

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2019-2020**

NORA RUPERT
DISTRICT 7

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2019-2020 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.				1
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: See Attached			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

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Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		3		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: See Attached			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

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Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.				1
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: See Attached			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

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Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.				1
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: See Attached			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

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COMMENTS:

Overall Performance Evaluation Rating:

Circle One: **Highly Effective**
(3.400-4.000)

Effective
(2.450-3.399)

Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)

Nora Rupert

Board Member Signature

Date

9-29-20

Robert Runcie

Superintendent Signature

Date

9/30/2020

The assertions represented in this evaluation are not reflective of my performance. Moreover, they are inconsistent with the progress that has been made by the hard work of our students, teachers, staff and administrators. I will continue to serve this community to the best of my ability and stay focused on our core mission of educating all students to reach their highest potential and succeed in tomorrow's world.

Robert Runcie
9/30/2020

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2019-2020

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2019-2020 Superintendent's Annual Evaluation*.

		Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point	
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				1	0.40
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness		3			0.75
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				1	0.20
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				1	0.15
Overall Performance:						1.50

Board Member Signature: Robert Runcie

Goal 1: Leadership/Management

Mr. Runcie's continuous pattern of making quick plans to address issues, without the forethought of a detailed implementation plan and timeline; not to mention without School Board discussion nor approval, creates chaos and erodes the public trust and confidence for our district.

The pandemic hit us like a hurricane and a timely decision was made to close. Mr. Runcie and his staff did a great job coordinating how our students and families would receive Meals on the Go while we were closed. Additionally, Mr. Runcie told the BCSB Members that the closing will afford our Facility/Construction/PPO the ability to FastTrack projects like roofing, HVAC, and interior air quality without the students being exposed to construction dust, etc. Unfortunately, by the end of August, only 13 HVAC systems were completed, 84 in construction, and 119 not in construction at all. There is a total of 216 HVAC projects.

Covid 19 spreads by aerosol forcing tiny droplets to travel more than 6 feet. Dispersing the droplets with a HEPA filter and good air flow in the classroom, would give everyone a better chance to not be infected. Unfortunately, looking at the numbers is exceedingly concerning. Mr. Runcie failed our students, employees, volunteers and community members by not having the SMART Bond implemented successfully on time and within budget. Especially, talking with other Florida school districts, that at the same time all their classrooms filters were upgraded, and HVAC projects were finished. Weeks before opening the media could tour the campus and see new 6-foot decals on floors, all classrooms had sanitizer dispensers. Pictures in newspapers helped educate the public and employees about how safety measures were completed before opening day. Miami-Dade and Palm Beach districts both held these media days. BCSB did not, and this further perpetuated the fears of our employees, students, families and stakeholders.

Some of the key leadership/management indicators that are well below par are: improving public trust and confidence in the institution and strengthen the focus on student achievement, accurately evaluating senior staff performance to include ongoing commendations and where appropriate, disciplinary measures, delegating appropriate authority to staff and monitoring their follow through, responding timely and appropriately when faced with unforeseen events and keeping Board Members informed of issues, needs, and operation of the school system in a timely manner.

**Staff Follow Up: September 22, 2020
Special School Board Meeting
W-092220-01 (NR)**



Educating Today's Students to
Succeed In Tomorrow's World

Topic: SMART HVAC Systems

Staff Follow Up: Staff to provide a complete listing relative to the SMART replacement of HVAC systems for each of the following: (a) number of schools that have been finished; (b) number of schools that are currently receiving replacement/repair of HVAC system; and (c) number of schools where HVAC projects have yet to begin.

Response: Here are the stats on HVAC projects as per August 31, 2020 data:

a. HVAC complete	13
b. HVAC in construction	84
c. HVAC not yet in construction	<u>119</u>
Total Projects with HVAC	216

W-092220-01 (NR)

SUNSHINE LAW & PUBLIC RECORDS CAUTION: Under Florida law, e-mail addresses, and all communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. The School Board of Broward County, Florida, expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

Sent from my iPhone

On Jul 22, 2020, at 4:43 PM, Kevin M. Oconnor <kevin.oconnor@browardschools.com> wrote:

To BCPS School Board Members,

I will be retiring effective August 11.

Thanks for all that you have done to support me and colleagues in the Equity and Diversity Department, formerly known as Diversity, Prevention and Intervention.

Thanks for your support in the work we have been doing with the Family Life and Human Sexuality Curriculum, LGBTQ advocacy, Sexual Health Education and Services that include the HIV and STI screenings we have offered in some of the high schools for the past three school years.

Ideally with your support this work will continue. Our team will now be down to 2 people, Sebrina James and Kezia Gilyard. Dominic Grasso resigned last August and his position was regrettably never filled. I hope that both Dominic's and my positions will be filled. There are a number of people in the district who would be very capable in doing the work. This is all up to Mr. Watkins and I hope that he provides the leadership to find personnel to continue the work that has served the district.

I follow you all via the televised board meetings, Scott Travis' tweets and the announcements about the work you are doing. Best to you in these extraordinary and challenging back to school times.

From marching in Pride parades to events at Rosie's to presentations at board meetings to 'Hear Our Cry' and meeting with you either individually or in groups, I am grateful for our collaboration and the opportunity I have had to work in ED/DPI/BCPS.

My best to all of you...

Sincerely,

Kevin O'Connor

Dr. Kevin O'Connor

Pronouns: He, Him, His

Instructional Facilitator: Family Life and Human Sexuality and HIV/AIDS

Education/Prevention

Department of Equity and Diversity

Lauderdale Manors

1400 NW 14th Ct

Fort Lauderdale, FL 33311

Office: 754-321-1674

Visit us at www.browardprevention.org

Follow us on Twitter @ DiversityBCPS

Like us on Facebook Diversity, Prevention & Intervention

Under Florida law, email addresses are public records. Your email address and the contents of any email sent to the sender of this communication will be released in response to any request for public records, except as excluded by F.S. 119.071, 1002.22(3)(d) [student records], or any other law of the State of Florida. If you do not want your email address to be released as part of any public records request, do not send email to this address, rather contact this office by phone or in writing. The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9:Anti-Bullying for additional information.

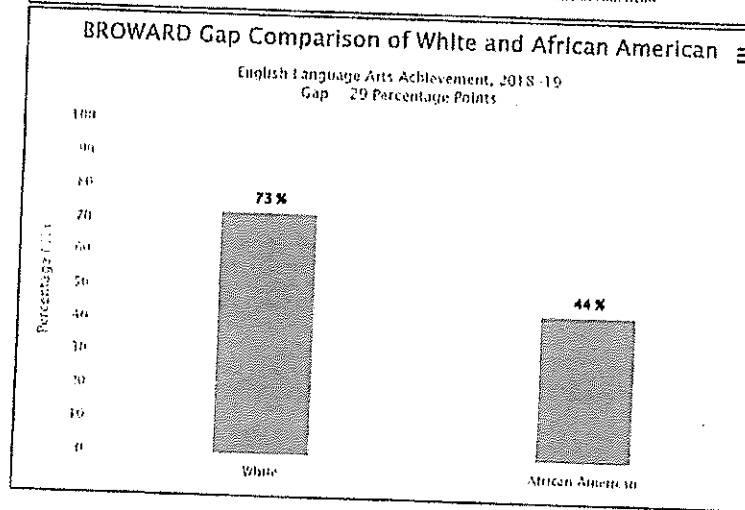
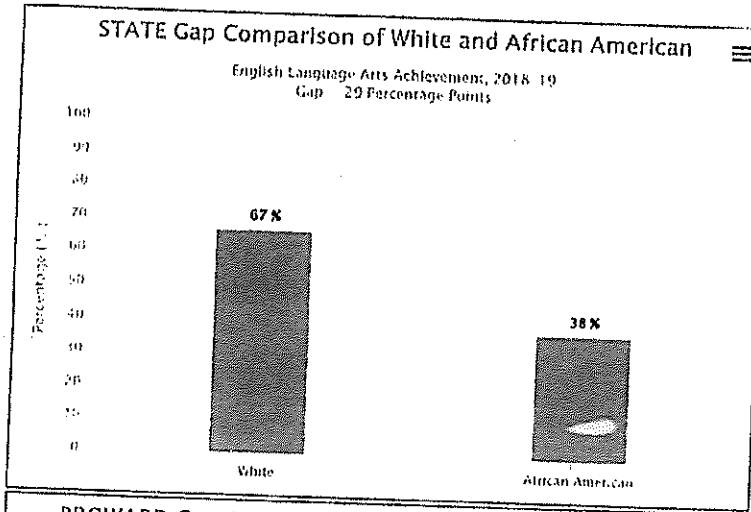
Goal 2: High Quality Instruction

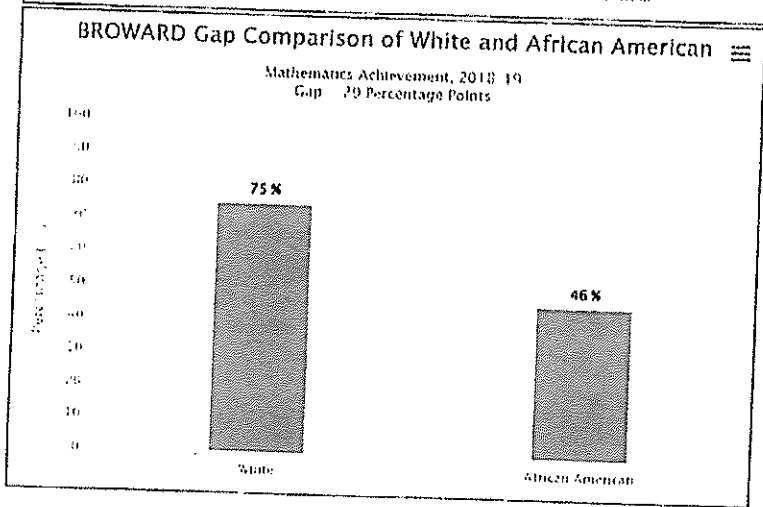
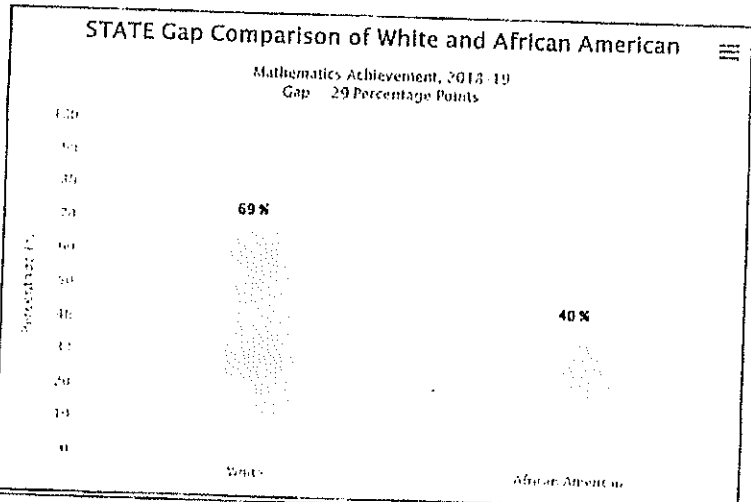
The amazing heart and soul of this district is our employees, both instructional and non-instructional. These employees work tirelessly to help our students reach their potential. During months of confinement they were working from home, delivering grab-and-go meals, learning new media techniques and standing tall in their departments getting the work of the district done. Thank you to everyone who I know has worked so hard. We cannot do it without all of you.

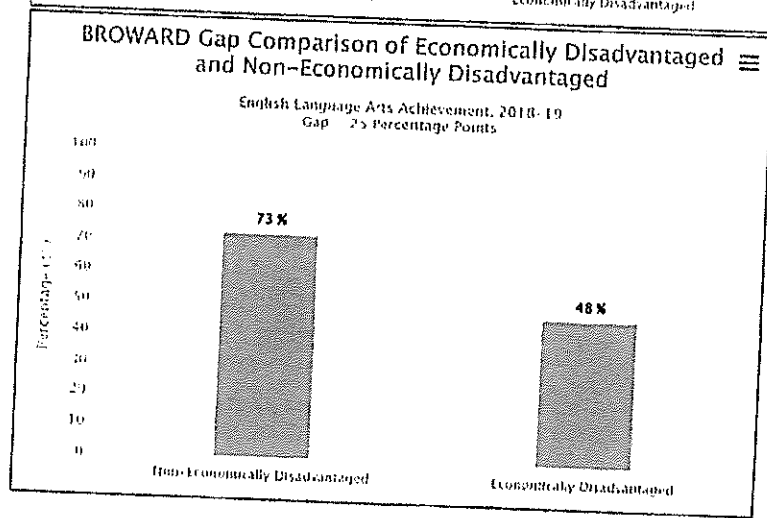
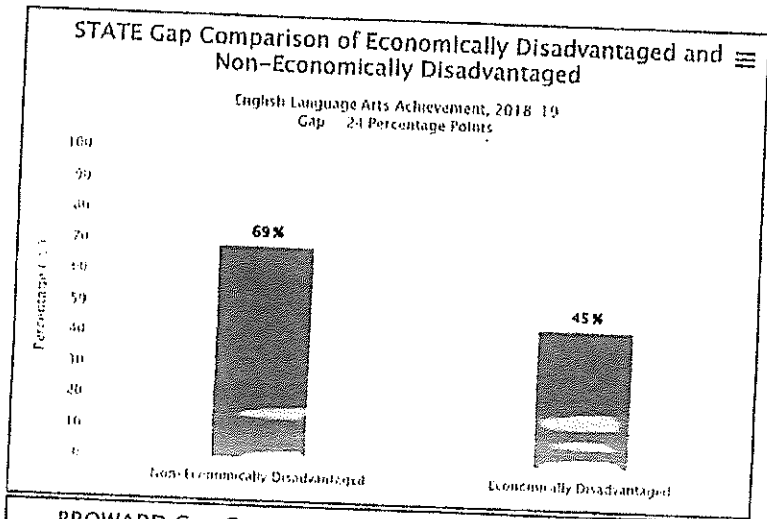
Since a 52% Achievement Level in 2014-15, Broward has increased its students passing with a level 3-5 to 60% in 2018-19. Additionally, the percentage of elementary students who scored at level one decreased from 24% to 18%. Fifty percent (70 out of 141) of Broward's traditional elementary schools showed increases in the percentage of third grade students scoring at or above grade level satisfactory performance on FSA-ELA. Our teachers and staff are doing a terrific job working with our students, and it shows. However, we need to always benchmark and analyze our academic progress by subgroups as well, so that ALL of our students show academic improvement and learning gains.

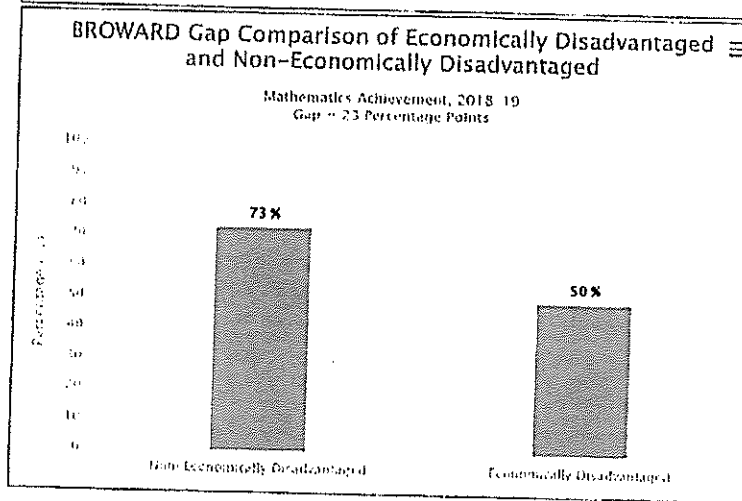
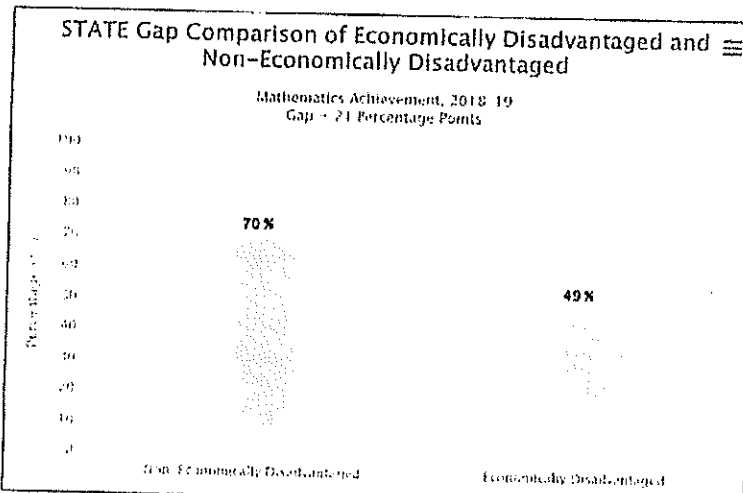
FDOE instructed all Districts that they should match or exceed State Board goals for increasing FSA-ELA achievement by 6% Points, increasing the percentage of students making learning gains by 7% points, and reducing the achievement gap for identified subgroups on the FSA-ELA by at least one third by 2020, according to our 2018-2019 K-12 Comprehensive Research-Based Reading Plan. The good news for the first goal, to match or exceed State Board results for increasing achievement by 6% points, is that the district met that goal. The second goal of increasing percentage of students making learning gains by 7%; the district did not meet that goal, it only increased by 4% points, and in the last four years it has been stagnant at 57% or 58%. The third goal is to reduce our achievement gaps among our identified groups by a third by 2020. I am sad to say the district has not met the goals from 2015 through 2019, and will have to reduce those numbers dramatically to meet the 1/3 goal. Our subgroup achievement gaps are as follows: White/African American- 73% White, 44% African American with 29% Achievement Gap. Economically Disadvantaged and Non-Economically Disadvantaged, 48% Economically Disadvantaged with a 25% Achievement Gap. Non-ELLs (English Language Learners) 62%, ELLs 39% with a 23% Achievement Gap. Students with Disabilities 26% and Students without Disabilities 62%, with an Achievement Gap of 36% points. I will be attaching the graphs with the data from the DOE in chart form.

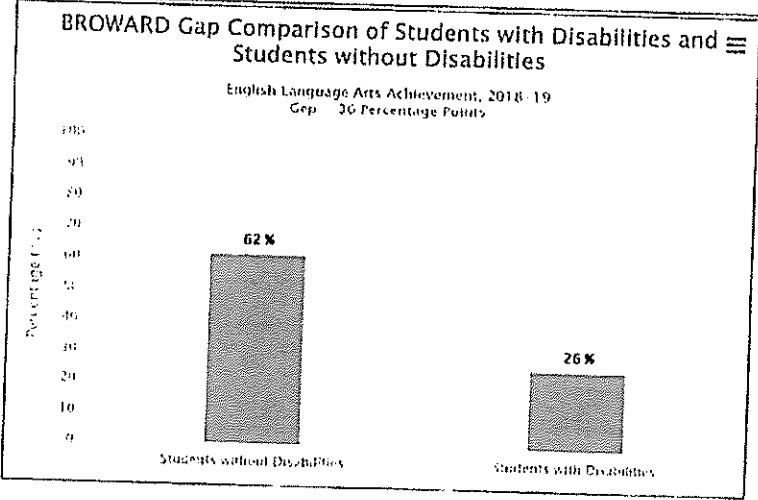
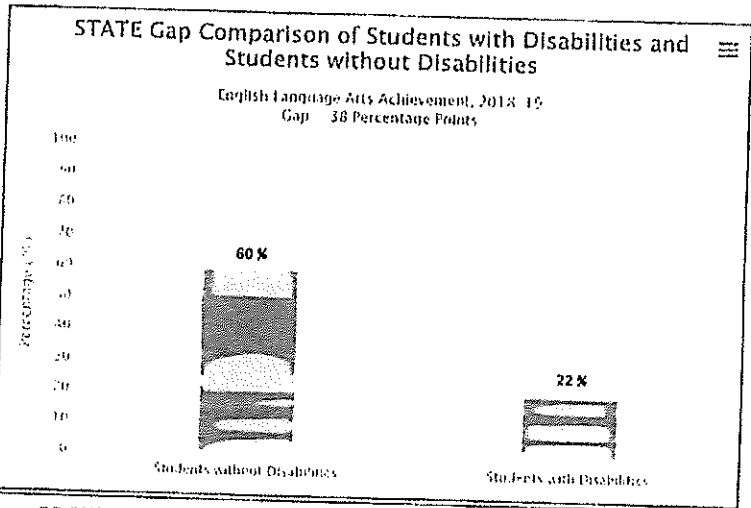
I encourage the Superintendent and Staff to collaborate with our unions, as well as meet & confer representatives of all employees to share with them this data, and promote the idea that All employees, from teachers to ESPs, bus drivers to computer analysts, administrators to security officers, and everyone can be a force for good with our students. Spending five minutes in a positive interaction with a child every day could make a positive difference in the life of that child.

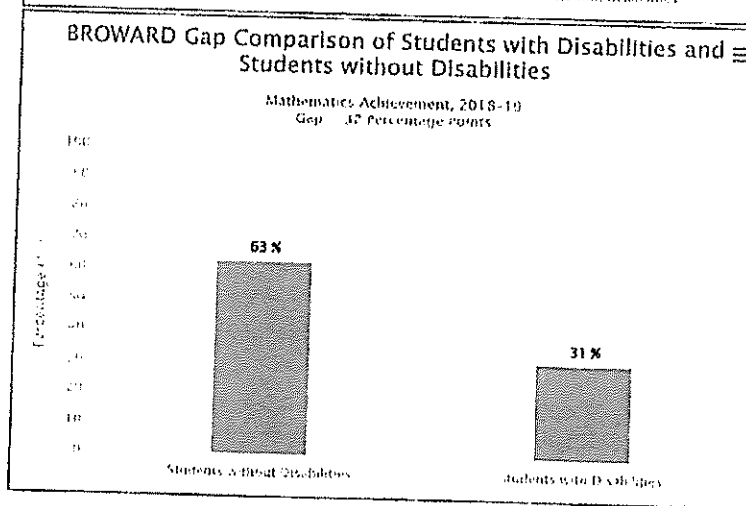
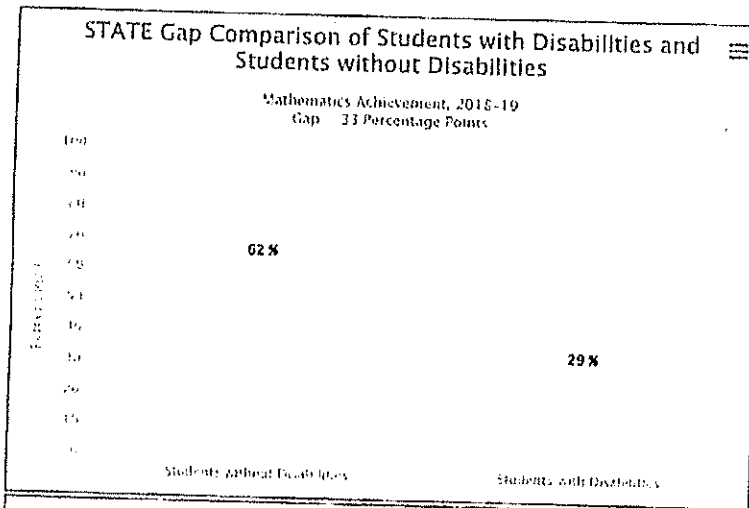


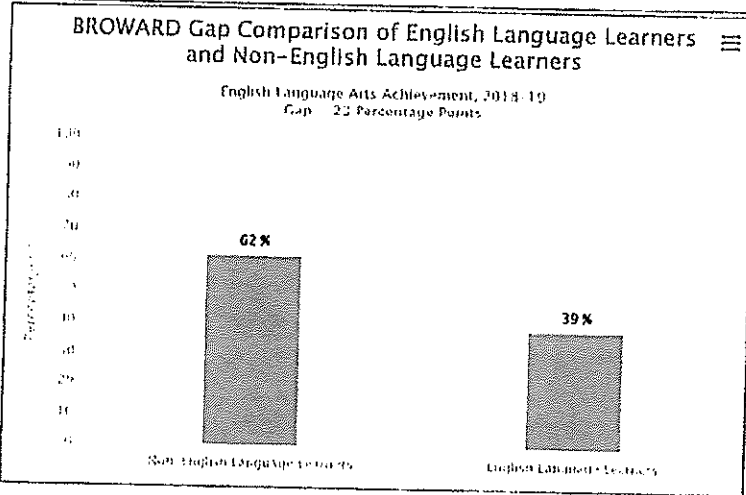
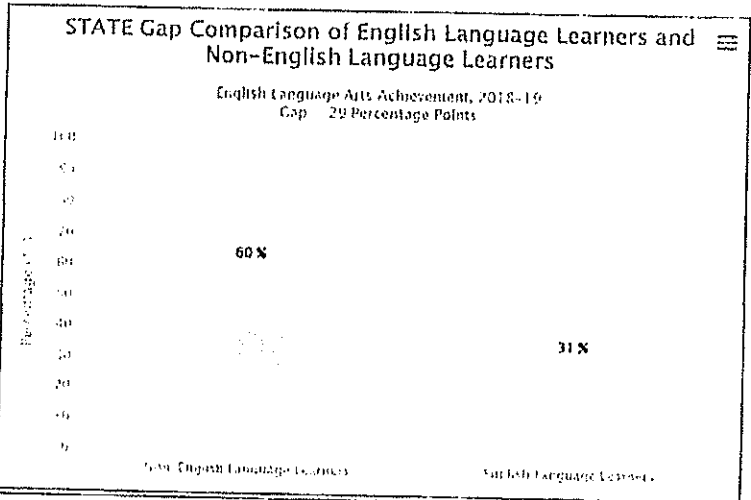


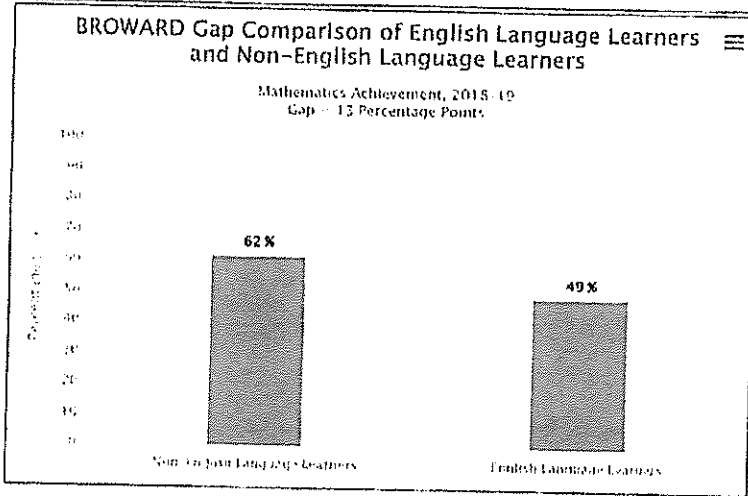
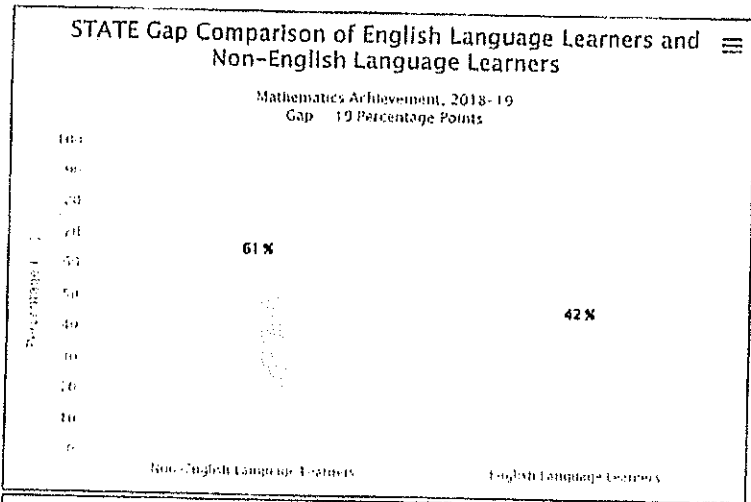












State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20
District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						24	21
White/African American	31	33	31	27	29		
White/Hispanic	13	12	15	11	13	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	28	27	27	27	27	22	19
Students with Disabilities/Students without Disabilities	36	34	36	31	35	28	24
English Language Learners/ Non-English Language Learners	27	34	28	31	26	28	18

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Reading allocation funds support the implementation of the new District's Strategic Plan that addresses High Quality Instruction within the Student Experience Campaign and related initiatives (Achievement and Equity, Life Readiness, Personalized Pathways, Social-Emotional Learning, Enrollment Study, and Customer Service) with the ultimate goal to decrease the number of level 1 and 2 students scoring below satisfactory levels on the FSA-ELA, increase students' FSA-ELA achievement levels, increase percentage of students making learning gains, and reduce the achievement gap for the identified sub groups by 2020. Funds are mostly allocated to support reading/literacy coaches' positions at select elementary, middle, and high schools based on the greatest reading need of student achievement data. Reading

2024 Strategic Plan Primary Metrics

The tables below detail the 2024 Strategic Plan Primary Metrics that are used for reporting on progress and outcomes of our three Strategic Goals. More detailed data definitions, plus additional Secondary Metrics intended to be tracked by the District, may be found in the separate 2024 Strategic Plan Metrics Appendix.

Details on Targets, status, and progress for specific Metrics will be provided on the Strategic Plan Dashboards and the Annual Outcomes Report published by the Office of Strategic Initiative Management. In some cases, data may not currently be available for some Metrics. Some Metrics may require data systems or processes to be developed. In those cases, the collection of data, establishing baselines, and setting of Targets will be performed in future years. Additional data will be reflected in the Dashboards as they become available.

High-Quality Instruction			
Definition	Level	Baseline*	2024 Target**
Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for English Language Arts	District Total	18 ¹	34
Every Student Succeeds: Percent of Schools Exceeding the 41% Federal Cut Score in All Subgroups for Every Student Succeeds Act (ESSA) criteria for Comprehensive or Targeted Support and Improvement	District Total	38	65
Percent of Students Who Attended District-Run PreK Programs Entering Ready for Kindergarten	Pre-Kindergarten	43	53
Percent of Students Reading on Grade Level at End of Year	Grade 1	60	92
	Grade 2	73	97
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in English Language Arts (ELA)	Grade 3	58	81
	Grade 10	54 ²	69
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in Mathematics	Elementary	62 ³	80
Percent of Students at Level 3 or Higher on the Algebra 1 End of Course (EOC) Exam	District Total	50 ⁴	64
Percent of Students Enrolled in Higher Education Opportunities Who Are Successful	High School	77 ⁵	86
Four-Year Graduation Rate	High School	88	93

* Baselines are as of the 2018-19 school year. Data are restricted to District-operated non-charter schools.

¹⁻⁵Baseline was updated during annual recalibration, due to additional historical data becoming available since initial plan development. The following are the original numbers from the initial plan development: ¹17, ²53, ³63, ⁴52, ⁵79.

** Targets are based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available, and a 95% confidence interval for Grades 1 and 2 Reading on Grade Level at End of Year, and Grade 3 students scoring at Level 1 on the ELA; a 90% confidence interval applied for all other metrics. Any updates to Targets during plan recalibration are attributed to new data availability after original plan development.

Goal 3 - Continuous Improvement

Continuous Improvement can only occur if you have stated goals, an implementation plan, and follow up at least yearly.

It seems to me that the district hitches a wagon to the new shiniest software, or topic du jour. This kind of pattern winds up pulling staff off other projects to champion this new one. What happened to "Seasons of Learning?" This type of management has our middle level professionals running around trying to please everyone. There needs to be a moratorium on software or new district-wide focus projects until the business of the district has met the strategic goals.

During this time period (2019-2020) we have received several third-party organizational audits by State of Florida Auditor General FEFP, FTE and Student Transportation, Council of Great City Schools review of PPO, Second Interim Report of The Twentieth Statewide Grand Jury are the ones that provide the more salient points. I have attached them to this document.

Another area that I feel needs to be highlighted is a letter to Superintendent Runcie from The Minority Builders organization stating that the District has failed to honor its commitment to Black Prime Contractors. Additionally, the District has failed to meet the promises to our M/WBE companies as well.

Additionally, ATKINS most recent SMART Program Risk Assessment/Market Conditions (July 2020). I am attaching the document to this section. However, I believe that this quote captures the lack of continuous improvement or oversight that troubles this board member. "The risk assessment has increased this update to account for additional overhead (OH) and support costs of the program that are primarily the result of time related costs for the extension of the program and the costs of personnel to augment Broward School Staff to meet the program needs. There has also been a modification to the to-go Program inflation rate to account for the continuing impact of Covid-19 pandemic."

My last comment on this topic: if you don't have a plan, you cannot implement changes by sweeping them under the carpet.

July 20, 2020

Mr. Frank Girardi; Executive Director, Capital Programs
 Office of Capital Programs; Broward County Public Schools
 600 Southeast 3rd Avenue; Fort Lauderdale, FL 33301

Re: **SMART Program Risk Assessment / Market Conditions: July 2020 Update**

Dear Mr. Girardi,

The risk assessment has increased this update to account for additional overhead (OH) and support costs of the program that are primarily the result of time related costs for the extension of the program and the costs of personnel to augment Broward Schools staff to meet the program needs. There has also been a modification to the to-go Program inflation rate to account for the continuing impact of the COVID-19 pandemic. The summary has been adjusted as follows:

Date of Submittal	Risk Analysis Result Range (Percentage Increase / \$ increase in Millions)		
	Mid-Point Risk Result	70% Risk Result	High End Risk Result
January 2017	22% / \$200	26% / \$245	49% / \$439
May 2018	22% / \$200	26% / \$245	49% / \$439
Sept. 2018	33% / \$302	36% / \$326	49% / \$441
Dec. 2018	46% / \$415	48% / \$433	58% / \$528
May 2019	47% / \$423	49% / \$436	56% / \$508
Aug 2019	47% / \$425	49% / \$436	56% / \$507
Jan 2020	47% / \$425	49% / \$436	56% / \$507
Apr 2020	46% / \$419	48% / \$429	55% / \$498
July 2020	50% / \$452	51% / \$462	58% / \$524

Figure 1 - Risk Analysis Results Comparison

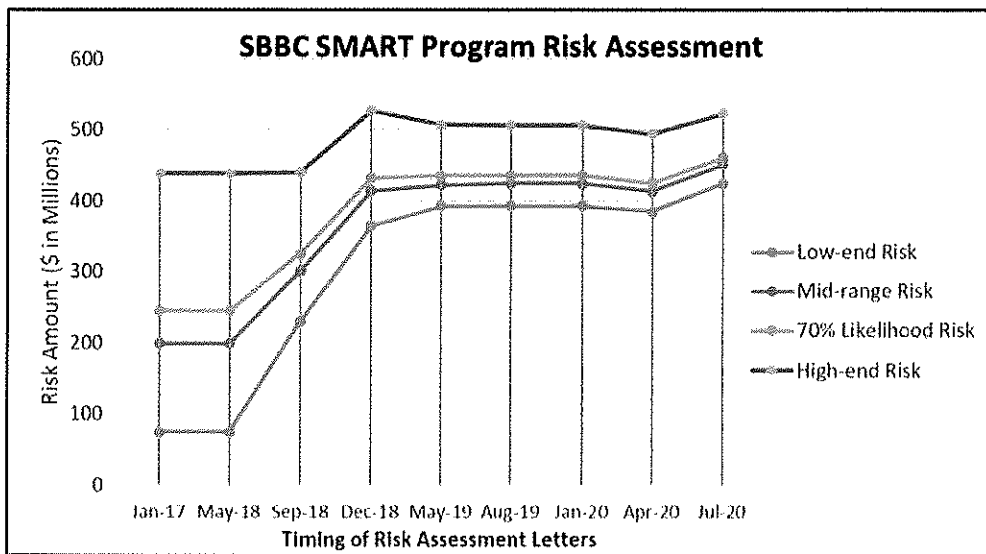


Figure 2 - Range of Potential Risk Outcomes Over Time

July 2020 Changes to the Risk Assessment

Extended OH costs; the Program schedule has shifted from an original planned completion of mid-2021 to the current planned completion of early 2024, an extension of 2-1/2 years. Figure 3 demonstrates the Program shift in cash flow and the increase in estimated Program costs. Major adjustments made in the previous risk assessments are included in the Current Cash Flow, such as increased direct construction costs, associated OH costs, and increased inflation costs. With the shift of the construction program it was expected that some OH costs would shift as depicted in Figure 3. This expected shift did not occur because the Owner's Representative expended an unanticipated high amount of time managing projects in the Design Phase (often with projects experiencing delays in design of over a year).

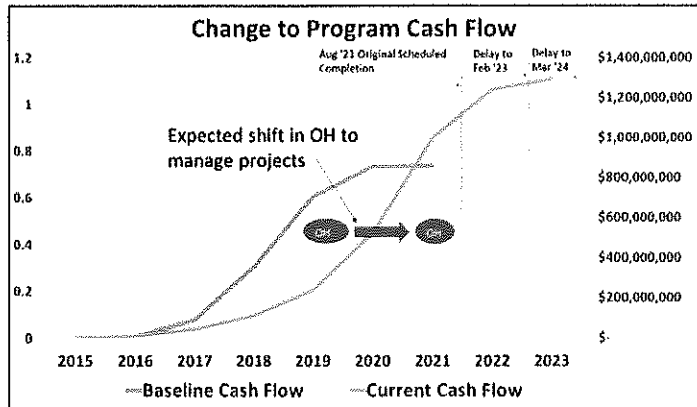


Figure 3 - Program Cash Flow Changes

When the schedule was initially shifted by approximately 1-1/2 years in late 2018, the percentage of OH costs was maintained, as it increased along with the direct cost increase. During 2019 and early 2020, the schedule continued to shift due to the extended time to complete design and move projects into construction, resulting in the current 2-1/2 year shift, and now adding additional OH management included in this risk assessment and as depicted in Figure 4. The current projection demonstrates the continued high level of OH support projected over the next 3 years.

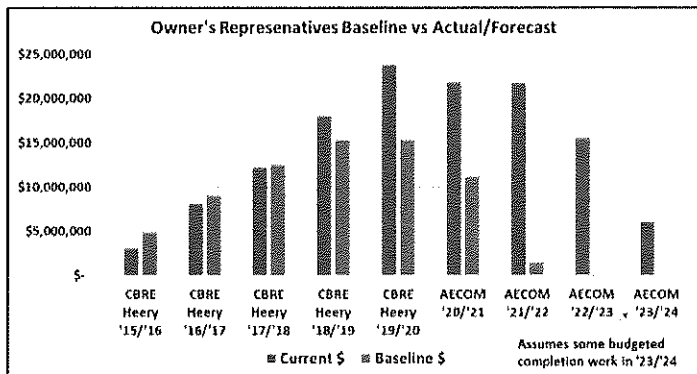


Figure 4 - Owner's Rep. Services Cash Flow

Staff Augmentation costs; the previous risk assessments did not include additional OH costs required for the staff augmentation that is included in the Owner's Representative contracts to support SBBC needs to manage the Program. These include support disciplines such as procurement, economic development and diversity compliance (EDDC), and public information. The total cost of this staff augmentation is a portion of the delta between the current and baseline Owner's Representative services as shown in Figure 4, and part of the continued high level of OH cost projections.

Future Program Inflation; percentage was reduced to a likeliest of 2% based on construction trends influenced by COVID-19 driving increased construction competition. This is based on lower pricing currently being experienced in the market and is expected to continue with lower construction volume from lower public owner revenues and private market risk tolerance. SMART Program bid awards coming to the Board in August are in the range of 30% above base estimates compared to the 65% average above base estimate to-date on the Program. Some of this drop in cost is likely due to increased market competition, however, there were non-market related

circumstances in some of the bids that lowered costs. This will be closely monitored in the upcoming months to determine if it is one-month anomaly or a cost trend.

The impact of these items is the \$33 million 70% increase made up of extended OH of near \$28 million, staff augmentation of \$19 million and an inflation decrease of \$14 million.

Other Risk Assessment Discussion

This risk assessment is based on close to 50% of the program remaining to get under contract. The other actual cost factors that have had the greatest influence on the higher end risk results are:

- Actual roofing costs are well above the initial established budgets, and this largest Program risk has been based on bid data and roofing evaluations;
- Cumulative impact of higher inflation than budgeted since 2014 that is now projected to the midpoint of the revised schedule for inflation calculations;
- Scope unquantified in the ADEFP that has been identified during design development (i.e. added ductwork and electrical upgrades on HVAC Improvements);
- Current estimates for classroom addition buildings at school sites have increased above established budgets;

The actual contracted costs to-date on the Program show that projects that have been bid or negotiated are approximately 65% above the initially established budgets (see Attachment 1) noting that this calculation includes the cost increases for three large classroom addition projects and the "Big 3" major high school renovation projects. This trend also supports towards the higher end of this risk assessment.

Other risks that are closely being monitored include; a) a potential that some of the contractors that are predominately performing SBBC project work could potentially have bonding capacity issues that would limit their ability to participate in new projects; and b) a potential that the number of roofing contractors qualified and available to participate on SBBC roofing projects may not be sufficient to meet the current delivery schedule.

Risk Mitigation Strategies

The risk strategies that have been put in place to address the high-end potential risk increases remain as follows:

- **Roofing Reality Checks:** Roofing Consultant has been engaged to perform "Reality Checks" (inspections and testing) on existing roofs to mitigate/reduce roofing scope costs, however, this effort may cause project schedule delays;
- **Expansion of the Direct Owner Purchase (DOP) program:** to maximize tax benefits of Broward Schools purchasing materials for contractors;
- **Scope Validations:** continuing validations to ensure the scope of each project is only what is required to meet the intent of the Bond;
- **Right-sizing of campuses:** being performed to include new classroom additions, demolishing outdated and non-needed spaces, renovate all remaining buildings, and adequately address site logistics;

- **Focused efforts to increase pool of contractors available for SBBC work:** continue to reach out to the construction industry to try and increase the contractors available to perform on SBBC projects, with a focus on roofers;
- **February 2020 Roofing Workshop results:** continue to carry out the next steps from the workshop to ensure that roofing risks are mitigated.

Market Conditions driving Construction Inflation

Atkins has reviewed the South Florida construction market and has included a most likely inflation of 2% for the remainder of the Program. The following provides information related to this adjustment.

1. **Volume of Construction in the U.S.:** Volume of construction has increased nearly 75% since 2011. Figure 5 demonstrates this volume, showing that in early 2020 this number was growing even larger. This amount is expected to trend downward over the next several months from the COVID-19 impact and could continue into 2021.

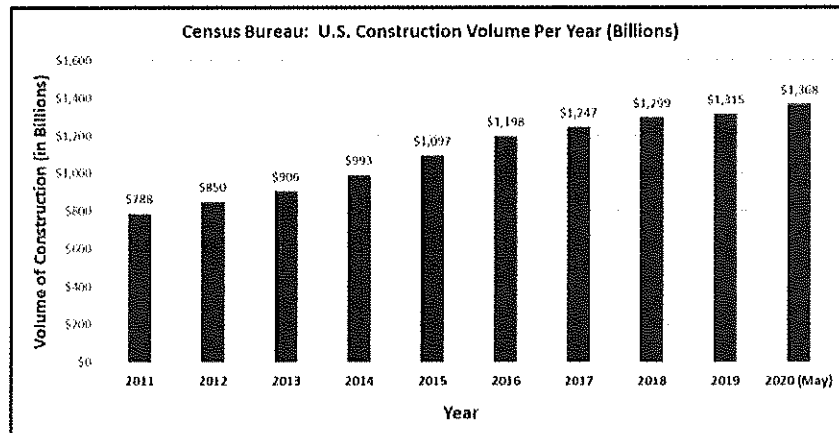


Figure 5 - U.S. Construction Volume: base source: census.gov

History has shown that construction cost trends closely follow this volume of construction, and should the volume decrease the construction costs stabilization and/or decrease should follow.

2. **Continued major programs in progress and upcoming in South Florida** have stalled or been deferred somewhat due to the pandemic, and there remains uncertainty on the volume of construction in South Florida in the near future. Figure 6 demonstrates the downturn in these employment figures in 2020, despite a 10% year over year growth up to 2018.

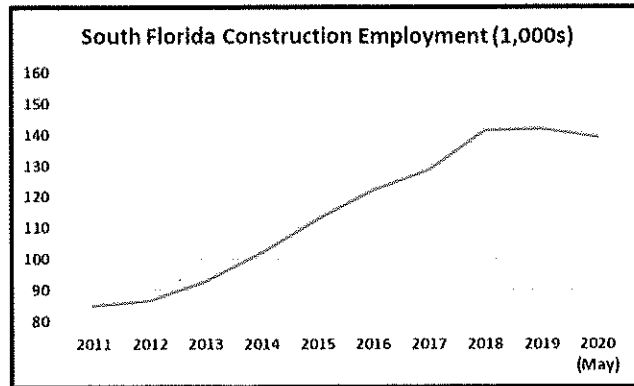


Figure 6 - South Florida Construction Employment: base source: bls.gov

3. **Potential reduced demand for construction labor in South Florida:** Figure 7 shows construction labor in South Florida for the first 5 months of 2020, with a noted decline in April and some recovery in May. This trend will continue to be monitored to determine the impact on construction costs.

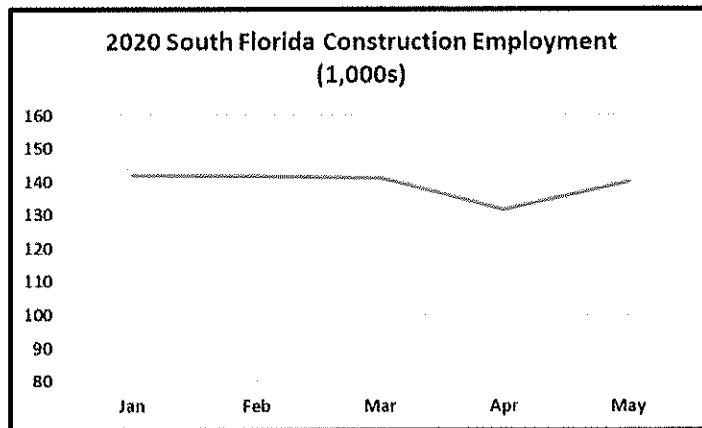


Figure 7 - South Florida Construction Employment in 2020: base source: bls.gov

4. **Volatility of the cost of construction materials:** There are some signs of shortages of equipment and materials in the construction market related to the impact of COVID-19, and this will have an impact on construction costs. From indications at this time this does not appear to be an issue that will impact the SMART Program.
5. **Cost Index Results:** The Turner Construction Cost Index is an industry index that has been shown to be reasonably accurate in showing actual construction cost trends. Results for the first two quarters of 2020 show a much lower % change year-to-date, including deflation in the 2nd quarter resulting from the COVID-19 pandemic. Figure 8 demonstrates this downturn.

