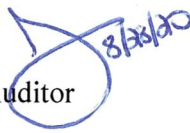


THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT
ROBERT W. RUNCIE
SUPERINTENDENT OF SCHOOLS

August 28, 2020

TO: School Board Members

FROM: Joris Jabouin
Chief Auditor
Office of the Chief Auditor



VIA: Robert W. Runcie
Superintendent of Schools



SUBJECT: Addition to DD1, Proposed Audit Plan for the 2020-2021 School/Fiscal Year for the Office of the Chief Auditor, for the September 1, 2020 School Board Operational Meeting

Attached is an addition to DD1, Proposed Audit Plan for the 2020-2021 School/Fiscal Year for the Office of the Chief Auditor, for the September 1, 2020 School Board Operational Meeting.

In accordance with the Board Member discussions at the August 11, 2020 School Board Workshop, attached are excerpts from the draft Audit Committee Minutes from the Committee's meeting on August 13, 2020. The attached pages are the Committee's discussions related to item DD1 of the September 1, 2020 School Board Meeting.

Please note that all approved minutes are maintained on the Office of the Chief Auditor website. Thus, a full set of the attached draft minutes will ultimately be posted after they are approved/ finalized by the Committee.

RWR/JMJ:mm
Attachments

c: Superintendent's Cabinet
Senior Leadership Team

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SCHOOL BOARD OF BROWARD COUNTY

AUDIT COMMITTEE MEETING

Thursday, August 13th, 2020

11:04 a.m. - 2:08 p.m.

HELD VIA MICROSOFT TEAMS

all attendees present via virtual platform

Court Reporter:

Emily Scott, stenographic reporter

Bass Reporting Service, Inc.

633 SE 3rd Avenue, Ste. 200

Fort Lauderdale, Florida 33316

COMMITTEE MEMBERS IN ATTENDANCE:

- MR. ROBERT MAYERSOHN, CHAIR
- MR. ANDREW MEDVIN , VICE CHAIR
- MR. MOSES BARNES
- MS. REBECCA DAHL
- MR. ANTHONY DE MEO, CPA
- MS. HAGEN DISCH
- MS. MARY FERTIG
- MR. MICHAEL GAUCI
- DR. NATHALIE LYNCH-WALSH
- MS. CONNIE POU
- MS. PHYLLIS SHAW
- MS. STEPHANIE SHIMM

OFFICE OF THE CHIEF AUDIT STAFF:

- MR. JORIS JABOUIN, Chief Auditor
- MS. ALI ARCESE, Manager, Property and Inventory Audits
- MS. ANN CONWAY, Manager, Internal Funds Audits
- MR. REYNALDO TUNNERMANN, Manager, Charter School Audits
- MS. JENNIFER HARPALANI, Manager, IT Audits
- MR. ERIC SEIFER, Auditor III
- MS. KASHAMA PATEL, Auditor III
- MS. MICHELE MARQUARDT, Executive Secretary
- MR. BRYAN ERHARD, System Support Specialist II
- MR. JONATHAN TOLENTINO, Confidential Clerk Specialist C

DISTRICT STAFF:

- MR. ROBERT PAUL VIGNOLA, ESQ., Deputy General Counsel
- MS. JUDITH MARTE, Chief Financial Officer
- MR. DANIEL GOHL, Chief Academic Officer
- DR. VALERIE WANZA, Chief School Performance and Accountability
- MR. JOHN SULLIVAN, Chief Portfolio Services Office
- MR. ROBERT F. HAMBERGER, Chief Building Official
- MR. RONALD MORGAN, Asst. Chief, Building Official - Inspections
- MR. FRANK GIRARDI, Executive Director, Office of Chief Facilities & Construction Management
- MS. SHELLEY MELONI, Director, Pre-Construction
- MR. PHILLIP D. KAUFOLD, Director, Construction
- MR. DAVE ARCHER, Director, Program Controls
- MS. DAVIDA JOHNSON, Director, School Performance & Accountability
- MS. ERUM MOTIWALA, Director, Accounting and Financial Reporting

1 DISTRICT STAFF CONT.:

2 MS. GERRILYN ARLOTTA, Asst. Director, Accounting and
Financial Reporting

3 MS. VIVIAN PILAR, Accountant V

MS. DIVINE AMOAH, Manager, Architectural Engineering

4 MS. DEBRA CONNELLY, Exec. Secretary, Pre-Construction

MS. LAUREN COLLINS, Secretary IV(County),
Pre-Construction

6
7 GUESTS:

8 MR. DAVID LUKER, Director, RSM

MR. MATTHEW BLONDELL, COA, Business Risk Consulting, RSM

9 MR. CHRIS GUMS, RSM

MR. DUFFY LEIDNER, RSM

10 MS. YVONNE GARTH, President, Garth Solutions, Inc.

MS. DENIECE WILLIAMS, Garth Solutions, Inc.

11 MR. DANIEL JARDNE, Program Director, CBRE/HEERY

MR. MICHAEL BOBBY, CBRE/HEERY

12 MS. ASHLEY CARPENTER, Atkins

MR. DAN O'KEEFE, MSL, CPA & Advisors

13 MR. EDDY CASTANEDA, MSL, CPA & Advisors

MR. ANDREW GRUB, Student

14 MS. ASHLEY HOUSNER

MS. CHARLOTTE GREENBAUG

15 MR. JIM SIMON

MR. SCOTT TRAVIS, Reporter, Sun-Sentinel

16 MR. DONTAE MURRAY

MS. KATHLEEN LANGAN, AECOM

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18 UNIDENTIFIED ATTENDEES:

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M(Guest)

23 RH(Guest)

24

25

1 It appears that I'm having a hard time hearing
2 you, but I could hear the committee very softly.
3 Give me one moment to adjust one other setting,
4 please.

5 Okay. I'm going to go ahead and get started
6 with my presentation, just do one last check if the
7 committee can hear me?

8 MR. MAYERSOHN: Yes, we can.

9 MR. JABOUIN: Thank you very much.

10 Okay. I do have on the screen the audit plan
11 document. I hope that that appears in -- on the
12 screen for the committee to be able to view, if I
13 can please get a confirmation of that?

14 MR. DE MEO: Yeah, I can see that.

15 MR. JABOUIN: Thank you very much. I
16 apologize for the technical matter.

17 This agenda item is in accordance with School
18 Board policy to have an audit plan prepared, and
19 this is the audit plan that I prepared for the
20 fiscal school year 2020 and 2021.

21 Now, two years ago, when we had to prepare
22 such a plan, the timing of when I started made it
23 very difficult to do that; I started in June of
24 2018, and the plan was due immediately after that,
25 and it takes a while, a few months, to be able to

1 prepare such a plan.

2 I was unable to find any sort of framework as
3 it pertained to the compilation of -- of previous
4 audit plans, and so a year later, last year, there
5 was more information. I was more aware since I had
6 the attended board meetings and workshops; and last
7 year I set up a risk assessment process and plan
8 for preparing an audit plan.

9 And I also reviewed different plans from
10 different districts on how they address certain
11 types of matters. I had risk assessment meetings.
12 I took a look at data with respect to contracts
13 pertaining to legal, procurement, some of our
14 intergovernmental agreements; certainly, the SMART
15 bond, but also the non-SMART bond projects, and
16 then information technology and -- and maintenance
17 contracts, as well.

18 In future years, I think the risk assessment
19 process is going to be better, because my knowledge
20 base will continue to get better and I'll continue
21 to get, you know, good, valuable comments from
22 members of the committee on areas that we should
23 take a look at.

24 So with respect to the document that I have
25 here, there are a few points that I would like

1 emphasize. One of them is that -- our primary
2 responsibility, and that is to assist the School
3 Board and the superintendent with their oversight
4 responsibilities, and then the audit committee with
5 your advisory responsibilities, as well as district
6 management as it pertains to their strategies and
7 operations and provide them with assurance to be
8 able to meet their goals and objectives and make
9 sure that it's done within appropriate -- in an
10 appropriate internal control environment.

