

Broward County Public Schools

BOND OVERSIGHT COMMITTEE

KC Wright Administration Center
May 23, 2016
5:30 p.m. - 8:11 p.m.

1 Thereupon, the following proceedings were had:

2 MR. RABINOWITZ: All right. We are
3 ready. Now that the meeting has convened, I
4 think we just simply need a motion to approve
5 the minutes from the prior meeting.

6 MS. LEWERS: I make the motion to approve
7 the minutes.

8 MR. RABINOWITZ: We probably need a
9 second.

10 MR. MONACO: I second.

11 MR. RABINOWITZ: All those in favor say
12 "aye."

13 ALL PRESENT: Aye.

14 MR. RABINOWITZ: So the meeting minutes
15 from the February 25th, 2016, meeting have
16 been approved.

17 This will lead us to our next segment of
18 the agenda which is the quarterly report.

19 So Mr. Hunter, you are up. I'm sure
20 we'll have some questions for you, as well.

21 MR. HUNTER: Okay. Absolutely.

22 Good evening, everyone.

23 MR. RABINOWITZ: Good evening.

24 MR. HUNTER: So for the quarterly report
25 this time, ending March 31st, 2016, we have --

1 at this point we have delivered a total of
2 53,633 computers -- ordered, I should say,
3 53,633 computers to schools.

4 MR. RABINOWITZ: That's it?

5 MR. HUNTER: That's it. That's it.
6 That's it. Nothing more.

7 We provided for the committee, at the
8 committee's request, a breakout of those
9 devices. So you will see the breakout of
10 student laptops versus teacher and versus
11 student/teacher desktops, et cetera.

12 In addition to the computers, we've also
13 install the 6,100 acc- -- I mean ordered 6,100
14 access points and installed 4,251 access
15 points, and that is providing wireless in each
16 one of our classrooms. So that program is
17 moving right along; and in support of those
18 wireless access points and some other
19 infrastructure in the schools, we've also
20 installed a little over 4,600 cable drops to
21 support not only the access points, but other
22 work that's actually taking place in the
23 school.

24 As we move on to page two, we are showing
25 school by school -- as we go through the

1 report, we are showing school by school the
2 total number of devices order, what their
3 student-to-computer ratio was at the -- at the
4 November 2014 benchmark; and then, if there is
5 a final number, we are showing that.

6 There are a couple things -- the legend
7 is on the bottom there -- but any schools that
8 are still in process in a particular area you
9 see an ID. If the school meets standards,
10 that means there was no dollars allocated for
11 that particular school in that particular area
12 because at the beginning of 2014 they met the
13 standard, or you will see the "NS," of course,
14 for not started.

15 In addition to the computers, the
16 infrastructure spend, thus far we've spent
17 \$3.9 million on infrastructure costs. That is
18 broken out near page 21 -- I'm sorry, on page
19 21 of the report. You will see there that for
20 perimeter defense and traffic management,
21 which includes things like our next generation
22 firewall, we've spent a total of \$1.5 million
23 in that area; load balancing systems which
24 allow us to be able to manage the traffic and
25 improve performance across the network when

1 large groups of users are on there, so far
2 564,000 there.

3 We've also spent money, as you see, on
4 core network services, speed and capacity
5 enhancement, as well as data-center tape
6 virtualization, which means that rather than
7 backing up strictly to tape on-site and then
8 having someone rotate off, we are now starting
9 to backup some of our critical systems to an
10 off-site location in Philadelphia as a part of
11 this for redundancy and business continuity
12 sake.

13 So those are the -- that's the work that
14 has been started so far under the
15 infrastructure part of -- the core
16 infrastructure part of this.

17 At the last oversight committee meeting
18 the committee had asked about some schools
19 that were below -- or that had high
20 student-to-computer ratios, and I wanted to
21 report back on those, as well.

22 Heron Heights was one of the schools. It
23 was at 20.9 to one. Of Heron Heights' 836
24 devices that we ordered, you'll notice in the
25 report they are still showing "in progress"

1 because at the time, as of March 31st, they
2 had not all been installed. As of now they
3 have been installed, which has reduced that
4 student-to-computer ratio from 20.9 to one to
5 1.1 to one; and then, for Palmview Elementary
6 School we've ordered 599 devices, again, as of
7 your report they were in process. As of now
8 they have been installed, which brings that
9 school to a one-to-one student-to-computer
10 ratio.

11 And then there were Silver Lakes
12 Elementary School, which had the highest
13 student-to-computer ratio of 34.1 to one. We
14 ordered prior to -- aside from the DOB, the
15 school ordered 80 devices on their own out of
16 other -- other programs. We have ordered 260
17 devices for them, and then -- so after all --
18 when it's all installed, which it has not all
19 been installed yet for Silver Lakes, they will
20 be at a 5.7 -- they were at 5.7 to one at that
21 point, and when everything is installed, we
22 expect it to be 1.5 to one.

23 MR. RABINOWITZ: I would imagine that
24 with regard to that school that all the
25 computers will be installed and completed

1 before the start of the new school year.

2 MR. HUNTER: Absolutely. Absolutely.
3 Yeah, we are on schedule to complete year one
4 schools, actually, I believe, by the end of
5 June, all year one schools from a
6 computer-install perspective.

7 Now, we will still be working throughout
8 the summer on wireless access points and
9 cabling and those kinds of things. That will
10 carry on probably until about August before we
11 are finished with all of the cabling and
12 access points for year one.

13 But we are already -- we have already
14 scheduled the kick-off meeting to start
15 planning for the year two schools in terms of
16 their deployments, and that planning includes
17 setting up dates with the schools when we go
18 out and meet with them to discuss what
19 technology they are looking for to support the
20 instructional programs on that campus.

21 I will take any questions that the
22 committee might have.

23 MS. REECE: Good evening. Thank you for
24 your report.

25 MR. HUNTER: Yes.

1 MS. REECE: So I have a -- we are going
2 through the budget process at the city where I
3 work right now, too, and what we found is --
4 we are also moving towards a lot of technology
5 and there is a lot of operating impacts in
6 subsequent years for the PC replacement, for
7 software maintenance and whatnot. Has the
8 school board committed funding in future years
9 to replace the computers that are being put in
10 now and to maintain the software and all of
11 that?

12 MR. HUNTER: What I will say, the answer
13 is committed not as of yet, because this
14 year's capital budget has not been brought
15 before the board, and the board typically
16 looks at funding on year-by-year basis; but as
17 a part of this year's budget we have projected
18 out over the last three or four years the
19 dollars that we will need to keep the
20 computers refreshed. So that was submitted as
21 part of your capital budget so that everyone
22 is aware of what dollars will be needed going
23 forward.

24 MS. REECE: So what's the difference
25 between what you are projecting and your

1 current year funding for replacement?

2 MR. HUNTER: Well, funding for technology
3 comes out of our capital budget, and so we do
4 not have dollars in our capital budget for out
5 years right now for that technology. So --

6 MR. RABINOWITZ: Okay.

7 MR. HUNTER: So every year we have to
8 make that projection, but so that we can plan,
9 this year we gave a three- to five-year
10 projection in terms of how much money, based
11 on the life of the computers, which ones we
12 think we will have to replace and how much it
13 will cost to replace those.

14 MS. REECE: Do you have a number in terms
15 of what the annual amount is or averaging --

16 MR. HUNTER: No, I did not bring that
17 with me.

18 MS. REECE: Okay.

19 MR. HUNTER: I apologize. I did not. I
20 can certainly get it for the committee, but I
21 did not bring it with me tonight.

22 MS. REECE: Because my concern is putting
23 bond monies to spend on computers that have a
24 short life cycle without committing the funds
25 to replace those.

1 MR. HUNTER: Absolutely. Absolutely. So
2 I would like to remind the committee, too,
3 that what we -- the computers that we are
4 buying come with a three-year on-site -- full
5 on-site warranty. So for the first three
6 years, if there is any defect or the system
7 can't be replaced, the vendor will replace it
8 at no cost. If can't be repaired, the vendor
9 will replace it; but that's how we are
10 building our capital budget projections is
11 beyond that three-year on-site warranty, we
12 are looking at how long the devices might last
13 and then starting to build projections from
14 there.

15 MS. REECE: And you don't have the
16 ability to accumulate funds into a replacement
17 account by having some sort of level of
18 payment into --

19 MR. HUNTER: I'm going to turn that over
20 to our CFO.

21 MR. LEONG: What was the question?

22 MS. REECE: So I'm suggesting that since
23 this is a bond with a long life cycle that if
24 we are buying an asset that has a very small
25 life cycle, that there should be some

1 commitment to fund into a replacement fund so
2 that over the life of the bond that there will
3 always be new computers or useable computers
4 for students. So I'm asking, is there a
5 mechanism that you could put in place or that
6 you do have in place to ensure that that
7 occurred?

8 MR. LEONG: Well, there are a couple of a
9 questions there. You are asking that --
10 normally, like you said, we do not use the
11 general obligation bond money when purchasing
12 computers because, as you know, there is
13 federal regulations that the average life of
14 your bond cannot exceed the short life cycle
15 for the computer.

16 MS. REECE: Right.

17 MR. LEONG: We try not to use general
18 obligation bonds to replace computers. As you
19 look at the report, most of the computers,
20 except the charter school, that we use general
21 fund -- I mean general obligation bond money.
22 The rest we are using other sources to finance
23 the computer equipments, just because that
24 reason of the short life cycle.

25 Now, the issue regarding the replacement

1 is competing interests, as you know, that you
2 are competing, now that the computer, with
3 other facility needs. So that issue is still
4 in the stage of debating in the cabinet level
5 and the final -- you know, eventually we are
6 going to make a recommendation to the board.

7 The issue about the replacement is
8 important that -- but also that other facility
9 needs are also important. So, ultimately, it
10 goes through the prioritization process and
11 then what the board must approved. So I
12 cannot promise you that we will have set aside
13 reserve for replacement for computers.

14 MS. REECE: All right. Those are my
15 concerns.

16 MR. RABINOWITZ: Any other questions?

17 MR. MONACO: I have one.

18 For the next generation firewall, which
19 vendor was chosen?

20 MR. HUNTER: Fortinet.

21 MR. RABINOWITZ: I have a question, and,
22 Mr. Hunter, I don't think this is necessarily
23 for you.

24 It may be for you, Ben.

25 When I went through TaxWatch's report,

1 there were many, many times throughout the
2 report when identifying various different
3 schools -- and I'm sure you have seen the
4 report already -- where it indicates, and I'll
5 use an example, Broadview Elementary School,
6 it indicates that all technology projects are
7 complete but there is still yet a balance of
8 \$92,960. So I am curious why, A, there is
9 such a large balance; and, B, if there is such
10 a balance -- and I saw this repeated
11 throughout the report, and thank TaxWatch for
12 pointing this out -- where are those dollars
13 and what's happening with them? What are they
14 earmarked for next?

15 MR. LEONG: We can -- we can look through
16 that particular example, but I -- you know,
17 the technology is not only for the equipment
18 alone. They have infrastructure and the
19 facility side, as well. So it could be that.
20 So we can look up that example to see if we
21 can answer it.

22 MR. HUNTER: I will -- I can also respond
23 to that.

24 In some cases, we have completed
25 projects, and, for instance, the cabling cost

1 was not as much as what was projected or the
2 number of access points needed came in less
3 than what was projected. We are leaving those
4 line items assigned to those schools, and then
5 we have said to the board of education that at
6 the end of the year, when we finish all of the
7 year one projects, we will come back to the
8 board with the dollars that are still
9 available, and then ask the board for
10 direction in terms of how we should move
11 forward.

12 So those dollars are still, at this
13 point, assigned to those schools in those
14 particular line items, but we are keeping
15 track, as TaxWatch is, of what is left and
16 then we will come back to the board one time,
17 once we have finished all the projects, for
18 direction from the board on what is to happen
19 with the funds.

20 MR. RABINOWITZ: It seems to me that
21 there is a significant dollar amount that is
22 going to be left over -- and I thank you,
23 Mr. Hunter, for pointing that out -- but when
24 I was going through the report, it seems like
25 there is millions of dollars that have still,

1 in a good way, not been utilized because some
2 costs were lower than expected.

3 MR. HUNTER: Not only costs were lower, I
4 mean, we have certainly worked with our
5 vendors to drive costs down. So the other
6 part of this is, remember that even though the
7 bond was approved in November of 2014, the
8 projections, in terms of the dollars, was well
9 before then; and if you think back to what the
10 economy was at that time, for some of this
11 technology the prices have dropped, and we
12 could do much better in terms of providing
13 solutions for our students. So we are just
14 simply taking advantage of that.

15 But you are correct: There will be a
16 significant amount of money that is still
17 available from the year one schools, and we
18 will be looking to the board for direction in
19 terms of how to spend that.

20 MR. RABINOWITZ: Will then -- will those
21 dollars then be utilized in some kind of
22 priority basis for maybe technology, arts or
23 construction? Because we have all read the
24 newspaper articles indicating that
25 construction costs are increasing. I know it

1 is an issues that Mr. Bobadilla is going to be
2 addressing, I imagine.

3 I mean, is there anything that you can
4 tell us about how those dollars will be
5 prioritized or we'll find out at a later date?

6 MR. HUNTER: Yeah, all I can tell you is
7 that we -- at some point we will be making a
8 recommendation, but, obviously, it's the board
9 that will have to decide how to prioritize
10 this.