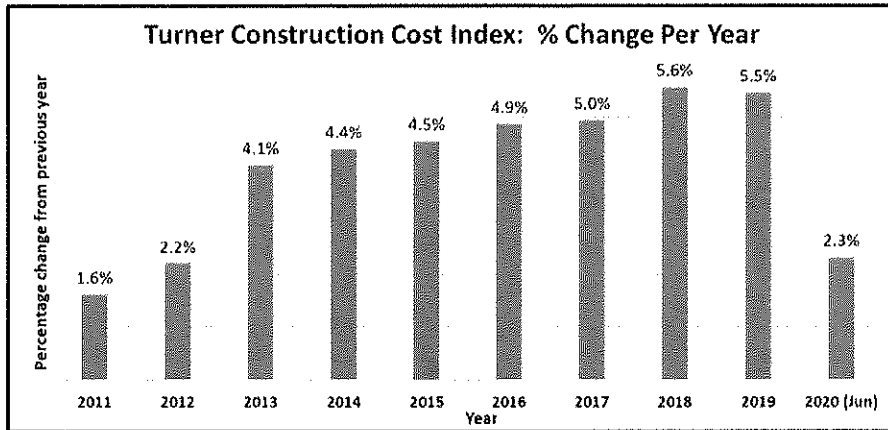


Figure 8 - Turner Construction Cost Index: base source: turnerconstruction.com

Conclusion

The SMART Program currently has \$225 million in additional capital (SMART) reserve funds dedicated by the Board related to the potential increases in construction costs to meet the intended scope of the Program. The Board has recently approved a Board item adopting Resolution No. 20-106 Certificates of Participation (COP), Series 2020A and amending the capital budget to include the \$250 million additional appropriation, resulting in a total of \$475 million that the Board has planned for reserves. The 70% level of the risk assessment is currently in the range of \$462 million, and this figure is consistent with the "Running Estimates for the Program", where actual costs, estimates and risk projections are combined to forecast a final Program cost. This amount is still within the Board approved reserves, although the high end of the risk at \$524 million exceeds the reserves.

As the program continues, any scope added beyond the ADEFP plan will further impact the risk, as will any further changes in schedule or market conditions.

Sincerely,

David J. Carter, CCM; Vice President

C: Judith Marte (BCPS); Phillip Kaufold (BCPS); Shelley Meloni (BCPS); Ashley Carpenter (Atkins);
 Danny Jardine (CBRE |Heery)

Attachments

A: SMART Program Project Budget Status

SMART PROJECTS: AWARDED TO DATE PROJECT BUDGET STATUS

ATKINS

Project Number	School Name	Board Award Date	Total Project Budget	Total Project Budget Following Board Action	Total SMART Program Reserve Impact	Percent Increase to Total Project Budget	
1	P.001759	Manatee Bay ES	10/17/2017	\$1,759,000	\$2,384,661	\$625,661	35.57%
2	P.001748	Indian Ridge MS	11/7/2017	\$5,115,000	\$6,060,102	\$945,102	18.48%
3	P.001412	Cypress ES	12/19/2017	\$3,299,167	\$3,752,064	\$452,897	13.73%
4	P.001413	Coconut Creek ES	12/19/2017	\$4,527,618	\$5,044,761	\$517,143	11.42%
5	P.001637	Lauderdale Lakes MS	3/6/2018	\$6,481,000	\$6,481,000	\$0	0.00%
6	P.001722	Eagle Ridge ES	3/20/2018	\$2,259,000	\$3,306,383	\$1,047,383	46.36%
7	P.001728	Annabel C. Perry ES	5/22/2018	\$3,065,000	\$5,015,037	\$1,950,037	63.62%
8	P.001661	Castle Hill ES	5/22/2018	\$2,109,000	\$3,676,030	\$1,567,030	74.30%
9	P.001786	Bayview ES	6/26/2018	\$1,742,000	\$2,688,739	\$946,739	54.35%
10	P.001926	Forest Hills ES	6/26/2018	\$1,336,000	\$2,419,601	\$1,083,601	81.11%
11	P.001745	Griffin ES	7/24/2018	\$2,258,000	\$4,126,208	\$1,868,208	82.74%
12	P.001406	Silver Trail MS	7/24/2018	\$4,422,000	\$6,203,150	\$1,781,150	40.28%
13	P.001754	Quiet Waters ES	8/7/2018	\$4,621,000	\$6,197,000	\$1,576,000	34.11%
14	P.001885	Palm Cove ES	9/5/2018	\$2,212,000	\$3,530,659	\$1,318,659	59.61%
15	P.001727	Miramar ES	11/7/2018	\$3,798,000	\$6,084,935	\$2,286,935	60.21%
16	P.001964	McNab ES	11/7/2018	\$1,295,000	\$3,210,437	\$1,915,437	147.91%
17	P.001924	Sandpiper ES	11/7/2018	\$469,000	\$921,942	\$452,942	96.58%
18	P.001996	Morrow ES	12/4/2018	\$2,396,623	\$1,917,583	\$469,040	-19.65%
19	P.001906	Silver Shores ES	12/4/2018	\$1,034,000	\$2,265,560	\$1,231,560	119.11%
20	P.001724	Tamarac ES	12/18/2018	\$3,191,000	\$2,463,657	\$727,343	-22.79%
21	P.001725	Ramblewood ES	12/18/2018	\$2,860,000	\$4,213,158	\$1,353,158	47.31%
22	P.001794	West Hollywood ES	12/18/2018	\$2,679,000	\$3,910,160	\$1,231,160	45.96%
23	P.002009	Silver Lakes ES	12/18/2018	\$744,000	\$2,249,741	\$1,505,741	202.38%
24	P.001950	Rock Island ES	12/18/2018	\$1,234,000	\$2,306,944	\$1,072,944	86.95%
25	P.001959	Atlantic Tech College, Arthur Ashe Campus	1/15/2019	\$1,242,000	\$3,078,449	\$1,836,449	147.86%
26	P.001713	Pompano Beach ES	1/15/2019	\$5,224,000	\$6,614,551	\$1,390,551	26.62%
27	P.001944	Banyan ES	1/15/2019	\$1,243,000	\$2,205,979	\$962,979	77.47%
28	P.001886	Lake Forest ES	2/5/2019	\$1,913,000	\$3,115,142	\$1,202,142	62.84%
29	P.001817	Nova HS	2/5/2019	\$19,833,000	\$31,826,745	\$11,993,745	60.47%
30	P.001712	Oakridge ES	2/20/2019	\$3,606,000	\$5,079,860	\$1,473,860	40.87%
31	P.001721	Pompano Beach MS	2/20/2019	\$8,084,000	\$12,871,180	\$4,787,180	59.22%
32	P.001937	Colbert Museum Magnet	2/20/2019	\$756,000	\$1,590,903	\$834,903	110.44%
33	P.001951	Seagull Alternative HS	2/20/2019	\$1,324,000	\$2,455,082	\$1,131,082	85.43%
34	P.001806	Hollywood Hills HS	3/19/2019	\$15,061,000	\$22,215,351	\$7,154,351	47.50%
35	P.001984	Silver Ridge ES	4/9/2019	\$1,958,000	\$3,032,700	\$1,074,700	54.89%
36	P.001993	Westwood Heights ES	4/9/2019	\$1,720,000	\$4,237,269	\$2,517,269	146.35%
37	P.001992	North Side ES	4/9/2019	\$1,696,000	\$3,465,430	\$1,769,430	104.33%

SMART PROJECTS: AWARDED TO DATE PROJECT BUDGET STATUS

ATKINS

Project Number	School Name	Board Award Date	Total Project Budget	Total Project Budget Following Board Action	Total SMART Program Reserve Impact	Percent Increase to Total Project Budget
38	P.001938 Walker ES	4/23/2019	\$1,591,000	\$3,428,090	\$1,837,090	115.47%
39	P.001726 Dillard 6-12	4/23/2019	\$4,232,000	\$8,498,232	\$4,266,232	100.81%
40	P.001822 Gulfstream Academy of Hallandale Beach K-8	4/23/2019	\$5,161,700	\$5,161,700	\$0	0.00%
41	P.001863 Gator Run ES	4/23/2019	\$2,571,000	\$4,106,323	\$1,535,323	59.72%
42	P.001948 Everglades ES	5/7/2019	\$1,212,000	\$2,344,500	\$1,132,500	93.44%
43	P.001785 Fairway ES	5/7/2019	\$4,003,000	\$7,510,900	\$3,507,900	87.63%
44	P.001987 Riverland ES	5/7/2019	\$1,506,000	\$4,057,192	\$2,551,192	169.40%
45	P.001784 Hawkes Bluff ES	5/7/2019	\$2,903,000	\$6,809,437	\$3,906,437	134.37%
46	P.001949 Pinewood ES	6/11/2019	\$1,908,000	\$4,306,000	\$2,398,000	125.68%
47	P.001865 Forest Glen MS	6/11/2019	\$5,189,000	\$9,047,800	\$3,858,800	74.37%
48	P.001939 Sunland Park Academy	6/11/2019	\$498,000	\$1,379,100	\$881,100	176.93%
49	P.001823 Westchester ES	6/25/2019	\$3,545,142	\$2,998,000	\$547,142	-15.43%
50	P.002011 Mirror Lake ES	7/23/2019	\$1,720,000	\$3,833,400	\$2,113,400	122.87%
51	P.001793 Pioneer MS	7/23/2019	\$8,298,000	\$11,765,193	\$3,467,193	41.78%
52	P.001972 Dave Thomas Ed Center East	7/23/2019	\$758,000	\$2,619,494	\$1,861,494	245.58%
53	P.001974 Bright Horizons Center	7/23/2019	\$1,663,000	\$3,556,100	\$1,893,100	113.84%
54	P.001897 Embassy Creek ES	8/6/2019	\$3,524,000	\$4,864,700	\$1,340,700	38.04%
55	P.001839 Fort Lauderdale HS	8/6/2019	\$2,409,000	\$3,772,887	\$1,363,887	56.62%
56	P.001985 Everglades HS	8/6/2019	\$3,669,000	\$6,376,254	\$2,707,254	73.79%
57	P.001864 Pembroke Pines ES	8/20/2019	\$3,909,000	\$5,084,000	\$1,175,000	30.06%
58	P.001971 Sunset Lakes ES	8/20/2019	\$1,211,000	\$2,991,500	\$1,780,500	147.03%
59	P.001866 Riverglades ES	9/4/2019	\$2,670,000	\$3,118,177	\$448,177	16.79%
60	P.001743 James Rickards MS	9/17/2019	\$5,242,000	\$10,691,080	\$5,449,080	103.95%
61	P.001819 Sunrise MS	10/2/2019	\$2,706,000	\$6,656,050	\$3,950,050	145.97%
62	P.001632 Sea Castle ES	10/15/2019	\$2,810,975	\$4,319,154	\$1,508,179	53.65%
63	P.001732 Chapel Trail ES	11/6/2019	\$1,688,000	\$4,538,436	\$2,850,436	168.86%
64	P.001900 William Dandy MS	11/6/2019	\$3,195,000	\$7,218,550	\$4,023,550	125.93%
65	P.001639 Maplewood ES	12/10/2019	\$2,279,629	\$4,575,455	\$2,295,826	100.71%
66	P.001895 Oakland Park ES	12/10/2019	\$3,061,000	\$5,762,330	\$2,701,330	88.25%
67	P.001905 Stirling ES	12/10/2019	\$2,221,000	\$4,376,295	\$2,155,295	97.04%
68	P.001969 Norcrest ES	1/14/2020	\$2,110,000	\$3,182,500	\$1,072,500	50.83%
69	P.001744 Piper HS	2/4/2020	\$14,921,000	\$20,491,400	\$5,570,400	37.33%
70	P.001746 Eagle Point ES	2/4/2020	\$4,820,000	\$6,145,450	\$1,325,450	27.50%
71	P.001710 New River MS	2/19/2020	\$2,242,000	\$4,324,600	\$2,082,600	92.89%
72	P.001788 Hollywood Park ES	2/19/2020	\$4,185,000	\$6,965,250	\$2,780,250	66.43%
73	P.001867 Ramblewod MS	2/19/2020	\$4,544,000	\$6,878,241	\$2,334,241	51.37%
74	P.001729 Plantation MS	3/3/2020	\$3,448,000	\$6,636,300	\$3,188,300	92.47%

SMART PROJECTS: AWARDED TO DATE PROJECT BUDGET STATUS

ATKINS

Project Number	School Name	Board Award Date	Total Project Budget	Total Project Budget Following Board Action	Total SMART Program Reserve Impact	Percent Increase to Total Project Budget
75	P.001899	Davie ES	3/3/2020	\$2,876,000	\$5,096,700	77.21%
76	P.001635	Lauderdale Manors ELC	3/31/2020	\$2,974,056	\$6,950,500	133.70%
77	P.001808	Tedder ES	3/31/2020	\$3,188,000	\$4,215,616	32.23%
78	P.001820	Deerfield Beach ES	4/14/2020	\$6,233,445	\$5,611,445	-9.98%
79	P.001898	Nova MS	4/14/2020	\$2,602,000	\$6,639,300	155.16%
80	P.001210	Gator Run ES	4/14/2020	\$1,938,000	\$1,707,600	-11.89%
81	P.001896	Royal Palm STEM Museum Magnet	4/14/2020	\$3,633,000	\$7,908,900	117.70%
82	P.001757	Central Park ES	4/14/2020	\$4,927,475	\$7,973,000	61.81%
83	P.001973	Fox Trail ES	4/14/2020	\$770,000	\$1,397,150	81.45%
84	P.001837	Driftwood MS	4/21/2020	\$5,544,000	\$8,345,700	50.54%
85	P.001988	Park Lakes ES	5/19/2020	\$774,000	\$0	0.00%
86	P.002040	Challenger ES	5/19/2020	\$1,349,000	\$3,555,100	163.54%
87	P.001647	Margate ES - Phase 1	5/19/2020	\$4,618,753	\$0	0.00%
88	P.002070	Lakeside ES	5/19/2020	\$2,899,000	\$4,284,240	47.78%
89	P.001983	Hollywood Central ES	5/19/2020	\$4,817,000	\$8,658,350	79.75%
90	P.002135	Flamingo ES	5/19/2020	\$1,955,000	\$2,160,000	10.49%
91	P.001981	Winston Park ES	5/19/2020	\$2,681,000	\$2,344,600	-12.55%
92	P.002036	Deerfield Park ES	5/19/2020	\$5,240,000	\$6,224,840	18.79%
93	P.002043	Westpine MS	5/19/2020	\$2,285,000	\$4,615,500	101.99%
94	P.002069	Panther Run ES	6/23/2020	\$1,434,000	\$3,562,970	148.46%
95	P.002001	Florinada ES	6/23/2020	\$776,000	\$2,838,840	265.83%
96	P.002000	Virginia Shuman Young	6/23/2020	\$1,724,000	\$4,628,230	168.46%
97	P.002037	Broward Estates ES	7/21/2020	\$2,763,000	\$6,752,168	144.38%
98	P.002038	Horizon ES	7/21/2020	\$813,000	\$1,539,000	89.30%
99	P.001638	Broadview ES	7/21/2020	\$2,791,386	\$5,475,130	96.14%
100	P.002129	Tradewinds ES	7/21/2020	\$1,711,000	\$3,843,900	124.66%
	Primary Project Totals		\$325,497,969	\$524,329,755	\$198,831,786	61.1%
1	P.001646	Blanche Ely HS	4/17/2018	\$14,674,436	\$21,984,436	49.81%
2	P.001683	Stranahan HS	4/24/2018	\$15,321,577	\$29,031,577	89.48%
3	P.001847	Charles Fianagan HS	9/5/2018	\$8,533,000	\$15,326,361	79.61%
4	P.001902	Falcon Cove MS	6/11/2019	\$10,741,000	\$22,788,000	112.16%
5	P.001774	Cypress Bay HS	6/11/2019	\$13,739,000	\$32,578,000	137.12%
6	P.001684	Northeast HS Renovations	4/21/2020	\$14,426,000	\$25,132,441	74.22%
	Big 3 & New Addition Totals		\$77,435,013	\$146,840,815	\$69,405,802	89.6%

SMART PROJECTS: AWARDED TO DATE PROJECT BUDGET STATUS

ATKINS

Project Number	School Name	Board Award Date	Total Project Budget	Total Project Budget Following Board Action	Total SMART Program Reserve Impact	Percent Increase to Total Project Budget
1 P.001484	Lake Forest ES - Roof Bldg 4	10/4/2014	\$475,000	\$475,000	\$0	0.00%
2 P.001616	Gulfstream Academy of Hallandale Beach K-8 - Roof Bldg 9 & 13	10/18/2014	\$383,000	\$383,000	\$0	0.00%
3 P.001617	Parkway MS - Roof Bldg 22&24	12/11/2014	\$754,360	\$754,360	\$0	0.00%
4 P.001650	Silver Trail MS - Roofing	6/16/2015	\$605,000	\$605,000	\$0	0.00%
5 P.000827	Forest Hills ES - HVAC Upgrade	1/20/2016	\$2,100,000	\$2,100,000	\$0	0.00%
6 P.001360	Boyd Anderson HS Media Center	8/10/2016	\$2,018,340	\$2,018,340	\$0	0.00%
7 P.001740	North Andrews Gardens ES Covered Walkway	6/15/2017	\$237,726	\$237,726	\$0	0.00%
8 P.002121	Pine Ridge EC	2/27/2018	\$74,000	\$74,000	\$0	0.00%
9 P.002122	Coral Cove EC	2/27/2018	\$148,000	\$148,000	\$0	0.00%
10 P.001941	McNicol MS	3/13/2018	\$1,345,000	\$1,345,000	\$0	0.00%
11 P.002087	West Broward HS	7/2/2018	\$438,000	\$438,000	\$0	0.00%
12 P.002118	Discovery ES	7/2/2018	\$150,000	\$150,000	\$0	0.00%
13 P.002119	Plantation ES	7/2/2018	\$145,000	\$145,000	\$0	0.00%
14 P.002120	Cypress Run EC	9/28/2018	\$77,000	\$77,000	\$0	0.00%
15 P.001662	Dr. MLK Montessori Academy	10/16/2018	\$1,061,000	\$1,061,000	\$0	0.00%
16 P.001892	The Quest Center	10/16/2018	\$1,688,000	\$1,688,000	\$0	0.00%
17 P.001965	McFatter - Broward Fire Academy	9/17/2019	\$256,000	\$614,512	\$358,512	140.04%
18 P.001999	Liberty ES	12/10/2019	\$377,000	\$465,093	\$88,093	23.37%
19 P.001998	Maplewood ES - HVAC & Media	12/10/2019	\$362,000	\$362,000	\$0	0.00%
20 P.002002	Country Isles ES	1/14/2020	\$558,000	\$1,239,660	\$681,660	122.16%
21 P.001903	North Lauderdale Pre K-8	1/14/2020	\$1,436,000	\$2,529,350	\$1,093,350	76.14%
22 P.002111	Endeavour Primary Learning Center	1/14/2020	\$957,000	\$2,360,790	\$1,403,790	146.69%
23 P.001659	Collins ES	7/21/2020	\$1,774,000	\$2,452,300	\$678,300	38.24%
24 P.002130	Pines MS	7/21/2020	\$395,000	\$701,730	\$306,730	77.65%
Minor Project Totals			\$17,814,426	\$22,424,861	\$4,610,435	25.9%

Overall Program Totals	\$420,747,408	\$693,595,431	\$272,848,023	64.8%
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Ellen R. Tolson

Subject: FW: District's Failure to Honor Its Commitment to Black Prime Contractors
Attachments: Letter to Runcie CMARS 7-30-2020.pdf; ATT00001.htm

From: Brian Johnson <bcjohnson@minoritybuilders.org>
Date: July 30, 2020 at 3:23:30 PM EDT
To: Supt Runcie <supt_runcie@browardschools.com>
Subject: District's Failure to Honor Its Commitment to Black Prime Contractors

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

Please find attached a letter alerting you to an urgent matter which requires your immediate attention. For 5 years now, we have led a community based effort to be a partner with the District to help solve the problem of the gross underrepresentation of minority and Women, particularly Black, businesses who are doing business with the District. Despite our efforts to assist in enhancing policies and creating best practices - and in spite of our members' qualifications that has allowed many of our members to compete and win - your staff continue to take actions to terminate contracts of Black contractors and reduce their options to get new ones.

We have run out of faith in the current staff's commitment to utilize the Board adopted and approved remedies to eliminate the District's years of active and passive discrimination. We have been looking forward to the day when your staff would act according to your beliefs in fairness, equity, and authentic inclusion. At this point, we are still far away. Their behaviors far outweigh your beliefs; because their behaviors are having the most real impact. And that impact is resulting in great harm to Black businesses trying to do business with the District.

As always, every time we identify problems, we offer solutions. Both are described in the attached letter. Time is of the essence and we are asking for real and lasting changes, not more promises. Please call me at my office (954) 792-1121 ext. 16 or on my cell phone at (954) 275-2581 at your earliest convenience to discuss further.

Thanks,



Brian C. Johnson, MBA

President/CEO
Minority Builders Coalition, Inc. (MBC)
665 SW 27 Avenue, Suite 12,

Ft. Lauderdale, FL 33312

Office: (954) 792-1121 ext. 16

Fax: (954) 792-1175

Cell (Emergency): (954) 275-2581

Email: BCJohnson@minoritybuilders.org



665 SW 27 Avenue, Suite 16
Fort Lauderdale, Florida 33312
Office: (954) 792-1121 ♦ Fax: (754) 200-4982
Website: www.MinorityBuilders.org

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Angela/Wayne Messam,
Partners
Messam Construction, Inc.

July 30, 2020

Mr. Robert Runcie, Superintendent of Schools
Broward County Public Schools
Katherine C. Wright Administration Building
600 SE Third Avenue
Fort Lauderdale, FL 33301

Re. District's Failure to Honor Its Commitment to African American Prime Contractors

Dear Mr. Runcie,

We write you today to express our continued disappointment with the way African American-owned construction management firms have been treated. As you recall, the Minority Builders Coalition advocated on behalf of our members for the District to issue solicitations to retain small and minority-owned prime construction management firms to address the district's historic disparities for contracting with such firms.

When the district awarded continuing CMAR contracts to several African American-owned prime contractors in 2017, we were hopeful that the District was finally going to live up to its commitment to address prime contractor disparity for African American primes represented by an abysmal 2.71% utilization versus 15.30% availability as reported by Mason Tillman Associates.

When RFQ 17-196C and 17-197C were advertised, the district had a list of over 100 projects that were under the \$2 million statutory cap for continuing CMAR contracts at the time. Unfortunately, the District chose to hard bid many of these smaller projects, and when it became apparent that numerous other projects that were slated for the continuing contract CMAR firms did not have sufficient budgets, they too were shifted to the hard-bid project delivery method. As the District's own data over the last three (3) years shows, projects awarded via hard bid are disproportionately awarded to non-African American-owned prime contractors and further perpetuate the District's disparities.

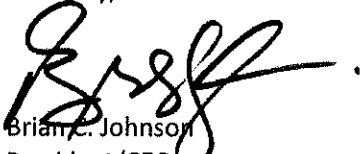
During several meetings in 2018 and 2019 with you, your Facilities staff and the District's program manager (HEERY), commitments were made to split projects over \$2 million into smaller projects when possible. Instead of doing this, one by one, our members have received letters from your staff terminating their contracts for projects that were previously assigned to them.

The Minority Builders Coalition is once again insisting that the district live up to its commitment to African American contractors. Specially, we are recommending the following actions:

- (1) Issue contract amendments to the African American CMAR firms increasing the single project amounts from \$2 million to \$4 million to align with HB 441 which was signed by the Governor on June 29, 2020, and/or
- (2) For those projects which have been taken from the African American CMAR firms and which have not been awarded to other firms, rescind the contract termination letters and break up the projects to allow them to be completed within their project limit amounts, and
- (3) Assign projects totaling at least \$2 to \$4 million per year to each of the African American prime CMAR firms.

These measures are some of the first steps the district can take to address its history of discriminating against African American-owned prime contractors. We urge you and your staff to immediately reverse its course while there is still time otherwise the results of the next disparity study will not look much different from the last one, however, this time, the district will not be able to count on the African American's community for support for the next referendum.

Sincerely,



Brian C. Johnson
President/CEO

cc: Chairwoman Donna P. Korn
Vice Chair Dr. Rosalind Osgood
Board Member Robin Bartleman
Board Member Ann Murray
Board Member Patricia Good
Board Member Heather P. Brinkworth
Board Member Lori Alhadeff
Board Member Laurie Rich Levinson
Board Member Nora Rupert
Maurice Woods, Chief Strategy & Operations Officer
Mary Coker, Director, Procurement & Warehousing Services
Robert Ballou, Economic Development and Diversity Compliance Officer

**BROWARD COUNTY
DISTRICT SCHOOL BOARD**

Florida Education Finance Program
Full-Time Equivalent Student Enrollment
and
Student Transportation

For the Fiscal Year Ended
June 30, 2018



Sherrill F. Norman, CPA
Auditor General

Board Members and Superintendent

During the 2017-18 fiscal year, Robert W. Runcie served as Superintendent and the following individuals served as Board members:

	<u>District No.</u>
Ann Murray	1
Patricia Good	2
Heather P. Brinkworth, Vice Chair from 11-21-17	3
Abby M. Freedman, Chair through 11-20-17	4
Dr. Rosalind Osgood	5
Laurie Rich Levinson	6
Nora Rupert, Chair from 11-21-17 Vice Chair through 11-20-17	7
Donna P. Korn	At-Large, Countywide
Robin Bartleman	At-Large, Countywide

The team leader was Christopher E. Tynes, CPA, and the examination was supervised by Aileen B. Peterson, CPA, CPM.

Please address inquiries regarding this report to J. David Hughes, CPA, Audit Manager, by e-mail at davidhughes@aud.state.fl.us or by telephone at (850) 412-2971.

This report and other reports prepared by the Auditor General are available at:

FLAuditor.gov

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State of Florida Auditor General

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BROWARD COUNTY DISTRICT SCHOOL BOARD
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BROWARD COUNTY DISTRICT SCHOOL BOARD

LIST OF ABBREVIATIONS

CMW	Class Minutes, Weekly
DEUSS	Date Entered United States School
DIT	Days in Term
DOE	Department of Education
DJJ	Department of Juvenile Justice
ELL	English Language Learner
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ESY	Extended School Year
FAC	Florida Administrative Code
FEFP	Florida Education Finance Program
FTE	Full-Time Equivalent
GK	General Knowledge
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
OJT	On-the-Job Training
PK	Prekindergarten
SBE	State Board of Education

SUMMARY

SUMMARY OF ATTESTATION EXAMINATION

Except for the material noncompliance described below involving teachers and reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in Basic, Basic with ESE Services, ESOL, ESE Support Levels 4 and 5, and Career Education 9-12, the Broward County District School Board (District) complied, in all material respects, with State requirements relating to the classification, assignment, and verification of the full-time equivalent (FTE) student enrollment, including teacher certification, and student transportation as reported under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2018. Specifically, we noted:

- State requirements governing teacher certification, School Board approval of out-of-field teacher assignments, notification to parents regarding teachers' out-of-field status, or the earning of required in-service training points in ESOL strategies were not met for 76 of the 438 teachers in our test. Of the 438 teachers tested, 143 (33 percent) taught at charter schools and 61 (80 percent) of the 76 teachers with exceptions taught at charter schools.
- Exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located. The table below shows the total number of students included in each of our tests, as well as the number and percentage of students who attended charter schools who were included in our tests. The table also shows the number of students with exceptions in each of our tests, as well as the number and percentage of students with exceptions who attended charter schools.

Program Tested	Number of Students			Number of Students		
	Included in Test	Included in Test Who Attended Charter Schools	Percentage	With Exceptions	With Exceptions Who Attended Charter Schools	Percentage
Basic	347	139	40%	69	25	36%
Basic with ESE Services	210	62	30%	65	16	25%
ESOL	887	314	35%	287	82	29%
ESE Support Levels 4 and 5	430	-	NA	72	-	NA
Career Education 9-12	114	-	NA	100	-	NA
Totals	<u>1,988</u>	<u>515</u>		<u>593</u>	<u>123</u>	

Noncompliance related to the reported FTE student enrollment resulted in 134 findings. The resulting proposed net adjustment to the District's reported, unweighted FTE totaled negative 1,442.3873 (131.9735 applicable to District schools other than charter schools and 1,310.4138 applicable to charter schools) but has a potential impact on the District's weighted FTE of negative 1,594.8534 (162.8370 applicable to District schools other than charter schools and 1,432.0164 applicable to charter schools). Noncompliance related to student transportation resulted in 9 findings and a proposed net adjustment of negative 149 students.

The weighted adjustments to the FTE student enrollment are presented in our report for illustrative purposes only. The weighted adjustments to the FTE student enrollment do not take special program

caps and allocation factors into account and are not intended to indicate the weighted FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education (DOE). However, the gross dollar effect of our proposed adjustments to the FTE may be estimated by multiplying the proposed net weighted adjustments to the FTE student enrollment by the base student allocation amount. The base student allocation for the fiscal year ended June 30, 2018, was \$4,203.95 per FTE. For the District, the estimated gross dollar effect of our proposed adjustments to the reported FTE student enrollment is negative \$6,704,684 (negative 1,594.8534 times \$4,203.95), of which \$684,559 is applicable to District schools other than charter schools and \$6,020,125 is applicable to charter schools.

We have not presented an estimate of the potential dollar effect of our proposed adjustments to student transportation because there is no equivalent method for making such an estimate.

The ultimate resolution of our proposed adjustments to the FTE student enrollment and student transportation and the computation of their financial impact is the responsibility of the DOE.

THE DISTRICT

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Broward County, Florida. Those services are provided primarily to PK through 12th-grade students and to adults seeking career education-type training. The District is part of the State system of public education under the general direction and control of the SBE. The geographic boundaries of the District are those of Broward County.

The governing body of the District is the District School Board that is composed of nine elected members. The executive officer of the Board is the appointed Superintendent of Schools. The District had 236 schools other than charter schools, 93 charter schools, 1 cost center, and 2 virtual education cost centers serving PK through 12th-grade students.

For the fiscal year ended June 30, 2018, State funding totaling \$723.2 million was provided through the FEFP to the District for the District-reported 269,333.79 unweighted FTE as recalibrated, which included 45,672.42 unweighted FTE as recalibrated for charter schools. The primary sources of funding for the District are funds from the FEFP, local ad valorem taxes, and Federal grants and donations.

FEFP

FTE Student Enrollment

Florida school districts receive State funding through the FEFP to serve PK through 12th-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student costs for equivalent educational programs due to sparsity and dispersion of student population.

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE student enrollment. For brick and mortar school students, one student would be reported as 1.0 FTE if the student was enrolled in six courses per day at 50 minutes per course for the full 180-day school year (i.e., six courses at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equates to 1.0 FTE). For virtual education students, one student would be reported as 1.0 FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be reported as a fraction of an FTE. Half-credit completions will be included in determining an FTE student enrollment. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The DOE combines all FTE student enrollment reported for the student by all school districts, including the Florida Virtual School. The DOE then recalibrates all reported FTE student enrollment for each student to 1.0 FTE if the total reported FTE for the student exceeds 1.0 FTE. The FTE student enrollment reported by the DJJ for FTE student enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE.

All FTE student enrollment is capped at 1.0 FTE except for the FTE student enrollment reported by the DJJ for students beyond the 180-day school year. However, if a student only has FTE student enrollment reported in one survey of the 180-day school year (Survey 2 or Survey 3), the FTE student enrollment reported will be capped at .5000 FTE, even if FTE student enrollment is reported in Survey 1 or Survey 4, with the exception of FTE student enrollment reported by the DJJ for students beyond the 180-day school year.

Student Transportation

Any student who is transported by the District must meet one or more of the following conditions in order to be eligible for State transportation funding: live 2 or more miles from school, be classified as a student with a disability under the IDEA, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23, Florida Statutes. Additionally, Section 1002.33(20)(c), Florida Statutes, provides that the governing board of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. The District received \$33.3 million for student transportation as part of the State funding through the FEFP.

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Sherrill F. Norman, CPA
Auditor General

AUDITOR GENERAL STATE OF FLORIDA

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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT

Report on Full-Time Equivalent Student Enrollment

We have examined the Broward County District School Board's (District's) compliance with State requirements relating to the classification, assignment, and verification of the full-time equivalent (FTE) student enrollment including teacher certification reported under the Florida Education Finance Program for the fiscal year ended June 30, 2018. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2017-18* issued by the Department of Education.

Management's Responsibility for Compliance

District management is responsible for the District's compliance with the aforementioned State requirements, including the design, implementation, and maintenance of internal control to prevent, or detect and correct, noncompliance due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance with State requirements based on our examination. Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the classification, assignment, and verification of the full-time equivalent student enrollment including teacher certification reported by the District under the Florida Education Finance Program complied with State requirements in all material respects.

An examination involves performing procedures to obtain evidence about whether the District complied with State requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for

our opinion. Our examination does not provide a legal determination on the District's compliance with State requirements. The legal determination of the District's compliance with these requirements is the responsibility of the Department of Education.

An examination by its nature does not include a review of all records and actions of District management and staff and, as a consequence cannot be relied upon to identify all instances of noncompliance, fraud, abuse, or inefficiency. Because of these limitations and the inherent limitations of internal control, an unavoidable risk exists that some material noncompliance may not be detected, even though the examination is properly planned and performed in accordance with attestation standards.

Opinion

Our examination disclosed material noncompliance with State requirements relating to the classification, assignment, and verification of full-time equivalent student enrollment as reported under the Florida Education Finance Program for teachers and students in our Basic, Basic with Exceptional Student Education Services, English for Speakers of Other Languages, Exceptional Student Education Support Levels 4 and 5, and Career Education 9-12 tests involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located.

In our opinion, except for the material noncompliance with State requirements described in the preceding paragraph involving teachers and reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in Basic, Basic with Exceptional Student Education Services, English for Speakers of Other Languages, Exceptional Student Education Support Levels 4 and 5, and Career Education 9-12, the Broward County District School Board complied, in all material respects, with State requirements relating to the classification, assignment, and verification of the full-time equivalent student enrollment including teacher certification reported under the Florida Education Finance Program for the fiscal year ended June 30, 2018.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses¹ in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the District's compliance with State requirements; and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and abuse that has a material effect on the District's compliance with State requirements. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions.

We performed our examination to express an opinion on the District's compliance with State requirements and not for the purpose of expressing an opinion on the District's related internal control over compliance

¹ A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

with State requirements; accordingly, we express no such opinion. Because of its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. However, the material noncompliance mentioned above is indicative of significant deficiencies considered to be material weaknesses in the District's internal controls related to teacher certification and reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in Basic, Basic with Exceptional Student Education Services, English for Speakers of Other Languages, Exceptional Student Education Support Levels 4 and 5, and Career Education 9-12. Our examination disclosed certain findings that are required to be reported under *Government Auditing Standards* and all findings, along with the views of responsible officials, are described in *SCHEDULE D* and *MANAGEMENT'S RESPONSE*, respectively. The impact of this noncompliance with State requirements on the District's reported full-time equivalent student enrollment including teacher certification is presented in *SCHEDULES A, B, C, and D*.

The District's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

Purpose of this Report

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the American Institute of Certified Public Accountants require us to indicate that the purpose of this report is to provide an opinion on the District's compliance with State requirements. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida
December 20, 2019

SCHEDULE A

POPULATIONS, TEST SELECTION, AND TEST RESULTS FULL-TIME EQUIVALENT STUDENT ENROLLMENT

Reported FTE Student Enrollment

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. The FEFP funds ten specific programs that are grouped under the following four general program titles: Basic, ESOL, ESE, and Career Education 9-12. The unweighted FTE represents the FTE prior to the application of the specific cost factor for each program. (See *SCHEDULE B* and NOTE A3., A4., and A5.) For the fiscal year ended June 30, 2018, the Broward County District School Board (District) reported to the DOE 269,333.79 unweighted FTE as recalibrated, which included 45,672.42 unweighted FTE as recalibrated for charter schools, at 236 District schools other than charter schools, 93 charter schools, 1 cost center, and 2 virtual education cost centers.

Schools and Students

As part of our examination procedures, we tested the FTE student enrollment reported to the DOE for schools and students for the fiscal year ended June 30, 2018. (See NOTE B.) The population of schools (332) consisted of the total number of brick and mortar schools in the District that offered courses, including charter schools, cost centers, as well as the virtual education cost centers in the District that offered virtual instruction in the FEFP-funded programs. The population of students (38,121) consisted of the total number of students in each program at the schools and cost centers in our tests. Our Career Education 9-12 student test data includes only those students who participated in OJT.

We noted the following material noncompliance: exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for 69 of the 347 students in our Basic test,² 65 of the 210 students in our Basic with ESE Services test,³ 287 of the 887 students in our ESOL test,⁴ 72 of the 430 students in our ESE Support Levels 4 and 5 test,⁵ and 100 of the 114 students in our Career Education 9-12 test.⁶ Of the 347 students in our Basic tests, 139 (40 percent) attended charter schools and 25 (36 percent) of the 69 students with exceptions attended charter schools. Of the 210 students in our Basic with ESE Services test, 62 students (30 percent) attended charter schools and 16 (25 percent) of the 65 students with exceptions attended charter schools. Of the 887 students in our ESOL test, 314 (35 percent) attended charter schools and 82 (29 percent) of the 287 students with exceptions attended charter

² For Basic, the material noncompliance is composed of Findings 8, 13, 22, 25, 39, 42, 44, 49, 53, 57, 63, 69, 74, 102, and 111 on *SCHEDULE D*.

³ For Basic with ESE Services, the material noncompliance is composed of Findings 1, 8, 13, 15, 22, 26, 28, 39, 42, 44, 49, 53, 57, 63, 69, 74, 92, 102, 111, and 118 on *SCHEDULE D*.

⁴ For ESOL, the material noncompliance is composed of Findings 4, 5, 6, 8, 10, 11, 13, 16, 17, 18, 21, 22, 29, 30, 33, 34, 35, 38, 39, 41, 42, 45, 46, 47, 49, 50, 51, 52, 53, 56, 57, 58, 59, 60, 63, 65, 66, 67, 69, 71, 72, 74, 75, 76, 79, 80, 81, 82, 86, 88, 93, 94, 95, 102, 103, 104, 111, and 119 on *SCHEDULE D*.

⁵ For ESE Support Levels 4 and 5, the material noncompliance is composed of Findings 2, 3, 7, 8, 13, 22, 36, 39, 44, 49, 57, 63, 68, 69, 73, and 74 on *SCHEDULE D*.

⁶ For Career Education 9-12, the material noncompliance is composed of Findings 12, 13, 37, 39, 48, 49, 61, 62, and 63 on *SCHEDULE D*.

schools. None of the 430 students in our ESE Support Levels 4 and 5 test and none of the 114 students in our Career Education 9-12 test attended charter schools.

Our populations and tests of schools and students are summarized as follows:

Programs	Number of Schools		Number of Students at Schools Tested		Students With Exceptions	Recalibrated Unweighted FTE		Proposed Adjustments
	Population	Test	Population	Test		Population	Test	
Basic	321	28	27,435	347	69	190,925.1300	246.7777	(762.1436)
Basic with ESE Services	330	29	4,244	210	65	46,399.2500	182.3439	(225.0041)
ESOL	311	24	5,409	887	287	23,245.1700	668.9022	(438.8530)
ESE Support Levels 4 and 5	183	16	820	430	72	2,169.0000	316.1605	(4.2601)
Career Education 9-12	54	4	<u>213</u>	<u>114</u>	<u>100</u>	<u>6,595.2400</u>	<u>18.4273</u>	<u>(12.1265)</u>
All Programs	332	30	<u>38,121</u>	<u>1,988</u>	<u>593</u>	<u>269,333.7900</u>	<u>1,432.6116</u>	<u>(1,442.3873)</u>

Teachers

We also tested teacher qualifications as part of our examination procedures. (See NOTE B.) Specifically, the population of teachers (438, of which 295 are applicable to District schools other than charter schools and 143 are applicable to charter schools) consisted of the total number of teachers at schools in our test who taught courses in ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students, and of the total number of teachers reported under virtual education cost centers in our test who taught courses in Basic, Basic with ESE Services, ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students.

We noted the following material noncompliance: State requirements governing teacher certification, School Board approval of out-of-field teacher assignments, notification to parents regarding teachers' out-of-field status, or the earning of required in-service training points in ESOL strategies were not met for 76 of the 438 teachers in our test.⁷ Of the 438 teachers in our test, 143 (33 percent) taught at charter schools and 61 (80 percent) of the 76 teachers with exceptions taught at charter schools.

Proposed Adjustments

Our proposed adjustments present the net effects of noncompliance disclosed by our examination procedures, including those related to our test of teacher qualifications. Our proposed adjustments generally reclassify the reported FTE to Basic education, except for noncompliance involving a student's enrollment or attendance in which case the reported FTE is taken to zero. (See *SCHEDULES B, C, and D.*)

The ultimate resolution of our proposed adjustments to the FTE student enrollment and the computation of their financial impact is the responsibility of the DOE.

⁷ For teachers, the material noncompliance is composed of Findings 9, 14, 19, 20, 23, 31, 32, 40, 43, 54, 55, 64, 70, 77, 78, 83, 84, 85, 87, 89, 90, 91, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 112, 113, 114, 115, 116, 120, 121, 122, 123, 124, 126, 127, 128, 129, 130, 131, 132, 133, and 134 on *SCHEDULE D.*

SCHEDULE B

EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FULL-TIME EQUIVALENT STUDENT ENROLLMENT

District Schools Other Than Charter Schools			
No. Program (1)	Proposed Net Adjustment (2)	Cost Factor	Weighted FTE (3)
101 Basic K-3	36.5286	1.107	40.4372
102 Basic 4-8	(2.1782)	1.000	(2.1782)
103 Basic 9-12	(18.5020)	1.001	(18.5205)
111 Grades K-3 with ESE Services	3.5050	1.107	3.8800
112 Grades 4-8 with ESE Services	(8.8241)	1.000	(8.8241)
113 Grades 9-12 with ESE Services	(11.2624)	1.001	(11.2737)
130 ESOL	(114.8538)	1.212	(139.2028)
254 ESE Support Level 4	(4.4704)	3.619	(16.1784)
255 ESE Support Level 5	.2103	5.526	1.1621
300 Career Education 9-12	(12.1265)	1.001	(12.1386)
Subtotal	(131.9735)		(162.8370)
Charter Schools			
No. Program (1)	Proposed Net Adjustment (2)	Cost Factor	Weighted FTE (3)
101 Basic K-3	(424.9085)	1.107	(470.3737)
102 Basic 4-8	(376.2991)	1.000	(376.2991)
103 Basic 9-12	23.2156	1.001	23.2388
111 Grades K-3 with ESE Services	(69.8398)	1.107	(77.3126)
112 Grades 4-8 with ESE Services	(138.5828)	1.000	(138.5828)
130 ESOL	(323.9992)	1.212	(392.6870)
Subtotal	(1,310.4138)		(1,432.0164)
Total of Schools			
No. Program (1)	Proposed Net Adjustment (2)	Cost Factor	Weighted FTE (3)
101 Basic K-3	(388.3799)	1.107	(429.9365)
102 Basic 4-8	(378.4773)	1.000	(378.4773)
103 Basic 9-12	4.7136	1.001	4.7183
111 Grades K-3 with ESE Services	(66.3348)	1.107	(73.4326)
112 Grades 4-8 with ESE Services	(147.4069)	1.000	(147.4069)
113 Grades 9-12 with ESE Services	(11.2624)	1.001	(11.2737)
130 ESOL	(438.8530)	1.212	(531.8898)
254 ESE Support Level 4	(4.4704)	3.619	(16.1784)
255 ESE Support Level 5	.2103	5.526	1.1621
300 Career Education 9-12	(12.1265)	1.001	(12.1386)
Total	(1,442.3873)		(1,594.8534)

Notes: (1) See NOTE A7.

(2) These proposed net adjustments are for unweighted FTE. (See *SCHEDULE C*.)

(3) Weighted adjustments to the FTE are presented for illustrative purposes only. The weighted adjustments to the FTE do not take special program caps or allocation factors into consideration and are not intended to indicate the FTE used to compute the dollar value of adjustments. That computation is the responsibility of the DOE. (See NOTE A5.)

