --

2 MS. FERTIG: Okay. I'm getting all of this,
3 but I just want to make sure that when it comes
4 back we have a document for each thing that can
5 be questioned so we don't have to --

6 DR. LYNCH-WALSH: Well, it would be, so
7 things you need are the budget guidelines that
8 were in place, which I have, so I will happily --

9 MS. FERTIG: Hopefully, he can -- hopefully,
10 he would --

11 DR. LYNCH-WALSH: Right. As part of the
12 public records request and the reason it took so
13 long is we uncovered another problem. Nobody
14 that has access apparently to SAP that was
15 questioned could provide me with the invoices
16 that matched up to POs and identify the funding
17 source. Because there's also an issue of whether
18 this was general funds or ESSER, because tutoring
19 would have been ESSER. And so you have all these
20 invoices that you have to identify the funding
21 source. But it took like 12 people and then I
22 was manually matching -- I was manually matching
23 those invoice numbers that we saw in the report
24 which are the vendor invoice numbers to match
25 them back to the SAP assigned invoice numbers and

1 the purchase order in order to know which things
2 went to which and then they could identify the
3 funding source. It was a labor of love, but,
4 yes, he can certainly obtain all of that.

5 But the -- and we also need CRI back because
6 they do mention in -- that the contract mentions
7 summer tutoring and that the dates are in the
8 contract. So then the question becomes, this
9 went through legal?

10 If legal didn't have a problem with it and
11 nobody had a problem with it, then why was it
12 suddenly the former chief academic officer's sole
13 problem? The cover up around here is always
14 worse than the crime. Was there actually a crime
15 or was this about covering up what?

16 MS. FERTIG: I didn't take that audit to be
17 about any one person. I took it to be about some
18 sloppy procedures that need to be strengthened by
19 better policies.

20 MS. STRAUSS: Internal controls.

21 MS. FERTIG: Yeah.

22 DR. LYNCH-WALSH: Yeah, but we literally, on
23 the earlier invoices it was in the report that he
24 was saying that we need to pay these. So
25 invoices go missing. It could happen. PCG ended

1 up getting audited at one point and then we got
2 audited and now we have these really old
3 invoices. So anyone can miss a few invoices,
4 especially given how they match or don't match
5 things. But, admit, okay, it's not a perfect
6 system, we missed some invoices, which then
7 necessitated when people discovered it payment.
8 Of course they needed to be paid. But the
9 question is, where did the funding for those old
10 invoices go? Because I was told that the funds
11 wouldn't have been spent because there's only so
12 many places for funds to go because they weren't
13 available, presumably, and so those older
14 invoices were being paid out of that July 1, 2021
15 funding, because, presumably, there was no other
16 funding source. So that's something else that
17 needs to be addressed.

18 MS. STRAUSS: Nathalie, I'm sorry. With all
19 due respect, can we please get to the topic on
20 hand because that's why we're here?

21 DR. LYNCH-WALSH: Which is why I said after.

22 MS. STRAUSS: I can't do this.

23 DR. LYNCH-WALSH: Because, yes, it's
24 involved. It's involved.

25 MR. MEDVIN: Okay. Mr. Jabouin, did you want

1 to finish?

2 MR. JABOUIN: Yes. Thank you very much,
3 Chair.

4 This item will be on the March 2nd Audit
5 Committee meeting.

6 I also would like to recognize the other
7 persons that are in the room that I did not do
8 during the roll call. Mrs. Marte?

9 DR. LYNCH-WALSH: Okay. Is there some reason
10 -- you guys are from RSM? Why do I have to break
11 my back to turn around to see them when we've got
12 seats right here? Or there?

13 MR. JABOUIN: We will bring them up when the
14 agenda item comes up.

15 DR. LYNCH-WALSH: But they're -- yeah, but
16 they're --

17 MR. JABOUIN: Sure. We will bring them up.
18 Ms. Marte?

19 MRS. MARTE: Good morning. Judith Marte,
20 Deputy Superintendent Operations.

21 MR. LOZANO: Good morning everyone. Ernie
22 Lozano, Task Assigned Chief of Staff.

23 MS. PUNZI-ELABIARY: Good morning. Kim
24 Punzi-Elabiary, Task Assign Behavioral Threat
25 Assessment Manager.

1 MS. STRAUSS: Where is Dr. Wanza?

2 MS. FERTIG: I ran into her in the hall and
3 she's coming in a minute.

4 MS. HARPALANI: Jennifer Harpalani, Office of
5 the Chief Auditor.

6 MS. ACEVEDO: Ashley Acevedo, Office of the
7 Chief Auditor.

8 MS. DAILEY: Jennifer Dailey, Office of the
9 Chief Auditor.

10 MS. JAMES: Hermine James, Office of the
11 Chief Auditor.

12 MS. ARLOTTA: Meredith Arlotta, Office of the
13 Chief Auditor.

14 MR. JABOUIN: In the back, first?

15 MS. LAZARRE: Gerri Lazarre, Trimerge
16 Consulting Group. We're in the audit pool for
17 the IT construction and audit.

18 MS. THOMPSON: Larica Thompson, with
19 Trimerge.

20 MR. MEDVIN: I'm sorry. Can you repeat that?
21 I couldn't hear you.

22 MS. THOMPSON: Larica Thompson.

23 MS. DAHL: Are you using the mikes?

24 MS. LAZARRE: Good morning everyone. I hope
25 you can hear me. Gerri Lazarre with Trimerge

1 Consulting Group. We're a CPA firm. We're part
2 of the auditor pool of vendors that you have for
3 your IT construction and internal controls
4 contract.

5 MS. THOMPSON: Hi. I am Larica Thompson,
6 also with Trimerge Consulting Group.

7 MR. JABOUIN: And on the phone do we have
8 Natalee Wallace?

9 MS. WALLACE: Yes, Natalee Wallace with RSM.

10 MS. BARDEE: Jamie Bardee, with RSM.

11 MS. MURTHA: Jen Murtha, with RSM.

12 MR. JABOUIN: Thank you.

13 MR. MEDVIN: Do we have any public speakers?

14 MS. MARQUARDT: No, we don't.

15 MR. MEDVIN: Okay. The next item on the
16 agenda is approval of the minutes.

17 Are there any comments?

18 MR. MAYERSOHN: Motion to approve.

19 MR. MEDVIN: I have one. On the title page
20 it has guests, the group includes Ms.
21 Carter-Lynch. She, in fact, is a member of the
22 committee as of the last meeting. So if we can
23 change the cover page to indicate that she is a
24 committee member in attendance as opposed to a
25 guest.

1 MR. MAYERSOHN: Motion to approve as amended.

2 MR. MEDVIN: Any seconds?

3 DR. LYNCH-WALSH: Second.

4 MR. MEDVIN: All in favor?

5 COMMITTEE MEMBERS: Aye.

6 MR. MEDVIN: Opposed?

7 (No response.)

8 MR. MEDVIN: Motion carries.

9 MR. JABOUIN: I'm sorry. A quick point, Mr.
10 Medvin, that you may not have been aware of. We
11 received the documentation appointing Ms.
12 Carter-Lynch after the meeting. So during the
13 meeting she didn't count for quorum and voting as
14 well. So just something to keep that in mind.

15 MR. MEDVIN: I have no additional comments.
16 Item Number 8, RSM - Behavioral Threat Assessment
17 Policy and Procedures.

18 MR. JABOUIN: Yes, a quick introduction. So
19 this is the audit of the Behavioral Threat
20 Assessment Policies and Procedures. This audit
21 is a responsible -- is a responsibility of the
22 chief auditor and we engaged RSM to perform this.
23 We will be, and as you are seeing, more frequent
24 audits in this area, so the RSM team who has
25 performed all these for us is here, as well as

1 Mr. Lozano and his team as well.

2 And so Ms. Murtha will start the discussion.

3 MS. MURTHA: Thank you. I'm here with Jamie
4 and we are going to remind the committee on page
5 3 that this is a compliance audit focused on the
6 required documentation as per the Behavioral
7 Threat Assessment Procedures manual and policy.
8 So the objective of this testing is to determine
9 if the required forms were, one, entered, updated
10 into the software, submitted, substantially
11 complete and completed/signed by the appropriate
12 members.

13 RSM did not test the appropriateness of the
14 contents of the files or the District's threat
15 assessment process.

16 We've included a table on page three based on
17 the conversation from the last Audit Committee
18 meeting where we were trying to all recall the
19 dates, the times of when, the scope period and
20 coverage, so we hope that that's beneficial.

21 We did kick off this in October of 2022. The
22 report is dated January 18th 2023.

23 If you move to page 14 there are -- there is
24 a matrix which this committee is familiar with
25 where we have the results of our testing from

1 school year '21, '22 and now '23.

2 I know that the committee has had this report
3 for a couple of weeks now, so we'd like to move
4 right into entertaining any questions, comments,
5 or concerns that the committee has for us as well
6 as for staff at the district.

7 MR. MEDVIN: All right. It looks like your
8 sample size for the last quarter was 35. I think
9 the quarter before that was also 35.

10 MS. MURTHA: Correct.

11 MR. MEDVIN: Now, that wasn't just a pure
12 statistical sample. Please tell me how you came
13 up with that number and the members of the
14 sample.

15 MS. BARDEE: So the sampling size we worked
16 with internal audit to determine that number.
17 And the objective was that we're going to be
18 doing these more frequently so we do not need as
19 large of a sample size.

20 MR. MEDVIN: Okay. But on 9/30/22 the number
21 of threats reported it lists as 885, then they're
22 broken down, most of which are entitled
23 transient. And I'm not quite sure what that
24 means, and that will be one of my questions
25 later. So this 35, did you purposely go to the

1 very serious, and serious, and basically ignore
2 the other ones for this purpose or --

3 MS. BARDEE: We feel that that's where the
4 highest risk is.

5 MR. MEDVIN: Okay. Is 35 enough? I mean --

6 DR. LYNCH-WALSH: No.

7 MR. MEDVIN: I'm a little concerned about
8 that.

9 Ms. Strauss?

10 MS. STRAUSS: Yeah. Thank you. So in my --
11 you know, first of all, I appreciate everything
12 that you do. I know that you all are very
13 capable. However, even though it is being done
14 more frequently, I do not think that it's
15 appropriate to have just a sample of 35 students.
16 At the end of the day, how many students do we
17 serve in this district? Does somebody want to
18 answer that question? How many students do we
19 serve in this district?

20 MRS. MARTE: Through the Chair, approximately
21 200,000.

22 MS. STRAUSS: 200,000. So 35 out of 200,000.
23 That's very immaterial.

24 MS. MURTHA: So I can address that. So the
25 sample size is really at the discretion of the

1 user, which is you all, the Audit Committee. So,
2 with that being said, if the sample needs to be
3 increased, we are happy to increase the sample to
4 satisfy the committee.

5 However, if I may, in auditing a
6 statistically valid sample is no more than 60.
7 So when you add the two pieces together we will
8 be at 70. Again, it's at the discretion of the
9 committee. However, using a sample, you are
10 typically going to identify the trends and the
11 errors and maybe not all of the irregularities,
12 but you should be able to identify the trends.
13 And that's through GAP and GASB and AICPA that is
14 accepted. However, at the discretion of the
15 committee we can audit as many as you desire.

16 MS. STRAUSS: Thank you. I appreciate that.
17 And I believe, if we want to pull the record, the
18 last time we looked at this we did express
19 concerns with the 35. I don't know about my
20 colleagues here, but I was not consulted from the
21 chief auditor on what we believed was an
22 appropriate sample size. So we have not made
23 that recommendation as an Audit Committee.
24 Somebody seemed to take that upon themselves to
25 do. And that is not -- that is not, in my

1 opinion, the purpose of all of us sitting here.
2 Okay? I don't volunteer my time to not be
3 consulted. And I understand according to GAP,
4 you know, and all the different governing bodies
5 that 70 is the number that they say. But when it
6 comes to Behavioral Threat Assessment and
7 children, which I believe is the most important
8 thing, and I think everyone around this table
9 probably prioritizes that, 70 is not enough. So
10 I don't care what the standards say.

11 MS. MURTHA: Understood.

12 MR. MEDVIN: Dr. Lynch-Walsh?

13 DR. LYNCH-WALSH: I concur with everything
14 that Ms. Strauss just said and I'm going to add a
15 couple of questions to that.

16 On the same page 4 it says, per Internal
17 Audit's direction we judgmentally selected a
18 sample of 35 threat assessments, thus our sample
19 and related testing results were not designed to
20 be representative of the population.

21 Okay. So in addition, and I believe Ms.
22 Strauss is a CPA, but in addition to me, myself,
23 having a background in accounting, I'm a degreed
24 accountant, I also have a Ph.D., which means I
25 understand methodology, so this doesn't sound

1 like random sampling.

2 MS. MURTHA: It is not random sampling.

3 DR. LYNCH-WALSH: Okay. So what does
4 judgmentally mean?

5 MS. BARDEE: When we judgmentally select
6 samples we want to have a good mix of high
7 schools, centers, elementary schools, middle
8 schools as well as timing. So we want to see at
9 the beginning of the scope period, middle and end
10 to see if there's anything that changes in there.

11 DR. LYNCH-WALSH: Okay. So --

12 MR. JABOUIN: And to add to that, Dr.
13 Lynch-Walsh, to answer your question, the
14 judgmentally part is actually gearing it towards
15 the higher risk items because the higher risk
16 occurrences have more steps that need to be
17 followed and tested.

18 DR. LYNCH-WALSH: I'm following how they got
19 to 119, but my -- so we have -- so far -- so we
20 have the new policy, the new law and the new
21 behavioral threat assessment system. Step 1 was
22 just trying to get people to put stuff in there.

23 What I came back to and why I'm going to
24 suggestion that we recommended that all 119
25 should have been included, forget sample, just do

1 the whole population. It's not 119,000, it's 119
2 threat assessments.

3 And the reason -- and the thing is, what
4 you're not auditing, which is not on you guys and
5 I know that you are perfectly capable of doing
6 this, but understand that this Audit Committee is
7 not consulted on sample size, we did not
8 recommend not going with the full population, and
9 I think it's important to understand on page 3,
10 your disclaimer that RSM did not test for the
11 appropriateness of the content of files or the
12 district's threat assessment process.

13 So we don't know whether the information --
14 now, that we've got people uploading and putting
15 stuff in and uploading those precious
16 certificates and everything else, now that
17 they're doing all of the minutia, we don't know
18 if the minutia is any good. Because that's not
19 what you're testing for, which I think we're at a
20 point where that needs to get added into what
21 you're doing so that you can speak to the
22 appropriateness of the content of the file and to
23 the threat assessment process, itself. Or else
24 what we're doing could be totally -- and what
25 you're doing could be totally meaningless and we

1 could have another tragedy, because we don't
2 actually know if good information, useful
3 information, is being provided, much less acted
4 upon, because that's not part of your scope.
5 Which, I guess the reason you have an Audit
6 Committee is to point these things out when
7 they're not proactively done.

8 So I completely concur with Jaclyn, but I
9 think, given the small number of the population
10 that you wound up with, and, again, this isn't on
11 you, one -- all of them should have been
12 included. Because then you would have -- you
13 would actually know what's going on. At first we
14 were trying to get the compliance and then to
15 performance in terms of what's actually
16 happening.

17 And, yes, 70 isn't enough. I would say do --
18 the whole 119 should have been done. And that's
19 just on those two pages.

20 MS. MURTHA: May I? May I comment? And we
21 can absolutely do that. There is -- you know, we
22 can audit the phone book if we wanted to.
23 Anything, you know, can be audited. It obviously
24 will -- could impact timing, could impact the
25 fee.

1 MR. JABOUIN: Yeah, so to mention, as far as
2 sampling, that is a fundamental part of audits.
3 So all the auditors that do work here, they do it
4 on a sampling basis.

5 During that particular period there was 885
6 threats that were tested.

7 MS. STRAUSS: In three months?

8 MR. JABOUIN: So there was a desire -- I'm
9 sorry, that had built up during that particular
10 timeframe.

11 The reality of it is, we want to be able to
12 provide information timely to the Audit Committee
13 and the board. The more lengthier -- to be able
14 to do all of them is going to require much more
15 time. So this report would have been prepared
16 much later.

17 So at some point the audits were occurring
18 and they were a little bit too slow and we wanted
19 to go ahead and speed them up. I think it's
20 better to provide a good point of view and then
21 go on and do the next work on that end, rather
22 than wait and go through all the processes. So
23 there is a timeliness factor that can be
24 provided.

25 MS. MURTHA: Joris, can I add one thing?

1 MR. JABOUIN: Yes.

2 MS. MURTHA: We have the staff to do the work
3 from our side, at RSM. However, we do burden the
4 system. We are at the schools, we are talking to
5 the principals. It's not just on us, the time.
6 So just to point that out, we do have active
7 conferences with the principals, with Ernie's
8 team. So the larger the sample the more the
9 burden on the district.

10 MR. MEDVIN: Dr. Lynch-Walsh?

11 DR. LYNCH-WALSH: Well, I think Jaclyn put
12 her hand up and Mary, they had their hands up
13 first.

14 MS. FERTIG: Yeah, I just -- I just want to
15 start overall.

16 MS. DAHL: Mary, put the mike --

17 MS. FERTIG: Oh, sorry, I moved it away.
18 Thank you.

19 Yeah, I have a lot of concerns just about the
20 numbers on these first few pages before we get in
21 the back.

22 So I guess what I want to see that what we're
23 doing is having some sort of impact on the
24 threats and so forth in schools. I don't really
25 kind of see that. I -- as I'm going through

1 your, on page 4 where you have serious
2 substantive exceptions noted for 12 or 80 percent
3 of the 15 threats tested, that just kind of makes
4 me wonder, if we were to follow up on the threats
5 that we saw in the previous reports, if they will
6 have corrected their problems or not. Are these
7 problems being corrected or because we're doing a
8 different sample size, are we not really catching
9 the fact that the mistakes that you've noted in
10 the past have not really been fixed?

11 And I don't know what the answer to that is,
12 but I kind of -- this may be a burden on schools,
13 but I actually think you're helping them when you
14 go in and you can point out to them something
15 that they need to be doing better. So I -- yeah,
16 I think if you have the staff and we have the
17 resources this should be prioritized as something
18 that we are doing the max on.

19 So I -- I have other comments, but I know Mr.
20 De Meo was there right simultaneous.

21 MR. DE MEO: Just a couple of comments.
22 First -- and a question. First, impacting the
23 staff in performing your work in this matter, I
24 believe -- I don't think anyone would disagree,
25 this is probably one of the highest priority

1 items we deal with. It's a very --

2 MS. MURTHA: Understood. I just wanted to
3 point out that we have the resources, but it's
4 kind of a two-way street.

5 MR. DE MEO: You're a very large firm, we
6 know that, and very capable. But I think
7 whatever imposition occurs will just have to
8 occur.