11 The work itself is set up in accordance with
12 government auditing standards, in accordance with
13 my experience in how an audit function should be
14 conducted to look for internal controls and assess
15 the quality -- the quality of the work, but we
16 don't provide absolute assurance. We -- you know,
17 we test high-risk areas. We do sample testing. We
18 don't test everything, and we do test certain
19 periods of time. We do try to eliminate these type
20 of risks in the work that we do, but an audit is
21 not a document that provides absolute assurance.

22 I anticipate that in future years, we'll be
23 better able to take a look at the design of
24 controls, put in some very good antifraud
25 components of our program, and take a look at

1 inefficiencies that can be improved in the
2 environment, in our environment.

3 So I -- I mean, ultimately, the district
4 management, they are responsible for achieving the
5 goals. They are -- they are responsible for
6 putting in the controls, and they are responsible
7 for identifying and mitigating risks before we get
8 there, before the work starts; and I try to
9 communicate and liaise with them on various types
10 of matters in order for them to be able to have the
11 right environment before an audit starts.

12 And we do our audits in accordance with
13 government auditing standards. Our peer review
14 check to see that we were doing so, and we are.
15 There were a couple of exceptions in our peer
16 review that we needed to address as far as
17 reviewing, but our work has to be planned. Our
18 team members have to be proficient in their work.
19 Our work needs to be reviewed internally before
20 it's published.

21 When I was hired a couple years ago, I was
22 asked to put a continuous improvement program, and
23 I have done so. It's very difficult to be able to
24 review, you know, all of the work timely, but it --
25 it is something that's fundamental to our

1 programming.

2 Our plan itself has certain assumptions -- I'm
3 going to pause for a quick second just to make sure
4 that people can hear me, because I had the sound
5 problem. Can someone please confirm that my voice
6 is coming in okay?

7 MR. MAYERSOHN: It's coming in.

8 UNIDENTIFIED SPEAKER: Yes, we can hear you.

9 MR. JABOUIN: Our plan does have certain
10 assumptions.

11 Any consideration, just like us, we face the
12 health concerns that are out there, and we -- we
13 don't know how things are going to change,
14 hopefully for the better. It does take into
15 account that our team members will be there, that
16 no one is going to resign.

17 There is an assumption that I have, as far as
18 we are going to hire a facilities audit manager,
19 which is key to a very big part of your program,
20 that we can hire somebody and hopefully that person
21 can start before the end of the year and they will
22 be productive as soon as possible; the schools and
23 the departments, that they are accessible to us
24 given the environment.

25 And it's very challenging to be able to

1 anticipate the projections for absences that we
2 have and if any of the projects run over, and we
3 try to make sure that these projects are accurate
4 and they are the right context and that the work is
5 done professionally, and that drives a lot of what
6 we do.

7 And then, also, operationally, you know, there
8 is also my schedule. It is a very challenging
9 schedule to meet all the different meetings and
10 events that I participate in as far as assisting
11 the District in a variety of different matters, and
12 our auditors are often waiting on me to be able to
13 provide feedback and -- on the work and coaching
14 and -- and direction.

15 But, ultimately, though, as I go through the
16 plan with you, there is not much room for anything
17 else. So it -- it is a rather aggressive plan, but
18 if something needs to be added, then something
19 needs to be removed; and on some of the work that
20 we started on last year, we're very far along with
21 them, that removing them would actually not be
22 good, considering the amount of time that we've
23 spent on some of those areas.

24 The plan begins by taking a look at some of
25 the areas that we covered last year. This is

1 required by government auditing standards, to have
2 such a reconciliation; but we did, on internal
3 funds item number one, perform internal audits --
4 internal funds audits, despite being down three
5 people in that area.

6 The charter schools, item number two, we did
7 review the financial statements of all of the
8 charter schools this past year. We brought in more
9 schools than we typically do because of the
10 questions that we had as far as their ability to
11 properly manage their financial statements,
12 questions that we had on that front.

13 As we move on to the next page, I don't have
14 any particular comments until we get to the
15 operational audits.

16 The purchase card part on operational audit
17 number one, we -- the followup that we would do was
18 impacted by the fact that Jerry Usallan, who was
19 our facilities audit manager, who did very great
20 work for us, he -- he ran that audit for us, and he
21 retired. And so the followup work that I wanted to
22 do with the purchasing cards, that's going to roll
23 over into next year.

24 Operational audit number two on the vending
25 machines, we actually have done a substantial

1 amount of work for that, and my intention was to
2 present that report at the May 2020 meeting, but
3 now it makes sense to wait until the school
4 environment is what it needs to be and observe the
5 operations of the vending machines, in order to
6 make sure that our recommendations and findings are
7 meaningful and they are applicable unto the new
8 environment.

9 Operational audits number three on BECON was
10 planned, also, for May of 2020, but BECON was
11 heavily involved in the distance-learning
12 objectives that the District, you know, was
13 meeting.

14 And then, as it pertains to operational audit
15 number four on the discipline, our team did a lot
16 of fieldwork with respect to that. My
17 unavailability to be able to get into the details
18 of the work and the fieldwork, just due to my
19 availability, has impacted this work, because the
20 team often waits for me to be able to get direction
21 or to get support or be able to -- if data is not
22 coming through from the department, to be able to
23 push them. And so my workload impacts the
24 fieldwork in a lot of different audit areas we are
25 talking about, including this particular area.

1 As we move on to page nine, these are the RSM
2 audits that you are familiar with on facility
3 audits, you know, one through -- I guess one
4 through three.

5 And then we had begun, on item number seven,
6 the SREF inspections audit. Mr. Usallan had headed
7 that until he retired.

8 What was new for us this year was the
9 information technology audits. On IT audit number
10 one, the Board, during the presentation of the plan
11 to them, subsequent to the audit committee, wanted
12 to have more information technology work, and so we
13 were able to work on that. We do have meetings
14 that are scheduled with the IT area to be able to
15 go over those within the next month. So that --
16 that project is in the upcoming plan, and that will
17 be shortcoming -- forthcoming, excuse me.

18 And then the Recordex audit is number two.

19 On the property and inventory audits, we do
20 continue them. Essentially, I'll talk about the
21 technology distribution when I get to -- into the
22 plan a little bit further on, but I wanted to
23 emphasize number three on the inventory process
24 improvement project. Even though we did those
25 audits, we all know that the process needs to be

1 improved, because it isn't just a result of the
2 audit, because if the audit turns out to be
3 successful, it just may just be by chance that it's
4 successful or unsuccessful until we take a look and
5 we improve the process of that.

6 Jumping on a little bit further, on page
7 twelve, we spent a considerable amount of time on
8 item number five on the auditor general's FEFP or
9 the FTE audit of transportation. I would say that
10 we probably spent, from the week before
11 Thanksgiving up until the Christmas holidays, with
12 my time exclusively on that and the Recordex, as
13 well as Ann Conway's time and Jennifer Harpalani's
14 time on those particular projects.

15 And then, after that was done, the peer review
16 started in January. That's item number eight, and
17 that took pretty much the entire month of January,
18 and then we had the audit committee meeting at the
19 end of January.

20 And then, on page 13, you know, we have here
21 some of the work that we assisted with the
22 different firms on; and then we did spend some time
23 benchmarking ourselves on items numbers three,
24 four, six and seven, where we liaised with
25 different districts on a variety of, you know,

1 different matters.

2 As it pertains to the next pages, 14 through
3 16, our team were glad to be able to attend
4 trainings that we do for ourselves, trainings that
5 we do for other people throughout the District,
6 because the more that we can teach them about the
7 correct application of policies and procedures and
8 to avoid internal control gaps, then the better
9 this makes the entire control environment within
10 the District; and then we also participated in the
11 strategic plan meetings and various events with the
12 principals because that allows us to liaise with
13 them in understanding what are the issues and
14 challenges that they face.