SCHEDULE C

PROPOSED ADJUSTMENTS BY SCHOOL FULL-TIME EQUIVALENT STUDENT ENROLLMENT

<u>No.</u> <u>Program</u>	<u>Proposed Adjustments (1)</u>			<u>Balance Forward</u>
	<u>#0100</u>	<u>#0131</u>	<u>#0171</u>	
101 Basic K-3	.....	.4273	.....	.4273
102 Basic 4-8	.....	.7187	.....	.7187
103 Basic 9-12	.1800	.....	(9.8150)	(9.6350)
111 Grades K-3 with ESE Services	.....	1.0000	.....	1.0000
112 Grades 4-8 with ESE Services	.9600	(.1116)	.....	.8484
113 Grades 9-12 with ESE Services	(.0600)	.....	(2.8792)	(2.9392)
130 ESOL	.....	(1.9118)	(5.1467)	(7.0585)
254 ESE Support Level 4	.....	(1.5298)	(.1180)	(1.6478)
255 ESE Support Level 5	(1.1800)	.4971	.....	(.6829)
300 Career Education 9-12	.....	.....	<u>(1.9833)</u>	<u>(1.9833)</u>
Total	<u>(.1000)</u>	<u>(.9101)</u>	<u>(19.9422)</u>	<u>(20.9523)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

Proposed Adjustments (1)

<u>No.</u>	<u>Brought Forward</u>	<u>#0571</u>	<u>#0761</u>	<u>#0871</u>	<u>#1871</u>	<u>Balance Forward</u>
101	.4273	8.5010	5.5113	.....	.....	14.4396
102	.7187	15.6958	.5927	(.4748)	7.7975	24.3299
103	(9.6350)	.....	.....	.....	.....	(9.6350)
111	1.0000	(.4997)	.....	.....	.....	.5003
112	.8484	.....	(.0652)	(.5383)	(.5271)	(.2822)
113	(2.9392)	.....	.....	.....	.....	(2.9392)
130	(7.0585)	(23.6971)	(6.4748)	.....	(7.2704)	(44.5008)
254	(1.6478)	.....	(.0183)	.....	.....	(1.6661)
255	(.6829)	.....	.....	.5383	.....	(.1446)
300	<u>(1.9833)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(1.9833)</u>
Total	<u>(20.9523)</u>	<u>.0000</u>	<u>(.4543)</u>	<u>(.4748)</u>	<u>.0000</u>	<u>(21.8814)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

Proposed Adjustments (1)

<u>No.</u>	<u>Brought Forward</u>	<u>#1901</u>	<u>#3121</u>	<u>#3222</u>	<u>#3391</u>	<u>Balance Forward</u>
101	14.4396	.....	5.2642	.....	.....	19.7038
102	24.3299	.....	(9.4486)	.....	.....	14.8813
103	(9.6350)	(5.7716)	.....	(.5002)	(14.5325)	(30.4393)
111	.5003	.....	.....	.....	.....	.5003
112	(.2822)	.....	(2.3732)	(2.0010)	.....	(4.6564)
113	(2.9392)	(1.8128)	.....	(1.0004)	(3.6602)	(9.4126)
130	(44.5008)	(11.2388)	(8.1652)	.....	(4.6163)	(68.5211)
254	(1.6661)	(1.6708)	.....	3.5016	(.2966)	(.1319)
255	(.1446)	.3910	.....	.....	.....	.2464
300	<u>(1.9833)</u>	<u>(5.0545)</u>	.....	.....	<u>(3.6198)</u>	<u>(10.6576)</u>
Total	<u>(21.8814)</u>	<u>(25.1575)</u>	<u>(14.7228)</u>	<u>.0000</u>	<u>(26.7254)</u>	<u>(88.4871)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

No.	Brought Forward	<u>Proposed Adjustments (1)</u>				Balance Forward
		<u>#3461</u>	<u>#3481</u>	<u>#3541</u>	<u>#3761</u>	
101	19.7038	9.3703	1.7172	.....	4.0417	34.8330
102	14.8813	(.2722)	(10.2488)	.....	(6.7823)	(2.4220)
103	(30.4393)	.....	.....	11.9373	.....	(18.5020)
111	.5003	.....	.....	.....	2.5046	3.0049
112	(4.6564)	(.2451)	(3.3058)	.....	(.8434)	(9.0507)
113	(9.4126)	.....	.....	(1.8498)	.....	(11.2624)
130	(68.5211)	(9.8886)	(4.3434)	(20.8671)	(8.5812)	(112.2014)
254	(.1319)	.....	(.0688)	(.0235)	(3.2358)	(3.4600)
255	.2464	.....	.....	.....	(.0341)	.2123
300	<u>(10.6576)</u>	.....	.....	<u>(1.4689)</u>	.....	<u>(12.1265)</u>
Total	<u>(88.4871)</u>	<u>(1.0356)</u>	<u>(16.2496)</u>	<u>(12.2720)</u>	<u>(12.9305)</u>	<u>(130.9748)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

Proposed Adjustments (1)

<u>No.</u>	<u>Brought Forward</u>	<u>#3841</u>	<u>#5003*</u>	<u>#5010*</u>	<u>#5012*</u>	<u>Balance Forward</u>
101	34.8330	1.6956	1.1369	10.6654	.....	48.3309
102	(2.4220)	.2438	1.8705	4.4074	.8202	4.9199
103	(18.5020)	.....	.....	.....	.....	(18.5020)
111	3.0049	.5001	.....	.....	.....	3.5050
112	(9.0507)	.2266	.....	.....	.....	(8.8241)
113	(11.2624)	.....	.....	.....	.....	(11.2624)
130	(112.2014)	(2.6524)	(3.0074)	(15.0728)	(.8202)	(133.7542)
254	(3.4600)	(1.0104)	.....	.....	.....	(4.4704)
255	.2123	(.0020)	.....	.....	.....	.2103
300	<u>(12.1265)</u>	.....	.....	.....	.....	<u>(12.1265)</u>
Total	<u>(130.9748)</u>	<u>(.9987)</u>	<u>.0000</u>	<u>.0000</u>	<u>.0000</u>	<u>(131.9735)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

*Charter School

Proposed Adjustments (1)

<u>No.</u>	<u>Brought Forward</u>	<u>#5015*</u>	<u>#5049*</u>	<u>#5111*</u>	<u>#5142*</u>	<u>Balance Forward</u>
101	48.3309	7.8765	4.4715	(304.1955)	.....	(243.5166)
102	4.9199	.7873	6.1287	(355.7205)	.....	(343.8846)
103	(18.5020)	.....	.....	.....	23.2156	4.7136
111	3.5050	.....	.....	(55.9109)	.....	(52.4059)
112	(8.8241)	.....	(1.0000)	(125.5828)	.....	(135.4069)
113	(11.2624)	.....	.....	.....	.....	(11.2624)
130	(133.7542)	(8.6638)	(9.6002)	(95.3976)	(23.2156)	(270.6314)
254	(4.4704)	.....	.....	.....	.....	(4.4704)
255	.2103	.....	.....	.....	.....	.2103
300	<u>(12.1265)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(12.1265)</u>
Total	<u>(131.9735)</u>	<u>.0000</u>	<u>.0000</u>	<u>(936.8073)</u>	<u>.0000</u>	<u>(1,068.7808)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

*Charter School

Proposed Adjustments (1)

<u>No.</u>	<u>Brought Forward</u>	<u>#5177*</u>	<u>#5271*</u>	<u>#5361*</u>	<u>#5710*</u>	<u>Total</u>
101	(243.5166)	(180.4136)	5.2420	13.6685	16.6398	(388.3799)
102	(343.8846)	(52.4469)	1.5605	8.1072	8.1865	(378.4773)
103	4.7136	.....	.....	.....	.....	4.7136
111	(52.4059)	(13.4295)	.....	(.4994)	.....	(66.3348)
112	(135.4069)	(12.0000)	.....	.....	.....	(147.4069)
113	(11.2624)	.....	.....	.....	.....	(11.2624)
130	(270.6314)	(115.3165)	(6.8025)	(21.2763)	(24.8263)	(438.8530)
254	(4.4704)	.....	.....	.....	.....	(4.4704)
255	.2103	.....	.....	.....	.....	.2103
300	<u>(12.1265)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(12.1265)</u>
Total	<u>(1,068.7808)</u>	<u>(373.6065)</u>	<u>.0000</u>	<u>.0000</u>	<u>.0000</u>	<u>(1,442.3873)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

*Charter School

SCHEDULE D

FINDINGS AND PROPOSED ADJUSTMENTS FULL-TIME EQUIVALENT STUDENT ENROLLMENT

Overview

Broward County District School Board (District) management is responsible for determining that the FTE student enrollment including teacher certification as reported under the FEFP is in compliance with State requirements. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; SBE Rules, Chapter 6A-1, FAC; and the *FTE General Instructions 2017-18* issued by the DOE. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action as presented in *SCHEDULE E*.

Findings

Proposed Net Adjustments (Unweighted FTE)

Our examination included the July and October 2017 reporting survey periods and the February and June 2018 reporting survey periods (See NOTE A6.). Unless otherwise specifically stated, the Findings and Proposed Adjustments presented herein are for the October 2017 reporting survey period, the February 2018 reporting survey period, or both. Accordingly, our Findings do not mention specific reporting survey periods unless necessary for a complete understanding of the instances of noncompliance being disclosed.

Hospital Homebound Services (#0100)

1. [Ref. 10001] The IEP for one ESE student was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

103 Basic 9-12	.1800	
113 Grades 9-12 with ESE Services	<u>(.1800)</u>	.0000

2. [Ref. 10002] The FTE for five ESE students enrolled in the Hospital and Homebound Program was incorrectly reported in Program No. 255 (ESE Support Level 5). The students were enrolled in group teleclass courses. We propose the following adjustment:

112 Grades 4-8 with ESE Services	.9600	
113 Grades 9-12 with ESE Services	.1200	
255 ESE Support Level 5	<u>(1.0800)</u>	.0000

3. [Ref. 10003] The homebound teachers' instruction logs for two ESE students enrolled in the Hospital and Homebound Program were not available at the time of our examination and could not be subsequently located. In addition, the *Matrix of Services (Finding Continues on Next Page)*

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Hospital Homebound Services (#0100) (Continued)

form for one of the students was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

255 ESE Support Level 5	(.1000)	(.1000)
		(.1000)

Gulfstream Academy of Hallandale Beach (#0131)

4. [Ref. 13101] One ELL student was reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

102 Basic 4-8	.4357	
130 ESOL	(.4357)	.0000

5. [Ref. 13102] The English language proficiency of one ELL student was not assessed within 30 school days prior to the student’s DEUSS anniversary date and an ELL Committee was not convened by October 13 to consider the student’s continued ESOL placement beyond 3 years from the student’s DEUSS. In addition, the student was not provided 900 hours of annual instruction (See Finding 8 [Ref. 13105]). We propose the following adjustment:

102 Basic 4-8	.8794	
130 ESOL	(.8820)	(.0026)

6. [Ref. 13103] The file for one ELL student did not evidence that the student’s parents were notified of their child’s ESOL placement. We propose the following adjustment:

101 Basic K-3	.4182	
130 ESOL	(.4182)	.0000

7. [Ref. 13104] Three ESE students were not reported in accordance with the students’ *Matrix of Services* forms. We propose the following adjustment:

111 Grades K-3 with ESE Services	1.0000	
112 Grades 4-8 with ESE Services	.0029	
254 ESE Support Level 4	(1.5000)	
255 ESE Support Level 5	.4971	.0000

Findings

Gulfstream Academy of Hallandale Beach (#0131) (Continued)

8. [Ref. 13105] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students’ schedules included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days. As a result, the District overreported the FTE for 350 students (3 students were in our Basic test, 2 students were in our Basic with ESE Services test, 3 students were in our ESOL test, and 1 student was in our ESE Support Levels 4 and 5 test). Our recalculation of the FTE and hours of instruction disclosed that only 897.67 hours of the required 900 hours of instruction (or .9974 total FTE) were provided for the 2017-18 school year, therefore, FTE was overstated by .9075 FTE. We propose the following adjustment:

102 Basic 4-8	(.6145)	
112 Grades 4-8 with ESE Services	(.1145)	
130 ESOL	(.1759)	
254 ESE Support Level 4	<u>(.0026)</u>	(.9075)

9. [Ref. 13170] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher held certification in Elementary Education but taught a course that required certification in Music. We also noted that the student’s parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	.0091	
102 Basic 4-8	.0181	
254 ESE Support Level 4	<u>(.0272)</u>	.0000
		<u>(.9101)</u>

South Broward High School (#0171)

10. [Ref. 17101] The English language proficiency of one ELL student was not assessed within 30 school days prior to the student’s DEUSS anniversary date to consider the student’s continued ESOL placement beyond 3 years from the student’s DEUSS. We propose the following adjustment:

103 Basic 9-12	.1428	
130 ESOL	<u>(.1428)</u>	.0000

Findings

South Broward High School (#0171) (Continued)

11. [Ref. 17102] One ELL student was assessed as English proficient but an ELL Committee was not convened to consider the student’s initial ESOL placement. We propose the following adjustment:

103 Basic 9-12	.5712	
130 ESOL	<u>(.5712)</u>	.0000

12. [Ref. 17103] School records did not evidence that ten Career Education 9-12 students who participated in OJT worked during the applicable reporting survey periods. In addition, seven students were not provided 900 hours of annual instruction (See Finding 13 [Ref.17104]). We propose the following adjustment:

103 Basic 9-12	(.2307)	
300 Career Education 9-12	<u>(.6849)</u>	(.9156)

13. [Ref. 17104] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that 12th-grade students were released on May 24, 2018, which was 7 school days prior to the last day of school for the rest of the student population. The early release of the students, combined with the District not obtaining a waiver or making up 5 of the 7 days that the School was closed due to inclement weather, resulted in overreporting the FTE for 510 students (2 students were in our Basic test, 1 student was in our Basic with ESE Services test, 10 students were in our ESOL test, 4 students were in our ESE Support Levels 4 and 5 test, and 8 students were in our Career Education 9-12 test). Our recalculation of the FTE and hours of instruction disclosed that only 864.50 hours of the required 900 hours of instruction (or .9606 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 19.0266 FTE. We propose the following adjustment:

103 Basic 9-12	(13.5113)	
113 Grades 9-12 with ESE Services	(2.8792)	
130 ESOL	(1.2197)	
254 ESE Support Level 4	(.1180)	
300 Career Education 9-12	<u>(1.2984)</u>	(19.0266)

Findings

South Broward High School (#0171) (Continued)

14. [Ref. 17171] One teacher did not hold a valid Florida teaching certificate. The teacher taught a Geometry course to students who were enrolled in the ESOL Program during the October and February reporting survey periods. School staff indicated that the teacher was processed as an Interim Substitute to replace a teacher on Maternity Leave. The School advertised the position and selected a candidate who subsequently declined the position; consequently, the District’s Director of Talent Acquisition and Operations-Instructional determined that it was better to keep the substitute in the position for consistency. In addition, School records evidenced that the teacher’s former certificate/license had expired, contrary to the District’s *Section 4003 Instructional Certification* procedures that states, it shall be the responsibility of each instructional employee to keep his/her teaching certificates, licenses, Certificates of Registration, etc., current, in force, registered, and on file in the Personnel Division.

Sections 1010.215(1)(c) and 1012.01(2)(a), Florida Statutes, provide that instructional personnel consists of classroom teachers, including substitutes, and means any K-12 staff member whose functions provide direct support in the learning process of students. Classroom teachers, including substitute teachers, are staff members who are assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, ESE, career education, and adult education. Further, Section 1012.55(1)(b), Florida Statutes, indicates that each person employed or occupying a position, such as a teacher or other position in which the employee serves in an instructional capacity, in any public school of any district of this State shall hold the certificate required by laws and SBE rules in fulfilling the requirements of the law for the type of service rendered. Such positions include personnel providing direct instruction to students through a virtual environment or through a blended virtual and physical environment.

Since the teacher was providing direct instructional services and did not hold any certification, or was not otherwise qualified to teach, we propose the following adjustment:

103 Basic 9-12	3.2130	
130 ESOL	<u>(3.2130)</u>	<u>.0000</u>
		<u>19.9422</u>

Findings

Tedder Elementary School (#0571)

15. [Ref. 57101] The IEP for one ESE student was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

101 Basic K-3	.4997	
111 Grades K-3 with ESE Services	(.4997)	.0000

16. [Ref. 57102] The English language proficiency of two ELL students was not assessed within 30 school days prior to the students' DEUSS anniversary dates to consider the students' continued ESOL placements beyond 3 years from each student's DEUSS. In addition, one student was reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

102 Basic 4-8	1.6928	
130 ESOL	(1.6928)	.0000

17. [Ref. 57103] ELL Committees for three students were not convened by October 13 to consider the students' continued ESOL placements beyond 3 years from each student's DEUSS. We propose the following adjustment:

101 Basic K-3	2.5392	
130 ESOL	(2.5392)	.0000

18. [Ref. 57104/05] The files for four ELL students did not evidence that the students' parents were notified of their children's ESOL placements. We propose the following adjustments:

<u>Ref. 57104</u>		
101 Basic K-3	1.6924	
130 ESOL	(1.6924)	.0000

<u>Ref. 57105</u>		
101 Basic K-3	.4232	
102 Basic 4-8	.4232	
130 ESOL	(.8464)	.0000

19. [Ref. 57170/71] Two teachers taught Primary Language Arts to classes that included ELL students but were not properly certified and were not approved by the School Board to teach such students out of field in ESOL. In addition, the students' parents were not notified of the teachers' out-of-field status and one of the teachers (Ref. 57170) had earned only 240 of the 300 in-service training points in ESOL strategies
(Finding Continues on Next Page)

Findings

Tedder Elementary School (#0571) (Continued)

required by SBE Rule 6A-1.0503, FAC, and the teacher’s in-service training timeline. We propose the following adjustments:

<u>Ref. 57170</u>		
102 Basic 4-8	6.0008	
130 ESOL	<u>(6.0008)</u>	.0000

<u>Ref. 57171</u>		
101 Basic K-3	3.3465	
130 ESOL	<u>(3.3465)</u>	.0000

20. [Ref. 57172/73] Two teachers did not hold valid Florida teaching certificates and were not otherwise qualified to teach. We propose the following adjustments:

<u>Ref. 57172</u>		
102 Basic 4-8	5.8862	
130 ESOL	<u>(5.8862)</u>	.0000

<u>Ref. 57173</u>		
102 Basic 4-8	1.6928	
130 ESOL	<u>(1.6928)</u>	<u>.0000</u>

.0000

Meadowbrook Elementary School (#0761)

21. [Ref. 76101] The files for three ELL students did not provide evidence that the students’ parents were notified of their children’s ESOL placements. In addition, the *ELL Student Plan* for one student was not available at the time of our examination and could not be subsequently located and one student was not provided 900 hours of annual instruction (See Finding 22 [Ref. 76102]). We propose the following adjustment:

101 Basic K-3	1.6956	
102 Basic 4-8	.8455	
130 ESOL	<u>(2.5434)</u>	(.0023)

22. [Ref. 76102] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students’ schedules included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days, which resulted in overreporting the FTE for 223 students (4 students were in our *Finding Continues on Next Page*)

Findings

Meadowbrook Elementary School (#0761) (Continued)

Basic test, 2 students were in our Basic with ESE Services test, 5 students were in our ESOL test, and 8 students were in our ESE Support Levels 4 and 5 test). Our recalculation of the FTE and hours of instruction disclosed that only 898.17 hours of the required 900 hours of instruction (or .9980 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by .4520 FTE. We propose the following adjustment:

102	Basic 4-8	(.2528)	
112	Grades 4-8 with ESE Services	(.0652)	
130	ESOL	(.1157)	
254	ESE Support Level 4	<u>(.0183)</u>	(.4520)

23. [Ref. 76170] One teacher taught Primary Language Arts courses to classes that included ELL students but was not properly certified but was approved in October 2016 by the School Board to teach such students out of field in ESOL; however, the students' parents were not notified of the teacher's out-of-field status. We propose the following adjustment:

101	Basic K-3	3.8157	
130	ESOL	<u>(3.8157)</u>	.0000
			<u>(.4543)</u>

Bright Horizons School (#0871)

24. [Ref. 87103] Student course schedules were incorrectly reported. The School's bell schedule supported 1,650 instructional minutes per week and met the minimum reporting of CMW; however, the students' course schedules were not reported in agreement with the School's bell schedule. We noted differences ranging from 150 to 1,230 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately, should reflect the correct number of CMW according to the School's instructional bell schedule. Since most of the students were reported within the District for the entire school year and their reported FTE was recalibrated to 1.0, this variance in CMW did not affect their ultimate funding level. As such, we present this disclosure finding with no proposed adjustment.

.0000

25. [Ref. 87101] One Basic student was not in membership during the October 2017 reporting survey period; consequently, the student should not have been reported for FEFP funding. We propose the following adjustment:

102	Basic 4-8	<u>(.4748)</u>	(.4748)
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**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Bright Horizons School (#0871) (Continued)

26. [Ref. 87102] One ESE student was not reported in accordance with the student's *Matrix of Services* form. We propose the following adjustment:

112 Grades 4-8 with ESE Services	(.5383)	
255 ESE Support Level 5	<u>.5383</u>	<u>.0000</u>
		<u>(.4748)</u>

Crystal Lake Middle School (#1871)

27. [Ref. 187101] Student course schedules were incorrectly reported. The School's bell schedule supported 1,630 instructional minutes per week and met the minimum reporting of CMW; however, the students' course schedules were not reported in agreement with the School's bell schedule. We noted differences ranging from 170 to 220 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately, should reflect the correct number of CMW according to the School's instructional bell schedule. Since most of the students were reported within the District for the entire school year and their reported FTE was recalibrated to 1.0, this variance in CMW did not affect their ultimate funding level. As such, we present this disclosure finding with no proposed adjustment.

.0000

28. [Ref. 187102] The file for one ESE student did not evidence that the student's general education teacher participated in the development of the student's IEP. We propose the following adjustment:

102 Basic 4-8	.5271	
112 Grades 4-8 with ESE Services	<u>(.5271)</u>	.0000

29. [Ref. 187103] ELL Committees for nine students were not convened by October 13 (two students) or within 30 school days prior to the students' DEUSS anniversary dates (seven students) to consider the students' continued ESOL placements beyond 3 years from each student's DEUSS. In addition, the *ELL Student Plans* for two students were not available at the time of our examination and could not be subsequently located, the English language proficiency of one student was not assessed within 30 school days prior to the student's DEUSS anniversary date, and the files for two students did not evidence that the students' parents were notified of their children's ESOL placements. We propose the following adjustment:

102 Basic 4-8	6.0205	
130 ESOL	<u>(6.0205)</u>	.0000

Findings

Crystal Lake Middle School (#1871) (Continued)

30. [Ref. 187104] The file for one ELL student did not evidence that the student's parents were notified of their child's ESOL placement. In addition, the student's *ELL Student Plan* was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

102 Basic 4-8	1.0000	
130 ESOL	<u>(1.0000)</u>	.0000

31. [Ref. 187170] One teacher taught English to classes that included an ELL student but had earned only 60 of the 120 in service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher's in-service training timeline. We propose the following adjustment:

102 Basic 4-8	.1666	
130 ESOL	<u>(.1666)</u>	.0000

32. [Ref. 187171] One teacher did not hold a valid Florida teaching certificate and was not otherwise qualified to teach. We propose the following adjustment:

102 Basic 4-8	.0833	
130 ESOL	<u>(.0833)</u>	<u>.0000</u>
		<u>.0000</u>

Piper High School (#1901)

33. [Ref. 190101] Two ELL students were reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. In addition, the students were not provided 900 hours of annual instruction (See Finding 39 [Ref. 190107]). We propose the following adjustment:

103 Basic 9-12	.6824	
130 ESOL	<u>(.7184)</u>	
300 Career Education 9-12	<u>(.0058)</u>	(.0418)

34. [Ref. 190102] The English language proficiency of three ELL students was not assessed and an ELL Committee was not convened (one student) within 30 school days prior to the students' DEUSS anniversary dates to consider the students' continued ESOL placements beyond 3 years from each student's DEUSS. In addition, the students were not provided 900 hours of annual instruction (See Finding 39 [Ref. 190107]). We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Piper High School (#1901) (Continued)

103 Basic 9-12	1.1119	
130 ESOL	(1.1150)	
300 Career Education 9-12	<u>(.0005)</u>	(.0036)

35. [Ref. 190103] School records did not evidence that the parents of 11 students were notified of their children’s ESOL placements. In addition, the *ELL Student Plan* for 1 student was not available at the time of our examination and could not be subsequently located, and the English language proficiency of 1 student was not assessed and an ELL Committee not convened within 30 school days prior to the student’s DEUSS anniversary date. Further, 10 students were not provided 900 hours of annual instruction (See Finding 39 [Ref. 190107]). We propose the following adjustment:

103 Basic 9-12	6.6005	
130 ESOL	(6.6123)	
300 Career Education 9-12	<u>(.0003)</u>	(.0121)

36. [Ref. 190104] Three ESE students were not reported in accordance with the students’ *Matrix of Services* forms. In addition, the students were not provided 900 hours of annual instruction (See Finding 39 [Ref. 190107]). We propose the following adjustment:

113 Grades 9-12 with ESE Services	1.0211	
254 ESE Support Level 4	(1.5002)	
255 ESE Support Level 5	<u>.4756</u>	(.0035)

37. [Ref. 190105] School records did not evidence that seven Career Education 9-12 students who participated in OJT worked during the applicable reporting survey periods. In addition, five students were not provided 900 hours of annual instruction (See Finding 39 [Ref. 190107]). We propose the following adjustment:

103 Basic 9-12	(.1160)	
300 Career Education 9-12	<u>(.9405)</u>	(1.0565)

38. [Ref. 190106] The files for three ELL students were not available at the time of our examination and could not be subsequently located; consequently, we were unable to determine the students’ eligibility for ESOL funding. In addition, the students were not provided 900 hours of annual instruction (See Finding 39 [Ref. 190107]). We propose the following adjustment:

103 Basic 9-12	1.4423	
130 ESOL	(1.4456)	
300 Career Education 9-12	<u>(.0003)</u>	(.0036)

Findings

Piper High School (#1901) (Continued)

39. [Ref. 190107] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to 2,337 students (12 students were in our Basic test, 10 students were in our Basic with ESE Services test, 19 students were in our ESOL test, 15 students were in our ESE Support Levels 4 and 5 test, and 31 students were in our Career Education 9-12 test) as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted:

- a. The 12th-grade students (572 students) were released on May 24, 2018, which was 7 school days prior to the last day of school for the rest of the student population (1,765 students). The early release of the students, combined with the District not obtaining a waiver or making up 5 of the 7 days that the School was closed due to inclement weather, resulted in overreporting the FTE. Our recalculation of the FTE and hours of instruction for the 572 students disclosed that only 863.33 hours of the required 900 hours of instruction (or .9593 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 21.9432 FTE.
- b. Our review of the remaining school’s population (1,765 students in grades 9-11) disclosed that the students were also affected by the closure of the school as noted above for 12th-grade students (due to inclement weather) and were only provided 898.92 hours of the required 900 hours of instruction (or .9988 total FTE) for the 2017-18 school year; therefore, FTE was overstated by 2.0932 FTE.

We propose the following adjustment:

103 Basic 9-12	(16.0948)	
113 Grades 9-12 with ESE Services	(2.8339)	
130 ESOL	(.7454)	
254 ESE Support Level 4	(.1706)	
255 ESE Support Level 5	(.0846)	
300 Career Education 9-12	<u>(4.1071)</u>	(24.0364)

40. [Ref. 190170] One teacher taught Basic subject area courses to classes that included ELL students but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

103 Basic 9-12	.6021	
130 ESOL	<u>(.6021)</u>	.0000
		<u>(25.1575)</u>

Findings

Quiet Waters Elementary School (#3121)

41. [Ref. 312101] The files for four ELL students did not evidence that the students' parents were notified of their children's ESOL placements. In addition, the *ELL Student Plan* for one student was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

101 Basic K-3	3.0814	
130 ESOL	<u>(3.0814)</u>	.0000

42. [Ref. 312102] Our examination of the School's instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students' schedules, which included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days, resulted in overreporting the FTE for 429 students (1 student was in our Basic test, 5 students were in our Basic with ESE Services test, and 11 students were in our ESOL test). Our recalculation of the FTE and hours of instruction disclosed that only 869 hours of the required 900 hours of instruction (or .9656 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 14.7228 FTE. We propose the following adjustment:

102 Basic 4-8	(9.4486)	
112 Grades 4-8 with ESE Services	(2.3732)	
130 ESOL	<u>(2.9010)</u>	(14.7228)

43. [Ref. 312171] One teacher taught Primary Language Arts to classes that included ELL students but was not properly certified and was not approved by the School Board to teach such students out of field. In addition, the students' parents were not notified of the teacher's out-of-field status. We propose the following adjustment:

101 Basic K-3	2.1828	
130 ESOL	<u>(2.1828)</u>	.0000

(14.7228)

Cross Creek School (#3222)

44. [Ref. 322201] Seven ESE students (one student was in our Basic test, three students were in our Basic with ESE Services test, and three students were in our ESE Support Levels 4 and 5 test) were not reported in accordance with the students' *Matrix of Services* forms. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Cross Creek School (#3222) (Continued)

103 Basic 9-12	(.5002)	
112 Grades 4-8 with ESE Services	(2.0010)	
113 Grades 9-12 with ESE Services	(1.0004)	
254 ESE Support Level 4	<u>3.5016</u>	<u>.0000</u>
		<u>.0000</u>

Charles W Flanagan High School (#3391)

45. [Ref. 339101] One ELL student was reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

103 Basic 9-12	.3570	
130 ESOL	<u>(.3570)</u>	<u>.0000</u>

46. [Ref. 339102] The English language proficiency of three ELL students was not assessed and an ELL Committee was not convened (one student) within 30 school days prior to the students' DEUSS anniversary dates to consider the students' continued ESOL placement beyond 3 years from each student's DEUSS. We propose the following adjustment:

103 Basic 9-12	1.8152	
130 ESOL	<u>(1.8152)</u>	<u>.0000</u>

47. [Ref. 339103] The *ELL Student Plans* for three students were not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

103 Basic 9-12	1.4280	
130 ESOL	<u>(1.4280)</u>	<u>.0000</u>

48. [Ref. 339104] The timecards for two Career Education 9-12 students who participated in OJT were not available at the time of our examination and could not be subsequently located. In addition, the students were not provided 900 hours of annual instruction (See Finding 49 [Ref. 339105]). We propose the following adjustment:

103 Basic 9-12	(.0456)	
300 Career Education 9-12	<u>(.2137)</u>	<u>(.2593)</u>

Findings

Charles W Flanagan High School (#3391) (Continued)

49. [Ref. 339105] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that 12th-grade students were released on May 24, 2018, which was 7 school days prior to the last day of school for the rest of the student population. In addition, the early release of the students, combined with the District not obtaining a waiver or making up 5 of the 7 days that the School was closed due to inclement weather, resulted in overreporting the FTE for 740 students (4 students were in our Basic test, 1 student was in our Basic with ESE Services test, 8 students were in our ESOL test, 8 students were in our ESE Support Levels 4 and 5 test, and 20 students were in our Career Education 9-12 test). Our recalculation of the FTE and hours of instruction disclosed that only 866.72 hours of the required 900 hours of instruction (or .9630 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 26.4661 FTE. We propose the following adjustment:

103 Basic 9-12	(18.0871)	
113 Grades 9-12 with ESE Services	(3.6602)	
130 ESOL	(1.0161)	
254 ESE Support Level 4	(.2966)	
300 Career Education 9-12	<u>(3.4061)</u>	<u>(26.4661)</u>
		<u>(26.7254)</u>

Eagle Point Elementary School (#3461)

50. [Ref. 346101] One ELL student was reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. In addition, the student was not provided 900 hours of annual instruction (See Finding 53 [Ref. 346104]). We propose the following adjustment:

102 Basic 4-8	.4175	
130 ESOL	<u>(.4199)</u>	(.0024)

51. [Ref. 346102] The English language proficiency of one ELL student was not assessed within 30 school days prior to the student’s DEUSS anniversary date to consider the student’s continued ESOL placement beyond 3 years from the student’s DEUSS. We propose the following adjustment:

101 Basic K-3	.4199	
130 ESOL	<u>(.4199)</u>	.0000

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Eagle Point Elementary School (#3461) (Continued)

52. [Ref. 346103] The *ELL Student Plan* for one student was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

101 Basic K-3	.4199	
130 ESOL	<u>(.4199)</u>	.0000

53. [Ref. 346104] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students’ schedules, which included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days, resulted in overreporting the FTE for 510 students (2 students were in our Basic test, 5 students were in our Basic with ESE Services test, and 10 students were in our ESOL test). Our recalculation of the FTE and hours of instruction disclosed that only 897.17 hours of the required 900 hours of instruction (or .9980 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 1.0332 FTE. We propose the following adjustment:

102 Basic 4-8	(.6897)	
112 Grades 4-8 with ESE Services	(.2451)	
130 ESOL	<u>(.0984)</u>	(1.0332)

54. [Ref. 346170] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher held certification in Social Science but taught a course that required certification in Elementary Education and ESOL. We also noted that the student’s parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	.2670	
130 ESOL	<u>(.2670)</u>	.0000

55. [Ref. 346171] One teacher did not hold a valid Florida teaching certificate and was not otherwise qualified to teach. We propose the following adjustment:

101 Basic K-3	8.2635	
130 ESOL	<u>(8.2635)</u>	.0000
		<u>(1.0356)</u>

Findings

Tradewinds Elementary School (#3481)

56. [Ref. 348101] School records did not evidence that two ELL students’ parents were notified of their children’s ESOL placements. We propose the following adjustment:

101 Basic K-3	1.7172	
130 ESOL	<u>(1.7172)</u>	.0000

57. [Ref. 348102] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students’ schedules, which included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days, resulted in overreporting the FTE for 473 students (3 students were in our Basic test, 4 students were in our Basic with ESE Services test, 6 students were in our ESOL test, and 1 student was in our ESE Support Level 4 and 5 test). Our recalculation of the FTE and hours of instruction disclosed that only 869 hours of the required 900 hours of instruction (or .9656 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 16.2496 FTE. We propose the following adjustment:

102 Basic 4-8	(10.2488)	
112 Grades 4-8 with ESE Services	(3.3058)	
130 ESOL	(2.6262)	
254 ESE Support Level 4	<u>(.0688)</u>	<u>(16.2496)</u>
		<u>(16.2496)</u>

Monarch High School (#3541)

58. [Ref. 354102] Three ELL students were reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. In addition, one student was not provided 900 hours of annual instruction (See Finding 63 [Ref. 354107]). We propose the following adjustment:

103 Basic 9-12	.9758	
130 ESOL	<u>(.9996)</u>	(.0238)

59. [Ref. 354103] ELL Committees for five students were not convened by October 13 (one student) or within 30 school days prior to the students’ DEUSS anniversary dates (four students) to consider the students’ continued ESOL placements beyond 3 years from *(Finding Continues on Next Page)*

Findings

Monarch High School (#3541) (Continued)

each student’s DEUSS. In addition, the *ELL Student Plan* for one student was not available at the time of our examination and could not be subsequently located, the English language proficiency of four students was not assessed within 30 school days prior to the students’ DEUSS anniversary dates, and school records did not evidence that three students’ parents were notified of their children’s ESOL placements. We propose the following adjustment:

103 Basic 9-12	2.7816	
130 ESOL	<u>(2.7816)</u>	.0000

60. [Ref. 354104] School records did not evidence that the parents of 25 students were notified of their children’s ESOL placements. In addition, 2 students were not provided 900 hours of annual instruction (See Finding 63 [Ref. 354107]). We propose the following adjustment:

103 Basic 9-12	15.7835	
130 ESOL	(15.8277)	
300 Career Education 9-12	<u>(.0034)</u>	(.0476)

61. [Ref. 354105] The timecards for four Career Education 9-12 students who participated in OJT were not available at the time of our examination and could not be subsequently located. In addition, three students were not provided 900 hours of annual instruction (See Finding 63 [Ref.354107]). We propose the following adjustment:

103 Basic 9-12	(.0284)	
300 Career Education 9-12	<u>(.4882)</u>	(.5166)

62. [Ref. 354106] One Career Education 9-12 student who participated in OJT was reported for more work hours than were supported by the student’s timecard. We propose the following adjustment:

300 Career Education 9-12	<u>(.0934)</u>	(.0934)
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63. [Ref. 354107] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that 12th-grade students were released on May 24, 2018, which was 7 school days prior to the last day of school for the rest of the student population. In addition, the early release of the students, combined with the District not obtaining a waiver or making up 5 of the *(Finding Continues on Next Page)*

Findings

Monarch High School (#3541) (Continued)

7 days that the School was closed due to inclement weather, resulted in overreporting the FTE for 525 students (3 students were in our Basic test, 1 student was in our Basic with ESE Services test, 1 student was in our ESOL test, 1 student was in our ESE Support Levels 4 and 5 test, and 17 students were in our Career Education 9-12 test). Our recalculation of the FTE and hours of instruction disclosed that only 878.62 hours of the required 900 hours of instruction (or .9762 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 11.5906 FTE. We propose the following adjustment:

103 Basic 9-12	(8.2842)	
113 Grades 9-12 with ESE Services	(1.8498)	
130 ESOL	(.5492)	
254 ESE Support Level 4	(.0235)	
300 Career Education 9-12	<u>(.8839)</u>	(11.5906)

64. [Ref. 354170] One teacher taught Language Arts to classes that included ELL students but was not properly certified and was not approved by the School Board to teach such students out of field in ESOL. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

103 Basic 9-12	.7090	
130 ESOL	<u>(.7090)</u>	<u>.0000</u>
		<u>(12.2720)</u>

Park Lakes Elementary School (#3761)

65. [Ref. 376101] The English language proficiency of three ELL students was not assessed and an ELL Committee not convened (one student) within 30 school days prior to the students’ DEUSS anniversary dates to consider the students’ continued ESOL placements beyond 3 years from each student’s DEUSS. In addition, two students were not provided 900 hours of annual instruction (See Finding 69 [Ref. 376105]). We propose the following adjustment:

101 Basic K-3	.8730	
102 Basic 4-8	1.6771	
130 ESOL	<u>(2.6190)</u>	(.0689)

66. [Ref. 376102] An ELL Committee was not convened by October 13 to consider one student’s continued ESOL placement beyond 3 years from the student’s DEUSS. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Park Lakes Elementary School (#3761) (Continued)

101 Basic K-3	.8730	
130 ESOL	(.8730)	.0000

67. [Ref. 376103] School records did not evidence that one ELL student’s parents were notified of their child’s ESOL placement. We propose the following adjustment:

101 Basic K-3	.4274	
130 ESOL	(.4274)	.0000

68. [Ref. 376104] Four ESE students were not reported in accordance with the students’ *Matrix of Services* forms. In addition, one student was not provided 900 hours of annual instruction (See Finding 69 [Ref.376105]). We propose the following adjustment:

111 Grades K-3 with ESE Services	2.5046	
112 Grades 4-8 with ESE Services	.4614	
254 ESE Support Level 4	(3.0001)	(.0341)

69. [Ref. 376105] Our examination of the School’s instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students’ schedules, which included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days, resulted in overreporting the FTE for 374 students (3 students were in our Basic test, 4 students were in our Basic with ESE Services test, 16 students were in our ESOL test, and 8 students were in our ESE Support Level 4 and 5 test). Our recalculation of the FTE and hours of instruction disclosed that only 869 hours of the required 900 hours of instruction (or .9656 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by 12.8276 FTE. We propose the following adjustment:

102 Basic 4-8	(8.4594)	
112 Grades 4-8 with ESE Services	(1.3048)	
130 ESOL	(2.7935)	
254 ESE Support Level 4	(.2357)	
255 ESE Support Level 5	(.0341)	(12.8275)

70. [Ref. 376170] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher held certification in Math but taught a course that required certification in Elementary Education. We also noted that the *(Finding Continues on Next Page)*

Findings

Park Lakes Elementary School (#3761) (Continued)

students' parents were not notified of the teacher's out-of-field status. We propose the following adjustment:

101 Basic K-3	1.8683	
130 ESOL	<u>(1.8683)</u>	<u>.0000</u>
		<u>(12.9305)</u>

Manatee Bay Elementary School (#3841)

71. [Ref. 384101] An ELL Committee was not convened by October 13 to consider one ELL student's continued ESOL placement beyond 3 years from the student's DEUSS. In addition, the student was not provided 900 hours of annual instruction (See Finding 74 [Ref. 384104]). We propose the following adjustment:

102 Basic 4-8	.8458	
130 ESOL	<u>(.8478)</u>	(.0020)

72. [Ref. 384102] School records did not evidence that four ELL students' parents were notified of their children's ESOL placements. We propose the following adjustment:

101 Basic K-3	1.6956	
130 ESOL	<u>(1.6956)</u>	.0000

73. [Ref. 384103] Two ESE students were not reported in accordance with the students' *Matrix of Services* forms. In addition, one student was not provided 900 hours of annual instruction (See Finding 74 [Ref.384104]). We propose the following adjustment:

111 Grades K-3 with ESE Services	.5001	
112 Grades 4-8 with ESE Services	.5002	
254 ESE Support Level 4	<u>(1.0023)</u>	(.0020)

74. [Ref. 384104] Our examination of the School's instructional calendar disclosed that the School did not provide 180 days of instruction or the 900-hour equivalent to students as prescribed by Section 1011.60(2), Florida Statutes; SBE Rule 6A-1.045111, FAC; and the *FTE General Instructions 2017-18*, pages 1 and 2. Specifically, we noted that the 4th- and 5th-grade students' schedules, which included 7 days that the School was closed due to inclement weather and the District did not obtain a waiver or otherwise make up 5 of the 7 days, resulted in overreporting the FTE for 498 students (5 students were in our Basic test, 7 students were in our Basic with ESE Services test, 11 students were in our ESOL test, and 4 students were in our ESE Support Levels 4 and 5 test). Our recalculation of the FTE and hours of instruction disclosed that only 898.17 hours of the
(Finding Continues on Next Page)

Findings

Manatee Bay Elementary School (#3841) (Continued)

required 900 hours of instruction (or .9980 total FTE) were provided for the 2017-18 school year; therefore, FTE was overstated by .9947 FTE. We propose the following adjustment:

102 Basic 4-8	(.6020)	
112 Grades 4-8 with ESE Services	(.2736)	
130 ESOL	(.1090)	
254 ESE Support Level 4	(.0081)	
255 ESE Support Level 5	<u>(.0020)</u>	(.9947)
		<u>(.9987)</u>

Somerset Preparatory Academy Charter School at North Lauderdale (#5003)

75. [Ref. 500302] English language proficiency was not assessed and an ELL Committee not convened within 30 school days prior to one student’s DEUSS anniversary date, to consider the student’s continued ESOL placement beyond 3 years from the student’s DEUSS. We propose the following adjustment:

102 Basic 4-8	.3733	
130 ESOL	<u>(.3733)</u>	.0000

76. [Ref. 500303] School records did not evidence that one ELL student’s parents were notified of their child’s ESOL placement. We propose the following adjustment:

101 Basic K-3	.4093	
130 ESOL	<u>(.4093)</u>	.0000

77. [Ref. 500370] One teacher taught Language Arts to classes that included ELL students but had earned none of the 300 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher’s in-service training timeline. In addition, the teacher held a temporary certificate in English and did not complete the GK requirements within 1 calendar year from the date of employment under the temporary certificate pursuant to Section 1012.56(7), Florida Statutes. We propose the following adjustment:

102 Basic 4-8	1.4972	
130 ESOL	<u>(1.4972)</u>	.0000

78. [Ref. 500371] One teacher taught Primary Language Arts to classes that included ELL students but had earned only 180 of the 240 in service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Somerset Preparatory Academy Charter School at North Lauderdale (#5003) (Continued)

101 Basic K-3	.7276	
130 ESOL	(.7276)	.0000
		<u>.0000</u>

Franklin Academy Sunrise (#5010) Charter School

79. [Ref. 501001] Three ELL students were reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

102 Basic 4-8	.9300	
130 ESOL	(.9300)	.0000

80. [Ref. 501002] The English language proficiency of one ELL student was not assessed within 30 school days prior to the student’s DEUSS anniversary date. We propose the following adjustment:

102 Basic 4-8	.7212	
130 ESOL	(.7212)	.0000

81. [Ref. 501003] The *ELL Student Plan* for one ELL student was not available at the time of our examination and could not be subsequently located. In addition, school records did not evidence that the student’s parents were notified of their child’s ESOL placement. We propose the following adjustment:

102 Basic 4-8	.7212	
130 ESOL	(.7212)	.0000

82. [Ref. 501004] School records did not evidence that three ELL students’ parents were notified of their children’s ESOL placements. We propose the following adjustment:

101 Basic K-3	1.2000	
102 Basic 4-8	.4428	
130 ESOL	(1.6428)	.0000

83. [Ref. 501070/71/73/74/75/77/79] Seven teachers taught Primary Language Arts to classes that included ELL students but were not properly certified and were not approved by the Charter School Board to teach such students out of field in ESOL. We also noted that the students’ parents were not notified of the teachers’ out-of-field status. In addition, one teacher (Ref. 501074) had earned only 60 of the 120 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher’s in-service training timeline. We propose the following adjustments:

Findings

Franklin Academy Sunrise (#5010) Charter School (Continued)

Proposed Net Adjustments (Unweighted FTE)

<u>Ref. 501070</u>		
101 Basic K-3	.6400	
130 ESOL	<u>(.6400)</u>	.0000
<u>Ref. 501071</u>		
102 Basic 4-8	.6400	
130 ESOL	<u>(.6400)</u>	.0000
<u>Ref. 501073</u>		
102 Basic 4-8	.6322	
130 ESOL	<u>(.6322)</u>	.0000
<u>Ref. 501074</u>		
101 Basic K-3	.6400	
130 ESOL	<u>(.6400)</u>	.0000
<u>Ref. 501075</u>		
102 Basic 4-8	.3200	
130 ESOL	<u>(.3200)</u>	.0000
<u>Ref. 501077</u>		
101 Basic K-3	1.2800	
130 ESOL	<u>(1.2800)</u>	.0000
<u>Ref. 501079</u>		
101 Basic K-3	1.2800	
130 ESOL	<u>(1.2800)</u>	.0000

84. [Ref. 501072] One teacher taught Primary Language Arts and Basic subject areas to classes that included ELL students but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher’s in-service training timeline. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	2.0000	
130 ESOL	<u>(2.0000)</u>	.0000

85. [Ref. 501076/78] Two teachers did not hold valid Florida teaching certificates and were not otherwise qualified to teach. We propose the following adjustments:

<u>Ref. 501076</u>		
101 Basic K-3	2.0254	
130 ESOL	<u>(2.0254)</u>	.0000

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Franklin Academy Sunrise (#5010) Charter School (Continued)

<u>Ref. 501078</u>		
101 Basic K-3	1.6000	
130 ESOL	<u>(1.6000)</u>	<u>.0000</u>
		<u>.0000</u>

Franklin Academy Pembroke Pines (#5012) Charter School

86. [Ref. 501202] One ELL student was reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

102 Basic 4-8	.4092	
130 ESOL	<u>(.4092)</u>	<u>.0000</u>

87. [Ref. 501270] One teacher taught Primary Language Arts and a Basic subject area course to classes that included an ELL student but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

102 Basic 4-8	.4110	
130 ESOL	<u>(.4110)</u>	<u>.0000</u>
		<u>.0000</u>

Avant Garde Academy K-8 Broward (#5015) Charter School

88. [Ref. 501501] Two ELL students were reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

102 Basic 4-8	.7873	
130 ESOL	<u>(.7873)</u>	<u>.0000</u>

89. [Ref. 501570] Our test of teacher qualifications disclosed that one teacher did not hold a valid Florida teaching certificate. School staff indicated that the teacher was hired as a substitute; however, our review of the teacher’s classroom placement indicated that the teacher was not assigned to fill in for an absent teacher (i.e., in a limited temporary role), but hired to fill an open teacher vacancy providing direct instructional services to students.

Sections 1010.215(1)(c) and 1012.01(2)(a), Florida Statutes, provide that instructional personnel consists of classroom teachers, including substitutes, and means any K-12 staff
(Finding Continues on Next Page)

Findings

Avant Garde Academy K-8 Broward (#5015) Charter School (Continued)

member whose functions provide direct support in the learning process of students. Classroom teachers, including substitute teachers, are staff members who are assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, ESE, career education, and adult education. Further, Section 1012.55(1)(b), Florida Statutes, indicates that each person employed or occupying a position, such as a teacher or other position in which the employee serves in an instructional capacity, in any public school of any district of this State shall hold the certificate required by laws and by rules of the SBE in fulfilling the requirements of the law for the type of service rendered. Such positions include personnel providing direct instruction to students through a virtual environment or through a blended virtual and physical environment.