9 Second, Section 5D of the policies, we --
10 your last report we discussed --

11 MS. SHAW: I can't hear the speaker. I'm
12 sorry.

13 MR. MAYERSOHN: Is your microphone on?

14 MR. DE MEO: You can't hear me?

15 MR. MAYERSOHN: Now we can.

16 MR. DE MEO: It's on. We discussed the
17 referrals to the authorities, to the police, the
18 sheriff. I don't see any attribute that
19 addresses that specifically. Am I missing that?
20 Is that 5D?

21 MS. BARDEE: So the student risk intake form
22 does address if it was an immediate threat was
23 police notified.

24 MR. DE MEO: And you tested for that?

25 MS. BARDEE: Yeah.

1 MR. DE MEO: And are your findings reported
2 on that?

3 MR. LOZANO: Good morning, sir.

4 So if you look at attributes 3 and 4 law
5 enforcement has to participate in every single
6 threat assessment meeting we have to determine
7 the level of threat. So that is looked at in
8 this audit, that law enforcement was one of the
9 required members on the threat assessment team.

10 MR. DE MEO: Which one -- which attribute
11 addresses that in this report?

12 Because I'd like to know if each one of these
13 serious threats, if just one wasn't reported, I
14 consider that a serious failure.

15 MS. BARDEE: So I think the best one would be
16 28. Was the BTA signed by all team members as
17 required? And that's where we do look for each
18 required one.

19 MR. LOZANO: Correct.

20 MR. DE MEO: I'm going to suggest, again,
21 that a separate line item attribute be tested for
22 the referral to the appropriate authorities.
23 That, to me, six years ago was one of the serious
24 contributing factors to a tragedy and we don't
25 need to have that again. I mean, this is

1 something within our control.

2 Then, last comment, the judgmental sampling
3 as you've described makes a lot of sense, but the
4 two speakers before me or the three speakers
5 before me pointed out what a serious and
6 important matter this is. And I do think the
7 judgment in this case in determining the sample
8 should be all 119, or all the serious threats, or
9 all threats over a certain level, whatever the
10 consensus here is. And I think perhaps Mr. Chief
11 Auditor will at least in this case bring this to
12 our attention so that we could contribute to how
13 the audit is going to be performed.

14 That's all I got.

15 MR. MEDVIN: Dr. Lynch-Walsh?

16 DR. LYNCH-WALSH: Do you want to go?

17 MS. STRAUSS: Yes. Do you have something to
18 say before I make my comment?

19 MR. LOZANO: No, I said it.

20 MS. STRAUSS: You said it? You're good?

21 MR. LOZANO: Thank you, I'm good right now.

22 MS. STRAUSS: Okay. So a few things here.
23 Now, number one, I do agree with my colleagues
24 here that bothering or interrupting the day of
25 school staff, I really don't care; okay? This is

1 their job.

2 Now, Mrs. Fertig said, you know, helping
3 them, you know, it will help them get better.
4 That's not your job either; right? But simply
5 asking the questions, right, so they know that
6 they're being held accountable, may have some
7 action oriented results. That's number one.

8 Number two, the point around the failures
9 from the last quarter's audit report, how do we
10 know -- I want a report to know, from your
11 office, Mr. Lozano, that those have been
12 addressed. I want to know what happened. I
13 don't want them falling through the cracks.
14 We're not doing this just to like report and tell
15 us and then do nothing. So I want to know what
16 was done to rectify those situations and what
17 happens in those situations that were serious;
18 okay? Because at the end of the day what are we
19 accomplishing? We're paying for an audit and
20 then we're not doing anything in response to that
21 audit.

22 MR. LOZANO: So the chief auditor had us
23 address those issues even during the audit and
24 made sure they were all addressed. Prior to us
25 coming to the last audit meeting we had addressed

1 each of those threat assessments that had a fail
2 in the attribute before we even came to the Audit
3 Committee meeting.

4 MS. STRAUSS: Okay. So I'd like for the
5 chief auditor to perhaps be more transparent and
6 communicate that information to all of us.
7 Because I didn't know that. I mean, I don't
8 know, I don't know, maybe my colleagues got the
9 memo and I missed it, but I didn't see it.

10 The other thing in regards to Mr. Chief
11 Auditor's comment on timing and timing and a
12 delay and a delay, I think we just heard from RSM
13 they are fully capable, fully, where there should
14 not be a delay. And I believe that if we asked
15 for additional investment in audit funds that may
16 be necessary to increase the scope of your audit
17 sample size, nobody would disagree with that.
18 Nobody.

19 So I don't want to hear about timing and
20 extra time and blah-blah-blah. Because at the
21 end of the day, as a mother, I do not want a
22 child sitting next to my son or daughter that is
23 going to be taking some sort of not desirable
24 action, period, end of story. There is no
25 exceptions here.

1 So, like, I'm looking -- I'm looking at
2 percent failed. I mean, out of 35 sample size,
3 the fact that those percentages that there's
4 failures in such a small sample, I mean, then
5 what will those percentages be if the sample size
6 is larger? That's scary. And, again, I think as
7 Mr. De Meo pointed out, like, we don't want one.
8 We had one and then we just celebrated -- or, I'm
9 sorry, not celebrated, we just memorialized five
10 years of an awful massacre. And it's not
11 stopping. So what are we doing?

12 MR. MEDVIN: Are you currently working on the
13 next quarter's report?

14 MS. BARDEE: Not yet. We were waiting for
15 direction.

16 MR. MEDVIN: Okay. So at this point your
17 scope hasn't been finalized?

18 MS. STRAUSS: Okay. So can we do that, Mr.
19 Medvin?

20 MR. MEDVIN: We can certainly talk about it.
21 Again, I don't know what our parameters are as
22 far as total cases and the breakdown that they
23 had to work with.

24 Dr. Lynch-Walsh?

25 DR. LYNCH-WALSH: I want to double back to

1 the point Mr. De Meo brought up, which was
2 Section 5 -- he said 5D, but since he brought it
3 up I've been reading a little bit here. So
4 Section 5, in the policy, at least the one that's
5 in the packet from last month, says Follow-Up and
6 Intervention and it has A, B, C, D and E.

7 MS. FERTIG: Do you have a page number?

8 DR. LYNCH-WALSH: In the packet it says on
9 the bottom, page 35, and then I'm going to double
10 back to page 13.

11 MS. DAHL: I was going to say I was looking
12 at 13.

13 DR. LYNCH-WALSH: Well, 13 is whether it's
14 auditable or not. If you go back to the policy
15 section, the actual policy, it -- well, it says
16 page 35 at the bottom, so I think it's page 35 of
17 the packet. It also says page 6 of 8.

18 MR. JABOUIN: There is the numbering of the
19 document, itself, and then some documents have
20 their own internal numbering between that. Can
21 you read the last number way at the bottom, Dr.
22 Lynch-Walsh?

23 DR. LYNCH-WALSH: On mine it's 35. So at the
24 top it says Section V, Follow-Up and
25 Intervention.

1 MS. DAHL: Is it 73, also?

2 MS. STRAUSS: No, no, no, you're on page 72.

3 MS. DAHL: Okay. Thank you.

4 DR. LYNCH-WALSH: Okay. And then while
5 hanging on to that double back to page 13 which
6 has the policy references and then -- so 5A seems
7 to match, BTA teams shall follow established
8 procedures for school-based community, and/or
9 health care providers for mental health services.
10 B, the school principal will review the
11 documentation for all threat assessments to
12 ensure completeness and fidelity. C, if an
13 immediate mental health or substance abuse crisis
14 is suspected, school personnel must follow
15 policies to engage behavioral health crisis
16 resource officers who have been trained in crisis
17 intervention.

18 So next to all three of those it says, yes,
19 yes, yes. I have an issue with the ones that
20 say, no, next to them, but that's not actually my
21 concern right this second.

22 So then when you go back to the audit itself,
23 which is on page 10, that has the attributes, and
24 let me just make sure I'm understanding this. So
25 under attributes on page 10 where it says 5a --

1 under BTA Training and it has 5a, b and c, is
2 that supposed to be how you're auditing the
3 policy references 5a, b and c or am I
4 misunderstanding?

5 So on page 10 there's a section called BTA
6 Training and there are numbers in the second
7 column.

8 MS. BARDEE: I understand what you're saying.
9 And, no, it's not tied to that.

10 DR. LYNCH-WALSH: Okay.

11 MS. BARDEE: We don't break out 5 as one
12 attribute, but we test it individually, so,
13 students, staff, and then the other -- the last
14 training there, whether they're putting out in
15 the school community, you know, information.

16 DR. LYNCH-WALSH: Okay. So let me phrase
17 this differently.

18 What attributes are testing on page 13, 5A,
19 5B, 5C? What attributes are associated with
20 those?

21 MS. BARDEE: When we look at the monitoring
22 plans they are given, whether they need to go to
23 the different -- they need mental health
24 services; they need counseling; those types of
25 things.

1 DR. LYNCH-WALSH: Okay. So where --

2 MS. WALLACE: If I may, I can address that
3 for you. If you look at that same chart you're
4 looking at, there's a column that says Policy
5 4380 next to the Attributes column, those are
6 policy reference numbers. So if you look at
7 Attribute 9, for example, you will see that it
8 addresses Policy IV(D)(c) as well as V(A)(C)(G)
9 and (H). And if you proceed to the next page
10 there's a few others that also address Section V.

11 DR. LYNCH-WALSH: Okay. So specifically 5A
12 --

13 COURT REPORTER: Who is that?

14 MR. MEDVIN: That's the lady from RSM.

15 MR. JABOUIN: Natalee Wallace.

16 MS. WALLACE: Yes, this is Natalee Wallace on
17 the phone. Sorry about that. It's hard to hear
18 you guys. I'm trying to chime in where I can
19 provide assistance.

20 DR. LYNCH-WALSH: Okay. So if I'm looking
21 for 5A, B and C, yeah, I think I knew this the
22 first time we did this, and I'm looking for the
23 reference, so -- and I'm scrolling, I'm scanning,
24 I'm looking for Roman numeral 5 --

25 MS. WALLACE: Yeah, so Attribute Number 9,

1 under Student Intake Form Number 9, were the
2 mandatory immediate actions taken and documented
3 if an imminent threat has been identified? It
4 says V(A)(C)(G) and (H) are covered underneath
5 that attribute.

6 DR. LYNCH-WALSH: Okay. A and C, but not B;
7 okay.

8 MS. WALLACE: And then Attribute 5C would be
9 covered underneath attributes 29 and 30 on the
10 following page.

11 DR. LYNCH-WALSH: 29 and 30. Okay. So were
12 the mandatory immediate actions taken and
13 documented if an imminent threat had been
14 identified? So there's one attribute doing A and
15 C and two doing B. And Mr. De Meo's essentially
16 asked about A, I think.

17 MR. DE MEO: No, it's actually D.

18 DR. LYNCH-WALSH: D. Sorry, D. That's the
19 other agency. We haven't even gotten to that.

20 MR. DE MEO: It says it's not auditable and
21 we discussed this last time. It is auditable.
22 Tell me -- first of all, I want to know who
23 determined it's not auditable and then I'd like
24 to know why.

25 DR. LYNCH-WALSH: And E is the same issue. E

1 is the same issue where it says it's not
2 auditable.

3 MR. DE MEO: But I'd like to know who
4 determined it is not auditable and I'd like to
5 know the reason why it's not auditable. Can
6 someone answer that one? It is auditable. Tell
7 me why it's not auditable.

8 MS. MURTHA: Joris, we're going to defer to
9 you.

10 MR. JABOUIN: I was going to defer to you on
11 that one there.

12 What page are you on.

13 DR. LYNCH-WALSH: 13. 13 has the chart that
14 shows whether things are -- 12 and 13 speak to
15 whether something is auditable or not. Which I
16 take issue with 3A, there's a no there; 3F,
17 there's a no there; and 5D and E both have nos,
18 and I know I've brought this up before.

19 MS. STRAUSS: Yeah. Uh-huh. We all did.

20 MR. JABOUIN: I believe RSM, during the
21 discussions that we had with you, there's a
22 certain level of documentation that you are
23 looking for in order to be able to opine on those
24 particular areas to make them such that you would
25 put yes. That's what I recall from our

1 conversations.

2 So, for example, on 5E it says, the BTA team
3 shall identify additional members of the school
4 community to whom behavior is reported to and
5 provide guidance, and those are the things where
6 the district may not have the documentation to be
7 able to pass the test. That was some of our
8 discussions.

9 So if it is something that during the future
10 reports that we think that steps can be done for
11 that, then we should indeed do so is my thinking.

12 MR. DE MEO: BTA shall contact other agencies
13 involved with the student and any known service
14 providers to share information and coordinate
15 necessarily follow up. That's just grammatical.
16 That is not auditable? We don't have a record of
17 who we called, the phone number and who we talked
18 to, the date and time and the summary?

19 MS. SHAW: Speak in the mike.

20 DR. LYNCH-WALSH: The mike. Phyllis can't
21 hear you.

22 MR. MAYERSOHN: Is your mike on?

23 MR. DE MEO: It is on and --

24 MS. STRAUSS: It's not working though.

25 DR. LYNCH-WALSH: It's not the best. Here

1 they come.

2 MR. DE MEO: You're going to replace it
3 again?

4 BECON: We're trying to narrow down the
5 issue.

6 DR. LYNCH-WALSH: You've got to use your Mom
7 voice. I'm just saying.

8 MR. DE MEO: Do you want me to repeat what I
9 said?

10 MR. MAYERSOHN: Please, yes.

11 MS. SHAW: Yes.

12 MR. DE MEO: Okay. In the last meeting
13 regarding this topic, I asked if this was
14 auditable and why it wasn't and I asked that it
15 be a specific attribute. So I just read 5D out
16 of the policy. BTA team shall contact other
17 agencies involved with the student and any known
18 service providers to share information and
19 coordinate necessary follow up.

20 This is critical to the policy. It's the
21 serious threats that are dangerous, imminently
22 dangerous.

23 If we don't have a record of who we followed
24 up with, what is the point of this whole policy?
25 And if we don't have the means to capture that

1 information, it should be immediately --
2 immediately prepared and have the chief auditor
3 and everybody else involved look at it and then
4 we should audit it.

5 MR. MEDVIN: Okay. Ms. Dahl?

6 MS. DAHL: And I want to go back to page 3
7 for a minute because we've been asking about the
8 sample size of 35 and if you look at the school
9 year 2021 there was 414 and the sample size was
10 75 and if you look at the school year 2020 the
11 sample size was 200. So I don't understand with
12 those two sample sizes how we got down to 35 for
13 '22 and '23, where the direction -- I'm on page 3
14 on the chart. And it says sample size for 2020,
15 200; 2021, 75; and then 2022 and 2023, 35. And
16 the one in 2022 there were 1,670 number of
17 threats reported, and, again, we only sampled 35.
18 So I don't understand how that number of 35 came
19 about when you have such large samples and before
20 you were doing larger samples.

21 MR. JABOUIN: Thank you, Ms. Dahl. I think
22 in response particularly with Mr. De Meo's
23 comment, I think as we go into the next report
24 looking at all the very serious and serious
25 threats, which in this case you see 34 and 85 for

1 a total of 119, that is the approach that we
2 should take into the next report.

3 MS. FERTIG: Yes. Yes. And just can I
4 comment on one other thing that you said or one
5 other -- can we just take one topic and go into
6 it? Because I wanted to go back to what Mr. De
7 Meo said.

8 DR. LYNCH-WALSH: I have something on that
9 too.

10 MS. FERTIG: Yeah, I just -- we just seem to
11 be jumping all over.

12 MS. MURTHA: Full circle on the sample size,
13 if we do these reports quarterly, and we can
14 absolutely do 100 percent, we can do 100 percent,
15 but if you take the 35 and you multiply it by
16 four, if we were to present it quarterly it would
17 be at 140.

18 MS. DAHL: Yeah, but I don't see that that's
19 the case here because -- I'm sorry, I'm --

20 MS. MURTHA: The period was from July 1
21 through September 30, so if we picked up from
22 October, November, December, and then it would be
23 January, February, March.

24 MS. DAHL: I don't read it that way. I'm
25 looking at the sample was from July 1st, 2022 to

1 9/30/2022. And, quite frankly, that's only about
2 a month and a half, maybe two months of sample,
3 because that's the length of time that the
4 children were in school, and then if you look at
5 2 -- 2022, the sample, I'm going to be honest
6 with you, is probably the worst time of the year
7 for students in schools because it's coming to
8 the end of the school year, and that's when a lot
9 of kids have gotten really tired of being there,
10 they've, you know, are frustrated, things have
11 not been taken care of, and in that particular
12 quarter there were 1,670 incidents. Now, yeah,
13 71 and 161 is higher than the one 119, but,
14 again, the sample was 35. And, having been a
15 middle school principal for many years, I can
16 tell you that the end of the year is where we get
17 the most, at least when I was working, that is
18 when we would get the most threats coming in
19 because the kids, as I said, a lot of times they
20 didn't feel like they had any incentive to
21 continue to be acting correctly. They may have
22 already known that they're failing. You know,
23 all those things go into their ability to
24 continue to behave. And that's the reason I'm
25 concerned that, you know, we're looking at such a

1 small sample when you have such a large -- and I
2 understand we're not going to do transient and
3 unfounded, but --

4 MS. FERTIG: But can we just agree on one
5 thing, and that's that we're going to do -- when
6 you do it you're going to do all the serious and
7 very serious in that period?

8 MR. JABOUIN: Yes.

9 MS. STRAUSS: Perhaps not in the summer.
10 Maybe that would be a waste, in the summer when
11 the kids aren't in school.

12 MS. FERTIG: Well, I would say that there are
13 programs through the summer --

14 MR. JABOUIN: Yes, there are threats then.

15 MS. FERTIG: -- and the population I wouldn't
16 say you would do that.

17 MR. MEDVIN: Mr. Lozano?

18 MR. LOZANO: So the past three years with the
19 ESSER and ARP funds that were given to schools we
20 did have a lot of students in summer program, so
21 we were running threat assessments throughout the
22 summer. Again, we didn't have very many, but we
23 did -- to your point, one is too many, and we
24 need to get them right. So I do think it is
25 appropriate to make sure we're following

1 protocols in the summer and we're not, you know,
2 relaxing on anything.

3 So my suggestion would be to include the
4 summer.

5 MR. MEDVIN: At this point, like I say, you
6 haven't started with this current quarter, do you
7 have an idea of the number of threats reported
8 for this fourth quarter? You haven't gotten that
9 far yet?

10 MS. BARDEE: We have not received those
11 numbers.

12 MS. STRAUSS: What are those, Mr. Lozano?

13 MR. LOZANO: So for, if we do October,
14 November, December, in October we had a total of
15 584 threats. Let me do some quick math. 70 at
16 the substantive level. In November we had 356
17 threats, 43 at the substantive level. And then
18 we had for December 537, 73 at the substantive
19 level.

