

SCHOOL BOARD OF BROWARD COUNTY
AUDIT COMMITTEE MEETING

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

THURSDAY, SEPTEMBER 30TH, 2021
11:05 A.M. - 1:55 P.M.

Court Reporter:
Timothy R. Bass, Stenographic Reporter
Bass Reporting Service, Inc.
633 SE 3rd Avenue, Suite 200
Fort Lauderdale, FL 33301

1 COMMITTEE MEMBERS IN ATTENDANCE:

- 2 MR. ROBERT MAYERSOHN, CHAIR
MR. ANDREW MEDVIN, VICE CHAIR
3 MR. MOSES BARNES
MS. REBECCA DAHL (Telephonically)
4 MR. ANTHONY DE MEO
MS. MARY FERTIG
5 DR. NATHALIE LYNCH-WALSH
MR. ADAM SABIN
6 MS. PHYLLIS SHAW

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OFFICE OF THE CHIEF AUDITOR STAFF:

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- MR. JORIS JABOUIN, Chief Auditor
9 MS. ALI ARCESE, Manager, Property and Inventory Audits
MS. ANN CONWAY, Manager, Internal Funds Audits
10 MS. MEREDITH ARLOTTA, Manager, Operational Audits
MS. JENNIFER HARPALANI, Manager, IT Audits
11 MR. ERIC SEIFER, Auditor III
MS. ELENA PRITYKINA, Auditor III
12 Ms. RAYSA LUGO, Auditor III
MS. WANDA RADCLIFF, Clerk Spec B
13 MS. ASHLEY ACEVEDO, Inventory Audit Specialist

14 DISTRICT STAFF:

- 15 DR. VICKI L. CARTWRIGHT, Interim Superintendent of
Schools
16 MR. DANIEL GOHL, Chief Academic Officer, Office of the
Chief Academic Officer
17 DR. VALERIE WANZA, Chief School Performance &
Accountability Officer, Office of School
18 Performance & Accountability
MS. SAEMONE HOLLINGSWORTH, Executive Director, ESE &
19 Support Services
MR. ERIE LOZANO, Director, School Performance &
20 Accountability
MS. EMILY GOLDSTEIN, District Coordinator, Student
21 Services
MS. CHRISTINA REYES, District Coordinator, Student
22 Services
MS. TARA RODGER, Manager, Electronic Management System
23 EZ IEP

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1 INVITED GUESTS:

2 MS. LAURA MANLOVE, Director RSM

3 MS. TORI UNSETH, Senior Associate Business Risk
Consulting, RSM

4 MS. NATALEE WALLACE, Consulting Manager, Process Risk
and Controls, RSM

5 MS. JENNIFER MURTHA, RSM

6 MR. TIMOTHY BASS, Court Reporter, Bass Reporting
Service

7 GUESTS:

8 MR. ANTHONY ROSA, Chief of Police, Sunrise Police
Department

9 MR. SEAN VISNERS, Deputy Chief of Police, Sunrise
Police Department

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1 Thereupon, the following proceedings were had:

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3 MR. MAYERSOHN: All right. Are you guys
4 ready?

5 All right. Good morning. Welcome to the
6 Audit Committee Meeting on Thursday, September
7 30th, 2021.

8 Can we all rise for the Pledge?

9 (Whereupon, the Pledge of Allegiance was
10 recited.)

11 MR. MAYERSOHN: Can we have a roll call?

12 MR. JABOUIN: Mr. Moses Barnes?

13 (No response.)

14 MR. JABOUIN: Ms. Rebecca Dahl, are you on
15 the phone?

16 Ms. Dahl, can you please say present?

17 MS. DAHL: Yes, sir, I'm here.

18 MR. JABOUIN: Mr. Anthony De Meo?

19 (No response.)

20 MR. JABOUIN: Ms. Hagen Disch is excused.

21 Ms. Mary Fertig?

22 MS. FERTIG: Here.

23 MR. JABOUIN: Mr. Adam Sabin?

24 MR. SABIN: Here.

25 MR. JABOUIN: Dr. Nathalie Lynch-Walsh?

1 DR. LYNCH-WALSH: Here.

2 MR. JABOUIN: Mr. Robert Mayersohn?

3 MR. MAYERSOHN: Here.

4 MR. JABOUIN: Mr. Andrew Medvin?

5 MR. MEDVIN: Here.

6 MR. JABOUIN: Ms. Phyllis Shaw?

7 MS. SHAW: Here.

8 MR. JABOUIN: And staff in attendance, Joris
9 Jabouin, Chief Auditor.

10 MR. GOHL: Dan Gohl, Chief Academic Officer.

11 MS. CONWAY: Ann Conway, Audit Department.

12 MS. ACEVEDO: Ashley Acevedo, Audit
13 Department.

14 MS. ARLOTTA: Meredith Arlotta, Audit
15 Department.

16 MS. HARPALANI: Jennifer Harpalanai, Audit
17 Department.

18 MR. SEIFER: Eric Seifer, Audit Department.

19 MS. RADCLIFF: Wanda Radcliff, Audit
20 Department.

21 COURT REPORTER: Tim Bass, Court Reporter.

22 MR. MAYERSOHN: And Mr. Moses Barnes?

23 MR. BARNES: Present. Good morning.

24 MR. MAYERSOHN: All right. We do have a
25 quorum. Can I then get approval of the agenda

1 for the September 30th, 2021 Audit Committee
2 Meeting? Motion?

3 MS. SHAW: Motion to approve, Phyllis Shaw.

4 DR. LYNCH-WALSH: Second.

5 MR. MAYERSOHN: Motion by Ms. Shaw, second by
6 Dr. Nathalie Lynch-Walsh. All in favor signify
7 by saying aye.

8 COMMITTEE MEMBERS: Aye.

9 MR. MAYERSOHN: Anybody opposed?

10 (No response.)

11 MR. MAYERSOHN: The ayes have it.

12 Chief Auditor Administrative Matters?

13 MR. JABOUIN: Good morning. I'm Joris
14 Jabouin, the Chief Auditor. With respect to the
15 district's annual on-line training program for
16 school board advisory members, we did send a
17 link. I had requested that the committee members
18 complete it by September 24th. As of yesterday
19 we were still pending six members that have not
20 completed it. We're going to go ahead and send
21 the link out again today and ask you to please
22 complete it by Monday, October 5th.

23 And then with respect to the acknowledgment
24 of the School Board Advisory Committee Members
25 Responsibilities Form, we do have the forms here.

1 There are four of them that are missing. Two of
2 them -- of the four are not here, and so we will
3 go ahead and distribute two of the forms today
4 and ask you to please provide them to Wanda
5 Radcliff at this meeting.

6 I also want to pause to acknowledge the
7 presence of Dr. Valerie Wanza. Good morning.

8 DR. WANZA: Good morning.

9 MR. JABOUIN: Also, the Auditors Selection
10 Committee Meeting has been set for the selection
11 of the actual audit firm. The meeting is on
12 October 25 from 10:00 a.m. to 2 p.m. in this
13 room. Those members include the School Board
14 Chair, Dr. Rosalind Osgood; Audit Committee
15 Chair, Mr. Rob Mayersohn; Audit Committee Vice
16 Chair, Mr. Andrew Medvin; and Audit Committee
17 Member, Anthony De Meo; and Audit Committee
18 Member, Phyllis Shaw. Please remember,
19 everybody, that we are subject to the Cone of
20 Silence with regard to this proposal.

21 With respect to the Audit Committee Agenda
22 that's been approved, it does have some
23 timeframes. Please remember that these serve as
24 an example. They are not required, but they do
25 help us and staff manage their attendance in and

1 out of the room. We do provide it to district
2 staff and to outsiders who attend the meeting
3 because they have other meetings.

4 Interim Superintendent Dr. Vickie Cartwright,
5 she is scheduled to attend this meeting. She
6 will be here from noon until 1 p.m. We do value
7 the Audit Committee Members timeframes and we
8 realize that your time is not unlimited. We have
9 spoken before and Mr. Mayersohn will mention in
10 his comments as far as the timing and our ability
11 to be able to work within those times.

12 Thank you for attending today. I would like
13 to ask the committee members for the next meeting
14 on November 18th to please attend at 10:30 a.m.
15 The reason for this is because there were some
16 documents that I had hoped to have for this
17 meeting that I was not able to put on the agenda
18 that I am trying to put into the next agenda and
19 then there are some required documents that
20 require to be approved at that meeting,
21 particularly, the comprehensive annual financial
22 report, and so if I may ask for a 10:30 start for
23 the November 18th meeting?

24 And, Mr. Mayersohn, this concludes the
25 administrative matters that I wish to discuss

1 with the committee?

2 MR. MAYERSOHN: Do we need a motion on the
3 10:30 a.m. meeting?

4 MR. JABOUIN: We did have a motion on the
5 original times. So if we could please have a
6 motion for a 10:30 start for the Audit
7 Committee's November 18th meeting?

8 MR. MAYERSOHN: Do we have a motion to --

9 MR. MEDVIN: So moved.

10 MS. SHAW: Second.

11 MR. MAYERSOHN: Motion by Mr. Medvin
12 seconded, I'll give it to Mr. Barnes. Did you
13 second it?

14 MR. BARNES: No, I didn't, but I will.

15 DR. LYNCH-WALSH: I heard Phyllis.

16 MR. MAYERSOHN: Okay. Ms. Shaw? Second by
17 Ms. Shaw?

18 All in favor of -- any discussion on it first
19 of all?

20 (No response.)

21 MR. MAYERSOHN: Hearing none, all in favor
22 signify by saying aye.

23 COMMITTEE MEMBERS: Aye.

24 MR. MAYERSOHN: Anybody opposed?

25 (No response.)

1 MR. MAYERSOHN: The ayes have it. So we have
2 a 10:30 that is approved.

3 MR. JABOUIN: Thank you very much. That
4 assists me greatly.

5 MR. MAYERSOHN: Okay. Thank you.

6 Are there any public speakers on non-agenda
7 items?

8 MR. JABOUIN: There are no public speakers.
9 I would like to ask my staff to just do one last
10 check and let me know if there is, but there are
11 no public speakers at this time, and that answer
12 is still, no. Thank you.

13 MR. MAYERSOHN: So that takes care of public
14 speakers.

15 Audit Committee Chair Comments. I've got
16 just a couple. I'm going to try to be brief.

17 I know there was some conversation that we've
18 continuously had about timelines, keeping things
19 on time, moving things appropriately. As opposed
20 to discussing it at this meeting, I've scheduled
21 with Mr. Jabouin, and I hope it's okay with
22 everybody else, to have a Zoom call meeting where
23 we can discuss, not necessarily vote, on November
24 1st from noon to 1 p.m. So put that all on your
25 calendars. Again, if you want to participate,

1 you're more than welcome. I don't think we need
2 to have a quorum because, again, it's a workshop
3 meeting. So that is the time that we can sit and
4 discuss items such as time-wise, how we're going
5 to move forward with these things.

6 Ms. Fertig, you look --

7 MS. FERTIG: You mean on when the audits are
8 going to be done or what are you talking about?

9 MR. MAYERSOHN: No, I'm talking about
10 procedurally where we've allocated 20 minutes for
11 something and we take -- we have more robust
12 conversation and we take longer and something
13 else doesn't get --

14 MS. FERTIG: Done.

15 MR. MAYERSOHN: -- done. And we have to push
16 it to the next meeting and we just continue to
17 backlog as opposed to how we're going to move
18 forward. So we can discuss that at that November
19 1st meeting. And if there's any other
20 odds-and-ends items we can also discuss it as
21 well, so -- that's number one on that list.

22 Number two, I remember, and I believe that
23 Ms. Fertig, Mr. Medvin, and myself, and I guess
24 Mr. Barnes have been here for a long time, this
25 is no offense to anybody, but when there are

1 media inquiries, it's always been the procedure,
2 although it's not a written procedure, that the
3 media inquiries usually go through either the
4 chief auditor or through the chair if somebody
5 from the media is looking so that we can
6 streamline and make sure that we're having the
7 right message that we're sending out. So we can
8 discuss that again at the November 1st meeting, I
9 don't want to get into a discussion today, but I
10 just want to bring that up, that I remember that
11 being part of -- again, it wasn't in our policy,
12 it was more of a silent type of respect. That's
13 all I'm going to say on that. So we can bring
14 that up at the November 1st meeting as well to
15 discuss those items.

16 I know the last meeting in the minutes I
17 think Ms. Shaw pointed out as far as public
18 comments which we've made, I believe, an
19 adjustment to, so we're opening up public
20 comments on non-agenda items. If there is public
21 that wants to make a comment on an agenda item,
22 they're more than welcome. They can opine for
23 their three minutes or accordingly as we need to
24 adjust. And, you know, I don't have a problem
25 with opening up and letting the public speak,

1 actually, at some point in time. I welcome them
2 to come and, you know, give their viewpoints.

3 So that's -- and I think for today those are
4 my comments.

5 So moving on to approval of the minutes for
6 August 12th, the Nominating Committee, do I have
7 a motion to approve those minutes?

8 MR. MEDVIN: So moved.

9 MR. MAYERSOHN: Motion by Mr. Medvin. Second
10 by?

11 MS. SHAW: Phyllis Shaw.

12 MR. MAYERSOHN: Ms. Shaw? Is there any
13 discussion?

14 (No response.)

15 MR. MAYERSOHN: Seeing none, all those in
16 favor signify by saying aye.

17 COMMITTEE MEMBERS: Aye.

18 MR. MAYERSOHN: Anybody opposed?

19 (No response.)

20 MR. MAYERSOHN: The ayes have it.

21 Approval of the minutes for August 12th Audit
22 Committee Meeting. Do I have a motion?

23 MR. SABIN: So moved. Adam Sabin.

24 MR. MAYERSOHN: Motion by Mr. Sabin. Second
25 by -- don't all jump?

1 MR. MEDVIN: I second.

2 MR. MAYERSOHN: By Mr. Medvin.

3 Any discussion on those meeting minutes?

4 Comments; concerns; corrections?

5 (No response.)

6 MR. MAYERSOHN: Seeing none, all those in

7 favor signify by saying Aye.

8 COMMITTEE MEMBERS: Aye.

9 MR. MAYERSOHN: Anybody opposed?

10 (No response.)

11 MR. MAYERSOHN: The ayes have it.

12 Moving on, Internal Fund Audits of Selected

13 Schools. Mr. Jabouin?

14 MR. JABOUIN: Thank you. Agenda Item Number

15 9 is our Audits of Internal Funds of 40 schools.

16 If the audit committee members can take a
17 look at the table of contents, the schools that
18 are listed there were the ones that were
19 reviewed. Based on the audit procedures that we
20 have formed, there were no internal funds
21 exceptions at those schools. So we congratulate
22 the schools and their leadership and encourage
23 them to continue adhering to our policies and
24 procedures and having sound internal controls.

25 So given no exceptions to the report, Mr.

1 Mayersohn, my thanks to the schools for following
2 procedures and encouraging internal controls are
3 my general comments to this report.

4 MR. MAYERSOHN: Okay. Are there any
5 questions? Ms. Shaw?

6 MS. SHAW: Motion to transmit and
7 congratulations to all of the schools and Dr.
8 Wanza for, it has been an absolutely wonderful
9 last few years. So it's great to see this
10 continued.

11 MR. MAYERSOHN: Do I have a second?

12 MS. FERTIG: Second.

13 MR. MAYERSOHN: Second by Ms. Fertig.

14 Is there any further discussion? Dr.
15 Lynch-Walsh?

16 DR. LYNCH-WALSH: Yes. There was -- because
17 I don't know where else to put this, a DAC
18 motion?

19 MR. MAYERSOHN: Yes, that's in the SAC you're
20 talking about?

21 DR. LYNCH-WALSH: Uh-huh.

22 MR. MAYERSOHN: That will be in the audit
23 plan discussion. That's where it belongs.

24 DR. LYNCH-WALSH: Okay. And then the schools
25 that aren't being audited, because there are so

1 many here, what's the schedule like if you
2 haven't been audited in three years?

3 MR. JABOUIN: So the requirement from the
4 state is that each school gets audited every year
5 for internal funds. That is the requirement,
6 that we have to do an internal funds every year.

7 Historically, the department has been very
8 far behind in doing these audits. So back in
9 June of 2018 we were approximately 200 schools
10 behind. We did catch up in 2019 but we were
11 impacted by the -- we've had access to some of
12 the school personnel and some of the school
13 individuals, and so for school year 2020, and
14 I'll discuss this in the audit plan, we were not
15 able to complete all of them, but we are on track
16 to complete them. That includes the 40 that are
17 in this report as well as the ones that were in
18 the August report to be able to be back on track
19 by January. And I'll talk about this a little
20 bit further when I show the plan with respect to
21 internal funds.

22 DR. LYNCH-WALSH: Okay.

23 MR. MAYERSOHN: Any other questions,
24 Lynch-Walsh?

25 DR. LYNCH-WALSH: No, that's it. Thank you.

1 MR. MAYERSOHN: Okay. Seeing no further
2 discussion, all in favor to transmit signify by
3 saying aye.

4 COMMITTEE MEMBERS: Aye.

5 MR. MAYERSOHN: Anybody opposed?

6 (No response.)

7 MR. MAYERSOHN: The ayes have it.

8 MR. JABOUIN: RSM?

9 MR. MAYERSOHN: Bring 'em in.

10 MR. JABOUIN: I will introduce the report
11 from RSM while RSM comes in to talk about their
12 report.

13 So Agenda Item Number 10 is one of several
14 district compliance reviews that are part of the
15 program, the Behavioral Threat Assessment, the
16 Discipline Policies, the Code of Conduct. Those
17 are all part of our program, they're part of the
18 plan.

19 This particular audit covers school year 2020
20 and the policies that were in place at that time.
21 That policy is dated on page 53 of the report.
22 Subsequent to this policy the district has made
23 changes. The policy was updated in October of
24 2020, but this report as done by the RSM team
25 reviews that particular policy. RSM performed

1 this work under scope that I approved and I was
2 very involved with them and I concur with the
3 sampling methodology that they have on page 8. I
4 concur with the specific testing on page 10 and
5 the areas of policies that they reviewed. And I
6 did review the management plans and the
7 observations that were noted.

8 I do ask everyone to please read the entire
9 report. The five observations that are noted are
10 indeed very important, but please also note the
11 time and work the district has done is captured
12 on pages 33 and 34 for all of their work that's
13 been done. The observations are taken seriously
14 by me as well as the district team.

15 There will be a school year 2021 audit. I
16 await to hear comments that come from this
17 meeting as well as the board meeting so that I
18 can potentially make adjustments with RSM on the
19 plan for school year 2021, but this does cover
20 school year 2020.

21 To present the report we do have the RSM team
22 here. We have partner Jennifer Murtha, as well
23 as RSM managers Laura Manlove and Natalee Wallace
24 and Tori Unseth, as well. And RSM did do a
25 review of the Behavioral Threat Assessment. That

1 was not done under my direction, but this is the
2 experienced team that we brought back to be able
3 to do that. I would like to now have RSM present
4 their report to the committee.