Since the teacher was providing direct instructional services, did not hold any certification, and was not otherwise qualified to teach, we propose the following adjustment:

101 Basic K-3	.9216	
130 ESOL	<u>(.9216)</u>	.0000

90. [Ref. 501571/74] Two teachers did not hold valid Florida teaching certificates and were not otherwise qualified to teach. We propose the following adjustments:

<u>Ref. 501571</u>		
101 Basic K-3	.4608	
130 ESOL	<u>(.4608)</u>	.0000

<u>Ref. 501574</u>		
101 Basic K-3	.4608	
130 ESOL	<u>(.4608)</u>	.0000

91. [Ref. 501572/73] Two teachers taught Primary Language Arts to classes that included ELL students but were not properly certified and were not approved by the Charter School Board to teach such students out of field in ESOL. We also noted that the students' parents were not notified of the teachers' out-of-field status. We propose the following adjustments:

<u>Ref. 501572</u>		
101 Basic K-3	1.3860	
130 ESOL	<u>(1.3860)</u>	.0000

<u>Ref. 501573</u>		
101 Basic K-3	4.6473	
130 ESOL	<u>(4.6473)</u>	.0000
		<u>.0000</u>

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Renaissance Charter School at Cooper City (#5049)

92. [Ref. 504901] The file for one ESE student did not evidence that a general education teacher participated in the development of the student’s IEP. We propose the following adjustment:

102 Basic 4-8	1.0000	
112 Grades 4-8 with ESE Services	<u>(1.0000)</u>	.0000

93. [Ref. 504902] Three ELL students were reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. School management disagreed that the students were reported in ESOL beyond 6 years but did not provide any documentation to support otherwise. In addition, ELL Committees were not convened by October 13 to consider the students’ continued ESOL placements beyond 3 years from each student’s DEUSS. We propose the following adjustment:

102 Basic 4-8	1.3333	
130 ESOL	<u>(1.3333)</u>	.0000

94. [Ref. 504903] ELL Committees for two ELL students were not convened by October 13 to consider the students’ continued ESOL placements beyond 3 years from each student’s DEUSS. We propose the following adjustment:

102 Basic 4-8	1.8368	
130 ESOL	<u>(1.8368)</u>	.0000

95. [Ref. 504904] The *ELL Student Plan* for one ELL student was not available at the time of our examination and could not be subsequently located. In addition, School records did not evidence that the student’s parents were notified of their child’s ESOL placement. We propose the following adjustment:

102 Basic 4-8	1.0000	
130 ESOL	<u>(1.0000)</u>	.0000

96. [Ref. 504970] The parents of students taught by one out of field teacher were not notified of the teacher’s out-of-field status in ESOL. We propose the following adjustment:

101 Basic K-3	1.6845	
130 ESOL	<u>(1.6845)</u>	.0000

Findings

Renaissance Charter School at Cooper City (#5049) (Continued)

97. [Ref. 504971] One teacher did not hold a valid Florida teaching certificate and was not otherwise qualified to teach. We propose the following adjustment:

102 Basic 4-8	.2499	
130 ESOL	<u>(.2499)</u>	.0000

98. [Ref. 504972] One teacher was not properly certified and was not approved by the Charter School Board to teach out of field. The teacher held certification in English but taught a course that required certification in Reading. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

102 Basic 4-8	.7087	
130 ESOL	<u>(.7087)</u>	.0000

99. [Ref. 504973] One teacher taught Primary Language Arts to classes that included ELL students but was not properly certified and was not approved by the Charter School Board to teach such students out of field in ESOL. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	.9834	
130 ESOL	<u>(.9834)</u>	.0000

100. [Ref. 504974] One teacher taught Primary Language Arts and Basic subject area courses to classes that included ELL students but had earned none of the 120 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

101 Basic K-3	1.8036	
130 ESOL	<u>(1.8036)</u>	.0000
		<u>.0000</u>

Imagine Charter School at Weston (#5111)

101. [Ref. 511101] Student course schedules were incorrectly reported. The School’s bell schedule supported 1,700 instructional minutes per week for grades K-5 and 1,710 instructional minutes per week for grades 6-8 and met the minimum reporting of CMW; however, the students’ course schedules were not reported in agreement with the *(Finding Continues Next Page)*

Findings

Imagine Charter School at Weston (#5111) (Continued)

School's bell schedule. We noted differences ranging from 165 to 550 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately, should reflect the correct number of CMW according to the School's instructional bell schedule. Since most of the students were reported within the District for the entire school year and their reported FTE was recalibrated to 1.0, this variance in CMW did not affect their ultimate funding level. As such, we present this disclosure finding with no proposed adjustment.

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102. [Ref. 511102] Our examination disclosed that documentation to support student attendance was not available at the time of our examination and could not be subsequently located. As such, the attendance for 948 students (13 students were in our Basic test, 11 students were in our Basic with ESE Services test, and 25 students were in our ESOL test) reported at the School during the October 2017 and February 2018 reporting survey periods could not be verified. In addition, we noted that 1 ELL student was reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

101 Basic K-3	(304.1955)	
102 Basic 4-8	(355.7205)	
111 Grades K-3 with ESE Services	(55.9109)	
112 Grades 4-8 with ESE Services	(125.5828)	
130 ESOL	<u>(95.3976)</u>	<u>(936.8073)</u>
		<u>(936.8073)</u>

Franklin Academy 3 Pembroke Pines High School (#5142) Charter School

103. [Ref. 514201] English language proficiency was not assessed and ELL Committees not convened within 30 school days prior to three students' DEUSS anniversary dates to consider the students' continued ESOL placements beyond 3 years from each student's DEUSS. In addition, one student was assessed as English proficient and met the criteria to exit the ESOL Program; however, an ELL Committee was not convened to consider the student's continued ESOL placement. We propose the following adjustment:

103 Basic 9-12	.9311	
130 ESOL	<u>(.9311)</u>	.0000

Findings

Franklin Academy 3 Pembroke Pines High School (#5142) Charter School (Continued)

104. [Ref. 514202] The *ELL Student Plans* for three ELL students were not available at the time of our examination and could not be subsequently located and School records did not evidence that two students' parents were notified of their children's ESOL placements. In addition, an ELL Committee for one student was not convened by October 13 to consider the student's continued ESOL placement beyond 3 years from the student's DEUSS. We propose the following adjustment:

103 Basic 9-12	1.5387	
130 ESOL	<u>(1.5387)</u>	.0000

105. [Ref. 514270/77] Two teachers did not hold valid Florida teaching certificates and were not otherwise qualified to teach. We propose the following adjustments:

<u>Ref. 514270</u>		
103 Basic 9-12	1.1672	
130 ESOL	<u>(1.1672)</u>	.0000

<u>Ref. 514277</u>		
103 Basic 9-12	1.9405	
130 ESOL	<u>(1.9405)</u>	.0000

106. [Ref. 514271/73/74] Three teachers taught Language Arts to classes that included ELL students but were not properly certified and were not approved by the Charter School Board to teach such students out of field in ESOL. We also noted that the students' parents were not notified of the teachers' out-of-field status in ESOL (Ref. 514271/73/74) and Reading (Ref. 514273). We propose the following adjustments:

<u>Ref. 514271</u>		
103 Basic 9-12	1.8634	
130 ESOL	<u>(1.8634)</u>	.0000

<u>Ref. 514273</u>		
103 Basic 9-12	2.6118	
130 ESOL	<u>(2.6118)</u>	.0000

<u>Ref. 514274</u>		
103 Basic 9-12	2.9282	
130 ESOL	<u>(2.9282)</u>	.0000

107. [Ref. 514272] The parents of students taught by one out-of-field teacher were not notified of the teacher's out-of-field status in Math. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Franklin Academy 3 - Pembroke Pines High School (#5142) Charter School (Continued)

103 Basic 9-12	2.3998	
130 ESOL	(2.3998)	.0000

108. [Ref. 514275/78] Two teachers taught Basic subject area courses to classes that included ELL students but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teachers' in-service training timelines. We propose the following adjustments:

<u>Ref. 514275</u>		
103 Basic 9-12	2.2235	
130 ESOL	<u>(2.2235)</u>	.0000

<u>Ref. 514278</u>		
103 Basic 9-12	3.6738	
130 ESOL	<u>(3.6738)</u>	.0000

109. [Ref. 514276] One teacher taught Language Arts courses to classes that included ELL students but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher's in-service training timeline. We also noted that the students' parents were not notified of the teacher's out-of-field status. We propose the following adjustment:

103 Basic 9-12	1.9376	
130 ESOL	<u>(1.9376)</u>	<u>.0000</u>

.0000

Innovation Charter School (#5177)

110. [Ref. 517770/71/72/73/74/75] Six teachers taught Primary Language Arts to classes that included ELL students but were not properly certified and were not approved by the Charter School Board to teach such students out of field. We also noted that the students' parents were not notified of the teachers' out-of-field status in ESOL and one teacher (Ref. 517770) had earned only 60 of the 120 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher's in-service training timeline. Since the students involved are cited in Finding 111 (Ref. 517701), we present this disclosure finding with no proposed adjustment.

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111. [Ref. 517701] Our examination disclosed that documentation to support student attendance recorded in the Infinite Campus (a software application system used for attendance at the School) was not available at the time of our examination and could not
(Finding Continues on Next Page)

Findings

Innovation Charter School (#5177) (Continued)

be subsequently located. The School could only provide the daily attendance summary report for students who were either tardy or absent. However, this report did not include sufficient information to document who had logged on to the system to take daily attendance or information to ascertain when and by whom attendance data was entered, changed, or deleted as required by SBE Rule 6A-1.0014, FAC, and the DOE *Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*, pages 6 through 14. As such, the attendance for 395 students (12 students were in our Basic test, 3 students were in our Basic with ESE Services test, and 30 students were in our ESOL test) reported at the School during October 2017 and February 2018 reporting survey periods could not be verified. In addition, the *ELL Student Plans* for two ELL students were not available at the time of our examination and could not be subsequently located and English language proficiency was not assessed or an ELL Committee convened within 30 school days prior to two students' DEUSS anniversary dates to consider the students' continued ESOL placements beyond 3-years from each student's DEUSS. We propose the following adjustment:

101 Basic K-3	(180.4136)	
102 Basic 4-8	(52.4469)	
111 Grades K-3 with ESE Services	(13.4295)	
112 Grades 4-8 with ESE Services	(12.0000)	
130 ESOL	<u>(115.3165)</u>	<u>(373.6065)</u>
		<u>(373.6065)</u>

Charter School of Excellence at Davie (#5271)

112. [Ref. 527170/73] Our test of teacher qualifications disclosed that two teachers did not hold valid Florida teaching certificates. School records indicated that the teachers were hired as substitutes; however, our review of the teachers' classroom placements indicated that the teachers were not assigned to fill in for absent teachers (i.e., in a limited temporary role) but were instead hired to fill open teacher vacancies providing direct instructional services to students.

Sections 1010.215(1)(c) and 1012.01(2)(a), Florida Statutes, provide that instructional personnel consists of classroom teachers, including substitutes, and means any K-12 staff member whose functions provide direct support in the learning process of students. Classroom teachers, including substitute teachers, are staff members who are assigned the professional activity of instructing students in courses in classroom situations, *(Finding Continues on Next Page)*

Findings

Charter School of Excellence at Davie (#5271) (Continued)

including basic instruction, ESE, career education, and adult education. Further, Section 1012.55(1)(b), Florida Statutes, indicates that each person employed or occupying a position, such as a teacher or other position in which the employee serves in an instructional capacity, in any public school of any district of this State shall hold the certificate required by laws and by rules of the SBE in fulfilling the requirements of the law for the type of service rendered. Such positions include personnel providing direct instruction to students through a virtual environment or through a blended virtual and physical environment.

Since the teachers were providing direct instructional services, did not hold any certification, and were not otherwise qualified to teach, we propose the following adjustments:

<u>Ref. 527170</u>		
102 Basic 4-8	.7272	
130 ESOL	<u>(.7272)</u>	.0000
<u>Ref. 527173</u>		
101 Basic K-3	.4242	
130 ESOL	<u>(.4242)</u>	.0000

113. [Ref. 527171] One teacher taught a Primary Language Arts course to classes that included ELL students but had earned only 180 of the 240 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

101 Basic K-3	1.4544	
130 ESOL	<u>(1.4544)</u>	.0000

114. [Ref. 527172] One teacher taught Primary Language Arts and Basic subject area courses to classes that included ELL students but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

101 Basic K-3	1.6666	
130 ESOL	<u>(1.6666)</u>	.0000

115. [Ref. 527174] One teacher taught Primary Language Arts and Basic subject area courses to classes that included an ELL student but had earned none of the 180 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Charter School of Excellence at Davie (#5271) (Continued)

102 Basic 4-8	.8333	
130 ESOL	<u>(.8333)</u>	.0000

116. [Ref. 527175] One teacher did not hold a valid Florida teaching certificate and was not otherwise qualified to teach. We propose the following adjustment:

101 Basic K-3	1.6968	
130 ESOL	<u>(1.6968)</u>	<u>.0000</u>
		<u>.0000</u>

Championship Academy of Distinction at Hollywood (#5361) Charter School

117. [Ref. 536103] Student course schedules were incorrectly reported. The School's bell schedule supported 1,850 instructional minutes per week and met the minimum reporting of CMW; however, the students' course schedules were not reported in agreement with the School's bell schedule. We noted differences ranging from 150 to 200 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately, should reflect the correct number of CMW according to the School's instructional bell schedule. Since most of the students were reported within the District for the entire school year and their reported FTE was recalibrated to 1.0, this variance in CMW did not affect their ultimate funding level. As such, we present this disclosure finding with no proposed adjustment.

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118. [Ref. 536101] School records did not evidence that one student's general education teacher participated in the development of the student's IEP. We propose the following adjustment:

101 Basic K-3	.4994	
111 Grades K-3 with ESE Services	<u>(.4994)</u>	.0000

119. [Ref. 536102] The English language proficiency of two ELL students was not assessed within 30 school days prior to the students' DEUSS anniversary dates and an ELL Committee was not convened within 30 school days prior to one student's DEUSS anniversary date to consider the student's continued ESOL placement beyond 3 years from the student's DEUSS. We propose the following adjustment:

102 Basic 4-8	1.6380	
130 ESOL	<u>(1.6380)</u>	.0000

Findings

Championship Academy of Distinction at Hollywood (#5361) Charter School (Continued)

120. [Ref. 536170] One teacher was not properly certified and was not approved by the Charter School Board to teach out of field. The teacher held certification in Spanish but taught courses that required certification in Elementary Education and ESOL. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	6.0966	
130 ESOL	<u>(6.0966)</u>	.0000

121. [Ref. 536171] The parents of students taught by one out-of-field teacher were not notified of the teacher’s out-of-field status in Elementary Education. We propose the following adjustment:

102 Basic 4-8	1.3290	
130 ESOL	<u>(1.3290)</u>	.0000

122. [Ref. 536172/74] Two teachers taught Primary Language Arts to classes that included ELL students but were not properly certified and were not approved by the Charter School Board to teach such students out of field. We also noted that the teachers had earned none of the 180 (Ref. 536174) or 300 (Ref. 536172) in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and the teachers’ in-service training timelines. We propose the following adjustments:

<u>Ref. 536172</u>		
101 Basic K-3	3.7965	
130 ESOL	<u>(3.7965)</u>	.0000

<u>Ref. 536174</u>		
102 Basic 4-8	2.5701	
130 ESOL	<u>(2.5701)</u>	.0000

123. [Ref. 536173/76] Two teachers taught Primary Language Arts and Basic subject area courses to classes that included ELL students but had earned none of the 240 (Ref. 536173) or 120 (Ref. 536176) in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teachers’ in-service training timelines. We propose the following adjustments:

<u>Ref. 536173</u>		
101 Basic K-3	.8190	
130 ESOL	<u>(.8190)</u>	.0000

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Championship Academy of Distinction at Hollywood (#5361) Charter School (Continued)

<u>Ref. 536176</u>		
101 Basic K-3	2.4570	
130 ESOL	<u>(2.4570)</u>	.0000

124. [Ref. 536175] One teacher taught a Basic subject area course to classes that included ELL students but had earned none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

102 Basic 4-8	2.5701	
130 ESOL	<u>(2.5701)</u>	<u>.0000</u>
		<u>.0000</u>

Renaissance Charter Schools at Pines (#5710)

125. [Ref. 571001] Student course schedules were incorrectly reported. The School’s bell schedule supported 1,875 instructional minutes per week for grades K through 2 and 1,975 instructional minutes per week for grades 3 through 5 and met the minimum reporting of CMW; however, the students’ course schedules were not reported in agreement with the School’s bell schedule. We noted differences ranging from 150 to 225 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately, should reflect the correct number of CMW according to the School’s instructional bell schedule. Since most of the students were reported within the District for the entire school year and their reported FTE was recalibrated to 1.0, this variance in CMW did not affect their ultimate funding level. As such, we present this disclosure finding with no proposed adjustment.

.0000

126. [Ref. 571070] One teacher taught Primary Language Arts and Basic subject area courses to classes that included ELL students but was not properly certified and was not approved by the Charter School Board to teach such students out of field. We also noted that the students’ parents were not notified of the teacher’s out-of-field status and that the teacher had earned none of the 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

102 Basic 4-8	1.9129	
130 ESOL	<u>(1.9129)</u>	.0000

Findings

Renaissance Charter Schools at Pines (#5710) (Continued)

127. [Ref. 571071] One teacher was not properly certified and was not approved by the Charter School Board to teach out of field. The teacher held certification in Social Science but taught courses that required certification in Elementary Education. The teacher held a temporary certificate in Elementary Education but did not complete the GK requirements within 1 calendar year from the date of employment under the temporary certificate pursuant to Section 1012.56(7), Florida Statutes. We also noted that the students’ parents were not notified of the teacher’s out-of-field status in Elementary Education and ESOL. In addition, the teacher had earned none of the 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

101 Basic K-3	3.2736	
130 ESOL	<u>(3.2736)</u>	.0000

128. [Ref. 571072] One teacher taught Primary Language Arts and Basic subject area courses to classes that included an ELL student but had earned none of the 120 in-service training points in ESOL strategies required by SBE Rule 6A-1.0503, FAC, and none of the 60 in-service training points in ESOL strategies required by SBE Rule 6A-6.0907, FAC, and the teacher’s in-service training timeline. We also noted that the student’s parents were not notified of the teacher’s out-of-field status. We propose the following adjustment

101 Basic K-3	.8184	
130 ESOL	<u>(.8184)</u>	.0000

129. [Ref. 571073] One teacher was not properly certified and was not approved by the Charter School Board to teach out of field. The teacher held certification in ESE but taught courses that required certification in Elementary Education and ESOL. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	1.0908	
130 ESOL	<u>(1.0908)</u>	.0000

130. [Ref. 571074] One teacher taught Primary Language Arts to classes that included ELL students but was not properly certified and was not approved by the Charter School Board to teach such students out of field. We also noted that the students’ parents were
(Finding Continues on Next Page)

Findings

Renaissance Charter Schools at Pines (#5710) (Continued)

not notified of the teacher’s out-of-field status in ESOL. We propose the following adjustment:

101 Basic K-3	1.6362	
130 ESOL	<u>(1.6362)</u>	.0000

131. [Ref. 571075] One teacher was not properly certified and was not approved by the Charter School Board to teach out of field. The teacher held certification in Art but taught courses that required certification in Elementary Education. We also noted that the students’ parents were not notified of the teacher’s out-of-field status. We propose the following adjustment:

101 Basic K-3	4.9104	
130 ESOL	<u>(4.9104)</u>	.0000

132. [Ref. 571076/79] Two teachers did not hold valid Florida teaching certificates and were not otherwise qualified to teach. We propose the following adjustments:

<u>Ref. 571076</u>		
102 Basic 4-8	4.0920	
130 ESOL	<u>(4.0920)</u>	.0000

<u>Ref. 571079</u>		
101 Basic K-3	3.2736	
130 ESOL	<u>(3.2736)</u>	.0000

133. [Ref. 571077] The parents of students taught by one out-of-field teacher were not notified of the teacher’s out-of-field status in ESOL. We propose the following adjustment:

102 Basic 4-8	2.1816	
130 ESOL	<u>(2.1816)</u>	.0000

134. [Ref. 571078] One teacher held a temporary certificate in Elementary Education but did not complete the GK requirements within 1 calendar year from the date of employment under the temporary certificate pursuant to Section 1012.56(7), Florida Statutes. The teacher also taught Primary Language Arts courses to classes that included ELL students but was not properly certified in ESOL and had earned none of the 60 in-service training points in ESOL strategies required by SBE Rules 6A-1.0503 and 6A-6.0907, FAC, and the teacher’s in-service training timeline. We propose the following adjustment:

		Proposed Net Adjustments (Unweighted FTE)	
<u>Findings</u>			
<u>Renaissance Charter Schools at Pines (#5710)</u> (Continued)			
101 Basic K-3		1.6368	
130 ESOL		<u>(1.6368)</u>	<u>.0000</u>
			<u>.0000</u>
Proposed Net Adjustment			<u>(1,442.3873)</u>

SCHEDULE E

RECOMMENDATIONS AND REGULATORY CITATIONS FULL-TIME EQUIVALENT STUDENT ENROLLMENT

RECOMMENDATIONS

We recommend that Broward County District School Board (District) management exercise more care and take corrective action, as appropriate, to ensure that: (1) student course schedules are reported in accordance with the schools' daily instructional and bell schedules and are fully funded only when students are provided the minimum required hours of instruction; (2) only students who are enrolled and are in attendance at least 1 day during the reporting survey period are reported for FEFP funding and documentation is retained to support this reporting; (3) the English language proficiency of students being considered for continuation of their ESOL placements beyond the initial 3-year base period is assessed by October 13 if the students' DEUSS falls within the first 2 weeks of the school year, or within 30 school days prior to the students' DEUSS anniversary dates, and ELL Committees are timely convened subsequent to these assessments; (4) *ELL Student Plans* are timely prepared, contain proper documentation to support the students' ESOL placements, and the students' records are retained in readily accessible files; (5) parents are timely notified of their children's ESOL placements; (6) ELL students are not reported in the ESOL Program for more than the 6-year period allowed for State funding of ESOL; (7) ESE students are reported in accordance with the students' *Matrix of Services* forms that are also properly scored, timely completed, dated, and maintained in the students' files; (8) all required participants are in attendance at the students' IEP development meetings and sign the IEPs; (9) IEPs are timely reviewed and retained in readily accessible files; (10) schedules for students enrolled in the Hospital and Homebound Program are reported in the appropriate program category based on the program setting, specifically those students participating in teleclass courses; (11) homebound teacher instructional contact logs are retained in readily assessible files for students enrolled in the Hospital and Homebound Program; (12) students in Career Education 9-12 who participate in OJT are reported in accordance with timecards that are accurately completed, signed, and retained in readily accessible files; (13) attendance procedures are properly followed and records are retained in accordance with SBE rules, and the DOE *Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*; (14) ELL Committees are convened prior to placing students in ESOL who have been assessed as Fluent English Speakers; (15) teachers are properly certified or, if teaching out of field, are timely approved by the School Board or Charter School Board to teach out of field; (16) parents are timely notified when their children are assigned to teachers teaching out of field; (17) ESOL teachers earn the appropriate in-service training points as required by SBE Rule 6A-1.0503 or 6A-6.0907, FAC, and the teachers' in-service training timelines; (18) all teachers, including the teachers hired as substitute teachers, serving in a role consistent with that of a classroom teacher as provided by Florida Statutes and SBE Rules, are properly certified, or if not properly certified, are approved by the School Board or Charter School Board to teach out of field, and the students' parents are notified of the teacher's out-of-field placement; and (19) teachers who are issued temporary certificates timely complete the GK requirements.

The absence of statements in this report regarding practices and procedures followed by the District should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the District's obligation to comply with all State requirements relating to the classification, assignment, and verification of the FTE student enrollment including teacher certification as reported under the FEFP.

REGULATORY CITATIONS

Reporting

Section 1007.271(21), Florida Statutes, *Dual Enrollment Programs*

Section 1011.60, Florida Statutes, *Minimum Requirements of the Florida Education Finance Program*

Section 1011.61, Florida Statutes, *Definitions*

Section 1011.62, Florida Statutes, *Funds for Operation of Schools*

SBE Rule 6A-1.0451, FAC, *Florida Education Finance Program Student Membership Surveys*

SBE Rule 6A-1.045111, FAC, *Hourly Equivalent to 180-Day School Year*

FTE General Instructions 2017-18

Attendance

Section 1003.23, Florida Statutes, *Attendance Records and Reports*

SBE Rule 6A-1.044(3) and (6)(c), FAC, *Pupil Attendance Records*

FTE General Instructions 2017-18

Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook

ESOL

Section 1003.56, Florida Statutes, *English Language Instruction for Limited English Proficient Students*

Section 1011.62(1)(g), Florida Statutes, *Education for Speakers of Other Languages*

SBE Rule 6A-6.0901, FAC, *Definitions Which Apply to Programs for English Language Learners*

SBE Rule 6A-6.0902, FAC, *Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners*

SBE Rule 6A-6.09021, FAC, *Annual English Language Proficiency Assessment for English Language Learners (ELLs)*

SBE Rule 6A-6.09022, FAC, *Extension of Services in English for Speakers of Other Languages (ESOL) Program*

SBE Rule 6A-6.0903, FAC, *Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program*

SBE Rule 6A-6.09031, FAC, *Post Reclassification of English Language Learners (ELLs)*

SBE Rule 6A-6.0904, FAC, *Equal Access to Appropriate Instruction for English Language Learners*

Career Education On-The-Job Attendance

SBE Rule 6A-1.044(6)(c), FAC, *Pupil Attendance Records*

Career Education On-The-Job Funding Hours

FTE General Instructions 2017-18

Exceptional Education

Section 1003.57, Florida Statutes, *Exceptional Students Instruction*

Section 1011.62, Florida Statutes, *Funds for Operation of Schools*

Section 1011.62(1)(e), Florida Statutes, *Funding Model for Exceptional Student Education Programs*

SBE Rule 6A-6.03028, FAC, *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*

SBE Rule 6A-6.03029, FAC, *Development of Individualized Family Support Plans for Children with Disabilities Ages Birth Through Five Years*

SBE Rule 6A-6.0331, FAC, *General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services*

SBE Rule 6A-6.0334, FAC, *Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students*

SBE Rule 6A-6.03411, FAC, *Definitions, ESE Policies and Procedures, and ESE Administrators*

SBE Rule 6A-6.0361, FAC, *Contractual Agreements with Nonpublic Schools and Residential Facilities Matrix of Services Handbook (2017 Edition)*

Teacher Certification

Section 1010.215(1)(c), Florida Statutes, *Educational Funding Accountability*

Section 1012.01(2)(a), Florida Statutes, *Definitions (Classroom Teachers)*

Section 1012.42(2), Florida Statutes, *Teacher Teaching Out-of-Field; Notification Requirements*

Section 1012.55, Florida Statutes, *Positions for Which Certificates Required*

Section 1012.56, Florida Statutes, *Educator Certification Requirements*

SBE Rule 6A-1.0502, FAC, *Non-certificated Instructional Personnel*

SBE Rule 6A-1.0503, FAC, *Definition of Qualified Instructional Personnel*

SBE Rule 6A-4.001, FAC, *Instructional Personnel Certification*

SBE Rule 6A-4.0021, FAC, *Florida Teacher Certification Examinations*

SBE Rule 6A-6.0907, FAC, *Inservice Requirements for Personnel of Limited English Proficient Students*

Virtual Education

Section 1002.321, Florida Statutes, *Digital Learning*

Section 1002.37, Florida Statutes, *The Florida Virtual School*

Section 1002.45, Florida Statutes, *Virtual Instruction Programs*

Section 1002.455, Florida Statutes, *Student Eligibility for K-12 Virtual Instruction*

Section 1003.498, Florida Statutes, *School District Virtual Course Offerings*

Charter Schools

Section 1002.33, Florida Statutes, *Charter Schools*

NOTES TO SCHEDULES

<p style="text-align: center;">NOTE A – SUMMARY FULL-TIME EQUIVALENT STUDENT ENROLLMENT</p>

A summary discussion of the significant features of the Broward County District School Board (District), the FEFP, the FTE, and related areas is provided below.

1. The District

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Broward County, Florida. Those services are provided primarily to PK through 12th-grade students and to adults seeking career education-type training. The District is part of the State system of public education under the general direction and control of the SBE. The geographic boundaries of the District are those of Broward County.

The governing body of the District is the District School Board that is composed of nine elected members. The executive officer of the Board is the appointed Superintendent of Schools. The District had 236 schools other than charter schools, 93 charter schools, 1 cost center, and 2 virtual education cost centers serving PK through 12th-grade students.

For the fiscal year ended June 30, 2018, State funding totaling \$723.2 million was provided through the FEFP to the District for the District-reported 269,333.79 unweighted FTE as recalibrated, which included 45,672.42 unweighted FTE as recalibrated for charter schools. The primary sources of funding for the District are funds from the FEFP, local ad valorem taxes, and Federal grants and donations.

2. FEFP

Florida school districts receive State funding through the FEFP to serve PK through 12th-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population.

3. FTE Student Enrollment

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE student enrollment. For example, for PK through 3rd grade, 1.0 FTE is defined as one student in membership in a program or a group of programs for 20 hours per week for 180 days; for grade levels 4 through 12, 1.0 FTE is defined as one student in membership in a program or a group of programs for 25 hours per week for 180 days. For brick and mortar school

students, one student would be reported as 1.0 FTE if the student was enrolled in six courses per day at 50 minutes per course for the full 180-day school year (i.e., six courses at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equates to 1.0 FTE). For virtual education students, one student would be reported as 1.0 FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be reported as a fraction of an FTE. Half-credit completions will be included in determining an FTE student enrollment. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

4. Recalibration of FTE to 1.0

School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The DOE combines all FTE student enrollment reported for the student by all school districts, including the Florida Virtual School. If the combined reported FTE for the student exceeds 1.0 FTE, the DOE recalibrates the reported FTE student enrollment for each student to 1.0 FTE. The FTE student enrollment reported by the DJJ for FTE student enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE.

All FTE student enrollment is capped at 1.0 FTE except for the FTE student enrollment reported by the DJJ for students beyond the 180-day school year. However, if a student only has FTE student enrollment reported in one survey of the 180-day school year (Survey 2 or Survey 3), the FTE student enrollment reported will be capped at .5000 FTE, even if FTE student enrollment is reported in Survey 1 or Survey 4, with the exception of FTE student enrollment reported by the DJJ for students beyond the 180-day school year.

5. Calculation of FEFP Funds

The amount of State and local FEFP funds is calculated by the DOE by multiplying the number of unweighted FTE in each educational program by the specific cost factor of each program to obtain weighted FTEs. Weighted FTEs are multiplied by the base student allocation amount and that product is multiplied by the appropriate cost differential factor. Various adjustments are then added to obtain the total State and local FEFP dollars. All cost factors, the base student allocation amount, cost differential factors, and various adjustment figures are established by the Florida Legislature.

6. FTE Reporting Survey Periods

The FTE is determined and reported during the school year by means of four FTE membership survey periods that are conducted under the direction of district and school management. Each survey period is a testing of the FTE membership for a period of 1 week. The survey periods for the 2017-18 school year were conducted during and for the following weeks: Survey 1 was performed July 10 through 14, 2017; Survey 2 was performed October 9 through 13, 2017; Survey 3 was performed February 5 through 9, 2018; and Survey 4 was performed June 11 through 15, 2018.

7. Educational Programs

The FEFP funds ten specific programs under which instruction may be provided as authorized by the Florida Legislature. The general program titles under which these specific programs fall are: (1) Basic, (2) ESOL, (3) ESE, and (4) Career Education 9-12.

8. Statutes and Rules

The following statutes and rules are of significance to the administration of Florida public education:

Chapter 1000, Florida Statutes, *K-20 General Provisions*

Chapter 1001, Florida Statutes, *K-20 Governance*

Chapter 1002, Florida Statutes, *Student and Parental Rights and Educational Choices*

Chapter 1003, Florida Statutes, *Public K-12 Education*

Chapter 1006, Florida Statutes, *Support for Learning*

Chapter 1007, Florida Statutes, *Articulation and Access*

Chapter 1010, Florida Statutes, *Financial Matters*

Chapter 1011, Florida Statutes, *Planning and Budgeting*

Chapter 1012, Florida Statutes, *Personnel*

SBE Rules, Chapter 6A-1, FAC, *Finance and Administration*

SBE Rules, Chapter 6A-4, FAC, *Certification*

SBE Rules, Chapter 6A-6, FAC, *Special Programs I*

<p>NOTE B – TESTING FTE STUDENT ENROLLMENT</p>

Our examination procedures for testing provided for the selection of schools, students, and teachers using judgmental methods for testing the FTE student enrollment including teacher certification as reported under the FEFP to the DOE for the fiscal year ended June 30, 2018. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the District's compliance with State requirements relating to the classification, assignment, and verification of the FTE student enrollment including teacher certification as reported under the FEFP. The following schools were selected for testing:

<u>School</u>	<u>Findings</u>
1. Hospital Homebound Services	1 through 3
2. Gulfstream Academy of Hallandale Beach	4 through 9
3. South Broward High School	10 through 14
4. Tedder Elementary School	15 through 20
5. Meadowbrook Elementary School	21 through 23
6. Bright Horizons School	24 through 26
7. The Quest Center	NA
8. Crystal Lake Middle School	27 through 32
9. Piper High School	33 through 40
10. Quiet Waters Elementary School	41 through 43
11. Cross Creek School	44
12. Charles W Flanagan High School	45 through 49
13. Eagle Point Elementary School	50 through 55
14. Tradewinds Elementary School	56 and 57
15. Monarch High School	58 through 64
16. Park Lakes Elementary School	65 through 70
17. Manatee Bay Elementary School	71 through 74
18. Somerset Preparatory Academy Charter School at North Lauderdale*	75 through 78
19. Franklin Academy Sunrise*	79 through 85
20. Franklin Academy Pembroke Pines*	86 and 87
21. Avant Garde Academy K-8 Broward*	88 through 91
22. Renaissance Charter School at Cooper City*	92 through 100
23. Imagine Charter School at Weston*	101 and 102
24. Franklin Academy 3 Pembroke Pines High School*	103 through 109
25. Innovation Charter School*	110 and 111
26. Charter School of Excellence at Davie*	112 through 116
27. Championship Academy of Distinction at Hollywood*	117 through 124
28. Renaissance Charter Schools at Pines*	125 through 134
29. Broward Virtual Instruction Program	NA
30. Broward Virtual Franchise	NA

* Charter School



Sherrill F. Norman, CPA
Auditor General

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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT

Report on Student Transportation

We have examined the Broward County District School Board's (District's) compliance with State requirements relating to the classification, assignment, and verification of student transportation as reported under the Florida Education Finance Program for the fiscal year ended June 30, 2018. These requirements are found primarily in Chapter 1006, Part I, E. and Section 1011.68, Florida Statutes; State Board of Education Rules, Chapter 6A-3, Florida Administrative Code; and the *FTE General Instructions 2017-18 (Appendix F)* issued by the Department of Education.

Management's Responsibility for Compliance

District management is responsible for the District's compliance with the aforementioned State requirements, including the design, implementation, and maintenance of internal control to prevent, or detect and correct, noncompliance due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance with State requirements based on our examination. Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the classification, assignment, and verification of student transportation reported by the District under the Florida Education Finance Program complied with State requirements in all material respects.

An examination involves performing procedures to obtain evidence about whether the District complied with State requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for

our opinion. Our examination does not provide a legal determination on the District's compliance with State requirements. The legal determination of the District's compliance with these requirements is, however, ultimately the responsibility of the Department of Education.

An examination by its nature does not include a review of all records and actions of District management and staff and, as a consequence cannot be relied upon to identify all instances of noncompliance, fraud, abuse, or inefficiency. Because of these limitations and the inherent limitations of internal control, an unavoidable risk exists that some material noncompliance may not be detected, even though the examination is properly planned and performed in accordance with attestation standards.

Opinion

In our opinion, the Broward County District School Board complied, in all material respects, with State requirements relating to the classification, assignment, and verification of student transportation reported under the Florida Education Finance Program for the fiscal year ended June 30, 2018.

Other Reporting Required by *Government Auditing Standards*

In accordance with attestation standards established by *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses⁸ in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the District's compliance with State requirements; and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and abuse that has a material effect on the District's compliance with State requirements. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions.

We performed our examination to express an opinion on the District's compliance with State requirements and not for the purpose of expressing an opinion on the District's related internal control over compliance with State requirements; accordingly, we express no such opinion. Our examination disclosed certain findings that are required to be reported under *Government Auditing Standards* and all findings, along with the views of responsible officials, are described in *SCHEDULE G* and *MANAGEMENT'S RESPONSE*, respectively. Because of its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. The impact of this noncompliance with State requirements on the District's reported student transportation is presented in *SCHEDULES F* and *G*.

The District's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

⁸ A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

Purpose of this Report

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the American Institute of Certified Public Accountants require us to indicate that the purpose of this report is to provide an opinion on the District's compliance with State requirements. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida
December 20, 2019

SCHEDULE F

POPULATIONS, TEST SELECTION, AND TEST RESULTS STUDENT TRANSPORTATION

Any student who is transported by the Broward County District School Board (District) must meet one or more of the following conditions in order to be eligible for State transportation funding: live 2 or more miles from school, be classified as a student with a disability under the IDEA, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(2), Florida Statutes. (See NOTE A1.)

As part of our examination procedures, we tested student transportation as reported to the DOE for the fiscal year ended June 30, 2018. (See NOTE B.) The population of vehicles (2,873) consisted of the total number of vehicles (buses, vans, or passenger cars) reported by the District for all reporting survey periods. For example, a vehicle that transported students during the July and October 2017 and February and June 2018 reporting survey periods would be counted in the population as four vehicles. Similarly, the population of students (157,584) consisted of the total number of funded students reported by the District as having been transported for all reporting survey periods. (See NOTE A2.) The District reported students in the following ridership categories:

<u>Ridership Category</u>	<u>Number of Funded Students Transported</u>
Teenage Parents and Infants	235
Hazardous Walking	2,804
IDEA – PK through Grade 12, Weighted	5,662
All Other FEFP Eligible Students	<u>148,883</u>
Total	<u>157,584</u>

Students with exceptions are students with exceptions affecting their ridership category. Students cited only for incorrect reporting of DIT, if any, are not included in our error-rate determination.

Our examination results are summarized below:

<u>Description</u>	<u>Buses</u>	<u>Students</u>	
	<u>Proposed Net Adjustment</u>	<u>With Exceptions</u>	<u>Proposed Net Adjustment</u>
We noted that the reported number of buses in operation was overstated.	(18)	-	-
Our tests included 680 of the 157,584 students reported as being transported by the District.	-	11	(9)
In conjunction with our general tests of student transportation we identified certain issues related to 141 additional students.	-	<u>141</u>	<u>(140)</u>
Total	<u>(18)</u>	<u>152</u>	<u>(149)</u>

Our proposed net adjustment presents the net effect of noncompliance disclosed by our examination procedures. (See *SCHEDULE G*.)

The ultimate resolution of our proposed net adjustment and the computation of its financial impact is the responsibility of the DOE.

SCHEDULE G

FINDINGS AND PROPOSED ADJUSTMENTS STUDENT TRANSPORTATION

Overview

Broward County District School Board (District) management is responsible for determining that student transportation as reported under the FEFP is in compliance with State requirements. These requirements are found primarily in Chapter 1006, Part I, E. and Section 1011.68, Florida Statutes; SBE Rules, Chapter 6A-3, FAC; and the *FTE General Instructions 2017-18 (Appendix F)* issued by the DOE. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action as presented in *SCHEDULE H*.

Findings

**Students
Transported
Proposed Net
Adjustments**

Our examination procedures included both general tests and detailed tests. Our general tests included inquiries concerning the District's transportation of students and verification that a bus driver's report existed for each bus reported in a survey period. Our detailed tests involved verification of the specific ridership categories reported for students in our tests from the July and October 2017 reporting survey periods and the February and June 2018 reporting survey periods. Adjusted students who were in more than one reporting survey period are accounted for by reporting survey period. For example, a student included in our tests twice (e.g., once for the October 2017 reporting survey period and once for the February 2018 reporting survey period) will be presented in our Findings as two test students.

1. [Ref. 54] The number of buses in operation [was overstated by 18 buses due to a data entry error when keying in the bus numbers. We propose the following adjustments:

July 2017 Survey

Number of Buses in Operation (2)

October 2017 Survey

Number of Buses in Operation (4)

February 2018 Survey

Number of Buses in Operation (12)

(18)

0

2. [Ref. 51] Our general tests disclosed that the number of DIT were incorrectly reported for 3,166 students. The students were not reported in accordance with the applicable District instructional calendars for those who participated in ESY (*Finding Continues on Next Page*)

**Students
Transported
Proposed Net
Adjustments**

Findings

programs. The students were reported for 5, 6, 11, 15, 18, 19, 23, 24, 29, 80, or 90 DIT but should have been reported for 4, 16, or 20 DIT. We propose the following adjustments:

July 2017 Survey

29 Days in Term

IDEA - PK through Grade 12, Weighted	(85)
All Other FEFP Eligible Students	(252)

24 Days in Term

IDEA - PK through Grade 12, Weighted	(14)
All Other FEFP Eligible Students	(22)

23 Days in Term

IDEA - PK through Grade 12, Weighted	(212)
All Other FEFP Eligible Students	(303)

20 Days in Term

IDEA - PK through Grade 12, Weighted	277
All Other FEFP Eligible Students	408

19 Days in Term

IDEA - PK through Grade 12, Weighted	(188)
All Other FEFP Eligible Students	(214)

18 Days in Term

IDEA - PK through Grade 12, Weighted	(44)
All Other FEFP Eligible Students	(107)

16 Days in Term

IDEA - PK through Grade 12, Weighted	550
All Other FEFP Eligible Students	787

15 Days in Term

IDEA - PK through Grade 12, Weighted	(284)
All Other FEFP Eligible Students	(295)

11 Days in Term

All Other FEFP Eligible Students	(1)
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6 Days in Term

All Other FEFP Eligible Students	(1)
----------------------------------	-----

<u>Findings</u>	<u>Students Transported</u>	<u>Proposed Net Adjustments</u>
October 2017 Survey		
<u>90 Days in Term</u>		
All Other FEFP Eligible Student	1	
 <u>80 Days in Term</u>		
All Other FEFP Eligible Students	(1)	
 June 2018 Survey		
<u>90 Days in Term</u>		
IDEA - PK through Grade 12, Weighted	(16)	
All Other FEFP Eligible Students	(2)	
 <u>15 Days in Term</u>		
IDEA - PK through Grade 12, Weighted	(46)	
All Other FEFP Eligible Students	(128)	
 <u>5 Days in Term</u>		
IDEA - PK through Grade 12, Weighted	(341)	
All Other FEFP Eligible Students	(610)	
 <u>4 Days in Term</u>		
IDEA - PK through Grade 12, Weighted	403	
All Other FEFP Eligible Students	<u>740</u>	0

3. [Ref. 52] Our general tests of student ridership disclosed that 50 students did not have matching demographic records in the State FTE database. Adequate transportation documentation was not available at the time of our examination and could not be subsequently located; consequently, we could not verify the eligibility of the students for State transportation funding. In addition, the DIT for 11 students were incorrectly reported (See Finding 2 [Ref.51]). We propose the following adjustments:

October 2017 Survey		
<u>90 Days in Term</u>		
Hazardous Walking	(1)	
All Other FEFP Eligible Students	(1)	
 February 2018 Survey		
<u>90 Days in Term</u>		
Teenage Parents and Infants	(2)	
IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	(33)	

**Students
Transported
Proposed Net
Adjustments**

Findings

June 2018 Survey

15 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	(3)	

5 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	(6)	

4 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	(50)
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4. [Ref. 53] Our general tests disclosed that 66 students (8 students were in our test) were incorrectly reported in the All Other FEFP Eligible Students ridership category. Only students enrolled in an ESY program or in a nonresidential DJJ program are eligible to be reported for State transportation funding during the summer reporting survey periods. We noted that 56 students were enrolled in a 3rd-grade summer reading camp, 8 ESE students' IEPs did not document the need for ESY services, and 2 students were not documented as riding a bus during the reporting survey periods. In addition, the DIT for 65 of the students was incorrectly reported (See Finding 2 [Ref.51]) . We propose the following adjustments:

July 2017 Survey

29 Days in Term

All Other FEFP Eligible Students	(10)	
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23 Days in Term

All Other FEFP Eligible Students	(40)	
----------------------------------	------	--

19 Days in Term

All Other FEFP Eligible Students	(8)	
----------------------------------	-----	--

June 2018 Survey

15 Days in Term

All Other FEFP Eligible Students	(1)	
----------------------------------	-----	--

5 Days in Term

All Other FEFP Eligible Students	(6)	
----------------------------------	-----	--

**Students
Transported
Proposed Net
Adjustments**

Findings

4 Days in Term

All Other FEFP Eligible Students	(1)	(66)
----------------------------------	-----	------

5. [Ref. 55] Our general tests of student ridership disclosed that 28 PK students were incorrectly reported in the All Other FEFP Eligible Students ridership category. The students were not classified as students with disabilities under the IDEA and their parents were not enrolled in the Teenage Parent Program; consequently, the students were not eligible to be reported for State transportation funding. We propose the following adjustments:

October 2017 Survey

90 Days in Term

All Other FEFP Eligible Students	(10)	
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February 2018 Survey

90 Days in Term

All Other FEFP Eligible Students	(18)	(28)
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6. [Ref. 56] Our general tests disclosed that one student reported in the IDEA-PK through Grade 12, Weighted ridership category was transported in a District-owned passenger van; however, only students transported by bus are eligible to be reported in a weighted ridership category. We determined that the student was otherwise eligible for reporting in the All Other FEFP Eligible Students ridership category. We propose the following adjustment:

October 2017 Survey

90 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	<u>1</u>	0

7. [Ref. 57] Our general tests disclosed that three students were incorrectly reported in the IDEA-PK through Grade 12, Weighted ridership category. The students' IEPs were not available at the time of examination and could not be subsequently located, and the students lived less than 2 miles from their assigned schools. We propose the following adjustment:

February 2018 Survey

90 Days in Term

IDEA - PK through Grade 12, Weighted	(3)	(3)
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**Students
Transported
Proposed Net
Adjustments**

Findings

8. [Ref. 58] Our general tests disclosed that one student was incorrectly reported in the All Other FEFP Eligible Students ridership category. The student was transported on a city bus; however, documentation to support the student’s ridership was not available and could not be subsequently located. We propose the following adjustment:

October 2017 Survey

90 Days in Term

All Other FEFP Eligible Students	(1)	(1)
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9. [Ref. 59] Three students in our test were incorrectly reported in the IDEA – PK through Grade 12, Weighted ridership category. The students’ IEPs did not indicate that the students met at least one of the five criteria required for reporting in a weighted ridership category. We determined that two students were otherwise eligible to be reported in the All Other FEFP Eligible Students ridership category. We propose the following adjustments:

October 2017 Survey

90 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	1	

February 2018 Survey

90 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
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June 2018 Survey

4 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	<u>1</u>	<u>(1)</u>

Proposed Net Adjustment

(149)

SCHEDULE H

RECOMMENDATIONS AND REGULATORY CITATIONS STUDENT TRANSPORTATION

RECOMMENDATIONS

We recommend that Broward County District School Board (District) management exercise more care and take corrective action, as appropriate, to ensure that: (1) the reported number of buses in operation is accurate and the data input of the bus number is reviewed for accuracy; (2) the number of DIT is accurately reported; (3) transportation personnel review the database for completeness and accuracy to ensure that students are in membership and have otherwise been reported for FTE FEFP funding; (4) only ESE students attending ESY programs as noted on the students' IEPs or students attending a nonresidential DJJ program are reported for State transportation funding in the summer reporting survey periods; (5) only PK students who are classified as IDEA students or whose parents are enrolled in a Teenage Parent Program are reported for State transportation funding; (6) only students transported by a school bus are reported in weighted ridership categories; (7) documentation is retained to support student ridership on city buses; and (8) students who are reported in a weighted ridership category are documented as having met at least one of the five criteria required for weighted classification as indicated on each student's IEP.