20 MS. STRAUSS: Wow.

21 MR. LOZANO: So that's the numbers. So I'll
22 give you, while we're on numbers, just a total
23 for this year as of February 14th, we've done
24 3,174 threat assessments, 413 of those at the
25 substantive level. And even though we didn't

1 audit it, I'll give you the SRA data, the Suicide
2 Risk Assessment data, we've done a total this
3 year of 1,358, 194 at the high level. We,
4 currently, as a district have 397 active
5 monitoring plans being serviced right now. And
6 safety plans we currently have 537.

7 MR. MEDVIN: So the numbers are a lot higher?

8 MR. LOZANO: Correct.

9 MS. STRAUSS: Okay. I'm sorry. So I really
10 do want to go back to Mr. De Meo's point on
11 documentation and law enforcement involvement.

12 Okay. So two points here. Number one, I
13 believe that if a police report is filed --
14 filed, it's like public record, right, somebody
15 can go and they can request a copy of the report
16 and they can get that report if there's an actual
17 police report filed for anything. So that's
18 public records.

19 Now, why anybody would have to go to that
20 extreme level of doing that, because that's a lot
21 of time, doesn't seem necessary as it should be
22 in the report included already with a copy, law
23 enforcement should be signing off. Because it's
24 my understanding that they are involved in these
25 serious threat assessment conversations; correct?

1 They're called in; okay?

2 MR. LOZANO: Correct.

3 MS. STRAUSS: So I don't understand why that
4 is not auditable.

5 MR. LOZANO: It's very easily auditable.
6 It's on the risk intake form that all schools
7 complete, was law enforcement notified, and
8 schools input the date and time. So we can
9 absolutely look at the risk intake form and make
10 that an attribute.

11 MS. STRAUSS: Thank you very much.

12 Now, the second thing --

13 MS. BARDEE: Can we -- can we clarify before
14 we move on from that?

15 MS. STRAUSS: Yes.

16 MS. MURTHA: Yes, we do look at that student
17 risk intake form and we are looking to see that
18 there is a police officer identified and a date
19 and time.

20 MS. STRAUSS: Okay. But, great. Do we know
21 what action was taken? Do we have a report? Do
22 we know of their involvement? I mean, is that
23 being looked at?

24 MR. DE MEO: Where is that in your report?

25 MS. STRAUSS: I know. I mean, I don't

1 understand.

2 MR. LOZANO: So, again, a police officer is
3 not going to necessarily do a report unless a
4 crime took place.

5 MR. DE MEO: If you're contacting a police
6 officer, jot it down.

7 MS. STRAUSS: They have to document it.

8 MR. MAYERSOHN: No, no, they're part of the
9 behavioral threat assessment team.

10 MR. LOZANO: Correct.

11 MR. MAYERSOHN: So they don't have to write a
12 report. They're part of the team.

13 MR. DE MEO: Forget the report. Who did you
14 contact? When did you contact them?

15 MR. LOZANO: That's in the risk intake form?

16 MR. DE MEO: What was the nature of the call?

17 MR. LOZANO: That's in the intake form.

18 MS. STRAUSS: He's saying they have that.

19 MR. DE MEO: Where was that -- was an audit
20 procedure performed on that and where is that in
21 the report?

22 MS. BARDEE: There is not a specific
23 attribute that identifies it --

24 MR. DE MEO: Right.

25 MS. BARDEE: -- was the police box checked?

1 But it is something we're looking for when we
2 look at, is that form substantially complete?

3 MS. STRAUSS: Okay.

4 MS. MURTHA: So there would be a signature
5 and a date stamp that we would look at, just like
6 we would look for that for the principal, for the
7 mental health professional in that form; is that
8 signed off?

9 MR. DE MEO: Okay. To be clear, we're asking
10 you to separate, make a separate line item
11 attribute that is tested --

12 MS. MURTHA: Understood. I wrote that down.

13 MR. DE MEO: -- for each and every serious
14 and very serious threat to make sure that it's
15 properly referred and handled, just like the
16 plan, that their plan exists, and then we need
17 the follow-up. As Ms. Fertig said, we need to
18 know as part of your audit what have the -- and I
19 do see letters here from, addressing a lot of
20 these comments, but I think it would be important
21 for you to follow up to see, just like you would
22 in any internal control deficiency, to follow up
23 and see if these have been remediated. That's
24 what we're talking about here, I think.

25 MS. STRAUSS: Okay. I'm sorry, I didn't

1 finish my second comment that I want to make. So

2 --

3 DR. LYNCH-WALSH: And I'm here.

4 MS. STRAUSS: Okay. So I, actually,
5 experienced firsthand my children's school having
6 a code with police showing up recently. Okay?

7 There was a code yellow called, which,
8 apparently, is a hold. It most likely should
9 have been a code red. However, when the
10 principal asked law enforcement, what code do you
11 recommend that I call, the police said that is up
12 to you. So -- and I understand it's not the
13 police's job, now, because I looked into that,
14 you know, they can't make that call, they're not
15 on campus yet, okay, in those seconds or whatever
16 it is. So I believe, okay, because I believe the
17 wrong code was called, and there could have been
18 an active shooter, and my kid was walked from
19 outside back into the building. Why would
20 that -- why would my kid be walked back into the
21 building if they were already out of the building
22 and there was potentially an active shooter
23 inside; okay? Because the wrong code was called.

24 So I believe that better training and support
25 and more guidance, black and white, on what code

1 needs to be called under what circumstances,
2 there needs to be a matrix. Because that is a
3 huge burden for the vice principal that is
4 responsible for making the call on a code. And
5 it's all on them. I mean, the wrong color code
6 can result in a horrible failure. So I
7 empathized with that staff member because the
8 police wouldn't guide them. Fine, it's not their
9 job I found out after the fact. But why should
10 our -- why should that burden be on our school
11 staff to like really not know? I mean, that's
12 not fair. We ask a lot of them. So just give
13 them the proper training; okay? I mean, it was
14 really, I've got to say, quite eye opening and
15 upsetting and this was at an A-rated school in
16 the district. I can't imagine what's going on in
17 D and F-rated schools in the district.

18 MS. DAHL: Well, Marjory Stoneman Douglas was
19 an A-rated school.

20 MS. STRAUSS: Okay.

21 MS. FERTIG: I think that the letter grade
22 probably doesn't equate to some things.

23 MR. MAYERSOHN: Marjory Stoneman Douglas had
24 a threat assessment also.

25 MS. STRAUSS: Okay. But, regardless, that's

1 just -- that was a personal experience that I
2 wanted to share, and I don't think it's fair to
3 our staff to not know because they don't have
4 clear guidance.

5 MR. LOZANO: We hear you and I'm going to
6 take that back to Chief Alberti. We did switch
7 as a district this year from the colors to plain
8 language, so it needs to be continuous ongoing
9 training. So point taken and I will definitely
10 take that back to Chief Alberti.

11 MS. STRAUSS: Great. And then one final
12 thing here is, I know that we talked about and I
13 saw it here on the report, I know that we talked
14 about the transfer students, so item 40 on
15 page -- or 39 -- 39, I'm sorry, on page 16, okay,
16 33 percent failed, failed, on those transfer
17 students. What's going on?

18 MS. FERTIG: I have that same thing noted and
19 I wanted to -- I had a lot of questions in this
20 area, so could we just take this as an area and
21 go through it or --

22 MS. STRAUSS: Well, wait. Hold on. I'm
23 sorry. I just -- I'm sorry. One more thing.
24 You just read out huge numbers of threats. Huge.
25 Like very upsetting and concerning.

1 Now, I understand and I know that we have a
2 lot of resources, mental health, whatever they
3 all are, but I believe that something is being
4 missed. I think that we can do better. So what
5 is out there? What tools? How can we resonate
6 with these children?

7 Now, some of them, you know, it starts at
8 home and it flows through to the schools, and I
9 see here that the alternative schools, there's a
10 lot going on there. But this is our chance.
11 This is our chance to intervene and equip them
12 with tools. And I know that we have a toolbox
13 that we currently throw at them. But something
14 isn't working.

15 So can we investigate -- you know, there's
16 innovation every single day in every sector,
17 including education. Perhaps it's values.
18 Perhaps it's something out of the box. Can we do
19 different? Can we do better and approach these
20 students in a different way to try and have an
21 impact so we don't sit here and hear these
22 numbers? Because they are alarming.

23 MR. LOZANO: Absolutely. And I'll quote Rita
24 Pierson, every kid needs a champion. So what
25 you're saying is relationships, relationships,

1 relationships. And as adults and staff members
2 and getting the whole community involved to
3 support our children, you know, in the school and
4 at home. I think it takes all of us working
5 together so students feel they have a safe place
6 and they don't feel isolated and at the point
7 where they don't have a purpose and they feel
8 like I have nothing to lose. Because when
9 students have nothing to lose that's when you
10 start to see these situations occur. So, again,
11 I think as a community and a district we do need
12 to look at every resource available to ensure our
13 students don't feel that this is what they have
14 to resort to.

15 MS. STRAUSS: And look, Big Brothers, Big
16 Sisters, all these places, there's only so much
17 manpower, so there has to be some other way that
18 we can scale and reach these kids in the masses,
19 because these are massive numbers, to simply try
20 something different. That's all I'm asking for.
21 Because this is not working.

22 MS. FERTIG: Well, can we go back? I would
23 --

24 MS. SHAW: Mr. Chair, can someone else speak
25 besides the two people?

1 MR. JABOUIN: Ms. Shaw can you repeat your
2 point?

3 MS. SHAW: Could someone else speak besides
4 the two people? I would like to make comments,
5 but there only seems to be two people speaking.

6 MS. FERTIG: And also could we just kind of
7 take one area and stick to it? Because I have
8 questions on both the 16 and also on the 5D,
9 which I think go to the whole, so --

10 MS. SHAW: Absolutely. I agree with that,
11 because we're all over the place.

12 DR. LYNCH-WALSH: Yeah, we need to go back to
13 the beginning, which is why I've had my hand up
14 for, I don't know, until it wore off.

15 MS. FERTIG: Oh, I just thought you were just
16 trying to lift weights with your hand.

17 DR. LYNCH-WALSH: No, no.

18 MR. MEDVIN: Let me get to Mr. Mayersohn. He
19 has been very patient.

20 MR. MAYERSOHN: Yeah, just, and I don't want
21 to necessarily go into everything, but just a
22 couple of comments.

23 Obviously, the unfounded and transient
24 behavior threats have not been tested. I'd like
25 to see at least some of them tested. Because,

1 again, there are situations where a threat may be
2 unfounded today, but that student may have some
3 challenges moving on and then we find out that
4 there's next week a transient threat and next
5 week a serious threat and we've missed the
6 opportunity to do any Intervention. So I'd like
7 to see some of those tested to see -- and, again,
8 I'll use the words that Dr. Smiley kind of said
9 yesterday which resonated with me, implementation
10 with fidelity. So that's number one.

11 The other thing is, as far as the analysis
12 that you have by risk level and obviously by type
13 of school, do you do it geographically as well?

14 MS. BARDEE: No.

15 MS. MURTHA: Yes.

16 MR. MAYERSOHN: I got a yes and a no.

17 MS. MURTHA: We look at high school, middle,
18 elementary.

19 MR. MAYERSOHN: But you don't do
20 geographically? So you don't have, out of the 35
21 that there were six in the northwest, six in the
22 southeast; nothing like that? I'd like to see
23 some sort of geographical testing as well?

24 MS. MURTHA: So I think that's an excellent
25 point. And one thing that I know we talked about

1 at the last Audit Committee is that we test
2 what's in the system. So from a completeness
3 standpoint, which I know is an audit word, but
4 it's a concept, right, we test the population in
5 the system. We don't do any sort of analytics.
6 And I'm going off your point of should we be
7 including those in the population at least on a
8 sample basis. We don't do, and I know -- I know
9 the district does, any analysis on why are there
10 no threat assessments at this school but there
11 are several here and there are times two here?

12 MR. MAYERSOHN: Right. Well, again, from an
13 audit standpoint, even if the numbers are broken
14 down and you said, hey, we've got 7,000-whatever
15 threat assessments, here's the breakdown in
16 quadrants, at least to look and identify, and
17 this may be more for the district's analysis, but
18 from -- my perspective is I want to make sure
19 that there's at least some testing where -- I
20 mean, obviously, I'd like to test every school,
21 but not every school may have a threat
22 assessment, but at least testing to know that the
23 person responsible for that, you know, the north
24 area superintendent is being tested to ensure
25 that there's training and things going on as well

1 as the central area, south area or wherever the
2 new quadrants will be broken up in the future
3 going on so at least to know that that training
4 process is taking place, which would identify to
5 say, you know, we would go back to the, what is
6 it here 39, that, you know, 33 percent failure,
7 and granted it's only three cases, but are all
8 three in the northeast or are all three in the
9 southwest? You know, where are they? So maybe
10 there's some training component there that
11 something's missing. So that's where -- that's
12 where, you know, I look at it.

13 I mean, I agree, obviously, with, you know,
14 the issues, and I guess Mr. Lozano, through the
15 Chair, if you can just -- because I know there
16 have been some issues concerning about law
17 enforcement's involvement, can you just explain
18 to us is that -- and, again, there's a behavioral
19 threat assessment team, which law enforcement is
20 included in, law enforcement has to sign off on
21 those documents. At what point does law
22 enforcement get involved with a report or is that
23 at law enforcement's discretion? So if there is
24 a high risk threat, does law enforcement
25 always -- is there always a referral to law

1 enforcement or depending on what the threat is?

2 MR. LOZANO: So when there is an imminent
3 threat it's immediate. So sometimes you have two
4 parallel processes going on at the same time.
5 When it's to the level of an imminent threat law
6 enforcement usually leads because they have to
7 address the imminent threat, especially if it's
8 criminal, as well. So they're involved
9 immediately. They do their separate reports.
10 They do all of theirs simultaneously while the
11 school is conducting the documents that are
12 required through the threat assessment process.

13 MR. MAYERSOHN: Right. But let's say there's
14 a serious, substantive threat that takes place,
15 it's not imminent, but it's serious, potentially
16 serious, does law enforcement -- then is it
17 referred to law enforcement as a criminal
18 activity? Or depending upon what the activity
19 is?

20 I guess what I'm trying to do is address Mr.
21 De Meo's point where he said, you know, the
22 serious threats should be referred to law
23 enforcement and it may not be -- they may be at
24 the table, but it may not be something that's
25 referred to them depending upon what the activity

1 is.

2 MR. LOZANO: So all substantive threats are
3 referred to them. Because, remember, if it's --
4 if it's documented as a substantive threat, it's
5 not resolved. So that means law enforcement, we
6 usually call, they go do a home check, they go
7 do -- do things to ensure things outside of the
8 school are happening. Are they following the
9 checklist? Does this student have access to
10 weapons? Is this student unsupervised outside of
11 school time? So law enforcement immediately
12 starts to begin all those processes as well.

13 Where I'd say where we've gotten -- where
14 we've really improved as a district is our 93
15 charter schools this year. Because we have a
16 significant amount of charter schools and my team
17 has ensured through SIU and law enforcement that
18 we have law enforcement being just as proactive
19 with charter schools as our traditional schools.

20 So, and, again, this is the group really. I
21 enjoy these days in these meetings because you
22 help us get better and you help us, like even
23 adding a document to document when we would call
24 mental health and other community resources,
25 that's going to be a value add to what we do as a

1 team, so I appreciate that. And, again, so, yes,
2 to your question.

3 MR. MAYERSOHN: Okay. And just one other
4 thing and then we'll go back to where we were,
5 but just to Ms. Strauss's point is that the
6 district does have family counseling services.
7 They have it through the -- through Broward
8 County they've got a, I want to say a grant of
9 1.6 million as well as through BBHC. So there
10 are those things placed. The real challenge is
11 whether there's wraparound services. Because
12 that's really where you go into the family
13 strengthening and find out, you know, what
14 actually the issues are. Because it may be the
15 student, himself, an isolated situation, but when
16 they go back home there may be a multitude of
17 reasons why they are acting out or providing you
18 know -- call it, I'll call it nontypical behavior
19 or reaching out, challenging behavior. I mean,
20 we've had suicides, you know, in our city where
21 parents have said, I didn't realize that my child
22 was that affected.

23 And, to your point, yesterday there was a
24 threat made at Stoneman Douglas High School, it
25 was a call made directly into BSO, they're still

1 investigating it, but it was a very traumatic
2 issue for a lot of parents in the community,
3 especially. We had a SAC meeting and I was
4 driving down Holmberg Road and saw police cars
5 lined up and fire engines. It was a little bit
6 challenging, so -- but the district did --

7 MS. FERTIG: But going back to those
8 questions, Bob, that goes back to 5D and my
9 question I wanted to ask the whole time is, is
10 someone -- are we making sure that someone's
11 documenting the services the child's receiving
12 and communicating with those services?

13 MR. LOZANO: So they're documented in a
14 different system. Those types of services are in
15 BASIS. Those types of services are in BASIS. We
16 don't necessarily document those in our EdPlan
17 threat assessment database, but schools document
18 the services provided to students in BASIS.

19 MS. FERTIG: And is there communication
20 between the two? Yes? Okay.

21 MR. MAYERSOHN: And Mary, and I don't mean to
22 interrupt anybody, but that goes back to, I know
23 CSC and some other agencies were all trying to
24 get involved in this integrated database where
25 things like BASIS could communicate to a mental

1 health counselor. So there's been issues with
2 legalese on it, and, you know, sharing
3 information, FERPA information, but the reality
4 is until you're able to share that information
5 with agencies, getting back to 39 about, you
6 know, even internally, but even externally, I
7 mean, if there is a network that would allow, you
8 know, if somebody comes from Tampa, you know,
9 coming to Broward County, we don't have any idea
10 about that student, it's only what's provided.

11 MS. STRAUSS: I do believe that the
12 Department of Education is working on that and
13 there is going to be a state something.

14 MR. LOZANO: Yeah, so --

15 MS. STRAUSS: He can comment. I don't know.

16 MR. LOZANO: So I'll miss my friends on
17 Tuesday at the board workshop because I'll be up
18 in Orlando with Sheriff Gualtieri and the MSD
19 Commission as part of the legislation that's in
20 the state right now to implement a statewide
21 threat assessment system across the State of
22 Florida and then build an interface overlay. So
23 just to what you said, a student moves from Tampa
24 to Broward, we're able to immediately access and
25 know that information. So all that work has

1 started and I'll be up there on Tuesday and
2 Wednesday working on that work.

3 MR. MAYERSOHN: Right. But that's within the
4 Department of Education not necessarily in other
5 agencies.

6 MS. STRAUSS: Well, that is for, I believe
7 the legislation proposes within K-12 schools.

8 MR. MAYERSOHN: In the school; right. But if
9 you have a child that let's say is having
10 counseling at Henderson or some other entity or
11 in the legal -- you know, in the legal system,
12 juvenile justice system, that information has to
13 be shared, and currently it's not. And currently
14 there's some legal challenges where, again, what
15 do you share, what can you share and connecting
16 all -- breaking down the silos is basically what
17 the intent is.