15 Okay. As far as our audit program, the way
16 that I try to structure a variety of the bases or
17 the foundation of what we work on, the assessment
18 process itself is key for me to be able to
19 determine where the risk areas are; and then come
20 challenges of scheduling and processing them and in
21 doing the work and then recording it.

22 What I think is going to be critical for me,
23 throughout the year, is to be alert to the
24 different risk factors that are changing across the
25 organization. Because even though I'll do a risk

1 assessment next year, I -- I don't want to be
2 behind in the emerging issues and being able to
3 identify and assist different areas of the District
4 with different challenges that they have in
5 implementing things correctly.

6 Looking at our unit -- and it's best to look
7 at the following pages; we have organizational
8 chart that I have on pages -- on page 38 and a
9 little bit of a -- of a table on page 37, but,
10 ultimately, our area is broken out amongst -- the
11 first area is the internal funds. This is a
12 required area by statute that we'll have to look at
13 eventually the accounts of the 226 schools.

14 The second area, which is our operational and
15 discipline, given our risk profile and what the
16 Board, the Superintendent, has communicated, this
17 is a critical area and a very important area of our
18 program.

19 The charter schools, also important, we have
20 responsibilities as far as oversight of -- of the
21 financial -- the financial concerns of the charter
22 schools; and then, on the operational part, which
23 is the blue slice there, this is the area where
24 there can be discussion as far as where we look at,
25 because our risk profile is going to drive a lot of

1 what we take a look at.

2 And then the fifth area is facilities. Now,
3 that's broken out into separate subassessments that
4 I do. So you've got the SMART program -- well,
5 I've got a strategy with our RSM; we look at every
6 quarterly on what that program is going to cover.

7 And then you've got the non-SMART projects
8 that also need to be worked so we can go ahead and
9 take a look at them. And then there is the
10 regulatory portion of it, which is a different
11 component of SREF, and then the maintenance
12 contracts that also need to be taken a look at.

13 But this -- but this area here, the
14 facilities, is very heavily dependent -- I mean,
15 some of the work is getting done with RSM -- on our
16 ability to be able to identify and hire and retain
17 and get contributions from a facility audit
18 manager.

19 The next area, the technology which is in
20 purple, that was new last year, so taking a look at
21 general computer controls and applications and
22 significant IT processes. It turns out the
23 Recordex and the other technology audit, that falls
24 in that area, as well. Even though those are
25 hardware, they are technology hardware.

1 And then on the green, the property and
2 inventory area, that's required, as well; and
3 what's very key is the inventory process
4 improvement that we will finish up this year.

5 And then the other area that's in red is
6 "other," and that actually, if I had to right-size
7 the effort amongst the slices, which all look like
8 they are the same, the "other" includes the
9 regulatory, the auditor general, and some of these
10 areas that are extremely important that we have to
11 react immediately and I have to move things around
12 for.

13 So that -- that's a picture of our area as we
14 get into the audit plan subjects here.

15 So, in the first line, you have internal
16 funds. So the requirement is the internal funds
17 have to be done within 12 months. So we were able
18 to report on 53 of them, and some of them pertain
19 to the prior year, so 199 of them need to be done
20 for school year '19, and then all 226 for school
21 year '20.

22 Now, the good thing is, though, our team
23 during the pandemic that they have been prepping
24 for them were able to do two-year audits. So even
25 though that number is greater than it would seem,

1 we'll be able to move forward with them in the way
2 that Ann Conway, who works for me, is strategizing;
3 but it is lot of work that needs to be done, and
4 we'll -- you know, it's on the plan for this year.

5 When we are caught up on some of this work in
6 the fourth quarter, we need to streamline our
7 school internal funds audits to carve out the
8 payroll work, because we need to make sure that --
9 in order to catch up, and we used to be way behind,
10 that we are addressing what's regulatorially
11 required; but now we are going to go ahead and do
12 that on a risk assessment basis.

13 Property and inventory, that is right below
14 that, but along the lines with some of the
15 questions you had, Mr. Mayersohn: The whole device
16 distribution process. So when you see the property
17 and inventory audit that we are planning, what we
18 are going to do is carve out what's been
19 distributed to the students and to the parents,
20 because that will get its own audit in the line
21 that I have over there, and -- and so the areas
22 that are not inclusive of the device distributions
23 will be what you see in the property and inventory
24 audit. So all of the items that employees may have
25 taken home, all of the items that are in the

1 schools, those are still in scope with that
2 particular audit.

3 Now we head into, as I was talking about
4 earlier, all the audits that are in yellow here --

5 MR. MAYERSOHN: Mr. Jabouin, if we can just
6 (inaudible) --

7 (Simultaneous speakers.)

8 MR. JABOUIN: -- (inaudible) cannot work in
9 those --

10 MR. MAYERSOHN: Mr. Jabouin, if we can just
11 (inaudible) --

12 MR. JABOUIN: (Inaudible.)

13 (Simultaneous speakers.)

14 MR. JABOUIN: Hello?

15 MR. MAYERSOHN: If we can --

16 MR. JABOUIN: Yes.

17 MR. MAYERSOHN: If we can just go back to page
18 21 --

19 MR. JABOUIN: Of course.

20 MR. MAYERSOHN: -- if anybody has any
21 questions on those audits, because this is the plan
22 for the 20/21 year.

23 So as we go through these pages, if anybody
24 has any questions, I'd rather do it this way, if
25 it's okay with the committee and yourself, than

1 come back later on and go: Well, let's go to 21;
2 no, maybe we are going to go to 26.

3 So does anybody have any questions?

4 I can't see if hands are raised, so are we
5 good on this?

6 MR. JABOUIN: Let me check.

7 MS. DISCH: Mr. Jabouin, I have a question.
8 It's Hagen.

9 MR. MAYERSOHN: Go ahead.

10 MS. DISCH: Hagen Disch.

11 On page 26, you have the roofing --

12 MR. MAYERSOHN: Go -- let's go to page 21. We
13 are going page by page so --

14 MS. DISCH: Page by page, I thought --

15 MR. MAYERSOHN: If you have any questions on
16 21 or 22, then hold off those questions until we
17 hit that page.

18 So seeing none, let's go to page 22.

19 MR. JABOUIN: Thank you.

20 All right. So as it pertains to page 22, and
21 this goes on to page 23, as I mentioned earlier in
22 my report, our team has done a significant amount
23 of work on that, and we should be in a position to
24 issue these, but a huge factor is my availability
25 to be able to look at the detailed work.

1 So tomorrow, at 11 o'clock is my first meeting
2 with the auditors that work for me that have been
3 working on this fieldwork for quite a while, after
4 they have been trying to meet with me for a while.
5 So a lot of that is based on -- us getting to
6 closure has to deal with my availability to do the
7 detailed work on this and the different audits that
8 we are doing, and that's -- if I may,
9 Mr. Mayersohn, that applies to both pages 22 and 23
10 up until we get to number five.

11 I'll pause now.

12 MR. MAYERSOHN: Okay. Does anybody have any
13 questions on these two pages?

14 MR. BARNES: Yes, Mr. Mayersohn, on 22.

15 MR. MAYERSOHN: Go ahead.

16 MR. BARNES: Barnes.

17 Mr. Jabouin, it doesn't tell me, but it may be
18 a part of the scope of body of work.

19 On the discipline matrix, in that side, we
20 talk about student services appropriate for
21 discipline. When we do these audit reports, will
22 there be a breakout based on grade levels, race,
23 and such? Because when I look at it, it says it's
24 going to be done; but when the final product come
25 out, will I be able to tell how many nonwhites, how

1 many blacks, how many, you know, hispanics on these
2 different discipline issues?