The absence of statements in this report regarding practices and procedures followed by the District should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the District's obligation to comply with all State requirements relating to the classification, assignment, and verification of student transportation as reported under the FEFP.

REGULATORY CITATIONS

Section 1002.33, Florida Statutes, *Charter Schools*

Chapter 1006, Part I, E., Florida Statutes, *Transportation of Public K-12 Students*

Section 1011.68, Florida Statutes, *Funds for Student Transportation*

SBE Rules, Chapter 6A-3, FAC, *Transportation*

FTE General Instructions 2017-18 (Appendix F)

NOTES TO SCHEDULES

NOTE A - SUMMARY STUDENT TRANSPORTATION

A summary discussion of the significant features of the Broward County District School Board (District) student transportation and related areas is provided below.

1. Student Eligibility

Any student who is transported by the District must meet one or more of the following conditions in order to be eligible for State transportation funding: live 2 or more miles from school, be classified as a student with a disability under the IDEA, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(2), Florida Statutes.

2. Transportation in Broward County

For the fiscal year ended June 30, 2018, the District received \$33.3 million for student transportation as part of the State funding through the FEFP. The District's student transportation reported by survey period was as follows:

<u>Survey Period</u>	<u>Number of Vehicles</u>	<u>Number of Funded Students</u>	<u>Number of Courtesy Riders</u>
July 2017	305	2,080	1,029
October 2017	1,145	75,515	4,048
February 2018	1,133	78,084	4,526
June 2018	<u>290</u>	<u>1,905</u>	<u>723</u>
Totals	<u>2,873</u>	<u>157,584</u>	<u>10,326</u>

3. Statutes and Rules

The following statutes and rules are of significance to the District's administration of student transportation:

Section 1002.33, Florida Statutes, *Charter Schools*

Chapter 1006, Part I, E., Florida Statutes, *Transportation of Public K-12 Students*

Section 1011.68, Florida Statutes, *Funds for Student Transportation*

SBE Rules, Chapter 6A-3, FAC, *Transportation*

NOTE B – TESTING STUDENT TRANSPORTATION

Our examination procedures for testing provided for the selection of students using judgmental methods for testing student transportation as reported to the DOE for the fiscal year ended June 30, 2018. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the District's compliance with State requirements relating to the classification, assignment, and verification of student transportation as reported under the FEFP.

MANAGEMENT'S RESPONSE



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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ROBERT W. RUNCIE
Superintendent of Schools

The School Board of
Broward County, Florida

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Dr. Rosalind Osgood, Vice Chair

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Heather P. Brinkworth
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Laurie Rich Levinson
Ann Murray
Nora Rupert

December 20, 2019

Ms. Sherrill F. Norman, CPA
Auditor General
Claude Denson Pepper Building, Room 476A
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Ms. Norman:

District Management has reviewed the preliminary and tentative audit report, *Broward County District School Board – Florida Education Finance Program Full-Time Equivalent Student Enrollment and Student Transportation for the Fiscal Year Ended June 30, 2018*.

Our responses to the audit findings and our corrective action plans follow.

Responses from the individual charter schools, whose Governing Boards have the responsibility to monitor their schools' compliance, to the audit findings applicable to those schools and their corrective action plans are also included.

Inadequate Hours of Instruction Due to Hurricane Irma

The District's Chief Academic Officer has reviewed and acknowledges audit findings 8, 13, 22, 39, 42, 49, 53, 57, 63, 69, and 74. However, we will be appealing these findings to the Florida Department of Education (FLDOE) due to the circumstances outlined below.

The audit identified seven schools where 4th and 5th grade students did not receive 900 hours of instructional time, three high schools where 12th grade students did not receive 900 hours of instructional time, and one high school where 9th-12th grade students did not receive 900 hours of instructional time because schools were closed for seven days in September 2017 due to the impact of Hurricane Irma.

We were informed by the FLDOE that in order to qualify for a waiver of the five days of school missed due to Hurricane Irma (beyond the two days waived by the Commissioner of Education) we would be required to first make up lost instructional time by using days that had been reserved for teachers planning days by the terms of the District's contract with the Broward Teachers Union.

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The letter dated September 17, 2017 from then FLDOE Commissioner, Pam Stewart, states:

“Rule 6A-1.09533, Florida Administrative Code, provides that the Commissioner will consider requests from district school boards to reduce the length of the school term only if:

no teacher planning days, excluding a maximum of three (3) planning days at the end of the school year, remain in the official school year calendar as approved by the district school board, and no school holidays, other than authorized national or state holidays, remain in the official school year calendar as approved by the district school board.

For all schools that are able to make up the lost instructional time caused by Hurricane Irma, up to and including the two days authorized by this letter, no authorization or approval from FLDOE is needed.”

The District established that the schools would be operating for the qualified instructional time by undertaking the school calendar modification approved by the School Board of Broward County on October 3, 2017. This calendar adoption maintained professional development days during the spring of 2018 due to the limitation of needing to renegotiate the collective bargaining agreement with the Broward Teachers Union if those days were to be converted into instructional days. That precluded the District from qualifying for a waiver consideration under the guidance from Commissioner Stewart. The high schools did in fact operate for the required instructional time. A portion of the student population, in this case, those of the graduating seniors at the selected schools, did not attend for the entire operating schedule of the school. But the attendance pattern of the students in the sub-population is a question which is distinct from whether the schools were operating for that minimally required time.

The corrective actions that have been undertaken to address the inadequate hours of instruction documentation findings are that we will review the total number of instructional minutes in our master schedule and inform District leadership if there is a concern of not meeting the minimum requirements outlined by the State. This review will be done in two ways: 1) by automated calculation from the Student Information System, and 2) by review of the principal supervisor with each principal for any year in which days have been lost due to natural disasters or other events.

Minutes of Instruction not Reported in Agreement with Bell Schedules

The District’s Chief Information Officer has reviewed and agrees with audit findings 24, 27, 101, 117, and 125, which stated that the number of instructional minutes per week reported in students’ schedules did not match the number of instructional minutes shown in schools’ bell schedules. An analysis of the student schedules in question revealed errors in the scheduling

process primarily related to students who were being pulled from one of their classes to receive specialized services such as speech and language therapy.

As a corrective action to address this in the future, the District will re-emphasize, in our training classes for data entry staff at the schools, the proper way to modify a student's schedule in these circumstances so that the total minutes being reported does not exceed the school's bell schedule. In addition, we will develop a report by February 2020 for the schools to identify these situations so that they can be corrected before the next State survey reporting cycle.

Student Transportation Findings

The District's Chief Strategy / Operations Officer has reviewed and agrees with audit findings 1, 2, 3, 4, 5, 6, 7, 8, and 9. Our specific responses and corrective actions are outlined below.

Finding 1 - The number of buses operating was overstated. This was due to a clerical error. Corrective actions are now in place. Student Transportation & Fleet Services Department (STFS) is now reviewing the data after the final amendment to ensure the total number of buses reported match the total number of actual buses.

Finding 2 - Days in Term (DIT) were not reported correctly for numerous summer bus riders in accordance with the summer instructional calendar. This issue has been addressed with the Information and Technology Department. STFS implemented, in the summer of 2019, a review process for DIT making the necessary corrections and amending the report as needed to ensure correct bus ridership data is being reported to the State for funding.

Finding 3 - Fifty students did not have matching demographic records. Corrective actions are now in place. During the October 2019 amendment period, STFS began verifying with the schools any student missing a demographic record in order to have a demographic record added if the student was enrolled during the survey period or delete the student from the report if they withdrew from the school prior to date certain.

Finding 4 - Students were incorrectly coded in the All Other FEFP Eligible Student Ridership category as a result of automatic processes we share with the Information & Technology Department. This process is being reviewed with our Information & Technology Department to develop a way to more accurately calculate the membership categories. We will implement new controls effective July 1, 2020.

Finding 5 - Students were incorrectly coded in All Other FEFP Eligible Student Ridership category as a result of automatic processes we share with the Information Technology Department for the calculation of membership categories. Corrective actions are now in place. During the October 2019 survey period, STFS amended the process to verify that all Pre-K students are coded correctly.

Finding 6 - One student was coded as IDEA Weighted Ridership category, but this was an error caused by miscoding a passenger van as a bus. Corrective actions are now in place. STFS began

in the October survey validating the vehicle categories on all route vehicles prior to submitting the ridership report to the State for funding.

Finding 7 - Students were claimed in the IDEA Weighted Ridership category without supporting documents and may or may not have been eligible for transportation. These were clerical errors where transportation may have been requested via an IEP but did not meet the 5 criteria for Weighted Ridership category. Corrections actions are now in place. STFS implemented additional staff training during the October 2019 survey on processes and techniques for verifying that all students are placed in the correct category.

Finding 8 - A student who rode a city bus was coded as All Other FEFP Eligible Student Ridership category without proper documentation. This was a charter school coding or documentation retention error. Corrective actions are now in place. SFTS implemented training in September 2019 for charter schools on proper coding of less common situations to address this finding.

Finding 9 - Students were claimed in the IDEA Weighted Ridership category without supporting documents and may or may not have been eligible for transportation. These were clerical errors where transportation may have been requested via an IEP but did not meet the 5 criteria for Weighted Ridership category. Corrective actions are now in place. SFTS implemented in September 2019 additional training for STFS staff on properly calculating membership categories to address this issue.

On-the-Job Training Student Documentation Findings

The District's Chief Academic Officer has reviewed and agrees with audit findings 12, 37, 48, 61, and 62 related to On-the-Job Training (OJT) students.

Corrective actions have been undertaken by the Career, Technical, Adult and Community Education (CTACE) Department for the findings in the report and are as follows:

The CTACE-generated OJT FTE Manual was re-examined by the CTACE team in September 2019 and was shared with all OJT teachers at a District-wide training in October 2019. Discussion topics at the training included:

- A review of school audit findings;
- The importance of OJT instructor and student responsibility;
- Creating and maintaining a weekly timecard signature check schedule; and
- A review of the OJT manual and its contents.

In addition, the following was shared with all principals:

6A-1.044 Pupil Attendance Records - (c) The attendance of a pupil who is assigned to an on-the-job instructional program which does not require his or

her presence at a school center for on-the-job instructional purposes shall be reported as being in attendance when documented through the use of a time card to report actual days in attendance and a time card or work schedule to report instructional or work hours. Both the timecard and schedule should be signed by the employer or instructional supervisor.

In summary, the corrective actions that have been undertaken to address the OJT exceptions include retraining District and school-based OJT staff on the OJT FTE Manual, the creation of a new timecard verification process, and the training of school principals on how to ensure proper documentation is generated and retained.

ELL Student Documentation Findings

The District's Chief Academic Officer has reviewed and agrees with the findings and has implemented corrective actions. Auditors noted the occurrence of the following types of exceptions in their audit samples (those in bold indicate the same student had multiple findings).

- ELL Student Plans were not printed and placed in student ELL folders. As a result, there was no documentation of review and update of ELL Student Plans at the beginning of the school year (findings **21, 29, 30, 35, 41, 47, 52, 81, 95, and 104**).
- Parent Notification of student placement in the ESOL program was missing (findings 6, 18, **21, 29, 30, 35, 41, 56, 59, 60, 67, 72, 76, 81, 82, 95, and 104**).
- The Process for Extension of Services (REEVAL) was not completed. ELL Committee meetings were not convened in a timely manner and/or students were not assessed within 30 days of Date of Entry in United States (findings 5, 10, 11, **16, 17, 29, 34, 35, 46, 51, 59, 65, 66, 71, 75, 80, 93, 94, 103, 104, 119**).
- An ELL Folder was unable to be located (finding 38).
- Students were reported beyond the 6 years of FTE funding (findings 4, **16, 33, 45, 50, 58, 79, 86, 88, 93**).

The Bilingual/ESOL Department's established ESOL program procedures are contained in the ESOL Handbook. The ESOL Handbook is reviewed with the schools' ESOL contacts at the beginning of every school year. The department offers various opportunities for professional development and school assistance related to the ESOL program requirements.

To ensure future school compliance, the Bilingual/ESOL Department, the Office of School Performance and Accountability (OSPA), and the Charter Management Support Department (CMS) will collaborate to continue to carry out the following current, ongoing actions:

- Monitor the implementation of schools' individual plans of action addressing each school's unique audit findings during ongoing support visits (Bilingual/ESOL, OSPA, and CMS).

- Continue to provide new ESOL contacts with full day professional development five times per year where FTE findings are presented, and procedures are discussed (Bilingual/ESOL).
- Monthly, during “Touch Base Tuesdays” and IMT/IMS Trainings, continue to disseminate information from Broward County’s *ESOL Database Program Guidelines Handbook* (Bilingual/ESOL).
- At the beginning of each month, provide ESOL contacts and principals with reports highlighting compliance errors (Bilingual/ESOL).
- During ongoing support visits, conduct mini audits of schools’ ESOL databases, compliance, and curriculum implementation (Bilingual/ESOL, OSPA and CMS).
- During professional development (and via the department’s CANVAS course), disseminate a monthly at-a-glance checklist to ESOL contacts and administrators. The checklist provides reminders such as, but not limited to, updating the ELL plan and criteria for conducting and documenting ELL Committee meetings (Bilingual/ESOL).
- Monitor the timeliness of ELL Student Plans and ELL Committee meetings on a monthly basis, by using ELLevation web-based ELL program management platform (Bilingual/ESOL.)
- Monitor the generating and saving of Parent Notices and ELL Plans within ELLevation, on a monthly basis (Bilingual/ESOL).
- Additionally, the ELLevation Dashboard has been programmed to provide immediate feedback to individual schools regarding the status of compliance and demographics at every log-in.

The District’s Chief Information Officer has also reviewed and agrees with audit findings 4, 16, 33, 45, 50, 58, 79, 86, 88, and 93. The auditors identified students who were reported in FEFP Program 130 when they had already been reported in ESOL for the six-year maximum. An analysis of this issue by the District’s Information & Technology Department disclosed that an error had been made when logging into the program that specifically was designed to catch and correct these exact errors. Unfortunately, the job was run with the prior school year date certain rather than the current school year, which allowed students who had reached the maximum allowable years in the ESOL program to be reported in the program again. To address this moving forward, the District’s Information & Technology Department has implemented an additional signoff requirement on all such programs run during the survey window to prevent such human error from re-occurring. By February 2020, the District will also add logic to the program that checks ESOL status to verify the date certain provided on the run card and ensure it is appropriate for the current school year.

Teacher Certification Findings

The District’s Chief Human Resources Officer has reviewed and agrees with audit findings 9, 14, 19, 20, 23, 31, 32, 40, 43, 54, 55, 64, and 70). Our corrective actions are outlined below.

Dates	Corrective Actions
Ongoing	<ul style="list-style-type: none"> • Monthly webinars are held for Principals, Assistant Principals, and Office Managers. • Concentrated trainings specific to FTE out-of-field reporting and parent notice are held twice each year prior to each survey. • Multiple certification assistance visits are held throughout the District (September – April) for teachers with questions about certification and out-of-field issues. • Certification staff are present at monthly Principals’ meetings (September – April). • Notification is provided to out-of-field teachers four times per year (September, December, February and April) of their need for training with definitive timelines outlining the specific consequence of termination of employment for failure to comply. • Certification staff attend a Master Schedulers’ meeting twice per year, in advance of each survey period. • Configuration changes have been added to the program that identifies out-of-field teachers. • Certification staff monitor vacant positions occupied by long-term substitutes and issue appropriate certificates, as required. • We have revised our process for monitoring FLDOE certificate issuances because we have experienced significant delays by FLDOE in their timeliness for issuances. • Certification staff is reviewing available data reporting sources to determine if identification of LEP students assigned to former charter schoolteachers is easily accessible when hiring teachers new to the District.
July 2019	Certification staff provided remedial assistance to schools with FEFP audit exceptions.

With regard to the charter school teacher certification audit findings (findings 77, 78, 83, 84, 85, 87, 89, 90, 91, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 112, 113, 114, 115, 116, 120, 121, 122, 123, 124, 126, 127, 128, 129, 130, 131, 132, 133 and 134), a review of audit best practices and the out-of-field process is shared with charter school administrators twice each year. A dedicated charter school web page is also available on the Talent Acquisition – Instructional site where this information can be found (<https://www.browardschools.com/Page/35691>).

ESE Student Documentation Findings

The District’s Chief Academic Officer has reviewed and agrees with audit findings 1, 2, 3, 7, 15, 25, 26, 28, 36, 44, 68, 73, 92, and 118. Our corrective actions are outlined below.

Finding 1 - The individual educational plan (IEP) for one student with disabilities enrolled in the Hospital and Homebound Program was not available at the time of our examination and could not be subsequently located.

- The Hospital and Homebound (HH) program's curriculum supervisor followed up with the school immediately following the audit. The school is aware and monitoring their HH IEPs to ensure compliance.

Finding 2 - The FTE for five students with disabilities enrolled in the Hospital and Homebound Program was incorrectly reported in Program 255 when the students were enrolled in group teleclass courses.

- Students receiving HH services can have two different matrix numbers depending on the type of service (In-Home - 255, Teleclass - 252). At the time of audit, TERMS would not accept two program numbers for a student with a disability. Since the audit, the Information & Technology Department has created a solution, and TERMS will now accept two ESE program numbers for a student.

Finding 3 - The homebound teachers' instruction logs for two students with disabilities enrolled in the Hospital and Homebound Program were not available and could not be subsequently located. In addition, the Matrix of Services form for one of the students was not available and could not be subsequently located.

- Supervisors for HH conduct a mini audit at the end of each FTE period and each quarter to ensure all documentation is present for all students receiving HH services.

Findings 7, 26, 36, 44, 68, and 73 - Twenty students with disabilities were not reported in accordance with their Matrix of Service.

- Compliance program specialists and field coaches for each of the sites provided a basic matrix procedures refresher training and worked collaboratively (in-person) with their respective schools to address specific issues. Additionally, compliance staff is offering an applied learning training in March 2020 to retrain all staff. Schools were also encouraged to take the state-offered Matrix of Services training.

Finding 15 - The IEP for one student with disability was not available and could not be subsequently located.

- Compliance program specialists and field coaches for each of the sites provided a basic matrix procedures refresher training and worked collaboratively (in-person) with their respective schools to address specific issues. Additionally, compliance staff is offering an applied learning training in March 2020 to retrain all staff. Schools were also encouraged to take the state-offered Matrix of Services training.

Finding 25 - One basic student was not in membership during the October 2017 reporting survey period.

- Compliance program specialists and field coaches will retrain ESE specialists to work with their IMT/IMS to verify all necessary IEP/ESE fields and confirm students are in attendance during the FTE reporting period. ESLS staff will emphasize this process at monthly ESE specialist meetings and in the monthly specialists' activities.

Finding 28 - The file for one student with disability did not evidence that the student's general education teacher participated in the development of the student's IEP.

- Compliance program specialists and field coaches for each of the sites provided a basic matrix procedures refresher training and worked collaboratively (in-person) with their respective schools to address specific issues. Additionally, compliance staff is offering an applied learning training in March 2020 to retrain all staff. Schools were also encouraged to take the state-offered Matrix of Services training.

Finding 92 - The file for one charter school student with disability did not evidence that a general education teacher participated in the development of the student's IEP.

- On December 5, 2018, February 6, 2019, and March 22, 2019, the school staff was trained by Exceptional Student Learning Support (ESLS) charter program specialists on the role of the general education teacher in the IEP process as well as who are the required participants of an IEP meeting. The ESE specialist was asked to attend and has attended all Applied Learning professional development offerings for 2019-2020 school year.

Finding 118 - School records did not evidence that one charter school student's general education teacher participated in the development of the student's IEP.

- On November 7, 2018 and January 31, 2019, ESLS charter school program specialists provided on-site support and training to the staff on the required membership of an IEP, documentation of attendance, and excusal procedures. The ESE specialist was asked to attend and has attended all Applied Learning professional development offerings for 2019-2020 school year.

In summary, the corrective actions that have been undertaken to address the ESE documentation findings include modification of District software to record multiple service matrix status, retraining of school based staff on membership requirements for IEP meetings, retraining of charter school personnel on statutory requirements and best practices, and the imposition of a new periodic mini-audit protocol to identify implementation challenges at school sites.

Membership and Attendance – Imagine Charter School at Weston (5111)

Imagine Charter School at Weston will request an appeal of finding 102 to the FLDOE. Their response is outlined below.

The last school principal of Imagine Charter School at Weston inadvertently disposed of the attendance records for 2017-2018 school year. Imagine Charter School at Weston is a high performing K-8 school with a high daily attendance rate. The current school administration was able to compile documentation evidencing student daily attendance during both the FEFP survey windows (October 2017 and February 2018) with multiple incidents of supporting documentation per student. This evidence consisted of classwork submitted during the FEFP survey windows, assessments completed during the windows, transportation and lunch participation, participation in after care, and use of the media center (checking in/out materials). Imagine Charter School at Weston will request an appeal of the financial penalty associated with finding 102 to the FLDOE and will provide this documentation to the FLDOE for review.

To prevent a similar occurrence, corrective actions have been implemented for the 2019-2020 school year. New attendance procedures are as follows: the school purchased Wazzle (Pinnacle), an online attendance program, purchased and implemented in middle school at the start of Quarter 1 and in elementary school at the start of Quarter 2. The online system allows for immediate upload to TERMS from Wazzle; therefore, eliminating the original paper-based collection process.

For both the elementary and middle schools, a back-up system for Wazzle was implemented beginning with Survey 2, 2019-2020 school year. Copies from the online FTE days (Survey 2 and 3) of homeroom attendance for each teacher will be presented to the teacher for signature and verification that the listed students were present during the FTE survey periods. The signed hard copies will be scanned into a separate hard drive that will be stored in a locked fireproof safe at the school. Another electronic copy will also be stored off campus at the Imagine School Region Office.

Additionally, at the beginning of the 2019-2020 school year, both middle and elementary have implemented a secondary back-up attendance slip (small yellow card) that is submitted to the front office tracked by the school's data processor and stored for use as needed.

Membership and Attendance – Innovation Charter School (5177)

Innovation Charter School (ICS) intends to appeal findings 110 and 111 of this audit to the FLDOE. Their response is outlined below.

The school has changed its School Information System (SIS) from Infinite Campus (IC) to Pinnacle in August 2018 as Pinnacle features cross-platform integration with the School District's student data management system, "TERMS" (Total Educational Resource Management System). Pinnacle automatically generates documented attendance showing a "P" for present next to each student's name/ID number. ICS also has hard copies on file for the 2018-

2019 FTE survey weeks and will continue to keep hard copies in the future, stored securely. This resolves the issue in finding number 111.

ICS has gathered alternate, existing documentation that demonstrates attendance for 371 of the 376 students enrolled during the October 2017 FTE period, and 367 of the 374 students enrolled for the February 2018 FTE period. This documentation includes data-based evidence resulting from individual student log-ins during the survey periods, as well as printed daily reports from IC and overall attendance records that support student attendance during the survey periods. ICS is currently working to compile additional secondary support to student attendance during these days, particularly for the students for whom we do not currently have supporting documentation.

ICS would welcome an on-site visit to review this documentation and provide additional explanation to support the evidence of student attendance during the survey periods.

In response to 2017-2018 teacher certification finding number 110, corrective action has been taken to update the parent right-to-know letter to specifically detail each teacher's out of field status per a waiver agreement presented to and approved by the Charter School Board and submitted to the District. All teachers who were not in compliance have been removed from instructional positions or are no longer employed by the school. Future hiring and recruiting of teachers with appropriate certifications will be highest priority. Accountability and review of HR documentation now includes at least quarterly meetings with administration to more closely monitor teacher progress toward his/her required certifications and endorsements. Additional opportunities for professional development to prepare for related examinations and courses will be promoted and hosted in-house when/as available.

We would like to thank your audit team, Christopher Tynes, Eric Seldomridge, and Olukemi Latilo, for their support of our continuous improvement processes and the helpful feedback they have provided.

If you have any questions or concerns regarding the responses, please contact Joris Jabouin, Chief Auditor, at (754) 321-2400.

Sincerely,



Robert W. Runcie
Superintendent of Schools

RWR/JJ

C: SBBC Board Members
Superintendent's Cabinet

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

September 4, 2019

TO: School Board Members

FROM: Robert W. Runcie
Superintendent of Schools



SUBJECT: PHYSICAL PLANT OPERATIONS (PPO) OPERATIONAL REALIGNMENT

This correspondence serves to advise School Board Members of a proposed operational realignment. This realignment is intended to advance the meaningful work within the PPO area, as well as deliver improved processes and outcomes. The proposal involves the realignment of the PPO function under the Strategy & Operations division. The position of Executive Director, PPO will be reestablished and will report directly to the Chief, Strategy & Operations Officer (CSOO). I have requested the Chief of Staff develop and present the appropriate agenda item at an upcoming Board meeting to officially affect this change on the District's Organizational Chart.

This realignment will support the need for focused process improvement initiatives to guide planning, organizing and coordination. Although the PPO resources will now report to the CSOO, the Safety, Music, Arts, Renovation and Technology (SMART) function under the leadership of the Executive Director, Facilities will continue its strong collaboration with PPO. The existing Executive Director, Capital Programs will continue his direct reporting relationship to the Superintendent.

The new Executive Director, PPO will replace the existing Chief Facilities Officer role resulting in a net cost savings to the district. The new Executive Director will report to Maurice Woods, CSOO. As the Board knows, the PPO function has experienced challenges, primarily related to reductions in staffing, minimal investments in deferred maintenance, and the expanded activities associated with the SMART/GOB projects. Throughout his career and here at Broward County Public Schools, Mr. Woods has successfully turned-around multiple departments through sustainable process improvement initiatives, some which have resulted in significant cost savings and increased services levels for district, schools and departments. This realignment will leverage this experience in an attempt to streamline and automate processes to mitigate costs while improving service levels. Due to the broad scope and scale of support services under the CSOO, and this proposed realignment I am recommending a 3% adjustment (~\$5,900) to the current salary of the CSOO. The addition of the PPO department will add over 600 staff and a budget of approximately \$73 million to the existing CSOO portfolio of operations and support services.

I reiterate that this proposed realignment will result in a net cost savings to the district while continuously improving support services. Finally, I will ask our Chief Auditor to perform a baseline review of some key operational processes in PPO, followed up by periodic audits in this area.

Please feel free to discuss with me any questions you may have regarding this operational shift.

RWR

c: Cabinet Members

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

MAURICE L. WOODS
CHIEF STRATEGY & OPERATIONS OFFICER

September 10, 2019

TO: School Board Members

FROM: Maurice L. Woods *MLW*
Chief Strategy & Operations Officer

VIA: Robert W. Runcie
Superintendent of Schools *RWR*

SUBJECT: **PHYSICAL PLANT OPERATIONS COUNCIL OF THE GREAT CITY
SCHOOLS ASSESSMENT**

The impact of the 2008 recession resulted in significant staffing and funding reductions that continue to present challenges for the Physical Plant Operations (PPO) Department. Consistent with the Superintendent's approach to prioritizing key departments for *continuous improvement* efforts, PPO has been identified as the next area of focus.

To initiate this work, we engaged the subject-matter-expertise of a reputable K-12 organization. The District asked the Council of the Great City Schools (CGCS) to do a preliminary, high-level review of the PPO department's operations. A copy of the CGCS' *Review of the Physical Plant Operations Program* is enclosed.

This report serves as one of many data points that will be studied as new leadership (Chief Strategy & Operations Officer) performs a thorough assessment of the department. It is imperative that a holistic review of the department's processes, culture, systems, and metrics be completed over the next three months. Subsequently, a School Board workshop will be scheduled to discuss the case for change as revealed in our findings and assessment, along with recommendations and a path forward for achieving a vision of a best-in-class PPO department operation.

Thank you for your patience and continued support as we undertake this important work.

RWR/MLW:dsc
Attachment

cc: Cabinet
Sam Bays



Review of the Physical Plant Operations Program of the Broward County Public Schools

Robert W. Runcie, Superintendent of the Broward County Public Schools, requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's physical plant operations (PPO) program.¹ Specifically, he requested that the Council --

- Review and evaluate the department's organizational structure and business processes, and provide comparisons, metrics, and other benchmarking data on how the department spends its funds.
- Develop recommendations that would assist the department in achieving greater operational efficiency, effectiveness, and enhance its service delivery and strategic value to the district.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in facilities and business operations from other major city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools (Washington, D.C.)

David Palmer, Principal Investigator
Deputy Director (Retired)
Los Angeles Unified School District (California)

Alex Belanger
Assistant Superintendent, Facilities Management
Fresno Unified School District (California)

¹ The Council has conducted over 300 organizational, instructional, management, and operational reviews in over 60 big city school districts over the last 20 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

Rickey Bevilacqua
Manager, Facilities Construction
Pinellas County Schools (Florida)

Christos Chrysiliou
Director of Architectural and Engineering Services
Los Angeles Unified School District (California)

John Dufay
Executive Director, Maintenance & Operations
Albuquerque Public Schools (New Mexico)

Scott Layne
Deputy Superintendent of Operations
Dallas Independent School District (Texas)

Trena A. Marsal (Deane)
Executive Director, Facility Management
Denver Public Schools (Colorado)

Stacey Marshall
Director, Facilities Services
School District of Palm Beach County (Florida)

John Shea
Chief Executive Officer, Division of School Facilities
New York City Department of Education (New York)

The team reviewed documents provided by the district prior to a four-day site visit to Broward County, Florida, on May 18-21, 2019. The general schedule for the site visit is described below, and the complete working agenda is presented in Attachment B.

The team met with Superintendent Runcie, Chief Financial Officer Judith Marte, and Chief Strategy & Operations Officer Maurice Woods during the evening of the first day of the site visit to discuss expectations and objectives for the review and make final adjustments to the work schedule. The team used the second and third days to conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C), and examine additional documents and data (a complete list of documents reviewed is included in Attachment D).² The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations and preparing a briefing for selected staff on the team's preliminary findings.

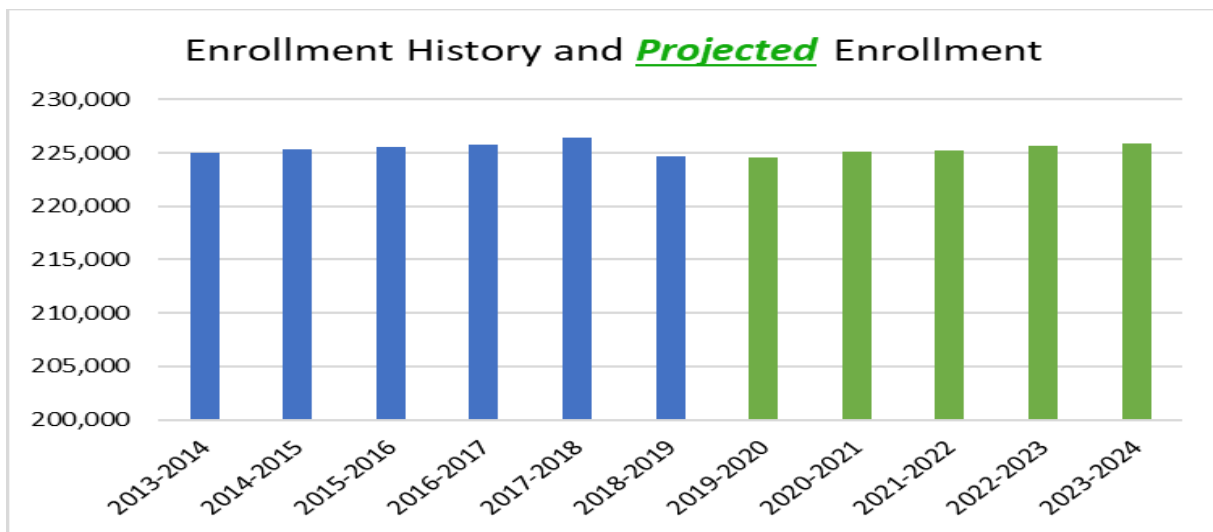
² The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming, but it cannot always judge the accuracy of statements made by interviewees.

The Council sent the draft of this document to team members for their review to affirm the accuracy of the report and obtain their concurrence with the final recommendations. This management letter contains the findings, comparative data, and recommendations that have been designed by the team to help improve the operational efficiencies, effectiveness, and service delivery of the Broward County Public Schools Physical Plant Operations program.

Broward County Public Schools

Broward County Public Schools (BCPS), the sixth largest school district in the nation and the second largest district in the state of Florida, educates more than 224,600 pre-kindergarten through twelve grade students³ in 234 schools, centers, technical colleges, and 88 charter schools. The district serves a diverse student population from 204 different countries and 191 different languages, all supported by 36,375 district employees.⁴ Exhibit 1 below shows six years of past enrollment trends and enrollment projections through 2023-2024.⁵

Exhibit 1. Broward County Public Schools Enrollment History and Projections



Source: CGCS, Using Data Provided by Broward County Public Schools

The School Board of Broward County governs the system and is responsible for policymaking and oversight of the Broward County Public Schools. The Board is a nine-member elected body, seven of whom are elected from geographic districts and two of whom are elected “at-large.” The Board oversees a general operating budget, which is funded through a combination of state and federal resources (53 percent of the total general operating fund revenue) and local resources (47 percent of the total general operating fund revenue).⁶

³ Does not include approximately 45,000 charter and 175,000 adult education students.

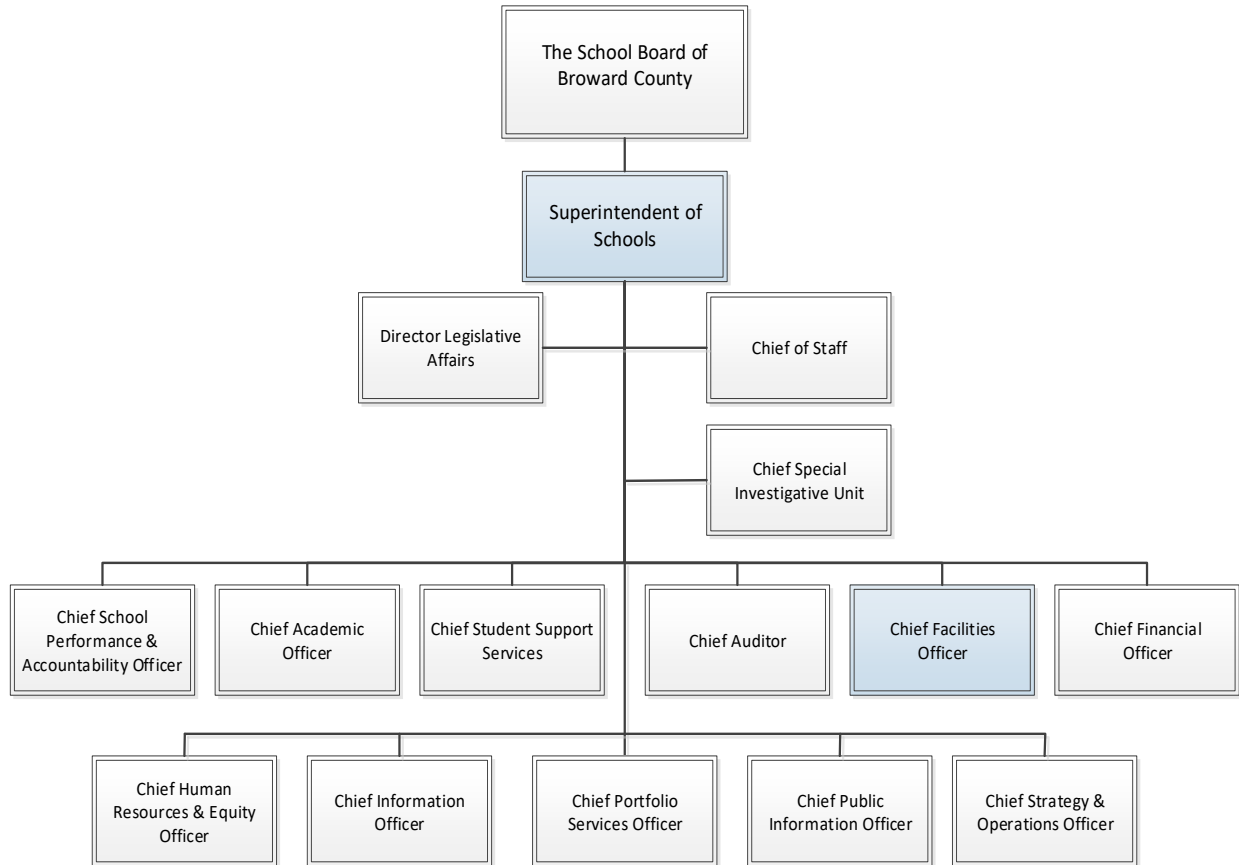
⁴ Source: <https://www.browardschools.com/domain/13954>.

⁵ Source: Letter to the Board, dated October 17, 2018.

⁶ *Ibid.*

The Superintendent, who is appointed by the Board, is responsible for the management and operation of the school system and its resources. Exhibit 2 below shows the organizational structure of the Office of the Superintendent, which has eleven line positions that manage the operational functions of the district and three staff positions that provide specialized expertise and support to the Superintendent and his line staff.⁷

Exhibit 2. Office of the Superintendent Organizational Chart (2018-2019)



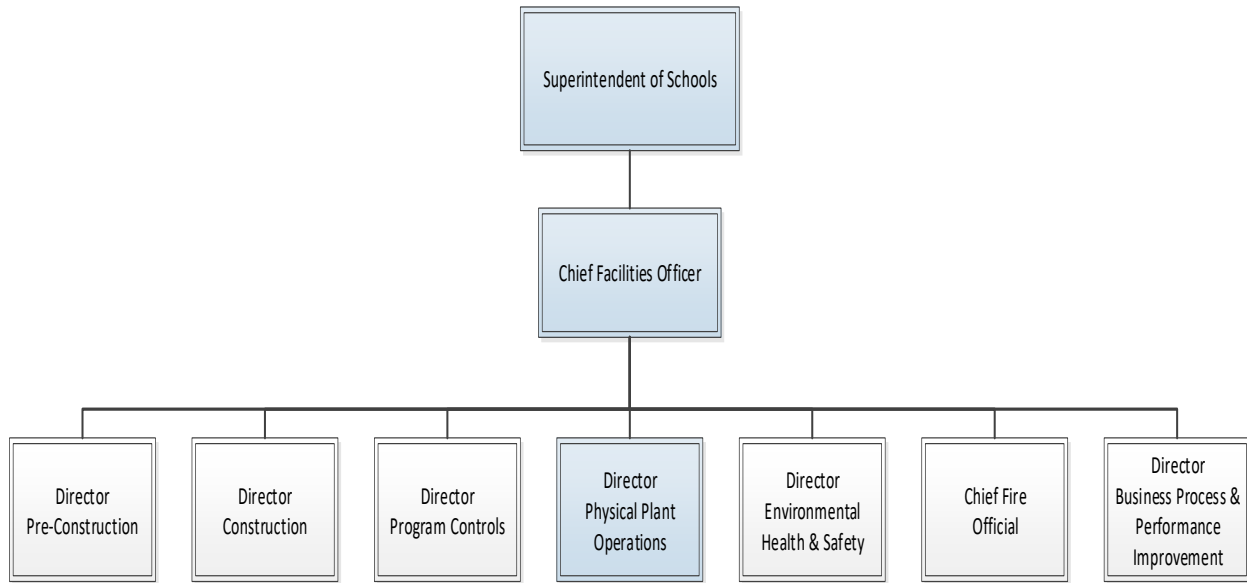
Source: CGCS, Using Data Provided by Broward County Public Schools

The Chief Facilities Officer,⁸ who is a direct report to the Superintendent, has responsibility for Pre-Construction, Construction, Program Controls, Physical Plant Operations, Environmental Health and Safety, Chief Fire Official, and Business Process and Performance Improvement. The Chief Facilities Officer’s organization is shown below in Exhibit 3.

⁷ A line function or position has authority and responsibility for achieving the major goals of the organization. A staff function or position is a position whose primary purpose is providing specialized expertise, assistance, or support to line positions.

⁸ At the time of the team visit, the Chief Facilities Officer position was led by an interim.

Exhibit 3. Chief Facilities Officer’s Organizational Chart

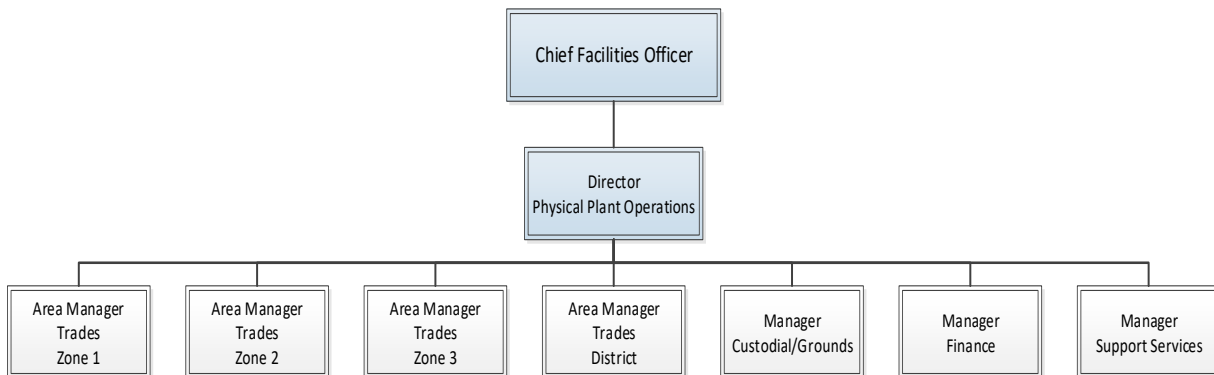


Source: CGCS, Using Data Provided by Broward County Public Schools

Physical Plant Operations

The Director of Physical Plant Operations (PPO), who is a direct report to the Chief Facilities Officer, has seven line positions reporting directly to him. Exhibit 4 below shows the department’s organizational structure.

Exhibit 4. Physical Plant Operations Organizational Chart



Source: CGCS, Using Data Provided by Broward County Public Schools

The PPO department is responsible for planning, organizing, and implementing a comprehensive maintenance program for all school buildings, portable classrooms, the district’s administrative/support facilities, grounds, and athletic fields. Department responsibilities also include the coordination of maintenance and minor capital projects; minor, major, and emergency building and grounds repairs; building-code compliance; the successful implementation of a

preventive maintenance program, and reducing the district’s deferred maintenance backlog.⁹ Exhibit 5 below highlights the scope of assets that the PPO Department is responsible for maintaining.

Exhibit 5. Physical Plant Operations Responsibilities¹⁰

Broward County Public Schools - Physical Plant Operations	
Number of Sites	255
Total Number of Acres	4,006
Total Number of Square Feet - Excluding Portables	35,865,013
Total Number of Square Feet - Including Portables	37,046,711
Oldest Building	1924
Newest Building	2016
Oldest Portable	1958
Newest Portable	2005
Average Age of all Buildings	39 yrs.
Average Age of all Portables	52 yrs.
Total Number of Unused Portables	142

Source: CGCS, Using Data Provided by Broward County Public Schools

The Director of Physical Plant Operations is responsible for departmental staffing and budget. The department is staffed with approximately 700 FTE positions, of which about 600 are skilled trades positions.¹¹ The FY19 combined¹² department budget was \$89.3 million, which was 3.68 percent of the district’s general fund budget. Exhibit 6 below shows PPO budgets since 2008 and compares its portion of the district’s general fund budget.¹³

⁹ Deferred maintenance is a measure of preventive and regular maintenance, minor and capital repairs, and capital system and component replacements that are needed to extend the life of the facility to achieve its projected life expectancy but that has been postponed to a future date beyond the recommended service interval or breakdown. Deferred maintenance results in a) increased overall costs of managing and operating facilities; b) increased incidence of unplanned and more costly urgent and emergency repairs; c) increased incidence of disruptions to delivering instructional programs; d) increased risk of defaults on warranties of equipment and building components; and e) premature failure of buildings and equipment, requiring significant and often unbudgeted capital expenditures and their accompanying debt-service costs. (Source: Council of the Great City Schools publication, *Reversing the Cycle of Deterioration in the Nation’s Public School Buildings*, October 2014.)

¹⁰ The department reported that all unused portables are in “unsatisfactory condition.”

¹¹ Trades include carpenters, electricians, glazers, heating/ventilation/air conditioning technicians, low voltage technicians, masons. Mechanics, painters, plumbers, roofers, sheet metal technicians, welders, and others with specialized skills.

¹² Includes \$68.1M general fund, and \$21.2M from the capital budget.

¹³ Notes for Exhibits 6, 7, and 8: Includes budget for Stockroom Staff & Inventory purchases transferred to Procurement Dept FY 2014; includes special allocation for hurricane Irma in FY18 and FY19; includes budgets posted to Departments 9604, 9607, 9608 and 9616 only, including clearing accounts; includes Capital Budget Carryovers; excludes billings to other Department budgets (such as Food Service Program); and includes clearing accounts for Purchase Services and Inventory Purchase.

Exhibit 6. Physical Plant Operations Budget History

YEAR	PPO General Fund Only Budget	PPO Capital Only Budget	PPO Combined General Fund and Capital Budget	Adopted District General Fund Budget	PPO Budget as % of BCPS General Fund Budget
2008	\$ 84,703,481	\$ 72,570,006	\$ 157,273,487	\$ 2,250,263,695	6.99%
2009	87,404,076	35,787,462	123,191,538	2,120,429,945	5.81%
2010	87,034,919	25,125,230	112,160,149	1,933,819,307	5.80%
2011	80,684,726	37,775,568	118,460,294	1,984,461,146	5.97%
2012	78,596,788	25,922,879	104,519,666	1,911,760,862	5.47%
2013	68,439,518	23,720,111	92,159,629	1,959,387,262	4.70%
2014	58,033,007	22,051,295	80,084,302	2,039,267,108	3.93%
2015	59,867,279	17,180,223	77,047,502	2,197,678,645	3.51%
2016	58,574,142	13,941,142	72,515,284	2,272,057,691	3.19%
2017	59,802,065	12,673,139	72,475,204	2,350,535,976	3.08%
2018	63,613,565	30,464,974	94,078,539	2,424,429,023	3.88%
2019	68,145,064	21,180,691	89,325,755	2,427,300,733	3.68%

Source: CGCS, Using Data Provided by Broward County Public Schools - PPO Department

Findings

The findings of the Council’s Strategic Support Team are organized into four general areas: Commendations, Leadership and Management, Organization, and Operations. These findings¹⁴ are followed by a set of related recommendations.