5 MR. MAYERSOHN: Before RSM presents can you
6 guys just introduce yourself, and, Ms.
7 Hollingsworth, your team as well? And you guys
8 -- if you can come to the -- grab a mike
9 somewhere?

10 MS. HOLLINGSWORTH: Good morning everyone.
11 Saemone Hollingsworth, Executive Director of
12 Exceptional Student Learning & Support.

13 MR. LOZANO: Good morning everyone. Ernie
14 Lozano, OSPA Cadre Director. Welcome.

15 MS. REYES: Good morning. Christina Reyes,
16 District Coordinator for Psychological Services.

17 MS. GOLDSTEIN: Good morning. Emily
18 Goldstein, District Coordinator, Psychological
19 Services.

20 MS. RODGER: Good morning. Tara Rodger, EMS
21 manager.

22 MS. WALLACE: Good morning. Natalee Wallace
23 with RSM.

24 MS. MANLOVE: Hi. Laura Manlove, Director
25 with RSM.

1 MS. MURTHA: Jennifer Murtha, partner with
2 RSM.

3 MS. UNSETH: Tori Unseth with RSM.

4 MR. ROSA: Anthony Rosa, the Sunrise Chief of
5 Police. And I'm also the president of the
6 Broward County Chiefs of Police Association.

7 MR. MAYERSOHN: Thank you all for coming.

8 So, RSM, go ahead. Who's speaking for your
9 guys?

10 MS. MANLOVE: Hi. Good morning. Thank you
11 all for having us here today to present this very
12 important report to you all. Joris did a great
13 job intro'ing us and I'll also talk a little bit
14 about the background behind this compliance audit
15 that we have performed under Internal Audit's
16 direction. You'll recall that we performed an
17 operational review of the threat assessment
18 process in 2018. At that time that process was
19 very manual and very decentralized and some of
20 the recommendations that came out of our audit
21 were to automate that process in order to
22 streamline and reduce risks.

23 The district has taken -- undertaken the
24 process of automating that through the EDPlan
25 software platform, which is no small feat. Any

1 implementation process does come with some
2 challenges along the road.

3 The timing of this particular compliance
4 audit that we're presenting to you today, we
5 looked at the population of threats between
6 December of 2019 and March of 2020, which was
7 immediately following the go-live of the
8 automated system within EDPlan.

9 You'll see within the pages of our report,
10 starting on page -- sorry, page 5, the district
11 went through many system updates and tweaks
12 during the phases that were tested by RSM. We've
13 noted some major updates and improvements that
14 were made to the process here on page 5 for you.

15 I'd also like to remind the committee that
16 the population that we audited were also under
17 the -- the e-learning time of COVID, which hit in
18 March 2020. Some of our samples may be affected
19 by the switch to remote learning due to those
20 emergency circumstances.

21 Lastly, our sample selection is not
22 representative of the entire population of
23 threats. We focused on the highest risk threats
24 in the population because we wanted to focus on
25 those higher areas of risk with our audit

1 resources. We picked all high and moderate level
2 threats and just a few of the low and unfounded
3 threats as well. You can see further details
4 about our sampling methodology starting on page
5 8.

6 I know you all have had time to walk through
7 this report, so if there are any questions please
8 feel free to stop and ask. But I am going to
9 keep it higher level out of respect for your time
10 and we are happy to answer any questions that the
11 committee may have at this time.

12 MR. MAYERSOHN: Before we get to questions,
13 Ms. Hollingsworth or Mr. Gohl, do you guys have
14 anything that you want to present?

15 MR. GOHL: I would prefer -- thank you, sir,
16 for asking the question. Chair, I'd prefer to
17 reserve any commentary until after RSM has had a
18 chance to establish what and how they did in
19 addition to their findings. Because I think, you
20 know, the committee deserves to hear from the
21 auditors first.

22 MR. MAYERSOHN: And just before we go --

23 MR. VISNERS: Deputy Chief Visners, Sunrise
24 Police Department.

25 MR. MAYERSOHN: So that's on the record.

1 Okay.

2 Ms. Fertig?

3 MS. FERTIG: I have one question.

4 You mentioned that this was done in school
5 year '20. It looks to me that this was school
6 year 19-20 as opposed to 20-21.

7 MR. JABOUIN: Yes, that is correct.

8 MS. FERTIG: I just wanted to make sure that
9 we got that correct on the record.

10 So the next audit you do you will be on
11 20-21?

12 MR. JABOUIN: That just ended on June 30th of
13 2021, that'll be the next audit.

14 And so this one ended --

15 MS. FERTIG: Okay. I just wanted to clarify
16 that.

17 MR. JABOUIN: Thank you.

18 MS. FERTIG: Okay. And whenever you're
19 ready.

20 MR. MAYERSOHN: Okay. So I'm opening up the
21 floor to audit committee members for any
22 questions.

23 Mr. Medvin?

24 MR. MEDVIN: I first want to direct this to
25 RSM, on page 8, the table indicates that --

1 MR. BARNES: Mr. Chair?

2 MR. MAYERSOHN: Yes, Mr. Barnes.

3 MR. BARNES: I wasn't aware, have you
4 finished?

5 MR. MAYERSOHN: RSM?

6 MR. BARNES: Yeah.

7 MR. MAYERSOHN: Yeah.

8 MR. BARNES: Oh, okay.

9 MS. MANLOVE: I'm happy to answer questions.

10 MR. MAYERSOHN: Yeah, they're finished. Or
11 at least their presentation.

12 MR. BARNES: You know, I'm looking at this
13 thick book and saying --

14 MR. MEDVIN: So on page 8 on your first
15 table, it indicates 875, is that to be the total
16 amount of threat assessment -- threats that were
17 reported and from that you -- you derived your
18 sample from that?

19 MS. MANLOVE: Yes, sir. It's the population
20 between December of '19 and March 2020. We did
21 remove charter schools and any duplicates in the
22 system.

23 MR. MEDVIN: Is part of your expertise in
24 doing this audit enable you to make a judgment of
25 type of threat or is that classification based on

1 what, the information you were provided by the
2 school board?

3 MS. MANLOVE: As part of this audit we looked
4 at compliance only. We did not determine whether
5 or not a threat was appropriate or have any
6 opinion on the content of the threat assessment
7 documentation.

8 MR. MEDVIN: So your expertise is not in that
9 specific area?

10 MS. MANLOVE: Correct.

11 MR. MEDVIN: Okay. And I presume you didn't
12 opine in any way as far as this process other
13 than you reported the facts as you saw them?

14 MS. MANLOVE: Correct.

15 MR. MEDVIN: Now I'm going to address what I
16 think might be considered a dumb question. I
17 guess I'll start with you, Dr. Wanza, because you
18 know everything.

19 DR. WANZA: No, I don't. I have to put that
20 on the record. No, I don't.

21 MR. MAYERSOHN: Just before you continue, Dr.
22 Wanza, for the record, Mr. De Meo is in
23 attendance.

24 MR. MEDVIN: And I'll put this question maybe
25 to my ignorance, what is a threat and how do you

1 classify medium to low to high? Because I'm
2 reading this and I really don't know what we're
3 talking about.

4 DR. WANZA: So -- so I'm going to let Mr.
5 Gohl also elaborate as well. So we have policy
6 definitions. We also have stuff in the
7 behavioral threat assessment.

8 It really and truly is any time someone
9 either says or writes that they're going to take
10 some kind -- some kind of harmful, dangerous
11 action toward a person, persons, the school. I
12 mean, and so that's why it's classified as
13 medium, high, low, or there's -- or the threat is
14 not credible at all.

15 And so I'll let Mr. Gohl and Mrs.
16 Hollingsworth elaborate, but really and truly,
17 for us at the school level it is an individual
18 has either written or said that there is some
19 kind of intent to inflict some kind of harm
20 either on a person, persons, the school, itself,
21 so --

22 MR. MEDVIN: So it wouldn't include -- if a
23 student was in crisis of some kind but he's not
24 voicing any obvious threat, it would not be
25 included in this?

1 DR. WANZA: So they could say threat to self,
2 which we also then would evaluate that and
3 determine, are we doing a behavioral threat
4 assessment; are we doing a suicide risk
5 assessment? There's an entire cadence that goes
6 when a student has said that he or she intends to
7 do something. So now we have to determine, what
8 is it, and then which process do we follow? And
9 I'll let --

10 MR. MEDVIN: And, normally, what is your
11 original source of that information?

12 DR. WANZA: So the source can come from a
13 number of places. I mean, we get -- some people
14 witness the student, him or herself, saying it.
15 We get stuff on social media. We get phone calls
16 into the schools. We get employees who've
17 overheard something. We get students. It comes
18 from a variety of sources.

19 MR. MEDVIN: Okay. And from my reading of
20 this, it appears the policy is that there must be
21 an immediate response to this, which I think goes
22 into various procedures.

23 MR. GOHL: So, sir, if I may, just to
24 establish some context. So this policy, which
25 the school board approved in March of 2019,

1 establishes a behavioral threat assessment as
2 defined as a mental health psychological issue.
3 But that is not often the only layer that is
4 going on.

5 Someone needs to see or hear of something to
6 establish the concept that there is a threat to
7 self or others that initiates this process.
8 There may also be, simultaneously, disciplinary
9 processes, law enforcement processes, that are
10 part of the incident that is requiring these
11 processes to happen. Each of those has its own
12 cadence.

13 This policy focuses on the psychological
14 service of determining whether or not the
15 individual who has made a statement or taken an
16 action to initiate with a defined set of team
17 members, law enforcement, someone with
18 psychological services training, and school
19 administration, those are the required team
20 members, supplemented by someone who knows the
21 student and all other relevant individuals.

22 So the size of the behavioral threat
23 assessment team is determined by the unique
24 circumstances with a minimum required set of
25 members and then all other appropriate members.

1 And as you have just outlined, there is an
2 immediate urgency to commence and complete the
3 initial evaluation.

4 There are then a series of subsequent steps.
5 Each and every one of which is now auditable,
6 because the documentation processes actually must
7 be recorded in the software which captures both
8 the digital identity of the person who is
9 submitting it and timestamps the point at which
10 it happens.

11 So it's not sufficient to get it done but not
12 enter it. So, in order to specifically answer
13 your question, I'm going to briefly ask Emily or
14 Christina, who are our psychological services
15 representatives, to define your initial question
16 of what is a threat.

17 MR. MAYERSOHN: You've got to talk into the
18 microphone. Is it on?

19 MS. REYES: Hello?

20 Christina Reyes, District Coordinator from
21 the Psychology Service Department. As Dr. Wanza
22 mentioned, we have it defined in our Policy 2130,
23 so I can read straight from the policy; if you'd
24 like. A threat is a communication or behavior
25 that indicates that an individual poses a danger

1 to the safety of the school staff or students
2 through acts of violence or other behavior that
3 would cause harm to self or others. And then it
4 goes on to say, the threat may be expressed,
5 communicated behaviorally, orally, visually, in
6 writing, electronically or through any other
7 means. The communication and/or behavior is
8 considered a threat regardless of whether it is
9 observed by or communicated directly to the
10 target of the threat, observed by or communicated
11 to a third party, and regardless of whether the
12 threat -- the target of the threat is aware of
13 the threat. That is how it's defined in the
14 policy.

15 MR. MEDVIN: I want to ask you a question
16 back. You're a mental health professional and
17 your department, of course, is mental health
18 professionals?

19 MS. REYES: Correct.

20 MR. MEDVIN: And as one of the things I
21 understood is that the function of the mental
22 health professional is to be deeply involved in
23 this procedure as soon as possible. Are there
24 enough of you in every school to be able to be
25 there as instantaneously as possible if an

1 incident occurs?

2 MS. REYES: I will give you my candid answer,
3 which is there's never enough mental health
4 professionals, not in a school or not in a
5 community. But each school does have school
6 counselors assigned to them, school social
7 workers assigned to them, school psychologists
8 assigned to them, and family therapists assigned
9 to them. So that if in the moment someone is not
10 available we have others that we can use as
11 backup who are all available to them.

12 MR. MEDVIN: I'll address a similar question
13 to the law enforcement. The report talked about
14 wanting a law enforcement individual to be part
15 of this initial procedure and I think there was
16 something that indicated there was some
17 reluctance at times getting them to sign off. Is
18 it the same situation? You're not at every
19 school either, obviously. So if there is an
20 incident that needs -- and the urgency of getting
21 it resolved or addressed at least, what can we do
22 about it?

23 MR. MAYERSOHN: So before we -- just because
24 I don't want to step on Chief Rosa's toes, but
25 Chief Rosa represents or he's the Chief of

1 Sunrise. He can only specifically speak to those
2 schools that are in Sunrise. However, here as
3 the, I guess, president of the Chiefs
4 Association, he has contact with other chiefs,
5 other municipalities, so he's able to kind of
6 give a flavor, but, again, only specifically
7 speaking to the issues that he controls.

8 So I want to thank the chief for being here.
9 I saw him the other day. He was very willing to
10 come and participate and I think it's going to be
11 very helpful moving forward. So thank you.

12 CHIEF ROSA: Thank you. And just to -- so
13 addressing it, and I'll clarify when I'm talking
14 of City of Sunrise versus the global Broward
15 County Chiefs of Police Association, either their
16 views or individual chiefs related to that.

17 So the City of Sunrise does have a law
18 enforcement officer, SRO, in every single public
19 school within our city limits. So I think that
20 addresses there's not one in every school. There
21 is.

22 As it relates to the threat assessment, you
23 know, I'm aware that our SROs do participate in
24 every threat assessment in every school that's
25 within the City of Sunrise.

1 Now, from a global perspective, I have had
2 discussions with some of the chiefs that have --
3 that don't have school resource officers in every
4 school but have guardians instead. So from their
5 perspective, there are occasions where the law
6 enforcement officer is called in and may not
7 participate in the full aspect of the threat
8 assessment. In those cases the law enforcement
9 officers are not signing the documents.

10 MR. MEDVIN: I want to present one point
11 against my own ideas in reading this and then
12 I'll defer. The more I read this it looked like
13 10 percent of this wasn't filed and 12 percent of
14 that wasn't filed. And the article in the
15 Sun-Sentinel loved that, you know, this
16 percentage and that percentage.

17 I think the reality is, due to the -- A, many
18 different times of problems, individual problems,
19 and the weakness perhaps of the number of people,
20 especially I think in the mental health area to
21 handle this, I think this procedure is not very
22 efficient.

23 So my only suggestion is, to run it by, you
24 know, the powers that be is that, is it feasible
25 to have a -- call it a mobile response unit, if

1 you will, made up of several mental health
2 individuals, access to law enforcement and other
3 professionals so as soon as there's a threat
4 made, jump in on it and go take over from that
5 point, interview the subject. Because the
6 deficiencies were, I saw sometimes they didn't do
7 the parent interview or other different problems,
8 and I think the school individual
9 administrations, you know, like everything else,
10 they're bogged down with a lot of stuff and it
11 would be more efficient to have a dedicated group
12 or a few groups to respond to these types of
13 things and take over all of this.

14 MR. GOHL: So through the Chair; if I may?

15 MR. MAYERSOHN: Please. Yes.

16 MR. GOHL: Mr. Medvin, thank you so much for
17 the suggestion. So I want to raise a tension
18 that exists here between understanding the
19 context of the student in the school and what has
20 happened versus the efficiency of having a small
21 hyper-trained team of individuals.

22 Remember, this is a psychological services
23 mental health evaluation. And knowing the
24 student and what can happen, right, is different
25 if you know the school versus not.

1 So the current system as it is designed is to
2 put the people who are closest to the context,
3 closest to the student, around the student to
4 make that determination within 24 hours.

5 What we did here was to say that literally
6 every transactional step of completing the forms
7 needed to be documented in a digital way to
8 timestamp its completion so that we could come to
9 understand the efficacy of the completion of the
10 process. That did not maximize efficiency.

11 What we wanted to do, based on what we had
12 learned from the initial review that RSM had done
13 and the review of the incidents that were
14 associated with that terrible tragedy at Marjory
15 Stoneman Douglas and the way in which the
16 question of behavioral threat assessment had
17 arisen from the commission and other reports
18 around that was to say that we must bend our
19 behaviors to having a fully documented, fully
20 auditable process on each and every behavioral
21 threat assessment. And we did this two weeks
22 after training administrators, a week after
23 training principals, in August of 2019.

24 There is no excuse and we are not here to
25 proffer any to say that each and every one of

1 these should have been done well. But we have
2 seen through the RSM audit that sometimes, even
3 if work was finished, it wasn't timestamped as
4 finished within the electronic system.

5 You are correct that 10 percent, 12 percent;
6 right? When you've got a 30-step process and
7 step 16 has been missed, it makes it look as if
8 the entire process was not done correctly.

9 That's not an excuse. But that's to say that the
10 most important features that we have pulled out
11 involve ensuring that law enforcement and the
12 other two mandatory members are in it for the
13 entire process. And there are certainly
14 challenges at schools that have Aaron Feis
15 guardians as opposed to school resource officers,
16 because Aaron Feis guardians are not sworn law
17 enforcement officers. We must contact the local
18 police to get a beat cop or a street cop to come
19 in. And if they are unavailable, then we have to
20 contact our special investigative unit, which has
21 a limited number of sworn detectives, to come.
22 That introduces a delay.

23 But there is no exception to the 24 hour
24 rule. If the incident gets initiated at 10 a.m.
25 on Monday, that clock stops at 10 a.m. on

1 Tuesday. If they get it done at 5 p.m. on
2 Tuesday, while it's the next day, it's not within
3 the 24-hour period.

4 There is no process that we are doing in this
5 district that has more transparency and therefore
6 coupled with it the chance to see every mistake
7 than around behavioral threat assessments. And
8 we think that is an appropriate level of
9 expectation to have.

10 We didn't get it. And I will say training
11 and implementation didn't get us there two years
12 ago. I am hopeful that what you see in the
13 hopefully early '22 review of the 2021 will show
14 great improvement compared to these. And I am
15 expecting us to be back here with a different
16 tone than we are today.

17 I apologize to this committee, to the county
18 as a whole, that we didn't get 100 percent right.
19 But what I can say is that we did not detect new
20 problems through this audit. We, in fact, have
21 been doing continuous progress monitoring and
22 improvement, so that even if somebody had done
23 the work, they now were aware that if it's not
24 documented it doesn't count.

25 People are out there trying to make sure our

1 schools are safe.

2 When we were able to go back and review all
3 the findings of the audit, they have been
4 addressed. But that still leaves this audit as
5 speaking to what we were not able to accomplish
6 two years ago.

