

BROWARD COUNTY PUBLIC SCHOOLS
BOND OVERSIGHT COMMITTEE

KC WRIGHT ADMINISTRATION CENTER
13TH FLOOR
600 SE 3RD AVENUE
FORT LAUDERDALE, FLORIDA
NOVEMBER 14, 2016
5:40 p.m. - 8:45 p.m.

ATTENDANCE:

Susan Cantrick, Director, Applied Learning
Leslie M. Brown, SBBC Chief Portfolio Services Officer
Tony Hunter, SBBC Chief Information Officer
Robert G. Nave, Florida TaxWatch, VP of Research
Omar Shim, SBBC Capital Budget Director
I. Benjamin Leong, CPA, SBBC Chief Financial Officer
Adrian Viera, Atkins, Project Controls Manager
Robert Corbin, Heery, Vice President
Leo Bobadilla, SBBC Chief Facilities Officer

1 Yvonne Garth, Garth Solutions, President/CEO
2 Lavinia Freeman, Procurement & Warehousing Services
3 M/WBE Specialist
4
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6 Bond Oversight Committee Members
7

8 ATTENDANCE:
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10 Adam Rabinowitz, Esq., The Florida Bar, Chair
11 Maxine Lewers, President, Broward County PTA
12 Laura Aker Reece, Florida Government Finance Officers
13 Association
14 Chief Donald DiPetrillo, Fire Chiefs Association of
15 Broward County
16 Bruce Bernard, Construction
17
18

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P R O C E E D I N G S

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4 MR. RABINOWITZ: If we're ready, let's call
5 the meeting to order.

6 All right. Great. The first order of
7 business is approving the minutes from the August
8 29th meeting. So can I hear a motion to approve
9 the minutes?

10 CHIEF DIPETRILLO: So moved.

11 MR. BERNARD: Second.

12 MR. RABINOWITZ: All those in favor of
13 approving the minutes say aye.

14 COMMITTEE MEMBERS: Aye.

15 MR. RABINOWITZ: Hearing no nays, the motion
16 passes. The minutes are approved.

17 The next order of business concerns
18 membership. As all of you know, pursuant to the
19 resolution that created this committee there were
20 or there are additional seats available for
21 qualified individuals. Are there any individuals
22 that any of the other members of the committee
23 have identified that would be desirous of
24 participating on this illustrious committee?

25 Everybody's smiling shaking their head.

1 CHIEF DIPETRILLO: No, I did my part.

2 MR. RABINOWITZ: Well, that's yet to be seen.
3 It's not done yet.

4 In any event, hearing none, we can move on to
5 the next order of business, which concerns future
6 meeting dates.

7 Forgive me, but I forgot which dates we
8 had --

9 MR. SHIM: I put it in front of you.

10 MR. RABINOWITZ: That right there. Thank
11 you.

12 MR. SHIM: So everybody should have a copy of
13 that.

14 MR. RABINOWITZ: Obviously, one of the
15 important things of making sure that this
16 committee moves forward is making sure we have
17 amenable dates for all of us to attend the
18 meeting. And members of the committee as I speak
19 to you right now, and Omar was kind enough to
20 provide us a printout with the prospective dates,
21 are there any dates on here concerning members of
22 the committee that have a problem with these
23 proposed dates?

24 MR. BERNARD: Not at this time.

25 CHIEF DIPETRILLO: No, not me.

1 MS. AKER REECE: Not yet.

2 MR. RABINOWITZ: And the proposed dates
3 actually correspond to, obviously, varying dates
4 concerning when the quarter ends. So, so long as
5 nobody has any conflict with these proposed
6 dates, February 23rd 2017, May 22nd, 2017, August
7 28th, 2017 and November 13th, 2017, those will be
8 the dates for the next quarterly meetings
9 assuming nothing pops us between now and then
10 which then requires us to amend.

11 Is that okay with everybody?

12 Okay. Great. Thank you.

13 That brings us to the sum and substance of
14 this meeting, the quarterly reports from the
15 varying individuals, and the first issue
16 concerning Section 1 is the SMART Program
17 Technology report from Mr. Hunter. Good evening.

18 MR. HUNTER: Good evening. How are you
19 doing?

20 MR. RABINOWITZ: Great. Thank you.

21 MR. HUNTER: Are we doing the presentation?

22 MR. BOBADILLA: Yes. If it's okay, before we
23 get started, I would like to introduce Yvonne
24 Garth. She has been working with the entire
25 team. You may have noticed you have a different

1 format in the information that's been provided,
2 so I wanted to give her an opportunity to
3 introduce herself, introduce kind of the work
4 that's being done and maybe lay out some of the
5 formatting that we plan to do going forward and
6 get feedback, as well.

7 MS. GARTH: Okay. Well, good evening
8 everyone. My name is Yvonne Garth. I am with
9 Garth Solutions, and we're, actually, part of the
10 Heery team, part of the program management team.
11 And one of our primary roles on this program is
12 the communications piece. So we've been on board
13 for a few months now, myself and Denise who is
14 taking pictures, so please smile for tweets
15 later, have been engaged in trying to help to
16 enhance the communications effort surrounding the
17 SMART Program. One of our initial tasks was to
18 take a look at the way that we're reporting to
19 you and to try to improve upon that.