3 MR. JABOUIN: Mr. Barnes, I -- I was not
4 originally intending on doing it like that. I can
5 look at the data and -- to be able to see if I can
6 identify that, because the basis of selection was
7 schools that had a high number of -- of discipline
8 instances, as well as schools that had a low number
9 of discipline incidents, but it was right-sized
10 based on the population of the schools. We
11 excluded elementary schools. It was mostly middle
12 and high schools so -- and the reason why we chose
13 schools that had a low number was to try to
14 determine if there was incompleteness of data.

15 So we may have that information, but it wasn't
16 the basis of selection; and then I have to check to
17 see whether or not -- I mean, whether or not I am
18 able to sort of -- to be able to talk about that
19 and those type of things and those type of
20 categories.

21 But -- but we'll know the instances that we
22 are talking about, though, and maybe I can work
23 with some of the departments that do that as it
24 pertains to any issues regarding any -- any
25 concerns that people might have on that front.

1 So I'll have to keep that in mind, Mr. Barnes,
2 but that wasn't the focus as far as a selection.

3 MR. BARNES: Well, I think the schools would
4 probably -- you would probably be able to identify
5 some trends by just looking at the -- the makeup of
6 the school population or its location; but what I
7 was getting at is one of the things that we have
8 dealt with in this district is, say if you are in a
9 school where the majority of the students are not
10 students of color and you may have a lower
11 representation of students of color in a -- in that
12 school, but what you'll find out is that the
13 discipline, even though they may be low in
14 number -- what I am saying: The school population
15 sometimes reflects the basic community population
16 in terms of how -- I'm just saying, at some point,
17 we need to be able to identify whether there is --
18 and that may not be yours, but I hope that the
19 audit report would show that, that discipline
20 should -- should be the same no matter where you
21 are, no matter where the make-up.

22 So when the results come out, I want to be
23 able to look at -- we should be able to look at it
24 and say the discipline is the same at Stoneman
25 Douglas as it would be in Hallandale High School,

1 based on --

2 MR. JABOUIN: I certainly understand your
3 point.

4 I think what would make sense to me when the
5 statistics come out, is that I meet up with the
6 cabinet colleagues that are more experts into these
7 type of things and share that data with them,
8 because, obviously, the points that you bring up,
9 Mr. Barnes, are some that are discussed in our
10 communities.

11 MR. BARNES: Okay.

12 MS. FERTIG: I just want to join with
13 Mr. Barnes in saying I think that's a data point
14 that should be included in your audit, and when you
15 are doing the audit is the time to do it. I hope
16 that that will be a component of what you do.
17 That's Mary Fertig.

18 MS. DAHL: Rebecca Dahl, I agree with Mary
19 Fertig and Mr. Barnes. I believe the
20 disaggregation of the incidents with -- with race
21 is extremely important and should be definitely
22 part of that.

23 MR. JABOUIN: My comment to the committee is
24 that my expertise is not necessarily in those type
25 of factors, so when we are talking about technical

1 compliance with the policies and procedures, versus
2 making conclusions as it pertains to those type of
3 socioeconomic type of matters, that is a little bit
4 of a different discipline on that. I mean, I think
5 I would have to share that data with those that are
6 better qualified to that in order to be able to
7 make any conclusions from an audit standpoint.

8 MR. BARNES: Mr. Jabouin?

9 MR. JABOUIN: Yes, Mr. Barnes?

10 MR. BARNES: I think what would solve this
11 problem, and it would not be some additional --

12 MR. MAYERSOHN: You just muted yourself.

13 MR. JABOUIN: Mr. Barnes?

14 MR. BARNES: Okay. Now I'm good. Are you
15 good now?

16 MR. MAYERSOHN: Now I can hear you.

17 MR. BARNES: Yeah, it did it by itself.

18 What I am saying is, the problem that we are
19 talking about, it should not be an issue if the
20 reporting is district-wide, school by school. If
21 every school is required to report certain data,
22 then you will be able to pull from a district-level
23 database, and it could be disaggregated that way.

24 What I am saying is, it needs to be consistent
25 district-wide on reporting, not only discipline,

1 but threat -- what I am saying, all of these things
2 that deal with school-based discipline matrix, it's
3 the reporting criteria that needs to be in place
4 which will be universal throughout the district, if
5 that is in place, there will be no problem with
6 going in and pulling data that we are talking about
7 right now.

8 MR. JABOUIN: I agree.

9 MR. MAYERSOHN: Mr. Jabouin, can I -- and I
10 don't know if Mr. Gohl is still on the line or
11 Dr. Wanza.

12 DR. WANZA: Yes.

13 MR. MAYERSOHN: Maybe they can add into this
14 regarding, I guess, the basis system and how that
15 works and how -- what's reported in and what's
16 reported out.

17 MR. JABOUIN: I wanted to mention something
18 before either of them jump in.

19 I had communicated to them, as recently as
20 last week, that when we are ready to go over the
21 data, that they are both involved in it, and so I
22 I'll -- I'll obviously bring up the points that you
23 mentioned, if Mr. Gohl or Dr. Wanza are still on.

24 DR. WANZA: So this is Valerie Wanza, chief
25 school performance and accountability officer.

1 Good afternoon, everybody. I trust that all
2 is well with all of your families.

3 MR. MAYERSOHN: Welcome, Dr. Wanza.

4 DR. WANZA: You are welcome.

5 So I heard bits and pieces. I did hear what
6 Mr. Barnes was saying, and it is true that the
7 District does have a standard, if you will,
8 discipline plan that is to be uniformly and
9 consistently applied across -- or administered,
10 I'll say, across all schools. We do have one for
11 secondary, one for the primary grades and -- I'm
12 sorry, one for the intermediate grades in
13 elementary, and then there was some conversation,
14 obviously because, I'm going to say, behavioral
15 responses at the PK to 2 level may be a little bit
16 different than you would administer, obviously, for
17 a 5th grader, as opposed to a five-year-old.

18 But to answer your question: Yes, we do have
19 a discipline matrix that is supposed to be
20 administered consistently across all schools.
21 The -- the District's databases as it relates to
22 basis, terms, all of that does have all the
23 demographic data.

24 So, you know, if the -- it is -- if it is the
25 will of the committee that you want to see it

1 reported by -- demographically within infractions,
2 across infractions and across schools, that
3 capability is there.

4 I hope that answers the question. If I didn't
5 hear it appropriately, or if I didn't hear it the
6 way you intended it, ask it again, and I'll be glad
7 to respond.

8 MR. BARNES: You answered my question, Doc.

9 DR. WANZA: Okay. Thank you.

10 MR. MAYERSOHN: So I think Mr. Jabouin, from
11 what I'm hearing, is that Mr. Barnes' concerns and
12 comments that he made was obviously supported by
13 Ms. Dahl, as well as Ms. Fertig, without going
14 through a roll call, I'm sure some of the other
15 members; so when you do that audit, if you can
16 include some of that information, I think that
17 would be the will of the committee, if I'm hearing
18 that correct.

19 MS. SHAW: Phyllis Shaw, I would like to
20 speak?

21 MR. MAYERSOHN: Go ahead, Phyllis.

22 MS. SHAW: My only concern in having an
23 accounting auditor look at the statistics or the
24 results from the data that is collected is
25 misinterpretation. I would rather have someone who

1 is skilled in this particular area who is able to
2 look at the data, make sure there are no underlying
3 issues, make sure that the trending is correct, the
4 information is correct, be able to follow up with
5 the right questions, if they are looking at certain
6 data and the data may not seem okay; versus an
7 accountant, who can look at statistics and can
8 calculate the statistics and say, this particular
9 area, the school's number is higher based on the
10 discipline matrix.

11 I mean, that's great; but I don't think it's
12 going to yield a result that we are going to
13 receive, or if we receive the result, it may not be
14 conclusive or correct. That's my only issue with
15 having an accountant, per se, look -- looking at
16 those numbers.