7 MR. MAYERSOHN: Wait. Dr. Wanza, did you
8 want to --

9 DR. WANZA: Thank you, Ms. Fertig. Thank you
10 Mr. Mayersohn and Ms. Fertig for just letting me
11 interject one thing. The only thing I want to
12 add to that is, you know, and this certainly
13 recognizes and elaborates on what Mr. Gohl said.
14 One of the things that the audit also revealed is
15 what central office processes are necessary to
16 help schools; right? And so one of the things,
17 and I'll just say, so the constant progress
18 monitoring, so if we know that there are nine
19 steps, don't let them go to step 2 if they don't
20 complete step 1. If everything is truly going to
21 be automated and timestamped, then there has to
22 be a cadence and a sequence; right? And so there
23 are many system enhancements that have been made
24 along the way to help schools.

25 And I do want to say, through our colleagues

1 and our partners in law enforcement, one of the
2 things that we have been working with for -- and
3 it's more so at the elementary schools, that
4 there are more elementary schools that may not
5 have a sworn law enforcement officer, so we've
6 been working with the high schools, because law
7 enforcement has been very responsive by putting
8 two SROs in many of the high schools, that if --
9 can one of those officers from the high school go
10 travel over to the elementary school to help; if
11 that is a possibility.

12 But we also have to look at the reality of,
13 if the high school only has one, the middle
14 school only has one, at no time can the campus be
15 without that law enforcement officer while the
16 school day is in progress. And then that is when
17 we do have to lean to SIU and potentially calling
18 in one the of road patrol officers.

19 So I just wanted it noted that we do have to
20 continuously recognize that the central office
21 must have processes to help schools in the lift
22 as well.

23 MR. MEDVIN: Is the technology at this point
24 adequately performing its part of the function?

25 DR. WANZA: Yes.

1 MR. MAYERSOHN: Ms. Fertig?

2 MS. FERTIG: Thank you, Dr. Wanza. And thank
3 you, Mr. Medvin, that was an excellent series of
4 questions and I would just like to come back to
5 your suggestion at the end after we talk about
6 all of this and particularly in light of Dr.
7 Wanza's comments about the central office.

8 The one last thing that I was gonna -- that I
9 was kind of waiting to hear is, if you could just
10 put on the record the definition of each of
11 these, the high very serious level, the medium
12 serious level and who makes that call?

13 MR. GOHL: So, Ms. Fertig, while they pull up
14 the technical definitions, what I'll say is the
15 behavioral threat assessment team, based on the
16 preponderance of the findings from the
17 investigation placed the label of which level the
18 threat is at as a concurrence of the BTA team,
19 and that's per statute.

20 MR. MAYERSOHN: The definitions are in the
21 policy; correct?

22 MS. GOLDSTEIN: Good morning. Emily
23 Goldstein, District Coordinator, Psychological
24 Services. So we -- we came prepared with our --
25 we have our current manual which was revised

1 recognizing that this audit is based on the
2 previous, the previous definitions, so we were
3 just pulling up the previous definitions.

4 The current definitions that are in place
5 today are in the revised policy. They were not
6 in the original policy when we were using
7 unfounded, low, medium and high. But I can
8 review those definitions for you if you like, of
9 unfounded, low, medium and high.

10 MR. MAYERSOHN: Do you want them or?

11 MS. GOLDSTEIN: We do have new definitions
12 now.

13 MR. MAYERSOHN: You just want them as part of
14 the record?

15 MS. FERTIG: Just as context since this was
16 done during a period of time when they didn't
17 necessarily, I just wanted -- it can be backup to
18 this. That's fine.

19 MR. MAYERSOHN: Yeah. So just, if you can
20 send a copy of that to Mr. Jabouin, as opposed to
21 reading them --

22 MS. GOLDSTEIN: Certainly.

23 MR. MAYERSOHN: -- and then Mr. Bass can
24 comment that they will be sent to Mr. Jabouin and
25 they will be made part of the public record.

1 Any other further comments, Ms. Fertig?

2 MS. FERTIG: Are we going to go through these
3 observation by observation and then we can make
4 our comments on them as we go? Just so we're all
5 talking about the same thing at the same time. I
6 mean, we don't have to.

7 MR. MAYERSOHN: We can, I mean, if you want
8 to go through them. So go ahead.

9 MS. FERTIG: You want me to start?

10 MR. MAYERSOHN: Yeah.

11 MS. FERTIG: Oh, okay. I'm looking back at
12 my notes here.

13 MR. MAYERSOHN: You've got the floor.

14 MS. FERTIG: Okay. Well, unfortunately, my
15 notes are not done that way. I'm going to --
16 just give me a second here.

17 Well, actually, I'm going to start at the
18 back. I know that's a strange place.

19 MR. MAYERSOHN: Well, why don't we -- I mean,
20 why don't we go, one, student risk intake form
21 and start there?

22 MS. FERTIG: Okay.

23 MS. MANLOVE: I'm happy to lead the
24 walkthrough if you'd like.

25 MR. MAYERSOHN: The only -- I mean, before we

1 go to the student risk intake form, the only
2 question I had is -- and maybe I'm jumping here
3 because I'm the chair and I can do this -- is on
4 page 10 and 11 the attributes tested.

5 Just to clarify, these were provided by
6 Broward County Public Schools, they were not from
7 what you guys decided to test?

8 MS. MANLOVE: They were provided by the chief
9 auditor and we had collaborative discussion as an
10 internal audit function.

11 MR. MAYERSOHN: Okay. So that's -- I just
12 wanted to get that.

13 And then the policy references where you have
14 on the next page, on page 12, where you have
15 Sections A, B, and you said this is not
16 auditable, this is auditable, this is not, that's
17 not, and I believe Mr. Gohl had mentioned that
18 everything is now auditable. But can you clarify
19 that for me? Because I know some of these are
20 subjective and they're not -- may not be, just so
21 that we're not sending different messages.

22 MS. MANLOVE: Yes, so these sections of the
23 policy, we went through the exercise of
24 understanding what we could perform an audit test
25 around and what maybe could not necessarily be

1 tested through documentation and source document
2 review. For example, Section A, Chief of Safety
3 Security & Emergency Preparedness shall ensure
4 compliance, not auditable necessarily. There's
5 no document I can go to that says, checkmark,
6 this was performed. It's more of an overall
7 general compliance subjective assessment.

8 MR. MAYERSOHN: Okay. And that was it. And
9 then just the other piece, and not part of this
10 audit, per se, but, I mean, it is on the policy,
11 itself, in Section 3, which talks about district
12 school roles and responsibilities, and this may
13 kind of revert back to what Mr. Medvin was
14 talking about, it says the Chief Safety and
15 Security Officer shall ensure compliance with
16 this policy.

17 So now that Mr. Katz is not here, Mr. Nesmith
18 is the temporary -- or interim, was he available
19 today or --

20 MR. GOHL: So Dr. Nesmith does bring his
21 apologies. Dr. Wanza and I are here. We have
22 been in deep conversation on this topic with him.
23 There are a number of state mandated documents
24 concerning safety and security that have a
25 September 30th deadline that he is making sure

1 that are done appropriately. So apologies are
2 offered, but we are here and we'll represent.

3 MR. MAYERSOHN: Okay. And he will get --
4 review the comments that we make or whatever may
5 be. Because, again, if he's responsible for
6 compliance, I just want to make sure he's aware
7 of it in his interim role at this point.

8 MR. GOHL: Yes.

9 MR. MAYERSOHN: And then I think to, I think,
10 Ms. Fertig's point and Mr. Medvin's point, it
11 says each school principal shall identify members
12 of the BTA team, that includes persons with
13 expertise in counseling, instruction, school
14 administration, law enforcement. Members will be
15 trained on rules and responsibility of each team
16 member. So that's in the policy, itself. So
17 it's the principal's responsibility to formulate
18 those teams using those areas of expertise that
19 then train them; is that correct?

20 MR. LOZANO: Correct.

21 MR. MAYERSOHN: Ms. Hollingsworth?

22 MS. HOLLINGSWORTH: That is correct.

23 MR. MAYERSOHN: Okay.

24 DR. WANZA: But we need to clarify something.
25 So, yes, the principal does have to identify, but

1 the principal doesn't conduct the training. They
2 go through the district training.

3 MR. MAYERSOHN: Right. No, I understand.
4 But I just want to clarify the roles and
5 responsibilities. So the Chief Safety and
6 Security Officer is responsible for compliance,
7 which is what RSM audited, compliance. So that's
8 the responsibility role.

9 As far as the team members, again, go back to
10 law enforcement, it would be the principal's
11 responsibility to contact law enforcement however
12 they may do it, whether it's their local
13 municipality and say, I need to have a deputy or
14 a sergeant or whatever as part of this team, who
15 can you send me, whether it's a team that's in
16 place, and then that whole team is trained.

17 So to Ms. Fertig's point and going back to
18 Mr. Gohl's point, as far as the intimate
19 knowledge in that school, I think that's why the
20 policy was written this way. So that this way
21 there's that intimate knowledge.

22 And going back to something that, you know, I
23 look at, which is kind of not on the questions
24 that are presented, but going back to, you know,
25 asking the student, did they have any positive

1 connection at least to one adult in authority?
2 Because, as we all know, that one connection to
3 somebody that you trust can certainly mitigate a
4 lot of issues that a child might be having. So I
5 just go back, and, again, that's a -- that's
6 another issue about the questions that are asked,
7 but we don't have to get into that discussion
8 today.

9 So did you want to say something?

10 MS. HOLLINGSWORTH: No, I just wanted to
11 clarify what Dr. Wanza had mentioned. Our
12 division does the training each year for new
13 administrators as well as we do law enforcement
14 training, also with our mental health
15 individuals, and then we do annual update
16 training so that everyone's trained. The team
17 gets put together by the principal, as Dr. Wanza
18 mentioned.

19 And then going back to what Ms. Fertig had
20 answered, how you then identify what level it is,
21 as Mr. Gohl mentioned, through that process of an
22 interview and investigation and all those factors
23 then lead into one of those definitions which
24 then translates into what direction you need to
25 take.

1 MR. MAYERSOHN: All right. So do you want to
2 make life easier and have RSM lead us through the
3 findings and then --

4 MS. FERTIG: I would like to ask a follow-up
5 to this.

6 MR. MAYERSOHN: Okay. Go ahead.

7 MS. FERTIG: Okay. So I think in theory it's
8 a great idea to have a team for the school, but
9 only if that team takes into account that you
10 could have people absent that day or -- and so
11 what is your backup plan for substitutes?

12 I understand the problem with either an SRO
13 -- I live in Fort Lauderdale, so there might not
14 be somebody available to go, but what is the
15 backup plan if one of these people on the team is
16 question one? And question two, if I were to
17 call the school and say, who's the team, would
18 the school be able to answer that? They would be
19 able to answer it and they would be able to tell
20 you who the alternates are?

21 MR. LOZANO: Yes.

22 MS. FERTIG: Okay. Thank you.

23 MR. LOZANO: So Ernie Lozano, Cadre Director.

24 Ms. Fertig, every school has a plan, because
25 life does happen. There may be a day a guidance

1 counselor's not at a school. So just like in
2 other areas, schools work with their innovation
3 zone, their neighboring schools. So every school
4 has a plan in case one of their current team
5 members are not available to assist if a school
6 has an incident that day. So every school has a
7 backup plan when life happens. And maybe they
8 have to call in a different law enforcement that
9 Dr. Wanza talked about before, they'll call the
10 high school.

11 So every school now has a current plan. If
12 one of those core team members are absent and if
13 their neighboring school or another school can't
14 help, that's where district resources step in,
15 either SIU, Ms. Hollingsworth's division, to
16 ensure we meet the timelines and guidelines in
17 the policy.

18 MR. MAYERSOHN: So, just to interject, so in
19 the future, recommendation for RSM is that moving
20 forward for next year, if you can audit that to
21 ensure that the team is in place and that there
22 is a backup would be helpful to make sure that
23 that's part of the compliance of the policy.

24 Are you okay now? Did you want to go
25 through -- did you --

1 MS. FERTIG: No, I think that's a good idea,
2 so if you'll take the lead here.

3 MR. MAYERSOHN: All right. The leading
4 ladies.

5 MS. MANLOVE: I'll start on page 13. We have
6 ordered the observations in order of the
7 chronology of the process.

8 So number 1 begins with the student risk
9 intake form. All of the samples that we tested
10 did have a student risk intake form. However, we
11 had a subset that were not finalized within the
12 EDPlan system within the time requirement.

13 During preliminary testing for '21 we did
14 note that due to systematic updates in EDPlan
15 this now is automated and this should not reoccur
16 in the future.

17 DR. LYNCH-WALSH: Is your mike on?

18 MS. MANLOVE: Can you hear me okay?

19 DR. LYNCH-WALSH: No.

20 MS. MANLOVE: Is it the mask?

21 DR. LYNCH-WALSH: Yeah, it's the mask, but
22 you kind of almost have to eat the thing. I can
23 hear you because I'm the closest to you but you
24 --

25 MR. MAYERSOHN: You've got to just talk into

1 the microphone.

2 MS. MANLOVE: Thank you. I appreciate your
3 feedback.

4 MR. MAYERSOHN: There you go.

5 MS. MANLOVE: Moving on to Number 2.

6 MR. MAYERSOHN: Okay. Wait. So number 1, is
7 there any questions on number 1, observation
8 number 1?

9 (No response.)

10 MR. MAYERSOHN: All right. Now you can go to
11 number 2.

12 MS. MANLOVE: Moving on to number 2, this is
13 in relation to timeliness, accuracy and
14 completeness of the behavioral threat assessment.
15 We had subsets of exceptions noted here related
16 to responsiveness, finalization and accuracy.

17 Any questions on number 2?

18 (No response.)

19 MR. MAYERSOHN: Nope. Oh, Dr. Walsh?

20 DR. LYNCH-WALSH: Well, I don't really
21 necessarily have questions. These -- you know, I
22 don't know about these 10 percent things, but the
23 things that alarmed me started falling under
24 observation number 2 because they are centered
25 around medium and high level threats and the

1 percentages, you know, were higher than one might
2 have hoped. So you have 54 percent of them not
3 finalized -- on page 17, 43 percent were not
4 signed by all team members. And 60 percent --
5 I'm just making sure I stay within -- well,
6 that's on page 25, so that's unlikely to be the
7 same observation.

8 But they're pretty high, but the reason --
9 but then we're looking at fiscal year 20, which
10 is -- the district went home for spring break in
11 March and never came back. So I would -- I would
12 be more alarmed if we get fiscal year 22 done and
13 have these same results. Because, yeah, I was
14 alarmed, don't get me wrong, because it was two
15 and a half years after MSD. But then fiscal year
16 21 is almost going to be a bust because most
17 people were home.

18 So until we get fiscal year 22, to me, you
19 know, these are kind of moot because then staff
20 said they fixed everything, but the only way
21 we're going to know is to test it now.

22 So I'll wait until we get to observation
23 number 3 because I think the one on 25 is, once
24 again -- that's a later observation.

25 MR. MAYERSOHN: I think there are two issues

1 here that seem to be kind of, not running in
2 parallel, but they end up doing that. One is the
3 compliance of the behavioral threat assessment.
4 The other is actually what happens with the
5 behavioral threat assessment, which you guys
6 aren't doing. Is it efficient? Does it address
7 the problems correctly? The compliance -- when I
8 say the compliance piece, the follow-up later on,
9 is that happening; what is the -- you know, what
10 is the outcome? Which, again, you're just
11 identifying, was there follow up; yes or no? As
12 opposed to saying, was it successful or not, you
13 have no opinion on that. That's not your area of
14 expertise.

15 MS. MANLOVE: Correct.

16 MR. MAYERSOHN: So I would just -- and I
17 think Dr. Lynch-Walsh has kind of -- kind of
18 covered it a little bit, is that -- and, first of
19 all, I want to thank Dr. Cartwright, she is here,
20 but something to be concerned about is, are these
21 efficient and effective and maybe from an
22 operational or, you know, standpoint more so than
23 the compliance piece?

24 MR. JABOUIN: So, thank you, Mr. Mayersohn.

25 So all of these comments such as the one you

1 said before, I want to go ahead and put them into
2 the testing that will be done. We're required to
3 do it every year. So the school year 2021 that
4 ended in June is the one that's up next. And I
5 am confident in the reasonableness of the
6 responses that we have and that should allow us
7 to have some improved testing. But there are
8 some things that we do want to add to it that I
9 know we want to do.

10 So, for example, on the monitoring plans
11 themselves, the testing right now ends at the
12 existence of the monitoring plans. We want to
13 look into how effective the monitoring plans are.
14 So if the monitoring plans have certain
15 requirements, did the district meet those
16 particular requirements? So that would be what
17 we'd look at in the school year 21.

18 As I get comments and either from this
19 meeting or from the board meetings we do want to
20 go ahead and have the audit program evolve. So
21 the comment that you made earlier and any other
22 comments that the committee members make are
23 things for us to consider in future plans and we
24 will do so.

25 MR. MAYERSOHN: Eeny, meeny, miny, moe. Who

1 wants to go?

2 DR. LYNCH-WALSH: It's very hard sometimes
3 for me to just stick to the one when I have sort
4 of global comments. So go ahead. My next
5 specific comment and then I have global comments
6 and some recommendations.

7 MR. MAYERSOHN: Okay. So here's what we
8 can do. Let's get through the items, themselves.
9 If we have comments on the items, we can make
10 them. Then we can go through global
11 recommendations. If that makes sense.
12 Otherwise, we're going to go all across the board
13 back and forth.

14 So Ms. Fertig and then Dr. Lynch-Walsh.

15 MS. FERTIG: Okay. I have one on number 2.
16 You know, one of the problems with this we keep
17 mentioning is that the pandemic began. So, I
18 mean, it would be helpful on the timeliness where
19 54 percent were not finalized within 24 hours,
20 now, how many of those were before March 1st and
21 how many of them were, you know, after? That
22 could have in some way skewed it because of what
23 was going on. And so I know you can't look
24 back -- well, you probably can, you can probably
25 figure out what that would be.

1 MR. JABOUIN: Just to jump in, Ms. Fertig,
2 yeah, the sample stopped in March of 2020.

3 MS. FERTIG: March 1st?

4 MS. MANLOVE: End of March.

5 MR. JABOUIN: End of March.

6 MS. MANLOVE: Very few would have occurred
7 within that month, but, yes, there are some that
8 were impacted.

9 MS. FERTIG: Because that was about a third
10 of the study time.

11 MS. MANLOVE: It went from December to the
12 end of March.

13 MS. FERTIG: And what day in December?

14 MS. MANLOVE: The 19th? December first of
15 2019.

16 MS. FERTIG: Okay. So it was a four-month
17 study. Okay. So that's just one question I had.
18 And I -- and just looking down these, you know it
19 is alarming to me that those -- especially
20 after -- I can see he's on top of this in spite
21 of the fact that they didn't get this done within
22 24 hours, that's alarming. I mean, that is -- if
23 that's the standard we set. I'm glad to hear
24 it's going better now and I would -- hopefully,
25 we would emphasize that in this when it's

1 presented to the board.