20 So I had the opportunity to attend the last
21 meeting. I also have had the opportunity to
22 speak with Bob, with TaxWatch and some other
23 stakeholders, and, really, our goal was to, first
24 and foremost, make sure that we are maintaining
25 the transparency of this program, but also

1 importantly in a way that's easily understandable
2 to all of the stakeholders, to you, to make it
3 easier to read through our reports, but, also, to
4 make it simple and easy for the public to
5 understand.

6 So the last three months we worked
7 collaboratively as a team to try and look at the
8 report and the way that we have been reporting to
9 you and find a way to, one, make this look like
10 one, look and feel, it is one SMART Program, so
11 we want to report in one comprehensive way and in
12 one comprehensive document, which is why you see
13 the new look and feel in the binder that you
14 have. But, also, we took some of the feedback
15 that you had the last time, particularly with
16 respect to how we're reporting on the individual
17 schools and took a stab at modifying that
18 template.

19 So what I want to say most importantly is,
20 this is our first attempt to improve on the
21 communications. This is certainly not the final.
22 We really welcome your feedback to let us know if
23 we're moving in the right direction, areas of
24 improvement overall, but, also, specifically to
25 the individual school reports.

1 So, if I may, I would like to reserve some
2 time at the end of this meeting to get your
3 feedback on not just the document report that you
4 have here, but the presentation that you'll see
5 in front of you.

6 So, with that said, we'll kick off the
7 meeting with just a brief video that's intended
8 to show some of the progress and accomplishments
9 that the team has had over the last quarter.

10 MR. RABINOWITZ: Thank you.

11 Make Bob happy, we're happy.

12 (Whereupon, a video presentation was shown to
13 the committee.)

14 MS. GARTH: And with that, I'll turn it over
15 to Mr. Hunter for the technology update.

16 MR. HUNTER: Okay. So what you have in front
17 of you is really kind of a summary of the work
18 that has been completed as of 9/30/2016, which
19 was the last date. You'll notice there that as
20 of that date we had ordered 62,560 computers and
21 installed 54,612 of those devices.

22 You'll also see that in terms, we're
23 tracking, of course, computer carts that have
24 been ordered and installed as well as the
25 wireless access points and category 6 cabling.

1 I want to break down that 62,560 a little bit
2 because we've now started into Year 2, so if
3 you'll go to the next slide, please, you'll see
4 that for all the schools that were scheduled to
5 be installed, ordered and installed for the 15-16
6 school year, 54,000 of those devices were ordered
7 and 54,612 were installed. So there were just a
8 few at the end of September that still needed to
9 be installed.

10 But you'll also notice that we've started the
11 ordering process for the schools, the 32 schools
12 that are a part of the fiscal year 16-17 project.
13 So, as of 9/30 we had ordered 7,700 of those
14 devices. Of course, none had been installed as
15 of that date because the orders were out.

16 Okay. Next slide, please. So Status by
17 Individual Project Scope, we are -- and this is
18 total for all schools. The infrastructure
19 projects are a little over 74 percent, I believe,
20 complete. You'll see the other percent there
21 that is actually in progress. Whereas, Computer
22 Gap, all of the Year 1 schools are now complete
23 and we're towards the Year 2, so the gaps would
24 be the computers, themselves, that are being
25 ordered and installed.

1 And then our goal for Category 6 and Wireless
2 was one access point for every classroom in the
3 District. We have approximately 14,000
4 classrooms throughout the District. And as you
5 can tell from the chart there, we're about 60
6 percent complete with that work and on schedule
7 to complete that at the end of this year. We
8 feel very confident that by the end of the 16-17
9 school year we will have completed 100 percent of
10 the technology projects.

11 And that's a summary of the information that
12 you have in here. Obviously, as always, I am
13 very open to questions.

14 MR. RABINOWITZ: Does anybody have any
15 questions for Mr. Hunter?

16 MR. BERNARD: Just one. On the access points
17 showing that you have 126, whatever, already
18 installed this year, is there a reason why we
19 installed them early this year and haven't
20 completed the first year of the program?

21 MR. HUNTER: Yeah, it just takes longer for
22 the cabling. So for the access points we have to
23 run the category 5 cabling to many of those
24 access points and that lead time to run the
25 cabling is what slows us down. It's not the

1 access points, themselves.

2 MR. BERNARD: But do they have to do the
3 cabling for the ones this year, too?

4 MR. HUNTER: Yeah. So, if you can go back a
5 slide. I want to make sure I'm understanding
6 your question. Are you --

7 MR. BERNARD: I'm saying you're ahead this
8 year. You've got 143 in this year already.

9 MR. HUNTER: Right.

10 MR. BERNARD: But you're behind 126 from last
11 year.

12 MR. HUNTER: Yeah, in terms of ones that
13 still need to be installed. That is correct.
14 But that was at the end of September.