Commendations

- The PPO Department has a dedicated and competent staff that articulated a “can do” problem-solving attitude when describing their roles, responsibilities, and challenges.
- All contractor personnel who might encounter students were vetted and approved before they could enter school campuses.
- The PPO Director provided logistical support and essential background information throughout the site visit that helped the team understand the department’s organization, function, and operating procedures and processes.
- School-site administrators who were interviewed during the site visit showed high regard for the services the department provides to their schools and students.

¹⁴ Review teams often identify areas of concern that may go beyond the intended scope of the project. As a service to our member districts, any concern that rises to a high-level is included in the report.

- The team observed or were told about several “best practices,” including --
 - The development of department mission and vision statements;
 - Weekly team meetings that take place with the director and his reporting managers;
 - Managers, in turn, conduct weekly team meetings with their staff members;
 - Detailed written process flow charts and standard operating procedures; and
 - Performance assessments or evaluations that all department employees receive annually.
- The team acknowledged and sincerely appreciated the outstanding hospitality provided by the principal, staff, and students of the Atlantic Technical College.

Leadership and Management

- Over the past ten years, the department has experienced a 55 percent funding reduction and a 35 percent reduction in department staffing.¹⁵ These reductions were due, in part, to state actions that reduced the capital millage rate from 2.0 mills to 1.75 mills in 2008, and a further reduction in the millage rate from 1.75 mills to 1.5 mills in 2009.¹⁶

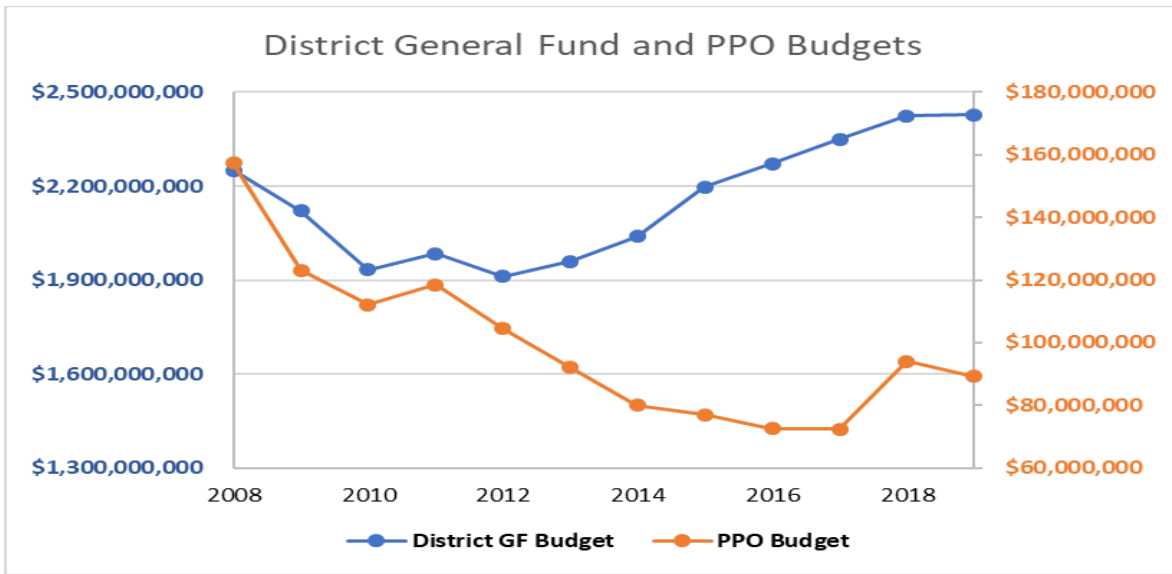
After experiencing budget decreases starting in 2008, however, data indicated that beginning in 2012 to the present, the district’s general fund budget has more than fully recovered, while the PPO budget is still substantially behind where it might otherwise be. Exhibit 7 compares the district’s general fund budget to the PPO department budget from 2008 to 2019.¹⁷

¹⁵ Includes budget for Stockroom Staff & Inventory purchases transferred to Procurement Department FY 2014.

¹⁶ A mill is equivalent to \$100 per \$100,000 of taxable valuation.

¹⁷ See footnote 15.

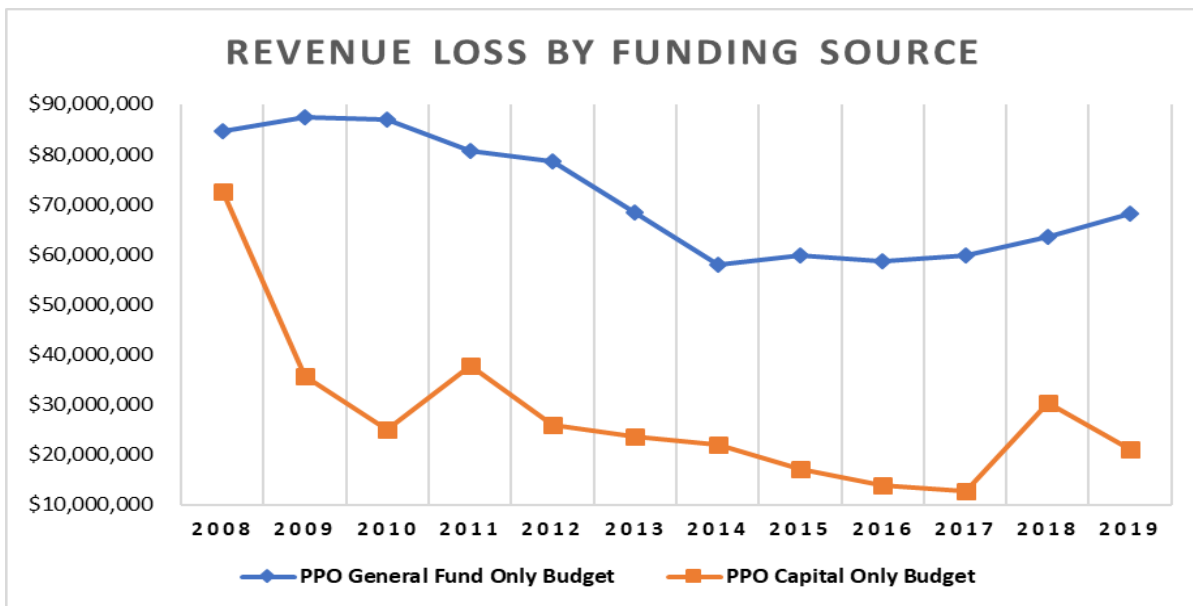
Exhibit 7. District General Fund and Physical Plant Operations Yearly Budgets



Source: CGCS, Using Data Provided by Broward County Public Schools - PPO Department

- In addition to reductions caused by state action that reduced the district’s capital millage, the PPO department’s budget was also affected by significant reductions from the district’s capital budget. This loss of funding is illustrated in Exhibit 8 below.¹⁸

Exhibit 8. General Fund and Capital Budget Reductions



Source: CGCS, Using Data Provided by Broward County Public Schools - PPO Department

¹⁸ Ibid.

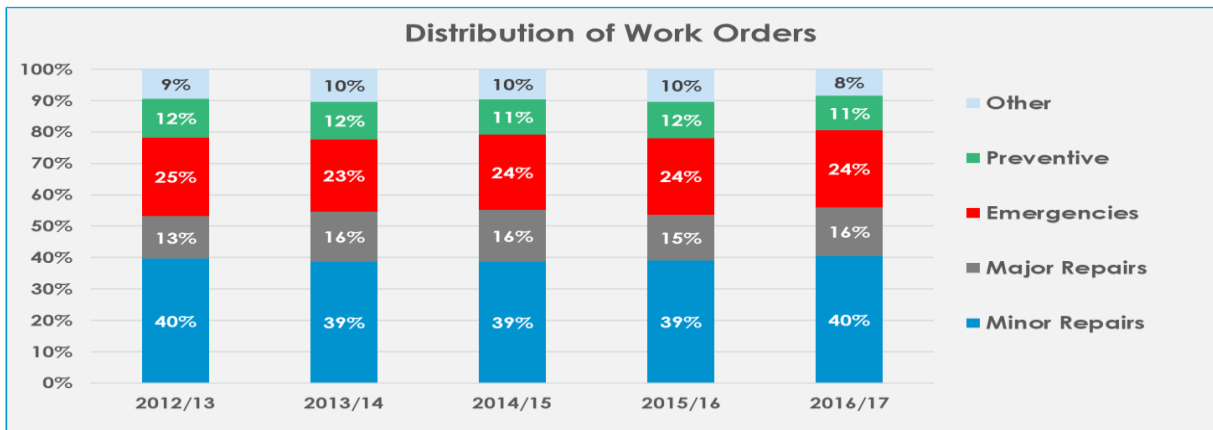
- There did not appear to be a clear division-wide leadership vision or integrated structure in place to manage defined responsibilities and accountabilities across major departments in the Facilities Division. This may be due, in part, to the lack of a permanent Chief Facilities Officer. As a result--
 - Communications, consistency, and coordination of effort between facilities construction and PPO was scattered;
 - Representatives from PPO were not always at the table when the SMART Bond program¹⁹ and other construction projects were being discussed and decided;
 - Strategic direction and long-range *coordinated* goal setting were jeopardized;
 - Business analytical tools and techniques, return on investment (ROI) analysis, total cost of ownership (TCO) analysis, equipment longevity and life cycle analysis, cost-benefit analysis, activity-based costing, risk analysis, repair vs. replace analysis, and business case justifications with rationales used to drive decision making, increase effectiveness, or achieve greater efficiencies were not fully leveraged;
 - Decisions appeared to be financially driven vs. strategically driven, which led to critical issues not being addressed as evidenced by a reported 5-year roof leak and exterior paint cycles being increased from five to six-year intervals to 12-14-year intervals; and
 - The team found little evidence of a formally executed funding plan for predictive, preventive, or routine²⁰ maintenance programs, which caused a large and growing deferred maintenance backlog. As a result --
 - The deferred maintenance backlog was estimated to be over \$3 billion, which equated to approximately \$13,000 per student;
 - When facility systems (e.g., roof, HVAC, life-safety, security, etc.) are not maintained, these systems follow an accelerated deterioration curve and fail prematurely, sometimes years *before* their designed life expectancy;
 - Deferring maintenance substantially magnifies the costs of maintaining a school facility; and
 - Minor repairs orders and emergency calls from schools became the drivers or determinants of maintenance activity, resulting in the maintenance department not able to be engaged in proactive activities to ensure that major equipment and

¹⁹ SMART was a \$800 million General Obligation Bond program of \$800 million to be used for capital improvements for Safety, Music, Arts, Renovations and Technology and was secured with landslide support on November 4, 2014.

²⁰ Routine maintenance includes repairs that regularly occur in the on-going care and upkeep of building features and systems. Examples of "routine" repairs would include painting a classroom, fixing a leaking pipe, roof patches, and/or replacing an HVAC part or component. This would not include major maintenance, renovations or construction projects.

systems are maintained to maximize lifetime effectiveness. Exhibit 9 below shows work order distribution, by type, during the past five years, which verifies that only 11-12 percent of total work performed was dedicated to preventive maintenance;²¹

Exhibit 9. Work Order Distribution History, by Type



Source: Broward County Public Schools – Physical Plant Operations Department

- There was no formal process that identified, prioritized, or funded deferred maintenance projects. There was no replacement cycle plan for school-site mechanical equipment or site needs, such as interior painting; and
- There appeared to be no long-term strategic plan to transition to green schools or the use of smart technology to drive cost savings, such as water sensors, time clocks, controls, and LED lighting.
- The team found no evidence of a current long-term facilities maintenance plan, including a facilities condition assessment (FCA), a current facilities condition index (FCI) with deficiencies categorized by priority,²² space utilization plans, educational specifications, design guidelines, asset tracking, and cyclic planning. As a result –
 - There was no updated design guide and master specifications to support consistency between facilities construction and building maintenance requirements; and
 - Decisions regarding the disposition of assets were burdened by the lack of an active asset tracking and management system.²³

²¹ Source: PowerPoint presentation to the Superintendent’s Cabinet on June 25, 2018.

²² Facilities Condition Assessment (FCA) provides objective, quantifiable facilities data, resulting in a Facilities Condition Index (FCI) that allows the district to 1) objectively prioritize and rank facilities projects according to need; 2) plan and schedule projects according to an objectively ranked priority; and 3) promulgate such rankings, plans and schedules to district stakeholders and the community at large. Systemic FCA and FCI informs stakeholders about their place in the repair/replacement queue; helps to manage expectations of stakeholders; and increases the district’s reliance on cost-effective and data-driven prioritization of work. The last FCI was performed over four years ago.

²³ This condition may improve as the quality of data in the new CMMS system becomes more reliable.

- For many years, the department started and operated the fiscal year with a deficit (underfunded) budget. As a result --
 - The annual structural deficit of \$10 million to \$20 million caused PPO to act as a “contractor” to other district departments to lessen the impact of the shortfall;
 - Fulfilling “side work” – instead of maintenance – on small capital and school requested projects exacerbated the lack of critical routine and preventive maintenance work performed; and
 - The fact that maintenance staff was performing capital work further supports the presumption that the department is underfunded.
- The Council team found it difficult to access or receive data to account for classroom counts and usage. The team heard differing numbers of unused classrooms in the district. What was clear, however, was that maintenance department staff, grounds staff, and custodial staff were maintaining and conditioning unused and unneeded classrooms, which negatively affected department resources, the PPO budget, and utility budgets.
- The recruiting, onboarding, and retaining of skilled trades personnel was an ongoing challenge. The team was told that --
 - There were currently 31²⁴ skilled-trade positions unfilled, which equates to a 4.86 percent vacancy rate;
 - All new employees to the department, regardless of experience, must start at the bottom of the pay scale for that position;
 - While PPO acknowledged they enjoyed an experienced but aging workforce, there was no bench strength in place and no succession plan for trades personnel and supervisors in the very competitive South Florida labor market. On average, there were approximately 35 retirements of trades personnel each year;
 - The district was not leveraging the opportunity to create a pipeline of BCPS students who could be prepared and certified to assume trade positions in PPO upon high school or trade school graduation;
 - The district lacked an automated, online application process for maintenance (trades) positions;
 - As a test, Council team members went online to the district’s “Careers” webpage and found --
 - No vacant (non-substitute) trade positions were open for filing; and

²⁴ This number varied considerably in interviews. The team requested and was provided an updated spreadsheet count, which is reflected in this management letter.

- Based on FY18 comparisons with other large school districts in Florida, the team found the district’s maintenance spending levels on *cost per square foot* and *cost per student* comparable to other large Florida school districts with an enrollment greater than 100,000 students, but considerably higher than the Florida state average of all districts combined. Exhibit 11 below compares large Florida districts.²⁷

Exhibit 11. FY18 Spending Comparisons

School District	Florida Inventory of School Houses Gross Square Feet	Capital Outlay Full Time Equivalent Students	Operation of Plant Function 7900	Maintenance of Plant Function 8100	Cost per Gross Square Foot			Cost per Capital Outlay Full Time Equivalent		
					Operations	Maintenance	Total	Operations	Maintenance	Total
MIAMI-DADE	48,621,476	272,610	\$273,750,230	\$102,726,644	\$5.63	\$2.11	\$7.74	\$1,004.18	\$376.83	\$1,381.01
BROWARD	39,368,962	220,079	\$179,924,014	\$66,528,443	\$4.57	\$1.69	\$6.26	\$817.54	\$302.29	\$1,119.83
HILLSBOROUGH	29,362,615	189,903	\$118,018,651	\$26,875,630	\$4.02	\$0.92	\$4.94	\$621.47	\$141.52	\$762.99
ORANGE	33,989,067	184,633	\$126,270,782	\$41,012,616	\$3.72	\$1.21	\$4.93	\$683.90	\$222.13	\$906.03
PALM BEACH	31,372,273	169,779	\$135,256,094	\$79,333,279	\$4.31	\$2.53	\$6.84	\$796.66	\$467.27	\$1,263.93
DUVAL	18,011,150	110,146	\$66,859,900	\$29,105,969	\$3.71	\$1.62	\$5.33	\$607.01	\$264.25	\$871.26
State Total	461,500,613	2,441,498	\$1,824,566,035	\$666,526,489						
Average for Districts Selected Above (Districts with > 100,000 FTE Students)					\$4.33	\$1.68	\$6.01	\$755.13	\$295.72	\$1,050.84
Florida State Average (All Districts)					\$3.95	\$1.44	\$5.39	\$747.31	\$273.00	\$1,020.31

Source: Florida Department of Education.

- Although there were attempts to measure employee productivity and distinguish productive work time vs. non-productive time (i.e., time spent traveling to/from job sites, rest breaks, waiting for or picking up parts and materials, vehicle breakdowns, and other non-productive time activity), the absence of GPS technology in department vehicles and limited implementation of the new CMMS²⁸ mobility feature, significantly reduced the department’s capacity to accurately track productive vs. non-productive time and take corrective action where needed.
- Additional studies and reviews are not going to fix or solve the increasing deferred maintenance crisis. To reinforce--
 - The team analyzed previous consultant reports and internal reviews, all of which reached the same conclusion, i.e., the Broward County Public Schools facilities maintenance effort required substantial and sustained infusions of funds to reverse the cycle of deterioration currently affecting its schools.²⁹

²⁷ Source: Florida Department of Education at: <http://www.fldoe.org/finance/edual-facilities/annual-energy-maintenance-operations-r.stml>.

²⁸ CMMS are preventive maintenance software modules that represent various capabilities in a facilities maintenance management system. Typically, the base module is a work order management system, which performs all preventive maintenance functions as work orders.

²⁹ The review team unanimously concurred with this finding and noted that the district’s aging infrastructures and building equipment could no longer wait; delaying would simply increase costs to the level of unsustainability.

Organization

- The team was told that some material and safety testing, which is a function of the Office of Environmental Health and Safety, had been or will be transferred to the Risk Management Office, which is a misalignment of responsibilities and use of expertise.
- Energy management falls under the Environmental Health and Safety unit, which limits opportunities to reinvest energy savings back into the PPO budget.
- Job descriptions were outdated and required a cumbersome process to update current responsibilities and reporting lines. For example --
 - The job description for Area Manager, Trades, was last updated in August 2004, and was listed as a direct report to the Director, Maintenance Operations, a title that no longer exists;³⁰
 - The job description for Grounds Manager was last updated in June 2006;
 - The job description for Supervisor I, Electrical and Supervisor I, Mechanical Equipment was last updated in December 2003; and
 - The job description for Assistant Area Supervisor, Maintenance, was last updated in November 2006.

Operations

- The newly acquired computerized maintenance management software (CMMS) system had not been fully implemented, integrated, or deployed to field staff and schools because there was --
 - Insufficient governance, oversight, and program management at the enterprise level;
 - Contractor mismanagement and embedded silos at department levels, which resulted in--
 - Limiting management's ability to measure and drive employee productivity; and
 - Negatively affecting anticipated efficiencies, increasing productivity, and enhancing potential cost savings, which could have been reinvested;
 - Confusion by all staff members interviewed as to who was currently the executive sponsor and who was currently the project manager overseeing the transition to and implementation of the new system;

³⁰ Multiple job descriptions reference reporting to the Director, Maintenance Operations.

- A lack of training for affected staff to fully understand and successfully implement the new system;
 - Little consideration to upgrading older (and outdated) desktop computer hardware to improve productivity;
 - Delays in reaching key rollout milestones, and no clear understanding of what the next implementation phases consist of;
 - Significant rollout issues due, in part, to the lack of a robust pilot testing phase and the lack of critical system and bandwidth stress-testing before cutover; and
 - The possible lack of due diligence by district staff in the selection of a consulting firm that reportedly had no previous K-12 implementation experience with the newly acquired CMMS system.
- There was a general sense by staff from PPO, and other departments, that an alternative CMMS application would have better served the needs of the district and the department.
 - Multiple CMMS implementation issues were still not resolved when the team visited, including --
 - The lack of seamless integration with critical district legacy systems;
 - Departments developing “work-arounds” using third-party software to accomplish work because the CMMS was not able to process data as designed or needed;
 - The district’s fuel dispensing system not being able to interface with the new CMMS system;
 - Warehouse cycle counts were not taking place as designed;
 - HVAC and possibly other systems unnecessarily being repaired in-house as warranty tracking was lacking;
 - “Canned”³¹ reports required significant customization to become useful to the department. For example --
 - The Council team requested the total number of work orders generated/entered for FY19, but was told that it took several days to produce a “clean” report that staff felt confident was accurate;³²
 - A reduction of efficiency and productivity due to the lack of remote access at school sites and the mobility feature coming online;

³¹ A canned report is a report that has been pre-formatted or built by the developer.

³² The team acknowledges that the new CMMS software went “live” in February 2019.

- Migration to the latest version of the CMMS software; and
- A full cost accounting of the indirect and unintended costs associated with implementation.
- The team was told of inconsistent service-levels, resource distribution, and the perception of inequity in balancing the maintenance needs of all schools in the district, regardless of location.
- Principals interviewed rated their overall maintenance services as a 7.75 score on a scale of 1 to 10, with ten being high. Principals indicated a firm preference for services provided by district employed trades personnel. Principals also indicated that--
 - They were not satisfied with the capital program work that was contracted out,³³ which principals described as a “nightmare;”
 - That timelines for capital projects were rarely adhered to;
 - There was preferential treatment provided to schools in a particular “side” of town, and “newer” schools appeared to receive more attention than “older” schools;
 - Roofs still leak, air quality in some classrooms was poor, mold was present at some sites, and flooding and pooling of water exist, which created safety concerns for students and staff;
 - General contractors performing construction work “can’t get it right;” and
 - Significant delays seem to be occurring on starting bond-related work. These delays caused cost increases as the bond was approved by the voters several years prior, and construction costs have increased considerably.³⁴
- The ceiling for item purchases and the gross volume of purchases gives one pause about the potential for fraud and abuse.
- There was little use of alternative procurement methods (e.g., bench, job order contracting, draw down POs) to address single trade projects for a larger level or scope of work.
- The team identified an imbalance within each maintenance zone on the number and age of schools served, and the number of maintenance resources (personnel) available within each zone.

³³ See news article at: <https://www.sun-sentinel.com/local/schools/fl-ne-northeast-high-school-contract-terminated-delays-continue-20190628-jju35fzuobe3pgykga6ruxvmoe-story.html>.

³⁴ *Ibid.*

- There appeared to be minimal advanced scheduling of routine maintenance work since 80 percent of the current maintenance work was emergency, minor, or major repair work. Scheduling or dispatching decisions were not data-driven, but *ad hoc* in nature. Also --
 - The current department practice was to perform maintenance work that fell into the categories of *safe, cool, and dry*; and
 - The current practice of having call center personnel prioritizing work requests may not be effective, since call center staff may lack the expertise to diagnose and appropriately rank service call needs.
- The \$7,500 cap on work orders can cause a three-week delay due to additional approvals required at the director's level, and in some cases even higher levels.
- There was little evidence or business cases identified to support the current department practice of --
 - Repairing items when repairing was determined to be more expensive than replacing the asset;
 - Using one central maintenance warehouse with staging areas in each zone vs. the current practice of using multiple warehouse locations;
 - Currently assigning 76 percent of maintenance staff ³⁵ to day shift and 24 percent to swing/night shift vs. 50/50 or 25/75 levels that could achieve greater efficiencies; and
 - Having 70 percent of work performed in-house and 30 percent contracted out vs. other ratios, which might prove more economical, effective, and timely over the long run.
- For the safety of district students, PPO repaired city/county sidewalks around schools. Although this effort was commendable, the team questioned whether the district should assume the responsibility and liability of making these types of repairs.
- The team was told differing numbers of work orders created on a weekly, monthly, or annual basis. With time, the new CMMS system may add reliability to the work order reporting and tracking process. Additional issues about work orders included --
 - Thousands of work orders remained open for years because they did not meet the approval criteria. There was no process in place advising the requester of the denial; suggesting resubmittal if approval criteria changed, and then closing, cancelling, or voiding the work order. Exhibit 12 below displays the number of work orders created each fiscal year for the past four years;³⁶

³⁵ Excludes grounds personnel.

³⁶ The team felt that for a district this size, annual work order totals should far exceed what was reported.

Exhibit 12. Work Orders Created, By Fiscal Year

Fiscal Year	Work Orders Created
FY16	82,794
FY17	80,045
FY18	82,805
FY19	80,819

Source: CGCS, Using Data Provided by Broward County Public Schools

- No electronic process for tracking work order materials exists. Material(s) picked up by employees at their maintenance zone or supply houses were tracked with paper tickets and manually entered into the new CMMS system. Procurement staff shared they had to retrieve these data from the new CMMS system and manually enter it into the district’s ERP program. Manual paper processes waste staff time and incur a high risk of error; and
- A similar duplication of effort occurred with time reporting. Time from one system (the departments automated time tracking system) must be manually entered into the new CMMS system.
- Several internal systems, controls, and processes were lacking or needed strengthening. For example --
 - There appeared to be a lack of a robust bar-coded inventory control asset management system in place to capture acquisition history and repairs with dates and costs. This failure could be attributed to the poor CMMS rollout;
 - There was a reliance on the building department for school site inspections, but these inspections primarily checked building code and district standards compliance vs. inspecting for maintenance standards, needs, and related issues;
 - A quality control issue was identified when substandard paint was used by contractors on a SMART program project, and district staff appeared to have limited control or input into contract specifications;
 - The team heard that a division was contracting out work without procurement department knowledge or required bidding; and
 - No replacement program or funding was in place for the department’s service (white fleet) vehicles.

- Exhibit 13 below compares BCPS self-reported maintenance and custodial operations KPI data with CGCS member districts' median scores and with median scores on Florida's CGCS reporting districts.³⁷ BCPS's KPI comparative data indicate that --
 - Multiple *Grounds Work* related KPI costs were extremely high, compared to both national and Florida state medians;
 - *Major Maintenance - Staff Ratio - Field Worker per Office Staff* was extremely high, compared to both national and Florida state medians;
 - *Routine Maintenance - Cost per Work Order* was comparable to the national median, but very high compared to the Florida state median;
 - *Routine Maintenance - Cost per Work Order, Contractor-Operated* was very high, compared to the national median and extremely high, compared to the Florida state median;
 - *Routine Maintenance - Cost per Work Order, District-Operated* was somewhat higher than the national median, but extremely high compared to the Florida state median;
 - *Utility Usage - Electricity Usage per Square Foot (KWh)* was very high, compared to the national median and somewhat higher than the Florida state median;
 - *Work Order Completion Time (Days)* was high, compared to both national and Florida state medians;
 - *Utility usage - Water (Non-Irrigation) Usage per Square Foot (gal.)* was extremely high, compared to both the national and Florida state medians; and
 - *Work Order Cancel/Void Rate* was significantly higher than the national median and somewhat higher than the Florida state median.

³⁷ Florida districts include the following counties: Broward, Duval, Hillsborough, Miami-Dade, Orange, Pinellas, and Palm Beach. Further, the team was advised that the water cost per square foot includes sewerage costs. Sewage costs are captured in a separate KPI.

Exhibit 13. Key Performance Indicator Comparison

2017-2018 Key Performance Indicators Maintenance and Operations	Broward County Schools	CGCS National Median	CGCS Florida Only Median	Note
Building Square Footage by Ownership - Percent Leased	0.0364%	0.3669%	0.2811%	
Building Square Footage by Type - Percent Modular	1.1300%	0.9134%	0.8149%	
Building Square Footage by Type - Percent Portable	3.23%	1.85%	1.85%	
Building Square Footage by Type - Percent Site-Built	95.64%	98.07%	97.39%	
Building Square Footage by Type - Percent Academic	96.39%	95.29%	96.76%	
Building Square Footage by Usage - Percent Non-Academic	3.61%	5.28%	3.43%	
Custodial Supply Cost per Square Foot	\$0.08	\$0.11	\$0.08	Lower is Better
Custodial Work - Cost per Square Foot	\$1.70	\$1.60	\$1.83	Lower is Better
Custodial Work - Cost per Square Foot, District-Operated	\$1.70	\$1.78	\$1.81	Lower is Better
Custodial Work - Cost per Student	\$277.62	\$277.17	\$269.50	Lower is Better
Custodial Workload	26,277	26,356	23,471	Higher is Better
Custodial Work - Staff Ratio - Field Workers per Office Staff	156.667	77.7143	160.171	
Green Buildings - Buildings Green Certified	0.00%	1.65%	0.4698%	Higher is Better
Green Buildings - Buildings Green Certified or Equivalent	4.86%	5.17%	4.86%	Higher is Better
Green Building - Buildings With Energy Star Certificate	0.00%	14.93%	5.52%	Higher is Better
Grounds Work - Cost per Acre	\$3,757.65	\$1,203.29	\$1,137.36	Lower is Better
Grounds Work - Cost per Acre, Contractor-Operated	\$6,189.74	\$1,352.55	\$694.41	Lower is Better
Grounds Work - Cost per Acre, District-Operated	\$3,125.87	\$1,807.52	\$1,915.50	Lower is Better
Grounds Work - Cost per Student	\$51.91	\$33.76	\$26.77	Lower is Better
Grounds Work - Proportion Contractor-Operated	20.62%	40.08%	49.05%	
Grounds Work - Staff Ratio - Field Workers per Office Staff	15.286	15.333	15.2857	
M&O Cost per Student	\$782.0	\$1,000.43	\$783.05	Lower is Better
M&O Costs Ratio to District Operating Budget	8.22%	7.07%	6.97%	
M&O Staff - Field Staff as Percent of All Staff	94.83%	94.95%	94.83%	
M&O Staff - Non-Exempt Workers as Percent of Field Staff	100.00%	97.78%	98.26%	
Major Maintenance - Cost per Student	\$103.82	\$103.82	\$103.82	Lower is Better
Major Maintenance - Delivered Construction Costs as % of Total Costs	92.90%	89.47%	92.14%	
Major Maintenance - Supervisor/Support Staff Costs as % of Total Costs	6.96%	8.89%	6.96%	Lower is Better
Major Maintenance - Delivered Construction Costs as % of Total Costs	92.90%	89.47%	92.14%	
Major Maintenance - Staff Ratio - Field Worker Per Office Staff	6.24	2.35	2.03	
New Construction - Cost per Student	\$14.02	\$268.59	\$87.83	
New Construction - Delivered Construction Costs as % of Total Costs	70.13%	90.34%	82.86%	
New Construction - Design to Construction Cost Ratio	36.57%	14.72%	16.61%	
New Construction - Supervisor/Support Staff Costs as % of Total Costs	4.22%	2.30%	3.50%	
Renovations - Cost per Student	\$178.36	\$168.19	\$145.67	
Renovations - Supervisor/Support Staff Costs as Percent of Total Costs	3.29%	3.15%	3.29%	
Routine Maintenance - Cost per Square Foot	\$0.93	\$1.17	\$1.06	Lower is Better
Routine Maintenance - Cost per Student	\$152.84	\$217.63	\$153.20	Lower is Better
Routine Maintenance - Cost per Work Order	\$421.24	\$426.06	\$339.33	Lower is Better
Routine Maintenance - Cost per Work Order, Contractor-Operated	\$1,521.59	\$1,059.80	\$754.61	Lower is Better
Routine Maintenance - Cost per Work Order, District-Operated	\$468.33	\$401.14	\$244.02	Lower is Better
Routine Maintenance - Proportion Contractor-Operated, By Work Orders	3.98%	3.98%	7.74%	
Routine Maintenance - Ratio of Field Workers to Office Staff	6.2826	11.14	7.7431	
Utility Costs - Cost per Square Foot	\$1.06	\$1.34	\$1.16	Lower is Better
Utility Costs - Electricity Cost per Square Foot	\$1.05	\$1.04	\$1.08	
Utility Usage - Electricity Usage per Square Foot (KWh)	13.787	9.489	12.892	Lower is Better
Work Order Completion Time (Days)	25	16.73	21.52	Lower is Better
Work Order Cancel/Void Rate	6.74%	1.60%	4.74%	FY17 data
Utility Costs - Water Cost Per Square Foot	\$0.28	\$0.09	\$0.08	FY17 data
Utility Usage - Water (Non-Irrigation) Usage Per Square Foot (Gal.) (FY17 Data)	37.57	13.01	15.16	Lower is Better
Utility Usage - Water Usage For Irrigation	2.48%	14.53%	21.26%	FY17 data

Source: CGCS KPI Project.

Recommendations

The CGCS Strategic Support Team has developed the following recommendations³⁸ to help improve the effectiveness and efficiency of the Broward County Public Schools Physical Plant Operations program.

1. Permanently fill the Chief Facilities Officer's position with a proven facilities executive who has compelling credentials and experience in the k12 environment. Elevate Physical Plant Operations to an Executive Director's position that, once removed from day-to-day activities, can in tandem with the Executive Director of Capital Programs, develop and execute a formalized predictive, preventive, and routine maintenance program that addresses the large and growing deferred maintenance backlog; allows buildings to be properly maintained; and safeguards the public's capital investment in these facilities. **Not addressed--all recommendations flow from this first recommendation!!**
2. Implement and maintain the industry best practice of funding capital maintenance at the two percent level of current plant replacement value (CPRV) of district facilities. Funding at this level will allow buildings and grounds to be properly maintained and will safeguard the public's capital investment in these facilities.³⁹ **#2; Yr 3-- where will the funding come from?**
3. Increase total PPO department staffing to, at a minimum, the levels and ratios suggested by the Florida Department of Education.⁴⁰ In addition-- **#8; #24 Yr2**
 - a. Initiate a comprehensive staffing study of all department units to ensure all functions are staffed appropriately to mirror industry standards, and require that day-to-day activities are performed in a timely, effective, and efficient manner; and
 - b. Evaluate current organizational structures and workflows to determine if staff could be repurposed to achieve greater operational efficiencies and effectiveness.
4. Develop business case justifications that include return on investment, accurate costs, cost-benefit analysis, the total cost of ownership, business-case justifications, reasonable implementation timelines, risk assessment, and other analytical tools for the following activities, at a minimum-- **#4; Yr 1 Who will be doing this?**
 - a. **Estimating the fiscal impact of building closures, and removing portable classrooms that are unused or in unsatisfactory condition;**
 - b. Developing a proposed five-year capital maintenance project program that identifies the capital funds required to proactively replace or modernize major systems, including roofs, HVAC, restrooms, kitchens, pavements, etc. to industry standards;

³⁸ Recommendations are not listed in any specific order or priority.

³⁹ The Council of the Great City Schools' authoritative document, *Reversing the Cycle of Deterioration in the Nation's Public School Buildings* recommends the two percent funding level as a best practice.

⁴⁰ See: http://www.fldoe.org/core/fileparse.php/5599/urlt/0075330-6_0.pdf, p.94.

- c. Prioritizing, quantifying, and costing existing deferred maintenance projects to assist the department and the district in securing needed funds;
- d. Utilizing one central maintenance warehouse with staging areas in each zone vs. the current practice of employing multiple warehouse locations;
- e. Evaluating staffing ratios for day vs. swing shift personnel to determine what benefits could be enjoyed by increasing the swing shift work force ratio of maintenance personnel performing job functions when school is not in session and students are not on campus;
- f. Introducing alternative procurement methods, including master agreements (bench),⁴¹ job order contracting, and draw down purchase orders to address single trade projects for a larger level or scope of work. Solicitation, with an emphasis on *Minority/Women Business Enterprise* (M/WBE) participation, should be made for locally licensed trade mechanics and technicians to perform work that supports the mission of the department. Require district/contractor cost comparisons be made with fully loaded costs for providing the services in-house, such as salaries, benefits, overhead or indirect costs, materials, and supplies. Projects for these types of solicitations could include --
 - i. Annual routine service and preventive maintenance agreements for HVAC, roofing, and other systems and equipment as appropriate,
 - ii. Crisis and triage responses,
 - iii. Routine maintenance,
 - iv. Special projects requested by school administrators currently assigned to PPO maintenance staff, and
 - v. SMART and other construction projects currently assigned to PPO maintenance staff.
- g. Implementing and funding a department vehicle replacement program;
- h. Procuring maintenance parts of higher quality to increase life cycle time and ensuring bids are in place for all commodity needs; and
- i. **Developing and enforcing clear repair vs. replace criteria.**

⁴¹ A “bench” of firms is a group of pre-qualified contractors who have been issued master contracts/agreements (“bench contracts”) for various kinds of professional services. An often-employed feature of bench contracts is that each contract may be of no dollar value. Instead, “Task Orders” are issued to a bench firm for services based on the bench contract pricing schedule, as the result of a mini solicitation among similar bench firms. Master agreements are indefinite quantity type contracts, awarded to multiple firms for the same type services. Bench contracts (also known as Continuous Service Contracts) provide the district with greater flexibility and efficiency in awarding required services for the district. These contract awards are procured through a Request for Proposal (RFP) process. Once a firm qualifies and is placed on the district’s bench list, individual tasks/work orders are competed among the bench participants.

5. Pursue all opportunities to garner support from the Broward County community and all other districts in Florida to encourage and lobby the state to raise millage to pre-2008 levels. #2; Yr 3
6. Convene a meeting with the CEO of the CMMS implementation consulting company to discuss the CMMS failures the district is experiencing. This meeting should include BCPS legal staff, procurement and contract administration staff, information and technology staff, PPO staff, and other affected departments. The purpose of this meeting should be to--
#40; Yr1, identified as a "quick win." Considering this implementation is in its 3rd or 4th yr . . .
 - a. Determine why the new CMMS implementation has failed to serve the district and its students appropriately;
 - b. Identify all inadequacies that the implementation has encountered to determine if they are related to implementation, training, or both;
 - c. Determine whether the vendor is committed to dedicating all needed resources to ensuring it is successfully meeting all BCPS needs and timelines as required in the contract;
 - d. Establish an agreed upon timeline that will specify when corrective action will be completed, and what the consequences for failure to complete all corrective action will be; and
 - e. Determine if BCPS should continue to use that vendor.
7. Invest in implementing critical industry best practices into BCPS facility activities by --
 - a. Creating or updating a Long-Range Facilities Master Plan (LRFMP), that includes --
Long-range plan not addressed--why?; this area overall not sufficiently addressed. See#44?
 - i. A current facilities condition assessment (FCA) and index (FCI) for developing cost-effective, data-driven prioritization of long and short-range facilities-use and maintenance decisions; and
 - ii. A multi-year facilities usage and maintenance plan.
 - b. Delivering a predictive and preventive maintenance approach to ensuring that critical equipment and systems are maintained to maximize lifetime effectiveness;
 - c. Bar coding physical assets and inventory, including warehouse inventories, for greater control and cost tracking; and
 - d. Introducing and aggressively pursuing smart technology, energy conservation, and other sustainability projects.
8. Partner with the Department of Human Resources, and together -- #4; #11;#41 Yr2
 - a. Monitor turnover rates, establish or review exit interview protocols for department employees who voluntarily separate from BCPS, and identify and track the causes for staff's leaving in order to identify opportunities to make or recommend changes in policy;

- b. Study the successes of peer districts' onboarding methods for maintenance personnel, and identify and adopt processes that can be implemented in BCPS;
- c. Invite the BCPS Office of the Chief Information Officer to plan and staff ongoing recruitment opportunities and job fairs by leveraging mass communication and social media approaches;
- d. Create a flowchart and realistic timeline that reduces the number of steps and time required from recruitment to onboarding. Redundancies should be identified and eliminated, the number of "hands" involved in the process should be reduced, and opportunities for "fast-tracking" should be implemented;⁴²
- e. Review and revise job descriptions to reflect actual duties that need to be performed and reporting lines reviewed and updated as necessary;
- f. Conduct ongoing employee classification and compensation studies that analyze duties, salaries, and benefit structures in comparable organizations so BCPS can take the necessary steps to better compete for and retain employees;
- g. Ensure all department vacancies are posted in a timely way, applications are being accepted, reviewed, and processed quickly, and prompt feedback is provided to applicants;
- h. Create a pipeline for "hard to fill" trade positions by developing or expanding apprentice and intern programs. Design strategies to encourage age appropriate BCPS students, adult and trade school students, and interested members of the community to enter these programs;
- i. Invest in making BCPS a more attractive employer by --
 - i. Using a special training rate to compensate, whenever possible, apprentice and intern trainees for a portion of their training;⁴³
 - ii. Adding maintenance trades positions to the current practice of applying for previous work experience credit at the time of onboarding, while monitoring the effect of salary compression on existing employees; and
 - iii. Evaluate the benefit of BCPS's covering candidate upfront costs of fingerprinting and background checks, and possibly other requirements such as physicals. Recover this cost only from applicants that are hired during their first 120 (or 180) days of employment through payroll deductions.
- j. Track all costs associated with recruiting, training, and onboarding as part of future budgeting justifications.

⁴² For example, determine if fingerprinting and similar requirements can be conducted much earlier in the process.

⁴³ May require a "commitment" letter to protect the district's investment.

9. Clarify with the appropriate municipal or county jurisdiction their responsibilities to maintain public sidewalks around the district's schools. Develop a formal process to promptly notify (and track) the appropriate city/county department of any safety and liability issues that exist.
Not addressed
10. Implement programs to measure customer satisfaction, including the use of customer surveys and focus groups, to identify service concerns and establish future priorities. At a minimum, input from students, parents, school site administrative, teaching, and support staff should be solicited. Additionally, develop a web-based client satisfaction report where principals can provide the Chief Facilities Officer with a monthly assessment of maintenance, grounds, and other services provided to their schools. **#12; Yr 1, not addressed in a substantive manner**
11. Establish a system of fiscal accountability where area managers are held responsible for their budgets, timely approvals, and execution of work. To facilitate this effort -- **#5, Yr2; #21, Yr2**
 - a. Conduct training on the district's budget system and the facilities management software utilized by the department to ensure all relevant budget data are readily available;
 - b. Implement systems to track budgets, and actual expenses of planned and unplanned facilities work in a predictable, reliable, and reportable fashion; and
 - c. Incorporate the use of GPS technology to track productive time and non-productive time to reduce non-productive time to the greatest extent possible.
12. Develop succession planning and cross-training within the department to ensure knowledge transfer and orderly transition of responsibilities. **#46, Yr 2**
13. Establish clear expectations about intra and interdepartmental communications and cooperation to resolve misunderstandings, increase the capacity of each department to perform its responsibilities, and build knowledge and appreciation among all departments. Develop or hire leaders who will lead by example to champion knowledge sharing and collaboration. Ensure that all department employees know -- **#3, Yr 1; Not substantively addressed--too vague**
 - a. District, division, and department goals and objectives and how they will be achieved;
 - b. That interdepartmental collaboration is taking place with all appropriate departments and stakeholders at the table;
 - c. How personnel will be held accountable and evaluated using performance-monitoring metrics;
 - d. Why changes are being made that may impact the team along with expected outcomes;
 - e. That managers and supervisors are held accountable to ensure that information and feedback is disseminated up-and-down, and side-to-side within and between departments; and

- f. That employee feedback and suggestions are welcomed and considered, so team members know there is an ongoing departmental process-improvement program to encourage innovation and improvement.
14. Create a comprehensive staff development plan to benefit employee retention and provide opportunities for employees at all levels to enhance their skills and learn industry best practices through-- #46, Yr2
 - a. Participation in professional organizations,
 - b. In-depth new-employee orientation,
 - c. Cross-functional training, including within trades, and
 - d. Visiting peer districts to gather performance, safety, customer service, and technology leveraging strategies.
 15. Identify **root causes and develop corrective action plans** to reduce the number of KPIs identified in this management letter that are very high, extremely high, or significantly higher, when compared to peer districts nationally and within Florida. #22, Yr 1; **Not substantively addressed**
 16. **Analyze** and monitor at the department level-- #8, Yr2; #25, Yr3; **not substantively addressed. "Optimize" is somewhat vague**
 - a. Current maintenance zone configurations for workload consistency between maintenance zones, accounting for the numbers and types of schools, age of schools, enrollment, number of used and unused classrooms and portables, deferred maintenance backlog, and other considerations;
 - b. The number and skill set types of maintenance personnel for resource consistency, dependent upon the anticipated needs of each zone; and
 - c. Service level consistency, response time consistency, and resource deployment consistency to ensure a service-level balance between all geographic areas of the district.
 17. Expand annual **PPO inspections** of district facilities to incorporate critical maintenance systems and equipment. This process should include-- #44, Yr 3 listed as **"assess large-scale needs assessment, as opposed to inspection process???"**
 - a. Forming a committee of department managers to review the current assessment form to determine what additional maintenance systems and equipment should be assessed;
 - b. Identifying potential deficiencies to be inspected for and corrective action to be taken;
 - c. Providing training to inspectors of added systems and equipment to be inspected;
 - d. Initiating work orders for corrective action; and
 - e. Verifying corrective action has taken place, and the work order was closed.

ATTACHMENT A. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, Transportation Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and master's degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

David M. Palmer

David Palmer, Deputy Director (retired), Los Angeles Unified School District, is a forty-year veteran of school business operations administration. Mr. Palmer's executive responsibilities included the management and oversight of division operations, strategic planning and execution, budget development and oversight, and contract administration. Mr. Palmer oversaw the design and implementation of performance standards, benchmarks and accountabilities for staff and advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer was also an instructor in the School Business Management Certificate Program at the University of Southern California. Mr. Palmer currently provides consulting services for school districts and other governmental agencies and is a very active member of the Council's Strategic Support Team.

Alex Belanger

Alex Belanger is the Assistant Superintendent of Facilities Management and Planning at Fresno Unified School District (FUSD), the fourth largest school district in California. FUSD is comprised of 3,862 Classrooms located at 99 schools with 12 non-instructional sites totaling, 8.26 M square feet on 1,277.66 acres with 74,000 students enrolled. Mr. Belanger has over 26 years of experience in general contracting and recovery of major public/private construction projects, public/commercial maintenance and operations services, construction management and public and private design/sustainability program management. He has successfully managed and recovered projects for Department of Defense, Department of Transpiration, healthcare, hospitality and educational K-12 / community college / universities, commercial/retail facilities. His background is further diversified with his experience in developing and managing projects/programs in the oilfield/mining industry on the North Slope of AK in sensitive tundra wetland areas. As a private consultant he managed projects/programs in the Arctic Circle for NANA Regional Corporation, Pedro Bay Village Corporation and Ilimina Village corporation from inception to closeout establishing/developing opportunities for community economic development. Commercially he managed NMS (NANA/Sodexo partnership) facilities Management department one of the largest privately held M&O companies in Alaska. Prior to being recruited to Fresno Unified School

District Alex was hired as Assistant Director of Maintenance and Operations as a recovery specialty to address and improve maintenance and operations related to safety, productivity, and quality control at ASD. Mr. Belanger is a Licensed General Contractor in the state of Alaska, holds a PM Certification from Parsons Brinckerhoff/Harvard online, qualified at a GS-11 Principal Supervising Construction Coordinator for DOD and a Journeyman Carpenter. Alex also serves on the committee overseeing West Fresno Steering Committee, Fresno City Parks/Trails revitalization. He is an acting board member on West Fresno Community Economic Development Corporation and Central Unified School District Bond Oversight committee. He is a member of CMAA Construction Manager Association of America. His most recent recognitions are ACSA Classified Leader of the Year Region IX and was part of a team that received the AIA Design *Award of Merit* for Philip J. Patino School of Entrepreneurship.