2 MR. MAYERSOHN: Dr. Lynch-Walsh?

3 DR. LYNCH-WALSH: No, that was it for 2 for
4 me.

5 MR. MAYERSOHN: So you're done with 2.

6 DR. LYNCH-WALSH: Yes.

7 MR. MAYERSOHN: You still have global
8 comments, you're done with --

9 DR. LYNCH-WALSH: 2, and I don't have
10 anything until page 25.

11 MR. MAYERSOHN: Okay. Observation 3?

12 MS. MANLOVE: All right. Moving on to number
13 3.

14 Number 3 is in relation to the initial
15 student interview and teacher input forms. We
16 had some exceptions related to the student
17 interview as well as the teacher input forms as
18 it relates to completeness and accuracy of that
19 documentation.

20 MR. MAYERSOHN: Okay. Any questions on that?

21 MS. FERTIG: Yeah, I want to know -- I have a
22 question on 16 percent were missing an initial
23 student interview. Is that, again, going to be
24 a, we had a student interview but we didn't have
25 any documentation or is that they just didn't

1 have student interviews within the required time?

2 MR. LOZANO: So there can be multiple reasons
3 why, Mary. And like one example is it's straight
4 a student refused. Some of them, you know, may
5 have -- and even in the 24 hours, some of our
6 students are incarcerated, some of our students
7 may be in a situation where we can't locate them
8 to do an interview. So there's multiple reasons
9 why a school may not have been able to conduct a
10 student interview. So that's why you'll see some
11 where there was one missing.

12 And, again, this was 2019. We've done a lot
13 of work in EDPlan, in the system. So currently
14 if there is not a student interview or they're
15 not able to do it, they're able to put a reason
16 in now to explain why and keep the process moving
17 forward as opposed to, I can't keep going because
18 I can't, you know, get in front of the student to
19 do an interview or I can't get in front of a
20 parent to do -- because some parents refuse to do
21 an interview as well.

22 So sometimes when you see that data it wasn't
23 necessarily the district that held that interview
24 up from happening. Sometimes the parents refuse
25 to participate and sometimes the students as well

1 refuse to participate. Or it takes some time
2 getting them to be able to conduct the interview.

3 MS. FERTIG: Okay. And so would that be the
4 same on 20 percent of the teacher input forms
5 were missing? I mean, what would -- I can
6 understand if the student is either hospitalized
7 or I can understand that, but what about the
8 teacher?

9 DR. WANZA: So this is Valerie Wanza, for the
10 record.

11 We just own that. Because the teacher is
12 there or they should be there. They should be a
13 part of the process.

14 And so you will see in my response, I,
15 obviously, where you see the actions taken, I
16 never waited for this. We knew that there were
17 some things in policy and there were some
18 incidents where, you know, something should have
19 been done, it was egregious, it was not done, and
20 an action was taken.

21 So the part around the teacher piece, we own
22 it. And we are working with school
23 administrators so that that will not be a
24 finding. As Dr. Lynch-Walsh said, when we get
25 the full depth and breadth of this school year

1 where we started with everybody back open and
2 weren't home, that we will not see this as repeat
3 findings.

4 MS. RODGER: Dr. Wanza, if you'd let me
5 respond? Tara Rodger.

6 So I'd also like to, Mary, draw your
7 attention to the bottom of page 21.

8 MS. FERTIG: Uh-huh.

9 MS. RODGER: We have made updates to the
10 system so they cannot finalize a behavioral
11 threat assessment now without those documents
12 being completed.

13 MS. FERTIG: Okay. Okay. And I just --
14 well, I'll come to that on the global time. But,
15 thank you.

16 MR. MAYERSOHN: All right. Anybody else on
17 this item?

18 (No response.)

19 MR. MAYERSOHN: All right next.

20 MS. MANLOVE: Number 4, the clinical parent
21 and student interview, we had some notes in here
22 requiring signatures on parents and student
23 interviews, as well. And in many times -- not
24 many times, a few times toward the bottom here
25 there were signatures, they were completed

1 properly, we just couldn't see documentation
2 necessarily of the title, mental health
3 professional.

4 Any other comment or questions on this one?

5 (No response.)

6 MR. MAYERSOHN: All right. Mr. Barnes, are
7 you okay over there?

8 MR. BARNES: Yes, I am. I do global
9 comments.

10 MR. MAYERSOHN: Okay. All right. Next?

11 MS. MANLOVE: Number 5, the monitoring plan.
12 We have some commentary in here regarding the
13 completeness, the finalization, the timeliness of
14 these monitoring plans.

15 MR. MAYERSOHN: Any questions on those?

16 Yes, Ms. Fertig?

17 MS. FERTIG: Well, my question is, I read in
18 here, you know, that now you have an online form
19 that could not have been downloaded before, but
20 yet 40 percent of the people managed to comply
21 with it even though it couldn't be, you know,
22 downloaded.

23 So my question is, how did 40 percent comply
24 and the other 60 percent not comply?

25 MR. GOHL: So we have tried to move to full

1 digital single point of contact at this point.

2 In the fall of 2019 that form was available as a
3 separate PDF from a manual, a different system.

4 So those schools were able to access the form,
5 download it, and then upload it.

6 What we've now done is put it inside of that.
7 That was one of the lessons learned from the
8 initial implementation.

9 MS. FERTIG: Okay.

10 MR. MAYERSOHN: Anything else, Ms. Fertig?

11 All right. Next.

12 MS. MANLOVE: That concludes our written
13 observations. We had some overall process
14 improvements which we discussed with management
15 at the conclusion of our procedures.

16 MR. MAYERSOHN: Dr. Lynch-Walsh?

17 DR. LYNCH-WALSH: My other comments were on
18 number 5, monitoring. You know, the things that
19 jump up out are 60 percent of the sample were
20 missing a monitoring plan, which is on page 25,
21 which is significant.

22 And then on page 27, 82 percent of medium and
23 high level threats were not reviewed within 30
24 days.

25 These are the things that I would consider

1 unacceptable particularly once we get to fiscal
2 year 22.

3 There's also a comment on the bottom of page
4 27 that, for the monitoring plans that were
5 identified as missing, followup was completed by
6 the Office of School Compliance and Discipline
7 and Office of Academics in May and June of 2020
8 to ensure students were receiving the required
9 support. All monitoring plans were in place as
10 of June 2021. District staff is in the process
11 of reviewing to determine if monitoring plans are
12 complete for incidents outside of the audit and
13 will finalize their conclusions by September 30,
14 2021, which I think is today.

15 MR. MAYERSOHN: Well, Mr. Jabouin and then
16 Mr. Gohl.

17 MR. JABOUIN: Mr. Gohl first.

18 MR. MAYERSOHN: Mr. Gohl, go ahead.

19 MR. GOHL: So in preparation for the August
20 meeting we were prepared to tell you then that
21 things were where they had been determined to be
22 in June, which is that monitoring plans were in
23 place and that the 30-day followups were
24 occurring. We can say the same today. We are
25 now monitoring these on a monthly basis to make

1 sure.

2 The good thing is that leadership in multiple
3 divisions have access to the dashboards that show
4 the state of all monitoring plans at any time.
5 And so we meet weekly. We met this morning.
6 It's Thursday mornings. That we go over any ones
7 that have emerged in the last few days to make
8 sure that they are complete within the timeframe
9 and that the monitoring plans which are still in
10 place are being monitored on the regular
11 frequency.

12 MR. JABOUIN: And then to add to what Mr.
13 Gohl stated, so the representation that's here in
14 the response that indicates that they were in
15 place as of June 30th, my team -- so out of the
16 99 that were required to be in place, and the
17 district responded that they are in place, we did
18 a subtest of 23 of those 99 and we were able to
19 locate those monitoring plans. So that was
20 certainly satisfactory for me to confirm that
21 statement in the response.

22 I also want to add that throughout the entire
23 audit, you know, district staff and even things
24 that they've identified themselves were curing
25 issues that they were encountering. And as the

1 team encountered findings that they were also
2 taking care of those as well.

3 They have included me and my team on the
4 dashboard so we could have that visibility to see
5 how it's going on and they've invited me and my
6 team to their meetings.

7 And so we will -- I will participate in a
8 meeting that they have on October 7th on the
9 findings.

10 So the framework is set up for improvement on
11 this when this is re-reviewed.

12 MR. MAYERSOHN: Ms. Fertig? Or Dr.
13 Lynch-Walsh?

14 DR. LYNCH-WALSH: I'm done with 5. I'm
15 waiting for global comments.

16 MS. FERTIG: Okay. Well, we can do this
17 under 5 or global, but just as I'm listening to
18 what you've put in place and how now you can
19 really monitor everything digitally, it's
20 wonderful, is it possible to do monthly or
21 quarterly reports on compliance? I mean, I don't
22 know why you'd have to wait for an audit if you
23 can look and see that you had 10 issues and 10 of
24 them were handled correctly.

25 DR. WANZA: So to that very point, my staff

1 meets every Monday morning. This is a standing
2 item. We pull it up -- you know what I'm saying,
3 we pull it up, we go through. The cadre
4 directors have to sign off on it. This is a
5 standing time every single Monday today on my
6 staff meeting agenda. So I can tell you -- and
7 then to what Mr. Jabouin said, then there's a
8 Thursday meeting of multiple departments that
9 touch it.

10 So the answer to your question is, yes. And
11 that is why if something happens in the next
12 audit, I think I'm going to go right up under the
13 table.

14 MS. HOLLINGSWORTH: And if I may, Mr.
15 Mayersohn?

16 MR. MAYERSOHN: Yes, you may, Ms.
17 Hollingsworth.

18 MS. HOLLINGSWORTH: Thank you, Mr. Mayersohn.

19 Tara Rodger also is reviewing it as well as
20 the management system along with all the other
21 things that she's managing to work with Mr.
22 Lozano and other individuals at OSPA so that
23 we're really working collaboratively to make sure
24 that these are identified, addressed and making
25 sure that things are in place.

1 MS. FERTIG: So I was just thinking from a --
2 making the public feel safe and knowing that
3 everything's in place, if you had that forwarded,
4 that report to the board. I mean, weekly,
5 biweekly, that's too often. But I think if you
6 did it, you know, every quarter and can show that
7 you had a perfect -- or even every couple months.
8 Whatever the timeframe is that's appropriate, it
9 would go a long ways to letting people know how
10 successful you have been in addressing that.

11 MR. MAYERSOHN: The one question that I have
12 on the monitoring plan, so if a student changes
13 schools or a student goes from Broward County to
14 Palm Beach County or is in Miami-Dade, because
15 this is a statewide system, goes from Miami-Dade
16 to Broward County, are their systems that the
17 district has in place to ensure that the
18 monitoring will continue?

19 DR. WANZA: So Mr. Gohl and I will take that
20 one. He'll start and then I'll --

21 MR. GOHL: So the statute as initially
22 written is rather burdensome. Because what it
23 requires is that when a student transfers schools
24 that the sending school is responsible for
25 sending the monitoring plan and ensuring its

1 implementation. I will tell you that the second
2 part of that statutory requirement is nigh on
3 impossible. If a student transfers from a
4 Broward County public school to a private school
5 we do not have the ability to ensure that the
6 services are continued. What we can do is
7 provide the guidance, the monitoring and the
8 ongoing services we have. We continue to work
9 with the Department of Education to clarify what
10 is the correct way to show compliance with that
11 last piece of it.

12 But the first piece of your question, if the
13 student transfers within Broward County Public
14 Schools and all but the 13 charter schools that
15 are part of Charter USA, they are also within the
16 EDPlan system. It is automatically transferred.
17 There is not a human transaction that needs to
18 occur to make sure that the plan goes with the
19 student. So out of our 280-ish charter and
20 district schools, all but 13 are a part of it.

21 Part of the standard withdrawal process as
22 all educational records includes the transfer of
23 behavioral threat assessments. Because these are
24 not discipline records. They are not law
25 enforcement records. They are part of the

1 educational record of the student. This is what
2 makes this form of BTA different than what our
3 law enforcement partners have as their own
4 definition of BTA or what a disciplinary record
5 is. So these are transferred easily and
6 automatically within Broward County Public
7 Schools.

8 If they transfer to an adjoining district
9 they must be PDF'd and included in the paper
10 transferral packets. The state does not have a
11 statewide behavioral threat assessment system
12 that we can upload these to as part of
13 inter-Florida district transfers.

14 MR. MAYERSOHN: And just to that point, I
15 know you guys may differ -- have a different
16 opinion of how to monitor this. Because, again,
17 you've got schools that are, you know, part of
18 the school community and yet community issues
19 that go on where somebody may create an issue.

20 Have you guys discussed that as a Chiefs
21 Association?

22 CHIEF ROSA: Chief Rosa, so, yes, we've
23 discussed it in maybe a global sense. But, you
24 know, there's some difficulties, I think, even
25 within the law enforcement world; right? We have

1 many municipal police departments, we have the
2 Broward Sheriff's Office. So even when you
3 transfer something, not from a district
4 perspective, but from our perspective, from one
5 law enforcement jurisdiction to another, that
6 would create a huge challenge for us even though
7 the system is in place for the school district.

8 DR. WANZA: Something I would want to add, if
9 I may, so in addition to what Mr. Gohl said. So
10 now the system is programmed. So if Valerie
11 Wanza is the principal at Fort Lauderdale High
12 School and now I'm getting a student from
13 Taravella High School that has all this -- the
14 system sends an email to the principal letting
15 them know, you need to go check EDPlan. I mean,
16 I'm saying it in layman's terms, but basically
17 something is being transferred to you from one
18 school to another. So we try to -- that's why --
19 I mean, it sounded funny, but when we sit here
20 again, I think I'm going to go under the table if
21 we have missed something.

22 Listen, we're human, but we understand the
23 seriousness of this and we are trying to build in
24 everything so that there are interim, just,
25 alerts to schools. You have to do this. You

1 can't go forward if you don't do that. You must
2 have this. Did you do that?

3 So this first -- what we're looking at, we
4 went live two weeks after people were trained.
5 And we don't like to say that this was a pilot,
6 because it was not. But it was the first phase
7 of implementation and we have worked through
8 enhancements to the plan also looking at how to
9 better train individuals in the use of the tools
10 that we are giving them to help them do their
11 work.

12 MR. MAYERSOHN: Okay. Well let's -- one
13 second, Ms. Shaw.

14 Let's do this. Let's go around -- it's now
15 25 after. If we can kind of wrap this up within
16 10 minutes, 15 minutes, from global ideas, I
17 would appreciate that. So --

18 MS. SHAW: My question is on --

19 MR. MAYERSOHN: Do you have a question?

20 MS. SHAW: On what Dr. Wanza said.

21 MR. MAYERSOHN: Okay. So go ahead and ask
22 the question and then we'll go around.

23 MS. SHAW: So, Dr. Wanza, based on the
24 example you just gave, what is to say that the
25 principal at Fort Lauderdale did not check --

1 what is the policy rule and how do you know that
2 this was done?

3 DR. WANZA: So one of the things you heard
4 that in the process is like every 30 days they
5 have to go in and reevaluate, speak to, what are
6 they doing; what's the progress of the monitoring
7 plan? So we have safeguards in place now that if
8 it doesn't happen at that 30 days, and you all
9 correct me if I'm wrong, there's some kind of
10 alert that comes. So now it's my office -- you
11 all read the board agenda items, you see people
12 on there, it's my office that goes out to the
13 school, following everybody's due process rights
14 and respond appropriately to that principal.

15 MR. MAYERSOHN: So, again, Mr. Jabouin, going
16 back to future audits, to ensure that there's
17 compliance, because this is more of a compliance
18 issue, is that identifying it again if RSM is
19 going to do it again, just to pick X amount of
20 schools, X amount of principals to ensure that if
21 there is a transfer that the process is being
22 followed, you know, whatever systems are in place
23 are working, that's what at least I would, you
24 know, like to see.

25 MR. JABOUIN: I think that's a natural part

1 of the work that we would do. So if a threat
2 assessment exists, and as I mentioned before, if
3 there's a monitoring plan, if the monitoring plan
4 has certain types of requirements, then that has
5 to be met regardless of if the student transfers
6 schools. It still has to be met through the
7 district.

8 MR. MAYERSOHN: But to ensure that -- because
9 sometimes somebody transfers and the handoff is
10 not necessarily completed.

11 MR. JABOUIN: So we could work with RSM to
12 have a sample, have some more of those, so then
13 the testing will pretty much be all inclusive on
14 that end.

15 MR. MAYERSOHN: Yeah. That's my only thing.

16 So let's go around.

17 Mr. Sabin, do you have any comments?

18 MR. SABIN: I did have a general question
19 regarding this policy and the monitoring plan
20 specifically regarding psychological services.
21 Does the county provide any ongoing support for
22 those individuals who are, I think it's the
23 medium and the high threat folks? Not just make
24 sure that they're behaving right but like if
25 they're having some challenges, like if they're

1 committing cognitive distortions, if there's
2 family issues, if there's, you know,
3 psychological support provided to prevent them,
4 you know, to help them going forward.

5 MS. REYES: Christina Reyes, District
6 Coordinator, Psychological Services. With each
7 risk level there are mandatory action steps the
8 teams have to take and recommendations that are
9 made. So some of these students might already be
10 in therapy or have some mental health counseling
11 support, but that's certainly one of the action
12 steps that are to be considered for students at
13 certain risk levels. I don't know if that
14 answers your question.

15 MR. SABIN: Okay.

16 MS. GOLDSTEIN: Emily Goldstein. I hope --
17 can you hear me okay?

18 Typically what she says comes out of my mouth
19 as well. We're on the same page.

20 A lot of times in addition to those action
21 steps the variety of, depending on a particular
22 concern with a student, we have other
23 school-based mechanisms for addressing student
24 needs, school-based collaborative problem solving
25 teams where a student may be referred to have

1 their academic, social, emotional, behavioral
2 needs discussed and addressed. Sometimes
3 situations result in referrals for psychological
4 evaluation to determine if they are eligible for
5 ESE status. We may be making mental health
6 referrals inside of our schools as well as
7 outside to community partners. So there is
8 potentially -- and it's student specific. But
9 that is built into our process. As Christina
10 said, mandatory action steps depending on the
11 risk level that was determined.

12 MS. REYES: I want to add one more comment.
13 One of the mandatory action steps for substantive
14 level threats, meaning that there's some
15 indication that there's a potential for harm
16 require a clinical student and a clinical parent
17 interview which is conducted by a mental health
18 professional.

19 So that the intent of those interviews,
20 obviously, is to assess the student's mental
21 health, their well-being and whether or not any
22 additional supports are needed. I failed to
23 mention that that was one of the mandatory
24 actions.

25 MR. SABIN: Okay. Thank you.

1 MR. MAYERSOHN: Mr. Barnes?

2 MR. BARNES: Thank you, Mr. Chair.

3 Mr. Gohl or maybe Dr. Wanza, Roles and
4 Responsibilities, I think any plan is only as
5 effective as the persons who are charged with
6 implementing what's put in writing. And I think
7 I read in the document, I'm trying to find it,
8 but checks and balances is what I'm really
9 getting at. And it says that the principal has
10 the ultimate responsibility but when the
11 principal is not available it talks about its
12 administrative designee.