18 MS. STRAUSS: Right.

19 MR. LOZANO: So there is a Florida Safety
20 School portal, and now all schools have the
21 access when they do a threat assessment. Mental
22 health access and law enforcement and school
23 administrators have access. So that is an
24 improvement and upgrade to. Because now when a
25 threat assessment is done, especially at the

1 substantive level, schools and required personnel
2 need to go into the Florida School Safety portal
3 to see what prior information exists.

4 MR. MAYERSOHN: Can we use that as an
5 attribute and make sure it's tested?

6 MS. FERTIG: But that's what I thought we
7 were talking around all this time. I don't have
8 the -- it could be in this program, it could be
9 in this program, but when you're in crisis is the
10 time to, again, check and see what services
11 they're getting and immediately be communicating
12 with them. And I just want to make sure we're
13 checking and making sure that's happening. I'm
14 sure it is probably, but maybe not, and --

15 MR. DE MEO: It doesn't look like it.

16 Mr. Chair, I just have a few questions to
17 clarify Mr. Lozano.

18 First of all, your title Chief of Staff Task
19 Assigned. Who's assigned to the threat
20 assessment? Who's in charge of the threat
21 assessment?

22 MR. LOZANO: So, technically, I still
23 oversee, but right now my main day-to-day person
24 who handles it on a day-to-day basis is Kim
25 Punzi-Elabiary, right here. I will tell you, I

1 start every morning at 6:45 meeting with her,
2 it's Kim and coffee every day to make sure -- you
3 know, that's how I start my morning to make sure
4 she's ready to go, all things are in place.

5 MS. STRAUSS: How long are you task assigned
6 for?

7 MR. LOZANO: So it's a six-month assignment
8 and I started on September 12th.

9 MR. DE MEO: We're fortunate to have someone
10 like you two addressing this, but, honestly, the
11 optics of that are horrible. There isn't a
12 threat assessment person in charge?

13 Ms. Marte, what is going on? Where is the
14 superintendent? I'd like to ask the board. Why
15 don't we have a threat assessment chief? Call it
16 what the hell you like. Unbelievable.
17 Unbelievable, number one.

18 DR. LYNCH-WALSH: Okay. Can I --

19 MR. MEDVIN: Wait a minute. I've got two
20 other questions.

21 DR. LYNCH-WALSH: I've been waiting more than
22 patiently, which is not my strongest attribute,
23 and I've had my hand up for like an hour.

24 MR. DE MEO: All right. Let me finish and
25 then --

1 DR. LYNCH-WALSH: Yeah, because I can shed
2 light on -- I can answer that question, actually.

3 MR. DE MEO: No, I know the answer to the
4 question. It's obvious in the title of Mr.
5 Lozano. It's embarrassing. A school district
6 245,000 kids, are you kidding?

7 Number two, 5D, does anyone think the law
8 cited at the end of 5D prohibits them from
9 communicating the necessary information with
10 regard to these threat assessments? Is there a
11 perception of that in your group or anybody --

12 MR. LOZANO: No.

13 MR. DE MEO: -- principals? Okay.

14 And then, lastly, how do you know -- this was
15 mentioned by the auditors, this is a very
16 important thing. Some things are not auditable,
17 but let's not get into that. How do you know --
18 how does the district know that every reportable
19 threat was reported?

20 DR. LYNCH-WALSH: They don't.

21 MR. LOZANO: So, again, we're only as good as
22 the system, to your point. But I will tell you
23 my team, once it is reported, they scrub every
24 threat assessment.

25 MR. DE MEO: Oh, I know that. But I'm trying

1 to, are there -- like Mr. Mayersohn mentioned,
2 are their principals that might view this as less
3 important than another principal and therefore
4 the threat is a process that involves their
5 judgment as to whether or not it should be
6 reported, or is there some clear standard and
7 some means of reinforcing this, I know there's
8 education and so on, to make sure that every
9 threat contemplated by the policy, and common
10 sense to be honest with you, is addressed,
11 documented and properly referred?

12 MR. LOZANO: So we have 10 discipline codes
13 in this district that require a threat
14 assessment, and, again, we can ensure when those
15 10 discipline incidents are entered that threat
16 assessment is completed and done. It goes back
17 to ongoing training with school leaders and
18 staff, even community reporting threats.

19 We do have a system where schools report
20 critical incidents. My team is on that channel
21 and they track them. So if we see an incident
22 immediately that would require a threat we reach
23 out to the school to ensure they immediately
24 start the threat assessment process. So we try
25 to have as many checks and balances in place as

1 we can, you know. But, again, we're not at every
2 school site when those situations happen.

3 MR. DE MEO: Thank you, Dr. Lynch-Walsh, for
4 letting me go ahead. Appreciate it.

5 MS. FERTIG: And you wanted to ask if they'd
6 give us a list of those 10; right?

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

8 DR. LYNCH-WALSH: Okay. So just to -- well,
9 I'm going to work backwards. So I think everyone
10 in here is aware that we just got a new
11 superintendent yesterday.

12 MS. FERTIG: Can I just say that when I
13 walked in Dr. Wanza was walking her upstairs. I
14 know several people have said, where is she? She
15 said she'd be down when they finish something.
16 So --

17 DR. LYNCH-WALSH: The one that just got
18 mutually separated wasn't at these meetings
19 either and I would imagine if you just became
20 superintendent, and interim is not recognized by
21 the state, it's mid-February, interim is going to
22 be a while.

23 So, point being, we just got a new one
24 yesterday, and, yes, the board did approve making
25 the Executive Director of Behavioral Threat

1 Assessments also task assigned as Chief of Staff
2 when they got rid of the Chief of Staff a few
3 months ago. It didn't seem like the best idea to
4 me, but I'm not on the board, so I don't know
5 that that could have gotten corrected yesterday,
6 but I would expect that if it isn't corrected by
7 our next meeting then that would be problematic.
8 I suspect it will be. So I'll just work
9 backwards from that.

10 This is a report from RSM on the
11 compliance -- it's a compliance audit. So we
12 started at the beginning with concerns about
13 sample size and with scope and then we got into
14 referrals.

15 So we don't -- we do not know about the
16 effectiveness, which is what everyone's been
17 talking about, and I agree with everyone's
18 concerns, but we do not know, as they have
19 mentioned, that they are not speaking to -- where
20 is it? Is it on page 3? Or the first page?

21 RSM did not test for the appropriateness of
22 the content of the files or the district's threat
23 assessment process.

24 So in terms of sample size, I would say until
25 they are testing for that, then -- then you could

1 let go on sample size. Because right now we
2 don't know how good what's going in is.

3 They also shed light on, you know, we only
4 know what's in the system, because I wrote this
5 down, the schools that aren't reporting any
6 threat assessments, that's how you would know,
7 potentially, which, either the school has no
8 threats or someone's not taking it seriously,
9 which brings me to those quarterly reports that
10 we once passed a motion about, which all the
11 numbers that just got rattled off, that's the
12 information I think we passed a motion about one
13 or two meetings ago.

14 So it seems like we're going to need motions
15 on sample size, the scope, and the scope being
16 that we do want them to test for the
17 appropriateness of the content of the files and
18 the district's threat assessment process, itself,
19 which is what everyone's been talking about for
20 the past half hour. And then getting back to
21 being to 5D, because people are held accountable
22 for adherence to policy, not to practice. So the
23 policy in here, what keeps nagging at me is in
24 section 5 or where is notifying law enforcement?
25 Because all of 5 speaks to school-based community

1 and/or health care providers for mental health
2 services evaluation or treatment, and maybe I'm
3 missing the words law enforcement in here. Then
4 when we get to D we get to other agencies. Is
5 that to imply law enforcement or is there
6 somewhere else where it explicitly states law
7 enforcement referrals?

8 Because if it's stated somewhere else in
9 policy then it's covered and then we can
10 backtrack into which attribute is testing for
11 those referrals. It doesn't sound like --

12 MR. DE MEO: My computer died. I couldn't
13 find it.

14 DR. LYNCH-WALSH: I couldn't find it either.

15 MR. DE MEO: And I think that is the place.
16 Because the law that is appended to that, is
17 cited, refers to whom the district can send
18 information and what kind of information.

19 DR. LYNCH-WALSH: Okay.

20 MR. DE MEO: And after reading it a few times
21 it's not real clear, but I'm pretty sure it
22 includes law enforcement.

23 DR. LYNCH-WALSH: Okay. So then, to your
24 point, if this is the only place -- is that the
25 only play where law enforcement is implied?

1 Beyond when law enforcement is already there, is
2 5D, the thing that isn't auditable, supposedly,
3 and I just want it -- actually, that's another
4 issue. Back to page -- the top of page 12,
5 because when it says it's not auditable, we had a
6 whole discussion about everything being
7 auditable, but it literally says here, and I
8 thought it was just that they didn't have
9 records, but this says, were not auditable
10 because those sections where goals, statements
11 and objectives that are general in nature and are
12 not subject to audit procedures. Huh?

13 MS. FERTIG: Okay.

14 DR. LYNCH-WALSH: No. Wrong answer.
15 Because, as we talked about earlier, any of this
16 is auditable. Did you, in fact -- is there a
17 signature? Is there proof that they referred it?

18 MR. DE MEO: I don't think appropriateness
19 can be audited by RSM unless they demonstrate
20 some human resource or some attribute, something
21 expertise within their group that speaks to, you
22 know, behavioral activities. But I think there
23 are others.

24 DR. LYNCH-WALSH: Well, no, this is -- this
25 is did they refer it? But they're saying that 5D

1 --

2 MR. DE MEO: But I don't think they -- we can
3 task them to test the audit, the appropriateness.
4 I think we could ask someone else maybe that
5 knows these things.

6 DR. LYNCH-WALSH: No, no, I'm talking about
7 5D and E and also -- we're not talking about
8 appropriateness. This -- that's not a true
9 statement. Because 5D, that they shall contact
10 other agencies involved with a student and any
11 known service providers to share information and
12 coordinate necessary follow up is absolutely
13 auditable if you're keeping records.

14 MR. DE MEO: Oh, yeah. Yeah, yeah, yeah.

15 DR. LYNCH-WALSH: Yeah, but that's a blanket
16 statement at the top as to why 3A, 3F, 5D and E
17 are not auditable because those sections were
18 goals statements and objectives. I don't know
19 who wrote that, but that's not -- that's not an
20 accurate statement.

21 MR. DE MEO: I agree with you. I agree with
22 you.

23 DR. LYNCH-WALSH: Right. And E, of course --

24 MR. DE MEO: Well, I asked the question
25 before, but nobody offered to answer.

1 DR. LYNCH-WALSH: Yes, you did say who. So I
2 guess it's time to ask that question again.

3 Who decided, because it kind of sounded like
4 you guys had a discussion but it wasn't clear who
5 actually decided, I have my own theory about it,
6 who decided that these things were not auditable?

7 MS. FERTIG: Well, let's just move forward
8 and add it to the next -- to the next -- I mean,
9 is that your motion? We've been talking around
10 it. Let's just add it.

11 DR. LYNCH-WALSH: Well, we need --

12 MR. JABOUIN: Can I summarize --

13 MR. MEDVIN: Mr. Jabouin, please.

14 DR. LYNCH-WALSH: So we need at least three
15 motions just to keep them simple. The first is
16 -- has to do with sample size, which, basically,
17 it sounds like we want 100 percent of the serious
18 and very serious threats to be tested.

19 MS. FERTIG: Can we just move on that so we
20 don't have to keep discussing it?

21 MR. MEDVIN: Let Mr. Jabouin speak, please.

22 MR. JABOUIN: If I can please capture,
23 because I'm taking notes on some of the
24 discussion?

25 Several points mentioned by the committee, on

1 the sample size I have, all serious and very
2 serious threats, and then we have an add-on from
3 Mr. Mayersohn to have some transient as well. So
4 that's what I have in my notes for the sample
5 size.

6 DR. LYNCH-WALSH: And to consider geographic
7 location.

8 MR. JABOUIN: So with respect to the
9 geographic location I think Ms. Murtha mentioned
10 some analysis. I think that that's where that
11 would blend in as well. Because looking at the
12 data and trying to identify anomalies, maybe some
13 schools didn't have any threats reported versus
14 the data --

15 DR. LYNCH-WALSH: That's a separate issue.

16 MR. JABOUIN: -- so I'm capturing that a
17 little -- okay. It is a little -- I just want to
18 make sure that that analysis, I have that on my
19 list.

20 DR. LYNCH-WALSH: Because we asked for
21 quarterly reports which would have those numbers.
22 Like schools that have had no behavioral threat
23 assessment reports would have big fat zeros in
24 their column.

25 MS. DAHL: No behavioral problems, period.

1 DR. LYNCH-WALSH: Right. I've never heard of
2 such a place, but --

3 MR. JABOUIN: So I have that. In addition to
4 that the testing on page 13, 5D and E, so I'll
5 have a discussion with RSM on that to see what it
6 would take to put a yes in those particular
7 columns.

8 DR. LYNCH-WALSH: Also 3A and 3F, as in
9 Frank. So 3A is, the District School Safety
10 Specialist shall ensure compliance with the
11 policy.

12 MR. JABOUIN: 3A and 3F, as well. Thank you.

13 Also, either we get a new attribute or we
14 expand on some of the attributes to talk about
15 whether or not the police box was checked,
16 whether or not some other law enforcement
17 organizations are referenced, and then -- and
18 then I guess with respect to some of the
19 follow-up that's done. Mr. Lozano mentioned this
20 had, though, when the data is identified in this
21 project as well as others as well, if there is
22 something that's urgent, like, for example, if a
23 behavioral plan was needed, those things are
24 acted on immediately. So we constantly work live
25 with Mr. Lozano and the rest of the district. So

1 when something is identified we don't wait until
2 the process of going through the reporting and
3 the response, it needs to be cured immediately
4 and that's part of it. So I just wanted to
5 mention that to the committee as well.

6 One of the other things, too, is that we want
7 to make sure that we absorb board member comments
8 when it goes to that level because they, even
9 though I've put it into my protocol to speak to
10 them as I do walk-arounds on them since I report
11 to them, I want to make sure that we've got all
12 of the comments so we can go ahead and put it
13 into the next project. So I just wanted to
14 summarize that for the committee.

15 Also, with respect to some of the comments,
16 can I have RSM or maybe Ernie Lozano talk about
17 attribute number 37? Because I think we are
18 talking about documenting services that the
19 students in the behavioral plan are getting. And
20 I think that's what that attribute was about.

21 Can we describe to the committee what is done
22 with that?

23 MS. PUNZI-ELABIARY: Okay. So attribute 37
24 about documentation for monitoring plans was, the
25 data needed to be collected from BASIS emergency

1 management system from the school, the logs of
2 their daily persons possessions check and all of
3 this data that was selected on the monitoring
4 plan to be reported out was shared with RSM
5 through OneDrive -- a OneDrive folder. So the
6 schools had to gather all their information
7 referred to CPS for child studies, collect the
8 data showing that they did do the daily persons
9 possessions check, collect the data with a log
10 that shows that they checked in with the student
11 daily. So all of that information was shared
12 with RSM.

13 MR. JABOUIN: And one quick point of
14 clarification to Mr. Lozano and Ms. Punzi, if the
15 student was required to get like mental health
16 services, is that where that would be tested, as
17 well, in attribute number 37?

18 MR. LOZANO: So it would be for -- it would
19 be for if we provided it at the district,
20 ourselves, with our mental health staff, with our
21 guidance counselors and et cetera, we have all
22 that documentation. But, you know, the
23 attributes talks about when the student is
24 receiving other community services, so that's an
25 area that we can look at. Because at this time

1 we don't kind of capture that information.

2 MR. JABOUIN: Thank you.

3 MS. FERTIG: Maybe you could just break that
4 out into a separate attribute. I think there's
5 been so much discussion on it. It's just a way
6 to make sure that the communication is --
7 communication is so critical throughout this
8 whole thing, that the communication is occurring
9 between the school and the agencies that are
10 providing assistance for the student, whatever
11 those may be.

12 MR. LOZANO: We'll be working on that
13 documentation.

14 MS. MURTHA: If I may interject for just one
15 second, through the Chair, about the way the
16 wording is of 5D and 5E. Now, remember, we're
17 auditors; right? So when we have terms like
18 other agencies, which is kind of vague and would
19 require somebody like a professional in that
20 arena to identify all other agencies or as it
21 says in 5E, identify additional members, the --
22 you can see that we are looking at several
23 different systems, pulling together, looking to
24 see completeness of a form that was completed by
25 a professional to see if the rest of the

1 documentation is there. What we don't know,
2 which we would welcome a teaming partner that we
3 could bring in to produce what you all are
4 talking about, is appropriateness, additional
5 agencies and the like.

6 So we can audit what's there and we can tell
7 you if it's not there.

8 What those kind of allude to, those
9 particular sections, is a little bit more
10 subjective, which is our hesitancy. But we can
11 do that if it's the desire of the -- as well as
12 we can follow up and put a statement in the
13 report that items that were noted were closed.
14 We currently don't do that now, but we could.

15 MR. MEDVIN: Ms. Dahl?

16 MS. DAHL: I want to ask this question of Mr.
17 Lozano. Aren't schools -- aren't all schools
18 required to do a child study team every month?

19 MR. LOZANO: I'm going to defer to Dr.
20 Mancini.

21 DR. MANCINI: Yes, all schools should have a
22 child study team, but they -- their meeting is
23 potentially more frequent than once a month.

24 MS. DAHL: Okay. And that's what I thought.
25 Because I'm the chair of the On-Site Diversity

1 Committee where we go out and visit schools, and
2 we have noted already, and I'm not going to tell
3 you the schools, we have noted already two
4 schools that do not have child study teams every
5 month. And these are large schools. And so that
6 alarmed us that that was not happening.

7 And the other thing is, there was a comment
8 about a school not having any referrals of any
9 kind. There's a lot of schools out there that
10 don't report any kind of discipline referrals,
11 that their children are so perfect that nobody is
12 ever in trouble. Being what they do is they sit
13 them in a guidance office without writing a
14 referral, they sit them in and AP's office for
15 timeout and not write a referral. And so that is
16 also data that is not captured. And it is still
17 going on. I don't care what Dr. -- what Veda
18 Hudge says and what Dr. Cartwright said when they
19 came to Diversity. It is still happening. I
20 have, you know, people I talk to. So that is
21 also alarming, because no school, in my humble
22 opinion, is perfect.

23 MS. FERTIG: Can we -- is this a good time to
24 go back to page 16, number 39?

25 Transfer students. So I don't understand --

1 MR. JABOUIN: Your microphone.

2 MS. FERTIG: Oh, thank you. Page 16, number
3 39.

4 Okay. So my question on this -- because you
5 have such a small sample size, how many students
6 were transferred during this quarter because of a
7 serious or very serious threat?