11 MR. RABINOWITZ: Okay. Thank you.

12 MS. SIEGEL: Will you be sharing with us
13 what the recommendation will be to the board
14 prior, or is that after you make the
15 recommendation?

16 MR. HUNTER: You know, that's a great
17 question. I hadn't -- I hadn't thought of
18 that. I don't see any -- well, let me have
19 that conversation with -- with other members
20 of the cabinet so that we are consistent in
21 the way that we are taking items to the board.

22 Typically -- and I think for my cabinet
23 members who are here might respond to this,
24 but, typically, we present the board with the
25 information first and allow them to have

1 feedback; but I really can't see any downside
2 to sharing that with the oversight committee,
3 either, so I'm happy do that. Let us have the
4 conversation, if you will allow us, I will be
5 happy to respond to that at the next oversight
6 meeting, which will be long before we go
7 before the board.

8 MR. RABINOWITZ: Thank you.

9 Any other questions for Mr. Hunter?

10 There is another aspect to the report,
11 Mr. Hunter. I see it on the agenda.

12 Ms. Brown is also identified as providing
13 information if there is anything to add.

14 MR. HUNTER: For charter schools.

15 MS. BROWN: Tony, if you want to just
16 share where we are with the distribution?

17 MR. HUNTER: Yeah, so charter schools, we
18 have pretty much completed the distribution
19 for the charter school technology. The
20 program has gone extremely smooth in terms of
21 delivering the technology to the charter
22 schools.

23 We have -- not to the extent as we do
24 district schools, but we still have a few
25 charter schools with some dollars left in

1 their accounts, as well, and so that, I
2 believe -- and Ms. Brown can weigh in here --
3 I think that will be handled differently in
4 that the charter schools can decide how they
5 want to spend their money, as opposed to that
6 having to go back to the board.

7 So we do anticipate going back to the
8 charter schools that have dollars left, and
9 there really are not that many of them. But
10 those that have a few dollars left, we intend
11 to go back to them, let them know what that
12 dollar amount is and move forward.

13 Now, we will do that, though, only after
14 we finish the year one schools, because we
15 want to take care of all of those schools that
16 have not received anything, and then we will
17 go back to the schools, the charter schools
18 that have excess and deal with that.

19 MS. BROWN: And those expenditures will
20 only be on the approved list that we worked
21 from before. It's not -- it's not -- it's
22 going outside of our established process.

23 MR. RABINOWITZ: Any other questions?
24 Questions?

25 MS. LEWERS: No.

1 MR. RABINOWITZ: I have a question,
2 because we spoke about this last time, and I
3 know we spoke about it at the workshop, as
4 well. Are there any charter schools currently
5 that received equipment through bond dollars
6 that, unfortunately, after this school year
7 won't make it such that there will be this
8 inventory of computers that will be coming
9 back into the fold?

10 MR. HUNTER: So I don't -- Ms. Brown
11 might be able to answer that. I don't -- I'm
12 not sure of which charter schools -- of
13 charter schools at this point have identified
14 ones that won't be there next year. I'm not
15 sure if that's occurred.

16 I will say that inventory of charter
17 school technology from the bond program -- and
18 I was looking around to see Mr. Romney
19 (phonetic) was in the room, because I know he
20 and his office are paying close attention to
21 that, to the extent that they are making sure
22 that the charter school office and charter
23 schools themselves are fully aware of what
24 their responsibilities are in terms of
25 inventorying the equipment.

1 And so I don't know, Ms. Brown, but to
2 answer the specific question around charter
3 schools that may not be coming back next year,
4 I have no idea if we have that information
5 yet.

6 MS. BROWN: We have one school that may
7 be closing at the -- at the last -- well, it
8 will be closing on June 30th, but we are still
9 working with that school, and it is a very
10 small, little school. And a part of our
11 close-out process is we -- any of the assets
12 are returned to the school district, and we do
13 have that inventory.

14 MR. RABINOWITZ: So that issue has been,
15 obviously, identified, addressed, and there is
16 a process to gather back that equipment?

17 MS. BROWN: Absolutely.

18 MR. RABINOWITZ: What will happen to that
19 equipment?

20 (Chief DiPetrillo joined the proceedings.)

21 MS. BROWN: So according to state law,
22 those assets do come back to the district, and
23 then, usually, if the students at that school
24 select another school within the district or a
25 charter, we try to have the technology follow

1 the children so that it doesn't get disbursed
2 amongst just other people. It actually
3 follows where the children go, and then it
4 would become an asset for that individual
5 school.

6 MR. RABINOWITZ: Any other questions?

7 The next report is concerning the user
8 report from Dr. Diamond.

9 MR. LEONG: Mr. Chair, Dr. Diamond is on
10 the phone.

11 MR. RABINOWITZ: Okay.

12 MR. LEONG: Daryl?

13 DR. DIAMOND: Yes, I'm here. Can
14 everyone hear me?

15 MR. LEONG: Yes.

16 DR. DIAMOND: Okay. Great.

17 On page one of our report you will see
18 that we give a brief background regarding the
19 process that we used to begin, not only the
20 smart funding, but also at the beginning we
21 had the district educational facilities
22 planned funding, as well.

23 On page two we speak about the update
24 that we have to do this quarter. The music
25 equipment has begun in schools that identified

1 as -- in those who have been identified as
2 year one and year two of the DEFP. We did
3 some gap analysis to determine what kind of
4 priority list we needed to put together for
5 the equipment. Those have been completed. We
6 are starting to get quotes procured from the
7 vendors.

8 All high schools, regardless of the
9 scheduled deployment, they have all completed
10 and submitted an initial gap analysis. The
11 high schools in year one are currently in the
12 closing-out process. The middle schools for
13 year one are either in the closing-out process
14 or final orders are being taken. The
15 elementary school gap analyses are being
16 collected from year one schools and quotes are
17 being secured for those elementary schools
18 that have returned their gap analysis.

19 Our kilns, which I am moving now over to
20 the arts on page three, the update to that,
21 and our overall goal is operative and safe
22 kilns in all schools. The replacements are
23 being done on a case-by-case basis for the
24 visual arts programs that have kilns that are
25 beyond economic repair or are a safety hazard.

1 If you turn to page four, you'll find a
2 listing of the all of the locations and the
3 status as of April 28th, and it's pretty
4 self-explanatory as to where each of the
5 schools are.

6 And then, if you continue on to page ten,
7 you will see exactly what each school has
8 ordered and the dollar amount and the
9 quantities and the total of each of the
10 school's music replacements.

11 And I'll be happy to take any questions.
12 I know that Joe DiSalvo was going to try to
13 call in. He, too, is home with a child who
14 had a surgery done on Saturday. I don't think
15 he's going to be able to call in until 6:30,
16 but I'll be happy to answer as many questions
17 as I can.

18 MR. RABINOWITZ: Questions?

19 MS. LEWERS: Why isn't it by -- it's by
20 instrument but not by schools, so we are
21 unable to tell what schools -- oh, it's on
22 top, okay.

23 On TaxWatch on page nine, it stated there
24 was three schools of the eleven that did not
25 report. Why did those three schools not

1 report?

2 MR. WHITNEY: Jeff Whitney from the
3 budget office --

4 DR. DIAMOND: Okay. So I have to -- let
5 me take a look. You said it's on page nine?

6 MR. WHITNEY: Daryl?

7 DR. DIAMOND: Yes.

8 MR. WHITNEY: This is Jeff Whitney. Let
9 me take a crack at that, because your -- the
10 data that came in from the music department
11 went through April. We cut budget activity
12 off at the end of March, and so those three
13 schools are actually in the next quarter. So
14 those details will be in the next quarterly
15 report.

16 MS. LEWERS: So you are saying that these
17 schools ordered late?

18 MR. WHITNEY: No, those schools were in
19 the -- they were in the -- their activity was
20 in the fourth quarter. Since this is a third
21 quarter report, those details weren't
22 provided.

23 MS. LEWERS: The third quarter -- the
24 three schools that are on this were in the
25 third quarter, you say?

1 MR. WHITNEY: No, they are actually in
2 the fourth quarter.

3 MS. LEWERS: And what month does that
4 start?

5 MR. WHITNEY: That starts April 1st.

6 MS. LEWERS: And the reason why I'm
7 asking that is one of these are my school, and
8 we knew -- one of these schools are my school,
9 and we knew, so why didn't you guys know?

10 MR. WHITNEY: Why didn't we know --

11 MS. LEWERS: The instruments that they
12 were ordering, we knew as parents. It was
13 announced to us what the teacher was ordering.
14 So for him to order and submit it, don't you
15 guys have that same report?

16 MR. WHITNEY: But this was a third
17 quarter report so we cut that detail off as of
18 the third quarter --

19 MS. LEWERS: Yeah, but we knew before
20 then. You said March you said was the third
21 quarter?

22 MR. WHITNEY: The expenditures and the
23 actual ordering, financial activity --

24 MS. LEWERS: So you guys --

25 MR. WHITNEY: -- did not --

1 MS. LEWERS: -- did not know --

2 MR. WHITNEY: -- happen until the
3 fourth quarter.

4 MS. LEWERS: Okay. So when the teachers
5 order the instruments, they have no idea how
6 much they cost when they are ordering, those
7 teachers putting in the order?

8 MR. WHITNEY: I'm sure that they do, but
9 we don't see the financial activity until
10 there is actually a requisition in the system
11 and so that's --

12 MS. LEWERS: Okay. And when is that
13 going to come to us?

14 MR. WHITNEY: That will be in the
15 fourth quarter report.

16 MS. LEWERS: Thank you. I appreciate it.

17 MR. RABINOWITZ: Any other questions?

18 MS. REECE: What is the "timpani mallet"?

19 MS. BROWN: So it's probably --

20 DR. DIAMOND: I didn't hear. I think
21 someone was asking about a specific
22 instrument?

23 MS. BROWN: Yeah, she is asking about the
24 timpani mallet.

25 DR. DIAMOND: I truly wish I could answer

1 that. That's a Joe question.

2 MS. BROWN: So the timpani drums are the
3 big, huge, large kettle drums that they use in
4 orchestra, and the mallets are specific types
5 of percussions instruments that they use to
6 beat the big, huge timpani drum.

7 MS. REECE: All right.

8 MS. BROWN: That one I did know.

9 DR. DIAMOND: Thank you, Ms. Brown.

10 MS. REECE: You ordered several. Thank
11 you.

12 MR. RABINOWITZ: Any other questions?

13 There being no other questions, we can
14 hear the report concerning construction.

15 MR. BOBADILLA: So Mr. Chomiak is not
16 with us today, but Mr. Corbin is here, so he
17 is going to go ahead and walk us through that.

18 MR. RABINOWITZ: Okay. Great.

19 MR. CORBIN: Good evening, Mr. Chair.

20 MR. RABINOWITZ: Good evening.

21 MR. CORBIN: I am -- committee members, I
22 am Rob Corbin, program director for the SMART
23 building program, and with me tonight is
24 Adrian Viera with Atkins who also will deliver
25 a portion of this report more specific to the

1 services they are performing; and, once again,
2 this report is through the quarter ending
3 March 31st, 2016. So without any further ado,
4 I'll go ahead and jump in.

5 One of the things that you will see in
6 this month's report is on pages three, four,
7 five those are -- that has been retained
8 information that we would feel is beneficial
9 to the committee at large that retains some of
10 the historical reference if somebody new was
11 looking at this report and didn't necessarily
12 see all the subsequent or preceding reports.
13 That information is available for those
14 that -- that are looking at this information.

15 So this month's report really begins with
16 page six, which I'll turn over to Adrian to
17 speak on the progress to.

18 MR. VIERA: Thank you, Robert, Committee.

19 So the update on the E-Builder, as we can
20 see from the schedule, there was a goal, an
21 internal go-live date of May 13th for
22 E-Builder. Last week we started our first
23 session of training with the staff, and our
24 second session of user training is on target,
25 as mentioned, starting tomorrow through

1 Friday, and then we will continue with the
2 adaptation calls and support.

3 So what is the E-Builder? Once we have
4 this internal go live, now we are going to
5 start -- it's -- from implementing the SMART
6 program projects, we will be -- data will be
7 inputted here -- at the centralized project
8 management software. So this will be the
9 centralized location that was mentioned at the
10 briefing of E-Builder. This is it. This is
11 the centralized system for all information.

12 And as RFQ's get generated and put out,
13 all the information will live in the
14 centralized E-Builder location, and it's, as
15 we've mentioned -- and we have had some
16 initial conversation with TaxWatch and Robert,
17 and this will also be the reporting from which
18 we will be issuing reports that will further
19 give further information on RFQ's on the
20 construction side of projects.

21 So that's where we are with E-Builder.

22 MR. CORBIN: Thank you, Adrian.

23 Moving along on the topic of project
24 charter meetings, and once again, this a
25 process that began in 2015 as a critical step

1 in the beginning stages of a project to help
2 define the scope of the work that has been
3 approved by the board but also buy-in -- to
4 obtain buy-in at the state order level at the
5 schools.

6 Moving into this quarter that this report
7 is specific to, we've had meetings with
8 district and made a recommendation under best
9 practices that these project charter meetings
10 be held once we have on-boarded the actual
11 design consultant of record who we believe
12 that would be a more efficient and more
13 informative means to conduct the business and
14 to not only collect the field data, but to
15 share that at the project charter meeting with
16 the design consultant sitting at the table
17 with us and participating hand in hand.