17 I think it's the great idea to have it
18 reviewed. I am on the discipline matrix committee,
19 so we really need to make sure that the data is
20 being interpreted correctly when it comes out.

21 UNIDENTIFIED SPEAKER: If I --

22 MR. JABOUIN: If I may add to what Mr. Shaw
23 was saying, even though I understand the components
24 of what was mentioned, my skill set, as far as
25 interpreting these matters with respect to the

1 community is limited on that.

2 Obviously, I can determine compliance with the
3 discipline matrix and the -- and the District
4 policies and procedures; but being able to make any
5 conclusions as far as different parts of the
6 community is a bit challenging.

7 MR. MAYERSOHN: So, Ms. Shaw, is that a
8 recommendation?

9 MS. SHAW: Well, my recommendation is for --
10 not for the internal audit committee, unless there
11 is someone with the experience to be able to
12 evaluate the data and provide sufficient finding.
13 If that's the case, we need to get someone who is
14 skilled in that area to do it, and I don't think
15 your internal auditors are thoroughly skilled.
16 They can provide some information, but I don't
17 think it's information that we need to publicize
18 and rely on, because there may be errors in
19 those -- in some of that information that needs to
20 be reviewed.

21 For example, the example he gave is doing a
22 comparison between the two schools, one of which
23 was Hallandale. What happens if you are looking at
24 the Hallandale data but it's not completely
25 conclusive? There may be underlying issues that

1 are relating to those numbers. Someone who is
2 skilled in that area would be able to pick it up
3 and ask more appropriate questions to find out what
4 is really going on, or vice versa.

5 MR. JABOUIN: As to what Ms. Shaw is saying,
6 as part of the fieldwork, we needed assistance from
7 people that were more expert in those particular
8 areas as to the application of it, because,
9 ultimately, there is a knowledge base with that
10 type of situation that is more than we can do,
11 outside of just checking for compliance with the
12 policies and procedures; but being able to
13 interpret them, as far as the rest of society, is a
14 bit more than we will be able to do.

15 MR. MAYERSOHN: So, again, Ms. Shaw, what --
16 what I'm -- what I'm asking is, because this is the
17 Office of the Chief Auditor's plan, which we can
18 make comments, and when it's presented to the
19 School Board, our comments will be included in
20 there, so what I'm asking is, if you would -- if
21 you feel that you would like to make some
22 direction, motion, that this plan include some
23 outside agency that might have some more insight --
24 no offense to Mr. Jabouin and his staff, but
25 someone who may have that expertise, as such was --

1 and, again, I'm not saying the validity of the
2 report or anything, but similar several years ago
3 to the Evergreen report that was done by an outside
4 agency.

5 MS. SHAW: Right. Yes. Yes.

6 MR. MAYERSOHN: So are you making a motion?

7 MS. SHAW: I am -- actually, yes, what you
8 just said, but I'll wait until there are other
9 comments. How about that?

10 MS. FERTIG: I'll second her motion.

11 MR. MAYERSOHN: Okay.

12 MS. SHAW: Thank you.

13 MR. MAYERSOHN: I'm just dealing with this
14 page, these two pages, so then we can move on, I
15 guess, and --

16 MS. DAHL: Mr. Mayersohn?

17 MR. MAYERSOHN: What?

18 MS. DAHL: This is Rebecca Dahl.

19 MR. JABOUIN: Yes.

20 MS. DAHL: I agree with what Ms. Shaw is
21 saying, but I think we have to be very cognizant of
22 the fact that the tenor of the United States has
23 changed dramatically in the past several months,
24 and I believe Dr. Wanza could, you know, agree with
25 me that one of the reasons the Promise program was

1 started was because we had the most discipline
2 problems in the state and it was heavily on the
3 black children.

4 So I don't want us to come back looking
5 like -- I want us to come back with a real picture.
6 So I agree with Ms. Shaw that we need to have an
7 outside, because I'm still very concerned that
8 discipline is netted out more to the minority
9 children, black and brown, than it is to white.
10 That's my comment.

11 MR. MAYERSOHN: So are you supporting Ms. --
12 so you are supporting --

13 MS. DAHL: Yes, absolutely. Absolutely, it
14 has to have somebody else that can look at that
15 data and tell us, you know, is there -- is there
16 inequities in the discipline that is being given to
17 children.

18 MR. MAYERSOHN: Okay. Mr. De Meo?

19 MR. DE MEO: Yes, I do think having a report
20 that discloses some of the outcomes of that program
21 would be useful, but I think for an internal
22 auditor, it's beyond the scope of what auditors do.

23 If -- if the OCA is going to test for
24 sign-offs and appropriate checklists and that type
25 of thing, which are objective and can be reported

1 on, I think that's appropriate; but I think beyond
2 that, it would be inappropriate for the OCA to
3 attempt to compile that data which might need
4 filtering, as everyone else has spoken about, and
5 it might be misleading.

6 So it would be great -- it would be great if
7 that's the wisdom of and the will of this group to
8 have a special report done by experts who can
9 interpret and understand and synthesize the data,
10 that's fine; but I really think it's beyond the
11 scope of the internal auditors to go beyond
12 compliance, let's say.

13 MR. MAYERSOHN: So -- so I guess what you are
14 saying is, If the will of the group is go with an
15 external auditor that has expertise, you are
16 willing to accept that; but for the internal
17 auditor to currently do, it's just going to meet
18 more of the compliance standards.

19 MR. DE MEO: That's -- that's correct, and I,
20 in fact, I wouldn't use the term "auditors"; I
21 would use the term, you know, "sociologists," those
22 trained in these specific human behavior
23 categories.

24 I don't think our auditors, who do great work,
25 are -- are equipped to do that.

1 MR. MAYERSOHN: Okay. So it's -- it sounds
2 like the will of the committee is to have an
3 external, call it, company that -- that can -- able
4 to interpret data, interpret discipline, if
5 that's -- and I believe Ms. Shaw made a motion and
6 Ms. Fertig seconded.

7 Ms. Shaw, you want to restate your motion?

8 MS. SHAW: My motion is for the -- for the
9 internal auditor to work to hire a company who is
10 able to look at the -- the policies and procedures
11 as it relates to the discipline matrix and be able
12 to evaluate whether it is being applied across the
13 district, regardless of school and grade, across --
14 equity -- equality, sorry.

15 MR. MAYERSOHN: Ms. Fertig, you seconded that
16 motion, correct, Ms. Fertig? You can nod your
17 head.

18 MS. FERTIG: Yes.

19 MR. MAYERSOHN: All right.

20 MS. FERTIG: I can nod my head.

21 MR. MAYERSOHN: You can.

22 All right. So seeing that it seems to be that
23 Ms. -- again, Ms. Shaw made a motion. Ms. Fertig
24 seconded it. Let's take a vote.

25 All those in favor signify by saying "aye."

1 MS. POU: I have a question. Can you hear me?

2 MR. MAYERSOHN: Yes.

3 MS. POU: This is Connie Pou.

4 MR. MAYERSOHN: Yes.

5 MS. POU: Okay. So let me -- let me
6 understand this. Are we saying that we are going
7 to be separating the report from the auditor, which
8 is going to address all the technical issues of
9 compliance, from the idea of getting onboard
10 experts that will be able to interpret this data?

11 MR. MAYERSOHN: I -- I believe that we are
12 looking for an outside firm that will do both, as
13 opposed to putting the burden on the auditor; and,
14 again, this would be up to the -- to the, you know,
15 Board, but the way that I'm hearing it is that that
16 can be accomplished by one group, as opposed to
17 having two groups work simultaneously, one
18 providing data, one interpreting data, because I'm
19 sure that there will be additional questions that
20 the outside group may need to ask or investigate,
21 versus the internal auditor meeting up with what
22 standards and compliance need to be met.