15 Remember, this report is at the end of
16 September 30th. I can go back and double-check,
17 but I'm pretty sure they're all done now.

18 MR. BERNARD: Well, we also had 143 ahead of
19 schedule.

20 MR. HUNTER: Ahead of schedule; right.

21 MS. REECE: So are you saying that the first
22 two years of the bond program you are doing all
23 of the technology improvements up front and then
24 for the remaining years they won't need any more?

25 MR. HUNTER: No, not saying that. And I

1 think that will get to one of TaxWatch's
2 recommendations when we talk about that. We've
3 said to the Board, and so that should now be
4 coming up, I'm assuming, probably in December, we
5 said to the Board, as soon as all of the Year 1
6 projects are complete, we would then go back to
7 the Board with the savings from Year 1 and make
8 recommendations and ask the Board to make
9 decisions on how those dollars are to be spent.

10 So I'm hopeful that we'll have opportunities
11 beyond Year 2, but we definitely had some savings
12 in the infrastructure area and it will be up to
13 the Board of Education to determine if we can use
14 those funds to refresh the equipment.

15 I want to remind everyone that the way we
16 count the computer gap is that computers that are
17 three years old or less; all right? So every
18 year that means that additional computers are
19 falling off. And so I know one of our
20 recommendations to the Board will be to use those
21 savings to handle the refresh that we need for
22 those computers that are now four or five years
23 old by the time we are finished.

24 MR. RABINOWITZ: When will we know what the
25 monetary savings will be?

1 MR. HUNTER: I think -- well, I'm going to
2 look to Ben and Omar, but I think we should be
3 able to close that out -- definitely by the
4 December report it will all be closed out.

5 MR. SHIM: Yeah, we'll just have to go
6 through and include all the ones that have been
7 closed and we'll reconcile that with our
8 technology folks to make sure that everything has
9 been paid and there are true savings.

10 MR. RABINOWITZ: I think it would be a good
11 idea for us to know from a dollars perspective
12 how much actually was saved. So, when the next
13 meeting arrives so that could be a line item to
14 advise us, because that way the Board could then
15 be properly advised how much money it
16 prospectively had spent to allocate in the
17 future.

18 MS. AKER REECE: So you said that you would
19 use the savings perhaps to refresh or to replace
20 the computers.

21 MR. HUNTER: I'm just saying what our
22 recommendation may be.

23 MS. AKER REECE: But one of our roles as the
24 advisory board is to validate that no bond funds
25 are used for other operating expenses. How is

1 that not an operating expense going to original
2 education?

3 MR. HUNTER: Well, that's a great question.
4 I guess my thought on that is that the community,
5 and I had this conversation with other members of
6 the District, as well, the community actually
7 allocated \$80 million for technology refresh
8 across the District. And the areas that they
9 allocated the money was in the areas of computer
10 refresh, wireless and infrastructure. And so
11 what we're recommending to the Board is that we
12 spend the 80 million that was allocated and
13 continue to refresh and keep the computers
14 current.

15 I don't know that -- now, you guys will have
16 to, along with the Board, determine whether or
17 not you think that's an operating expense or is
18 that still just part of the refresh. Computers
19 will continue to age every year. So we're hoping
20 that we will be able to use that to keep the
21 computers at the level that the community had
22 hoped they would be when they approved the bond.

23 Let me hear your thoughts on that.

24 MR. RABINOWITZ: Of course I have more
25 questions. I can't help myself.

1 What happens with regard to those computers
2 that were allocated to or purchased by charter
3 schools and then just sit in inventory? What
4 happens to those units?

5 MR. HUNTER: You know, I don't know that we
6 have, and I'll look to Leslie, I don't know that
7 we have computers from charter schools that are
8 sitting. If a charter school closes, those
9 computers come back to the District and then the
10 determination is made as to how to allocate
11 those. Typically what happens is, if a charter
12 school closes, those students wind up in some
13 District school, and we try to make sure that the
14 technology follows the students that were in
15 those charter schools to those respective
16 schools.

17 MR. RABINOWITZ: Well, do we know from a unit
18 perspective or a dollar perspective relative to
19 charter schools that have closed, or any school
20 that's closed for that matter, is there any
21 tracing of where those units went?

22 MS. BROWN: Yes. Absolutely. When a charter
23 school closes, we did have one close that
24 actually had gotten some bond technology, we sent
25 out our inventory team from our auditor's office.

1 They go out, they actually locate the device,
2 they are put under lock and key, they do not go
3 anywhere, we confirm that they are ours. And
4 then, just like Tony said, a demographic, the
5 student assignment department reports to me, we
6 go in and find where every single one of those
7 children has landed. Instead of just, you know,
8 spreading the units out all over the place, we
9 actually track where those children have shown up
10 and we create more like a bundle. Like if it's a
11 cart, then the cart goes where the predominance
12 of the students went. So the technology is
13 actually following the student to the different
14 sites. And it was a very successful process with
15 Tony's help and our auditors' help with getting
16 the devices back and redeployed within a week.