Rickey A. Bevilacqua

Rickey Bevilacqua is the Manager of Facilities Construction for the Facilities Design and Construction Department with Pinellas County Schools (PCS). Mr. Bevilacqua leads a team of project managers and engineers to oversee over 100 construction projects with a value of construction over two hundred million dollars per year. He assists the school board architect with design criteria standards for the construction documents. With over 35 years of educational experience in construction he is an expert in his field. Experience includes planning, budgeting, design, and construction of K-12, vocational, and exceptional schools including three schools achieving LEED gold certification. Included in his experience, working on joint ventures with private schools, municipalities, and the County's Health Department. Mr. Bevilacqua has 40 years of experience in the construction industry with 35 years of educational construction. He is a high school and vocational graduate and is a State Licensed Building Contractor, Plans Examiner, and Inspector.

Christos Chrysiliou

Christos Chrysiliou is the Director of Architectural and Engineering (A&E) Services for the Facilities Services Division of the Los Angeles Unified School District (LAUSD). LAUSD is the 2nd largest School District in the Nation with 13,500 buildings located at 1,270 schools and centers across 6,478 acres of land educating a population of approximately 700,000 students. Mr. Chrysiliou has over thirty years of experience in architectural planning, development, design, project management, sustainability and construction, enabling him to work with a strategic mindset to bring innovative ideas and solutions to solve complex issues. He has successfully managed projects for educational facilities, hospitality and commercial/retail facilities from inception to closeout with an emphasis on planning and design. As the Director of A&E Services, he is responsible for Design, Architecture, Engineering, Sustainability Initiatives and Energy Management for the District. During his eighteen years of experience at LAUSD, he has worked within the three major facility branches: Construction, Asset Management, and Maintenance & Operations where he has gained effective leadership skills and provided responsible management for capital improvement programs. Mr. Chrysiliou earned a Bachelor of Architecture and Minor in Business Degree from Woodbury University in Burbank, California and an Associate of Arts Degree in Interior Design from the Fashion Institute of Design and Merchandising (FIDM) in Los Angeles, California. He is a Registered Architect in the State of California and has served several

Boards including the AIA SFV Chapter and Collaborative for High Performance Schools. He holds several professional certifications including: Certified Construction Manager (CCM), Parsons Project Manager Certification (PPMC), LEED Building Design & Construction (LEED AP BD+C), and Facility Management Professional (IFMA). He is a member of the American Institute of Architects, Construction Management Association of America, US Green Building Council. He also serves on several advisory councils for local utility service providers and outside agencies, analyzing new technologies and possible implementation for maximizing energy efficiency and is a constant figure in state and national sustainability forums such as the U.S. Department of Energy's Better Buildings Challenge, New Buildings Institute, and NREL. His most recent recognitions include the *Best of Green Schools Ambassador Award* by the Center for Green Schools and the *Walk the Walk Award Portfolio* by the Better Buildings Challenge LA Chapter. Mr. Chrysiliou's vision is to develop balanced educational environments that utilize sustainable systems that protect and restore our natural resources and enhance the educational experience and overall well-being of our communities.

John Dufay

John Dufay is the Executive Director of Maintenance and Support Operations for Albuquerque Public Schools which contains 15.2 million square feet in 2,100 buildings. The M&O Division is comprised of 267 skilled technicians representing seven service departments and a financial/accounting office. As a 1976 graduate of the University of New Mexico, College of Architecture, he commenced his professional career with a local design firm, initially focusing on high end custom homes and small commercial and multi-housing projects and later expanding into environmental issues and assessments. In 1985, Mr. Dufay accepted a staff architect position at Los Alamos National Laboratory where he worked on ADA accessibility, energy projects, renovation and major upgrade projects. He returned to the University of New Mexico, graduating with a M.S. in Environmental Science in 1992. In 1988 — in response to the Federal law for managing asbestos in schools (AHERA) Mr. Dufay was hired as the first environmental management planner charged with creating the only in-house environmental management program. In the 1990s, he designed a new technology third generation type of constructed wetlands for waste-water treatment and recycling which was extremely effective and efficient. A patent was filed on the technology in 1997 and in December 2000 the U.S. Federal Patent and Trademark Office issue Utility Patent #6159371 for Constructed Wetlands Remediation System, Sub- surface Nitrification/Denitrification of Waste-Water.

Scott Layne

Scott Layne serves as Deputy Superintendent for Operations for the Dallas Independent School District. His main responsibilities include maintenance, grounds, energy management, regulatory compliance, custodial services, fleet management, transportation, food service, construction, safety/security and police, and technology. His career in public education began in the Katy Independent School District in 1982. He worked as an architectural draftsman involved in the design and construction of renovations and additions to existing school facilities. In 1988, he accepted a position with the Midland Independent School District, eventually serving as Director of School Plant Services. In 1991, he went to the Irving Independent School District and has served as Assistant Director of Maintenance and Operations, Director of Maintenance and

Operations, Executive Director of Facilities, and Assistant Superintendent for Support Services. In August 2016, Mr. Layne accepted the position of Chief Operating Officer with the Dallas Independent School District. In May 2017, he took on additional responsibilities and his title was changed to Deputy Superintendent for Operations. Mr. Layne is a member of the Texas Association of School Administrators (TASA), Texas Association of School Business Officials (TASBO), the North Texas Facilities Services Association (NTFSA), and the Association for Learning Environments (A4LE). He has served as Chairman of the TASBO Maintenance and Operations Research Committee, President of the North Texas Facilities Services Association, President of the Council of Educational Facility Planners, International (DFW Chapter), President of the Council of Educational Facility Planners, International (Southern Region), and Chairman of the Board for A4LE. He has also served as President of the Irving Sunrise Rotary Club. Mr. Layne earned a Bachelor of Science Degree in Architectural Studies from the University of Illinois at Urbana-Champaign and an Associate of Fine and Applied Sciences Degree from Illinois Central College.

Trena A. Marsal (Deane)

Trena A. Marsal (Deane) is the Executive Director of Facility Management for Denver Public Schools (DPS). Facility Management is responsible and accountable for over 16 million square feet of facilities which includes 230 school programs located in 226 DPS owned facilities and 7 leased facilities. As the second largest landowner in Denver and the largest school district in Colorado the District educates a population of over 93,000 students and is growing. Facility Management employs over 900 employees within Custodial Operations, Maintenance, Real Estate, and Sustainability, Professional Development, Safety and Community Use Divisions. Mrs. Marsal's career has spanned 20 years with DPS and during this time she has served as the Chief of Maintenance Engineering, Director of Operations and Maintenance and her current assignment as the Executive Director of Facility Management. Mrs. Marsal holds a Bachelor of Science Degree in Occupational Safety, Master of Management and MBA Degrees in Human Resources. Mrs. Marsal serves on the Mayor's Developers Advisory Council, is co-chair of the African American Equity Task Force and Wisdom Team, Denver Parks and Recreation Board and has served on various committees across the District to support student achievement and the mission of the District.

Stacey Marshall

Stacey Marshall began her career as a plumber in the private sector and came to the Maintenance Department for the School District of Palm Beach County in May 2000. She worked her way from Senior Mechanical Technician for mechanical vendor services, to Facilities Management Coordinator managing the Mechanical Section, and to the position of Facilities Management Administrator. As the Facilities Administrator she managed Central Services for the District, which included mechanical, lock and window, generators, fire alarm, intercom, grounds, sheet metal, pest control, and general trade repairs. In 2017, Ms. Marshall became the General Manager of Maintenance and Plant Operations and has recently accepted the position of Director of Facilities Services, which maintains more than 200 facilities for the School District of Palm Beach County. Ms. Marshall was part of the School District of Palm Beach County's recovery efforts for Hurricanes' Frances, Jeanne, Wilma, and Irma. In addition, as part of her job responsibilities,

Ms. Marshall coordinated the District's Emergency Response Center during Hurricane Irma and is currently coordinating the District's recovery efforts through FEMA.

John T. Shea

John Shea has been the CEO of the New York City Department of Education, Division of School Facilities (DSF) since August 2008. The New York City Department of Education is the largest K-12 school district in the United States, with 1.1 million students, universal pre-kindergarten, and a portfolio of 1,405 buildings with a total of 135M square feet of managed space. To successfully oversee this enterprise, DSF relies on an outstanding team of 250 professional staff in the areas of Facility Management, Engineering, Contracts, Project Management, Sustainability, Environmental Health and Safety, Finance, Emergency Preparedness, IT, and Maintenance Management, as well as 450 professional trades staff, 860 Custodian Engineers, 1100 Building Engineers, and 6500 Cleaners. Before arriving at the NYC DOE John spent twelve years as the Executive Director of Facilities for the Nassau County Board of Cooperative Educational Services (BOCES), the largest regional school district in New York State. Prior to BOCES, he was a Technical Manager for the Aramark Corporation in their Educational Services division. John started his career in the maritime industry as an engineer, supervising ship repair and construction both domestically and internationally. He has a BS in Marine Engineering from the United States Merchant Marine Academy, from where he graduated in 1989, and is a former officer in the United States Naval Reserve.

ATTACHMENT B. WORKING AGENDA

**Strategic Support/Technical Assistance Team
Facilities Review
Broward County Public Schools
June 18-21, 2019**

**Working Agenda
Subject to Change as Required**

Tuesday, June 18

Team Arrival

6:15 p.m.

Team to Meet in Hotel Lobby
Marriott North
6650 N. Andrews Ave.
Fort Lauderdale
954.771.0440

6:30 p.m.

Dinner Meeting
15th Street Fisheries
1900 SE 15th Street

Robert Runcie
Superintendent
Judith Marte
Chief Financial Officer
Maurice Woods
Chief Strategy & Operations Officer
Others (TBD)

Wednesday, June 19

7:00 – 7:45 a.m.

Team Continental Breakfast
District Maintenance Office
3810 NW Tenth Avenue

Requirements
Internet Connectivity
LCD Projector & Power Strips
White Board/Flip Charts

8:00 – 9:00 a.m.

Team Interview

Sam Bays
Director, Physical Plant Operations

9:15 – 10:00 a.m.

Team Interview

Dale Schmidt
Director, Performance Management
Office of Strategic Initiative

Management

10:15 – 11:00 a.m.

Team Interview

Robert Maloney
Manager, Facilities Support Services

11:15 – 12:00 Noon

Team Interview

Pamela Norwood
Manager, PPO Finance

12:15 – 1:15 p.m. Working Luncheon

1:30 – 2:15 p.m.

Team Interview

Eric M. Chisem

		Director, Talent Acquisition &
Operations		
2:30 – 3:15 p.m.	Team Interviews	<u>Ed Hinline</u> Director, Business Applications, Information 3& Technology Department
		<u>Jeff Whitney</u> Assistant Director, Capital Budget Department
		<u>Greg Neiman</u> Work Flow Process: CMMS Lead
		<u>William Robinson</u> CMMS Administrator
3:30 – 4:15 p.m.	Team Interview	<u>Eloy Quesada</u> District Trades Manager (Capital Installations)
4:30 – 4:45 p.m.	Team Discussion of Work Plan for Balance of Site Visit	

Thursday, June 20

7:00 – 7:45 a.m.	Continental Breakfast	
8:00 – 8:45 a.m.	Team Interview	<u>Ron DiCurcio</u> <u>Dale Spear</u> Area Managers (2 of 3) (Routine Maintenance)
9:00 – 9:45 a.m.	Team Interview	<u>Ron Eggenberger</u> Grounds Manager <u>Roy Norton</u> Manager, Custodial/Grounds & Special Projects
10:00 – 10:45 a.m.	Team Interview	<u>Omar Shim</u> Director, Capital Budget (PPO Liaison)
11:00 – 11:45 a.m.	Team Interview	<u>Michael Solley</u> <u>Kevin Jackson</u> <u>Clara Knowles</u> Zone/Trade Supervisors
12:00 – 1:00 p.m.	Working Luncheon	
1:15 – 2:00 p.m.	Team Interview	<u>Mary Coker & Paul Molnar</u> Material Handling
		<u>Richard Ellis</u> Supervisor, Equipment Repair

		<u>Tommy Fitzpatrick</u> Fleet Maintenance
2:15 – 3:00 p.m.	Team Interview	<u>Dr. MaryAnn May</u> Fire Chief <u>Brian Katz</u> Chief of Safety, Security & Emergency Preparedness <u>Roger Riddlemosser</u> Director, Environmental Health & Safety
3:15 – 4:00 p.m.	Team Interview	<u>Mary Coker</u> Director, Procurement & Warehouse Services <u>Danielle Mamede</u> Assistant Director, Procurement & Warehouse Services <u>Cenira Infante</u> <u>Marissa Smith</u> <u>Maurice Stradiotti</u> <u>Deeana Lowe-Chin</u> Senior Process Analysts
4:15 – 5:00 p.m.	Team Interview	<u>Principals</u> Randomly Selected Across Grade Levels

Team Discussion of Work Plan for Balance of Site Visit

Friday, June 21

7:00 – 7:45 a.m.	Continental Breakfast	
8:00 – 12:00 Noon	Team Meeting	Discussion of Findings & Recommendations
12:00 – 1:00 p.m.	Working Luncheon & Debriefing	<u>Robert Runcie</u> Superintendent <u>Maurice Woods</u> Chief Strategy & Operations
Officer		<u>Judith Marte</u> Chief Financial Officer Others (TBD)
	Adjournment & Departures	

ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED

- Robert Runcie, Superintendent
- Judith Marte, Chief Financial Officer
- Maurice Woods, Chief Strategy & Operations Officer
- Mary-Ann May, Acting Chief Facilities Officer
- Sam Bays, Director, Physical Plant Operations
- Dale Schmidt, Director, Performance Management
- Robert Maloney, Manager, Facilities Support Services
- Pamela Norwood, Manager, Physical Plant Operations Finance
- Eric M. Chisem, Director, Talent Acquisition and Operations
- Ed Hinline, Director, Business Applications
- Jeff Whitney, Assistant Director, Capital Budget
- Greg Neiman, Work Flow Process: CMMS Lead
- William Robinson, CMMS Administrator
- Eloy Quesada, District Trades Manager (Capital Installations)
- Ron Dicurcio, Area Manager Zone 2 (Routine Maintenance)
- Dale Spear, Area Manager Zone 3 (Routine Maintenance)
- Ron Eggenberger, Grounds Manager 2
- Jerry Vevio, Supervisor II
- Omar Shim, Director, Capital Budget
- Kevin Jackson, Zone/Trade Supervisor
- Clare Knowles, Zone/Trade Supervisor
- Mary C. Coker, Director, Procurement and Warehousing
- Paul Molnar, Stock Room Assistant - Material Logistics
- Reginal Moncrief, Supervisor Logistics and Relocations
- Richard Ellis, Supervisor, Grounds
- Tommy Fitzpatrick, Manager, Vehicle Maintenance
- Craig Kowalski, Chief, School Police
- Roger Middlemosser, Director, Environmental Health & Safety
- Danielle Mamede, Assistant Director, Procurement & Warehouse Services
- Cenira Infante, Senior Process Analyst
- Marissa Smith, Senior Process Analyst
- Maurice Stradiotti, Senior Process Analyst
- Deena Lowe-Chin, Senior Process Analyst
- Al Shelton, Senior Process Analyst
- Principals:
 - Jocelyn M. Reid, Deerfield Park Elementary
 - Jimmy Arrojo, Western High
 - Juan Alejo, Boulevard Heights Elementary
 - Cory Smith, Ramble Wood Middle
 - Robert Pappas, Gulfstream Academy
 - Anthony Valachovic, Northeast High

- Parinaz Bristol, Plantation High
- Michael Walker, Sunrise Middle
- Bob Crawford, Atlantic Technical College
- Bardetta Haygood, Henry D. Perry Education Center
- Christopher McGuire, Broward Virtual School
- Ricardo Santana, Glades Middle

ATTACHMENT D. DOCUMENTS REVIEWED

- Budget:
 - Comprehensive Annual Financial Reports for
 - Fiscal Year Ended June 30, 2016
 - Fiscal Year Ended June 30, 2017
 - Fiscal Year Ended June 30, 2018
 - Physical Plant Operations (PPO) Expenses vs. General Fund, FY 2015 to 2019, Final June 17, 2019
- Florida School District Annual Plant Maintenance and Operations Cost Information, 2017-2018
- Demographics and Student Assignments Department, Benchmark Day Enrollment Count, September 11, 2018, Appendix D: School Enrollment by Grade Level
- Organizational Charts:
 - District Organizational Charts, 2018-2019, approved May 22, 2018
 - Facilities Division Organization Charts 2019, dated April 25, 2019
- Job Descriptions:
 - Director, Physical Plant Operations, adopted as amended July 28, 2015
 - Area Manager, Trades, updated August 24, 2004
 - Manager, Facilities Support Services, reporting change July 25, 2011
 - Manager, Physical Plant Operations (PPO) Finance, Board approved October 18, 2016
 - Manager, Custodial/Grounds, adopted as amended July 28, 2015
 - Grounds Manager, board adopted June 20, 2006
 - Area Supervisor I, Maintenance, revised December 19, 2014
 - Supervisor I, Electrical, board adopted December 16, 2003
 - Supervisor I, Heating, Ventilation and Air Conditioning, revised January 27, 2015
 - Supervisor I, Mechanical Equipment, Board adopted December 16, 2003
 - Supervisor I, Roofing, revised December 19, 2014
 - Assistant Area Supervisor, Maintenance (4), revised November 29, 2006
 - Project Coordinator, Information & Technology, Board adopted February 19, 2014
 - Supervisor II, Grounds, revised December 19, 2014
- Department Strategic Plans:
 - Division Facilities:
 - Department Under Review: PPO, dated March 31, 2014
 - Performance Management 3.0 Review: dated PPO, June 25, 2018
 - Performance Management 2.0, PPO
 - Department Under Review: PPO, Version 1.5, dated May 6, 2014
 - Status of Progress on Strategic Initiatives, dated June 24, 2019
- PPO Work Orders Costs Summary 2
- Internal/External Audits:

- Procurement and Warehousing Services' Purchasing Card (P-Card) Services for Period from July 1, 2015 through September 30, 2015, Audit Committee on November 17, 2016, by Office of the Chief Auditor
- Termite Extermination Contracts No. 15-109T and No. 28-137T, Audit Committee on March 10, 2016, by Office of the Chief Auditor
- Broward County Public Schools Maintenance Review, Portolan Performance Index, June 2018, by Portolan Group, dated May 30, 2019
- Presentation, PPO's Path Forward, A Discussion of the SOP's, Business Plan, and KPI's of PPO, 4th Quarter Fiscal Year 2017
- Standard Operating Procedure and Index, last revision January 20, 2017
- Vendor Contracts, PPO Bid List as of May 21, 2019
- PPO Work Plans:
 - 120-Day Work Group Schedules:
 - Zone 1
 - Zone 3
 - District Trades, 2019 Summer Projects, dated May 31, 2019
 - District Trades, Air Cooled Chillers PM (Annual), revised May 31, 2019
 - District Trades, South Area Boilers PM (Monthly)
 - District Trades, Cooling Tower PM (Quarterly), dated March 1, 2018
 - District Trades, Fire Hydrant PM (Annual)
 - District Trades, Generator PM (Quarterly)
 - District Trades, HVAC Projects
 - District Trades, Lift Station PM (Monthly)
 - District Trades, Compactor PM (Semi-Annual)
 - District Trades, Somat PM (Semi-Annual)
 - District Trades, Water Cooled Chillers PM (Annual), revised May 31, 2019
 - 2009-2010 – Work Plan, dated November 30, 2009
 - Fire Alarm Inspections 2018-2019
 - Fire Pump Inspections (Annual) 2019-2020
 - Fire Sprinkler Inspections (4th quarter) 2018-2019
 - Kitchen Hood Inspections 2018-2019 (2nd half)
- Procedure for Requesting Projects not Funded in the Adopted District Educational Facilities Plan, dated December 03, 2007, Bulletin No: A-468
- Composite Costs, 2016-2017
- Agenda Request Form, The School Board of Broward County, Florida, Item No. EE-4; Computer Maintenance Management System, Meeting date January 18, 2017
- CMMS Agreement, Agreement with Electronic Data, Inc.
- Product Requirements Document, CMMS 7.6 eSAM, Prepared by Consultant., Version 3.1, dated September 1, 2017
- Space Types, Space Inventory, dated January 7, 2019
- MAPPS Financials by School, dated June 20, 2019
- Florida Classrooms (Florida Department of Education)

- 21st Annual Customer Survey Results, 2014-2015, dated June 24, 2016
- Facilities Service Schedule and Evaluation Form
- Grounds Equipment Repair Department Handout
- Facilities Assessment Form Sample with Pictures
- Copy of the 2017-2018 BCPS Facility KPI Data Entered into the CGCS Online Repository
- Facilities Analysis Data from the National Center for Education Statistics
- Public Schools Facilities Element Support Document – 2016/17 (Part of Volume 4 of the Broward County Comprehensive Plan
- Consulting Contract for New CMMS Implementation, dated September 1, 2017
- Board Agenda Item for Consulting Contract re: New CMMS Implementation, dated January 18, 2017

ATTACHMENT E. COUNCIL REVIEWS

The **Council of the Great City Schools** is a coalition of 75 of the nation's largest urban public-school systems.⁴⁴ The organization's Board of Directors is composed of the superintendent, CEO, or chancellor of schools and one school board member from each member city. An executive committee of 24 individuals, equally divided between superintendents and school board members, provides regular oversight of the 501(c)(3) organization. The composition of the organization makes it the only independent national group representing the governing and administrative leadership of urban education and the only association whose sole purpose revolves around urban schooling.

The mission of the Council is to advocate for urban public education and to assist its members in to improve and reform. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group also convenes two major conferences each year; conducts studies of urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities for areas such as federal programs, operations, finance, personnel, communications, instruction, research, and technology. Finally, the organization informs the nation's policymakers, the media, and the public of the successes and challenges of schools in the nation's Great Cities. Urban school leaders from across the country use the organization as a source of information and an umbrella for their joint activities and concerns.

The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC. Since the organization's founding, geographic, ethnic, language, and cultural diversity has typified the Council's membership and staff.

⁴⁴ Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County (Ft. Lauderdale), Buffalo, Caddo Parish (Shreveport), Charleston County, Charlotte-Mecklenburg, Chicago, Buffalo, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), East Baton Rouge, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Little Rock School District, Long Beach, Los Angeles, Memphis, Miami-Dade County, Milwaukee, Minneapolis, Nashville, Newark, New Orleans, New York City, Norfolk, Sacramento, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, Salt Lake City, San Diego, San Francisco, Seattle, Stockton, St. Louis, St. Paul, Toledo, Toronto, CA, Washington, D.C., and Wichita

History of Strategic Support Teams of the Council of the Great City Schools

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to its member urban school districts over the last 20 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018-9
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009

	Information Technology	2012
	Information Technology	2018
	Facilities Operations	2019
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
	Facilities Operations	2019
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
Columbus		

	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009

	Human Resources	2009
	Special Education	2018
Fresno		
	Curriculum and Instruction	2012
	Special Education	2018
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007

	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
	Human Resources	2019
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		

Review of the Physical Plant Operations Program of the Broward County Public Schools

	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016

Review of the Physical Plant Operations Program of the Broward County Public Schools

	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2012
	Bilingual Education	2019
Puerto Rico		
	Hurricane Damage Assessment	2017
	Bilingual Education	2019
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Financial Operations	2018
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		
	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
	Human Resource	2018
San Diego		

	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
	Transportation	2019
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

MAURICE L. WOODS
CHIEF STRATEGY & OPERATIONS OFFICER

October 23, 2019

TO: School Board Members

FROM: Maurice L. Woods *MW.*
Chief Strategy & Operations Officer

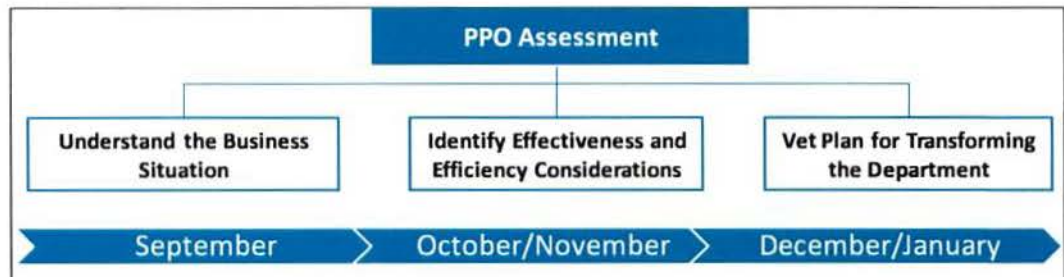
VIA: Robert W. Runcie
Superintendent of Schools *Approved for Robert Runcie*

SUBJECT: **PHYSICAL PLANT OPERATIONS ASSESSMENT STATUS UPDATE #1**

In a memo dated September 9, 2019, it referenced that leadership would conduct its due diligence by assessing the Physical Plant Operations (PPO) Department by the end of the 2019 calendar year. This memo serves as the first update as we work towards a January 2020 School Board workshop. A holistic view of the department is necessary before presenting a complete situation assessment to the Board. A first step was the Superintendent's desire to bring in the Council of the Great City Schools to do a swift high-level review of the PPO department and provide him with some preliminary recommendations and ideas.

Over the last few years, there has been a vast amount of data and information gathered on the PPO department. To accurately evaluate the data and information, a structured approach is being utilized.

The graphic below highlights that approach.



Over the past forty days, primary and secondary research involving multiple sources was compiled and reviewed. The research sources included: individual and group interviews, K-12 best practice and plan reviews

(including the Council of the Great City Schools' review), national guides and best practices, and internal data analysis. Insights and findings from the initial research help to correctly diagnose the business situation. This initial diagnosis is paramount in determining the correct transition approach based on a division or department's current culture and capabilities. The below table highlights business situations:

- **Realignment:** Unit has strengths but needs to redirect strategy, structure, processes, and skills.
- **Turnaround:** Unit recognized as being in trouble. Requires significant changes, fast; then build back up. Risk: demoralized stakeholders.
- **Sustain Success:** Need to preserve the vitality of the unit and take it to the next level. Risk: playing good defense by avoiding decisions that cause problems.
- **Start-up:** Assembling new resource-intensive capabilities.

Based on initial research, leadership has diagnosed the PPO department business situation as one that requires a realignment approach to transition.

Over the next thirty days, the focus will shift to conducting a deep-dive analysis on three core capabilities required for business transformation (i.e., people, processes, and systems/technology). The objective of the deep-dive is to inform effectiveness and efficiency considerations that will become part of a multi-year implementation plan.

Subsequently, a School Board workshop will be scheduled to discuss our situational assessment and have dialogue around opportunities and challenges moving forward.

Thank you for your patience and continued support as we work to strengthen the capabilities of the PPO department.

RWR/MLW:dsc
Attachment

cc: Cabinet
Frank Girardi
Sam Bays

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ROBERT W. RUNCIE
SUPERINTENDENT OF SCHOOLS

November 25, 2019

TO: School Board Members

FROM: Maurice L. Woods *MLW*
Chief Strategy & Operations Officer

VIA: Robert W. Runcie *RWR*
Superintendent of Schools

SUBJECT: PHYSICAL PLANT OPERATIONS ASSESSMENT STATUS UPDATE #2

As a follow-up to the memo dated October 23, 2019, titled, "Physical Plant Operations Assessment Status Update #1", this memo provides an additional update as we work towards a January 2020 School Board workshop.

Ongoing data reviews, a Maximo software demonstration, and cross-divisional leadership team meetings have resulted in the preliminary identification of key areas-of-focus and the methodology for building the roadmap that will guide the efforts to transform the Physical Plant Operations (PPO) Department.

Despite the historical budget and staffing reductions, the department has multiple elements that can be leveraged; however, there are several opportunities for improvement, mainly in the areas of process fidelity and systems. Addressing three significant dependencies is critical for realignment: 1) improving the unavailability of consistent and reliable data, 2) aligning and planning the budget and expenditures, and 3) enhancing the diminished cross-department planning and collaboration activities.

The table below highlights the methodology used in the creation of the roadmap.

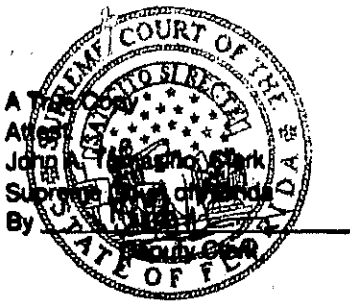
Phase	Status
1) Build and synthesize the fact base	Complete
2) Define the components of Continuous Improvement by core area-of-focus	Complete
3) Identify risks/issues that may impede realignment efforts	Complete
4) Refine and prioritize elements for success	In Progress
5) Lay out the proposed Roadmap	In Progress

Additional meetings with stakeholders will help in solidifying the “proposed” priorities and sequencing of elements for the multi-year roadmap. Subsequently, a January Board workshop will be scheduled to discuss our assessment, the proposed priorities, and the sequencing of the elements required to realign the PPO department.

Thank you for your patience and continued support as we work to strengthen the capabilities of the PPO department.

RWR/MLW:dsc
Attachment

cc: Cabinet
Frank Girardi
Sam Bays



#461

IN THE SUPREME COURT OF FLORIDA

Case No. SC19-240

SECOND INTERIM REPORT OF THE TWENTIETH STATEWIDE GRAND JURY

The purpose of this Second Interim Report is twofold: First, this Grand Jury has taken evidence regarding a number of issues in need of urgent redress by state and local officials. We chose not to wait until the conclusion of our term to address these matters. Second, this Grand Jury supports the efforts of the Marjory Stoneman Douglas Public Safety Commission (hereinafter the MSDPSC) as it presents its November 1, 2019 Report to the Governor, the Speaker of the House and the Senate President (hereinafter the Second MSDPSC Report) for consideration in its next legislative session.

AREAS OF CONCERN

As this Grand Jury has engaged in the evidence-gathering process, we have watched a number of larger themes develop in the following areas: (1) Radio Communication Failures; (2) Oversight and Sanction Authority; (3) Charter Schools; (4) The Coach Aaron Feis Guardian Program; and (5) School Environmental Safety Incident Reporting (SESIR). Although we intend to continue investigating these areas for the remainder of our term and will probably address them again, we believe these themes touch upon many of the problems identified in the Second MSDPSC Report, which will likely be taken up by the Florida legislature in its next session. Therefore, they are ripe for discussion now.

RADIO COMMUNICATION FAILURES

One of the recurring themes in both the first and second MSDPSC Reports is the failure of various stakeholders to effectively communicate and meaningfully cooperate regarding their emergency communications systems. Large-scale deficiencies between various law enforcement agencies, school officials and rescue personnel have been identified repeatedly in the evidence and testimony we have seen and heard for the past six months. These deficiencies are systemic, and although the specifics tend to be different, the conflicts tend to share many characteristics from jurisdiction to jurisdiction. Squabbling between local and regional stakeholders over land rights, quality of service and the financing of various projects actively and currently hampers those

stakeholders' overall ability to identify and communicate potential threats and to react appropriately in crisis scenarios. As the first and second MSDPSC Reports bear out in disappointing detail, the law enforcement reaction to the tragedy of February 14, 2018 has brought the following into sharp relief: (1) there are serious deficiencies in our state's patchwork system of county and municipal emergency communication systems; (2) those deficiencies are ongoing; and (3) the stakeholders involved have not and do not appear to be willing to take the steps necessary to resolve these deficiencies. A good example of this conflict can be found in Chapter 4 of the Second MSDPSC Report, where the Commission goes into great detail describing the conflicts between the Broward Sheriff's Office and local municipalities as to their respective plans for erecting and operating their own emergency communication systems.

While this Grand Jury recognizes that local municipalities have the best of intentions and are often attempting to provide emergency services above and beyond what has been allotted for their area, evidence has shown that localization of communications is inefficient, and we believe the regional model is superior in terms of overall community benefit. As the tragedy of February 14, 2018 made clear, having a single system is vastly preferable in any crisis scenario.

In addition to the "turf wars" described above, we have also seen evidence of other regions using antiquated equipment and failing to account for radio communications in the construction of new schools. These issues put their constituencies at substantial risk during major incidents which require modern, robust communications infrastructures.

While on the subject of regional communications, this Grand Jury would also like to address the recommendations in Chapter 4 of the Second MSDPSC Report. In Recommendation #4 of that chapter, the MSDPSC suggests that:

BSO and the County should address the operational concerns raised by Regional Communications Center employees in the 2016 and 2019 surveys and ensure that the Broward County 911 centers are fully prepared, trained, equipped and able to handle all emergency situations, including mass casualty events.

We also recommend that the BSO and Broward County ensure that Broward County's 911 centers are properly staffed. Even the best-equipped call centers must still have sufficient numbers of trained employees to ensure they are ready to meet the critical needs of their jurisdictions, and Broward County is no exception.

We have also heard troubling evidence regarding the ineffectiveness of first responder radios in some new schools. School districts have built new school buildings without consideration as to whether first responder communication devices will be functional inside those buildings. This has led to construction cost overruns as those school districts scramble to retrofit these new facilities, sometimes pressing them into service under Temporary Certificates of Occupancy (TCOs) before those retrofits have been completed. Not surprisingly, the misuse of TCOs is not a new issue. In the Final Report of the Nineteenth Statewide Grand Jury, significant attention was given to Broward School District's issuance of TCOs. There was specific discussion of the issuance of TCOs with outstanding safety issues:

We have seen TCOs issued for schools that lacked emergency eyewash stations and sprinkler heads, or had outstanding issues with smoke detectors. These are life safety issues and we find it completely irresponsible to issue a TCO under such circumstances.

Almost nine years later, schools in this state are being occupied under TCOs while first responders are unable to use their radios inside the building. It is inexcusable to open a single school building to Florida's children without the proper equipment to allow first responders to communicate via radio. From minor incidents to major crises, radio communications are vital to the ability of emergency personnel to respond effectively.

We find it significantly concerning that this issue was not only investigated by the Nineteenth Statewide Grand Jury, but that two prior Broward County grand juries, going as far back as 1997, have reported on construction issues in schools and the occupancy of incomplete buildings. Because of the longstanding issue of TCO abuse, and because our findings are not unique to one region, we find that state involvement is necessary.

Recommendations

1. It is urgent that the Florida legislature task an appropriate agency to manage the relationships between local and regional stakeholders throughout the state to ensure that emergency communications systems are up-to-date, interoperable, sufficiently funded and properly managed and staffed so as to serve the critical emergency needs of their constituents. Preference should be given to regional emergency communications models over municipal emergency communications models.

2. School Districts should be stripped of their authority to inspect their own construction, issue their own TCOs, and issue final Certificates of Occupancy. Other local agencies are more than capable of performing independent inspections.
3. The Chief Financial Officer of the State of Florida should direct the Florida State Fire Marshal to ensure that life safety final inspections include the operability of radio communication systems.

OVERSIGHT & SANCTION AUTHORITY

The issue of school district noncompliance with state-level laws has been a persistent problem, even with Florida school districts under heavy scrutiny from both the MSDPSC and this Grand Jury. We have seen more than one instance of noncompliance addressed only once officials from the offending district were brought to testify before one of these bodies. Even halfway through our tenure, it is clear to us that, once our terms end and the threat of public shaming or indictment is no longer on the table, compliance will never be satisfactory if the legislature does not take steps to designate an agency to monitor and supervise compliance. The legislature must also provide that agency the resources and sanction authority to enforce the legislature's mandates. Simply put, any law the legislature writes addressing school safety, statistical reporting or harm mitigation is meaningless unless someone is given a mandate to ensure compliance, investigative resources to monitor compliance and the sanctioning tools to deter noncompliance.

A natural fit for this role would be the Florida Department of Education (FDOE). It is already serving as a repository for Florida Safe Schools Assessment Tool (FSSAT) and SESIR data, but the agency currently engages in mostly a passive role as an archive for information. As a practical matter, it lacks the resources to actively police, investigate and ensure compliance with state law. It clearly needs to do so, because from what we have seen, the school districts simply cannot reasonably be expected to self-report all potentially damaging information about their own deficiencies. To meet this mission, the FDOE would need significantly more investigative resources than it currently has at its disposal, but we do believe this would be taxpayer money well-spent.

Another area where the FDOE or any other supervising agency would have to be given additional powers is in the area of sanction authority. The only sanction authority the FDOE currently holds would be to suspend the pay of a school superintendent under limited

circumstances. We strongly urge the legislature to consider providing the supervising agency with a broader panoply of sanctions, which could include the temporary withholding of state funds, fines, censure, referral for criminal charges, up to and including the removal of superintendents, administrators or even school board members under certain circumstances. We believe the mere existence of a state-level, permanent, capable investigatory agency with the power to impose a broad variety of penalties on noncompliant school districts will go a long way towards fixing the compliance issues that exist today.

Recommendations

1. The Florida legislature should formally task the FDOE with the mission to ensure school district compliance with state-level laws regarding the following: Compliance with Senate Bills 7026 & 7030, SESIR Reporting, FSSAT, and the proper reporting of Behavioral Threat Assessments (BTAs). The FDOE should not just be a repository for this information, but should be responsible for ensuring its quality, accuracy and veracity.
2. The FDOE should be given sufficient staff and investigative resources to provide meaningful oversight, feedback, information and guidance to the school districts as to their compliance with these state laws.
3. The FDOE should have at its disposal sanctioning authority sufficient to coerce school districts to comply with these state laws where necessary, which may include withholding state funds, fines, censure, referral for criminal charges, and/or the removal of recalcitrant school officials.

CHARTER SCHOOLS

Over the course of our tenure, compliance problems with Senate Bills 7026 & 7030 have persistently arisen in the area of charter schools. Based on what we have heard, it appears many school districts have taken the position that charter schools are somehow outside their governance. Therefore, we want to make the following clear: *Charter schools are public schools*. They are funded with taxpayer money, and oversight of those schools' safety plans is the responsibility of the school districts. If the charter schools are noncompliant with state law, it is up to their school districts to get them into compliance or revoke their charters.

We are writing to address this issue primarily because a number of Florida school districts have failed to timely ensure that, at a minimum, at least one Safe School Officer (SSO) would be present on every public school campus—including all charter schools—while school is in session

for the 2019-20 school year, as is required by Florida law. Charter schools complained that because of their lower enrollment and concomitant lower budgets, they lacked sufficient resources to hire certified law enforcement officers as SSOs. Notably, however, neither these charter schools nor the districts responsible for them made timely arrangements to train existing personnel as SSOs through the Coach Aaron Feis Guardian Program. This could have been accomplished by local law enforcement at no cost to the districts or the charter schools, thereby ensuring these schools would be in compliance by the beginning of the school year. The districts' failure to plan caused unnecessary chaos. By way of example, the MSDPSC describes the last-second scramble that commenced only when the MSDPSC asked how the Broward School District intended to bring itself into compliance for the upcoming school year:

The Commission's discussion on this matter resulted in some of these 29 charter schools providing the Commission with contracts showing that they made arrangements for an SSO on their campus. But, again, some of these contracts were not even signed and some of those that were signed had been signed within the preceding two days, meaning they had been signed the same week that school was starting and the Commission was meeting. Further, some of the contracts only indicated that an SSO would be on campus for a period of 13 days; there was nothing in place to ensure that an SSO would be present on campus for the remaining 150 plus days of the school year.

The law mandating at least one SSO in every school took effect in March of 2018, and it was further clarified to specifically apply to charter schools in early 2019. There is no conceivable set of circumstances whereby any public school in the State of Florida—charter or otherwise—should be unprepared to comply with it by the beginning of the 2019-20 school year. This Grand Jury is a diverse body composed of members from all walks of life, but not one of us can fathom how school districts with tens of thousands of employees cannot find a way to plan for at least one SSO on every school campus over six months after the second law requiring them has taken effect.

Furthermore, many of the last second "plans" submitted by the districts appear to be temporary fixes held together with nothing more than chewing gum, duct tape and hope. They have arranged for the legal bare minimum, but any minor change in circumstances could easily cause them to fall into noncompliance. What if one of the SSOs calls in sick or goes on vacation? What if one of the designated law enforcement officers is tasked to respond to an off-campus emergency or is called to a court hearing? There is no explanation of what will happen when those circumstances arise. If this is what the districts are offering now, under the scrutiny of the

MSDPSC and this Grand Jury, how much effort at compliance can we reasonably expect once these bodies disband, as they must eventually do?

While the blame for these failures to plan does land squarely upon the shoulders of the charter schools and the districts, we do sympathize with them in the area of security funding. Our understanding is that because of their small student bodies, many charter schools and even some district-run schools in smaller jurisdictions receive only the state minimum of \$11,000.00 for security funding, which is not even close to enough to reasonably cover the cost of the single SSO required by state law. We believe the legislature should set up a grant program so that any public schools lacking sufficient resources to comply with the security requirements of Senate Bills 7026 and 7030 may apply for and receive funding sufficient to discharge their legal obligations.

One remaining area this Grand Jury invites the legislature to address is the question of school district law enforcement jurisdiction in charter schools. Because most charter schools operate on property not owned by the school districts, law enforcement agencies for those school districts do not currently have jurisdiction on these campuses. This needs to be addressed. As we noted at the top of this section: *Charter schools are public schools*. They use taxpayer funds. They are overseen by the school districts. This means that school district law enforcement entities should have jurisdiction to enter charter campuses as needed to discharge their duties. Charter schools that take issue with the presence of school district law enforcement on their campuses always have the option of not taking state money and simply becoming private schools.

Recommendations

1. The legislature should require the school districts to sign off on complete safety plans for all public schools that include full-year contracts with all SSO personnel necessary to comply with Senate Bills 7026 & 7030, including contingency plans for any necessary backup personnel during times where primary personnel are unavailable.
2. Safety plans should be submitted by charter schools as part of the initial charter school application process and updated as part of the charter schools' renewal process.
3. The legislature should spearhead a grant process that will provide supplemental security resources for public schools, charter or otherwise, that find themselves unable to comply with Senate Bills 7026 & 7030 due to their lower enrollment.
4. The legislature should clarify existing law to expand the jurisdiction of school district law enforcement agencies to include all public school property, including charter school campuses.

COACH AARON FEIS GUARDIAN PROGRAM

Over the course of its tenure, this Grand Jury has taken a great deal of evidence regarding the Coach Aaron Feis Guardian Program (hereinafter the “Guardian Program”) laid out in Senate Bills 7026 & 7030. We believe that this program, which is often described by detractors and the uninformed as an effort to simply “arm the teachers”, is widely misunderstood by the general public, law enforcement and school officials alike. For its part, this Grand Jury, which consists of individuals of different political persuasions and diverse backgrounds, completely supports the Guardian Program. We believe the legislature has set in place a thorough vetting process for potential guardians and adopted a rigorous, ongoing training process that insures high safety standards. While no program of this kind is foolproof, we are satisfied that the potential life-saving benefits of the Guardian Program greatly outweigh the risks.

Unfortunately, it is clear to us that this misleading “arm the teachers” narrative has negatively affected support and implementation of the Guardian Program. School officials have proudly testified to this Grand Jury that they have chosen not to offer or recommend guardian training to their employees because they have addressed their compliance requirement by having *one* sworn law enforcement officer in every school. We believe this posture of minimal compliance not only creates issues when unforeseen circumstances arise—such as when a law enforcement officer is out sick or has been tasked to respond to an off-campus emergency—it also vitiates the spirit of the Guardian Program, which is not just to save districts money staffing their security details with non-law enforcement officers, but to act as a force multiplier in crisis scenarios.

We can understand why the MSDPSC and legislature chose “one” as its minimum standard. It is an easy number for school districts to understand and comply with. But in our view, “one” simply does not adequately account for multitude of campus sizes and the varying compositions of student bodies in the State of Florida. As we have seen time and again, a determined active shooter can injure or kill a large number of people in a matter of minutes or even seconds. These incidents tend to end quickly. On many larger campuses around the state, even when the system works, it may be impractical to expect a single SSO to timely respond to one of these incidents.

Another area where we wish to add our own voice to the MSDPSC’s recommendations has to do with the vetting of potential guardians. Recommendation #4 reads as follows:

The legislature should amend the statute to state that all guardians and school security guards may undergo the same psychological evaluation currently required by law for school resource officers and school safety officers (law enforcement officers) in the State of Florida, and that such evaluations be conducted by licensed professionals.

In addition, Recommendation #5 states that:

Current Florida law requires that psychological evaluations of guardians be conducted by "FDLE-designated" professionals. FDLE [Florida Department of Law Enforcement] does not and has never designated anyone to perform these evaluations, and this requirement should be deleted from the statute.

We believe the "licensed professional" conducting these psychological examinations should be a third party with no fiduciary ties with either the school districts or local law enforcement.

Furthermore, we have heard testimony that school district designees have been allowed to participate in and even graduate from the sheriff-administered SSO programs, only to later be told they cannot actually perform the duties of an SSO due to defects in their backgrounds, psychological evaluations or due to their failure in some other aspect of the vetting process. Not only does this waste taxpayer resources, it compromises the plans of school officials who believe they are making sufficient efforts towards compliance only to later find out that their intended designees are not eligible to serve. Administering SSO training to persons who cannot possibly ever serve as SSOs is a completely avoidable waste of resources.

Recommendations

1. We recommend the FDOE develop a formal education program for school districts, law enforcement and the general public on exactly what the Guardian Program entails, as well as what is required and expected of Guardian Program graduates.
2. The legislature should task the FDOE's Office of Safe Schools with creating a SSO formula that accounts for the size of a school's campus, its location and the composition of its student body in arriving at a minimum SSO requirement. Campuses with larger student bodies, older students, more acreage and a greater number of SESIR incidents should be required to provide more security.
3. Psychological examinations of potential SSO trainees should be conducted by third parties without fiduciary relationships to school districts or other stakeholders in the staffing of SSO programs.

4. The legislature should amend the law to clarify that, absent some special dispensation, a person may only participate in sheriff-administered SSO training after he or she has successfully completed the vetting process.

SESIR REPORTING

In Chapter 9 of the Second MSDPSC Report, the commission addresses widespread errors in the reporting of disciplinary incidents to the FDOE pursuant to Florida's SESIR tool, concluding that:

This misreporting is the product of definitional ambiguity, misinterpretation of and confusion over the reporting guidelines, inadequately trained personnel tasked with compiling SESIR data and a lack of accountability over the reporting process.