13 I really believe that that should be a little
14 bit more definitive as to who that person will
15 be. Sometimes we have five or six assistant
16 principals. I know there's a second in command,
17 so I -- the second in command may not be the one
18 that the principal feels can carry it out, you
19 know. We all have our strengths and weaknesses.

20 But before you respond to that, but the
21 bigger issue is -- not an issue, it says that all
22 school-based administrators will go through
23 training and it will be their responsibility to
24 come back and train the students and staff.

25 Did I read that right?

1 DR. WANZA: So let me do two things. Let me
2 answer the first question.

3 MR. BARNES: Okay.

4 DR. WANZA: The first question is, in the
5 absence of a principal it has to be an assistant
6 principal. And at the elementary level we know,
7 typically, most elementary schools only have one
8 assistant principal and there could be some of
9 them have two. So but in the absence of the
10 principal it must be an assistant principal. And
11 then I'll let Mr. Lozano and the team talk about
12 once the behavior threat assessment team that
13 must be trained receives the district training,
14 then how other individuals in the school receive
15 the training.

16 MR. BARNES: Right. That was my question.

17 MS. GOLDSTEIN: Emily Goldstein. So in
18 relation to -- you have your core team at each
19 school receives an initial training and then
20 subsequent annual training. In addition to that,
21 other -- all others that need to know, right,
22 parents, volunteers, people that need to be aware
23 of if they hear of a concern and need to make a
24 threat of a report, last year we rolled out a
25 districtwide warning signs course that is now a

1 mandated course in the district that all staff,
2 staff, including teachers and any faculty that
3 you come in contact with students, that would
4 mean front office staff, cafeteria workers,
5 volunteers and other vendors, must take this
6 particular warning signs course once a year,
7 which provides them information on what exactly
8 warning signs are, how they would make a report
9 and going through those details so that that
10 information is brought to the necessary threat
11 assessment team at each school.

12 MR. BARNES: That's -- that's not getting
13 to -- that's not -- that's not -- what you said,
14 I'm not saying is not true, but I found in the
15 document on page 8 under Roles and
16 Responsibilities, I think it's bullet number,
17 one, two, three, four, it says the team must
18 provide annual training and guidance to students,
19 staff, parents on recognizing needs assessments.
20 So I know who is supposed to do it, but I'm
21 saying, is this saying that the assistant
22 principal or a school-based administrator will
23 conduct an in-service annually to all of these
24 persons that you have listed here? I'm getting
25 to the heart of who is going to do the training?

1 Because if staff -- if they are not trained on
2 this document, implementation gets to be a
3 problem. So I'm looking at the training aspect
4 of this. Who --

5 MR. GOHL: So, Mr. Barnes, Dan Gohl, Chief
6 Academic Officer. So let me begin and then I'm
7 going to ask Dr. Wanza to step in.

8 When we had that terrible tragedy and then
9 began examining each and every aspect that we
10 needed to follow up on behavioral threat
11 assessment rose to be high priority. One of the
12 things we wanted to do was bring -- two things,
13 one was incredible definition and detail about
14 what should be done and how it should be done.

15 MR. BARNES: Right.

16 MR. GOHL: Definition starts first. We then
17 wanted to make sure that we had intensive
18 training so that people could act against those
19 definitions. And then, third, we have
20 implementation against that training. Because
21 people cannot be expected to properly implement
22 without effective training. But you can't train
23 unless you've defined. And to all three of those
24 we wanted to bring transparency.

25 So moving to a digital system wide has

1 brought the transparency. We can see every
2 threat assessment. We can dive into the details
3 of where things are behind or not. This issue
4 that you've raised about who's doing the
5 training, right, so for students and staff it
6 gets cascaded to the school level. But the
7 training is developed by the psychological
8 services team to make sure that it's against the
9 right best practices -- the correct best
10 practices. And then we hear feedback from the
11 field of, this doesn't make sense. It may make
12 sense to you as experts, but it doesn't make
13 sense to us in plain language. And so we've
14 modified year to year. We have in-person
15 training required for all first timers and then
16 we have a variety of reenforcement mechanisms,
17 including by Teams events, in-person and what we
18 call Canvas courses. Canvas is our learning
19 management system. Where people get and we
20 record completion certificate numbers for every
21 individual that's trained who has a role within
22 the school district. We do not issue individual
23 certificate numbers for parents and students.

24 MR. BARNES: You know, I'm going to allow you
25 all to move on on that, but there's -- in other

1 words, Dan, what I'm saying to you, if I am a
2 teacher, a student, or a parent who volunteers,
3 and there is a threat on the day that I am there,
4 who trains these persons? I know you're telling
5 me what services are available. I am looking for
6 boots on the ground.

7 In other words, are you -- does this document
8 say that at some point during preplanning or at
9 some point during the year that all teachers were
10 brought together and they'll be trained? The
11 bigger issue is the students, are you going to
12 have a gym -- I'm just -- how do you implement
13 that particular item for training students and
14 teachers? That's all I'm looking for.

15 DR. WANZA: Okay. So I'm going to go back to
16 your days at Hallandale High School and at
17 Lauderhill Middle School.

18 MR. BARNES: I just had a nightmare.

19 DR. WANZA: You just had a nightmare? I'm
20 going to go back to your days.

21 So what the district staff said, so you know
22 how every year we have to do the universal
23 precautions, the child abuse? This is now one of
24 those in the mandatory suites that all --

25 MR. BARNES: Thank you. That's all I needed.

1 MR. MAYERSOHN: That all -- that was simple.

2 DR. WANZA: That's why I said, I'm going to
3 go back to your days. Flashback.

4 MR. BARNES: It is one of the requirements?

5 DR. WANZA: Yes, it is one of the required 10
6 trainings that we have to do every single year.

7 MR. BARNES: And you already said you have
8 checks and balances to make sure it's done?

9 DR. WANZA: Yes.

10 MR. BARNES: We're good.

11 MR. MAYERSOHN: Anything else, Mr. Barnes?

12 MR. BARNES: No, I can write a lot of notes.
13 I'm done.

14 MR. MAYERSOHN: All right. Dr. Lynch-Walsh?

15 DR. LYNCH-WALSH: All right. Thank you.

16 Okay. Some clarification, because I pulled
17 the Policy 21 -- 2130, but the current version,
18 because that was readily available. So the
19 policy on the first page says the outcome of the
20 BTA is not used as a primary determination of a
21 discipline consequence for a student.

22 So we know that the behavioral threat
23 assessment itself refers to students, but then
24 under definitions it gets a little murky because
25 it mentions an individual in the definition of a

1 threat. Which, yes -- so are these -- and I also
2 look for consistency across all policies in the
3 district, so is this threat definition referring
4 to an individual? Because under any
5 circumstances, whether you're a student, a
6 teacher, whatever, staff, a volunteer, this is
7 the definition of a threat for everybody?

8 MS. HOLLINGSWORTH: Good afternoon. Saemone
9 Hollingsworth. Yes, the threat is for anyone.

10 DR. LYNCH-WALSH: Okay. Thank you.

11 MS. GOLDSTEIN: If I may -- Emily Goldstein,
12 just to clarify -- just to add to that, this is a
13 student-centered policy.

14 DR. LYNCH-WALSH: No, that's what I started
15 out by saying.

16 MS. GOLDSTEIN: I'm just clarifying that you
17 understood that.

18 DR. LYNCH-WALSH: But I would not want to see
19 threat defined differently in a different policy
20 that doesn't pertain to this particular topic.
21 And I think that Ms. Hollingsworth got what I was
22 saying, is that in any other policy where you're
23 defining a threat, because I know this is
24 student-centered, but a threat could come from
25 anybody. So we need to have a consistent

1 definition of what a threat is, which moving on
2 to the second page, because in -- I understand
3 that in the audit the older definitions were
4 used, the newer definitions, there seem to be
5 four of them where we have an imminent threat,
6 substantive threat, transient threat and then
7 unfounded, slash, no threat decision, which is G
8 on page 2.

9 So if it's determined to not be a threat,
10 should we really be calling it a threat in the
11 policy or should it say following a detailed
12 account of the communication or behavior obtained
13 by interviewing the person who made the
14 communication or behavior, the intended victim,
15 and other witnesses, a threat could not be
16 corroborated or substantiated?

17 Because if it's unfounded and it's not a
18 threat then why are we calling it a threat.

19 MR. GOHL: So, Ms. Lynch-Walsh, you've raised
20 an incredibly important issue here. But let me
21 give you an example that happened in the fall of
22 2019. I think it was day 2 of the school year.
23 Kindergarten student made a gun with their hand,
24 pointed it at other students and a behavioral
25 threat assessment was done on that student.

1 Kindergarten, first -- you know, day 2 of ever
2 being in school.

3 DR. LYNCH-WALSH: Uh-huh.

4 MR. GOHL: So the issue becomes, if a
5 professional judgment is made that, in fact, that
6 was not a threat, but someone was concerned that
7 it might have been a threat, which error do you
8 make? Do you make the error of documenting it
9 and finding that it was unsubstantiated or do you
10 make the error of never recording it?

11 DR. LYNCH-WALSH: Oh, no, I'm not suggesting
12 not recording it. I'm simply saying from a
13 semantics --

14 MR. GOHL: This is how we then record
15 something that someone was concerned about, it
16 was evaluated and found not to be a threat.

17 DR. LYNCH-WALSH: No, I get that. And
18 usually you and I are on the same page on these
19 things. But I'm just saying, if a threat is
20 defined as a communication or behavior, then if
21 you're using the word a detailed account of the
22 communication or behavior, because we're
23 assigning a word threat to something that
24 subsequently isn't a threat whereas in these
25 others it is a threat. It's a semantics --

1 MR. GOHL: So a potential threat as opposed
2 to being found as a threat or suspected threat?

3 DR. LYNCH-WALSH: Made the potential threat.
4 That would be an improvement.

5 MR. GOHL: Okay. Got it. Got it.

6 DR. LYNCH-WALSH: That would be getting us
7 closer. Short of leaving communication or
8 behavior in its place.

9 Okay. So the other question I have, so it
10 clearly says the Chief Safety and Security
11 Officer shall ensure compliance with this policy.
12 And when I read this policy I was confused
13 because then I saw the policy custodian is Office
14 of Academics. We know that principals bear a lot
15 of responsibility for compliance to be -- they
16 are the ones, physically, meant to comply.

17 So I'm a little confused why it would only
18 refer to the Chief Safety and Security Officer
19 and not also OSPA, because that would seem to be
20 the logical office to include for having
21 compliance with this policy. Because as far as I
22 know principals report to OSPA, not to the safety
23 and security officer. And this has been a
24 problem for years where one office has
25 responsibility for compliance, this came out with

1 the Evergreen report, but they have no
2 jurisdiction over the people that are supposed to
3 be doing the behaviors in compliance.

4 MR. GOHL: So in order to review why it was
5 structured the way it was I need to return the
6 audit committee to the fall of 2018. This was
7 less than a year after the tragedy.

8 There was an incredible desire to make sure
9 that there was not siloing of training
10 implementation and oversight. And so therefore a
11 matrix was established. Definitions and training
12 were to be in the Office of Academics,
13 implementation under the Office of School
14 Performance and Accountability. And so we needed
15 an external third party division to make sure
16 that the compliance was done. That was board
17 discussion in the fall/winter of 2018 into the
18 spring of 2019 that resulted in the language you
19 see here today.

20 The audit committee is certainly open to make
21 policy amendment recommendations through the
22 committee process to the superintendent if they
23 view that as problematic.

24 DR. LYNCH-WALSH: Just if I can wrap up this.
25 So, because, to me, in order to have compliance

1 there has to be accountability. And the way you
2 get accountability is to tie people to
3 evaluations. Well, first you need to have
4 everybody that's involved -- I get what they were
5 saying, but if the principals are responsible for
6 complying, then it seems that their supervisor
7 should be -- should be ensuring compliance.

8 Which it sounds like you are, the only thing is
9 it's not reflected in the policy. And then the
10 degree to which the compliance is achieved, so,
11 for instance, they need to have clear,
12 measurable, obtainable goals, the ones that are
13 responsible. And it can be based on continuous
14 improvement, reducing the percentages if they're
15 reviewing things constantly because they keep --
16 yes, you're monitoring plans, you're monitoring
17 the monitoring plans and you're monitoring
18 compliance, but is it tied to something tangible
19 that will motivate people to make sure that we're
20 actually seeing improvements?

21 Because we can review and monitor all we
22 want, but if it isn't changing, then what is
23 everybody doing?

24 MR. MAYERSOHN: So Dr. Walsh, is that a
25 motion?

1 DR. LYNCH-WALSH: A motion to add the Office
2 of School Performance and Accountability to the
3 policy as being responsible for compliance with
4 Policy 2130?

5 MR. MAYERSOHN: I mean, when we transmit we
6 can make that motion if you so desire.

7 DR. LYNCH-WALSH: Yeah. Okay. Yes.

8 MS. FERTIG: So do you want to just do that
9 and we can transmit it and then we can have this
10 list of questions?

11 MR. MAYERSOHN: Okay. I mean, is that --

12 MS. FERTIG: So I'd second that if you're
13 saying that the Office of --

14 DR. LYNCH-WALSH: Right, to add --

15 MS. FERTIG: That you would have that as an
16 extra safety measure.

17 MR. MAYERSOHN: So, Dr. Lynch-Walsh, make
18 your motion, Ms. Fertig will second it, Mr.
19 Jabouin will put it in.

20 DR. LYNCH-WALSH: Okay. So we move the
21 Office of School Performance and Accountability
22 shall ensure compliance with this policy --
23 sorry, with Policy 2130. Or do you want me to
24 include the Chief Safety and Security Officer
25 preference?

1 MR. MAYERSOHN: Whatever you're --

2 DR. LYNCH-WALSH: So we move the Office of
3 School Performance and Accountability, in
4 conjunction with the Office of the Chief Safety
5 and Security Officer shall ensure compliance with
6 Policy 2130.

7 MR. MAYERSOHN: Do I have a second?

8 MS. FERTIG: I'll second that.

9 And can I ask Dr. Wanza if she thinks that's
10 a feasible addition to the policy?

11 DR. WANZA: Valerie Wanza, here's what I'll
12 say to Dr. Lynch-Walsh's point, whether my name
13 is -- whether -- the division that supervises
14 schools under whatever we want to call it,
15 whether it's area offices, OSPA, whatever, if a
16 principal doesn't comply with whatever the policy
17 is, there is an expectation of some degree of
18 accountability. I'm fine with the name going in.
19 I have no problem. Just as, to her point,
20 whether my division's name was in the policy or
21 not, people got held accountable for
22 noncompliance. But I have no issue with it going
23 in.

24 MR. MAYERSOHN: I would say, Dr. Wanza, I
25 appreciate, and you make a fair point. However,

1 you may or may not be here in another 20 years.

2 DR. WANZA: But that's why I said, I don't --

3 MR. MAYERSOHN: And the policy may not be
4 updated in those 20 years. So at least it's
5 documented. So whoever would fill your shoes or
6 whatever the case may be at least it's there and
7 I think it strengthens the policy. You know, if
8 you're saying you're doing it anyway, but at
9 least it strengthens it. And that's my opinion.
10 So --

11 So, Ms. Fertig, you seconded. Are we -- we
12 can -- well, let's approve it and then that will
13 be included in our motion to transmit.

14 MR. JABOUIN: Here's the language I have is
15 that the Office of School Performance and
16 Accountability in conjunction with the Chief
17 Safety and Security Officer shall ensure
18 compliance with Policy 2130. That would be the
19 language of the motion.

20 MR. MAYERSOHN: Correct.

21 DR. LYNCH-WALSH: Yes.

22 MR. MAYERSOHN: Okay. So Dr. Lynch-Walsh
23 made the motion, Ms. Fertig seconded the motion.

24 Is there any further discussion?

25 (No response.)

1 MR. MAYERSOHN: Seeing none, all those in
2 favor signify by saying aye?

3 COMMITTEE MEMBERS: Aye.

4 MR. MAYERSOHN: Anybody opposed?

5 (No response.)

6 MR. MAYERSOHN: The ayes have it.

7 Anything further, Dr. Walsh?

8 DR. LYNCH-WALSH: Well, I mentioned tying
9 compliance to evaluations, but I don't think we
10 can hash that out here because that could get
11 convoluted.

12 The audit period, I think as soon as possible
13 for fiscal year 21 and 22 given the urgency and
14 importance of this issue.

15 MR. MAYERSOHN: Well, I would ask -- I would
16 ask the superintendent who's here. Because,
17 again, I think we kind of discussed about -- and
18 I know RSM kind of -- I saw your heads nodding
19 about maybe doing a quarterly type of review, and
20 I would ask the interim superintendent if she
21 wanted to opine on that.

22 SUPERINTENDENT CARTWRIGHT: Vickie
23 Cartwright, Interim Superintendent. One of the
24 things that we are looking at, in fact, while we
25 were having the conversation here it was a

1 question that I posed to our cabinet is, what are
2 the ways in which we can communicate on a more
3 regular basis how we are doing with our
4 behavioral threat assessment? So I'm not in a
5 position today to provide that answer but I have
6 noted it and it is on our agenda for review this
7 afternoon in the cabinet.

8 MR. MAYERSOHN: Okay. Dr. Walsh?

9 DR. LYNCH-WALSH: Yeah, so as far as getting
10 a timeframe because if they did, say, I don't
11 know, the first quarter of this year, the first
12 half of this year, we have it during this school
13 year before we break for summer.

14 MR. MAYERSOHN: Right. Well, that's what she
15 said. She's going to review that with the
16 cabinet and Mr. Jabouin can come back to us at
17 our next meeting or November's meeting and say
18 here's what, you know, the commentary was and,
19 you know, we're going to implement it or not or
20 do something different, you know, whatever it may
21 be, whatever the conversation is.

22 DR. LYNCH-WALSH: Okay. And then I wrote
23 down Ms. Fertig's recommendation about quarterly
24 reports to the board for the purpose of showing
25 continuous improvement. That should be something

1 that's broken down by. And then the earlier
2 issue about training of volunteers, because I
3 heard an answer for staff, but SAC staff and PTA
4 would seem to be the route to go for training
5 volunteers directly and properly. And those are
6 the rest of my notes.

7 But thank you.

8 MR. MAYERSOHN: Ms. Shaw?

9 MS. SHAW: No.

10 DR. LYNCH-WALSH: Did you say, no?

11 MR. MAYERSOHN: She said, no.

12 Ms. Fertig, any more comments?

13 MS. FERTIG: Yeah, I just want to -- I would
14 like to put the quarterly report to the board of
15 compliance in a motion and attach it to our
16 recommendation.

17 DR. LYNCH-WALSH: Second.

18 MR. MAYERSOHN: Okay. So that's your motion?

19 MS. FERTIG: Well, we can do that right now.

20 MR. MAYERSOHN: Okay.

21 MS. FERTIG: And then I can tell you, but let
22 me just say that, as you do this, just as you've
23 done so successfully with things like inventory,
24 of course, I think we're going to see some very
25 positive results for the district. So where you

1 can show those -- not just the quarterly reports,
2 but I'm talking about making a difference in
3 people's lives. And I think wherever you can
4 show that human story, we should share it.
5 Because I think it's important for the whole
6 community. It encourages people to try to access
7 mental health services, as well as showing them
8 what we can -- you know, what can happen in a
9 child's life if you do that.