17 MR. HUNTER: But I think Adam is asking can
18 the committee see where those devices went.

19 MS. BROWN: Oh, yes. Absolutely.

20 MR. RABINOWITZ: Or at least let TaxWatch
21 know.

22 MR. HUNTER: Yes, we can definitely do that.

23 MS. BROWN: Yes. Absolutely.

24 MR. RABINOWITZ: Any other questions or
25 comments?

1
2 MR. BERNARD: When you're talking about
3 refresh your program, once this bond issue is
4 done, don't you have a maintenance budget for
5 refreshing these computers every year within your
6 budget?

7 MR. HUNTER: Well, I won't say that we have a
8 budget. We certainly put forth and make budget
9 recommendations on an annual basis. One of the
10 challenges, to be quite honest, we were so far
11 behind -- the reason we were so far behind when
12 we came into this bond program is because the
13 District hadn't had the dollars to allocate to
14 technology the way that it was desired to be
15 allocated in previous years.

16 And so, will there be money in the budget for
17 technology? Absolutely. Will those dollars be
18 sufficient to maintain at 3.5-to-1 or whatever
19 the final ratio becomes? That will be a
20 conversation I look forward to having with the
21 Board around what the cost will be. I don't
22 think the Board at this point, I'm pretty sure
23 they don't, because I haven't presented them with
24 it, once we get there, what is it going to take
25 to maintain this level going forward?

1 And that's part of the conversation I want to
2 have when we start talking about the savings that
3 are coming.

4 MR. BERNARD: Well, in the first two or three
5 years and getting all new equipment, that should
6 be, you know, something, help your budget get,
7 you know, caught up and whatever when they get
8 all new, you know, stuff that's under warranty
9 and everything else.

10 MR. HUNTER: Right.

11 MR. BERNARD: So I don't know why the money
12 saved from here would need to go back to that
13 refresher because you should be able to use your
14 existing budgets these three years to do what you
15 need to do.

16 MR. HUNTER: Great question. Let me see if I
17 can clarify what we did. We have not replaced
18 every computer within the District. The
19 computers that are being replaced in the
20 District, as a part of this program was, as of, I
21 believe it was November 2014 is when the snapshot
22 was taken, any computer that was three years old
23 or older is in this program. Anything that was
24 three years or newer was not in the program.

25 And so what I'm saying is, that by the time

1 we finish 2017 we will have two years worth of
2 computers that were never a part of the program
3 to begin with that are now outside of that.

4 MR. BERNARD: But if we're saving millions of
5 dollars to replace those computers rather than
6 using them for refreshing the computers, it makes
7 more sense refreshing them with new computers
8 then trying to maintain them.

9 MR. HUNTER: Oh, no, no, no. I agree with
10 that and that will be the recommendation that I'd
11 like to make but, again, the Board will have to
12 decide. Yeah, definitely it's cheaper to refresh
13 them at the rate they we're able to buy them than
14 try to maintain them.

15 MS. AKER REECE: But I believe we're going to
16 have a similar situation with all of the -- like
17 the music equipment and art equipment. As you
18 read through all of the purchases that have been
19 made, it seems like we somehow need to recommend
20 that the Board considers that before the program
21 is over, to incrementally increase the funding.

22 MR. HUNTER: Yeah.

23 MR. RABINOWITZ: Any other comments or
24 questions?

25 CHIEF DIPETRILLO: I'm just wondering, if

1 it's a five-year program and you're doing
2 everything technology-wise in the first two years
3 and you're not holding back anything, because I
4 think everyone is trying to get to that point,
5 how did we get to the 3-to-1 ratio? Was that
6 something that staff came up with? Is that
7 something the District wanted to do as a goal?

8 MR. HUNTER: The initial 3.5-to-1 ratio that
9 was part of the bond program?

10 CHIEF DIPETRILLO: Yes.

11 MR. HUNTER: The history behind the 3.5-to-1
12 is that, that was a number that staff backed into
13 based on the current cost of computers at that
14 time and what they reasonably felt they could get
15 done with the dollars that were available to
16 them.

17 Just to remind the committee, shortly after
18 the bond program started we went back out to bid
19 and the cost of the devices dropped
20 substantially. And now we've just completed
21 another bid where the cost of the services to
22 install the devices have dropped substantially
23 and that will be going to the Board in December.
24 So the lower cost of devices have allowed us to
25 be able to buy more computers than we had

1 initially intended and that's why we are beyond
2 the 3.5-to-1 with most of the schools that you
3 see here. Many of them are 2-to-1.

4 CHIEF DIPETRILLO: That goes to my question.
5 Then if we have extra funds and this is a
6 two-year plan, do we really have to go past the
7 3.5 or do we hold those funds in abeyance to
8 replace the older units that are out there to
9 give yourself a reserve? I don't see any reserve
10 here for anything. That's sort of my philosophy.

11 MR. RABINOWITZ: Which begs another question
12 in my mind. If I could dovetail your comment for
13 a second, is there any data about what the ratios
14 are in other counties or nationally, you know, in
15 this circumstance? I mean, are we -- is Broward
16 County exceeding the ratio or are we lagging
17 behind? What can you tell us about that; if
18 anything?