8 MR. LOZANO: So that data I don't have
9 readily available.

10 MS. FERTIG: Can you find that out for us?

11 MR. LOZANO: We sure can.

12 MS. FERTIG: Okay. Now --

13 MR. LOZANO: And when you say that, Mrs.
14 Fertig, you're talking about to one of our
15 alternative sites?

16 MS. FERTIG: Well, that's my next question.
17 My next question is, when you transfer a student
18 out because of one of these threats, where are
19 you transferring them to?

20 MR. LOZANO: So it could be different
21 locations based on the, again, IEP of the
22 student, a manifestation determination. It could
23 be -- you know, we have different discipline
24 sites to accommodate children. So we look at
25 which site meets the educational and safety needs

1 of that student.

2 MS. FERTIG: Okay. Can you give me some
3 examples?

4 MR. LOZANO: So why don't we just dive in to
5 attribute 39? So attribute 39, the three were
6 only two schools. So two that failed were from
7 Lanier-James and one that failed was Cypress Run.
8 So for auditing purposes, no documentation means
9 it didn't happen; right? So what happens when
10 students transfer from a traditional site to one
11 of our alternative sites, there is a big meeting
12 that happens where the two schools meet prior to
13 the student enrolling in the nontraditional
14 school where they go over all the information.
15 In those meetings we -- it wasn't past practice
16 to specifically spell out behavior threat
17 assessment, monitoring plan, safety plan.

18 So Mrs. Strauss brought this up and spoke on
19 the transfer in the 72 hours in our previous
20 audit. Remember, this audit took place July,
21 August, September. So we were still staffing
22 this team, I was still learning processes for how
23 we move students from, you know, one location to
24 another. So we did add those specific bullets to
25 those big meetings. However, this attribute

1 assessed whether -- so the schools would talk
2 about it, but this attribute specifically looked
3 in the system if an administrator at one of those
4 nontraditional sites accessed the BTA or the
5 active monitoring plan.

6 MS. FERTIG: Okay. But my question, just to
7 get back, just to start, where are they being
8 transferred to? How many and where are they
9 being transferred to? Are they all going to
10 alternative sites? Is there ever a situation
11 where they go to another traditional high school?

12 MR. LOZANO: It could be, depending on the
13 situation.

14 MS. FERTIG: And if that is the situation how
15 do you select that school?

16 MR. LOZANO: Yeah, that would be an
17 administrative placement. So that's done, again,
18 through a committee. Sometimes through
19 discipline students are on a reassignment, they
20 may be placed back at their home school. So
21 there's multiple factors that go into that
22 decision. It's not just an arbitrary decision
23 where they pick a school.

24 MS. FERTIG: Okay. So --

25 MS. SHAW: And, Mary, what kind of follow-up

1 is done when they're transferred to that other
2 school? I'm sorry, I can't get a chance to speak
3 so --

4 MS. FERTIG: Phyllis, I couldn't quite -- I
5 couldn't quite hear that.

6 MS. SHAW: What kind of follow-up is done
7 when they're transferred? Let's say they're to
8 their home school, what kind of follow-up is
9 done? Because it's one thing to just move them
10 out of where the threat occurred, but it's
11 another thing now that you've moved them outside
12 of an alternative school into another school.
13 What is being done? What kind of follow-up is
14 being done? How often is that follow-up being
15 done?

16 MR. LOZANO: So, historically, we don't move
17 students from traditional to traditional. A lot
18 of times a parent will withdraw and look for
19 another school after that situation occurs.
20 Where we place mostly is traditional to
21 nontraditional because of the severity of the --
22 and a lot of times it's not even the severity of
23 the threat assessment, it's the severity of the
24 discipline as well, because they're two different
25 things.

1 MS. FERTIG: So, primarily, they're going to
2 nontraditional?

3 MR. LOZANO: Correct.

4 MS. FERTIG: Okay. But there are cases where
5 they're going to traditional -- even if a parent
6 withdrew a student and enrolled them somewhere
7 else, you would pick up that it was going to a
8 traditional school. So I guess -- I guess what I
9 would want to know if you were doing that, how
10 you select the school? I understand the
11 reassignment, is that the only case that you can
12 think of or if they're in a magnet school they
13 would go back potentially to the home school, is
14 that the only cases? And can we get a --

15 MR. LOZANO: I don't think they're then -- I
16 can't even think of an incident where we moved
17 traditional to traditional. If a parent does it
18 or it happens outside of us, then, again, the
19 system notifies when the school -- when that
20 parent shows up to register, the threat
21 assessment automatically shows up, the active
22 monitoring shows, the administrators get an email
23 that that student just enrolled. It's in the
24 TERMS panel for the registrar to see. And that
25 was the work of this committee that had us start

1 putting those things in place. So all of those
2 things happen now so the school knows immediately
3 when a student shows up with a threat assessment
4 active monitoring plan or an active safety plan.

5 MS. FERTIG: And so what action do you take?

6 MR. LOZANO: So then the school reviews the
7 active monitoring plan and ensures they're ready
8 to implement that on the first day the student
9 enrolls in that school.

10 MS. FERTIG: So I guess my concern would be
11 then, this is -- I have a lot of questions on
12 this section.

13 MR. LOZANO: That's okay.

14 MS. FERTIG: One concern would be, if you had
15 intended for them to go to a nontraditional
16 setting and someone circumvented that by
17 withdrawing their student and taking them to
18 another school, how would you -- would you accept
19 that or would you say, I'm sorry, they have to
20 go?

21 MR. LOZANO: No, if they got placed through
22 the committee at an alternative site they have to
23 enroll in the alternative site.

24 MS. FERTIG: Okay. Okay. And the
25 alternative site they're going to is selected

1 geographically; programatically; how is it
2 selected?

3 MR. LOZANO: Both. Because we have -- you
4 know, Lanier-James, we have Cypress Run are our
5 two primarily discipline sites. We also have
6 other sites for our ESE children, but they're not
7 general education sites. So, again, there's
8 multiple factors that go into, but primarily --
9 and Pine Ridge. So those are our primary
10 locations where students are placed at an
11 alternative site.

12 MS. FERTIG: Okay. And so -- I'm sorry,
13 Rebecca, go ahead.

14 MS. DAHL: I just have one other question. I
15 have a question with that. When you have a child
16 going from an alternative school and they've
17 completed whatever length of time they're
18 supposed to be there and they go back to a
19 traditional school because they're,
20 quote-unquote, fixed, sorry, is there a meeting
21 that's supposed to happen when that child goes
22 back to that traditional school before they show
23 up.

24 MR. LOZANO: Yes, that same -- correct.

25 MS. DAHL: Okay.

1 MS. STRAUSS: And is that happening?

2 MS. DAHL: Yeah, I was just going to -- and
3 that was my next question.

4 MR. LOZANO: There's an exit meeting that
5 takes place.

6 MS. STRAUSS: Well, it should be an entrance
7 meeting if they're going back into main --

8 MR. LOZANO: Yeah, but they're exiting --
9 when a student exits the nontraditional they
10 schedule the meeting with the school that the
11 student is going to return to.

12 MS. FERTIG: And we're monitoring that?
13 That's one of the things we're monitoring or
14 we're not monitoring it?

15 MR. LOZANO: Yeah, that's part of the --

16 MS. FERTIG: I mean, we're not auditing it
17 here.

18 MR. LOZANO: No.

19 MS. FERTIG: No. Okay. That would just be a
20 concern that, you know, particularly how this all
21 unfolds right now.

22 MR. MAYERSOHN: Mary, I would add it also the
23 other way, going down to whatever it is 39 or --
24 is that we have, let's say students coming in, so
25 you have a student in Palm Beach that has a

1 threat assessment --

2 MS. FERTIG: Yeah. Right.

3 MR. MAYERSOHN: How do we know -- we don't --
4 your system doesn't communicate with Palm Beach,
5 so how do you know what information except
6 calling up and asking Palm Beach for the
7 information? That's not within the 72 hours that
8 they may provide you with. Maybe that takes
9 them, you know, a week. So within that timeframe
10 that's a concern about how we then handle
11 students coming in without knowing any detail. I
12 mean, I know, you know IEPs go back and forth the
13 same way, there's not one system that generates
14 that and nobody's, you know, speaking the same or
15 technology is not speaking the same language.

16 MR. MEDVIN: So, fortunately, Palm Beach and
17 Broward use the same system, so -- but across the
18 67 districts, to your point, that doesn't happen,
19 which is part of the conversation next Tuesday
20 and Wednesday.

21 MR. MAYERSOHN: Up in Orlando.

22 MR. LOZANO: Yep.

23 MR. MAYERSOHN: That you're having.

24 MR. LOZANO: Yep.

25 MS. STRAUSS: And, Bob, if you remember, when

1 we started this conversation we even talked about
2 Broward County being the example, if we can get
3 it right in this state, we could be the example
4 -- what if a Broward County student goes to
5 Atlanta, Georgia, right, and then does something
6 not good there, well, we don't want to be in the
7 news because Broward didn't inform that Atlanta
8 school and then something horrible happened
9 there; right?

10 So I think it's like a much larger problem to
11 tackle but I think we need to get it right, here,
12 first.

13 MR. MAYERSOHN: Right.

14 MS. STRAUSS: But as we're on the topic, just
15 sorry, really quickly, of these alternative
16 schools and talking about, what is the capture
17 point; what is the trigger point on where we can
18 do better? Right?

19 With all the tools that Mr. Mayersohn spoke
20 about, wouldn't it make most sense to add more
21 resources, different types of resources, at those
22 locations before they go back to mainstream
23 schools?

24 MR. LOZANO: So we did. To your point, I
25 know Dr. Wanza worked with budget and Veda Hudge

1 to add more resources to that school this year to
2 support, because that concern that you just said
3 was brought up, can we add more resources to
4 support those schools? Because, again, Pine
5 Ridge, Lanier-James, Cypress Run, have the
6 majority of our students with our very serious
7 substantive threats. So how do we provide more
8 support to those school administrators and mental
9 health staff to support the needs of those
10 students?

11 MS. STRAUSS: But perhaps it's not just
12 mental health. Perhaps it's deeper rooted than
13 that in addition to mental health. You don't
14 know. Because whatever is happening isn't
15 working. Let's face it.

16 How many of the students that are in those
17 three schools that you mentioned returned to a
18 mainstream school and have significant growth in
19 the positive -- in a positive direction? What is
20 our success rate with those children with the
21 resources we're providing them? If we did ask
22 for extra money, what's the ROI; right? And
23 what's the impact on the child?

24 MS. DAHL: And the school.

25 MS. STRAUSS: And the school. Exactly.

1 MS. FERTIG: And since you've added this,
2 since you've begun this in the last couple of
3 years you've sent a new -- you sent a new
4 challenge to these nontraditional schools that
5 they might not have handled in the past because
6 now they are getting all of these serious and
7 very serious threats that you were not tracking
8 before and you're putting them all in one place.
9 And I just kind of wonder what tools, what you're
10 saying, what tools are they giving them to assist
11 with this extra -- this -- I don't know what you
12 want to call it, but it's definitely a new and
13 much more intense challenge than what they've
14 faced in the past.

15 So I would say that -- I think this is an
16 area to do some more work on. I, myself, would
17 like to know, and I don't know if the rest of you
18 feel the same way, and we'll add it to our motion
19 if you do, that we get the information on the
20 total number of transfers in every quarterly
21 report and some indication of where they went
22 traditional; nontraditional; out of system.

23 MS. STRAUSS: And back. Back and forth.

24 MS. DAHL: Back and forth.

25 MS. FERTIG: Yeah.

1 MS. DAHL: Because that really needs to be
2 captured, too, because -- of course, I haven't
3 been in the system for a while, but even children
4 that have been expelled and are not really
5 attending school, they come back, too.

6 MS. STRAUSS: Yes, they do.

7 MS. DAHL: And I had a very serious incident
8 with one of those. One of my APs got totally
9 beaten up by the kid. Guess what? He got
10 expelled again. So what. I mean, first time
11 didn't help him, I know the second time didn't
12 help him.

13 So I'd like to see some indication on, that
14 too, because most of the time when those kids
15 come back in, I don't know if you all are
16 capturing them and whether or not you're doing a
17 meeting with that school to tell them this is why
18 the child was expelled, that child has been
19 expelled for beating up a school employee, and
20 the child did it again.

21 MR. MEDVIN: Okay. We're on a time
22 constraint. I'd like to wrap this up by 20 to
23 12. So if we could start --

24 MS. FERTIG: A motion?

25 MR. DE MEO: Mr. Chair, I'll make a motion,

1 because I have to leave.

2 MR. MEDVIN: If we could start making our
3 motions.

4 MR. DE MEO: I'll make the first motion.

5 MR. MEDVIN: Okay.

6 DR. LYNCH-WALSH: Can I just, before you do
7 that, because page 5 we didn't talk about and
8 this is actually a recommendation from the
9 auditors. And I'm kind of curious as to why. It
10 says, the district implemented Navigate360 in the
11 school year 21-22 for each school to document the
12 monthly BTA team meetings. We recommend schools
13 enter more specific details concerning the cases
14 discussed and action items taken each month and
15 also include the date that each student's
16 monitoring plan is closed and the rationale
17 behind the closure, when applicable.

18 Additionally, we recommend that formal school
19 policies are adopted at the Centers, where
20 physical checks and other daily safety measures
21 occur for all attending students. Adopting
22 formal polices would alleviate the maintenance of
23 possession check logs, for example, for those
24 students with monitoring plans requiring such
25 searches.

1 Isn't this addressed in the behavioral threat
2 assessment policy, itself? I mean, doesn't that
3 apply to all schools?

4 I guess, through the Chair, it's a Mr. Lozano
5 question.

6 MR. LOZANO: So I'll take the first
7 paragraph. So we did implement Navigate360 for
8 all schools to log and monitor their BTA monthly
9 meetings that were mandatory. What we did was we
10 have one box where we ask schools to list student
11 discussed and actions taken. Through this audit
12 process we saw some schools didn't provide the
13 details specifically, so we adjusted the
14 template. So schools now have to list specific
15 students and the specific actions taken.

16 So I think that goes back to what Mr. Jabouin
17 said, where we start process improvement
18 immediately as we start seeing things come up.
19 So we've already addressed the first piece of
20 that.

21 DR. LYNCH-WALSH: And who -- where does
22 Navigate360 come from? Because the behavioral
23 threat assessment is a PCG product; right?

24 MR. LOZANO: Correct.

25 DR. LYNCH-WALSH: Is Navigate360 as well?

1 MR. LOZANO: So Navigate360 is its own
2 company and Navigate360 is where schools log
3 their fire drills and their active assailant
4 drills. So we use -- we use --

5 DR. LYNCH-WALSH: Do they talk to each other?
6 Is this the thing that --

7 MR. LOZANO: No, those two don't.

8 DR. LYNCH-WALSH: Oh, those are the two that
9 don't talk to each other. Okay.

10 And then the second part where they're
11 recommending formal school policies, we have a
12 policy and there is a manual which suggests there
13 is a procedure, which I think we would assume
14 applies to all schools regardless of type. No?

15 MR. LOZANO: So -- so I think where RSM went
16 with this one is, when you go to one of these
17 sites, for the most part when you walk through
18 the front door you're automatically checked,
19 you're automatically searched, but the schools
20 don't have a signed form where parents and
21 students acknowledge that takes place. So --

22 DR. LYNCH-WALSH: So it's not in the manual
23 then?

24 MR. LOZANO: So that's -- that's specific to
25 each school and they were referencing in the

1 school's policy and procedures for when students
2 attend that school site it should specifically
3 say, you know, as a requirement of coming to this
4 school, you know, you -- you know, you're wanted,
5 you're -- all the requirements of there's no
6 backpacks, whatever the requirements are at that
7 school for all students, and that wasn't
8 documented to the level of RSM's satisfaction.
9 So that's why they flagged that.

10 DR. LYNCH-WALSH: And where it says,
11 alleviate the maintenance of possession check
12 logs, for example, for those students with
13 monitoring plans, are these the BTA monitoring
14 plans?

15 MR. LOZANO: So the students who have a daily
16 personal possession check, the schools have to
17 keep a daily log of that. So what they are
18 saying, since that's a part of attending that
19 school, the school wouldn't have to have the log
20 if they had it in clear policy and procedure of
21 attending that school.

22 DR. LYNCH-WALSH: So where -- since they're
23 checked, where is that information kept? Would
24 that be shared as part of the monitoring or
25 you're saying -- how would you know that they're

1 doing what's in the monitoring plan if it's part
2 of going to the school and they're going to keep
3 that instead?

4 MS. BARDEE: When we talked to the centers
5 every student entering that center gets backpack
6 checked, gets a personal possession check.

7 DR. LYNCH-WALSH: No, I get that, but how do
8 you -- where would that be documented so that if
9 you were checking off that they're doing the
10 monitoring plan you know that that's been done as
11 part of them attending the school?

12 MS. BARDEE: What we're saying here is, if
13 they had a formal policy stating that from the
14 school perspective that that's occurring, I would
15 be all right with not seeing a log of that every
16 day because it's policy to even enter the school.

17 DR. LYNCH-WALSH: But then you'd have to test
18 their policy to make sure they're actually doing
19 it. So I don't know that that would alleviate,
20 because, yeah, sure, they could adopt a policy
21 saying that they do it, but then you'd have to
22 test to make sure it's happening in order to
23 check off that the monitoring plan that says they
24 need to be checked is happening.

25 So I -- I hear you, but, unless you're going

1 to test that school's daily searching, we're
2 right back to where we started, I think.

3 But, thank you, that clarifies it and I'm
4 good.

5 MR. DE MEO: I'm going to make a motion.

6 DR. LYNCH-WALSH: I've got like four motions.

7 MS. FERTIG: Yeah, I know you've got a list
8 there of motions.

9 Just as we're concluding, just one thought
10 for us as we move forward, you know, we see that
11 more -- there's more compliance with a lot of
12 these issues, so when you do all the schools we
13 don't know, but we don't really see any kind of
14 impact on the trend of threats that we're having.
15 And I just hope some day we have that
16 conversation to see if there's things that we can
17 do to strengthen it. And maybe not. Maybe this
18 is a societal issue and not something we can
19 impact, but it doesn't look to me like we're
20 seeing any kind of a downward trend in the number
21 of threats that you're getting, serious and very
22 serious.

23 MR. LOZANO: So I will say --

24 MS. FERTIG: In spite of all of these, we
25 might be identifying things, but we're not really

1 mitigating things.

2 MR. DE MEO: So, Mr. Chair, I'll make a
3 motion. The Audit Committee recommends the board
4 of director hire or appoint a senior management
5 level appropriately qualified individual whose
6 sole responsibility shall be the threat
7 assessment program.