10 So in addition to the quarterly reports I
11 would just like to, if there are some stories you
12 can share, I'd like to suggest we start doing
13 that on a regular basis.

14 MR. MAYERSOHN: And additional quarterly
15 funding.

16 MS. FERTIG: Well, I mean, I think Mr. Medvin
17 asked those questions in the beginning. I assume
18 he's going to get back to those, but I think
19 those are critical in society today, so --

20 And I want to echo, I had written down what
21 Mr. Barnes said, I thought this was such a good
22 comment, what happens when you have the
23 volunteers in the schools and they're going to be
24 in the schools, so that volunteer training
25 component is important, too.

1 And those are all recommendations I'd like to
2 see made to the board so they can amend the
3 policy accordingly.

4 MR. MAYERSOHN: Mr. De Meo?

5 MR. DE MEO: Yeah, just following up on Mr.
6 Barnes' question. I think I have the answer
7 about the training. I was concerned about the
8 training. From an audit committee standpoint, do
9 we -- do we test that? Is that part of the test,
10 to see if training is done on a timely basis and
11 appropriate for all the parties?

12 MS. MANLOVE: Yes.

13 MR. DE MEO: Okay. And the second item is,
14 do we have some device established for law
15 enforcement to report into our system?

16 MR. GOHL: So, Mr. De Meo, I want to make
17 sure that I'm properly capturing that. Law
18 enforcement has mature and established processes
19 in conducting behavioral threat assessments as
20 they do their profession and I would defer to
21 them to describe them. They can initiate
22 behavioral threat assessment as defined under the
23 required statutes for them, and then they do,
24 when appropriate, convey those threat assessments
25 to us if that is an enrolled student in one of

1 our schools.

2 That does not necessarily initiate a
3 behavioral threat assessment at the school,
4 because if it happened in the community we are
5 then aware of the legal implications of it;
6 right? But we are in close communication with
7 our SROs, and for those schools that don't have
8 SROs with our municipalities to make sure that
9 there is information sharing. But for them to
10 upload into our EDPlan, their behavioral threat
11 assessment would actually be mixing two different
12 types of documents even though they share a
13 common title. So if they become aware of a
14 threat to a school we initiate a behavioral
15 threat assessment at the school. But if it's a
16 community based one, it may be different.

17 MR. DE MEO: So if we have a student that has
18 some challenges and might be a threat to himself
19 or a school, does law enforcement, if they're
20 involved in some event, report that? And is
21 there uniformity and is there an obligation to do
22 so?

23 CHIEF ROSA: Chief Rosa. So we have a couple
24 of different things going on with threats and
25 I'll start by talking outside of the school.

1 So law enforcement, you know, we've responded
2 to calls where, for example, a student at a
3 Broward school makes a threat or -- makes a
4 threat or does something threatening to the
5 community at large, we handle that as a law
6 enforcement manner outside the school. If
7 there's any nexus at all to a school, and the
8 majority of times, and I'll speak for the Sunrise
9 Police Department, the majority of the times our
10 relationship with the principals of those
11 schools, we are relaying the fact that one of
12 their students was involved in a situation. So
13 that's scenario one.

14 Scenario two is, outside of the school we
15 receive information or we have to deal with a
16 threat to the school after school hours or such
17 as that. So we will, again, deal with the law
18 enforcement matter of the issue, but there is
19 always a notification made to the principal of
20 the school or the designee and that initiates the
21 internal threat assessment for the district.

22 MR. DE MEO: And do we incorporate that into
23 our records?

24 MR. GOHL: As soon as a threat assessment's
25 initiated there is an electronic record

1 timestamped with who created it and at what time.

2 So, yes.

3 MR. DE MEO: Okay. Take it a step further.
4 Someone in the community, a parent, calls and
5 says, I've seen some unusual behavior and I know
6 this child is a student at such-and-such a
7 school, what happens? And do we audit that? Do
8 we audit the incoming external?

9 MR. GOHL: So I want to say, yes. Because
10 when a school receives a threat it acts on it.
11 But you're asking a difficult question, which is
12 to prove a negative. Right? How do we prove
13 that every phone call that's been received that
14 should have produced an action by the school
15 authority -- because we do not have a transaction
16 log of the contents of every phone call. It's
17 one of those areas that is above and beyond what
18 I have been able to define as auditable without
19 actually monitoring every phone call that comes
20 in. So every call that comes in people are
21 trained on what to do. And based on the volume
22 of threat assessments, which rose by a factor of,
23 I think it was 15 in the 2018-19 school year, and
24 then leading up to the 19-20 school year we saw
25 it go down some. But we had about 300 before

1 MSD. We're now talking about there were a
2 thousand done the following year. And so we
3 believe that people are acting on it.

4 Where this audit process, this RSM under Mr.
5 Jabouin's leadership has done is, once we have
6 the record, the digital transaction of a
7 behavioral threat assessment being commenced, has
8 it been done correctly? You're asking us to go
9 back further in time.

10 MR. DE MEO: Yeah, I'm interested in, you
11 know, the involvement, the entire community being
12 involved for the good and safety of all the kids.
13 So is there a publicized number that the public
14 is aware of to call about these matters?

15 DR. WANZA: Well, Valerie Wanza, Chief School
16 Performance and Accountability Officer, so, yes,
17 sir. So on the district website we have
18 something where we're checking school websites,
19 but we have this whole community wide campaign,
20 if you see something, say something. We also
21 have a whistles alert. We have a number of
22 mechanisms for individuals to report. They can
23 do it by calling. They can go to the district
24 website. They can contact, obviously, their
25 local law enforcement who then contacts the

1 school district. I can tell you, personally, the
2 amount of nights at 3:30 in the morning, because
3 law enforcement saw something, they've already
4 tipped either SIU or the principal and at 2:45
5 they're at the child's house because something
6 was on social media, a parent heard something,
7 they saw something at the Optimist field.

8 And so can we always do better? I mean,
9 absolutely. But there is an awareness across the
10 community and we keep communicating it. The
11 superintendent did a video. We do ParentLink
12 messages to the home.

13 So we keep sending that message. But I can
14 tell you that it doesn't have to wait until the
15 bell rings and school starts. A number of
16 incidents are resolved overnight because law
17 enforcement's in tune, a parent has said
18 something, someone saw something and we are
19 responding with all deliberate speed.

20 MR. GOHL: I'd just like to add that
21 SaferWatch, I want to repeat that, SaferWatch is
22 the application which we are downloading --

23 DR. WANZA: Oh, I'm sorry.

24 MR. GOHL: No, no, you're absolutely correct.
25 I'm adding to it.

1 DR. WANZA: Okay.

2 MR. GOHL: Right? And what that does is
3 provide geo location sensing. So right now my
4 SaferWatch app tells me that I am at KCW.

5 We strongly encourage every community member,
6 and I want to use this opportunity to promote,
7 download the SaferWatch app no matter what role
8 in your community it is. And that will enable
9 you to report. And that goes to the centralized
10 crime center in addition to the school district.

11 MR. DE MEO: Yeah, I've heard that -- from
12 other law enforcement people that the
13 communication is not great on these matters.
14 But -- and I want to hear what you have to say.

15 Perhaps we should consider auditing that,
16 those publicized access numbers and means of
17 communicating the threats from the outside
18 community to make sure -- I mean, if the Miami
19 FBI can miss a call, a detailed call, and not act
20 on it, you know, certainly -- so that just might
21 be an area that we -- we might want to
22 incorporate. I'm thinking of this from an audit
23 standpoint. Of course I'm concerned about the
24 safety of our children. So anything we can do,
25 if we're going to spend the money on an audit,

1 that would be a simple procedure to take a test
2 of a few calls and see if -- trace them through
3 the system.

4 Sir, you were going to respond?

5 CHIEF ROSA: Yes, Chief Rosa. So I did want
6 to say, and this is actually the answer to your
7 previous question, the last part, and you just
8 brought it up again, is there -- there is a
9 difference, law enforcement agency to law
10 enforcement agency, based on that law enforcement
11 agency's specific interactions with the schools,
12 they don't have SRO versus they do, for example.

13 So if you're hearing that there may not be
14 great communication, I think that goes back to an
15 earlier comment of some difficulties where there
16 are no SROs directly in the school.

17 From a global perspective, from the chief's
18 association though, we believe that where there
19 are SROs there is greater communication with the
20 school there.

21 MR. DE MEO: Yeah, I think that works good.
22 I think from the standpoint of the app, I've
23 heard that no app in Broward County because it's
24 not a link, we're not all linked to these law
25 enforcement agencies that, you know, it might not

1 work. But it's better than nothing. I agree
2 with you. And there are other apps out there
3 that, you know, the school has looked at for, you
4 know, an alert button, a panic button,
5 voice-activated panic buttons. All of those
6 should be looked into. I know we passed recently
7 Alyssa's Law, I think that's going in the right
8 direction, so --

9 CHIEF ROSA: Yes. And as far as the apps go,
10 I just wanted to bring up, with the apps and you
11 mentioned SaferWatch, the Broward Sheriff's
12 Office, all of their regional communication
13 centers and then there's two non-regional
14 communication centers, all do have this and other
15 apps going directly into the centers. So outside
16 of the district or outside of the district
17 control, somebody triggers one of these alerts,
18 they are, law enforcement is notified.

19 And then my last comment regarding the
20 notification, I did want to mention that it's
21 very important to the public or anyone that
22 receives a threat, if they're going to use one of
23 the apps, I always encourage call 911. 911 is
24 the one constant that you will always get to law
25 enforcement, someone answering the phone and some

1 kind of a response. So I just wanted to mention
2 that.

3 MR. DE MEO: Well, Mr. Chair, I don't have
4 any other comments but to say it's a tremendous
5 burden. I have a sense that you're dispatching
6 that obligation with great concern and care and
7 that's comforting.

8 MR. MAYERSOHN: Mr. Sabin, you want to just
9 --

10 MR. SABIN: Mr. Chair and committee members,
11 I apologize, but I have to leave for another
12 meeting, so thank you all for your time and for
13 all your hard work.

14 MR. MAYERSOHN: Mr. Medvin and then we'll
15 wrap this up.

16 Go ahead.

17 MS. SHAW: Through the Chair, there was a
18 motion, I'm not sure if you accepted it, and a
19 second.

20 MR. MAYERSOHN: The motion of Dr.
21 Lynch-Walsh's? We did.

22 MS. SHAW: No.

23 MR. MAYERSOHN: Ms. Fertig's? We haven't --
24 we haven't done that.

25 MS. FERTIG: I haven't got a motion -- I was

1 taking time to write that and I'm happy to make a
2 motion to transmit, hopefully, picking up --

3 DR. LYNCH-WALSH: Before we lose quorum.

4 MR. JABOUIN: We still have quorum.

5 MR. MAYERSOHN: We still have quorum.

6 So let Mr. Medvin go, then we'll make a
7 motion to transmit and the motions that you have,
8 as well. And then we can -- so as brief as you
9 can.

10 MR. MEDVIN: As brief as I can. This has
11 been rather enlightening for me listening. My
12 initial comments I was relatively critical, and
13 in some ways I still am, but it seems like there
14 have been significant changes and improvements in
15 the system.

16 I still believe that the urgency of the
17 immediate response is important. And I think
18 that there should be funding found to improve the
19 psychological people, our mental health
20 professionals, whether it means more people or
21 whatever to enable them to be more involved.

22 Probably along those lines also maybe we need
23 more funding to get more SRO officers in every
24 school. Because I know they're certainly a big
25 help.

1 My last -- I'll make an editorial comment, I
2 think there were a lot of positive things said
3 here today and I would have liked to have seen
4 the Sun-Sentinel here to report on that.

5 MR. MAYERSOHN: They're here somewhere.

6 MR. MEDVIN: I don't see them but --

7 DR. LYNCH-WALSH: Don't worry.

8 MR. MAYERSOHN: They're here listening.

9 DR. LYNCH-WALSH: He's always listening.

10 MR. MEDVIN: Listening to the positive and
11 the good things, not what they like to print.

12 DR. LYNCH-WALSH: He does, but he's not a
13 cheerleader. He's an investigative reporter.

14 MR. MAYERSOHN: Go ahead.

15 MR. MEDVIN: But where is he?

16 DR. LYNCH-WALSH: Trust me, he's listening.

17 MR. MAYERSOHN: That's it? Those are your
18 comments?

19 MR. MEDVIN: Yes.

20 MR. MAYERSOHN: Okay. My comments, and I'm
21 going to be brief, I want to thank you guys for
22 coming. I want to thank Ms. Hollingsworth for
23 what you do, Mr. Gohl, Dr. Wanza and the rest of
24 your team out there.

25 This is not an easy task. It's very

1 difficult. But, again, as I think Dr. Cartwright
2 had stated when she testified at the MSD
3 Commission meeting, she's committed as well as
4 you guys are to make sure that we're in 100
5 percent compliance. And I know that the
6 commission was very optimistic with your
7 comments, especially -- all of them, but
8 specifically for this point on behavioral threat
9 assessments and ensuring that there is
10 compliance.

11 I think this is a work in progress. I mean,
12 we're trying to identify children that could be a
13 threat to themselves or others. And if we can
14 catch it early enough, hopefully, we won't have
15 any of the challenges that we've had previously
16 in the past and that are still going on, you
17 know, around the nation. So I just want to thank
18 you all for this.

19 To RSM, again, if you guys can get back with
20 Mr. Jabouin on things that you find that you can
21 as well improve through the next audits, we'd
22 greatly appreciate that.

23 So those are my comments.

24 Ms. Fertig?

25 MS. FERTIG: Are you ready for a motion?

1 MR. MAYERSOHN: I'm ready for a motion to
2 transmit followed by 25 others.

3 MR. JABOUIN: Slow, please.

4 MS. FERTIG: I just want to thank RSM. You
5 did your usual wonderful job on this, so thank
6 you for that.

7 And I'd like to move to transmit, or the
8 audit committee, however you want to do that, to
9 transmit with the following three
10 recommendations.

11 Number one, policy amendments, and we can
12 drop in the language from Nathalie's previous
13 motion, as well as volunteer training.

14 Two, quarterly reports to be presented to the
15 board of threat assessments and compliance for
16 the quarter.

17 And, three, a review of funding --

18 MR. JABOUIN: Slow. Could you please repeat
19 the second --

20 MR. MAYERSOHN: Mr. Bass already has it four
21 times.

22 MS. FERTIG: Quarterly reports to the board
23 of the threat assessments and compliance with the
24 policy. And by that I don't mean like an audit
25 compliance, so maybe we need to change the words,

1 but we'll get to that in a minute.

2 And then the third category is a review of
3 funding to ensure that we have the maximum number
4 of dollars possible allocated to mental health
5 services.

6 MR. MAYERSOHN: Is there a second on that
7 motion?

8 DR. LYNCH-WALSH: Oh, sorry. Second. Sorry.

9 MR. MAYERSOHN: Is there any further
10 discussion?

11 MR. JABOUIN: The wording I have is move to
12 transmit with the following three
13 recommendations.

14 One, policy amendments discussed by Dr. Walsh
15 and volunteer training.

16 Two, quarterly reports to the board on the
17 threat assessments and compliance with the
18 policy.

19 Three, review of funding to ensure that we
20 have the maximum dollars as possible for mental
21 health services.

22 Just remember that there was already a
23 previous motion on the policy amendments already.

24 MR. MAYERSOHN: Correct, she's just including
25 that --

1 MS. FERTIG: The only one I'm adding to that
2 is the volunteer training, but you can just pick
3 up wording from what the --

4 DR. LYNCH-WALSH: The motion, right. I don't
5 know that you said discussion, I thought you said
6 previous --

7 MS. FERTIG: Right. You moved it and I'm
8 just adding that language and as one of the
9 recommendations.

10 DR. LYNCH-WALSH: Right. No, I'm saying, it
11 says -- Mr. Jabouin was saying discussion, but it
12 was actually a motion.

13 MR. JABOUIN: I have that. Thank you.

14 MR. MAYERSOHN: Ms. Shaw?

15 MS. SHAW: I am in favor of probably all
16 three, but my exception to number 2, I think we
17 probably should wait until we hear from our
18 interim superintendent and -- because I think at
19 that point we might be able to either add
20 language essential to number 2. So I would
21 rather wait for the -- wait until we hear back to
22 add the quarterly report.

23 MS. FERTIG: And my concern with that is this
24 is going to go to the board before we meet again
25 and I just think that's a -- that's just like a

1 public relations, to reassure the public that all
2 these good things are happening, that we've got
3 -- we've gotten to hear in detail. But I think
4 it's very reassuring for them to know, you know,
5 there were 10 reports and all 10 were handled in
6 the time and the manner that was --

7 DR. LYNCH-WALSH: Right. Mary's not
8 suggesting quarterly reports take the place of an
9 audit. It's just routine reporting, which, like
10 she was saying, weekly is too much, monthly might
11 be too much, but certainly quarterly. And then
12 the board, they should show from one report to
13 the next that they reduced the percentages or
14 whatnot.

15 MR. MAYERSOHN: All we're doing, Ms. Shaw,
16 and I understand and I certainly respect the
17 superintendent, you know, her remarks, but all
18 we're doing is memorializing what we've expressed
19 to the superintendent. The superintendent has
20 given her response of that she's willing to work.
21 I mean, that's what seems to me -- I mean, you
22 know, the superintendent comes back and says I'd
23 rather do six months than quarterly, or I'd
24 rather do every month than quarterly, or, you
25 know, some hybrid, or whatever, you know, the

1 cabinet decides, then, again, they can report
2 back to us. But all it is is just memorializing
3 those comments. So that's just my -- my
4 observation.

5 MS. SHAW: I understand, but my objection
6 still stands. Thank you.

7 MR. MAYERSOHN: Okay. So are there any other
8 comments? Seeing none -- yes, Mr. Gohl, are you
9 in favor?

10 MR. GOHL: No, I just want to take time to
11 thank the professionals of RSM, but in particular
12 the presence of our law enforcement partners here
13 today. We're tremendously grateful for your
14 ongoing, both at the chief level and particularly
15 in Sunrise with all of your SROs. Deep
16 gratitude.

17 CHIEF ROSA: Thank you very much.

18 MR. MAYERSOHN: So all those in favor signify
19 by saying aye.

20 COMMITTEE MEMBERS: Aye.

21 MR. MAYERSOHN: Anybody opposed?

22 (No response.)