18 So this past quarter that this report is
19 on, we did not have any project charter
20 meetings, but one of the things that we have
21 begun doing now that we have moved beyond that
22 first quarter of 2016 is we've begun sending
23 out notice letters to the various principals
24 informing them of the progress that is taking
25 place with their specific SMART projects,

1 informing them when the board has approved the
2 release of the RFQ for posting, but, more
3 importantly, giving them some general ideas of
4 the steps that will follow and our goal of
5 conducting a kick-off meeting once we have the
6 designer under contract with us and have been
7 given the authorization to proceed.

8 So those kick-off meetings, followed up
9 shortly thereafter with the project charter
10 meetings will continue. It's just a little
11 shift in the timing to better align with best
12 practices.

13 On a page eight of the report, this is a
14 slide that was extracted from a recent board
15 workshop on the overall progress to the SMART
16 program, and this chart shares a lot of
17 information. I'll do my best to try to keep
18 it short and sweet.

19 On the left-hand side, you'll see an
20 overall dollar amount that we are reflecting
21 as a total procurement and/or construction
22 award value so that as we move the schedule
23 forward, you get a general idea of some of the
24 peaks that we've encountered to date.

25 But overall what our goal is, based on

1 market conditions, market analysis, that not
2 only Atkins has performed to date, Heery,
3 likewise, has done that, as well, we believe
4 that the right procurement amount to
5 successfully execute this work is somewhere in
6 the range of roughly \$30 million per month.

7 What you'll see there is, in the blue
8 vertical lines, that is the actual design
9 procurement amounts that we have been steadily
10 bringing to the board on a meeting-by-meeting
11 basis.

12 Across the top you will see red lines
13 with the header of "group one" and "group
14 two." Group one was the first year of funds
15 associated with the SMART program. Group two
16 is the second year of funding; that's the one
17 that correlates to F line 15-16. Our goal
18 right now is to get all of the year one, or
19 group one and group two, procurements underway
20 prior to the end of the third quarter of this
21 year, and we've been making great progress to
22 date on that.

23 Checking figures right now, a rough --
24 just over 60 percent of the group one projects
25 have made it into the procurement process or

1 are on schedule to complete the remaining
2 group one procurement process to kick that off
3 by the end of the third quarter. Likewise,
4 with the group two, good progress is being
5 made there. We are approaching 30 percent of
6 those projects to have made it into
7 procurement stage right now, and once again,
8 we are on target to complete that work by the
9 end of the third quarter.

10 One of the means that we are
11 supplementing this work to get underway is not
12 only through the traditional RFQ process that
13 we've been bringing to the board, most
14 recently we've completed the procurement
15 process and obtained board approval to utilize
16 continuing contract services for architectural
17 firms, five; as well as four MEP, mechanical,
18 electrical and plumbing.

19 These continuing contracts were set up
20 for a three-year duration with intent to
21 utilize these to execute scope related to
22 design services for work that is not to exceed
23 \$2 million in construction value. If you are
24 familiar with the scope contained in the SMART
25 program, there is numerous projects that fit

1 this bill, hence why we made a recommendation
2 to the district to obtain the services of five
3 architectural firms, in addition to the four
4 engineering firms. That way there is proper
5 alignment to the type of scope that is
6 involved and can take place, where, if a
7 traditional design delivery under the watchful
8 eyes of an architectural design consultant as
9 a lead is needed, we have got five firms to go
10 to. If it's a larger, heavily
11 engineering-related scope, such as bringing in
12 fire alarm improvements, sprinklers in
13 buildings, HVAC replacements, those we believe
14 would be best executed under the watchful eyes
15 of an MEP engineer as the lead for those
16 services.

17 Group three projects are right underneath
18 the top there. We've actually already begun
19 doing some of the advanced design services
20 associated with the procurement. One of the
21 goals that we have done and best practice is
22 when we bring an RFQ to the board, it is fully
23 vetted, fully prepared. It has gone through
24 the watchful eyes of procurement, as well as
25 legal so that as soon as we have board

1 approval to move forward with advertising the
2 RFQ, we are working and monitoring the hosting
3 of that information on DemandStar through our
4 business partners with the procurement and
5 warehouse division inside the district.

6 Our goal for group three is shown there
7 also. We want to get all of those
8 procurements underway prior to the end of the
9 second quarter of 2017. Group four will be
10 targeted to wrap up all of its procurement by
11 the end of the first quarter of 2018; and last
12 but not least, the final group, five projects,
13 are on target for finishing up prior to the
14 end of the first quarter of 2019.

15 The -- in addition to the vertical bars
16 that you see there for the design procurement
17 on a month-to-month basis, there is also a
18 timeline in there or budget line item in there
19 related to the actual construction procurement
20 schedule, which, you know, sequentially does
21 lag the design. Once we've brought on a
22 designer, the design has to be completed and
23 made available through the building department
24 with intent to permit to be issued, and then
25 we can solicit and bring on board the actual

1 contractor to perform that work, so we wanted
2 to share that information on this little chart
3 here.

4 Big picture-wise, as of the end of
5 March 31st, here is a recap of some dollar
6 figures that are shown on page nine to give
7 you an idea that that's the amount of money
8 that's in the planning. That 59.1 at that
9 point in time reflected that upfront legwork I
10 spoke of with preparing the RFQ as a full
11 deliverable package that is ready to be issued
12 upon board approval. The amount of work that
13 was in actual design and procurement at that
14 time was 130.9 million. There has been some
15 progress made to date on some of the SMART
16 work that has work remaining in construction,
17 as well as some that have been completed that
18 are moving into warranty phase, 5.7 million;
19 and then actual completed and closed out to
20 date at that time was 7.3.

21 So big picture-wise out of roughly \$901.7
22 million, which, just to remind this committee,
23 the district has passed to Heery and Atkins
24 managing certain components of the SMART
25 program. Items that are not included in our

1 services include the IT scope of work, the
2 computers infrastructure data, cabling, as
3 well as the music and instrumentation. So
4 that's how we arrived at the 901.7 million.

5 Moving on to the next page, page ten,
6 eleven, they both recap recent activities that
7 were placed to the board in the months of
8 January, February and March of this year.

9 One item I will point out is in January,
10 item number four on our report; February, item
11 number two on our report, those projects
12 encountered some concerns that were addressed
13 by the district's internal legal counsel in
14 regards to a determination where the RFQ had
15 been issued for packaged projects, and
16 packaged projects were those that involved
17 multiple schools under the same RFQ.

18 The concern that came in dealt with the
19 QSEC policy 7003 and the overall composition,
20 and that composition was being challenged
21 under the multiple projects that were
22 contained in that RFQ. Typically a QSEC
23 composition consists of an overall eleven
24 member committee, and when we put multiple
25 schools into the same RFQ, for example, if

1 there was six projects in an RFQ, we ended up
2 seeing that six principals all wanted to
3 attend that QSEC meeting, and that balance of
4 eleven committee members was thrown out of
5 balance. So to address that and make sure
6 that we were able to move forward without any
7 concerns or potential for protest, the
8 conservative approach was to bring those back
9 to the board, officially bring a
10 recommendation to terminate those prior RFQs,
11 and immediately reissue standalone RFQs on a
12 project-by-project basis.

13 I'm pleased to report that as of last
14 week at the board meeting, the last round of
15 those RFQs that had been packaged have all
16 been brought to the board. So those are all
17 now behind us, and we are marching forward
18 with individual procurement for professional
19 design services.

20 And in the future, with the opportunity
21 to modify that policy 7003 related to QSEC, we
22 are interested in the opportunity and
23 efficiencies of packaging projects to execute
24 nearly one-billion dollars worth of needed
25 improvements; but until that takes place, this

1 is the means and methods that will allow
2 projects to continue forward to set this SMART
3 program well underway.

4 I did mention earlier that some of our
5 professional service agreements would begin
6 coming back into the core in the second
7 quarter of this year. Those have begun. The
8 board did approve the award with -- the
9 contracts to the architectural firms, as well
10 as the engineering; and I am here to also
11 share some advanced information that you will
12 see in the next report that we'll be bringing
13 back in recommendations to award professional
14 services agreements for six of the RFQ's.
15 Negotiations on those have been concluded, and
16 the PSA's have been prepared with the design
17 consultants that are executing those; and just
18 as soon as those can get returned to us, we'll
19 check them, take them over to legal for their
20 review, and with their blessing, then they
21 will be noticed so they can be presented to
22 the board for board action in the month of
23 June.

24 There is a little update in here also on
25 page 12 related to the overall move of the

1 office of facilities and construction that's
2 going to be going to the Rock Island
3 Administration Center mid of 2016. This is
4 where not only the OFC staff will be located,
5 both preconstruction- and construction-related
6 staffing, but it will also house Heery staff,
7 as well as Atkins, which will greatly aid the
8 whole team to work cohesively and more
9 efficiently, and that work is on schedule so
10 that the date that was contained in this
11 report of moving to that new location starting
12 in July just after the 4th holiday, I believe
13 we are going to see that that move should take
14 place prior to the end of June. But this date
15 is almost, again, one of these
16 under-promise/over-deliver dates.

17 Adrian, would you like to talk a little
18 bit about project control status?

19 MR. VIERA: Yes.

20 So as part of the project control status,
21 as we've listed here, all the RFQs that have
22 been mentioned by Robert that have been put
23 out and taken to the board, some due to the
24 packaging have -- have -- you know, were
25 debundlized; but, in general, we have started

1 our planning in order to support those RFQ's,
2 and those are all listed below.

3 The next bullet point was actually from a
4 question that came from the committee the last
5 time of what is included in the soft cost
6 within the SMART budgets of each line item,
7 and all the bullet points listed below are the
8 costs that are outside of what would be called
9 construction or design costs. These are
10 owner-needed costs in order to deliver a
11 successful program project. They are all
12 listed there.

13 Typically the split is, as we apply the
14 soft cost model, construction and design is
15 anywhere from 70, 75 percent of each ADFP line
16 item for construction and design, with the
17 balance of 25 to 30 being attributed to owner
18 costs and spread against these items listed
19 below.

20 Next thing we have been working on the
21 master schedule in order to get and implement
22 the different delivery methods that were
23 discussed at the April 12th board workshop;
24 and the last bullet point here is, similar to
25 technology, we will also be doing a status --

1 we will be introducing a new feature of the
2 existing SMART website for the projects that
3 have to do with construction and give a
4 similar update of progress of -- if the
5 project has not started, if it's in design or
6 planning, if it's in construction and then
7 once it's completed, so that the SMART
8 website -- the constituents of the community
9 can reach out to the SMART website, and that
10 is -- that is scheduled to be delivered here
11 in the next quarter.

12 MR. CORBIN: On page 14 you'll see some
13 updates regarding the school choice
14 enhancement program; and, once again, that's
15 the program that provides funding in the
16 amount of \$100,000 to each school in the
17 district for school enhancements that's
18 selected by the stakeholders at each campus.
19 Options are prepared by the schools, a minimum
20 of two, and then voted on at the community
21 level to determine which option would be
22 capable of moving forward.

23 There was 82 projects that are in year
24 one. I've -- in your material today you have
25 not only the updated figures by the various

1 categories that we are tracking, we've also
2 included information from the last bond
3 oversight committee report so that you can see
4 the movement and progress.

5 For example, in year one, there is 24
6 projects now ready to move forward to procure.
7 Last time we reported it as 13. Not inside of
8 this report, because a lot of these PO
9 requests fell outside of the reporting window,
10 you'll see in the next update that what we
11 will now be reporting how many purchase orders
12 have actually been opened and which ones are
13 actively moving forward with either getting
14 the work installed or the items delivered.

15 Once again, this runs the gambit on what
16 schools are interested in obtaining under it
17 that, and items such as, you know, furniture
18 requests, those items are easier to order,
19 deliver and count completed than those that
20 may require some design services as well as
21 permits from the district's building
22 departments.

23 The good news there is year one projects
24 are well underway, and earlier this year, as
25 promised, in January, all of the year two

1 projects were started on schedule. There is
2 28 of those, and those are also making
3 progress as anticipated at this time.

4 The remaining projects for school choice
5 enhancement, there's 30 for year three.
6 There's 30 more for year four, and sixty for
7 year five. All of these additional year
8 three, four and fives will commence in the
9 respective year in the month of January. We
10 have a package that has been prepared and is
11 distributed out to each one of the schools
12 that's on these various lists so that -- all
13 of whom are getting the same information
14 simultaneously at the beginning of January,
15 and then it's followed up by Heery's project
16 manager contacting the principal, going out,
17 answering questions, assisting in any way
18 possible to help drive this portion of the
19 program forward.

20 And then concluding our report for this
21 quarter on page 16, just some overall high
22 level figures that reflect the overall
23 financially active projects in the (OFC) SMART
24 work that Heery and Atkins are managing. At
25 that time there was 21 active financial

1 projects. There was a total current budget
2 for those activities of 90 -- just over
3 91 million, and our expenditures at the end of
4 March, including commitments, was over
5 \$3 million, so that gave a total remaining
6 balance for those active projects of
7 88 million and change.

8 I'll be glad to see if Adrian or myself
9 can answer any questions that the committee
10 may have.

11 MR. RABINOWITZ: Any questions?

12 CHIEF DiPETRILLO: I have one.

13 MR. RABINOWITZ: Sure.

14 CHIEF DiPETRILLO: There is 110 projects
15 according to your schedule in the first two
16 years that are listed as in progress according
17 to year one and year two when you add the
18 total.