19 MR. HUNTER: I can pull data from other
20 schools, but I can tell you that it's many, if
21 not most schools, prefer to be 1-to-1 in terms of
22 the student to computer ratio because it allows
23 the greatest flexibility from an instructional
24 standpoint, when students don't have to be
25 concerned with whether or not they have their

1 device or what device will be available for them
2 to do work.

3 The 3.5-to-1, the District never wanted to
4 stop at 3.5-to-1. The 3.5-to-1 was only there
5 because that was the best that we thought that we
6 could get done at that time.

7 MR. RABINOWITZ: Based on the dollars that
8 you had.

9 MR. HUNTER: Based on the dollars that we
10 had. But I think, and I don't want to speak for
11 our instructional team and our chief academic
12 officer isn't here tonight, but I feel confident
13 that they would like us to get as close to 1-to-1
14 as possible as a District because it would
15 provide the greatest opportunity and flexibility
16 from the instructional staff.

17 MR. RABINOWITZ: But my question is, do we
18 know what other counties around this state, what
19 their ratios typically are.

20 MR. HUNTER: I don't, but we could find that
21 out.

22 MR. RABINOWITZ: I mean, it doesn't impact
23 how we do the analysis of the dollars, but I'm
24 just curious.

25 MS. AKER REECE: If I could follow up, how is

1 it determined that bonds, if there's not funding
2 in place to replace the PCs, so you're really
3 financing it over 30 years, the initial purchase.

4 MR. LEONG: No, I don't think that the
5 computer is a financing issue bond for 30 years.
6 On advice of bond counsel, what we do is that the
7 computer has to be not exceeding the useful life
8 of the computer, that we have to amortize that.
9 And also that, you have to understand also that
10 only \$80 million, I think it's 10 percent of the
11 funds are allocated for IT. As you know, that
12 most of the -- if you look at the financial
13 report, most of the equipment and all that,
14 except the infrastructure, that we're trying not
15 to use the general obligation bond.

16 MR. RABINOWITZ: Any other questions?
17 Comments? Suggestions?

18 Thank you.

19 That brings us to the second component or
20 second section of the quarterly report. I guess
21 this concerns charter schools.

22 MS. BROWN: Yes. So we've had some great
23 success similar to which occurred with Tony. We,
24 actually, went back, we did listen to our Board,
25 as well as this committee, take a look at any of

1 the dollars that may have been remaining. There
2 was about nine schools where we had a bit of
3 balance left. And if any of those balances were
4 greater than \$150, we, actually, reached back out
5 to those same charter schools, we opened the
6 ordering opportunity back up again and it's
7 closed again. So we were able to make sure that
8 we got everything out to the charter schools that
9 was represented. We had -- again, it was
10 about -- yeah, it was nine schools. And most of
11 them came from one subset of charter schools, so
12 it was a particular company group that we were
13 able to go back out, work with them directly, get
14 those final balances down to under \$150. Some of
15 them were \$7, \$9. So we feel really good that
16 charter schools did get what they expected to get
17 and we helped them spend the remainder of their
18 dollars.

19 MR. RABINOWITZ: Questions? Comments?
20 Concerns?

21 Thank you.

22 MS. BROWN: Thank you.

23 MR. RABINOWITZ: Moving on to Music & Art.

24 MS. CANTRICK: Good evening.

25 MR. RABINOWITZ: Good evening.

1 MS. CANTRICK: So, at this point, we have
2 purchased almost 3,000 instruments for Years 1
3 and 2 of the of high schools and 1,500
4 instruments for the Year 1 and 2, middle schools.

5 If you go to the -- and the funds allocated,
6 unlike technology, our music funds are
7 distributed over all five years. So, at this
8 point, we've allocated 63.5 percent of the funds
9 and the rest will be distributed over Years 4 and
10 5.

11 If you go to the next slide, this is the -- a
12 very detailed version of the ordering process for
13 the elementary schools. The elementary schools
14 have not, with the exception of maybe one or two
15 schools, ordered instruments at this point. We
16 handled the big ticket items at the high schools
17 and middle schools for Years 1 and 2 before
18 tackling the elementary schools. With that said,
19 the elementary schools have a number of very -- a
20 high number of instruments that they're ordering
21 and they're very small priced units. So to
22 alleviate the -- what we were doing by hand, we
23 created -- actually, Tony's shop created a
24 program that mimics what was used for the
25 principals for ordering technology, for ordering

1 the devices, we're doing that for musical
2 instruments. So the principal can actually go
3 through and select the instruments that they
4 would like to order in an on-line program. That
5 program will speak to another program that Omar's
6 group has built for us, which will track our
7 orders, which is very important, because the
8 previous reports you've seen will say that the
9 order is in process quarter after quarter after
10 quarter. And that may mean, and you'll see in
11 your documentation, that may mean that 99 percent
12 of the order is complete but we're waiting for a
13 flute for that school. Now we can tell you that
14 that's what we're waiting for at that school,
15 we're waiting for one recorder or we're waiting
16 for a clarinet. And this will be super helpful
17 for our tracking and figuring out what is making
18 that -- what was hanging up that order from
19 completion.