23 MS. SHAW: Absolutely, leave them to do the
24 work of the internal auditor.

25 MR. MAYERSOHN: Right. So we are relieving

1 the internal auditor of doing the work and having
2 the outside agency do it, which will give the
3 internal auditor more ability to do other things.

4 MS. POU: Okay.

5 MR. JABOUIN: If I may, it sounds like this
6 would be a separate project outside of this project
7 that we would seek to engage somebody to do.

8 What happens is, we are far along into the
9 fieldwork. You can have different fiscal years.
10 So you are going to have another firm come in --
11 they really can't jump.

12 But, also, my concern is my time is running
13 out, and we have another audit report to do.

14 But if the motion, and I would need it to be
15 restated, is that there be a separate evaluation of
16 this after we are done, then that is something that
17 it seems like it is reasonable to pursue.

18 MS. SHAW: Yes, this is Phyllis Shaw.

19 MR. MAYERSOHN: Ms. Shaw, it's your motion.

20 MS. SHAW: Yes.

21 MR. JABOUIN: Ms. Shaw, without putting words
22 in your mouth, could the motion be calling for a
23 separate evaluation of discipline data with respect
24 to equity by an outside firm after the discipline
25 audit work is done; is that reasonable?

1 MS. SHAW: Yes, yes, that is reasonable. I'll
2 accept that. I'll accept it.

3 MR. MAYERSOHN: Okay. Ms. Fertig, do you
4 second that?

5 MS. FERTIG: I do. Thank you.

6 MR. MAYERSOHN: Okay. All right.
7 Dr. Lynch-Walsh, you had a question on project
8 five, which I -- says you want to know if it's part
9 of the motion?

10 DR. LYNCH-WALSH: Yeah, I'm just making sure
11 that the motion -- the motion is limited to project
12 five?

13 MR. JABOUIN: Just to provide a clarification,
14 project five, the discipline technology
15 application, is not -- even though, it's a -- it's
16 an audit of the behavioral -- it's a technical
17 audit as it pertains to general computer controls.
18 So it just happens to be a discipline program.

19 So I don't think that the -- that would be
20 inclusive of ...

21 MR. MAYERSOHN: Okay. Does that suffice?
22 Does that answer your question?

23 DR. LYNCH-WALSH: No, not really.

24 I am just trying to make sure that I
25 understand what the motion is limited to on this

1 case.

2 MS. SHAW: The motion is limited to, yes, the
3 discipline matrix (inaudible) --

4 (Simultaneous speakers.)

5 DR. LYNCH-WALSH: Thank you -- thank you,
6 Phyllis.

7 MR. MAYERSOHN: Okay.

8 DR. LYNCH-WALSH: Now I'm good.

9 MR. MAYERSOHN: All right. Now you are good.
10 So all those in favor of the motion, signify
11 by saying "aye."

12 ALL PRESENT: Aye.

13 MR. MAYERSOHN: Opposed?

14 Seeing none.

15 All right. The motion passes unanimously.

16 All right. We can move on to the next.

17 MR. JABOUIN: I have concern that I actually
18 don't have time to go through the items that I
19 would have like to in the detail that I would like
20 to be able to provide the background.

21 Maybe, Mr. Mayersohn, it would be best to take
22 questions throughout the document, because we just
23 have --

24 MR. MAYERSOHN: Okay.

25 MR. JABOUIN: -- the roof inspection work, and

1 one of the key members of the roof inspection
2 response team needs to leave at -- at a certain
3 time.

4 MR. MAYERSOHN: Okay. So let's go through,
5 then, any specific items.

6 Dr. Lynch-Walsh, you had a question on
7 page 24?

8 DR. LYNCH-WALSH: Yes.

9 Project number six, point of clarification, we
10 passed a motion which essentially was anything that
11 Tony Hunter touched, we wanted audited, and it
12 started with the Lenovos. I'm unclear whether
13 number six addresses Lenovos, because I don't
14 actually see the word here, and can that word be
15 added, as that's part of this, or -- I am looking
16 for clarification. That's the first question.

17 Then the second question -- I guess my second
18 question depends on the answer to this one.

19 MR. JABOUIN: What was discussed was, I went
20 through a list of projects that I compiled
21 regarding the ones that involved Tony Hunter, and
22 the decision was that we look at the largest one,
23 which is this particular bid number. This bid
24 covers a variety of different computers,
25 technological purchases. We are looking at the

1 entire purchase. If it happens to include a
2 certain brand, then it does; but we are looking at
3 all of the purchases that are involved with that
4 particular bid.

5 DR. LYNCH-WALSH: Okay. Mr. Mayersohn?

6 MR. MAYERSOHN: Yes.

7 DR. LYNCH-WALSH: Okay. So I can't even get
8 to my second question, because we're still working
9 on the first question.

10 It sounds like, in a roundabout way, the
11 answer is yes, this includes Lenovos. So since
12 we passed a motion, after discussion about Lenovos,
13 it would seem prudent to identify the full name of
14 this bid and provide us with the backup for this
15 bid so we know what's being audited. If we are
16 going to put the bid number, I'm not sure if there
17 is something -- everyone is hesitant to put the
18 word "Lenovo" in there, but that would clarify it
19 for the group.

20 And then I'm a little concerned that -- about
21 the auditor it is being assigned to, considering
22 that this audit firm did not have as its finding
23 the thing that -- the most basic thing, which was
24 the Recordex purchase that was used to circumvent
25 the rule about not splitting purchases to avoid --

1 I think it's 500,000, and then they had to go back
2 and add that in.

3 So I'm a little concerned that we would, A,
4 not put -- be specific about what this -- what
5 number six is about; and, B, that it would be
6 assigned to the same firm -- I'm all about
7 redemption, but I'm a little concerned that it
8 would be given to the same firm that didn't include
9 the most obvious -- what should have been the most
10 obvious finding related to the Recordex audit.

11 MR. MAYERSOHN: Mr. Jabouin?

12 MR. JABOUIN: I think Dr. Lynch-Walsh needs to
13 refer to the audit committee minutes on page four
14 on the specific motion.

15 Also, it is important to look at the entire
16 bid, and not limit ourselves to the exact wording.
17 There certainly are inaccuracies, of which she said
18 that we need to go ahead and make sure that that's
19 correct; but at the end of the day, if you look at
20 the bid, then we cover all of the purchases, not
21 just the particular Lenovo brand. It's better,
22 from a strategic standpoint, to go with that
23 approach.

24 MR. MAYERSOHN: Dr. Walsh, does that answer
25 your question?

1 DR. LYNCH-WALSH: Not really, but I'm
2 requesting the bid be provided to the audit
3 committee so that we have transparency on what is
4 about to be audited; and, no, we are not --
5 apparently, we are not going to answer why we are
6 giving it to HCT.

7 MR. JABOUIN: I recommend that the committee
8 go against that suggestion. We will look at the --
9 at the bid during the process; and during the audit
10 testing, we will go ahead and make the audit
11 decisions on that end.

12 HCT, during their report, they did identify --
13 they had a different position than I did. I had an
14 additional comment, an additional finding than they
15 did. I still think that they are the best firm to
16 go ahead and -- and do this work. Identifying
17 another firm, at this particular point, will delay
18 the work.

19 DR. LYNCH-WALSH: Mr. Mayersohn?

20 UNIDENTIFIED SPEAKER: Mr. Mayersohn?

21 MR. MAYERSOHN: Let's -- Ms. Walsh --
22 Dr. Walsh still has the floor.

23 Go ahead.

24 DR. LYNCH-WALSH: Okay. I'll leave the HCT.
25 The Board can also weigh in on HCT.

1 Just for point of clarification, did
2 Mr. Jabouin just say that he would not provide the
3 audit committee with the bid document?

4 MR. JABOUIN: Yes.

5 DR. LYNCH-WALSH: Now, you do realize that it
6 would be a public record and --

7 MR. JABOUIN: I recommended to the committee
8 that they do not, but if the committee asks as a
9 whole, because we do not take instructions from an
10 individual member, then we will go ahead and do
11 that, and that's fine for the public record.