19 MR. CORBIN: For the school choice, yes,
20 sir.

21 CHIEF DiPETRILLO: Yeah, but then you
22 look at page ten -- I think it's ten, yeah,
23 ten -- I'm sorry, 16, I need my glasses, it
24 only says there is 21 that are actually part
25 of the bond program. So what are the other 89

1 projects?

2 MR. CORBIN: Great question, and let me
3 see if I can do some clarification on that.

4 What you saw with the 110 projects, those
5 110 projects are the school choice enhancement
6 projects that are the \$100,000 ones; but what
7 you see on that last page are the larger OFC
8 type of scope that includes the type of work
9 such as roof replacements and HVAC
10 improvements, electrical improvements. So
11 those are two different categories that you
12 should not look at as a collective total.
13 It's 21 main pipeline type of projects, if you
14 will; a 110 of the \$100,000 projects. So they
15 are two individual numbers that didn't mean to
16 be mixed.

17 CHIEF DiPETRILLO: Okay. That answers my
18 question.

19 MR. CORBIN: Did I provide some
20 clarification?

21 MR. RABINOWITZ: Other questions?

22 MS. REECE: I have questions, and I'm not
23 sure if it's for you or finance folks, but
24 our -- so when you talked about the costs that
25 are soft costs, like mobile buildings and

1 contingencies and whatnot, are those budgeted
2 at a project level, or is there like a pot of
3 funds for the bonds program overall where you
4 have funds for those needs?

5 MR. VIERA: They are currently out of per
6 project.

7 MS. REECE: So you wouldn't be able to
8 reuse a mobile facility when you go to the
9 next -- you know, if you are going to redo one
10 school and need to move focus in, you wouldn't
11 reuse that for the next school?

12 MR. VIERA: I think all dollars for that
13 specific school, all projects that are in the
14 RFP have to finish; and then, similar to
15 technology, they can go back to the board for
16 approval what to do with it, but we must get
17 through all the projects on the ADFP list for
18 that specific school.

19 MS. REECE: But you would look to reuse
20 or share those --

21 MR. BOBADILLA: If I could answer that?

22 Leo Bobadilla, chief facilities officer,
23 good evening.

24 So I think your question is more to the
25 point if there is something we have done at

1 one site and we can leverage those resources
2 at a different site would we do that, and the
3 answer is absolutely yes, we would do that.

4 The dollars for each project is what I
5 call a fully-loaded or turnkey budget within
6 each of these projects, so all the hard costs
7 and the soft costs are with each of the items.
8 One of the things that we are going to be
9 doing as we continue to move forward is take
10 an overall number and try to break it down
11 into some of those soft and hard cost
12 components so we have a better sense of how
13 much is actually there for construction, how
14 much is actually there for all these other
15 potential soft cost items.

16 In addition to that, we've also started
17 to have conversations with the board around
18 having a separate what I call a program
19 reserve, so as we move forward, if there are
20 things that truly are outside of what anyone
21 anticipated in any of the budgets, that we
22 could have a program reserve that would help
23 continue to move those projects forward.

24 MS. REECE: Okay. Thank you.

25 I just had one more --

1 MR. RABINOWITZ: Sure.

2 MS. REECE: -- or one more question.

3 What are the largest issues with
4 procuring these services. I work in
5 government finance myself, and construction
6 projects, a lot of times the holdup is with
7 procurement. Do you have to deal with CCNA
8 and some of those larger regulations, or are
9 the projects underneath that?

10 MR. CORBIN: There are definitely
11 procedures and processes that must be
12 followed, and I believe that the community at
13 large would benefit from being educated on
14 some of those timelines because in the private
15 sector, many of them see activities that --
16 they just found out, you know, a couple weeks
17 ago that the corner site has been sold and
18 such-and-such is going on it and how quickly
19 that moves forward with private funds.

20 With these being public funds that have
21 to go through the necessary procurement steps,
22 it does take time, and it is imperative that
23 the -- the approaches is to do it thoroughly,
24 to do it right and to take the time that is
25 needed to get it executed; but we are trying

1 to bring best practices from other districts
2 across the nation that Heery and Atkins have
3 as clients to this district so that if there
4 is opportunities to make refinements and
5 improvements, that we share that information
6 so that if we can try to find means to move it
7 along on a little quicker or more efficiently,
8 that's our ultimate goal.

9 MS. REECE: I agree with you that that's
10 sort of lost in some communication, but I'm
11 sure that's not what the newspapers focus on
12 when reporting.

13 MR. CORBIN: Point taken.

14 MR. RABINOWITZ: Any other questions?

15 I do.

16 You mentioned earlier about debundling
17 some of the of the RFQ's. What I'm curious
18 about is when that happens, what, if anything,
19 does that do to the prospective cost for those
20 of projects because I would imagine if
21 somebody is going to bid on these potential
22 projects, they don't just want one; they want
23 to have multiple projects.

24 So was there any discount or is there now
25 any increase to these prospective expenditures

1 based upon the fact they have been debundled?

2 MR. CORBIN: Let me address that.

3 First a little education on bundling and
4 packaging, the phrase "bundling" we try to
5 save for when we are doing work at a specific
6 campus that -- inside of the AAFP, there is
7 multiple line items. Each line item is a
8 project as defined by the district, and if we
9 are doing roofing work, fire alarm
10 improvements, sprinkler work, media center
11 improvements, the more that we can bundle at
12 that project level, the more attractive it is
13 to the architect and the contractor that
14 actually performs that work.

15 The efficiencies are gained by having,
16 for example, one superintendent there that can
17 oversee all those activities simultaneously,
18 instead of doing it individually and having to
19 pay for that superintendent oversight from the
20 GC. So there is savings at the level of
21 bundling.

22 When we package the work, packaging has
23 been used to refer to multiple schools that
24 have similar scope, similar types of budgets
25 so that if we were to look at what we

1 packaged, we not only identified similarities
2 to the scope but also proximity to the other
3 projects that we packaged them with.

4 The intent there, same thing, if an
5 architect or engineer was doing mechanical
6 specs, roofing specs, that he could use
7 because of the similarities to the scope, his
8 fees can be negotiated lower. The same thing
9 applies for the overall construction side of
10 the bids: If I was going forward with
11 replacing \$1 million worth of HVAC equipment
12 versus \$6- or \$7 million worth of equipment
13 when, you know, manufacturers that provide
14 that type of equipment see the opportunity for
15 a larger order, they sharpen their pencils,
16 they provide better multipliers to the
17 mechanical subcontractors, so, obviously, we
18 are getting more purchasing power from our --
19 by our bundling as well as packaging.

20 And that's why I said what I said
21 earlier: It is our goal to, you know, bring
22 back to the board the opportunity to put back
23 into the toolbox the use of packaging of
24 projects so that once again we can increase
25 our purchasing power and be the best stewards

1 of the public found funds as possible. I hope
2 that answers your question.

3 MR. RABINOWITZ: It didn't answer my
4 question, but you educated us an phraseology.
5 So let me rephrase my question --

6 MR. CORBIN: Sure.

7 MR. RABINOWITZ: -- based upon your
8 education on the phrasing.

9 My question, then, is, if you depackage
10 some of the projects based upon this board
11 requirement concerning the number of people
12 that sit at these meetings, what, if anything,
13 has that done to the prospective cost for each
14 one of these packages that now have been
15 depackaged.

16 MR. BOBADILLA: So I think that's a good
17 question --

18 MR. RABINOWITZ: Thank you.

19 MR. BOBADILLA: -- and I think we are in
20 a very interesting market, as well. This is
21 very much a contractor's market right now, not
22 an owner's market, and so I think part of our
23 strategy as we move forward is to make sure as
24 we move forward with this bond program, we do
25 it in such a way where entities of all sizes

1 can participate in the work that we are doing.
2 By doing that, we increase the competition
3 that's involved and by doing that, decrease
4 the pricing. Because right now what we are
5 seeing is, if we try to put everything into
6 one size, a large size of bundling everything,
7 then there are only so many firms that we may
8 find come to the table and bid on that work
9 because of the size of what they are able to
10 manage, particularly when a lot of them are
11 already seeing a large volume of work from
12 other clients.

13 So part of our strategy is to do this in
14 such a way where we touch all ends of the
15 spectrum, both the large firms, the midsize
16 but also the smaller firms. I think if we
17 were in a different marketplace, the strategy
18 of maybe trying to group things into as big as
19 possible as we can might work with driving
20 down those costs; but the issue right now
21 really is competition. When we start seeing
22 bids that have one or two subs bidding, then
23 you have to structure things in such a way
24 where you can open it up to other vendors but
25 also increase that pool. So that's part of

1 our strategy.

2 MR. RABINOWITZ: But the way I understood
3 it is that the reason why some of the projects
4 were depackaged was because of a board
5 requirement relative to the number of 11
6 people that can sit on this board.

7 MR. BOBADILLA: That is correct. We have
8 had some that we brought forward where,
9 because of the QSEC limitations as far as
10 individuals that can be a part of that group,
11 we have had to go back and bring them as
12 individual projects, but we already have been
13 bringing individual projects. Even that
14 notwithstanding, we were already doing that to
15 try to find the balance.

16 So once we addressed this QSEC issue,
17 there are going to some projects where we are
18 going to say we need to bring these schools
19 together as one package, but that's being done
20 in the interest of trying to bring
21 efficiencies to the process, because as was
22 asked earlier, you know, are there certain
23 processes as a government entity that we have
24 to follow, absolutely; and that adds to the
25 timeline of being able to move the work

1 forward.

2 So part of that strategy was trying to
3 add -- instead of bringing, say, three
4 different meetings with three different
5 groupings of people and going through that
6 process three different times, trying to do
7 that one time, one group of people and having
8 to go through the process a single time.

9 So now what we are having to do is go
10 through that individual. So there will be
11 both the groupings but also the single school.

12 MR. RABINOWITZ: But does the QSEC
13 requirement of 11 individuals decrease the
14 buying power of the district causing more
15 dollars to be spent on individual projects?

16 MR. BOBADILLA: I think what it does
17 right now, the main effect, is it -- it
18 impacts our efficiency in being able to move
19 the work forward through the pipeline because
20 instead of being able to do one process for
21 several schools, we have to do it several
22 times for each of those schools.

23 MR. RABINOWITZ: Has there been any
24 discussion with the district about trying to
25 streamline the process?

1 MR. BOBADILLA: Yes, and I apologize that
2 wasn't said before, but that's exactly what we
3 are doing right now.

4 We have already brought back a draft
5 recommendation to streamline the QSEC process.
6 We had feedback from the board, from other
7 individuals in the community, and so we are
8 gathering that feedback, and we are -- I think
9 it's in June, if I am not mistaken, that we
10 are planning to bring back a recommendation to
11 the board how to streamline that process.

12 MR. RABINOWITZ: My other question is
13 more general. I'm sure everyone in this room
14 has read the news articles about those schools
15 in some kind of dire need of repair. This
16 bond was voted on in November of 2014, so I'll
17 throw you the softball: When will hammers be
18 swung on those schools that are mentioned in
19 the media to get them moving, you know, in a
20 positive direction? This way the public, who
21 I feel like we represent, will be satiated and
22 feel as though those dollars are being
23 utilized to repair the conditions.

24 MR. BOBADILLA: Sure. I think that's a
25 valid question.

1 In the time that I've been here and Heery
2 has been here, there's been a lot of
3 behind-the-scenes work that had to take place
4 prior to construction starting --

5 MR. RABINOWITZ: No doubt.

6 MR. BOBADILLA: -- and so that work, a
7 lot of that has taken place. Projects are
8 moved out from -- we are now negotiating
9 design contracts and starting to bring those
10 back to the board.

11 But I think there is a couple things
12 that's also missed in the communications,
13 particularly the media communications that
14 come out. If I could refer everybody back to
15 page eight on the presentation that was shared
16 earlier, one of the things I would say that's
17 missed is when the program was started, there
18 was a commitment that the work would be
19 completed within seven years. So what you
20 have in front of you shows exactly that, this
21 work completing within seven years. So the
22 program as a whole remains on schedule.

23 Now, in the beginning have there been
24 some issues, as we've gone through preparing
25 our procurement processes, as we have gone

1 through bringing in a program management firm,
2 as we have gone through transitioning from
3 having a program that's been managed in-house
4 to an outside program, absolutely, we have had
5 transition that's taken place; but at the end
6 of the day, the overall goal, we are still on
7 track to complete this within the schedule
8 that we shared.

9 I know that a lot of folks measure the
10 start of a program, particularly this type, by
11 construction. I get that. I want nothing
12 more than to see construction take place at
13 our schools, so I'll share a couple things
14 that as a team we have talked about and we are
15 going to be doing.

16 So there is probably two big buckets of
17 projects in this program. There are some
18 things that don't have to go through the
19 extended procurement process, so what you
20 heard earlier about now we have contracted
21 with certain design firms and continuing
22 service contracts, that allows us to move
23 forward some of the smaller projects through
24 those continuing design services, which is
25 good news.

1 So between now and the end of the year,
2 we are going to see some of those projects
3 starting. A lot of that is going to be school
4 choice work -- we've already gone to schools,
5 and they have already made selections --
6 moving that forward. So we will start seeing
7 that before the end of the year.