20 So this will be finished this week, this
21 program. As I said, Tony's shop is working on it
22 and it will be finished this week. We'll be able
23 to test it with elementary schools. We have
24 their list of instruments that they are desiring,
25 they will be able to plug them into the program

1 and then track their orders. It will be much
2 faster than what we have been doing.

3 MR. RABINOWITZ: Questions?

4 MS. CANTRICK: Yes, sir.

5 MR. BERNARD: First, it's a nice improvement
6 from the last report.

7 MS. CANTRICK: I think I could only go up
8 from there.

9 MR. BERNARD: You said this is a five-year
10 program but on your report it only has Years 1, 2
11 and 3.

12 MS. CANTRICK: It's a five-year program; yes.
13 I believe that we have to get approval from the
14 Board to go into Years 4 and 5. What we're
15 dealing with here is Years 1, 2 and 3 right now.
16 The middle schools and high school for Years 1
17 and 2 have placed their orders. For Year 3,
18 which is this year, their gap analysis is due to
19 us tomorrow, so they'll be able to place their
20 orders. Whereas, with the elementary schools, we
21 really hold their hands through the ordering
22 process, and that's why this program was created.
23 Because the high schools, they have orchestra and
24 band, they know exactly what they need to make
25 their program successful. So we just ask that

1 they show us what their needs are, we approve
2 that list and let me go ahead and order on their
3 own including bids. But for elementary schools
4 we hold their hands and created this whole
5 process and track everything for them.

6 I will say that we are taking all of the
7 orders that have already been placed for middle
8 school and high school and those will be put into
9 this program, as well, so at the end we'll be
10 able to pull a full report for every single
11 instrument in the District that's been ordered.

12 MR. BERNARD: And just the one, the Thurgood
13 Marshall Elementary is still supposed to be in
14 Year 1 and there's no progress on that?

15 MS. CANTRICK: Oh, okay. So we -- they don't
16 have a program, so it's not -- it hasn't been
17 ordered and we've discussed this with the chief
18 academic officer. For the schools who don't have
19 programs, we will be providing them their funds
20 with the agreement that they will start a
21 program. So we will reach out to them, support
22 them in creating a program and then help them in
23 that ordering process. Because funds were
24 allocated to every single school not knowing
25 whether or not they have program, and we do have

1 schools out there that do not have programs. So
2 in order to support the creation of those
3 programs --

4 MR. RABINOWITZ: When you say there's no
5 program, what do you mean?

6 MS. CANTRICK: I mean there is no music at
7 that school.

8 MR. RABINOWITZ: Why does that just seem
9 unbelievable to the average person and
10 disconcerting?

11 MS. CANTRICK: It is disconcerting. We have
12 middle schools without art programs.

13 CHIEF DIPETRILLO: Again, what is the cause
14 of that, if you have an instructor, are you
15 missing --

16 MS. CANTRICK: I'm not saying that they do,
17 but I'm saying that that is a possible -- it's --
18 it's the principal's discretion about whether
19 they're having a music program or art program at
20 their school.

21 MS. LEWERS: If the principal could not
22 afford to have a music program where would that
23 money go?

24 MS. CANTRICK: Well, we won't be giving them
25 the money. We are going to encourage them to

1 create that program.

2 MS. LEWERS: So they would have to go in and
3 find the money to hire the staff to teach it?

4 MS. CANTRICK: Correct. Correct.

5 Joe can speak to how many programs we have if
6 they were in every single school before, you
7 know, the economy tanked.

8 MR. BERNARD: I just don't know why you would
9 allot money to a school that the principal
10 doesn't choose to have music rather than have a
11 pool.

12 MS. CANTRICK: I can't speak to the setup of
13 the fund. I just know that there are schools on
14 the list for the District that --

15 MR. BERNARD: Well, they should be listed on
16 the report then that they don't have a program,
17 not, not started or --

18 MS. CANTRICK: That was an error on my part.
19 That was an error on my part. I have reached out
20 to Research and Assessment and have a list of
21 every single school in the District and who has a
22 program and who does not have a program. I just
23 received that last week. I can supply that to
24 you, certainly.

25 CHIEF DIPETRILLO: Mr. Chairman, one more

1 question about the program.

2 I can't hear what's going on.

3 MS. CANTRICK: The question was if it only
4 applied to elementary schools for schools that
5 don't have programs, and Joe said, yes, that is
6 the case.

7 CHIEF DIPETRILLO: Are they allowed to come
8 in midyear to have a program or do they have to
9 make that determination during a certain period
10 of time at the beginning of the year?

11 MS. CANTRICK: I would -- I don't want to
12 answer that without speaking to my chief, but I
13 can't imagine how they would situate that between
14 now and the beginning of the second semester,
15 hiring a teacher and creating that extra special
16 in the children's schedule. I think that would
17 be a huge undertaking. I would be super
18 supportive of it, but I think it would be a huge
19 undertaking on the school's part.