8 MS. SHAW: Amendment. I'll second it and
9 amend it. Instead of board of directors, the
10 board.

11 DR. LYNCH-WALSH: The school board.

12 MR. MEDVIN: The school board.

13 MR. DE MEO: The School Board of Broward
14 County.

15 MS. SHAW: There you go.

16 MR. JABOUIN: Can you repeat the words after
17 responsibility, sir?

18 MR. DE MEO: The Audit Committee recommends
19 that the School Board of Broward County hire or
20 appoint a senior management level appropriately
21 qualified individual whose sole responsibility
22 shall be the threat assessment program.

23 MR. LOZANO: So we have that position, so I
24 don't think we need to add it. You know, I was
25 the executive director of threat assessment and

1 then I was tasked --

2 DR. LYNCH-WALSH: You still are. You
3 actually still are.

4 MR. LOZANO: Correct. Correct.

5 MS. FERTIG: I think the point of the motion
6 was to have a --

7 DR. LYNCH-WALSH: To never task assign that
8 person to anything else is the point of the
9 motion.

10 MR. LOZANO: There you go.

11 DR. LYNCH-WALSH: That person should be
12 solely responsible and ineligible for any other
13 task assignments.

14 MR. DE MEO: That's what I said. That's what
15 I said.

16 DR. LYNCH-WALSH: Well, you said hire or
17 appoint and they're gonna be like, we already
18 have one. But just to drive the point home,
19 don't ever task assign them.

20 MS. STRAUSS: Can we amend that then to just
21 say not --

22 MS. SHAW: I accept the friendly amendment.

23 MS. STRAUSS: So to not be task assigned to
24 any other position.

25 MS. FERTIG: It sounds like Phyllis has an

1 amendment.

2 MS. SHAW: No, I was making what Nathalie's
3 saying into friendly amendment.

4 DR. LYNCH-WALSH: Thank you.

5 MR. DE MEO: I think it's clear. I think a
6 senior management level appropriately qualified
7 individual whose sole responsibility shall be the
8 threat assessment program. I don't think I could
9 be any clearer.

10 MS. FERTIG: No, I think you did fine.

11 MS. STRAUSS: Who is not eligible to be task
12 assigned.

13 MS. FERTIG: Well, he's saying, sole
14 responsibility.

15 MR. DE MEO: What the hell does that mean,
16 that task assigned?

17 DR. LYNCH-WALSH: He has two jobs.

18 MR. DE MEO: No, he's a good guy. He should
19 be it.

20 MS. STRAUSS: I know, but they took him out.

21 MR. DE MEO: I'm reading these signs. You
22 know, thank God I'm not involved with the school
23 board. Task assigned, what the hell is that?

24 DR. LYNCH-WALSH: It means different things
25 for different people. Sometimes --

1 MS. DAHL: Well, let's finish that one and
2 let's go on.

3 MS. STRAUSS: So can you read that back?

4 MR. JABOUIN: School Board of Broward County
5 shall hire or appoint a senior management level
6 appropriately qualified individual whose sole
7 responsibility shall be the threat assessment
8 program. The person shall not be task assigned
9 to any other position. That's the wording for
10 the motion. I missed who -- Mr. De Meo, you're
11 the one that -- who seconded Mr. De Meo?

12 MS. SHAW: Phyllis.

13 MR. DE MEO: Ms. Shaw.

14 DR. LYNCH-WALSH: Phyllis.

15 MR. JABOUIN: Thank you.

16 MR. MEDVIN: Any further discussion?

17 (No response.)

18 MR. MEDVIN: All in favor?

19 COMMITTEE MEMBERS: Aye.

20 MR. MEDVIN: Opposed?

21 (No response.)

22 MR. MEDVIN: Motion carries.

23 MS. STRAUSS: Okay. Progress.

24 DR. LYNCH-WALSH: I've got -- okay. So none
25 of these are actually that, so we're going good.

1 So I'm going to do them individually, because
2 they get too clunky otherwise.

3 We move RSM audit the entire population of
4 serious and very serious behavioral threat
5 assessments and include a geographically --

6 MR. JABOUIN: Slower please. Thank you.

7 DR. LYNCH-WALSH: Well, I did type it. I can
8 send it to you. And I think you have like three
9 secretaries, but, anyway.

10 MR. JABOUIN: Thank you.

11 DR. LYNCH-WALSH: We move RSM audit the
12 entire population of serious and very serious
13 behavioral threat assessments and include a
14 geographically-based sample of transient threats.
15 I didn't know if you wanted unfounded as well,
16 Robert?

17 MR. MAYERSOHN: Yes.

18 DR. LYNCH-WALSH: Yes? Okay. Transient and
19 unfounded threats.

20 MR. MEDVIN: Do I have a second?

21 MS. FERTIG: Yeah, I'll second that.

22 MS. STRAUSS: Second.

23 MR. MEDVIN: Second by Ms. Fertig.

24 Comments?

25 MS. FERTIG: Can you read that first part

1 again? I thought of something as you were
2 reading it.

3 DR. LYNCH-WALSH: We move RSM audit the
4 entire population of serious and very serious
5 behavioral threat assessments --

6 MS. FERTIG: On a quarterly basis.

7 DR. LYNCH-WALSH: Okay. On a quarterly basis
8 and include a geographically-based assessment of
9 transient and unfounded threats.

10 MR. JABOUIN: I have that exact wording.

11 MS. STRAUSS: I will second that. Or first
12 it or second it or whatever.

13 MR. MEDVIN: Any further comments?

14 (No response.)

15 MR. MEDVIN: RSM, is this feasible for you?

16 MS. MURTHA: Yes, sir.

17 MR. MEDVIN: Okay.

18 MR. MAYERSOHN: They love the work. Come on.

19 MR. MEDVIN: All in favor?

20 COMMITTEE MEMBERS: Aye.

21 MR. MEDVIN: Opposed?

22 (No response.)

23 MR. MEDVIN: Motion carries.

24 DR. LYNCH-WALSH: Okay. Next one speaks to
25 the process itself.

1 We move RSM begin testing the effectiveness
2 of the district threat assessment process on a
3 quarterly --

4 MR. JABOUIN: Slower, please.

5 DR. LYNCH-WALSH: Hold on. On a quarterly
6 basis?

7 MS. STRAUSS: Yeah.

8 DR. LYNCH-WALSH: Okay. We move RSM begin
9 testing the effectiveness of the district's
10 threat assessment process on a quarterly basis.

11 MR. JABOUIN: Thank you.

12 MS. FERTIG: Second.

13 MR. MEDVIN: Second by Ms. Fertig.

14 MR. DE MEO: Discussion?

15 MR. MEDVIN: Discussion.

16 MR. DE MEO: I love the idea and I like the
17 thought, but I'm not sure that RSM can test
18 effectiveness. Are you qualified, RSM, to test
19 the effectiveness?

20 MS. MURTHA: We would have to partner with a
21 qualified group.

22 MR. DE MEO: Right. So -- and I think, if
23 that's the case, that we would want to be,
24 certainly, I would want our chief auditor
25 involved in selecting and determining the

1 qualifications of such person.

2 DR. LYNCH-WALSH: I would want us involved.
3 Us involved.

4 MR. DE MEO: Yes. Because I'm not sure who
5 is qualified to do that. I'm sure collectively
6 we'll figure that out.

7 MS. FERTIG: So could we just add one word to
8 get us to the next meeting with this and just say
9 investigate this and then they can come back with
10 how they would do it?

11 MR. DE MEO: Okay. I'm okay with that.

12 MS. FERTIG: Are you okay with that?

13 DR. LYNCH-WALSH: RSM investigate?

14 MR. DE MEO: Or make a proposal about.

15 MS. FERTIG: Yeah.

16 DR. LYNCH-WALSH: Propose testing. I'll
17 change begin to propose?

18 We move RSM propose or develop a proposal to
19 test the effectiveness of the district's threat
20 assessment process on a quarterly basis?

21 MS. FERTIG: Okay.

22 DR. LYNCH-WALSH: We move RSM develop --

23 MR. JABOUIN: Could you please repeat that,
24 Dr. Lynch-Walsh?

25 MS. FERTIG: Well, I second it. I'm fine.

1 We're good with that.

2 DR. LYNCH-WALSH: Well, hold on. Let me just
3 make sure I just type it first.

4 We move RSM develop a proposal to test the
5 effectiveness of the district's threat assessment
6 process on a quarterly basis.

7 MR. MEDVIN: I think Ms. Fertig had seconded
8 that.

9 MS. FERTIG: Yeah, I seconded it.

10 MR. MEDVIN: Any further discussion?

11 (No response.)

12 MR. MEDVIN: Call the question. All in
13 favor?

14 COMMITTEE MEMBERS: Aye.

15 MR. MEDVIN: Opposed?

16 (No response.)

17 MR. MEDVIN: Motion carries.

18 DR. LYNCH-WALSH: Next? This one has to do
19 with attributes, the ones that weren't auditable.

20 We move RSM include attributes that test
21 Policy 4380, Section 3A, 3F, 5D and 5E.

22 MS. FERTIG: Second.

23 MR. MEDVIN: Second by Mary.

24 Any comments?

25 MR. JABOUIN: One more time, Dr. Lynch-Walsh,

1 please.

2 DR. LYNCH-WALSH: We move RSM include
3 attributes that test Policy 4380 Section 3A, 3F,
4 5D and 5E.

5 MR. MEDVIN: RSM, is this something, again,
6 that you feel you can comply with?

7 MS. MURTHA: If I may? 3A, the district's
8 school safety specialist shall ensure compliance
9 with the policy?

10 DR. LYNCH-WALSH: So you're already testing
11 compliance. What we need to establish is a
12 threshold level of compliance and see if they hit
13 that. This could be actually like the easiest
14 one ever.

15 MS. MURTHA: But it would include
16 collaboration with this committee to understand.

17 DR. LYNCH-WALSH: To quantify what do we
18 consider compliance.

19 MS. MURTHA: Exactly. Yes, ma'am. Yes,
20 ma'am.

21 DR. LYNCH-WALSH: But it is something you can
22 measure. And if you can measure it, you can
23 audit compliance with it.

24 MS. MURTHA: And the answer could be the
25 report, itself.

1 DR. LYNCH-WALSH: Right. What level have you
2 hit of compliance in areas that we're
3 particularly concerned about, too.

4 MR. DE MEO: But -- I'm sorry, I forget your
5 name, but --

6 MS. MURTHA: Jennifer.

7 MR. DE MEO: Jennifer. To ensure, how can
8 they determine, how do they determine that
9 someone ensured the policy was followed?

10 DR. LYNCH-WALSH: Because they're responsible
11 for the compliance. So if they're doing their
12 job, then there would be compliance.

13 MR. DE MEO: I don't think we want to put
14 them in a position where they have to draw a
15 conclusion subjectively or judgmentally.

16 So I think we need to refine that. And I
17 think that's why you mentioned that, Jennifer.

18 MS. MURTHA: Yes, sir.

19 MR. DE MEO: It wouldn't be fair to you. And
20 it wouldn't be -- the results would be at best
21 murky, I think.

22 DR. LYNCH-WALSH: Well, we can determine --
23 but it's pulling from the policy. So the policy
24 was written that they will ensure compliance.
25 That's in the policy. It could be the policy

1 language is bad --

2 MR. DE MEO: Yeah, yeah.

3 DR. LYNCH-WALSH: -- but we can at least sort
4 of quantify some objectives to make them
5 measurable in terms of ensuring. Ensuring may
6 not be the best word, but that is what's in
7 policy.

8 MS. FERTIG: Can't they have a checklist and
9 go down it and check, called law enforcement;
10 called this; filed that?

11 DR. LYNCH-WALSH: Right. Like monitoring
12 needs to get down -- well, monitoring. Right now
13 we're seeing 33 percent fail on monitoring and 34
14 on transfers. Ensuring compliance we could say
15 in these particular areas, like this quarter
16 we're concerned about this, and see if it can be
17 reduced by X percent, something that's feasible,
18 that's attainable, and they should be able to
19 knock it down. I mean, the monitoring is kind of
20 key.

21 MR. DE MEO: Yeah, I think we need some
22 agreed-upon language.

23 DR. LYNCH-WALSH: Right. We can agree later,
24 but I'm just trying to kick the can.

25 MS. MURTHA: Perhaps a proposal in this

1 attribute as well. What would that look like?

2 What could that look like?

3 DR. LYNCH-WALSH: Propose -- We move RSM
4 propose attributes that test -- I'll just,
5 instead of "include", "propose".

6 We move RSM propose attributes that test
7 Policy 4380 Sections 3A, 3F, 5D and 5E.

8 MS. FERTIG: All right. Second.

9 MR. MEDVIN: Any comments?

10 (No response.)

11 MR. MEDVIN: All in favor?

12 COMMITTEE MEMBERS: Aye.

13 MR. MEDVIN: Opposed.

14 (No response.)

15 MR. MEDVIN: Motion carries.

16 DR. LYNCH-WALSH: Thank you. The next one
17 had to do with the student intake form. It
18 sounded like people wanted that broken down
19 within the attribute, like the different
20 components of the student intake form. Because
21 there's the signature for law enforcement,
22 there's a lot in the student intake form and it's
23 just one attribute right now.

24 So I was just going to say, we move RSM break
25 down compliance attributes associated with the

1 student intake form.

2 MS. FERTIG: Okay. Second.

3 MR. JABOUIN: One more time, please?

4 DR. LYNCH-WALSH: We move RSM break down
5 compliance attributes associated with the student
6 intake form.

7 MR. JABOUIN: Okay.

8 MR. MEDVIN: Do we have a second?

9 MS. FERTIG: Yeah, I seconded it.

10 MR. MEDVIN: Second by Mary Fertig.

11 Any comments?

12 (No response.)

13 MR. MEDVIN: All in favor?

14 COMMITTEE MEMBERS: Aye.

15 MR. MEDVIN: Opposed?

16 (No response.)

17 MR. MEDVIN: Motion carries.

18 DR. LYNCH-WALSH: Okay. I'm going to skip
19 the one on monitoring because I was writing these
20 while you guys were talking, so if someone had
21 something on monitoring, I didn't get any further
22 than follow up on monitoring.

23 The other one I had, and I don't know if this
24 is a motion, but it has to do with the prior
25 motion about quarterly reports. So I was going

1 to recommend we move the chief auditor retransmit
2 the Audit Committee motion to the board related
3 to quarterly reports. Because we did pass a
4 motion and nothing's --

5 MS. FERTIG: Aren't we doing quarterly
6 reports?

7 DR. LYNCH-WALSH: No, no, staff.
8 District-based. Like we just got the stats from
9 Lozano, but we should have had a report.

10 MS. FERTIG: Oh, right, right, right, right.
11 I see. Okay.

12 DR. LYNCH-WALSH: So, but to clarify, related
13 to district quarterly reports.

14 MR. LOZANO: So the school board gets those
15 reports. I don't know if Audit Committee gets
16 those reports. So we do --

17 MS. DAHL: We asked for them.

18 MR. LOZANO: -- the data I just shared, we do
19 report that quarterly to the school board.

20 MS. FERTIG: Which makes it public record, so
21 it's easy to send us a copy. I mean --

22 MS. DAHL: Yeah, we asked for it.

23 DR. LYNCH-WALSH: Yeah, I don't think we
24 would have made that motion. I think we had this
25 exact discussion and we asked for the reports.

1 MS. STRAUSS: Months ago.

2 MR. DE MEO: Yeah.

3 So we don't need a motion, just give us the
4 report.

5 MS. STRAUSS: Per our request previously that
6 was documented.

7 MS. FERTIG: I know we're going to run out of
8 time, so just in the interest of time, did you
9 put down my request or do I need to put in a
10 motion that we get quarterly the number of
11 students who transferred out of -- who are
12 transferred as a result of serious or very
13 serious threats.

14 MR. LOZANO: Mr. Jabouin do you get them,
15 that report?

16 MR. JABOUIN: I will look for them. So if
17 I'm on the distribution list for that --

18 MR. LOZANO: Kim can send you them today.

19 MR. JABOUIN: Yeah, if she can resend them to
20 me that will make it easier to look at them.

21 MS. FERTIG: And not by name of school but by
22 type of -- where they go.

23 MR. LOZANO: And we have elementary,
24 middle --

25 MS. FERTIG: Traditional, alternative

1 transfers.

2 MR. JABOUIN: So I'll get the reports from
3 Kim.

4 MR. LOZANO: So you're going to have to talk
5 about what you want in the report, because right
6 now, and maybe that's -- we bring what we have to
7 the next meeting and look at it and define the
8 parameters.

9 MS. FERTIG: Okay. Yeah. I'm just
10 interested in that total number.

11 MR. LOZANO: We'll get you the reports we're
12 producing now so you have them.

13 MS. FERTIG: Like in this month's report
14 there were -- I mean in this quarter's report
15 there were nine transfers that they followed, but
16 I'm just -- out of your 20 or whatever sample.
17 I'm just interested in how many total there are.

18 MR. LOZANO: Yeah.

19 MR. JABOUIN: I just wanted to double-check.
20 Obviously, you'll get me, Kim, the reports that
21 went out to the board, but as far as Mrs.
22 Fertig's specific request, do the reports address
23 that?

24 MR. LOZANO: At this time it doesn't report
25 transfers, but, again --

1 MS. FERTIG: I think -- I think that's a
2 pretty important topic to include in our overall
3 report. It may not -- I mean, it's just a line
4 on the report, maybe three lines, but I think it
5 should be included there.

6 MR. DE MEO: I agree.

7 MR. JABOUIN: We'll immediately send what
8 went out and then we'll have to work with them on
9 getting the specific line, Ms. Fertig.

10 MR. MEDVIN: Okay. My quick comment is, I
11 want to thank RSM for their work.

12 MS. DAHL: Yes, thank you.

13 MR. MEDVIN: And I want to thank the
14 committee for their diligence in getting into
15 this and their passion, our passion, about a
16 very, very important issue. And it seems that we
17 will be working together with RSM, Mr. Lozano and
18 his team to make sure this procedure continues to
19 improve. So I thank everybody for their efforts
20 in that area.

21 MS. STRAUSS: And I want to say thank you,
22 Mr. Lozano and your team, and I hope that your
23 task assignment ends.

24 MS. DAHL: Or that he gets --

25 MR. DE MEO: Or begins. Or begins; right?

1 Yeah, thank you, Mr. Lozano and the lady next
2 to you. Sorry, I don't know your name. You seem
3 to be on top of these things. And thank you,
4 RSM. You did a nice job on the report.

5 MR. MEDVIN: Okay. Because we have such time
6 constraints we have to go on.

7 Mr. Jabouin?

8 MR. JABOUIN: Yes, thank you. We have the
9 Big 3 discussion.

10 MS. DAHL: No, it wasn't supposed to be done
11 today.

12 MR. MEDVIN: It's on the agenda.

13 MR. MAYERSOHN: It's on the agenda.

14 MR. MEDVIN: It's on the agenda. Don't waste
15 more time.

16 MR. JABOUIN: Thank you. So I just wanted to
17 mention to the committee that Ms. -- Mrs. Marte
18 needs to leave at 12:15, she's already cancelled
19 two meetings already.