8 At the same time, some of these larger
9 projects, they still have to go through a
10 design process, and that's going to take
11 several months for them to be completed before
12 they can, after that, go into permitting and
13 then go into construction. So we are trying
14 to balance both the need and desire that we
15 all have to try to move work forward, which we
16 are going to start seeing this year, and also
17 the need and desire to do things right,
18 particularly with these larger projects that
19 require more time to get it right and allow
20 the design and the permitting to continue to
21 happen.

22 I know there has been a lot of attention
23 brought to a certain handful of schools, and
24 that seems to be the measuring stick for the
25 entire program, and that's unfortunate,

1 because there are a lot of schools that are in
2 this program that also have needs that we are
3 trying to move forward very diligently with.

4 The other piece that I will add is as we
5 move forward, we are continuing to monitor
6 market conditions to make sure we also do this
7 in a smart fashion. So one of the challenges
8 is the marketplace, and we've continued to see
9 what's taking place with the marketplace. We
10 continue to adjust how we move forward, too,
11 and that's going to be something that's an
12 ongoing cost, has been an issue and will
13 continue to be an issue, not just for us but
14 for a lot of owners in this environment right
15 now.

16 And as I mentioned earlier, part of our
17 strategy to address that is to set aside a
18 program reserve that if we find ourselves in a
19 situation where once we go out to bid,
20 projects come in over the budget that was
21 established, then we go to the program reserve
22 to continue to move that work forward.

23 One of the commitments the superintendent
24 has been very clear on is that strategy is not
25 to cut scope. We are going to meet the

1 commitments we said we are going to do and
2 that may mean we have to pay a little more if
3 that's what the market rate is at the time the
4 bids come back. But that's -- that's the
5 strategy to continue to move the work forward.
6 I hope that answered your question.

7 MR. RABINOWITZ: Thank you.

8 Any other questions?

9 The next report is the activities report,
10 but I don't see Mr. Shim.

11 MR. LEONG: Mr. Shim is out of town.

12 Jeff Whitney is going to the present.

13 MR. RABINOWITZ: Thank you.

14 MR. WHITNEY: Good evening. I'm Jeff
15 Whitney. I'm the assistant director of the
16 capital budget office.

17 So when we look at the budget activity
18 report, we start out with the introduction so
19 that this report is user friendly if somebody
20 has picked it up for the first time, but I
21 want to focus on, tonight, if we turn to roman
22 numeral five, it shows a -- an analysis. It's
23 the changes in expenditures from the last
24 quarterly report to this quarter, so we'll see
25 that, under general obligation bond dollars,

1 we had an additional \$7.2 million that were
2 spent. In our non-general obligation bond
3 dollars, we've spent an additional
4 11.2 million. Those two totals -- this
5 quarter we spent \$18.3 million, and there is
6 74 additional financially active projects.

7 When we look at roman numeral six, this
8 is a new chart that we are putting in the
9 report that shows the expenses by quarter as
10 the stacked bars, and they relate to the scale
11 on the left-hand side; and then the green line
12 that goes through would be a running total of
13 the expenses for the whole program, and that
14 would relate to the scale on the right-hand
15 side of the page. So as of the end of the
16 third quarter, we've spent in total for the
17 SMART program almost \$52 million.

18 When we go to the next page of the
19 report, this will be where we will be showing
20 in each quarter those things -- go forward to
21 number seven, that page. There we go.

22 So this will be where we will be listing
23 the school board approved amendments to
24 project budgets. So in the third quarter
25 there was a board item on January 20th that

1 added \$182,125 to the project at Attucks
2 Middle School for the building envelope
3 improvements. So they will be detailing all
4 of those changes here, because then that would
5 be reflected in the differences in the
6 subsequent pages we are showed you, the
7 proof -- the original budgets versus the
8 current budgets. So we are able to track here
9 those individual changes that the board has
10 approved.

11 The next thing that I wanted to focus on
12 in this quarter's report is on page three of
13 the report. That's where we really get into
14 the meat of the activity.

15 We can kind of see a -- a summary, then,
16 of the financially active projects broken into
17 some of these categories so that earlier, when
18 I talked about the increases in expenditures,
19 you can see here that a lot of the activity at
20 this point, as we've -- we've kind of heard
21 through the night, technology has been very
22 active and busy and they are nearing the end
23 of their quarter -- their year one and year
24 two projects, and they are really excited to
25 get started on the year three projects that

1 they will be able to begin on July 1st; and
2 that construction has been going through a
3 time where they are into this design
4 procurement process. We should be beginning
5 to issue some design contracts in the near
6 future, so you will see more activity in the
7 commitments column for the renovations and
8 safety and, you know, some of these other
9 categories, rather than just a new technology
10 line. And then, as they move into the
11 construction phases in several more months, we
12 will start to see a lot more activity in the
13 expenses in those categories, too.

14 But using these numbers on this page, at
15 this point in time we had about 62-and-a-half
16 million dollars, which would be the total of
17 expenses and commitments -- the prior year's
18 expenses, the commitments and the current
19 year's expenses for both the GO bond and the
20 non-GO bond dollars.

21 Then following this page, continuing
22 through the report, it just shows that -- the
23 detail by school of the financially active,
24 and then further into the report, we still
25 have a listing that shows those projects that

1 have not had financial activity yet so that we
2 are able to show in this report all of the
3 year one and year two projects.

4 Are there any questions?

5 MR. RABINOWITZ: Any questions?

6 MS. REECE: Yeah, I have just got two
7 quick questions.

8 So when you said the one project that
9 needed more money, the 180,000, where does
10 that come from?

11 MR. WHITNEY: That comes from the
12 district reserves. So in the -- in the
13 adopted capital plan, there is a reserve item
14 that we have that Leo spoke about a few
15 minutes ago, too, there's -- it's kind of a
16 program reserve where the funds can come from,
17 so that as projects may encounter needs for
18 additional funding, or in cases where projects
19 need less funding, that would be where those
20 funds would be returned so that they could be
21 used for the general purposes of completing
22 the whole program.

23 MR. RABINOWITZ: Are those bond dollars
24 in the reserves or not bond dollars in the
25 reserve?

1 MR. WHITNEY: At this point in time we
2 don't have any bond dollars in the reserve.
3 The bond dollars are all committed to these
4 projects, and those dollars would represent
5 that portion, I guess. So the whole program
6 now is in that \$987 million. The bond is only
7 \$800 million. So those reserve funds are
8 other district resources, rather than bonds.

9 MS. REECE: Would that be a
10 recommendation that you would maybe make for
11 the extra technology funds to go into the
12 program reserve? Is that --

13 MR. WHITNEY: That could be one of the
14 directions that they go, but that's, you know,
15 a discussion that the cabinet will have and
16 make the presentation and recommendation to
17 the school board at some point in the future.

18 MS. REECE: Then my second question is:
19 Obviously there is time crunch when you are
20 spending bond funds where you want to meet
21 those requirements. I see that when you were
22 showing the funds spent recently, more of them
23 were non-bond funds; were they not
24 bond-eligible expenses? Why would you not
25 spend bonds first?

1 MR. WHITNEY: Some of it is because
2 the -- just the mix of the kind projects that
3 they didn't -- they didn't -- they were less
4 likely to be eligible for the bond program,
5 and we have some other fund sources that also
6 have expenditure time lines and requirements
7 that we get from the state that we need to
8 use.

9 Around technology, a lot of the
10 technology projects are spending funds that we
11 are getting and we kind of commingled those
12 with the bond funds, but that causes some
13 problems, so...

14 MS. REECE: Okay.

15 MR. RABINOWITZ: Any other questions?
16 No?

17 The next item on the agenda is TaxWatch's
18 report, but before we do that, does anybody
19 want to take a break for a few minutes? Why
20 don't we take five minutes?

21 Thank you.

22 (Whereupon, a recess was had.)

23 MR. RABINOWITZ: Let's reconvene the
24 meeting, and we left off with TaxWatch report.

25 MR. NAVE: Thank you, Mr. Chairman.

1 You should have all received our report
2 last week. We reviewed the third quarter
3 report by the district and included our
4 findings and 13 recommendations, some of which
5 you have seen in previous reports. Two things
6 I learned in putting this report together is
7 that the inclusion of additional schools means
8 there is a lot of more information to go
9 through. It takes a lot more time to put this
10 report together, so I am dreading the next
11 quarterly report.

12 MR. CORBIN: Start now.

13 MR. NAVE: Rather than go through all the
14 reports, I want to kind of just hit the
15 highlights and hopefully, again, in lieu of
16 discussion of information that TaxWatch thinks
17 the bond oversight committee would find
18 helpful in the next quarterly report.

19 So I will just start with the facilities
20 construction part of the report. It was
21 reported tonight that there are 21 financially
22 active SMART program reports. The total
23 budget for those reports is just north of
24 \$91 million, and the total expenditures and
25 commitments on those projects is a little bit

1 north of 3 million to date.

2 We also heard that of those school choice
3 enhancement projects for years one and two,
4 you have got 110 of those projects in active
5 status.

6 The district staff provided a summary of
7 the construction activity, and that led to the
8 first recommendation in our report that
9 beginning with the next quarterly report,
10 TaxWatch recommends that the district include
11 for each financially active project more
12 project-specific information that would lead
13 the bond oversight committee to conclude that
14 projects are either on time or not on time, on
15 budget or not on budget, and to give a little
16 better idea of where these monies are being
17 spent, who is getting these contracts and
18 things like that, and I want to talk about
19 that a little later, but I just wanted to
20 throw that out.

21 And, again, I would reference our --
22 excuse me, the best practices document that we
23 provided last year, and specifically reference
24 best practice 37.3 that includes the
25 information that TaxWatch recommends be

1 reported to the bond oversight committee.

2 Moving into the technology part of the
3 report, at the end of the second quarter,
4 about 45 percent of the infrastructure
5 technology upgrades were either complete or in
6 progress of being completed. What we heard
7 tonight was about 55 percent of those upgrades
8 were either complete or in the process. When
9 you add to that the 29 percent of the schools
10 that were in compliance and which no monies
11 were being spent, right now we are at about
12 84 percent of the schools were in compliance
13 with the technology standards. Looking at the
14 computers, Mr. Hunter reported that about
15 98 percent of the schools are in compliance
16 with the computer standards. That's up from
17 about 79 percent at the end of the second
18 quarter; and, again, looking at the wireless
19 access points at the end of the second
20 quarter, 67 percent of the schools were either
21 in compliance with the standard or were either
22 in the process of becoming compliant. At the
23 end of third quarter that had bumped up to
24 73 percent.

25 Of the 6,100 wireless access points that

1 had been ordered, about 70 percent of those
2 have been received and installed.

3 So the technology spend for the district
4 schools seems to be going very well. There is
5 significant progress being made, and I think
6 we heard that tonight from Mr. Hunter. I
7 think the same can be said for the charter
8 schools. Charter schools, when one looks at
9 the equipment that's been purchased and
10 installed, they are very, very close to
11 completely wrapping that up. So considerable
12 progress has been made on the technology
13 spend.

14 Looking at the music and arts part of the
15 report, addendum three to the amended district
16 educational facilities plan includes a
17 comprehensive music equipment replacement
18 schedule, and that schedule identifies 193
19 music replacement projects, and 97 of those
20 are scheduled to be completed during fiscal
21 year 2014/'15 or fiscal year 2015/'16.

22 And the district reported tonight that
23 that music equipment deployment has begun for
24 a number of those schools. There were --
25 excuse me, 11 of the schools were reported to

1 be closing out, and they had reported
2 equipment purchases for eight of those. And
3 TaxWatch identified the three schools that had
4 not been reported, and what we heard tonight
5 was that those were next quarter schools, and
6 it raises the question of the reporting
7 period.

8 And we noted in our report that the
9 status of the music equipment report was as of
10 April 28th of this year. TaxWatch recommended
11 in the future the district should report the
12 status as of the end of the quarter, and had
13 the district reported the status as of
14 March 31st, we probably wouldn't have raised
15 that issue, probably wouldn't have made that
16 recommendation.

17 It's also important to note that of the
18 current fiscal year, 2015/'16 projects,
19 60 percent of those music projects have not
20 yet started, and the district report included
21 no explanation as to why those projects had
22 not yet started. So TaxWatch's recommendation
23 number eight in our report recommends that the
24 committee ask the district for an explanation
25 as to the reasons why those projects appear to

1 be delayed.

2 The music report also identifies, and we
3 heard report tonight, 26 kilns that have been
4 replaced since 2014; however, we could find no
5 associated budget activity anywhere in the
6 quarterly report associated with replacement
7 of those kilns. So our recommendation number
8 11 in our report, we recommend that the future
9 budget activity reports or the music equipment
10 deployment reports or the arts reports include
11 budget information that ties into the purchase
12 of arts equipment.

13 We also looked at the budget activity
14 report, and, again, the budget activity has
15 increased dramatically since the last quarter.
16 At the end of the last -- the second quarter
17 there were 318 financially active projects.
18 At the end of this quarter there were 392.

19 Program expenditures at the end of the
20 second quarter were 33.4 million. At the end
21 of March those total expenditures were about
22 51.7 million, and one of the things TaxWatch
23 does is we look at the budget activity that is
24 reported. We look at what is being spent and
25 what it is being spent on, and we compare it

1 to the amended district educational facility
2 plan to make sure that the money is being
3 spent for things that it should be being spent
4 on, and we've identified in the report ten
5 schools from which there was budget activity
6 reported but there was nothing in the
7 construction -- construction part of the
8 report to support or to justify that
9 expenditure.