20 MR. BERNARD: But it could change yearly,
21 though?

22 MS. CANTRICK: Yes, yes, yes.

23 CHIEF DIPETRILLO: Okay. Strange. All
24 right.

25 MR. RABINOWITZ: Any other questions or

1 comments?

2 I have questions. Correct me if I'm wrong,
3 but we're in Year 3 of the bond?

4 MS. CANTRICK: We are. You are not wrong.

5 MR. RABINOWITZ: And, you know, when I look
6 at the report, specifically, it states each
7 middle school and high school for Year 1 and 2
8 has been asked to provide data that will
9 determine the status of their school's music
10 equipment needs.

11 MS. CANTRICK: And we've received that
12 information.

13 MR. RABINOWITZ: Well, as of today, I assume;
14 right?

15 MS. CANTRICK: No.

16 MR. RABINOWITZ: Because, when I look at the
17 report, itself, there's a number of places that
18 say not started. And the schools are Charles
19 Drew, I believe Griffin, Lloyd Estates,
20 Meadowbrook, Mirror Lake. I mean, there's a
21 number of schools that simply say, not started.
22 And it's a little unclear --

23 MS. CANTRICK: So Charles Drew is an
24 elementary.

25 MR. RABINOWITZ: Hold on. Let me finish.

1 My question is, does it mean that the gap
2 analysis wasn't done such that nothing was
3 started or what is being communicated to us, as
4 the committee, looking at this?

5 MS. CANTRICK: As I indicated, elementary
6 schools in Years 1 and 2, we have their gap
7 analysis and their priority list. Their orders
8 have not been placed yet. We started with the
9 middle schools and high schools.

10 So, Years 1 and 2, their orders have been
11 placed. For elementary schools no orders have
12 been placed for Year 1, Year 2 or Year 3. That
13 will happen in the next few weeks and I
14 anticipate, with these two programs, that we will
15 be able to process those orders within -- within
16 a couple of months.

17 So any of these schools that you see on here
18 that are elementary schools that are Year 1 and
19 Year 2, you will see, in process, because we have
20 not placed their orders yet. I had a staff of
21 one and a half. And my one and a half people
22 could not process this number. So we did a
23 priority list and that was middle schools and
24 high schools first and then elementary schools.

25 MR. RABINOWITZ: We know there was a staffing

1 issue. We know it's not you. And I know from
2 sitting in the workshop and Omar made it clear
3 that people and his staff have been providing
4 assistance.

5 MS. CANTRICK: A huge amount of assistance;
6 yes.

7 MR. RABINOWITZ: Thank you.

8 Any other questions?

9 All right. Moving on. We are up to
10 Facilities and Construction.

11 MR. CORBIN: Yes, sir, good evening.

12 MR. RABINOWITZ: Good evening.

13 MR. CORBIN: To begin with, just a brief
14 reminder of the benchmark as it relates to the
15 overall quantity of the facilities projects that
16 are contained inside of the SMART Program, it's
17 just over 1,400 line items of projects at over
18 232 schools.

19 Since the last quarterly update we have
20 continued to make great strides and progress in
21 rolling out this work and beginning designs.
22 Right now we have \$475 million worth of work
23 that's underway. This is representing
24 improvements at 162 schools. And if we look at
25 our benchmarks, that represents 49 percent of the

1 facilities are underway. The last time we met it
2 was reported as 20 percent, so you can see that
3 in this past quarter we've gone from 20 percent
4 to roughly 49 percent. Similarly, the overall
5 number of schools, 70 percent of them now have
6 facilities projects that are underway, last
7 reported as 48 percent.

8 This next slide, I'll spend a little bit of
9 time on it. We are using these six phases to do
10 a lot of the community updates on our progress
11 that we're doing, and the six phases have been
12 standardized so that Phase 1 represents planning,
13 Phase 2 is where we're going through the stages
14 of bringing on the design consultant. Phase 3 is
15 the actual design phase of the work. Phase 4 is
16 where we hire the contractor. 5 is where the
17 work actually gets implemented. And then Phase 6
18 is the closeout phase, the work has all been
19 done.

20 What you're going to see as we continue to
21 work through this large program is this work will
22 primarily start off in the first three phases,
23 which is what this is representing right now.
24 Each of you I think have a hard copy in front of
25 you, so it's a little easier to see the slide,

1 but if you just look at the Phase 1, Phase 2 and
2 Phase 3 efforts, we've got 144 projects
3 representing over \$68 million that's in the
4 planning phase right now. We're underway with
5 hiring designers for 263 projects, representing
6 \$210 million worth of work. And we've actually
7 commenced design on 158 projects, representing
8 \$159 million worth of work.

9 As progress continues to be made and time
10 clicks on you'll see these figures systematically
11 move through these six phases. And as we have
12 rolled out and begun many of this work, a lion's
13 share of that activity is happening in Phases 1,
14 2, or 3. As we make progress you will just see
15 this continue to move down the line until we have
16 all of our projects in that final Phase 6
17 category.