12 DR. LYNCH-WALSH: Oh, you are saying we need
13 to pass a motion to get the bid documents provided
14 to us; otherwise, you are not going to. Got it.
15 Okay. (Inaudible.)

16 (Simultaneous speakers.)

17 MR. JABOUIN: (Inaudible) nothing further.

18 MR. MAYERSOHN: Okay.

19 UNIDENTIFIED SPEAKER: I have a question.

20 MR. MAYERSOHN: Who is that?

21 MS. SHAW: Phyllis --

22 MS. DISCH: Hagen Disch.

23 MS. FERTIG: And then Mary Fertig.

24 MR. MAYERSOHN: Okay. So Ms. Disch and then
25 Ms. Fertig, go ahead.

1 MS. DISCH: I have two questions.

2 On page 26, we have the roof inspection
3 process and then a followup. Is that going to be
4 an audit or an analysis?

5 MR. JABOUIN: I anticipate, Ms. Disch, that
6 there will be action plans that are going to take
7 months to do on the roof inspection, and I think
8 that it's worthy to have a followup. I think it is
9 fundamental that we have a followup, a formal
10 followup on that end; but I don't think there is --
11 some of the action plans are going to be disclosed
12 timely that they need to put that, but it will have
13 recommendations.

14 MS. DISCH: So is it going to be an audit
15 or --

16 MR. JABOUIN: It can still be an analysis, as
17 well.

18 MS. DISCH: What is the difference? Because
19 it's listed as an audit in your plan.

20 MR. JABOUIN: I mean, I think we can call it
21 an analysis on the plan, but that's totally
22 appropriate, as well.

23 MS. DISCH: And then my next question was, at
24 my first meeting as a member of the audit
25 committee, we had a big ESE presentation on the

1 Evergreen report, and I don't see any update on
2 your audit plan regarding that, and we had asked to
3 have another thorough meeting with all those
4 members back in attendance.

5 MR. JABOUIN: So the ESE work was not one that
6 was done by my office a few years ago, so we do
7 intend on meeting with the department that did the
8 presentation for an update, but they -- they would
9 do that, provide an update from that particular
10 meeting, but it's not something that's my product;
11 it's them providing an update to what they
12 previously provided the committee.

13 MS. DISCH: Is that going to be on the
14 calendar for any of the 2020 meetings?

15 MR. JABOUIN: It is, because you requested.

16 Now, it was originally being discussed for
17 May, and now we'll have to find the appropriate
18 time for it.

19 MS. DISCH: Okay.

20 MR. MAYERSOHN: I think -- I think, to
21 Ms. Disch's point, and I'm going to just chime in
22 here, because I think I made the motion to do that,
23 I think if there is somewhere in the audit plan
24 denoting that in another, call it, matrix or
25 whatever it may be to denote things that are --

1 bring -- that are -- that are brought back to the
2 committee, but not necessarily the workings of the
3 auditor, so that at least we have it memorialized
4 so that we can know and that it will be coming.

5 Does that make sense to you, Mr. Jabouin?

6 MR. JABOUIN: Mr. Mayersohn, slightly.

7 You may recall, before the pandemic, I used to
8 provide a normal chief auditor report --

9 MR. MAYERSOHN: Right.

10 MR. JABOUIN: -- and I haven't been able to do
11 that, due to timing; and there I used to capture a
12 variety of different points the committee requested
13 and how they stood. If I can -- if I can go ahead
14 and resurface that, then I think that might be the
15 best (inaudible) --

16 (Multiple voices and audio disruptions.)

17 MR. MAYERSOHN: Somebody has got their --

18 MR. JABOUIN: -- (inaudible) my team is going
19 to be doing, this would be done by Mr. Gohl's team.

20 And I think, Mr. Gohl, are you still on, as
21 far as whether or not you can commit to doing that
22 for the committee?

23 MR. GOHL: I am, and just let me know when.

24 Obviously, the opening of school is our immediate
25 time; but we will certainly come at the committee's

1 request to provide an update on the status of
2 exceptional student learning supports and how the
3 Evergreen report, while closed, continues to inform
4 our work.

5 MR. JABOUIN: I think, Mr. Mayersohn, that I
6 can capture that in the normal chief auditor's
7 report that I used to compile.

8 MR. MAYERSOHN: Right, and I think to
9 Mr. Gohl's comment that he made at the time where
10 he said they are going to come back, because that's
11 kind of a fluid document, there may be some
12 information about, obviously, eLearning and the
13 process and how is that working and structure,
14 because I know a lot of ESE parents are concerned
15 about that, so -- I already saw the thumbs-up, so I
16 am okay.

17 MR. GOHL: You are correct, sir; and
18 congratulations on your election to both you and
19 the vice chair.

20 MR. MAYERSOHN: Thank you.

21 Are there any additional comments from the
22 audit committee on this report?

23 MS. FERTIG: Yes, this is Mary Fertig.

24 MR. MAYERSOHN: Mary Fertig, you are on.

25 MS. FERTIG: Okay. On the subject of

1 technology audit, I -- it's my understanding, and I
2 was just sitting here. Fortunately, we are -- in
3 the format we are using, I am able to be
4 researching on another device, so I believe that is
5 the major audit -- major technology purchase made
6 in 2016, and I just want to make sure that that
7 audit captures the pricing and all the things you
8 can and also how those devices have performed,
9 because those were -- there were a lot of upfront
10 questions on whether that was the best device, and
11 I've heard there have been a lot of comments since
12 that it may not have been -- it may not necessarily
13 have been the best. I am not weighing in one way
14 or the other. I am just saying I would like to
15 know -- I am not stating this well, Joris, but do
16 you know what I am trying to say?

17 MR. JABOUIN: I do. In fact --

18 MS. FERTIG: And also what the outcome of that
19 purchase has been, as far as the usefulness of the
20 technology.

21 MR. JABOUIN: Yes, Ms. -- Ms. Fertig, can you
22 hear me?

23 MS. FERTIG: Yes.

24 MR. JABOUIN: Okay. I did have a meeting
25 with -- with HCT yesterday, and I did express that

1 there needs to be a quality component --

2 MS. FERTIG: Thank you.

3 MR. JABOUIN: -- to the product, as well; and,
4 hopefully -- I mentioned to them that it's not just
5 whether or not they need be to be fixed and
6 repaired, you know, what is the warranty situation
7 with that. So I think the essence of what you are
8 talking about I communicated to them yesterday.

9 MS. FERTIG: Okay. All right. Thank you.

10 And I -- I had a question on the P cards when
11 were you discussing them. Are you moving ahead
12 with that audit?

13 I feel that's a really important one to move
14 ahead with. I understand where vending machines
15 right now might not be getting the use that they
16 would have a year ago, but I feel like P cards
17 maybe are more so, so I just wanted to know what
18 you are doing with that audit.

19 MR. JABOUIN: Well, it's on the plan; and,
20 unfortunately, I am going to need to hire the
21 facilities audit manager and have them work on
22 that.

23 If you look at my org chart, on the bottom of
24 the page, it's not -- I mean, obviously, it's
25 important, you know. We did this. We know the

1 risk. We know the issues. We'll try to get
2 them -- like, I have it slotted for the fourth
3 quarter. It's really just based on how I
4 anticipate that the workload will go, but I concur
5 with you, Ms. Fertig.