10 And the first example that we list was
11 Forest Hills Elementary School. The quarterly
12 report showed just over 977,000 that had
13 either been expended or committed for HVAC
14 replacement, but there's no information in the
15 facilities construction part of the report
16 that would support that expenditure; and there
17 were simpler expenditures for nine other
18 schools. I'm not going to list those.

19 And I think that that -- what I'd like to
20 discuss, and what I propose we discuss, again,
21 is what information does this committee need
22 from the district to have a comfort level that
23 these monies are being spent, these projects
24 are on time, on schedule, and things like
25 that.

1 But I want to summarize -- I think there
2 is a couple of important points to make. One
3 is Mr. Hunter and his staff have been able to
4 complete for the most part the technology
5 spend. It's winding down. They have been
6 able to meet and, in many cases, exceed the
7 district's standards and save a lot of money
8 in the process.

9 TaxWatch looked at those projects that
10 had been identified as completed in their
11 report. Then we went to the budget activity
12 report to see what the remaining balance was,
13 and we came up with an unexpended balance for
14 the completed technology projects of right
15 around \$4 million of monies that could be
16 reallocated to meet other critical unmet
17 needs.

18 So I think Mr. Hunter, excuse me, and his
19 staff have done a great job on the technology
20 spend. I think they deserve to be commended
21 for that.

22 The second thing I think we need to
23 mention, I think it's time to shift the focus
24 from the technology spend to the facilities
25 construction spend, and I think it's

1 important, again, with our recommended best
2 practice 37.3 in mind to, between now and the
3 next quarterly report, get a comfort level
4 both of the committee and at the district
5 level and with TaxWatch of what is going to be
6 reported so that the questions that were asked
7 tonight don't get asked the next time we meet.

8 And I -- you know, I put myself in the
9 perspective of the taxpayer, and the kinds of
10 questions that I think taxpayers want to know
11 is, you know, on a project specific basis, is
12 this project on schedule or is it behind
13 schedule? If it's behind schedule, why is it
14 behind schedule and what is the district doing
15 to get it back on schedule?

16 The other question is, is it on budget?
17 If it's not on budget, why is it not on
18 budget? Are there change orders? Are
19 there -- are the costs going up? Are there
20 opportunities for cost savings?

21 A good example is section 179D of the
22 federal tax code permits the districts to get
23 tax deductions for energy efficiency measures
24 that are being put into place, and those
25 measures are retroactive to 2006, and those

1 savings can be as much as \$1.80 a square foot.
2 So there is significant cost savings there for
3 energy efficiency. So are those kinds of
4 things being built into the projects?

5 And a another thing we have seen is two
6 or three organizations decline to participate
7 on this committee because of conflicts of
8 interest because they wanted to bid on the
9 work. So I think it's important to look at
10 the extent to which minority contractors and
11 historically underutilized businesses are
12 getting contracts to do this work.

13 And I think the timing is good, because
14 we've heard tonight that E-Builder has just
15 gone live. It's in the process of ramping up,
16 and I've talked to Adrian earlier tonight, and
17 I think we are both optimistic that a summary
18 report could be put together for each project
19 that answered those kind of questions and
20 provided that kind of information. But,
21 again, I think the key is what information
22 does this committee need to meet its
23 expectations, not mine.

24 So that -- that pretty much concludes my
25 report. I'll be more than happy to answer any

1 questions you have.

2 MR. RABINOWITZ: I'll take a moment first
3 and thank you, again. I mentioned to you
4 off-line that we really can't do our job
5 without your assistance so thank you very
6 much.

7 MR. NAVE: Well, that's very kind of you.
8 I appreciate that.

9 MR. RABINOWITZ: Your reports are really
10 invaluable, at least as far as I'm concerned,
11 in evaluating everything we receive, so thank
12 you.

13 I would turn to Mr. Hunter, as well, and
14 thank you, as well, as a member of this
15 committee, as a citizen of Broward County, as
16 a father of two kids in public schools of
17 Broward County, to hear that what now is more
18 than 84 percent of technology has been solved
19 in the schools in this county, I think that's
20 something to be proud of, I think, that
21 hearing that we have saved almost \$4 million
22 because of your efforts, as well, that can be
23 potentially reallocated, so thank you very
24 much.

25 I know we asked you a lot of questions,

1 as well, over the last few meetings, and you
2 have come back to us answering our questions,
3 so I greatly appreciate it on many levels.

4 MR. HUNTER: Thank you, and really all
5 the credit goes to the team and the staff that
6 work on this on a daily basis, but thank you,
7 and I'll be sure to pass that on.

8 MR. RABINOWITZ: I think that -- to move
9 forward, before I ask my myriad of questions,
10 I'll ask the other members of committee to go
11 for it, if anybody has any other questions, no
12 questions of TaxWatch or anything out of the
13 report?

14 MS. REECE: I do, just one.

15 When you talk about the project specific
16 update and that's to be determined, I believe
17 when the construction folks were presenting,
18 you were talking about having a website with
19 just that, weren't you, when E-Builder is
20 online?

21 MR. VIERA: So there is two different
22 informations. The website is going to be more
23 at a summary level, gaining perspective of a
24 per element, per project at the school and
25 giving the -- the constituent, whoever it is

1 at the website, where it is, whether it's not
2 started, in design or construction.

3 The next level of reporting were a more
4 detailed summary report, as Robert was
5 mentioning. We will be working together for
6 the next quarter to have a template to use
7 that's acceptable to the committee of the
8 informations that you guys want to see at a
9 per-project level, and we will be -- hopefully
10 there is a big reporting tree out of E-Builder
11 that will generate reports, sort of automated
12 reports, and we will work together, if we have
13 to do a custom report, to meet the committee's
14 needs.

15 MS. REECE: And does that link to your
16 financial system?

17 MR. LEONG: I think that the financial
18 information they get comes from the same
19 database.

20 MS. REECE: So that would be included in
21 the report with the financial information?

22 MR. VIERA: It all ties back -- the
23 E-Builder ties back with the SAP, which is the
24 financial tool.

25 MR. CORBIN: I think that if I may try to

1 interject a little bit for some open
2 discussions on this, I think it would be
3 beneficial for the construction side of these
4 reports to have some discussion on the level
5 of information that this committee seeks.

6 Looking at, let's call it almost
7 one-billion dollars worth of activities, I am
8 aware of these lists of projects that TaxWatch
9 had kindly brought forward to our attention.
10 If we go down that list, there is many of them
11 on there that if you understand the details
12 behind those commitments and/or expenditures,
13 many are associated with some preliminary data
14 that's beneficial with regards to roof
15 assessment reports or HVAC reports that may
16 only have a magnitude of like \$10,000 or so
17 associated with that expense.

18 That information is being used to now
19 support the RFQ that we are putting forward to
20 solicit to the proposal designer. The
21 designer, when he is onboard, will use that
22 information as he makes his informed judgment
23 determinations on how best to address that
24 scope; but, once again, if it is the flavor or
25 desire of this committee to break down that

1 level of information on what those dollars are
2 being utilized for, I would like to open that
3 up for discussion, you know.

4 From best practices across the nation, we
5 work with many districts that have got
6 building programs as large as this one or
7 larger, and trying to track dollar amounts
8 down to this level are very cumbersome to do.
9 I think in big picture-wise, what we've seen
10 many districts do is try to provide the
11 facility side of the report big picture-wise:
12 are we on budget, are we on schedule, where
13 are we in the overall process, you know, is it
14 still in design or are we into construction,
15 are we finishing on time. It's that type of
16 level, but the financial side is key to know,
17 and often districts choose to allow that
18 information to be reported in one location in
19 the financial section.

20 So we would like to understand how do
21 you -- this committee would like this
22 information reported going forward, and if
23 it's a, you know, approach where let the
24 financial side come from Omar's group, let the
25 construction progress be reported through

1 Atkins and Heery through E-Builder and/or
2 individual project level reports, I think that
3 would be very beneficial to this committee, to
4 TaxWatch and most importantly this community.

5 MR. RABINOWITZ: You had a comment?

6 MR. NAVE: If I may, Mr. Chairman, I
7 think that's exactly the way to go. The
8 budget activity report lays out what's been
9 spent on what, and that's fine. TaxWatch has
10 no problem looking at that. It's just when
11 one looks at it and sees that a million
12 dollars has been spent on an HVAC replacement
13 for a school and there is nothing in the
14 construction report that equates to that or
15 that you can look at and connect to it, then
16 there is disconnect there.

17 MR. RABINOWITZ: I would imagine we will
18 get an answer to that question before the next
19 meeting?

20 MR. CORBIN: I will provide one tonight.

21 MR. NAVE: What TaxWatch is suggesting,
22 and what I talked to Adrian about, is let's
23 put together a template that, again, answers
24 those questions. What I think most folks want
25 to know at a project level is, is it on

1 project, you know, is it on schedule, is it on
2 budget; if not, why and what can we do to fix
3 it, and if there are opportunities for cost
4 savings, what are they, how are we going to
5 deal with those, and if there is minority
6 contracting, we want to know who is doing the
7 work, those kind of things.

8 So it's an issue of you don't want to be
9 too granular, because we'll never get through
10 the data; but you don't want a summary level,
11 either. So somewhere in the middle there's
12 the right level of data that I think this
13 committee needs, and I think it's what you
14 were talking about, it's to give the committee
15 and to give the taxpayer comfort that these
16 projects are on schedule and that they are on
17 budget; and if they are not, then the right
18 corrective actions are being taken to get them
19 on schedule and get them on budget.

20 MR. RABINOWITZ: Well, and I was going to
21 comment to Mr. Bobadilla, because you have had
22 experience in these kinds of projects before
23 around the country in different cities and
24 states, I would imagine that you were working
25 with folks from E-Builder to set up those tab

1 parameters, characteristics so there is
2 complete transparency.

3 MR. BOBADILLA: Well, so, yeah, and thank
4 you for that.

5 So I think we are all on the same page
6 from everything I am hearing. I think where
7 we are transitioning right now is moving to
8 that project-by-project status. I think the
9 first part of that transition is the website
10 to provide a high level where people can see
11 exactly what are the various scopes of work
12 that are happening at each school, what are
13 the timelines, when those scopes are supposed
14 to be starting, and what is the status, a very
15 quick snapshot, very much like what you see
16 with the technology on the website.

17 So that's what we are transitioning to,
18 and we'll be there -- when are we going to go
19 live with that?

20 MR. VIERA: It's May 30 -- by June 1st,
21 it's --

22 MR. BOBADILLA: So by June 1st we will
23 have that, so I think that's the first part of
24 transition.

25 The other part of the transition that I

1 found is so this group here typically needs
2 just a little more information, then, to be
3 able to answer questions around the
4 financials, around the schedules, around the
5 things that have been raised; and so I think
6 we also need to develop our own
7 project-by-project reporting mechanism that
8 we'll start doing here.

9 And that is something that I think,
10 certainly, as we develop that, we can get
11 input from TaxWatch, as well, just to make
12 sure we are all on the same page with how we
13 are doing this because I think what becomes
14 critical is that we all agree to that format
15 and then, going forward, implement to that
16 format. Because the most challenging thing
17 becomes where we change that at every meeting
18 and then we have to figure out a new way of
19 doing it and get new information.

20 So I think that's what we are all
21 transitioning to, and I think we are all on
22 the same page.

23 The other piece that I heard that I think
24 is also going to become critically important
25 as we move forward is the MWBE reporting, and

1 typically that's something that's a separate
2 report, if you will, just like one of these
3 other reports, a separate report, an MWBE
4 status and where we are, not only with our
5 percentages.

6 But also I think it's important,
7 particularly now, as we are preparing -- we
8 are already looking through our vendors that
9 we have prequalified on our list, right. So
10 that should be a big effort and has been for
11 the district to work. We have been going out
12 and having community meetings, meetings with
13 contractors and such to make sure they
14 understand what is the process that we as a
15 district have to have firms prequalified so
16 that when this work does become available,
17 they are noticed through our automated system
18 that there is a project here that may be of
19 interest based on how you identified yourself
20 and the work that you do.

21 So if it's okay, what I will do is I will
22 take that back to our MWBE team and ask them
23 to start thinking about developing a report to
24 come to this committee. Okay?

25 MR. RABINOWITZ: Okay.

1 MS. REECE: So there is -- we are going
2 through something similar in the city where I
3 work, and we are transitioning to, like, a
4 mapping tool where you can click on the map
5 and then it pops up whatever capital project
6 is going on and it has the financial data,
7 too. Do schools do something similar to that?

8 MR. BOBADILLA: So we will have that
9 mapping tool as part of what we are developing
10 for the website. You will be able to see the
11 map and all the dots of all the projects in
12 all the schools. You click on that, and then
13 it will take you to the next level of detail
14 information for that project. The other piece
15 we are also voting on there is the DEFP, which
16 gives the core financial accounting school by
17 school of what's included in each of these
18 projects.

19 MR. RABINOWITZ: Within that reporting,
20 and I see -- I am looking at TaxWatch
21 recommendation number five, could there be a
22 component for cost savings, as well?

23 Bob also mentioned, for example,
24 concerning benefits that would be received
25 from a tax perspective, could that be a

1 component?

2 MR. BOBADILLA: Absolutely, I think it's
3 a great idea, because as we go forward,
4 particularly with Atkins and Heery, we are
5 going to be identifying a lot of those cost
6 saving opportunities, and I think to capture
7 it one place might be a very good thing to do,
8 so yes.