20 MS. DAHL: We agreed to one thing.

21 MS. FERTIG: No, but we're only talking --
22 he's only mentioning something. We're not
23 getting into the audit.

24 MR. JABOUIN: Oh, I'm sorry. I actually need
25 a motion to transmit the report.

1 Thank you, Ms. Marquardt.

2 MS. FERTIG: Move to transmit with all the
3 motions.

4 MR. MAYERSOHN: Second.

5 MR. MEDVIN: Second. All in favor?

6 COMMITTEE MEMBERS: Aye.

7 MR. MEDVIN: Opposed?

8 (No response.)

9 MR. MEDVIN: Motion carries.

10 MS. FERTIG: Are you just making -- you're
11 just making a brief comment on the Big 3 Audit,
12 you're not getting into it?

13 MR. JABOUIN: There is no motion for the Big
14 3. It is to -- as RSM who's on the phone will --
15 they've taken advice already from the Facilities
16 Task Force, from the Diversity Committee, from
17 the Bond Oversight Committee, and so they're
18 going to go over the key points of those
19 discussions.

20 So there is no motion, no need to approve.
21 So if we lose quorum on that one, there's nothing
22 for the committee to do.

23 MS. STRAUSS: Well, I'm leaving.

24 MS. FERTIG: Can we just -- can we just get
25 one thing on here? One thing I'd like them to

1 look at --

2 MR. JABOUIN: The Big 3? The Big 3?

3 MS. FERTIG: Yeah.

4 MR. JABOUIN: Okay. Sure. So we do have on
5 the phone, Ms. Fertig and the rest of the
6 committee Matthew Blondell from RSM. We also
7 have Chris Gums from RSM, as well.

8 Mr. Gums and Mr. Blondell?

9 MS. FERTIG: I would like them to track the
10 amount of time that it takes -- that it took to
11 get these projects done.

12 Do we have quorum or not?

13 MR. JABOUIN: We do not. We need six
14 physical for quorum. I believe we have five.

15 MS. FERTIG: All right. We're meeting March
16 2nd. Are we holding them up then?

17 DR. LYNCH-WALSH: They already started.

18 MS. FERTIG: Oh, they did?

19 MR. JABOUIN: No, they do need to move
20 forward with --

21 MR. MEDVIN: We're not doing any voting.
22 This is --

23 MR. MAYERSOHN: This is informational.

24 MR. JABOUIN: -- information. There's
25 nothing to vote on, because, ultimately --

1 MS. FERTIG: Okay.

2 DR. LYNCH-WALSH: I know, but, respectfully,
3 I know -- I know a painful amount about this and
4 we just lost --

5 MS. FERTIG: We lost -- I understand. So can
6 we.

7 DR. LYNCH-WALSH: So do we have anything to
8 gain from hearing this today?

9 MS. FERTIG: So can we write or our -- I'm
10 just trying to cut through this. Can we just
11 write our things, our points in to you and
12 then --

13 MR. JABOUIN: You could, but I do think that
14 I'd like to give the members of the committee
15 that are here an understanding as to the scope of
16 the work, because I --

17 DR. LYNCH-WALSH: Is it a performance audit?

18 MR. JABOUIN: Yes, it is a performance audit
19 and I would like to have that communication
20 because I want to make sure -- too many people
21 are waiting for the results of this work that I
22 want to make sure that there's at least a public
23 discussion of it as has been done with the
24 different committees.

25 So if I could just ask Mr. Blondell to just

1 briefly describe --

2 MS. FERTIG: But if we don't have quorum --

3 DR. LYNCH-WALSH: We don't have enough people
4 to have --

5 MR. MEDVIN: We're not voting on anything.

6 MR. JABOUIN: There's nothing to vote on.

7 MR. MEDVIN: We're not voting on anything.

8 MR. DE MEO: I'd like to hear it either today
9 or some other time.

10 DR. LYNCH-WALSH: Well, I'd like to hear it
11 in March when we have everybody, because they've
12 already started and then we have two related
13 issues. Remember that motion that we did pass
14 about referring the Big 3 and the SMART Program
15 as a whole?

16 MR. DE MEO: They said they looked at it
17 already.

18 DR. LYNCH-WALSH: That's not true. That was
19 not the focus of the grand jury investigation at
20 all. It was something they backed into because
21 of safety, but they absolutely -- that was not a
22 grand jury convened to look at the Big 3 and the
23 SMART Program and it would not be looking at what
24 we were concerned about.

25 MS. FERTIG: So, can I just ask Mr. Blondell,

1 is this -- is your -- if we wait two weeks until
2 -- when are we meeting, March 2nd?

3 MR. JABOUIN: March 2nd.

4 MS. FERTIG: Yeah, so that's -- isn't it like
5 two weeks away?

6 MR. MAYERSOHN: Mr. Chair, we approved the
7 agenda as is. This is on the agenda.

8 MR. MEDVIN: Absolutely. We have to go
9 through with it.

10 MR. MAYERSOHN: Let him -- let him say what
11 he has to say. For those that can stay, stay;
12 for those that can't, can't.

13 MS. FERTIG: Okay.

14 MR. MAYERSOHN: I mean, we can't make a
15 motion to defer it; dispense with it; to do
16 whatever it is.

17 MS. FERTIG: The thing is, we can't vote on
18 anything, so I was just going to say it's two
19 weeks away.

20 MR. MAYERSOHN: It's on the agenda. Let him
21 say what he has to say. It shouldn't take more
22 than, I don't know, five ten minutes.

23 DR. LYNCH-WALSH: This would be the time to
24 take -- yeah, the less time.

25 MR. DE MEO: Before he does that will you

1 give us a little background about what they're
2 doing?

3 MR. JABOUIN: Yes. So, absent of any
4 commentary, a few months ago I sat with RSM and
5 we were looking at the testing program and there
6 were too many questions that were being asked
7 regarding the Big 3. So, independently, we -- we
8 put it on the radar of an area to look at.

9 Subsequent to that, the board, Ms. Alhadeff,
10 Chair Alhadeff, requested a specific audit on it
11 and it was a good coincidence, but as part of
12 that they asked us to go to the Audit Committee
13 to weigh in, which we did at the November meeting
14 and the Audit Committee asked us to go to the
15 Diversity Committee and Facilities Task Force and
16 the Bond Oversight Committee, and we have done
17 that.

18 And so Mr. Blondell has sort of captured the
19 essence of that to share with the committee. And
20 if we can please have him speak to that?

21 MR. DE MEO: And one other question related
22 to that. That memo that says the --

23 MR. BLONDELL: Good morning. This is Matt
24 Blondell. Would you like me to go ahead and walk
25 through what we've laid out so far?

1 MR. JABOUIN: One quick moment, Mr. Blondell.
2 Just one moment.

3 MR. DE MEO: Let me just get this first one
4 out. So that memo, I think this is related, that
5 says the grand jury and the state already looked
6 into this matter, and, therefore, it's not going
7 to go any further, was that someone, staff's
8 conclusion, or was that something they wrote us?

9 MR. JABOUIN: So that is -- I wrote that. So
10 we don't have any -- a report to send them. We
11 could, potentially, do that after this work is
12 done. But, in the references that I have made
13 recently, for example, the caps and gowns, we had
14 a report that we gave them, we explained it and
15 so forth.

16 So we don't have anything to send either to
17 the Broward State Attorney, the statewide grand
18 jury.

19 MR. DE MEO: What if I just contacted one of
20 DeSantis' chiefs of staff and said, hey, you
21 know, this stinks, did you guys look at it?

22 MR. JABOUIN: That could be done. Yes.

23 MS. FERTIG: You could. You could. But if
24 you have the data from this, if we give the data
25 points to collect, then you're going to have

1 something to hand over as opposed to asking them
2 to do the investigation and hoping they have
3 enough local knowledge to do it. So it's just a
4 question of what comes first.

5 MR. JABOUIN: It's best to wait for this work
6 to happen and then there would be something to
7 have, a discussion and so forth.

8 MR. DE MEO: Yeah, I'm having a hard time
9 with the whole concept of auditing something,
10 peoples' intentions who weren't here nine years
11 ago.

12 MS. FERTIG: This isn't -- this isn't
13 necessarily peoples' intentions.

14 Like, for example, one thing I have on here
15 that I would really like you to audit and I don't
16 know if you can, I'm just jumping in, okay, would
17 be comparing the bathroom remodeling projects of
18 the Big 3 and other schools, I would like to --
19 having seen some of those, some of the finished
20 products, I think it would be worthwhile to audit
21 what was spent and what was done at different
22 schools. That's an example.

23 Another one would be the time for completing
24 major projects. We have seen some projects that
25 were completed in a very short time and others

1 that have taken years and are still ongoing.

2 I'll give you another example of something
3 I'd like to know. I'd like to know if when they
4 finish the project at schools other than the Big
5 3 they painted their classroom doors when they
6 walked out. I have pictures I can show you. Or
7 was that only not done in certain schools?

8 I know Nathalie probably has a whole host of
9 these because she's walked -- we've probably
10 walked different schools, but things we've seen,
11 and I want to know, these don't seem important,
12 but they're very important to when it goes to a
13 child walking in school and what they see every
14 day.

15 And if they weren't done the same way, if
16 they weren't finished the same way, I kind of
17 would like to know why. And that goes to your
18 question.

19 MR. JABOUIN: And we do have Dr.
20 Lynch-Walsh's comments from the Facilities Task
21 Force and they are very good worthy comments on
22 there and we have some other comments as well.
23 And then I'm going to ask Mr. Blondell, did he
24 pick up what Ms. Fertig said, and if we could
25 please ask him to speak?

1 DR. LYNCH-WALSH: So, when you say "my
2 comments", because I'm going to send what we
3 codified at the Facilities Task Force, which are
4 basically everything we said -- I said here,
5 which had to do with the impact of a lack of
6 long-term planning, which they've already opined
7 on when it came to roofing. So they were able to
8 opine on roofing. Whether they followed best
9 practices, destructive testing, Castaldi, not a
10 word that was said out loud when it should have
11 been in 2014, lifecycle analysis.

12 MS. FERTIG: Well, I object to that because
13 the tapes are going to reveal that we said it out
14 loud.

15 DR. LYNCH-WALSH: Right. But, I mean, none
16 of staff was allowed to say that word out loud.

17 MR. MEDVIN: All right. Let's -- can we --
18 can we --

19 DR. LYNCH-WALSH: Compliance with SREF,
20 EdSpec, district standards, CPT's --

21 MR. JABOUIN: Dr. Lynch-Walsh, if those were
22 the items on your agenda, RSM has those.

23 DR. LYNCH-WALSH: Okay. Just making sure.

24 MR. JABOUIN: Yeah, we both attended, we
25 picked up your agenda. If we could allow Mr.

1 Blondell to speak?

2 DR. LYNCH-WALSH: Do they have something in
3 writing, though, that we -- then that would have
4 been a lot easier than verbal. I'm not a very
5 auditory person. I like to read it.

6 MR. JABOUIN: Mr. Blondell, if you can start?

7 MR. BLONDELL: Yes, so, as Mr. Jabouin
8 mentioned, we have, you know, had the previous
9 communications with at Audit Committee, the
10 Facilities Task Force, the Diversity Committee
11 and the Bond Oversight Committee and have used
12 those discussions to help guide the scope
13 elements that we are intending to include. And
14 so, essentially, what our plan to do is,
15 currently, is to, again, talk with those
16 committees and school administrators, the program
17 manager, the Office of Capital Programs and then
18 any design and construction professionals for
19 these Big 3 projects, including GOB renovation
20 components as well as the cafeteria or new
21 additions and renovations. I know for Stranahan
22 and Northeast there are multiple projects that
23 kind of fall within those. And what we intend to
24 do is start as far back as we can from the
25 beginning to look at the school deficiency

1 listing and to, essentially, map where -- where
2 scope from that was modified throughout the
3 timeline of the projects. So starting with the
4 deficiency listings from 2014, again,
5 understanding what other analyses were -- was
6 also performed by the district to guide the scope
7 of what those projects, right, which we're going
8 to look, which would have included the Castaldi
9 analysis, destructive testing, whether or not
10 those were performed or how those were
11 incorporated into the scope development, how it
12 went from the deficiency listing to, you know, a
13 charter, how it went from a charter to a design
14 scope, how it went from a design scope to a
15 construction scope and then what's actually been,
16 you know, completed as far as construction. The
17 intent is to kind of map that entire process out,
18 if there was anything that dropped off of either
19 the scope in any of those, you know, kind of
20 touch points, we're going to be looking at all of
21 the board's minutes and meetings to see anything
22 from 2014 to now, if these schools or the scopes
23 of these projects were ever discussed by the
24 board and if there was ever any action taken by
25 the board so that we can document either what was

1 discussed and changed or if it wasn't discussed
2 or if it was changed or anything, again, that
3 showed how the scope was modified between that
4 initial deficiency listing to all the different
5 control points to where we are currently in
6 construction.

7 That, essentially, sums up what our plan is.
8 I did hear Ms. Fertig's comments about looking at
9 timing. We can certainly incorporate some of
10 that as well in the analysis and try to quantify
11 if there were differences in how these schools
12 were, you know, finished. I understand, like you
13 said, with the painting of the doors and other
14 things like that, what kind of the scope might
15 look like in comparison to some of the other
16 larger projects in the district.

17 MS. FERTIG: And I think it would be -- I
18 don't know how you do this, but it would be good
19 to get some community perspective on this. I
20 mean, I just know because I've photographed the
21 Big 3 extensively over the years and then when I
22 walk in other schools and see some of the
23 finishes you note the difference. I don't know
24 how you pick that up, though. I'm happy to share
25 pictures. I'm sure Dr. Lynch-Walsh is happy to

1 share pictures.

2 DR. LYNCH-WALSH: Well, Dr. Lynch-Walsh is
3 happy to ask about whether you're going to be
4 testing to make sure that where they did life
5 safety and electrical work, because one of the
6 persistent rumors I heard, because everything was
7 about adhering to budget, so some crazy things
8 were going on to force things into a budget.

9 I have heard that if you had an electrical
10 panel upgrade needed and you were a school that
11 was in a lower socioeconomic area, versus being
12 out west, guess which one got the electrical
13 panel replaced and which one got it recycled. I
14 have heard of ceiling tiles being reused and
15 recycled, lighting being reused and recycled.

16 So that's the type of thing that needs to
17 come out. And also from a big picture
18 standpoint, RSM's roofing review made mention,
19 their second observation, about the lack of a
20 long-term plan, as did the Council of Great City
21 Schools scathing PPO review. Because in every
22 other district, especially ones that might be
23 going out for a bond, you do not do a facility
24 condition assessment, decide what you're going to
25 ask the voters for, i.e., 800 million, and then

1 message all of those deficiency line items into
2 each school and call it a project. You would do
3 long-term planning, which is you may have noticed
4 what they're starting to do now except the
5 steering committee has never met.

6 So that needs to be addressed. And that's
7 why we asked about best practices being adhered
8 to, because no teacher goes into a classroom that
9 I'm aware of without a lesson plan. Because you
10 could have chaos without a lesson plan. You have
11 to know what you're teaching on any given day and
12 you have to follow the standards.

13 The standards in this case are the district's
14 design standards, EdSpec and SREF, and not to
15 mention, Florida Building Code. So these are all
16 components that they need to be looking at with
17 these projects. But life safety and electrical,
18 because there's switchgear that's now being
19 replaced, Blanche Ely, for example, which was not
20 part of the scope. So when we're looking at
21 scope changes, are there scope changes?
22 Absolutely, because in some cases -- there was
23 one school where I think they were redoing the
24 HVAC and found that they needed to replace
25 electrical associated with the HVAC but that

1 wasn't in the scope. So there needs to be a
2 distinction between, you know, adding gold plated
3 fixtures somewhere and realizing that the scope,
4 because the scopes are not well-defined, that
5 they then had to add necessary components to the
6 scope in order to do that basic thing, like
7 replace the roof or do the HVAC.

8 MS. FERTIG: No, and, you know, another thing
9 listening to you speak is, when they amended the
10 scope, how was that done? Was that done the way
11 we got a new building at Northeast, with us
12 coming and advocating specifically for something
13 that we had previously -- or was it just --

14 DR. LYNCH-WALSH: Some of it was the work
15 just couldn't get done.

16 So at Northeast, remember, they needed a new
17 roof, but they were getting told at one point
18 they would get roof repairs.

19 So, yes, some television did involve
20 practically setting KCW on fire to get the right
21 thing done. I will say that --

22 MS. FERTIG: I'm just going to say, I guess
23 if I were to narrow it down, the process for
24 getting the scope changed.

25 DR. LYNCH-WALSH: Well, it depends on what it

1 is. Some things were never going to pass
2 building code. Because they're changing out HVAC
3 and you need certain components in order to do
4 that. Because you have to bring it up to code
5 when you hit a certain point in terms of
6 renovations. So it might not have been in the
7 scope, because that was all just line items, they
8 didn't contemplate in the building condition
9 assessment, because they only did step 1, which
10 was the building condition assessment with the
11 list of deficiencies, but they didn't sit there
12 and go, okay, do we -- do we have Castaldis on
13 these? Is it cheaper to renovate or replace?

14 That analysis that should have taken place
15 over the next year never happened. So a lot of
16 the cock-ups over the years are the result of
17 people realizing, oops, we're putting in a new
18 HVAC and we need these additional pieces. They
19 discover mold, that was not part of it. I have
20 people on tape when we've asked whether mold
21 remediation was part of the SMART Program and
22 they said, no.

23 MR. DE MEO: So, you know, I can't help
24 but -- I feel compelled to make these comments.
25 First, the gentleman from RSM?

1 DR. LYNCH-WALSH: Yes.

2 MR. DE MEO: Any procedures they intend to
3 perform I would like to have in advance. Before
4 they begin their audit, I'd like to see those
5 procedures.

6 MS. FERTIG: In writing.

7 MR. DE MEO: In writing. And I'd like to
8 know the purpose. And these two members are so
9 knowledgeable about the district and I have the
10 utmost respect. And so I would like this to be a
11 meaningful endeavor.

12 However, I think I could predict that there
13 were gross violations of everything Dr.
14 Lynch-Walsh said. I know for a fact if Ms.
15 Fertig said doors were painted in one place and
16 they weren't painted in another, there's no doubt
17 in my mind we're going to find that.

18 Okay. Now what?

19 What is the purpose of that? Is there
20 someone here that is responsible that we can
21 fire?

22 DR. LYNCH-WALSH: No, they're all gone.

23 MR. DE MEO: They're all gone.

24 So I'm not clear on why we would spend
25 resources on something that's so obvious, except

1 that maybe it might be used as a tool to go
2 forward. To that extent, I think that makes a
3 lot of sense.