23 MR. MAYERSOHN: The ayes have it.

24 Again, I want to thank you all for coming.
25 Chief Rosa, thank you. Safe drive back to

1 Sunrise.

2 MR. MAYERSOHN: All right. Mr. Jabouin, if
3 we can move --

4 Thank you, Ms. Hollingsworth.

5 If we can move the -- if we can move the
6 audit plan on just a high level without
7 getting -- because I think we've all read it. I
8 mean, I can kind of ask is that I think we all
9 agree, obviously, that there are some things that
10 need -- that are compliant that need to be done,
11 there are other things that are a part of it.

12 I guess my question would be at this point,
13 do we have any initial comments or do we need a
14 presentation from Mr. Jabouin on it?

15 MR. JABOUIN: I believe some wording from me
16 is indeed required to put the situation at hand.

17 So I want to mention that -- a few things.
18 One is, we typically present the audit plan at
19 the first meeting of the year in August. Part of
20 the reason why we're presenting at this time is I
21 wanted to make sure with the new superintendent
22 starting that I went over the plan with her. And
23 upon her arrival she was dealing with quite a few
24 monumental type of issues, so I could not get
25 into the August meeting.

1 The process to create the plan has been
2 reviewed by the Auditor General. They probably
3 spent a month with me in April reviewing how I
4 did the previous years' plans so that way -- and
5 I used that to continue doing this. And this is
6 very similar to what I've done in my career. So
7 I looked at a lot of different data. I took a
8 look at -- I had meetings with a variety of
9 people from the board members, the cabinet
10 members, and so forth. And then when it comes
11 down to it, I took a look at what we're required
12 to do.

13 Now, much of our plan are things that we do
14 not -- does not actually yield a report because
15 we're working with the external auditors, we're
16 working with the Auditor General, there are a
17 variety of things that we get from the Office of
18 Inspector General. So much of it is not things
19 that you see. And there's also things that due
20 to the -- the governmental agencies -- you know,
21 I can't talk about the ongoing assistance that we
22 give them until it's time for those things to
23 become public.

24 Ultimately, we do have six positions that
25 we're recruiting for. There are projects that we

1 statutorily have to do. There also are projects
2 that we're very deep into doing that are in
3 process. There also are projects that have very
4 high risk. And I want to tell you what the
5 highest risk of this organization is and, you
6 know, and do we have that covered? And I
7 think -- our number one risk is information
8 technology. There's plenty of information
9 technology coverage in this plan. Construction
10 has plenty of coverage. Contracts and
11 procurement, the regulatory requirements that we
12 have to do, the discipline and the behavioral
13 threat assessment, maintenance contracts and
14 payroll. Those are what's called -- not that the
15 other items are not important, but, ultimately,
16 the items that I have on page 39 and 40 are very
17 worthy audit areas, if you go to page 40. But
18 there is not enough room with our resources and
19 our head count to bring them in. And we can't
20 necessarily just bring an outsider to come in,
21 because, just like me working with RSM on this
22 last audit and some of the other ones, you can't
23 just bring them to come and do the work.

24 Now, there are plans to minimize this. We do
25 have an audit director position that is in my

1 unit. The board approved that in March. And
2 we're going to be able to get through some of
3 these.

4 But, ultimately, the items that I have on
5 pages 22 and beyond, there really are just two
6 projects that we could potentially move in and
7 out. Let me take you to page -- the IT pages,
8 and only because I'm going a little bit faster on
9 the condensed piece. I believe projects 11 and
10 15 are the ones that we can decide that we're not
11 going to do.

12 So if you go to project 11, which we do need
13 to -- this is a necessary IT audit would be one
14 that we could potentially not do. The one that
15 I'm recommending to the board that we take a look
16 at in lieu of the previous ones on the former
17 chief information officer is project number 12.
18 That's the project that the board approved
19 recently on the technology purchases.

20 So number 15, which I stated, which is the
21 payroll, I don't really think that this needs to
22 be taken out because the board spent quite a bit
23 of money on the payroll project that Ms. Marte
24 was initially leading.

25 So if you feel that I've captured the risk

1 correctly and that there are audits that cover
2 those risks, then in some of the other
3 organizations that I've had, that's been the
4 questions of audit committee members, and the
5 question is, which one of this and that that you
6 are addressing as long you're addressing all the
7 risks? But I wanted to go ahead and introduce
8 this.

9 Ultimately, we are in September and some of
10 the projects, like this project, it's on there,
11 but we can't do everything, but we can do
12 everything that we do correctly, professionally
13 and coming up with solutions on how to make
14 things better.

15 That's the introductory piece. I actually
16 had a much longer speech on this, but this is
17 what I would like to have. Obviously, if there's
18 any recommendations that something be added, then
19 I'm also looking for the wording on what gets
20 removed. So that's my introduction. Ms. Fertig?

21 MR. MAYERSOHN: Ms. Fertig?

22 MS. FERTIG: Okay. First of all, and you can
23 anticipate that I would be making my usual motion
24 on -- at the end on hiring appropriate staff and
25 giving him the resources he needs to do this, but

1 I want to make sure, we've had a lot of
2 conversation about technology and we've had a lot
3 of philosophical debates about whether we look at
4 what's in the past or we just move forward. And
5 I want to make sure that those things that we
6 asked for, because I did see HCT on here, but
7 then on page 40 you have the IT district
8 agreement with Lenovo. So I want to make sure
9 that the audit that we have spent -- the one that
10 we've already spent so much time on, that we are
11 following up on those next year and that we don't
12 lose them. I think we specifically asked to
13 continue to look. And I understand the
14 philosophical let's not look back. I say let's
15 look back to make sure it was done correctly so
16 we don't make the mistake in the future and to
17 recover whatever funds we can that we -- that
18 were inappropriately spent and anybody has
19 liability for. So I want to make sure that's
20 covered.

21 MR. JABOUIN: Yeah, the points that HCT had
22 as far as the stamped-in bids, as far as the
23 financial analysis worksheet, and there was a
24 third one that I can't recall, those are going to
25 be imbedded into this particular project. A

1 board member asked me about that and that is
2 going to be. The difference is, though, by going
3 back into those Lenovo bids from 2013 and 2014,
4 it's going to obviously take some time. I
5 believe we need to be looking at the current
6 contracts. Sure, there's risks out there on any
7 audit, but we can be looking at the current
8 controls is part of what's behind my
9 recommendation. I -- I mean, the audits that
10 were done, HCT did test that we received what was
11 on order. That was part of their scope.
12 Recovery amounts, we really don't know and we
13 don't know what it would be under this contract
14 as well.

15 MS. FERTIG: I'm sorry to interrupt. The
16 conversation, as I recall, was, all right, we
17 first started with Recordex, we went to the
18 Lenovo bid, and then I think that we asked to
19 look at a couple others to make sure that they
20 were handled appropriately. Is that in here?

21 MR. JABOUIN: It's not because we can't do
22 those. Those couple others would be at the
23 bottom of page 40. So we do create that list of
24 transactions that the former chief information
25 officer may have had involvement in, and the IT

1 Technology device was the first one of many.

2 So going back to those -- now, remember it
3 took HCT a very long time to get that project
4 done. So, you know, we are talking about where
5 do we want to put our time on? We can still look
6 at the same objectives and more under the current
7 audit. That's the basis of my recommendation.

8 MS. FERTIG: I mean, I see the Lenovo bid on
9 here. I think we've now pretty much exhausted
10 what did or did not happen in that process. So
11 I'm not sure why that's on here.

12 MR. JABOUIN: There's followup on there.

13 MS. FERTIG: Okay. I'm more interested in if
14 there were other bids in later years, and you say
15 nothing is going to be recoverable, we don't know
16 that. That would take an attorney to figure out
17 if there was any fraud or anything. So I was
18 more interested in the followup -- not the
19 followup. I wasn't as interested in the followup
20 because I think we've talked pretty much the
21 Lenovo, I think we've pretty much had a very full
22 discussion on that as looking at a couple of the
23 other purchases perhaps in the later years. So I
24 don't see any of that. I don't see that on here.
25 But Ms. Shaw has her hand up.

1 MR. MAYERSOHN: Ms. Shaw?

2 MR. JABOUIN: In order -- I'm sorry, Ms.
3 Shaw, just to answer Ms. Fertig's question, in
4 order to take any of those later bids I would
5 have to take out one of these that's in here.
6 And I truly believe that what we're going to look
7 at as far as the most current bid, the PPO bids,
8 we're going to take a project under the PPO one
9 from bidding, to contract approval, to pay.
10 Under the procurement ones that we have on there,
11 at this time we're going to take three different
12 ones and we're going to take that from
13 procurement to contract approval. I think that
14 we may never get to these current ones if we're
15 looking at some of the older ones.

16 But, ultimately, Ms. Fertig, something's got
17 to go out in order for that to come in.

18 MS. FERTIG: Okay. I see that. I see that.
19 But what was your HCT followup on here?

20 MR. JABOUIN: That's the followup on the
21 issues. Since this is a plan that starts on July
22 1, one of the audits is the audit that you looked
23 at in August, and then the lingering followups
24 from the three different issues that -- the three
25 different observations that they had. Two of

1 them I remember, the third one I can't remember.

2 There's some followup to that.

3 MR. MAYERSOHN: All right. Ms. Shaw?

4 MS. SHAW: I don't want to beat a dead horse,
5 I think we have done it. But I think one of our
6 motions was exactly that. And I would like to
7 really see -- we don't know how to move forward
8 if we don't know where we've been. And I think
9 looking at some more of those procurements will
10 tell us where we were. It kind of gives us like
11 a guidebook for us to put in the future.

12 And I understand that we're working on
13 putting in policies and procedures to mitigate
14 any issues similar to what happened with this
15 contract, but I still want to look at some of
16 those procurements as well. And I understand
17 you're saying that something needs to come out
18 and maybe that's the homework that we need to
19 take back with us and kind of go through and see.
20 I mean, in addition, I'd like to see the SAC
21 audits as well.

22 MR. JABOUIN: There's no room for SAC audits.

23 MS. SHAW: So maybe part of the issue is
24 staffing?

25 MR. JABOUIN: I don't think so. I would not

1 recommend to the board to add staffing to cover
2 the SAC audits because nothing has come out in
3 any of the discussions as far as anything
4 regarding fraud. They have been just inquiries
5 as far as whether or not there's proper reporting
6 or not.

7 So I think if we are aware of legitimate
8 allegations of fraud that's going on there, then
9 that's something that's a different picture. But
10 none of those communications have said that.

11 But, ultimately, we are trying to augment to
12 our staff and we need to be able to hire them.
13 But at the same time I don't think that we have
14 the bandwidth to hire a firm to take a look at
15 those. So it is one of those things that there
16 really is no more room on the plan.

17 MR. MAYERSOHN: So let's go back --

18 MS. SHAW: Can I just say one comment before,
19 then I'll stop?

20 MR. MAYERSOHN: Go ahead.

21 MS. SHAW: There were no issues as it relates
22 to the IT audit either. We were moving along
23 until there was an issue. So -- and that's my
24 only thing. And then all of a sudden we have a
25 mess and Broward Schools is all over the news

1 everywhere on the IT audit. So -- and I'm not
2 saying there are, I'm just saying we can't just
3 leave it to chance and say --

4 DR. LYNCH-WALSH: Wait until there's a
5 problem.

6 MS. SHAW: Exactly.

7 MR. JABOUIN: We are focused on the higher
8 risk areas. So the areas that have been chosen
9 are all worthy audits on that end. And there are
10 other audits besides the ones that you mentioned
11 that also didn't make the plan that's on the
12 list. There's travel, there is some of the
13 inspections, there's transportation. All of them
14 are worthy areas of audit. But all
15 organizations, large organizations, need to be
16 able to select the higher risk of those
17 particular areas. And it's not that those are
18 not important, but, ultimately, you've got to
19 expect a program to look at some and you can't
20 get to all of them.

21 MS. FERTIG: Well, you mentioned you could
22 take some out of here.

23 MR. MAYERSOHN: Right. Well, that's what I
24 said. Where the IT number, I think Mr. Jabouin
25 mentioned project 11, which is the IT

1 application, and then, I believe, 15, which is
2 payroll. My opinion is I don't think we should
3 take out payroll, but at least the IT
4 application.

5 MR. JABOUIN: It's hard to stress the
6 importance of information technology issues that
7 are out there. I can't imagine -- I couldn't
8 recommend replacing an IT audit for the SAC
9 audits.

10 MR. MAYERSOHN: No, no, no, I'm not saying
11 the SAC audit.

12 MR. JABOUIN: There's a couple of them on the
13 table. As far as the history of, so we have the
14 Recordex project and that received an audit and
15 there's some followup to that. That's on the
16 table and that's on the plan. The one that HCT
17 bid on, the IT technology device did not have any
18 policy issues. That was stamped-in bids and the
19 financial analysis worksheet issues were
20 observations. Going into a third bid when we
21 have individuals that don't work at the district
22 anymore, and I'm not aware if law enforcement is
23 looking at that situation with their work on the
24 former chief information officer, but when it
25 really comes down to it, it's a very aggressive

1 plan as it is.

2 And there are so many factors that we don't
3 know. We don't know what the Auditor General
4 audit's going to have. We don't know what else
5 will be required for us to do on that end.

6 So it's really -- you know, it's the best
7 that we can do, but I think it's very -- we're
8 focused on the right areas.

9 MR. DE MEO: Mr. Chair, will there be a
10 quorum if I leave now?

11 MR. JABOUIN: We need seven. No, we have 10?
12 We need six.

13 MR. MAYERSOHN: One, two, three, four, five,
14 six. No, we're okay. All right. One, two,
15 three, four, five, six; if you leave. We have
16 seven now.

17 MS. SHAW: And I'm leaving.

18 DR. LYNCH-WALSH: Phyllis is leaving.

19 MR. DE MEO: I'll just make a quick comment,
20 if you'll allow me, before I leave.

21 MR. MAYERSOHN: Well, then you've got to stay
22 to vote.

23 MR. JABOUIN: You can't leave. One of you
24 two have to stay.

25 MR. DE MEO: Oh, we've got two people

1 leaving?

2 MR. JABOUIN: We need six.

3 MR. MAYERSOHN: I mean, here's -- here's --
4 before everybody leaves, I mean, I think we're at
5 a point where we either have to take something
6 out if we want something in. And we have to
7 decide what we want to take out. You have a
8 different opinion, Dr. Walsh?

9 DR. LYNCH-WALSH: Well, first of all, two
10 people need to leave.

11 MR. MAYERSOHN: Correct.

12 DR. LYNCH-WALSH: I think -- I think, as an
13 audit committee, it's a little disingenuous to
14 tell -- our job is to kind of suggest
15 improvements to everybody else and for us to not
16 learn lessons ourselves.

17 I think we have learned that we cannot have
18 more than one major topic on an agenda.

19 MR. MAYERSOHN: We're going to discuss that
20 on November 1st.

21 DR. LYNCH-WALSH: Right. But what I'm
22 getting at is, I'm not ready to vote on this,
23 because I will pick up and leave if that's what
24 it takes to prevent that from happening, myself.
25 Because, once again, this -- when I started on

1 audit committee, the audit plan was discussed in
2 May. And I've only been here for five years.
3 It's now almost October and this is probably the
4 third time this has gotten rammed down our
5 throats that it's an emergency, you gotta, gotta,
6 gotta, and before I can even talk about any of
7 that we're talking about staffing shortage? When
8 did Jerry retire, the facility manager? What was
9 his retirement date?

10 MR. JABOUIN: I do have that answer, but I
11 want to mention that the items that you're
12 saying, they're missing a lot of different
13 context on them. There are reasons why we are
14 reviewing this at this time.

15 DR. LYNCH-WALSH: All right. Like I
16 promised, I'm going to leave if you're going to
17 cut me off while I have the floor. I asked you a
18 question, when did he retire?

19 MR. JABOUIN: The answer is he retired in
20 March of 2020 but we do not have a slate of
21 candidates for that role and that's why that
22 position is open.

23 DR. LYNCH-WALSH: That can't possibly be
24 true.

25 MR. JABOUIN: We do not have a slate of

1 candidates for that role. That is true.

2 DR. LYNCH-WALSH: Okay. So, Mr. Mayersohn,
3 I'm not ready to vote on this.

4 MS. FERTIG: Can I, in the interest that
5 we're going to lose some members, just make a
6 motion -- a formal motion to defer? Because
7 we're going to lose some members and then we're
8 not going to be able to do anything. So I'm
9 sorry about that, but I'm making a motion.

10 MR. DE MEO: I'm for that, but maybe we could
11 go forward with the plan as is and then have
12 another crack at it to amend it if necessary.

13 DR. LYNCH-WALSH: That'll never happen.

14 MR. DE MEO: Because I'm concerned -- but I
15 am concerned about what the chief auditor is
16 going to do in the interim. Is he going to do
17 nothing or --

18 MR. JABOUIN: No, no, no, I will go along
19 with this framework because it makes audit sense
20 because we have requirements that we have to
21 meet. The only thing that we can really do is
22 remove one project and replace it to another.
23 Because, ultimately, the work needs to be done
24 and it has to be done correctly.

25 MR. DE MEO: I think it would be beneficial

1 in the future to know with whom you share the
2 risk assessment with and the actual audit
3 procedure.

4 Now, if there's a deterrent factor or nature
5 to not sharing it with us, that's fine, but did
6 you discuss it with the superintendent; did you
7 discuss it with the CFO?

8 MR. JABOUIN: I have.

9 MR. DE MEO: I mean, what are the high risk
10 areas? You know, there's a beautiful chart in
11 there, the risk assessment and the process. But
12 without knowing how you assess the risk, even if
13 you just broadly discuss it and which areas are
14 the highest risk it's hard for us to
15 wholeheartedly endorse something like this.

16 And then what level of detail are you giving
17 the board? Are they just taking your report and
18 saying, yeah, go ahead, you did a real nice job,
19 I have confidence in the work you will do based
20 on our past with you? But I think it is not
21 possible for us to discharge our responsibilities
22 as an audit committee without a little bit more
23 detail.

24 MR. JABOUIN: I mean, obviously, some of the
25 conversations I have on the risk assessment, due

1 to the nature of them, are not ones where I will
2 take personal notes because there's a level of
3 confidence that individuals have on their
4 perception of risk that they don't want
5 communicated. So, you know, there are some
6 limitations to that. But I will say though to
7 anyone, the seven areas of risk that I indicated
8 that have come out as a result of my meeting,
9 it's hard to imagine that people would disagree
10 on the information technology risk, the
11 construction risk, the district policies on
12 discipline.

13 Ultimately, when everything is said and done,
14 there's not any choice on other areas to really
15 audit except for the ones that have been chosen.
16 So there is a logic behind all of them.

17 MS. FERTIG: Well, I'm just going to be
18 blunt. I'm sorry.

19 MR. DE MEO: There's no doubt about it. It's
20 just sharing it with us. And then I think that
21 would eliminate most of our questions in terms of
22 our concerns.

23 MS. FERTIG: I would also say that -- I'm
24 just going to speak bluntly. I feel you have
25 been resistant since we began asking for the

1 extended audits on what happened during that
2 period of time.