9 MR. RABINOWITZ: TaxWatch recommendation
10 number six also talks about opportunities to
11 limited minority-owned businesses; is there
12 any parameter that is set by the district that
13 this percentage or number of projects should
14 be awarded to women-run or minority-owned
15 organizations?

16 MR. BOBADILLA: So the district not too
17 long ago had a disparity study done. The
18 district has now assigned a working group, a
19 committee, if you will, who has now been doing
20 this now for a few months going through that
21 disparity study, identifying the
22 recommendations that were made and working
23 with the district to identify how to go about
24 implementing those recommendations.

25 The other thing that they are doing is

1 identifying the priority of each of those
2 recommendations, because they are not -- as
3 they see it, they are not all equal. There
4 are some that they believe have a greater
5 impact than others, and they are also looking
6 at the timeline to be able to implement each
7 of those.

8 The end result is that committee to going
9 to bring back a recommendation to the board of
10 what are the changes that need to be done, not
11 only in policy and process, but also in
12 practices to make sure that we address the
13 issues were identified through that disparity
14 study.

15 MR. RABINOWITZ: Any other questions?

16 So what was the answer to \$997,000 HVAC
17 issue?

18 MR. CORBIN: Yes sir.

19 At Forest Hills Elementary some
20 preliminary budget numbers were established
21 under the prior management. That figure for
22 that HVAC improvements was estimated to cost
23 \$2.1 million. The 977,159 has been expanded
24 associated with the HVAC replacement, which
25 leaves the available fund balance of

1 \$1.2 million and change.

2 The project has been substantially
3 completed, and closeout is pending the final
4 delivery of the remaining closeout documents
5 and their processing of their final invoice.

6 You mentioned this just moments ago, the
7 district's owners purchasing credit change
8 order was part of that final closeout, so the
9 district was able to capitalize on some of
10 those savings that folded into the overall
11 final figures that are being shared right now.

12 So with that, the Forest Hills HVAC work
13 is across the finish line, with the exception
14 of the final closeout documents, which should
15 occur prior to the end of the next quarter.

16 MR. RABINOWITZ: Was this a project that
17 was delivered on time, on budget?

18 MR. CORBIN: Under budget and within the
19 original timeframe that was initiated for it.
20 So those are all positive news to report
21 there; and, hopefully, you know, what we'll
22 see, going forward, is a mutual set of
23 information documents that allow the proper
24 level of detail to be reported as we make
25 milestones such as this.

1 MR. RABINOWITZ: Thank you.

2 MS. REECE: So, Bob, what was the issue?
3 Maybe I'm -- it didn't show up in both
4 reports, this HVAC system?

5 MR. CORBIN: There was just not anything
6 included in the facilities report for this
7 quarter specific to this list of projects,
8 and, you know, once again, working with a
9 large program such as this, it was never our
10 intent to try to provide that the granularity
11 of all of the various expenditures to date,
12 but I do believe that the HVAC progress should
13 have been reported.

14 I apologize that it was not included in
15 that, but this is a project, as I mentioned,
16 that was previously managed by another
17 company. That transition happened at Heery
18 very late in the month of January, and it did
19 take us some time to review all the documents
20 to get up to speed on this project and
21 understand exactly where it was.

22 So with that said, now, going forward
23 with future reports, I think an activity such
24 as this should have received some notice in
25 our monthly report and what we will work

1 towards, that annual.

2 MR. RABINOWITZ: Let's not overlook good
3 news.

4 MR. CORBIN: Absolutely. We need more of
5 it to report, and we need to take advantage of
6 it where we can.

7 MS. REECE: Do you get some sort of
8 electronic file? How do you -- how do you
9 come up with these? I mean, do you go through
10 it one by one in a hard copy?

11 MR. NAVE: I painfully go through every
12 one in hard copy.

13 MS. REECE: Okay. Could he get like an
14 electronic version or something to help him?

15 MR. NAVE: I still have to go through it.

16 MS. REECE: I mean, we appreciate it, but
17 I wouldn't have caught that by just, you know,
18 flipping through the report, so...

19 MR. NAVE: Thank you.

20 CHIEF DiPETRILLO: Mr. Chairman, I think
21 sometime ago, and I maybe misconstruing how we
22 did this, but wasn't there some discussion
23 about projects such as this that go either
24 positive versus negative and at some level,
25 financial level, those would be reported?

1 Obviously you don't want small projects, a
2 couple thousand dollars, a couple hundred
3 dollars. Wasn't there something we talked
4 about at one point having that reported at or
5 near the ended of project, whether it was in
6 the negative or positive so we would know if
7 there was dollars that were being rolled over
8 to other projects or could be used? I thought
9 we discussed something like that or at least
10 along that track.

11 MR. RABINOWITZ: I think we did. I don't
12 know where it left off.

13 CHIEF DiPETRILLO: I don't know if we
14 ever got to how we would do something like
15 that or whether there was a benchmark that
16 would be reasonable. We don't want to look at
17 a couple thousand dollars or maybe pick
18 some ...

19 MR. WHITNEY: In this specific instance,
20 this project hasn't actually been closed out.
21 So when there is a closeout item finally that
22 goes to the school board, there will be a
23 financial impact on that agenda item that,
24 just like the Attucks item on here that need
25 \$182,000 out of the reserve, this project will

1 potentially be returning a million plus to the
2 reserve, and that would be reflected in that
3 same part of this report to show that monies
4 are being returned and the budget for this is
5 being decreased if it's completed and it
6 didn't need all its funds.

7 So as those documents make it to the
8 school board and get approved and that occurs,
9 that would show up in the financial activity
10 in the budget activity report.

11 MR. CORBIN: One of the things I will add
12 is that, for example, at the Forest Hills
13 Elementary School, though the HVAC work has
14 been successfully executed, completed, and it
15 is under budget, one of the things that still
16 remains at that campus is additional scope
17 that remains to still be executed. So, you
18 know, knowing that the district's commitment
19 to fully execute the scope -- you've heard
20 that repeatedly tonight -- what we believe
21 would be a prudent time to bring forward those
22 type of reports or savings is after all of the
23 board-approved scope has been delivered, so
24 that, once again, if any balancing is required
25 for any of the other scope that was to be

1 executed on that campus, it's given the
2 opportunity to be done so -- out of the total
3 funds appropriated by the board for that work
4 at that campus.

5 But as we take that work all the way
6 across the finish line, if there is savings
7 that remain, that would be the time that a
8 report would be reflective of that overall
9 amount; and, once again, it would be brought
10 back to the board to first be reported on and
11 then to either provide a recommendation for
12 the board to act on or for the board to make a
13 decision on how to utilize those dollars.

14 MR. RABINOWITZ: You are not telling us
15 there is another \$1.2 million to be done in
16 scope of work out there, right?

17 MR. CORBIN: No, I did not say that.

18 MR. RABINOWITZ: Then it raises the
19 question in my mind, how can \$2 million be
20 allocated for a million-dollar project? It
21 just seems like that's a big disparity.

22 MR. CORBIN: I asked the same question,
23 and, unfortunately, some of the resources that
24 were best to answer that have already moved
25 along; but the information I was able to

1 uncover was that the initial thought of the
2 overall extent of the HVAC scope was first
3 believed to be a little more exhaustive or
4 more costly than it actually turned out.

5 And this comes back to a lot of the
6 discussions that we've had through our
7 workshops, as well as through board
8 presentations, that right now, as you begin
9 this SMART program and you look at the level
10 of information that's pertained in the ADFP,
11 that it's a verbal type of scope. There is no
12 actual design that has been progressed yet, so
13 often when you are dealing early on with
14 concept type of estimates, some figures can be
15 very high, while other times sometimes they
16 can be low.

17 But in this particular instance, the
18 estimate that had been prepared was a very
19 rough order of cost magnitude that was on the
20 very high side, so ...

21 MR. BOBADILLA: So this is part of the
22 challenge, I think, as we go forward, and I've
23 seen this on several programs where, as you
24 have multiple scopes at a school, and as you
25 are doing those scopes, some may come in

1 higher than what the planning originally said
2 was required. Some may come in lower.

3 So as you move forward, sometimes there
4 is where you see, for example, some cost
5 savings, the desire is, well, it's what I call
6 sweep those dollars, put it in a reserve or do
7 something else with it; but I think the most
8 prudent thing to do is get to a place where we
9 feel all comfortable that the entire scope can
10 be completed before we start sweeping any
11 single line items thinking that we are okay
12 because that may not be the full picture at
13 the end of the day.

14 The other piece that sometimes that
15 creates is, well, we think we may have some
16 extra money here that may be available, but we
17 can't move it yet until we get further along
18 in the project, which is where having the
19 program reserve helps, because if you have
20 another project that's at a place where it
21 does need to funding, then you can use dollars
22 from program reserves to be able to move that
23 forward, knowing that you are probably six
24 months or a year later going to be able to
25 sweep some of those dollars and return them

1 back to program reserve and replenish that.

2 So it's a cycle, and that's where that
3 program reserve plays such an important role
4 so that as the timing doesn't always work out
5 for that funding for those projects that have
6 cost savings to be able to be moved to support
7 projects that may have additional needs for
8 dollars, that reserve can help mitigate during
9 that timeframe. So it really becomes a tool
10 to continue to move everything forward, and I
11 think we will see more of that as we go
12 forward where projects will -- scopes will be
13 coming in under budget. Others will be coming
14 in over budget, and that program reserve works
15 as a balancing mechanism to keep moving things
16 forward.

17 MR. RABINOWITZ: Thank you.

18 MS. REECE: So how do you prevent schools
19 from being parochial and wanting to keep that
20 money and expanding the scope. That could
21 potentially happen. They know they have
22 800,000 or however much, and then they have
23 these other projects. How do you --

24 MR. BOBADILLA: That's a great question.

25 I remember working with a superintendent

1 a few years ago who was dealing with that at a
2 school, and his response was, well, do you
3 want me to commit to you the scope that we
4 promised or do you want me to commit to you
5 these dollars and then whatever gets done gets
6 done?

7 The response was, no, we want you to
8 deliver on the promises that were made.

9 So that's where we are coming from. We
10 want to be able deliver on those promises.
11 Some schools may at the end of the day have
12 additional dollars remaining that we are able
13 to use for other schools that eventually need
14 those dollars, but at the end, our commitment
15 is the scope.

16 MS. REECE: So who enforces that?

17 MR. BOBADILLA: Well, that's -- at the
18 end of the day it gets board approved, and so
19 the board has approved the scope and the
20 budget. So once we complete the scope, then
21 it will be a recommendation back to the board
22 to adjust the budget accordingly and move
23 those dollars to where we have other needs.

24 MR. CORBIN: Okay. But to control the
25 scope that the board approved, that is a task

1 that falls on the shoulders of the Atkins
2 team, as well as Heery's team. One of the
3 things that we do is we communicate early on
4 to this topic, because we have already
5 encountered it. We encounter it time and time
6 again with just about every large building
7 program. So it's not something new.

8 We are familiar with it, and the key is
9 to address early on, be straightforward with
10 the principal, the stakeholders of the school,
11 just like Leo said, this is our goal and to be
12 able to deliver on the overall scope, we have
13 got to be able to first complete that scope.
14 If there is savings, we need to return them
15 back to the board so any balancing that's
16 needed takes place; but at the same time, it
17 will be ultimately up to the board to
18 determine how best to use any surplus funds,
19 if there are at the end.

20 MR. NAVE: One of the things we do is
21 that we look at every commitment and every
22 expenditure reflected in the budget activity
23 report, and we compare that back to the
24 amended district educational facility plan to
25 make sure that that expenditure is consistent

1 with what the board has approved, and if it
2 was inconsistent, we would flag it in our
3 report to you.

4 MR. BOBADILLA: These are -- don't get me
5 wrong, these are not easy conversations,
6 particularly when you are the project manager
7 on that project and everyone around the table
8 recognizes that there are -- the list of needs
9 is longer than the list of what we are
10 planning to address; but it's a conversation
11 that we have to have. So we all know that,
12 but these are the most critical things that
13 need to be addressed as part of this program.

14 MR. RABINOWITZ: Any other comments?
15 Questions?

16 The next item on the agenda is the school
17 board workshop followup. I appeared at the
18 workshop on March 29th, 2016; provided the
19 update of our review and questions that we
20 asked. I thought the meeting went well, as
21 far as I was concerned.

22 And I'll jump ahead for just a moment
23 because another item on the agenda is the next
24 board workshop is June 14th, and I cannot
25 attend. Typically that falls to the vice

1 chair to attend in my stead to provide the
2 report.

3 MS. SIEGEL: I'm gone.

4 MR. RABINOWITZ: I don't know, and I
5 would ask -- I guess -- I don't have the
6 resolution in front of me concerning the
7 establishment of this committee, but I guess
8 if general counsel can answer the question:
9 Can another member of the committee, other
10 than the chair or vice chair, attend the
11 workshop on behalf of the committee, or does
12 it have to be one of us?

13 MR. LEONG: If you can give us a minute.

14 MR. RABINOWITZ: Yes, sure. Thank you.

15 MS. MYRICK: It just says the committee
16 will present summary of findings and reports,
17 so anybody from the committee.