6 MS. FERTIG: Thank you.

7 Thank you, Mr. Mayersohn.

8 MR. MAYERSOHN: You are welcome.

9 Are there any other questions, any other
10 committees members --

11 MULTIPLE UNIDENTIFIED SPEAKERS: Yes.

12 MR. MAYERSOHN: Okay. Who is that?

13 MR. DE MEO: Anthony De Meo.

14 MR. MAYERSOHN: Mr. Robert De Meo, or changed
15 his name to "Anthony."

16 MR. DE MEO: Anthony. Robert is my cousin.
17 He is in Chicago.

18 Accounting and internal auditing are very
19 occupied with historical data; but internal
20 controls, some of them have the nature of
21 preventative and detective, so they prevent and
22 they detect errors, and they safeguard the
23 District's assets and critical information, and
24 they insure that the financial statements are free
25 from material misstatement.

1 Okay. So on page 28, there are special
2 assignments; and on page 35, there are two future
3 initiatives entitled IT "General" and "Application"
4 controls. I think these -- this area is critical,
5 and I would like to see it moved up with the IT
6 security, which I'm very pleased to see; and I
7 think they are items 28 and ...

8 So, IT controls are important. They make sure
9 that only those that are authorized have access to
10 certain levels of data. They make sure that the
11 applications, the actual programs, are run
12 properly; and I -- I would urge our chief auditor,
13 Mr. Jabouin, if you could move them up as soon as
14 possible, because while we rightfully are occupied
15 with transactions that have occurred four and three
16 and five and six years ago, I am more concerned --
17 or equally concerned about all of that data being
18 protected that's on our various systems and the
19 access to it, as well as the security from cyber
20 threats. And I -- and I think we need to balance
21 the audit program with consideration of both those
22 two areas, IT general controls, IT application
23 controls.

24 MR. JABOUIN: Mr. De Meo, I -- I agree totally
25 with what you are saying. I'm glad that we were

1 able to put IT into the project. It's not an area
2 that we have covered for like at least ten years.

3 I would like to ask to you consider waiting
4 until you see the results of our IT work, and I can
5 see us leaning on you and your background with
6 that. And I totally agree that it's important.
7 One of my open positions is the supporting person
8 to Jennifer Harpalani under our org chart, and
9 given our -- our hiring freeze, we'll hire the
10 facility audit manager, but we can, and should,
11 observe the hiring freeze. The District is facing
12 a lot of financial issues.

13 So I understand your point, and I will try my
14 best to do that; and I would like to chat with you,
15 particularly after the IT audits are done, to get
16 your thoughts.

17 But, yes, I totally agree. There is so much
18 exposure in the information technology area, and
19 I'm glad it's part of our plan now, if that helps a
20 little bit, Mr. De Meo.

21 MR. DE MEO: Well, I think you can also get
22 some assistance from an outside firm. They have
23 lots of -- RSM and others have lots of capability
24 in those areas and --

25 MR. JABOUIN: Yeah.

1 MR. DE MEO: -- as -- I don't speak for all
2 the audit committee members; but as a member of the
3 audit committee, if something happened in those
4 areas and we had not given them much attention in
5 ten years, you know, I -- I think it might not
6 reflect well on us.

7 MR. MAYERSOHN: Okay. Are there any other
8 questions on the audit plan?

9 MS. SHAW: Phyllis Shaw.

10 MR. MAYERSOHN: Phyllis Shaw.

11 I just -- before you go, Phyllis --

12 MS. SHAW: Yes.

13 MR. MAYERSOHN: -- I just want to remind
14 everybody that it is now 1:17, and we still have
15 the roofing process and analysts -- analysis, I
16 mean. I think that's going to take a while, so
17 let's judge ourselves accordingly.

18 Go ahead, Ms. Shaw.

19 MS. SHAW: Thank you.

20 So Ms. Fertig covered at least two of the
21 three items I wanted to look at. So the P cards
22 she covered, thank you, and also the technology
23 audit.

24 I wouldn't dare tell you who to hire to do the
25 audit, but knowing that we are going to be looking

1 at the audit report, I am -- I am happy that you
2 are looking at the entire audit process, the entire
3 requisition, not just the portion that applies to
4 the -- this portion of it, but the entire thing,
5 because I think that once you look at the entire
6 package, I think we will know -- we'll know that --
7 whether the process was a good process or is there
8 anything missing. So I'm happy about that.

9 On the roof audit, you said that there could
10 be an audit, on the roof review, there could be an
11 audit. I would like to see an audit; and if I need
12 to make a motion that we include an audit for the
13 roof, then I would like to do so right now. I
14 don't want it to be a process or an inspection. I
15 would like it to be a roof audit, an actual roof
16 audit.

17 MR. JABOUIN: Okay. If I may add, Ms. Shaw,
18 it probably is better to look at the process,
19 because that provides an opportunity to kind of
20 look at it from beginning to end. That's probably
21 a better scope now; and then later you get to that,
22 probably in phase four or something like that.

23 MS. SHAW: Okay. That's fine, but just know
24 that it probably will come back once we get the
25 result of the --

1 MR. JABOUIN: Sure.

2 MS. SHAW: -- of the process.

3 Thank you.

4 MR. MAYERSOHN: All right. Anybody else have
5 any further questions on the office of the chief
6 auditor proposed 2020-2021 --

7 MR. GAUCI: Yes.

8 MR. MAYERSOHN: Mr. Gauci?

9 MR. GAUCI: Yes, this is just an
10 administrative question.

11 You mentioned in earlier meetings, and you
12 also mentioned when you started to talk about this
13 report, that there are certain required audits and
14 reviews. You mentioned, as an example, the
15 internal funds earlier. Can we note somewhere on
16 the report which audits or reviews are required or
17 mandated versus which ones are not? As that would
18 be important for me to see.

19 MR. JABOUIN: Yeah, actually, it's kind of
20 interesting. The required ones are going to be at
21 the beginning. So the schools internal funds and
22 the property and inventory, those are required, and
23 they cover all the schools.

24 Then there is some work that we don't report
25 on that is required, like where it deals with the

1 auditor general. There is no latitude to not do
2 any of that, so those aren't as easily identified.

3 But the interesting thing is, as you look at
4 our audit world, much of our time is spent on the
5 internal funds and property and inventory. That's
6 where most of our resources are, and then some of
7 the "other work" that's here. Whereas the
8 opportunity to -- you know what, let me just go to
9 my org chart way at the end.

10 So, I'm sorry this is small; I am going to
11 make this a little bit bigger, and I realize I'm
12 taking time. I'll talk very fast.

13 Ultimately, Mr. Gauci, these people here are
14 the property and inventory. They are all doing
15 required work. These people here on the internal
16 funds, they are all doing required work. So what
17 you have left are these -- well, these, the charter
18 schools, are doing required work.

19 So you are really left with the maintenance
20 and the information technology and operational
21 audit, as far as where we have latitude to use risk
22 to determine where to go --

23 MR. GAUCI: Yeah.

24 MR. JABOUIN: -- if that helps answer it a
25 little bit.

1 MR. GAUCI: No, it certainly does; and I am
2 just saying it would be very helpful if the report
3 notes it somewhere, that we know -- or whoever the
4 audit committee members are now and in the future,
5 that they see these: All right, these are the
6 required audits versus the ones with latitude.

7 MR. JABOUIN: Thank you. I will do so.

8 MR. MAYERSOHN: Okay.

9 MS. FERTIG: Mr. Mayersohn?

10 MR. MAYERSOHN: Yes.

11 MS. FERTIG: Do you -- do you need a motion?

12 MR. MAYERSOHN: Yes, to submit, yes; to accept
13 the plan, yes.

14 MS. FERTIG: And that was what my motion was,
15 Mary Fertig.

16 MS. SHAW: Phyllis Shaw, second.

17 MR. MAYERSOHN: To accept the plan, Mary
18 Fertig. Phyllis Shaw second.

19 All those in favor, signify by saying "aye."

20 ALL PRESENT: Aye.

21 MS. FERTIG: That was to submit the plan with
22 the changes, yes.

23 MR. MAYERSOHN: Anybody -- with the -- with
24 the recommended changes, correct.

25 Anybody have any nays?

1 Seeing none, the plan passes unanimously.