3 We picked up with Lenovo, it was an \$80
4 million bid. But to say there were no policy
5 implications, when, in fact, I hope the policy
6 has been changed to specify what's supposed to
7 happen at a bid opening meeting or at least to
8 have some proof that you actually had it, I don't
9 think that -- I just disagree with you on that.

10 We've repeatedly -- we've had at least three
11 meetings where we've asked to have more done in
12 this area and your opening comment that -- and,
13 listen, I agree with Mr. De Meo, everything
14 you've done in the past, every audit you've given
15 us tells us that we're going to get good audits
16 in the future. We're not debating that. A
17 number of the areas that you've picked up are
18 important. This is just one that we as a group,
19 having heard everything that we've heard in the
20 last 12 months, identified as something that was
21 important to us. So if that doesn't matter, it
22 just doesn't matter, I'm still making a motion to
23 defer.

24 MR. JABOUIN: It does matter, because --

25 DR. LYNCH-WALSH: And I second it.

1 MR. JABOUIN: Okay. Obviously, we'll talk
2 about that at another meeting.

3 DR. LYNCH-WALSH: And if we can vote on it,
4 then we could move on.

5 MR. JABOUIN: The choice that's left, Ms.
6 Fertig, is -- the resistance that you're
7 mentioning is really a matter of choice. Do we
8 look at those or do we look at the most current
9 ones? We could, if that's what the board wants
10 to do. But, ultimately, it's really whether or
11 not we look at one thing or another.

12 MR. MAYERSOHN: Dr. Lynch-Walsh and
13 then we'll --

14 DR. LYNCH-WALSH: We have a motion we've got
15 to vote on, deferring the audit plan.

16 MR. MAYERSOHN: So --

17 MS. FERTIG: So I made a motion and it was
18 seconded; yeah.

19 MR. MAYERSOHN: So Ms. Fertig made a motion
20 to defer the audit plan to our next meeting?

21 MS. FERTIG: Until our next meeting. Thank
22 you.

23 MR. MAYERSOHN: Dr. Walsh, who seconded, Ms.
24 Shaw?

25 MS. SHAW: We both did.

1 DR. LYNCH-WALSH: We both did. Pick one.

2 MR. MAYERSOHN: Ms. Shaw?

3 MR. JABOUIN: So the motion by Ms. Walsh
4 second by Ms. Shaw.

5 DR. LYNCH-WALSH: Fertig made the motion.

6 MR. JABOUIN: Fertig. Thank you.

7 MR. MAYERSOHN: So is there any discussion on
8 the motion?

9 (No response.)

10 MR. MAYERSOHN: Seeing none, Mr. Barnes?

11 MR. BARNES: Nay.

12 MR. MAYERSOHN: Huh? No, I just wanted to --
13 I thought you had a comment.

14 MR. BARNES: No, I have no question. I'm
15 ready to vote.

16 MR. MAYERSOHN: All those in favor signify by
17 saying aye?

18 COMMITTEE MEMBERS: Aye.

19 MR. MAYERSOHN: Anybody opposed?

20 MR. BARNES: No.

21 MR. JABOUIN: Can I get roll-call vote on the
22 ayes, please?

23 MR. MAYERSOHN: Okay. So Mr. De Meo?

24 MR. DE MEO: Aye.

25 MR. MAYERSOHN: Ms. Fertig?

1 MS. FERTIG: Aye.

2 MR. MAYERSOHN: Ms. Shaw?

3 MS. SHAW: Aye.

4 MR. MAYERSOHN: Dr. Walsh?

5 DR. LYNCH-WALSH: Aye.

6 MR. MAYERSOHN: Mr. Barnes?

7 MR. BARNES: No.

8 MR. MAYERSOHN: Mr. Medvin?

9 MR. MEDVIN: No.

10 MR. MAYERSOHN: Aye.

11 MS. DAHL: Mr. Mayersohn, I'm here. This is
12 Rebecca Dahl. I vote aye.

13 MR. MAYERSOHN: Ms. Dahl votes aye.

14 Hi, Ms. Dahl.

15 MR. JABOUIN: I've been here the whole time.
16 I've been very quiet today.

17 DR. LYNCH-WALSH: Pop up when needed.

18 MR. JABOUIN: Okay. So noted.

19 MR. MAYERSOHN: All right. Yes, Dr. Walsh.

20 DR. LYNCH-WALSH: Okay. So related to that,
21 we have now passed three motions and the first
22 motion that we passed regarding -- the second one
23 being about the reporting structure, the first
24 when we asked to audit everything Tony Hunter
25 ever touched, basically. So then we passed this

1 third motion which we transmit this to the board
2 with the recommendation that we audit selected
3 transactions by the former CIO that includes the
4 specifications and purchases and invoicing and
5 the adequacy of the bid specifications of that
6 bid.

7 This is a district that needs to rebuild
8 public trust. And to Ms. Shaw's point earlier,
9 if you don't know what you did in the past with
10 this \$80 million bid, and you don't quantify it,
11 then they're never going to trust that this
12 district will spend their money appropriately
13 again. Nor should they.

14 So this was about understanding what happened
15 in there in terms of the specifications being
16 appropriate and the purchases and invoices --
17 invoicing, what was bought, being appropriate.

18 If a district cannot admit to having made
19 mistakes, it doesn't -- then it's never fixing a
20 mistake. It cannot -- this district cannot stay
21 in denial. And that's what this was about.

22 And to that point, the BOC is also trying,
23 the Bond Oversight Committee, one of their points
24 is they urged Broward Schools to -- let's see,
25 basically, look at recovering -- oh, here we go,

1 request assurance from Broward Schools that
2 they're pursuing recapture of any funds misspent
3 by the former IT director. I said, well, how can
4 we know what was misspent if we haven't
5 quantified it? But we did pass -- and I let them
6 know that we passed a motion for that very
7 purpose.

8 So here you have two advisory groups trying
9 to accomplish essentially the same thing and we
10 can't get this into the audit plan. That is a
11 problem.

12 MR. JABOUIN: Just to counter that, let's
13 remember that none of those audits identified
14 amounts that we would be able to collect. At the
15 same time --

16 DR. LYNCH-WALSH: You're focusing on the
17 least important thing.

18 MR. JABOUIN: -- there were representations
19 that were made by district staff at these
20 meetings as far as controls that were in place
21 and that's what I'm recommending that we test.

22 DR. LYNCH-WALSH: Okay. And since -- to the
23 point of the resistance, there are other
24 agencies -- it does look better when the district
25 polices itself, but if that cannot happen,

1 because I do know of all the other agencies, I
2 guess to make your life easier, Mr. Jabouin, then
3 I will contact them with all of the backup that I
4 have on this issue and you'll just have to then
5 respond when the state comes to you. So that's
6 the end of that and I know everybody has to go
7 and I have one thing that I wanted to bring up as
8 a followup item when we get there.

9 MR. JABOUIN: Ultimately, the board
10 determines the audit plan. And, obviously, they
11 can choose. And we will do so if they choose to
12 look at the old transactions from the former
13 chief information officer.

14 DR. LYNCH-WALSH: You're not even putting it
15 in the audit plan.

16 MR. JABOUIN: If they would like that, it
17 will be in the audit plan.

18 DR. LYNCH-WALSH: We would -- we clearly
19 indicated we wanted it audited. We passed a
20 motion.

21 MR. JABOUIN: And I responded to that.

22 DR. LYNCH-WALSH: Yes, you said it's not
23 happening.

24 MS. FERTIG: And to the point, I know we've
25 got to go, so I'm just going to keep this quick

1 -- brief. You never asked the question. Because
2 we didn't have any school board attorney here to
3 ask it to, if it was possible to recover any of
4 these funds. I've sat on this committee for a
5 long time because, you know, eventually that
6 happens. And what I want to say is, there was a
7 time when that was going on with construction and
8 we made a point to say, if it's possible to go
9 back and recover these funds -- I think that's
10 one of the best things Pat Riley did, he was able
11 to go back, the school board attorney routinely
12 came and sat in on those conversations, is it
13 possible to recover these funds?

14 And so to say that they didn't point that
15 out, well, I mean, it was never even discussed.
16 So I don't think that's a valid reason not to do
17 it. The most -- and I think that's one of the
18 most important reasons to do it.

19 MR. MAYERSOHN: So here's what I'm going to
20 suggest. Dr. Cartwright, you've heard the
21 conversation. Our next meeting that we have is
22 --

23 MR. JABOUIN: November 18th.

24 MR. MAYERSOHN: November 18th? If you can
25 take that into conversation with Mr. Jabouin as

1 well as the cabinet and come back with a
2 response, I would -- at least I would -- I think
3 this board would appreciate it.

4 DR. CARTWRIGHT: I would greatly appreciate
5 that. I also need to get the history as to the
6 conversations we've had with our board and if
7 this has already gone to the board or not and
8 what that decision was. And so I will research
9 that. Because if the board has already taken
10 action on it, the board has spoken at this point.

11 MR. MAYERSOHN: Okay. And the other -- the
12 other piece that I just want to bring up because
13 I forgot to mention when Mr. Gohl was here, we
14 did have a motion about reporting, that currently
15 right now Mr. Jabouin reports to the
16 superintendent, and we wanted it to -- or we made
17 a motion to, for the school board could change
18 that reporting line from the -- from Mr. Jabouin
19 reporting directly to the school board as opposed
20 to the superintendent. We did make a motion. I
21 did meet with the school board chair. And what's
22 been in limbo is how we move that forward.

23 The school board chair agreed that she would
24 be willing to explain that with her board members
25 but my question was still at a point of how do we

1 move forward. So if we can get a response or
2 present it to Dr. Osgood about the response that
3 would be also as well appreciated.

4 DR. CARTWRIGHT: Duly noted. Thank you.

5 MS. FERTIG: Has the board passed the audit
6 plan, Mr. Jabouin? If it has, I don't know why
7 it's in front of us.

8 MR. JABOUIN: It did not. I did want to
9 mention though, I did discuss this subject matter
10 in my meeting with the board members. Because
11 part of risk assessment was meeting with them,
12 and I discussed the difference of opinion as far
13 as whether or not to look at the current
14 contracts or the older ones.

15 So they are aware of -- not only the response
16 I provided, I provided a direct response, I also
17 provided a response with the audit that was
18 attached to it as well. And, ultimately, we will
19 look at what we're instructed to look at. It's
20 just my recommendation is that we look at the
21 more current ones instead of the older ones.

22 MR. MAYERSOHN: Ms. Shaw?

23 MS. SHAW: The only point I want to make
24 about recovery is that because there is currently
25 a court case. As an organization we can usurp

1 and be able to try to recover and attach -- I
2 don't know the legal term, I'm an accountant, but
3 attach, you know, whatever costs that we feel
4 that we can recover.

5 MR. MAYERSOHN: So I guess as well, Dr.
6 Cartwright, is to review with legal if in any of
7 the things what options there are with cost
8 recovery.

9 MR. JABOUIN: Regarding the IT technology
10 devices?

11 MR. MAYERSOHN: Right. Dr. Walsh?

12 DR. LYNCH-WALSH: This is not on that item,
13 it's under Audit Committee Comments. So if we're
14 there --

15 MR. MAYERSOHN: Okay. We'll go to Audit
16 Committee Comments.

17 DR. LYNCH-WALSH: Okay. So back in January I
18 made a formal bullying complaint. There was a --
19 my student, SAC member, that came to our meeting
20 in -- I think it was our November meeting last
21 year to -- I think he had questions about his SAC
22 and how the funds were being spent. Dr. Wanza
23 said she would look into what had happened,
24 because I basically suggested that somewhere
25 between the school and her office someone told

1 his parents that he could be disciplined,
2 basically, because of the questions he was
3 asking. And it all started after his appearance
4 here. So at that January meeting she said she
5 would look into it. I made, basically, the
6 formal bullying, anti-bullying complaint, and we
7 -- it's now going into October and there's been
8 no response. So I've made a copy of the minutes
9 to give to you, Dr. Cartwright. Mr. Mayersohn
10 was -- we had a whole discussion about it. But
11 we're expecting an answer. Because we cannot
12 have children who are trying to volunteer and
13 serve their school be bullied off of SAC, which
14 the kid is no longer on SAC, he's no longer
15 involved in anything in the district. He was on
16 the Facilities Task Force. He was Ms. Leonardi's
17 appointee and he had to resign from that. And --

18 MR. JABOUIN: I think Dr. Wanza replied to
19 that. Obviously, she's left the meeting.

20 DR. LYNCH-WALSH: Yes. Unfortunately.

21 So there's never been any response as to what
22 transpired with the AP that contacted his
23 parents, because his response -- and I,
24 personally, the way that they normally go about
25 these things is to issue an adult a trespass

1 warning with a lot of baseless accusations, but
2 because he was a minor they had to go through his
3 parents.

4 So there should be an answer in terms of what
5 transpired there, but these are the minutes where
6 we had the discussion. So I made an extra copy
7 and that's all I need to say. Thank you.

8 MR. MAYERSOHN: So, Ms. Shaw, do you have my
9 comments?

10 MS. SHAW: Well, yeah, on the same -- and I
11 totally forgot about January. One reason I'm
12 thinking about the SAC funding is this just came
13 up at one of our PTA meetings where a parent said
14 she was not involved in voting on how the SAC
15 money should be distributed. And, of course,
16 there's a particular certain percentage of
17 parents that need to be voting on SAC.

18 MR. MAYERSOHN: No, no, no, no, no. They
19 need to be --

20 DR. LYNCH-WALSH: The members.

21 MR. MAYERSOHN: You need to have the majority
22 of parents as members, but only the those in
23 attendance --

24 MS. SHAW: Yes, sir, I understand the rules.
25 I was a SAC -- I was SAF chair.

1 DR. LYNCH-WALSH: Not her first rodeo.

2 MR. MAYERSOHN: Not SAF, SAC.

3 MS. SHAW: Right. But part of -- your SAF
4 chair is usually in your SAC.

5 MR. MAYERSOHN: Right.

6 MS. SHAW: My point is, there seems to be --
7 that's one of the reasons I wanted this to be
8 included. But I do understand that we do have
9 other areas that are higher risk, one of which is
10 the one that we're beating the dead horse to
11 death.

12 MR. MAYERSOHN: I mean, I -- and I'll just
13 chime in. I think, my personal opinion on SAC is
14 that that's operational, that they need to be,
15 like PTA presents a budget, SAC needs to present
16 a clear budget of what their beginning balance,
17 ending balance, what they've spent the money on,
18 how it's attached with the motion that they've
19 had or anything in their minutes so those funds
20 can be then open and transparent to everybody
21 that's there. Because I think that was more of
22 the issue of, he asked for documentation and he
23 wasn't getting it. He wasn't at the meetings and
24 he said, you guys said, you know, you spent the
25 money on this, but I don't see any minutes that

1 relate to how you spent X, Y and Z dollars.

2 DR. LYNCH-WALSH: And even after we got all
3 the documents I still couldn't quite make out
4 whether he should be concerned or not. Because
5 it's very convoluted. And that's to the point.
6 We should not have to audit individual SACs when
7 a concern comes up. We, as volunteers, do
8 enough. So that's why people wanted -- and it
9 was a DAC motion and DAC consists of all the SAC
10 members, SAC and SAF, and they clearly wanted the
11 SAC accountability fund dollars audited.

12 MR. JABOUIN: I did look -- subsequent to
13 this person making that allegation I went into
14 that school's website and I saw information
15 regarding budgets on the different agendas for
16 the SAC meeting.

17 DR. LYNCH-WALSH: They put that up after the
18 fact. But the bottom line is, even after you
19 cull through it, basically, I went through and
20 reconciled, there's still -- it's still not
21 completely clear whether they spent the funds
22 appropriately.

23 MR. JABOUIN: But not only did I look at that
24 meeting, I also looked at previous SAC meetings
25 whether or not they were on the website or not.

1 I got them from OSPA. And I saw discussion of
2 the budgets. And then this person missed the
3 next meeting, the next SAC meeting.

4 DR. LYNCH-WALSH: Because he had been
5 bullied. Because that was the meeting, they got
6 to him right before the SAC meeting.

7 MR. JABOUIN: So here's the thing. At this
8 point I have not heard anything to make these
9 audit-worthy and to the plan. I just wanted to
10 mention that.

11 DR. LYNCH-WALSH: Okay. So we'll let the
12 entire District Advisory Council quote you.

13 MR. MAYERSOHN: Okay. So is there anything
14 else further to discuss? Ms. Fertig?

15 MS. FERTIG: Well, we deferred this but are
16 we just giving some input?

17 If only from a public relations standpoint,
18 and heaven forbid this should ever happen and I
19 hope it never does, you have an inspection of
20 stadium bleachers and so forth on there, I would
21 hate to see something happen and say we didn't
22 have enough money to do it. There may be another
23 way to handle that issue. But I don't know that
24 putting out to the general public that we're not
25 going to inspect our portables or our bleachers

1 in our stadiums is necessarily --

2 DR. LYNCH-WALSH: The building department is
3 going to be inspecting portables. Don't worry.

4 MS. FERTIG: No, but I'm just saying that I
5 would probably classify that --

6 MR. MAYERSOHN: Surfside. Is what you're
7 saying is in relationship to Surfside, we didn't
8 inspect the building?

9 MS. FERTIG: Well, no, it's just in
10 relationship to, heaven forbid I wind up going to
11 a high school football game and --

12 MR. MAYERSOHN: The bleachers fall down,
13 right, because nobody inspected it. The concrete
14 is cracked.

15 MS. FERTIG: And we said we just didn't have,
16 you know, the resources.

17 MR. MAYERSOHN: No, I think we all agree.

18 MR. JABOUIN: The hardest part about it is
19 the items all on the long range plan, I think
20 they are worthy, it's just whether or not they
21 cross the line.

22 MS. FERTIG: I would just phrase it
23 differently, maybe.

24 MR. JABOUIN: It's not actually -- during
25 similar discussions that I had with the board

1 members I had to move things on the line in that
2 I wasn't -- so we're at 27, originally we were at
3 25. So, you know, it's a -- we are -- the plan
4 is rather aggressive as it is already. But,
5 obviously, you know, more conversation, and thank
6 you for the input on the -- on the wording. I
7 mean, it's already been published, but that is
8 the intent to look at those areas.

9 MR. MAYERSOHN: Okay. Is there anything else
10 for discussion?

11 MS. SHAW: Motion to adjourn.

12 DR. LYNCH-WALSH: Second.

13 MR. MAYERSOHN: All those in favor?

14 COMMITTEE MEMBERS: Aye.

15 MR. MAYERSOHN: There you go.

16 (Meeting was concluded at 1:55 p.m.)
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REPORTER'S CERTIFICATE

STATE OF FLORIDA

COUNTY OF BROWARD

I, Timothy R. Bass, Court Reporter and Notary Public in and for the State of Florida at Large, hereby certify that I was authorized to and did stenographically report the foregoing proceedings, and that the transcript is a true and complete record of my stenographic notes thereof.

Dated this 11th day of October, 2021, Fort Lauderdale, Broward County, Florida.



TIMOTHY R. BASS
Court Reporter

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