18 MR. RABINOWITZ: Okay. Don't all
19 volunteer at once.

20 You're in California.

21 It's June 14th. Come on, Chief, you are
22 available, aren't you?

23 CHIEF DiPETRILLO: Out of the country.

24 MR. MONACO: I'll take a look. What time
25 is it?

1 MR. RABINOWITZ: They'll arrange it.

2 MR. MONACO: No problem. I'll do it.

3 CHIEF DiPETRILLO: Yeah, I'm overseas.

4 MR. RABINOWITZ: Well, Joe, you are the
5 man. Put it on your schedule.

6 I guess somebody will contact Joe about
7 the time that he needs to be there?

8 MR. LEONG: Yeah.

9 MR. RABINOWITZ: Okay. Perfect. Thank
10 you. That kills two birds with one stone.

11 MR. MONACO: The morning's out but
12 afternoon.

13 MR. RABINOWITZ: I guess Dana or somebody
14 will contact you.

15 The next thing on the agenda was
16 Resolution 15-106. It indicates that Omar was
17 going to address that issue, but there were
18 amendments that were made, I guess, that were
19 approved.

20 MR. WHITNEY: So the school board did
21 approve some amendments to the resolution. I
22 think probably the most important item to the
23 committee at this point is that you now have
24 the ability to address the membership issue
25 for those three organizations that did not

1 want to submit members. The board changed it
2 to say that people with the right
3 qualifications could then be recommended and
4 voted on by the committee to add some
5 additional membership so that we can get up to
6 that number of nine that we are looking for.

7 MR. RABINOWITZ: I think that the other
8 thing that was actually mentioned in the
9 workshop that I was at, as well, was the
10 conflicts-of-interest provision, allowing a
11 potential conflict of interest to be reported,
12 I guess, to general counsel, and then the
13 general counsel would vet out whether or not
14 there would be a conflict that would need to
15 be discussed, a concern, and to resolve the
16 qualifications when necessary. So that was
17 also -- I believe that was approved and
18 redirected by general counsel, as well.

19 That actually leads us to the next agenda
20 item, which is the membership interest,
21 because I can tell you from being at the
22 workshop, the school board appropriately
23 didn't want to indicate who the individual
24 would be that would be recommended for this
25 committee.

1 I believe it was a gentleman that we had
2 thought would be a good fit for us last time.
3 I think at the point -- correct me if I am
4 wrong, general counsel or anybody else -- that
5 we can at this juncture in time vote on the
6 addition of another member to the committee;
7 am I right?

8 MS. MYRICK: Yes.

9 MR. RABINOWITZ: So do I hear a
10 nomination, I guess? We will observe the
11 process and vote on it.

12 CHIEF DiPETRILLO: I did contact that
13 individual, Mr. Bernard. He still is
14 interested in being part of the committee, and
15 he was waiting to hear from me about the
16 process. He did submit, at one time, a
17 resume.

18 I'm not sure where we go from here.
19 Counsel, let us know: Do we have to put that
20 name back on as a recommendation to -- through
21 the chair, back to the school board?

22 MS. MYRICK: I don't think it has to go
23 back to the school board, no. Just you all
24 can make the decision about bringing new
25 people onboard.

1 CHIEF DiPETRILLO: Directly through the
2 committee?

3 MS. MYRICK: Yes.

4 CHIEF DiPETRILLO: All right. Well, I
5 would like to resubmit Mr. Bernard's name for
6 the consideration of the committee.

7 MS. REECE: Shouldn't we develop some
8 sort of a process where we consider multiple
9 people or --

10 CHIEF DiPETRILLO: Do I need to provide
11 the committee members with his resume and
12 background by next meeting for a vote, or how
13 do you want to do that, Mr. Chair?

14 MR. RABINOWITZ: I'd like him to be able
15 to participate in the next meeting that we
16 actually have, so it may be the first order of
17 business and then we can vote on it at that
18 juncture of time, to the extent there is a
19 concern concerning his qualification and
20 participation, unless anyone else has any
21 other suggestion?

22 MS. REECE: TaxWatch, can recommend how
23 we should move forward with the next -- I
24 mean, well, I always think there is some sort
25 of a process to get like a pool of candidates,

1 versus just the people we happen to know.

2 MR. MONACO: Well, is he the only one we
3 know?

4 CHIEF DiPETRILLO: Well, there were a
5 couple of categories, if I am not mistaken.
6 There were categories and backgrounds that
7 they were looking for for individuals, and he
8 fits one of those particular areas that the
9 resolution addresses.

10 So unless somebody -- I would be glad to
11 put it forward, depending on who else wants to
12 make a recommendation. By the next meeting,
13 we can vote on it at the beginning of next
14 meeting. I am okay with that, with other
15 candidates. At this point I just don't think
16 there was any other discussion about that.

17 MR. RABINOWITZ: I would agree. I think
18 that at the next meeting that we will
19 circulate the resume, again, and make it the
20 first order of business; and to the extent
21 there is any issues, we can discuss them and
22 vote on his participation and hopefully have
23 him participate in the next meeting.

24 MS. LEWERS: My concern is -- I agree
25 with Laura that we should make sure that we

1 have a process in place and vet it, because I
2 don't want anybody coming back and saying we
3 picked someone we know and put him on the
4 committee. I remember reading his resume; he
5 did seem qualified, but we need checks and
6 balances for ourselves so no one says we just
7 put him on. That's my concern.

8 He seemed like a nice guy, but to just
9 have ourself covered -- and I don't know if
10 TaxWatch would want to give us any type of
11 recommendation on --

12 MR. RABINOWITZ: I think the
13 qualifications of the individuals are
14 initially set by the resolution by the
15 district. It really wasn't something that was
16 set by TaxWatch. So to the extent that he
17 meets the qualifications -- I'm not trying to
18 rush the process --

19 MS. LEWERS: No, it's fine.

20 MR. RABINOWITZ: -- I just think that we
21 kind of went through this process the last
22 time, we agreed to it; but because he wasn't
23 one of the individuals that was specifically
24 identified as being a member of an
25 organization, we couldn't bring him on at that

1 juncture, and I think the definition --

2 MS. LEWERS: If you could send his resume
3 to the committee again so we all have it,
4 because I don't know where that.

5 CHIEF DiPETRILLO: Should I go to the
6 chairman or Mr. Chair?

7 MR. RABINOWITZ: I guess send it back
8 through -- through the district, and they can
9 distribute it to us.

10 MR. LEONG: I think that you can send it
11 to me. I don't know if you have my email or
12 Dana -- I can give you my business card. Then
13 you can send it to me, and we will circulate
14 the resume of that individual and put it on
15 the agenda item for the next BOC meeting so
16 that that will be the first order of business
17 you do any action on.

18 MR. RABINOWITZ: I think that's the way
19 to do it.

20 CHIEF DiPETRILLO: That would be fine.

21 MS. REECE: I still kind of feel like
22 there is a concern. It's only going to be
23 somebody that one of us knows, right? I mean,
24 unless somebody comes forward and goes through
25 the school board with the issue, it's only if

1 we happen to know somebody who fits the
2 qualification?

3 MR. RABINOWITZ: Well, the school board
4 doesn't want to be the entity that is
5 selecting the members of the committee.

6 MS. REECE: I get that.

7 MR. RABINOWITZ: They don't want -- and
8 that's appropriate that they are not involved
9 in picking their friends. That would be
10 completely inappropriate if they did. That's
11 why they select organizations like the Florida
12 Bar or government people, like yourself, to be
13 involved.

14 So, you know, I don't see a problem if
15 the chief has somebody who is a known
16 commodity in community that meets the
17 qualifications of the type of person that
18 district dictated to us should be on this
19 committee. You know, then it's up to us to
20 look at their resume, qualifications, consider
21 the recommendation, who it is coming from, and
22 then we can vote on it from there.

23 MS. SIEGEL: And if I do recall, we were
24 all asked to come up with recommendation, and
25 we had somebody fit the qualifications, and I

1 do remember --

2 CHIEF DiPETRILLO: I tried.

3 MS. SIEGEL: I do remember him speaking
4 and looking at his resume, and at the time I
5 had no objections. He was more than
6 qualified.

7 MR. LEONG: Mr. Chairman, my staff is
8 very efficient. They have the gentleman's
9 resume, so we can hand it to you, and we don't
10 have to email it.

11 MR. RABINOWITZ: All right. Perfect. We
12 will take it now. Thank you.

13 All right. So the next -- the first item
14 for the agenda at the next meeting will be a
15 vote on whether or not to add Mr. Bernard to
16 this committee. I think we will have
17 sufficient time between now and then to
18 evaluate his qualifications.

19 The next item on the agenda is to recess
20 the business meeting and to convene the public
21 hearing to the extent that someone from the
22 public has questions, comments, concerns, et
23 cetera, speak now or forever hold your peace.

24 MR. LEONG: Has anyone signed up? No?

25 MR. RABINOWITZ: So we adjourned the

1 public meeting, reconvene the business
2 meeting.

3 Is there anything else that we need to
4 discuss, please?

5 MR. WHITNEY: There was an item related
6 to the budget activity report that I failed to
7 go through. It's our cash flow analysis. It
8 was a chart that was submitted separately.

9 MR. RABINOWITZ: Please.

10 MR. WHITNEY: If you could, put that --
11 it is nice also because it specifically
12 addresses one of TaxWatch's recommendations.
13 It's actually in their report this month
14 was -- or this quarter, it was recommendation
15 number 12.

16 So this chart, the green bars reflect the
17 estimated amounts of the general obligation
18 bond issuances as they have been planned into
19 the district's five-year plan, and the yellow
20 stars show, based on what we currently know
21 about our projected cash flows, when we would
22 be estimating we would be issuing some of
23 those future issuances.

24 So the estimated cash flows are based
25 on -- in the construction report on page

1 eight, there was -- that Robert went through,
2 it showed where we are in the design
3 procurement process and construction
4 procurement process. So we used that data to
5 kind of project out when we will be using the
6 cash from the -- from the general obligation
7 bond. So that's represented by the red lines
8 that show the value of those green bars as
9 they are issued going down.

10 So just to the left of the little purple
11 dotted line is kind of what we actually used,
12 both in expenses and encumbrance; and then the
13 red line shows based on their -- Heery and
14 Atkins, that schedule they put in when we will
15 be in the design, be in construction, when we
16 will actually be using the cash from general
17 obligation bond.

18 And purpose of this is to make sure that
19 we are issuing general obligation bonds in the
20 right fiscal year to match up with those
21 project needs, and the reason that the stars
22 don't necessarily line up with those green
23 bars is because we will, you know, be working,
24 you know, based on what's going on in the
25 financial markets, what's best for when we are

1 going to have to pass interest and principal
2 costs on to the taxpayers, so we don't want to
3 do that any earlier than necessary. So that's
4 why those yellow stars generally follow the
5 green bars within those fiscal years so ...

6 MR. RABINOWITZ: Any questions concerning
7 the cash flow analysis?

8 MS. REECE: Why do you think you are
9 going to spend so much so quickly between the
10 series two and series three? Like it's a
11 super steep line, like you are going to be
12 spending really fast.

13 MR. WHITNEY: This isn't necessarily
14 expenditures as much as it's usage of this
15 cash. When we issue a contract, we have to
16 have all of that money available in that
17 fiscal year.

18 So, especially early on as they start
19 issuing contracts at that rate of that
20 \$30 million a month or so that we were talking
21 about, we have to have that money available in
22 those fiscal years. So that's why --

23 MS. REECE: Encumbrances.

24 MR. WHITNEY: Yeah.

25 MR. RABINOWITZ: Are there any other

1 issues that we haven't discussed or covered?

2 CHIEF DiPETRILLO: Just one more question
3 on the bond, on the schedule, what was that
4 number -- why number three and number four are
5 being done at the same time, why can't number
6 three precede that? It looks to be the same
7 period.

8 MR. WHITNEY: What probably happened
9 somewhere, as we get closer to needing to
10 issue series two, we could look at the amount
11 that's going to be -- the amounts aren't set
12 in stone at this point, and so the amount for
13 series two could fluctuate, which could then
14 effect that series three and four. And based
15 on this current schedule, that could end up
16 being one series, rather than two series that
17 are separated. So it just shows that both of
18 those, based on the current usage of the
19 funds, would need to be in that same fiscal
20 year.

21 But, you know, it has -- as we progress
22 through this, each month, each quarter, each
23 year, we will continue to look at it and make
24 adjustments to the schedule so that we make
25 sure that the district does have the right

1 cash on hand in the correct fiscal years.

2 MR. LEONG: In addition, series number
3 three and number four can be combined in one
4 series, and we try to delay the series number
5 three so that we don't have to pay interest on
6 the issuing of the bond until the -- pretty
7 much the close of the fiscal year end.

8 CHIEF DiPETRILLO: Okay.

9 MR. RABINOWITZ: Any other questions,
10 comments, discussions?

11 I think we wrapped up the agenda. Do I
12 hear a motion to adjourn the meeting?

13 MS. REECE: So moved.

14 CHIEF DiPETRILLO: Second.

15 MR. RABINOWITZ: All those in favor say
16 "aye."

17 ALL PRESENT: Aye.

18 MR. RABINOWITZ: Thank you, everybody.

19 (Whereupon, the proceeding was concluded at
20 8:11 p.m.)

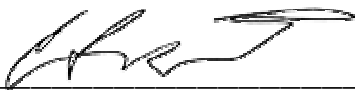
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C E R T I F I C A T E

THE STATE OF FLORIDA)
COUNTY OF BROWARD)

I, EMILY SCOTT, certify that I was
authorized to and did stenographically report the
foregoing proceedings and that the transcript is a
true and complete record of my stenographic notes.

Dated this 9th day of June, 2016.



EMILY SCOTT



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