While we agree that all those factors play some role in SESIR reporting errors, there is substantial evidence of an additional major factor that the MSDPSC did not address: School Districts are intentionally not reporting SESIR incidents. One does not have to be overly astute to see how the incentives are aligned for school officials to underreport. After all, the SESIR data is public, and the people ultimately in charge of the school districts directly benefit from maintaining—if not improving—an impression of safety and order in their school districts. One would expect the public nature of this data would incentivize those in charge of the school districts to adopt innovative disciplinary measures to reduce the number of SESIR incidents in their schools. Instead, it appears that they have merely become experts at data manipulation, which is happening on the ground in the schools, and at the district level.

For an example of data manipulation at the school level, one needs look no further than the Broward Teacher's Union School Safety and Discipline Survey of 2019, where a number of teachers describe reporting SESIR-eligible incidents perpetrated by students in their classrooms to administrators, only to later have those same students returned to their classes without being disciplined at all, or in some cases, after some sort of "conference". Even more troubling are the instances where teachers claim to have referred students for discipline, only to be told by administrators to modify their own conduct to curtail the student's behavior, or worse, to be told that the perpetrator cannot be disciplined because of a disability, and thus, is allowed to remain in

class without consequence and continue disrupting the learning environment of the other students.¹ Administrators may be concerned about the future consequences of reporting criminal behavior for delinquent students, but this Grand Jury is more concerned about the safety and quality of education provided to the vast majority of other students who are not engaged in criminal or disruptive conduct. Because of their nature, hard statistical evidence of unreported SESIR incidents will not generally exist, but it strains credulity to imagine a scenario where a student was not disciplined or an incident of SESIR-eligible behavior was waved away with a “conference”, but the incident was still reported to the FDOE.

Data manipulation can also occur at the district level. A recent example comes to us from the Miami-Dade School District. In the 2014-15 school year, more than 5,000 fights were reported in Miami-Dade schools, but by the 2015-16 school year, that number went down to 311. What innovative program did the district adopt to resolve this issue? Counseling? Group therapy? Improved disciplinary measures for students involved in physical altercations? No. The district instead chose to modify its own interpretation of what kinds of physical altercations qualified as “fighting” for the purposes of SESIR reporting, which reads as follows:

(mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either 1) physical restraint or 2) results in injury requiring first aid or medical attention. (Do not report to SESIR lower level fights such as pushing, shoving, or altercations that stop upon verbal command. Use local codes.)

The district, faced with an unflatteringly high number of fights in 2014-15, bifurcated the 2015-16 fights into two categories: “major” fights and “minor” fights, and then simply stopped reporting the latter as SESIR incidents altogether, resulting in a dramatic drop. This example underscores the fact that the institutional incentives to find every way possible to underreport and manipulate this data appear to be irresistible.

With that in mind, we caution school officials and remind law enforcement that attempts by anyone to obstruct the reporting of criminal activity—done with the intent to impair a current or even an imminent law enforcement investigation—is a crime and should be treated as such. This Grand Jury will not hesitate to indict school officials for evidence tampering or obstruction

¹ According to the First MSDPSC Report, at least one student recalled being told to “Google ‘autism’” when that student reported Nikolas Cruz’ disruptive and delinquent conduct to a school administrator in the months leading up to February 14, 2018. The survey data suggests that citing a disability is a common method used by administrators to avoid applying the Broward School District’s Discipline Matrix to certain students.

based on their efforts to quash law enforcement investigations of SESIR incidents if sufficient evidence of this conduct is placed before us.

Recommendations

1. All SESIR incidents that have analogs in Florida's criminal code should be rewritten to contain elements that match the definitions of their corresponding crimes.
2. SESIR incidents that have analogs in Florida's Criminal Code are crimes. Therefore they should be treated like crimes and reported to law enforcement. School districts should not ever be in a position to tinker with phrases like "may" and "expected to" and "may not need" when it comes to informing law enforcement agencies of criminal activity.
3. Reporting SESIR incidents to the FDOE should happen in real-time electronic form, not three times per year, as it currently does. This, too, will require resources to build infrastructure, but it will greatly enhance the transparency of the reporting process.
4. If teachers, students or parents are concerned about SESIR noncompliance, there should be a mechanism for informing the FDOE of SESIR incidents they believe to have gone unreported, and the FDOE should have the investigative resources to follow up on these reports. The reporting format, whether it be an app, an anonymous tipline or text line, along with whatever whistleblower protections may be appropriate for school district employees who inform the FDOE of underreporting, are items that should be considered by the legislature.
5. We would underscore the specific language changes proposed by the Second MSDPSC Report as to what constitutes a SESIR-eligible incident with the general principle that school districts should never be in a position to interpret vague language in SESIR definitions on their own. That said, the FDOE will likely have to make itself available, either via hotline or some other prompt means, to answer any remaining interpretational issues faced by the school districts.

THE SECOND MSDPSC REPORT

As we mentioned at the top of this Second Interim Report, we wish to offer our support—where appropriate—to the Second MSDPSC Report, which was made public on November 1, 2019. Each chapter of this report contains findings and specific recommendations for legislative action aimed at improving the safety of students, teachers, and administrators in schools throughout the State of Florida. Because this Grand Jury's mission dovetails with that body, much of the evidence we have received has bearing on the MSDPSC's recommendations, and while we

agree wholeheartedly with most of the recommendations in the Second MSDPSC Report, there are a number of areas—in addition to the larger themes we discussed above—where we wish to augment that body's conclusions and recommendations with our own findings.

We did not address every chapter of the MSDPSC's Second Report by design, but our silence on these chapters does not indicate our disagreement with them or lack of support for the MSDPSC's mission or its recommendations. In some cases, we did not address a given issue simply because we had nothing of substance to add; and in other cases, it is our intention to address the issues in a more comprehensive fashion later in our term.

CHAPTER 5: ACTIVE ASSAILANT POLICIES AND PROCEDURES

We generally agree with the MSDPSC's recommendations as to this chapter, but we write to emphasize the importance of MSDPSC's Recommendation #9, which reads as follows:

The timeliest way to communicate an on-campus emergency is direct reporting from a school staff member to everyone on campus and the 911 center simultaneously.

Even halfway through our tenure, we have heard a great deal of testimony regarding the reticence of teachers, students and other school employees to report everything from simple incidents of delinquency to dangerous criminal conduct, either because of fear of reprisal, discouragement from school administrators, or because of a simple lack of knowledge as to the reporting requirements and procedures. While the testimony of the school employees in the First MSDPSC Report certainly shows this to be a significant problem in Broward County, we have heard evidence indicating there is a much larger problem throughout the state.

Our recommendation to educators and law enforcement in this regard is simple: If you see something, say something. Teachers, students, parents and other school officials should be encouraged to report disciplinary incidents and potential crimes alike without any fear of reprisal, and—should they deem it necessary—contact law enforcement directly with respect to such crimes. School administrators should never serve as a buffer between any crime reporter and law enforcement. To law enforcement, we stress again that this kind of obstructive conduct, done with the intent to impair a current or even an imminent law enforcement investigation, is a crime and should be treated as such.

CHAPTER 7: FLORIDA SAFE SCHOOLS ASSESSMENT AND SCHOOL HARDENING

We generally agree with the MSDPSC's recommendations as to this chapter, but we write to supplement its findings and recommendations with our own in the following area.

The MSDPSC reports that a School Hardening and Harm Mitigation Workgroup (SHHMW) has been convened and is expected to report its findings by August 1, 2020. We support the work of that group, and we suggest that in addition to what would ordinarily be considered "school hardening" initiatives, the SHHMW address awareness-based educational initiatives for students, teachers, parents and school officials. As the First MSDPSC report makes starkly clear, many of Nikolas Cruz's fellow students and teachers knew he had serious behavioral problems and an abiding interest in firearms, and they were not at all surprised he turned out to be the perpetrator of the tragedy at Marjory Stoneman Douglas High School. Those who have personal contact with potential school shooters will always be in the best position to know things about them. As a society, we are more or less aware that fairly consistent behavioral patterns presage these deadly incidents, but coupling our anecdotal knowledge with some form of professionally-vetted instrument—even something as simple as a poster or flyer—may inspire some student, teacher or even a parent with the confidence they need to report a behavior they may otherwise have let go by the wayside.

This awareness-based educational initiative should also extend to address the means of reporting known information. For example, it would be obvious for students and teachers to report suspicious behavior to their administrators. Once again, the First MSDPSC Report is replete with incidents where Nikolas Cruz came into contact with school officials who administered varying degrees of discipline, or none at all, based on the reports of fellow teachers and students. Potential reporters, however, may not be aware of initiatives like the Fortify Florida App, which provides a means to bypass school administrators and report suspicious behavior directly to law enforcement. The app itself is well-intentioned, but it can only be useful if people know it exists and know when to use it.

We believe an awareness-based educational initiative is among the highest cost/benefit solutions for preventing future mass shooting incidents. There is simply no substitute for human intelligence. The SHHMW should carefully consider rendering the available psychological research and reporting mechanisms into informational tools that are easy for students, par



teachers to understand, and ensure these tools are properly disseminated. The SHHMW should also consider what to require of school districts in terms of properly displaying and distributing these informational tools, and it should require school districts to publicize reporting instruments like the Fortify Florida App where appropriate.

CHAPTER 8: BEHAVIORAL THREAT ASSESSMENTS

We fully support the recommendations of the MSDPSC in this chapter, but we write to add our own suggestions for improving the practical utility of BTA instruments in both the Broward School District and other districts statewide. Many of these improvements focus on improving the awareness of potential reporters as to a student's status as the subject of a BTA. This Grand Jury believes that teachers and administrators should be aware of all pending or prior BTAs involving students in their classes. Many of a student's potentially dangerous behaviors may seem innocuous when isolated, and therefore go unreported by teachers who are unable to contextualize that behavior as part of a larger, more troubling pattern. We have heard extensive evidence of how minor behaviors can provide clues as to future, major problems from students, but if teachers or administrators do not report these minor behaviors, either because they are not aware of other similar behaviors, or worse, because school officials have somehow discouraged reporting by not properly acting on information provided to them, that context will be missing, undermining the purpose of the BTA instrument.

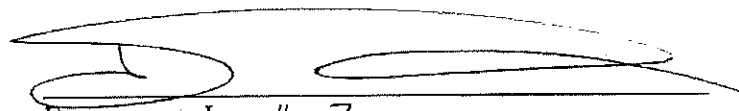
As the Second MSDPSC Report makes clear, the Broward School District has made significant strides to improve its BTA instruments since February 14, 2018. This is unsurprising, considering Nikolas Cruz's own BTA appears to have been grossly mishandled by school administrators just sixteen months before he shot seventeen people to death on the very same campus that had identified him as a "Level 2 Threat". The lack of urgency in completing Cruz's BTA does bring up another issue that the MSDPSC does not address: the overall timing of the administration of BTA instruments. We recommend that timeframes be adopted for every step in the BTA process. All of the notification and data collection procedures and safeguards anyone can think of are useless if the BTA simply remains unfinished, either for want of spare time or lack of administrative will. To be effective, the instrument must be completed and updated within certain, defined periods after the incident giving rise to the need for the BTA occurred.

As we noted above, this Grand Jury agrees with all the MSDPSC's current recommendations regarding the improvement of BTAs. Overall, however, we are concerned about the integrity of the process if it remains solely in the hands of the school districts. We simply cannot escape the conclusion that the entire BTA process could be dramatically improved if—like FSSAT and SESIR—the requirements for BTAs were mandated statewide by the legislature and compliance was monitored and enforced by the FDOE. We do recognize that an electronic, form-based, standardized system synthesizing what the MSDPSC refers to as the “the information-rich local databases” would require a significant resource investment, but it would be vastly superior to the district-by-district hodgepodge that exists now. This system of reporting would be much more easily subject to audit and review; parties-in-interest could be notified pursuant to existing law; and the FDOE—sufficiently empowered—could administer appropriate consequences to schools who failed to perform as required. Senate Bill 7030 required the Office of Safe Schools to establish a Threat Assessment Database Workgroup, which is due to provide a report to the legislature by December 31, 2019. It is clear to us that were such a database to be put in place, it would be preferable to any local system. But once again, this solution will require resources, legislative will and good stewardship at both the local and state level to be effective.

CONCLUSION

This Second Interim Report addresses only a small sample of the broader issues about which this Grand Jury has taken evidence. As we noted above, there are a number of items we did not discuss in this report specifically because it is our intention to develop further evidence before addressing them later in a more comprehensive fashion. That said, we will continue to discharge our responsibility for the remainder of our tenure, but this Second Interim Report constitutes our effort to provide our findings to the legislature for its consideration ahead of its next term.

Respectfully submitted to the Honorable Jack Tuter, Presiding Judge, this 11 day of December, 2019.

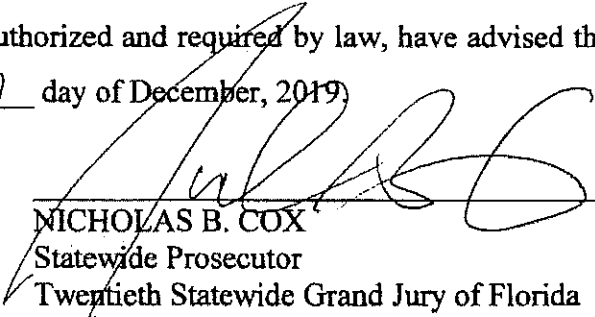

Foreperson, Juror # 7,
Twentieth Statewide Grand Jury of Florida.

THE FOREGOING Second Interim Report of the Twentieth Statewide Grand Jury was returned to me in open court this 11 day of December, 2019.



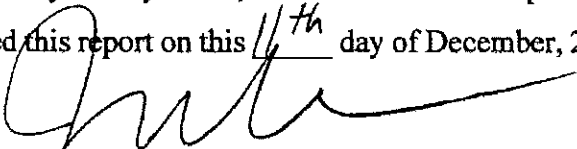
HON. JACK TUTTER, Presiding Judge
Twentieth Statewide Grand Jury of Florida.

I, Nicholas B. Cox, Statewide Prosecutor and Legal Advisor, Twentieth Statewide Grand Jury of Florida, hereby certify that I, as authorized and required by law, have advised the Grand Jury which returned this report on this 17 day of December, 2019.



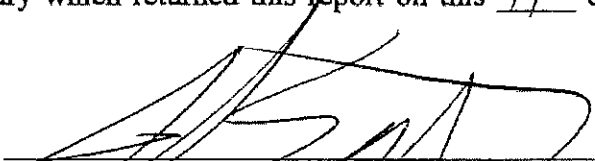
NICHOLAS B. COX
Statewide Prosecutor
Twentieth Statewide Grand Jury of Florida

I, Julie Chaikin Hogan, Deputy Statewide Prosecutor and Assistant Legal Advisor, Twentieth Statewide Grand Jury of Florida, hereby certify that I, as authorized and required by law, have advised the Grand Jury which returned this report on this 16th day of December, 2019.



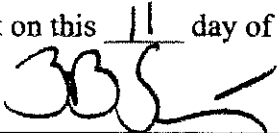
JULIE CHAIKIN HOGAN
Deputy Statewide Prosecutor
Twentieth Statewide Grand Jury of Florida

I, Joseph Spataro, Deputy Chief Assistant Statewide Prosecutor and Assistant Legal Advisor, Twentieth Statewide Grand Jury of Florida, hereby certify that I, as authorized and required by law, have advised the Grand Jury which returned this report on this 11 day of December, 2019.



JOSEPH SPATARO
Deputy Chief Assistant Statewide Prosecutor
Twentieth Statewide Grand Jury of Florida

I, Jeremy B. Scott, Assistant Statewide Prosecutor and Assistant Legal Advisor, Twentieth Statewide Grand Jury of Florida, hereby certify that I, as authorized and required by law, have advised the Grand Jury which returned this report on this 11 day of December, 2019.



JEREMY SCOTT
Assistant Statewide Prosecutor
Twentieth Statewide Grand Jury of Florida

Goal 4: Effective Communication

I ran across this quote and thought it apropos:

“Communication is the key ingredient of each relationship...if you cannot speak or discuss things, then they’re going to get bottled up and after some time, they will explode....you need to fix problems now because regardless of how much you try later, you will not be able to solve the problems...”

Neena Gupta

Communications has always been difficult for this district whether internal or external. We have changed Chiefs of Communication and still the process is broken. It is broken for our parents. It is broken for our employees. It is broken for our community. It is broken for our students. Communication goes hand in hand with accountability. Part of the effective communications indicators states, “Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.” Willfully ignoring or delaying answers for our hometown Pulitzer Prize Winning Sun-Sentinel is insane. There is no win for BCSB in this approach. As an elected official I take media, community, student questions and concerns and try my best to get responses. I would never ignore anyone. I am a public servant and it is part of my job. It is BCSB’s Communication Team’s job to push out positive stories (yes, we have increased in that area) but also respond to questions in a timely manner in respect to our Broward County community.

Just like MSD tragedy, the Pandemic has magnified our Communication crisis. I must say that Kathy Koch has the capability and know-how to bring about real change, but her direction comes from the Superintendent. A truly bright star in the Communication Team is Yvonne Garth. Yes, she is an outside-the-district private contractor, but terrific in all aspects. This district can learn a lot from her when it comes to public relations and interpersonal relationships and bridge building. We should be taking copious notes from her playbook.

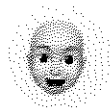
Lastly, I have mentioned for many years about Board Members not receiving timely information before either staff, Mr. Runcie, employees or The Sun Sentinel calls. This is wrong, so wrong and needs to stop. This past week the Superintendent blurted out October 5th as the day we would be reopening without discussing it with the Board corporate. What ensued was a total panic for our families and employees that did not need to happen.

6:56



Scott >

New contact photo available



Update Contact...



To You

Caution - External Sender

Scott,

Thank you for contacting the Office of Communications. Your email has been



BCPS Office of Communicat... 6:36 PM

To You

Caution - External Sender

Scott,

The list requested is not yet available. Once it becomes available, you will be able to access it through this link:

<https://www.browardschools.com/Page/35681>

BCPS Office of Communications

600 S.E. Third Ave.

Fort Lauderdale, FL 33301

browardschools.com



BROWARD
County Public Schools

Educating Today's Students to Succeed in Tomorrow's World

Under Florida law, e-mail addresses, and all forms of communications, including e-mail communications,

Fwd: Comm review section

T-Mobile

This message was sent to you by a T-Mobile wireless phone.

Ellen R. Tolson

From: Nora A. Rupert
Sent: Monday, August 3, 2020 7:55 PM
To: Ellen R. Tolson
Subject: Fwd: Margate Middle

Put in Review file.

Nora Rupert
School Board Member, District 7
600 S.E. 3rd Avenue
Fort Lauderdale, FL 33301
754-321-2007 (Office)
754-321-2700 (Fax)

SUNSHINE LAW & PUBLIC RECORDS CAUTION: Under Florida law, e-mail addresses, and all communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. The School Board of Broward County, Florida, expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

Sent from my iPhone

Begin forwarded message:

From: "Travis, Scott" <stravis@sunsentinel.com>
Date: August 3, 2020 at 12:11:09 PM EDT
To: BCPS Office of Communications <BCPS.PIO@browardschools.com>
Cc: Kathy Koch <kathy.koch@browardschools.com>, "Keyla I. Concepcion" <keyla.concepcion@browardschools.com>, Nadine Drew <nadine.drew@browardschools.com>, "Cathleen G. Brennan" <cathleen.brennan@browardschools.com>, Laurie Rich Levinson <laurie.richlevinson@browardschools.com>, "Heather P. Brinkworth" <heather.brinkworth@browardschools.com>, "Donna P. Korn" <donna.korn@browardschools.com>, "Rosalind V. Osgood" <dr.rosalind.osgood@browardschools.com>, Lori Alhadeff <playforalyssa@gmail.com>, "Nora A. Rupert" <nora.rupert@browardschools.com>, "Robin W. Bartleman" <rbartleman@browardschools.com>, "Ann M. Murray" <ann.murray@browardschools.com>, "Patricia M. Good" <pgood@browardschools.com>
Subject: Re: Margate Middle

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

Which office can provide me the COVID19 deaths number? Public records? Risk management? Legal? If no one in the district is going to provide me the number, can you state the reason why?

Get Outlook for iOS

From: Travis, Scott <stravis@sunsentinel.com>

Sent: Thursday, July 30, 2020 6:01 PM

To: BCPS Office of Communications

Cc: Kathy Koch; Keyla I. Concepcion; Nadine Drew; Cathleen G. Brennan; Laurie Rich Levinson; Heather P. Brinkworth; Donna P. Korn; Rosalind V. Osgood; Lori Alhadeff; Nora A. Rupert; Robin W. Bartleman; Ann M. Murray; Patricia M. Good

Subject: RE: Margate Middle

Which office can provide me the COVID19 deaths number? Public records? Risk management? Legal? If no one in the district is going to provide me the number, can you state the reason why?

Also, is there a reason why it took two days to tell me you weren't going to answer my questions?

From: BCPS Office of Communications <BCPS.PIO@browardschools.com>

Sent: Thursday, July 30, 2020 5:44 PM

To: Travis, Scott stravis@sunsentinel.com

Cc: BCPS Office of Communications <BCPS.PIO@browardschools.com>; Kathy Koch <kathy.koch@browardschools.com>; Keyla I. Concepcion <keyla.concepcion@browardschools.com>; Nadine Drew <nadine.drew@browardschools.com>; Cathleen G. Brennan <cathleen.brennan@browardschools.com>

Subject: RE: Margate Middle

Warning: External Sender

Scott,

Please see responses below in red font.

We received a tip that an employee at Margate Middle died of COVID. Can you confirm who this was and what he or she did?

Due to privacy laws, our office is not able to provide this information.

Also, can you tell me how many deaths you've had in the district of COVID19 among employees and contractors?

This is not information our office can provide.

Thanks,
Scott Travis

Thank you,
Office of Communications

From: Travis, Scott <stravis@sunsentinel.com>

Sent: Tuesday, July 28, 2020 4:29 PM

To: BCPS Office of Communications <BCPS.PIO@browardschools.com>; Kathy Koch <kathy.koch@browardschools.com>; Keyla I. Concepcion <keyla.concepcion@browardschools.com>

Subject: Margate Middle

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

We received a tip that an employee at Margate Middle died of COVID. Can you confirm who this was and what he or she did?

Also, can you tell me how many deaths you've had in the district of COVID19 among employees and contractors?

Thanks,
Scott Travis

Scott Travis
Staff Writer

SunSentinel



*Winner of the 2019
Pulitzer Prize for Public
Service*

333 SW 12th Avenue
Deerfield Beach, Florida 33442

o 561.243.6637

c 561.573.9028

Twitter: [smtravis](https://twitter.com/smtravis)

SunSentinel.com

A Tribune Publishing Company

Nora A. Rupert

From: Ellen R. Tolson
Sent: Thursday, September 24, 2020 2:43 PM
To: Nora A. Rupert
Subject: Send to Chris Vastine as well ?
Attachments: Memo to Board Re 081616 RSBM.pdf; Candidate Recruitment Verification Form.pdf

Please See thread – a specific example of waiting 2 months for a response...share with Mr. Vastine ?

From: Ellen R. Tolson
Sent: Friday, October 14, 2016 4:39 PM
To: RR <r.r@browardschools.com>
Cc: Theresa M. Silva <theresa.silva@browardschools.com>; Ana G. Hernandez <ahernandez@browardschools.com>; Andre J. Hill <Student> <Andre.Hill@my.browardschools.com>; Bernadette Carrero <bernadette.carrero@browardschools.com>; Dae Gilmer <dae.gilmer@browardschools.com>; Dave Norman Jr <dave.norman-jr@browardschools.com>; Debra J. Connelly <debbie.connelly@browardschools.com>; Gail P. Fallon <gfallon@browardschools.com>; Thelma J. Robinson <thelma.robinson@browardschools.com>; Abby M. Freedman <abby.freedman@browardschools.com>; Ann M. Murray <ann.murray@browardschools.com>; Donna P. Korn <donna.korn@browardschools.com>; Heather P. Brinkworth <heather.brinkworth@browardschools.com>; Laurie Rich Levinson <laurie.richlevinson@browardschools.com>; Patricia M. Good <pgood@browardschools.com>; Robin W. Bartleman <rbartleman@browardschools.com>; Rosalind V. Osgood <dr.rosalind.osgood@browardschools.com>
Subject: Staff Follow Up/081616 RSBM

Good afternoon, Mr. Runcie:

I have been asked by Ms. Rupert to forward this email thread (below) to you and All Board Members as yet another specific example of a communication breakdown that is still unanswered. If the procedures and forms have changed then it is reasonable and easy to send the old ones for contrast in a timely fashion.

Please note that the original request for this information was made on August 19.

Thank you,

Ellen R. Tolson, Executive Assistant
Office of Nora Rupert
School Board Member, District 7
600 SE 3rd Avenue, 14th FL
Fort Lauderdale, FL 33301
Phone: 754-321-2007 Fax: 754-321-2700
ellen.tolson@browardschools.com



Under Florida law, e-mail addresses, and all communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

From: Nora A. Rupert
Sent: Friday, August 19, 2016 1:52 PM
To: Diane M. Plesher <diane.plesher@browardschools.com>
Subject: Re: Staff Follow Up/081616 RSBM

Thank you, please provide a copy of the documents and procedures that were in place prior to this revision in order to see where the system failed.

Nora Rupert

School Board Member, District 7

600 S.E. 3rd Avenue

Fort Lauderdale, FL 33301

754-321-2007 (Office)

754-321-2700 (Fax)

From: Diane M. Plesher
Sent: Friday, August 19, 2016 12:55 PM
To: BCPS School Board Members <schoolboardmembers@browardschools.com>
Cc: BCPS Cabinet and Secs <[BCPS Cabinet and Secs@browardschools.com](mailto:BCPS_Cabinet_and_Secs@browardschools.com)>; Eric M. Chisem <eric.chisem@browardschools.com>
Subject: Staff Follow Up/081616 RSBM

Dear Board Members:

Please see the attached memo regarding improvements to the District's recruiting process that were prompted by the discussion about the Chief Fire Official position during Tuesday's Board meeting.

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

September 15, 2020

TO: Dr. Nathalie Lynch-Walsh
Facilities Task Force Chair

FROM: Robert W. Runcie
Superintendent of Schools

SUBJECT: Facilities Task Force Single Point of Contact

Per policy 1.7, advisory committees are established by The School Board to provide recommendations to it on issues within certain standing areas of responsibility. Advisory committees are intended to provide recommendations from a community perspective on specific areas as directed by The School Board or Superintendent and may inform The School Board of issues that are brought to the attention of committees by members of the community. Each School Board-Established Advisory Committee will be assigned a staff liaison to facilitate the committee's activities. **Effective immediately, the staff liaison for the Facilities Task Force (FTF) is Dave Norman Jr. and he may be contacted via email at dave.norman-jr@browardschools.com or telephone at (754) 321-1511.**

The staff liaison will work with the Chair of the FTF to ensure the goals and objectives for the school year are completed. To assist in meeting the goals and objectives of the FTF, the staff liaison and Chair of the FTF will complete the following:

- The Chair of the FTF will send any request for information/correspondence to the staff liaison in writing via email.
- The staff liaison will document the written request for tracking and provide a tracking number to the Chair of the FTF.
- The staff liaison will forward the tracking information and request to District staff for prioritization and completion within a timely manner.
- District staff will forward the completed request and all pertaining information/correspondence to the staff liaison.

September 15, 2020

Facilities Task Force Single Point of Contact

- The staff liaison will provide the information received from District staff to the Executive Director, Capital Programs, or designee for approval to disseminate.
- Once approved, the staff liaison will forward the completed request to the Chair of the FTF.

No other District staff member or District-contracted vendor will be permitted to communicate with any member of the FTF. All requests for information/correspondence from any FTF appointee will need to be sent through the Chair of the FTF to the staff liaison. The Executive Director, Capital Programs, may require a Director from the Office of Capital Programs, the staff liaison, and other staff deemed necessary to attend all FTF meetings. The FTF appointees shall continue to advise their respective School Board Member on specific observations, concerns, recommendations, and successes relative to the SMART program, maintenance of facilities, new construction, and renovation and remodeling projects.

If you have any question or concerns, please contact **Dave Norman Jr. at (754) 321-1511.**

RWR:ts

c: School Board Members
BCPS Cabinet
Facilities Task Force Committee Members

Ellen R. Tolson

From: Debra J. Connelly
Sent: Sunday, September 20, 2020 3:38 PM
To: BCPS Board Members Secretaries
Cc: Frank L. Girardi
Subject: Board Member Inquiries/Requests - Staff Request to Include Tracking Number or Board Follow-up Number if Inquiring about Response

Hello everyone,

As you know, when a Board Member is asking staff for information, a tracking number is assigned by Dr. Nesmith (at the directive of the Superintendent and Chief of Staff offices).

Since our office receives many Board Member requests and meeting follow-ups, we respectfully request if you send an email (or call with an inquiry) regarding a Board Member request previously submitted, that you please include the tracking number that was assigned by Dr. Nesmith. (If you don't know the tracking number, just advise us that this response was already submitted; we will then proceed accordingly.) Having this information will allow us to contact the 'point' person in our office handling that specific response; this will result in faster turnaround and prevent our office from duplicating staff efforts on a response already in progress.

Thank you so much for your assistance!
Debbie

Debra Connelly
Executive Assistant to Frank Girardi
Executive Director, Capital Programs
Office of Capital Programs
Broward County Public Schools
Rock Island Professional Development Center – Building 6
2301 N.W. 26th Street
Fort Lauderdale, Florida 33311
(O) 754-321-1525 / (Fax: 754-321-1501)
debbie.connelly@browardschools.com



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The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

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

October 14, 2016

TO: School Board Members

FROM: Robert W. Runcie
Superintendent of Schools



SUBJECT: INFORMATION REQUESTS

In April 2015, I sent communication to School Board Members asking they coordinate their requests for information through the Superintendent's Office and Chief of Staff. This was done in the interest of supporting management staff as they work to balance their daily work, complete priority projects and respond to an increasing number of information inquiries. This request is consistent with our existing policy and protocols, which call for requests for data and other information to be coordinated through my office.

In conjunction with my annual evaluation, some Board Members identified the need to improve the timeliness of staff responses to Board Member inquiries and requests for information. To that end, I have directed my Chief of Staff to immediately implement a system to monitor all Board Member requests for information. Accordingly, I am renewing my request to have all Board Member inquiries and requests for information to be made through the Chief of Staff. This will allow the Chief of Staff to track all inquiries, monitor staff responses, and ensure all Board Members are provided with copies of the information.

I have also directed my Cabinet to share this information with their direct reports. This process will directly address Board Member concerns, by allowing me to intervene when appropriate to ensure staff is providing timely responses to your request for information.

In addition to encouraging positive relationships between Board Members and staff, this will help us to better meet your expectations for responsiveness. Thank you for your support and assistance in managing our most precious resource – time.

RWR/JSM/tpo

c: Cabinet

School Board Members,

At the Board Workshop scheduled for September 22nd plans will be discussed for students returning to the physical campus and transitioning to face-to-face instruction.

In order to optimize the likelihood of a successful transition, it will be necessary for all teachers to return to the physical campus and provide synchronous instruction for those students on campus, as well as those electing to remain in the eLearning environment. This determination is largely predicated on the District's inability to add instructional resources beyond what is feasible within budgetary constraints.

This correspondence serves to inform School Board Members that school-based administrators will begin having conversations with their teachers this week to ascertain the probability of their teachers returning to the physical campus. Teachers who are unable to physically return to campus due to medical circumstances will need to avail themselves of any applicable leave for which they qualify. It is to be determined whether the

District will allow teachers to work remotely in very unique circumstances.

Staff has initiated discussions with the Broward Teachers Union (BTU) regarding this transition. There has been a request from BTU for teachers to be provided time prior to the return of students to the campus, in order to prepare their classrooms accordingly. It is our intent to recommend the District accommodate this request by modifying the school calendar to provide two (2) early release days the week before the District intends to have students return to the campus. Optimally, teachers will return to the physical campus the week before students return and continue to provide eLearning from the physical campus. This will allow teachers to re-acclimate to the physical campus; and with two early release days, teachers will also be able to prepare their classroom for the physical return of students.

If you have any questions, do not hesitate to contact me.

Jeff

schools. Who is cleaning the classroom rest room between students? Again, who decides who goes to overflow classes. What about movement? Elementary students need to move. When you have social distancing, there will not be any movement. If the students are just doing ELearning, why are they coming to school?

My daughters are in middle and high school. They have said students will change classes and students will not change classes. If they are changing classes, then who is cleaning the desks between classes? Then you are asking me to rely on a student to properly clean a desk that my daughters will sit in. I am not comfortable with that and I don't think you would be either.

They also do not have a plan of when a student refuses to wear a mask. If a student is exempt from wearing a mask and/or will not wear a mask? Then they should not be in a F2F class.

The district kept saying that principals will decide. I think the district should have a basic plan then tweak it for each school. I heard at the school board meeting on Tuesdays, that the district has been busy planning. At last night's meeting between the union and the district there isn't any

evidence that planning has been going on. Lack of proper planning leads to failure. I spend hours of unpaid time planning for my school day. I can produce evidence of that any given time. The district last night made it clear that they do not know what will happen and do not have a plan even in the early stages. I expect better from our school district.

I am asking you to extend the parent survey until you have a plan ready. I do not see why you can't have at least planned for a group of x number of students. Show the parents and teachers that you are putting effort into the reopening plan. I think you would find more people would be willing to listen if you give us a workable plan. Right now, it feels like you are building the plane while flying it. Without a workable plan, you are expecting us to trust that the district will do the right thing. That has not always happened.

Have a plan is what you expect from me as a teacher. I expect as a parent and teacher that you have a plan in place before I'm too decide what is best for my daughters.

Thank you for your consideration.

Deborah Boles
4th Grade Teacher
Deerfield Beach Elementary School
deborah.boles@browardschools.com



From: Michael Azcarate

backtothen1@bellsouth.net

Subject: Relaunch Concern

Date: Sep 25, 2020 at 10:57:06 AM

To: Nora A. Rupert

nora.rupert@browardschools.com

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

Good afternoon school board member,

My name is Michael Azcarate and I have been a BCPS educator for 21 years. I am a PE teacher at Eagle Ridge Elementary in Coral Springs, and have several concerns I would like to address with you. I just got off the phone with my principal and he is telling me that at our school, specials teachers could be going room to room, or classes could be going to each special. Additionally, there will be recess outside with no masks, and lunch in the cafeteria, "socially distanced" of course. This is the information he was told and he took very detailed notes from his principals meeting. Could this

information be accurate?

What happened to NO MOVEMENT at schools?
This has evolved very quickly. How did we go from no movement to EVERYBODY MOVING? These will cause multiple opportunities to interact with additional and possibly COVID infected people throughout the day. I went from teaching virtually on Tuesday to interacting with my entire schools population each month in a day.

I've been doing everything right: isolation for myself and my family, only going somewhere when absolutely necessary — that being the grocery store or any other necessary essential business. My children haven't seen friends or family and we haven't taken a single risk since March. Now I'm being forced to interact with HUNDREDS of people — putting my health and that of my family at risk.

Let me stop to just ask that you please don't mention taking a leave. My wife, also a teacher, and I have six children. Not having an income really doesn't work out for us.

Dr. Wanza, at the MOU negotiations, also mentioned middle and high schools would be moving class to class? How is this safe? She mentioned each school will present their plans for reopening regarding scheduling, lunch, and specials next week. How can all this interaction between students and faculty be safe? It's a numbers game. Eventually someone loses. By losing, I mean dying. DYING.

Where is the leadership? People are going to die because of this flippant decision making. Students, teachers, parents, bus drivers, and other school resource employees are all going to have deaths from this decision. Why? So teachers can do the same job they have been doing from home since

March from their school location? What is the end game here? Where is the choice for our own children, as parents of public school children? Not all parents are receiving a choice.

In actuality, learning is going to be lessened because primary students will not have the hands on assistance needed to navigate through the maze of Canvas and Teams. There will be no socialization, no nurturing, no normality. It's hard to appreciate the lectures on social and emotional benefits of seeing the teacher in person when overflow rooms will be supervised by any school personnel, from security guards to admin.

For goodness sakes, y'all can't provide enough paper towels during non-pandemic times, how in the world are you going to keep things from spiraling out of control? **YOU HAVE NO PLAN!**

What's the plan? How are you going to keep my children, my wife, my students, my friends, my colleagues, and me safe? You ask us to take a survey without ANY DETAILS! What happens if there's a positive test at a school? Will there be contact tracing? Will there be quarantining? Will there be a follow up with everyone who contacted the positive person? Will PPE be provided to me as I may now be coming in contact with the entire student population? What will be the disinfecting protocols? What happens if I suspect a student/co-worker to be infected? Will testing at school sites be readily available with rapid results? Who's going to make these decisions? WHAT IS THE PLAN?

The United States is currently above 200,000 deaths. What is the acceptable number of deaths from Broward Schools? 1%? .1%? .01%? If we solely use the death rate per capita of the US of 47.9 per 100000 deaths then ONLY 137 people DIE. But

certainly we can skew that because of distribution of deaths by age, then weight that variable by the student, faculty and family distribution. So let's say half that, 63 deaths. That's not so bad, right? You know what, let's make it 1/4, 34 deaths, the equivalent of the Stoneman Douglas tragedy TWICE. CERTAINLY THAT'S ACCEPTABLE?

You have no choice but to make the decision that keeps EVERYONE safe, keep schools eLearning only and make another decision in January after reevaluating the situation and using science. Where is the leadership? Be a leader. Lead.

Michael Azcarate

21 year BCPS Teacher

BCPS Graduate

Father to 4 current BCPS students

and 2 BCPS graduates

Husband to a BCPS Teacher

From: Melissa Carrion Ramos

melissa_carrion@hotmail.com

Subject: Reopening plans

Date: Sep 26, 2020 at 7:52:17 AM

To: BCPS School Board Members and
Secs

schoolboard@browardschools.com

CAUTION: This email originated from an external source. Use caution when replying, clicking links, or opening attachments.

Dear School Board Members,

As a parent of a 5th grader with ASD in Gen Ed and a 3rd grader with ADHD; I'm so conflicted because I only have 3 days to decide whether my kids will remain e-learning from home or go back to school to continue to e-learning from there.

I have called our principal and have also asked about 25 different questions.

The problem with e-learning at school is that it will not be feasible. A complex learner like my child, will

not be able to manipulate a textbook, a laptop and then plug in the work he's already done on paper onto the Canvas platform. I am doing all of this from home for him, who is going to help him if the teacher is stuck at her desk?

Tell me. How is he supposed to have OT, Speech, Family Counseling, Speech and pullout services at his desk while he's around other kids?

Why is the plan so narrow-minded? If people elect to go back to school, then it should be back to school with the proper safety precautions. We're one of the only school districts in the country that's doing it this way. It's not flexible or adaptable.

My 3rd grade son told me he was so happy to go back to school because he wouldn't have to do math from Think Central. I received clarification from the principal and she told me that students at school would still have to do it this way. WHY?

How will my children still get the FAPE they deserve?
Perhaps my only option is to take them out of public
school and have them go to private?

I appreciate your time.

Best Regards,
Melissa Carrion Ramos

From: Mary B. Mazza

mary.mazza@browardschools.com

Subject: Re: PLEASE HELP!!!

Date: Sep 27, 2020 at 9:37:24 AM

To: Nora A. Rupert

nora.rupert@browardschools.com

You are the ONLY person to reply to me and I thank you tremendously! I'm in hospital-went to cardiologist for echocardiogram but had stroke like systems so they called rescue.closest hospital was Plantation General. I had elevated cardiac enzyme, they will transfer me to Westside tomorrow for cardiac angiogram or catheter?? And Wed. I already had a cardiac ablation scheduled for AFIB. As I mentioned, My pacemaker was implanted in June. I have fallen in love with my first graders and am desperate to continue teaching them. I am going to run out of sick time this week. I am praying I can get ADA opposed to FMLA. I know I have these issues, and they'll get fixed, but they've been exacerbated by the stress of the ultimatum about return to school. Please continue to support us. Any suggestions for me are most welcome.

Get [Outlook for iOS](#)

From: Nora A. Rupert

<nora.rupert@browardschools.com**>**

Sent: Wednesday, September 16, 2020 12:32:49 PM

To: Mary B. Mazza

<mary.mazza@browardschools.com**>**

Subject: RE: PLEASE HELP!!!

Mary, the Board was blindsided with Oct date. We have not even been given a plan from Mr. Runcie that entails any detailed plans. I am afraid for all employees, our students and communities.

I will and have voiced concerns about rushing to open and forcing employees back when it is not safe for them, or family members.

Thank you for writing to me and please know that I always have and always will vote for what is best for all employees and students.

mail to this entity. Instead, contact this office by phone or in writing.

The School Board of Broward County, Florida, expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

From: Mary B. Mazza

[<mary.mazza@browardschools.com>](mailto:mary.mazza@browardschools.com)

Sent: Wednesday, September 16, 2020 11:45 AM

To: BCPS School Board Members and Secs

[<schoolboard@browardschools.com>](mailto:schoolboard@browardschools.com); Supt

Runcie [<supt_runcie@browardschools.com>](mailto:supt_runcie@browardschools.com)

Subject: PLEASE HELP!!!

I just had a **pacemaker implanted**, and I am experiencing AFIB, dizziness, low blood pressure and unable to drive. I have many specialists and they have all advised me to NOT return to school.

Nora

Nora Rupert

School Board Member, District 7

600 S.E. 3rd Avenue

Fort Lauderdale, FL 33301

754-321-2007 (Office)

754-321-2700 (Fax)

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I have not been to Publix since March or seen my mother since February. PLEASE LET ME CONTINUE TO TEACH MY 1st grade class ONLINE. I have no choice:(PLEASE!

From: Anton A. Ragoonan li

anton.ragoonanii@browardschools.com

Subject: Thankful

Date: Sep 27, 2020 at 12:09:11 AM

To: Nora A. Rupert

nora.rupert@browardschools.com

Mrs. Rupert,

I just spoke to your assistant Elena and she asked me to email my concerns to you. Also, I spoke with Michael Lupin and he suggested I should call you. I intend to send this message to Board member, Heather P. Brinkworth, so I will instead forward the same message.

I am very grateful. I have four children: 6 years old, 5 years old, 4 years old and 6 months old. They are all well and safe and despite the little that they understand about our current situations, they are innately optimistic every day. I am a Broward County Schools educator and have been home with them since our distance learning model begun. The leaders of our District made a quick decision to develop and execute a plan. We all waited for things to settle down while we watched the entire world come to a halt to deal with the

pandemic. The students that I taught from a distance, continued to excel and made strides to learn what they could.

Now, we must face the reality that soon we will need to return to school amidst an overlying fact that things have not settled down fully to everyone's comfort level. Not only that, but it seems as though things are being rushed to briskly return life back to normal, ignoring that fact that the pandemic continues to ravage our young, our elders, our strong and weak without prejudice. To face these difficulties with courage, I have attempted to reach out to everyone that I know who has information. I strive to know things so that I may have a handle on my fears. I have heard several times, from people who I trust that they did not know the answers to some basic questions that I felt were not too hard to answer. Even though I cannot fault their ignorance, I am still uneasy about how we will return to school. I cannot with a clear conscience send my children

to school and **know** that they will be safe. I can only imagine that my anxiety may be like parents and love ones, who would send their students and teachers back to Marjory Stoneman Douglas High School the day after the attack. I am a new parent, but I act in prudence to prepare my children for everything and seek their health and well-being to ensure their future. I know that all good parents do the same.

The purpose of my letter is to ask you consider all these things and more as you continue to choose what is best for Broward County schools, families and employees. I understand how much I really know about our future. I know that no day is ever promised, and we must always make the most of the present. I would also, ask that the board would consider changing the date for reopening schools to January 2021. The purpose of this request is to better prepare the school leadership and stakeholders to create a viable plan for everyone's return.

Thank you for your time.

Sincerely,

Anton Ragoonan II

Reopening Questions:

1. What if we do not take the reopening survey by Wednesday?
2. What if we take the survey and change our mind?
3. What does "leave" mean exactly? No pay, no insurance? Are you guaranteed a job when you return? The same school?
4. Can we take unpaid leave for a specific amount of time? For example, through December.
5. If a teacher tests positive for covid-19, are they required to quarantine for 2 weeks, and is their sick leave covered/paid?
6. What if a family member in the same house tests positive, will they need to be on 2 week sick leave, and will they get paid?
7. If a teacher tests positive, do all 150 of his/her students now have to get tested? Quarantined?
8. What is hazard pay and does it exist if we get sick?
9. Will funeral pay be covered by the district?
10. Are we teaching the hybrid model (A and B days) and if so are we expected to instruct students on the days they are home?
11. If we are not doing hybrid model, what is the student to teacher ratio?
12. Will our hours go back to 8:30-4 and students hours return to 9:35?
13. Will teachers who do go back be overloaded with extra duties and extra students?
14. Will we be getting computers back from students that were loaned and will they be going back in our classrooms in carts? How will computers be sanitized?
15. If not are the students going to be carrying around their laptops?
16. What about subs?
17. What about splits?
18. What about lunches?
19. Where do we go if we have a code red?
20. Who will determine the exemptions for face coverings if a student claims they can't wear one?
21. If students are expected to clean desks, who will provide the cleaning supplies?
22. Will LYSOL brand wipes be purchased, as those are the

only brand supported for covid sanitization according to the CDC.

23. Do we have enough cleaning supplies to last a week? A month? A quarter? The year?
24. What about plastic dividers for teachers at the front of the rooms when teaching?
25. What will our provided "face coverings" look like, will they be cloth or plastic face shields?
26. How will A/C ducts and filters be cleaned regularly?
How do we know our system for the main building is up to filtering standards? I would hope to see on paper where the system has been found sufficient to filter covid particles.
27. What about teachers with windows, can they open them? Teachers with no windows, how will they maintain air circulation in their rooms?
28. What about student discipline when they do not adhere to the safety protocols such as wearing masks and maintaining 6 feet apart?
29. Do we need to stand at our doors? Can teachers remain at the front of the room or will they be required to "float" around their room putting themselves at risk?
30. Will we need to take temperature checks? Will we be given infrared thermometers in case we want to do temperature checks? Will temperature checks be taken at the beginning of the day only or in each class and by whom?
31. What will be the protocol when there are 2-3 teachers in a room?
32. What about SVE students who require constant physical contact throughout the day? Sitting at the desk, walking in the hall, bathroom needs (several in diapers), students who put their hands in their mouths and put items in their mouths, touch each other, spit and bite, and even runners who have to be handled physically and restrained, how will teachers remain 6 ft apart? What safety protocols will be in place to protect those teachers?
33. What happens if the SVE aides take leave, will the SVE teacher be by themselves all day?
34. Will ESE teachers be required to house students in their classrooms?
35. Will teachers be given an option to keep their children at home for online learning? Can they bring their children to school with them if so?
36. Elective classes, how will their large populations be addressed?