4 But I've got to tell you, I'm going to defer
5 to you guys. My sentiment is, this is a waste of
6 time. There's a better way to go about it. And
7 we need people like you to keep the school board
8 straight. And, you know, I'm not a --

9 MS. FERTIG: Well, just on a couple of these
10 things that we've talked about, for example, if
11 in the bathrooms, if they were finished one way
12 in school A and they were done another way in
13 school B, that's something that can be addressed.

14 MR. DE MEO: There's no doubt in my mind that
15 that occurred. Now what?

16 MS. FERTIG: Well, it needs to be -- you
17 know, in my mind they need to rectify it.

18 MR. DE MEO: Okay. So you want it improved?
19 Or do you want to excoriate somebody that left
20 nine years ago?

21 MS. FERTIG: At some point -- at some point
22 -- we used these schools to get this money and at
23 some point there has to be a recognition in this
24 that it wasn't handled the way it should have
25 been.

1 DR. LYNCH-WALSH: And I think we're getting
2 to that. So I actually kind of agree with you,
3 Mr. De Meo, because at this point, the last
4 person -- well, we're almost there, but the
5 person -- there was a move -- so I spent many
6 years getting beat up by two superintendents
7 because I kept pointing out that we didn't do
8 long-term planning, we didn't follow EdSpec, we
9 didn't follow SREF, you know all of these
10 violations.

11 MR. DE MEO: How dare you.

12 DR. LYNCH-WALSH: How dare I point these
13 things out.

14 But we're getting past that, and so, yeah,
15 there will be no surprises in here, and I think
16 there is a willingness on the board's part, and I
17 think that's why Lori Alhadeff made that motion
18 to settle, because at the time she made it it was
19 still -- we were still -- there were people still
20 pretending that there was no problem with the
21 SMART Program, it was just a little bit -- you
22 know, moving a little slowly when everything
23 about it was wrong and AECOM is really just
24 trying to snatch some victories from the jaws of
25 defeat. We got funding for Markham. We got

1 funding now for Parkway. Bethune is next.

2 So we are rectifying while trying not to
3 necessarily bankrupt the district, but to
4 prioritize the things that went horribly wrong.
5 We can't fix all of them. Plantation High and
6 McArthur just got the CMAR contracts cancelled
7 yesterday. And my concern with those is to make
8 sure that the scopes make sense so that you're
9 not just putting, you know, some -- like
10 carpeting in the media center of Plantation High
11 is not all that's needed there. But that's what
12 staff -- and the whole thing with school
13 administrators, there have been school
14 administrators that have messed up scopes of work
15 because they don't know SREF, EdSpecs or design
16 standards. And because there was like so many
17 things going on at once, they were like, oh, what
18 do you need? I have heard of principals being
19 thrown the culinary arts catalog to say what do
20 you want from here? Because things have been
21 going so haphazardly.

22 But we're trying to make sure that as things
23 come to the board now that the scope makes sense
24 so that you're doing as much as possible with
25 what we have instead of piecemealing it. Because

1 that -- that's what would happen if nobody's
2 watching.

3 But to your point, I kind of agree that --

4 MS. FERTIG: Well, I think we all agree we
5 can't go back nine years, but --

6 MR. DE MEO: I mean, there may be some value
7 in codifying our past mistakes.

8 DR. LYNCH-WALSH: So we don't repeat them.

9 MR. DE MEO: But I'm more of a let's move on
10 here. I mean --

11 MS. FERTIG: And I think we all are, too, but
12 I would just like to say that when I -- I would
13 like to take you to some of these. It's not an
14 audit thing.

15 MR. DE MEO: I'm appalled. I told you, you
16 saw the emotion I had. If I were around -- I was
17 around. I was gone for a couple years and I came
18 back. You know, I don't speak unless it's --

19 MS. FERTIG: I know and that's just -- are
20 we okay talking about this? We made a
21 recommendation to the board against those CMAR
22 contracts. It went nowhere.

23 DR. LYNCH-WALSH: And then they came back in
24 2016, but that's not the problem with -- that
25 CMAR contract was done in 2017. It's just that

1 they got everything through procurement to get
2 everybody under contract and then nothing was
3 moving.

4 MR. DE MEO: So let's just not waste a lot of
5 money and a lot of -- waste our time and RSM's
6 times doing something that seems kind of, you
7 know, just -- I don't know.

8 DR. LYNCH-WALSH: And keep in mind, the grand
9 jury report, actually, at the Task Force we
10 started going through their observations because
11 the first time that the district went through
12 them they weren't even properly interpreting the
13 observations because none of the people assigned
14 to it were familiar with what any of those things
15 actually meant. Because the bulk of it has to do
16 with facilities, even though that's not where
17 they started. There's a lot that has to do with
18 ESE and all that, but the facilities section, it
19 was four themes, which was failure to plan;
20 failure to lead; failure to inform; and failure
21 to account.

22 MR. DE MEO: Do you think it was the board's
23 failing or do you think it was internally --

24 DR. LYNCH-WALSH: It was the board. The
25 board -- the superintendent cannot go down the

1 wrong road without the board's approval. And it
2 was -- and staff had been -- there have been
3 people scared to admit to things. It made staff,
4 the staff that was here, look less capable
5 because they were forced to go along with these
6 things. I have been in a room full of architects
7 who spoke candidly, but I'm afraid, even now to
8 some extent, to ever mention what day, date and
9 meeting it was, because they were talking about
10 the violations, some of the violations that I
11 mentioned and having been forced to do them.

12 MS. FERTIG: I'm getting worried that we're
13 getting into stuff that could come before us in
14 this audit, so I'm wondering --

15 DR. LYNCH-WALSH: It's informational.

16 MR. DE MEO: No, no, no, we're just -- we're
17 not -- do you think it's the board's failing?

18 MS. FERTIG: I think many times the board was
19 not given the information they needed to make the
20 decision they needed to make.

21 DR. LYNCH-WALSH: But they were given the
22 information from the Task Force and ignored.

23 MS. FERTIG: I think if you were to look at
24 some major decisions that happened in this
25 district, they were not given the proper

1 information. But as -- I think there also has
2 been --

3 MR. MAYERSOHN: So, Mr. -- through the Chair,
4 Mr. Jabouin, what is it costing the district for
5 this audit?

6 MR. JABOUIN: So, obviously, just like any
7 other project, after RSM absorbs it they've got
8 to look into the amount of time that they
9 anticipate for the work and what the billing rate
10 is.

11 DR. LYNCH-WALSH: Ballpark.

12 MR. JABOUIN: I don't know if Mr. Blondell
13 has had a chance to put that together, because
14 this meeting was part of it, if he wants to chime
15 in on the range. Do you feel comfortable on
16 that, Mr. Blondell?

17 MR. BLONDELL: I don't think at this time I'm
18 comfortable saying that, but it's something that
19 we could pull together fairly quickly.

20 MR. JABOUIN: Okay. I want to mention,
21 though, from an audit standpoint, it is a worthy
22 project that RSM and I talked about before some
23 of the public discussion on it, because these
24 three projects are not complete. I think -- I
25 don't recall the exact percentages. One of them

1 is further along and another one is another
2 percentage. So either way this is going to be a
3 two-part project. One is, where are we now?
4 And, two, when we're done, I don't know if this
5 is a follow-up or a second audit, but it
6 wasn't -- you know, we have to -- in a lot of
7 cases you do these audits, the project has
8 already been done and so forth.

9 Now, I do think, Ms. Fertig, there are some
10 expectations from constituents and the community
11 and ultimately the board approved something and
12 maybe the communication back to the constituents
13 didn't go or maybe there was a reliance of
14 information that was flawed and so some of
15 that --

16 DR. LYNCH-WALSH: I'm sorry, what? What does
17 that mean?

18 MR. JABOUIN: I'm sorry. So I believe
19 that -- and I wasn't here at the time, that there
20 may have been expectations from different
21 constituents on what was to be done.

22 DR. LYNCH-WALSH: No, that was not the
23 problem.

24 MR. JABOUIN: Well, I think when you look at
25 the project charter meeting for Stranahan, for

1 example, you'll find they won't put a name next
2 to but that the cafeteria, the need to rebuild,
3 was definitely discussed at that meeting, which
4 probably would have been a \$9 million cost and
5 didn't happen for another --

6 DR. LYNCH-WALSH: Several years.

7 MS. FERTIG: -- eight years and the cost,
8 basically, more than doubled. So I don't know
9 that you quantify stuff like that and --

10 DR. LYNCH-WALSH: Well, the thing is, the
11 cafeteria in the scope validation from the
12 original architect, they punted the cafeteria
13 to -- out of there scope validation. You can go
14 back and look. They -- they don't really address
15 the cafeteria. They mention the dining portable
16 or the tent and they say that further analysis is
17 needed on the cafeteria. And then because we had
18 to adjust the budget it became about, when Heery
19 came on board, Rob Corbin is on tape, and
20 understand that everybody was petrified that they
21 had to stay within these ridiculous budgets, so
22 he told the board in 2018, I think, even, that
23 you would not replace when you can get just as
24 good with a renovation, which, of course, turned
25 out to not be true, because they were having

1 foundation issues, they couldn't make it work.

2 And speak foundation issues --

3 MR. JABOUIN: And we spoke to that at the
4 project charter meeting in the fall of 2015,
5 specifically, personally, myself to Rob Corbin,
6 so I --

7 DR. LYNCH-WALSH: But he went to the board
8 and told them otherwise and that's what they
9 relied upon because this was the consultant they
10 had hired. The media center floor, my
11 understanding, they are on their second set of
12 flooring in the media center at Stranahan and
13 probably potentially going for a third because
14 it's hollow. I think it's wood -- it's not solid
15 concrete, the foundation of the media -- you
16 know, the beautifully redone media center, it's
17 all smoke and mirrors because the foundation is
18 flawed.

19 MS. FERTIG: And not that that's not part of
20 the bond program, but I think that was an Orange
21 Bowl grant maybe.

22 DR. LYNCH-WALSH: The dressing up of it was,
23 but I don't know about the structural issues.

24 MS. FERTIG: In any event, I wish Mr.
25 Blondell a lot of luck.

1 MR. DE MEO: Let's see those procedures.

2 DR. LYNCH-WALSH: Right. At the next
3 meeting?

4 MR. DE MEO: Yeah. And I think you were
5 trying to tell us that there was some lack of
6 communication, lack of understanding, lack of
7 expectation, expectation gaps.

8 MR. JABOUIN: There could be.

9 MR. DE MEO: All of that points to what I was
10 talking about. If there's value in going back
11 nine years or 300 years or 400 years and writing
12 a report and beating ourselves up, I'm all for
13 it. I don't see the value. I don't see the
14 value, but --

15 MR. JABOUIN: Ultimately, there could be
16 another bond and so we want to make sure that
17 some of the lessons from this bond are addressed.

18 MR. DE MEO: Now, you're making music; okay?
19 But -- so let's look at these procedures, because
20 I do think there is some value in going forward.
21 I hope there's some value. And I hope that we
22 can, to the extent we can correct and remediate
23 some of the problems, I don't know, is there
24 still an opportunity to do that or is it passed?

25 MS. FERTIG: Yeah, I think there's some

1 opportunity. But the other thing would be, these
2 three schools are just, you know, symptomatic of
3 many schools that did not have a voice. And
4 Nathalie's mentioned some others today, there's a
5 long list of them, but they were the ones that
6 were highlighted to get the money. And of them,
7 two of them had a Castaldi and were supposed to
8 be rebuilt and they weren't. So we can't go back
9 over any of that. The only thing that helps is
10 to focus and make sure that everybody gets what
11 they are supposed to get so that they can educate
12 their children in an equitable manner.

13 DR. LYNCH-WALSH: Right. So you can
14 mitigate, at Stranahan, for example, the
15 cafeteria, there's going to be a new cafeteria.
16 Because, once again, the budget that was
17 promised, which that's now several million over
18 what certain staff members were running around
19 telling board members it would be, there is --
20 the old walkway that will connect the new
21 cafeteria to the existing building, not planned
22 for replacement, and one of the board members
23 asked if it could be included in the scope
24 without impacting price, I'm like, yeah, I don't
25 think so, but the bigger issue there is, none of

1 the walkways -- I had a report from somebody
2 on staff --

3 MS. FERTIG: They were supposed to be
4 included in the original scope, all the walkways.

5 DR. LYNCH-WALSH: Somebody took them out. I
6 know who. And it was the person that was task
7 assigned in charge of facilities at the point in
8 time. And a lot of walkway main street, I have a
9 report from somebody that's at the school, it's
10 all leaking, and none of that was in the scope.

11 MS. FERTIG: It was originally in the scope.

12 DR. LYNCH-WALSH: Yes, and --

13 MS. FERTIG: You don't need a school board
14 member to tell you that.

15 DR. LYNCH-WALSH: So the issue here, though,
16 the way they got it out is there was confusion
17 over whether some of those walkways were part of
18 the reroofing or not. And so those are things
19 that can be rectified. But you can't like now
20 replace Stranahan in the short-term.

21 MR. MAYERSOHN: So, Mr. Chair, I've got a
22 question for -- through the Chair to Ms. Marte.
23 Is there strategically a plan to go out for
24 another bond for construction?

25 MRS. MARTE: Not that I'm aware of.

1 DR. LYNCH-WALSH: There isn't even a steering
2 committee meeting that's happened yet.

3 MR. MAYERSOHN: No, I just go back to that,
4 as years go on, schools will begin to age, and
5 the lessons at least that we've discussed here,
6 how do we get to the point where, to Mr. De Meo's
7 point, I don't know if an audit is going to
8 change unless there are systems in place to
9 prevent these things from happening.

10 MRS. MARTE: My opinion, I think it should
11 move forward. Because I do think it's important
12 that we learn from whatever mistakes have
13 happened. And to Dr. Lynch-Walsh's point, we do
14 have a long-range plan, the steering committee
15 will meet shortly, I have to get the letters out.

16 DR. LYNCH-WALSH: Well, we don't have a
17 long-range plan.

18 MRS. MARTE: I misspoke.

19 DR. LYNCH-WALSH: I'm just clarifying. I'm
20 just clarifying.

21 MRS. MARTE: We are in the process of
22 developing that. And I think it is important to
23 look at some of the mistakes of the past to avoid
24 making them in the future. And I agree with Dr.
25 Lynch-Walsh on that. I think it's vitally

1 important, in fact. Because there has been a lot
2 of turn, a lot of turnover, a lot of -- even in
3 my short time involved when I came back to the
4 district in April and got much more intimately
5 involved in the day-to-day work, you know,
6 certainly than my roll as CFO where I was not
7 involved, I've learned a lot that I did not
8 understand with the public conversations that
9 were happening in the past.

10 So I think it's important that we go through
11 this. I do.

12 MR. DE MEO: With the auditors?

13 MRS. MARTE: With the auditors. Absolutely.

14 MR. MEDVIN: Okay. Any other comments?

15 DR. LYNCH-WALSH: On this matter?

16 MR. MEDVIN: Anything more from RSM?

17 MR. JABOUIN: Thank you, Mr. Blondell. Thank
18 you, Ms. Marte.

19 DR. LYNCH-WALSH: And I guess I'll send the
20 PCG documents that are needed for our next
21 meeting rather than verbally go through them.

22 MS. FERTIG: Could you just send them to him
23 and we'll get them beforehand?

24 MR. MAYERSOHN: And, Mr. Chair, I know we're
25 not -- we don't have a quorum to make any

1 decisions, but I do go back to Dr. Lynch-Walsh's
2 point about requesting information. And I know
3 that sometimes there's information that I hear
4 Dr. Mack, you know, through the speaker or
5 wherever he was, but, you know, one of the things
6 he used to say was that, just don't request
7 information just for the point of requesting
8 information. If it's pertinent, somebody should
9 be able to receive it. And I think that if a
10 committee member, again, because, unfortunately,
11 due to Sunshine, we can't have continued
12 conversations, but if it helps, maybe there's
13 some way where, whether information goes through
14 the chair and there's an evaluation process,
15 something where information can be acquired as
16 opposed to somebody having to go through public
17 records requests.

18 I just think it's -- I just think from an
19 optics standpoint it's a bad look when -- I mean,
20 if I were to request something that, you know, in
21 asking Mr. Jabouin he says, no, it has to go
22 through the committee and we're not meeting for
23 another four weeks, but I need the information to
24 prepare, we shouldn't have to necessarily --
25 there should be some procedure that allows us to

1 go through that. I don't know what it is,
2 something more than having an option to create a
3 public records request. So --

4 MR. MEDVIN: Good point. Thank you.

5 With that, anything else?

6 MR. JABOUIN: No. Thank you for coming in
7 and having a special meeting.

8 MR. MEDVIN: Is there more?

9 DR. LYNCH-WALSH: Yeah, there is one thing,
10 which actually related to that. Thank you for
11 jogging my memory.

12 There is an RFP that was sitting out there
13 that was done I think in 2018, '19, that
14 selected, and none of us were on the selection
15 committee, selected, I think, five firms for this
16 construction, IT and all of that, and there was
17 an attempt to give it to Carr, Riggs, Ingraham to
18 do the grand jury review that got removed and I
19 don't anticipate seeing that back again without
20 that RFP going out, because, when they responded,
21 there was no grand jury report, so I don't know
22 how they could have ever asserted that they were
23 qualified to do grand jury reviews.

24 So I -- I'm just going to say it as bluntly
25 as -- I don't want to see that on a board agenda

1 that I have to kill again until there's been a
2 discussion about putting it out with a scope of
3 work and, frankly, some of us should be on the
4 selection committee because it was all internal
5 staff. When we do facilities-related,
6 construction-related selections the task force is
7 part of that selection committee. Granted, it's
8 mostly staff, but that didn't happen. And it
9 happened so long ago, and the only reason I think
10 it went to the board to try to give it to CRI is
11 because Cartwright was trying to show in her, you
12 know, bag of tricks that she had addressed that
13 problem. And then it still popped up. It was
14 going to be on yesterday's agenda. But it was
15 coming from Cartwright's 90-day thing, not from
16 it actually being the best court of action
17 because it's an old RFP that predates the grand
18 jury.

19 But that would have gotten approved by the
20 board and then we would have had a firm, the same
21 firm that did caps and gowns and that you'll see
22 the issues with on PCG was going to be handed
23 grand jury review to the tune of, I think, 135
24 grand.

25 I'm actually not sure the board would have

1 approved it, but the fact that it actually got
2 that far speaks volumes to me.

3 And that's it. I'm good. Thank you.

4 MR. MEDVIN: Thank you everybody.

5 MR. JABOUIN: Thanks for your time everybody.

6 (Meeting was adjourned at 12:29 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.

I FURTHER CERTIFY that I am neither an attorney, nor counsel for the parties to this cause, nor a relative or employee of any attorney or party connected with this litigation, nor am I financially interested in the outcome of this action.

Dated this 23rd day of February, 2023, Fort Lauderdale, Broward County, Florida.



TIMOTHY R. BASS
Court Reporter

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