18 MR. BERNARD: Can I ask questions on this
19 slide?

20 MR. RABINOWITZ: Sure. Go ahead.

21 MR. BERNARD: I'm just saying, Phase 1, 2 and
22 3 --

23 MR. CORBIN: Yes, sir.

24 MR. BERNARD: -- that's all planning, design,
25 hiring consultants?

1 MR. CORBIN: Yes, sir.

2 MR. BERNARD: That adds up to over \$400
3 million for just the paperwork end of the jobs.
4 Is there a percentage you look for for industry
5 standards for what it -- to get the plans,
6 designs and everything ready to go, rather than
7 spend over half of the bond issue on getting the
8 plans before you even start the work?

9 MR. CORBIN: Oh, let me clarify. Those
10 dollar amounts represent the funding associated
11 with the scope of work that we're executing. It
12 does not -- for example, where we're hiring the
13 design team, that's not \$210 million worth of
14 design fees.

15 MR. BERNARD: But that doesn't say that. If
16 a layman looks at that is he going to know that
17 the money's in there for the construction of the
18 project?

19 MR. CORBIN: Good point. We'll be glad to
20 refine this.

21 MR. BERNARD: So it's just like if someone
22 tells me you've got 144 projects, you need \$68
23 million to plan them, that's half a million
24 dollars a project just to plan them.

25 MR. CORBIN: Yeah, we don't want people to be

1 confused like that. Yeah. Because the amount of
2 funds that we're actually paying the designers is
3 a fraction of those totals.

4 MR. BERNARD: Well, that's -- you know, we
5 would probably like you to do that, if you have
6 an area where your architecture design, whatever
7 percentage it is, and your engineering design
8 percentages, and inspection designs, but, to me,
9 it's telling me right now you've got \$150 million
10 -- \$450 million spent on paperwork.

11 MR. CORBIN: No, sir. I take your point.

12 MR. BERNARD: I understand what you're
13 saying, but if you look at that, all you have is
14 Phase 4 is hire contractor. You're not saying
15 the money is already allocated to hire the
16 contractor backwards.

17 MR. CORBIN: Good point.

18 MR. BERNARD: And explain what the planning
19 phase is and why it fluctuates every month, 72
20 down to 58, back up to '68.

21 MR. CORBIN: What the planning phase
22 represents is where we're going through, we're
23 obtaining the information out of the Jacobs
24 Facilities Condition Assessment. The software is
25 called Maps. That's where all of the line

1 details of actual improvements that were funded
2 are defined. We're taking that and preparing --
3 well, first validating that that scope is indeed
4 needed at that school, but we are rolling that
5 information into the Request for Qualifications,
6 so that as we go to the Board and have Board
7 approval to advertise the Request for
8 Qualifications, that information is then conveyed
9 out to the community of designers that are
10 interested in it, so that they understand that
11 there's roof replacements at Buildings 1, 2, 4
12 and 6, the HVAC scope is replacing the chillers,
13 pulling all those details out of Maps into a
14 collective document, so that when it goes to the
15 board for approval, it can then be quickly
16 advertised by procurement to put it onto the
17 street. This is just a source document that
18 better defines the scope of services associated
19 with the design professional services and the
20 scope that we're going to deliver on the campus.

21 MR. BERNARD: Wasn't some of this planning
22 done up front to come up with numbers for the
23 bond issue?

24 MR. CORBIN: Yes, it was done in the
25 Facilities Condition Assessment, but that does

1 not translate to a document you can just put onto
2 the street. You've got to take the time to roll
3 that information into the planning, and then,
4 what you'll see, and these numbers do fluctuate
5 because once we finished up with the planning for
6 these groups of projects in this current report,
7 they're going to be moving into Phase 2, which is
8 where we're going to be hiring the designer, and
9 then systematically they'll come out of Phase 2
10 and go into Phase 3, the actual design phase.

11 MR. BERNARD: But, again, that planning just
12 says that you -- a layman's going to look at that
13 and say they're spending half a million dollars
14 for every project you do just to plan to do it.

15 MR. CORBIN: We'll clear that up.

16 MR. BERNARD: There's nothing showing what
17 carries over, how it carries over, what's
18 included in that planning. It's -- you know, if
19 you try to present this to someone, they're not
20 going to understand it, and that's something that
21 we're here to do is make them understand what
22 this report says.

23 MR. CORBIN: Well, we appreciate your
24 comments coming in because we don't want that
25 confusion out there in the community. Thank you

1 for the comment.

2 MR. RABINOWITZ: Proving your worth, Bruce.

3 MR. BERNARD: The last one is the
4 inspections?

5 MR. CORBIN: No, the last one is improvements
6 have been completed, we're doing that final
7 closeout document, it's that, substantial
8 completion, the final completion, inspection, as
9 well as the all the required closeout documents
10 and final payments.

11 MR. BERNARD: Is there some way to put a
12 percentage of what we're paying for inspection
13 services with -- I don't mean per project, just,
14 you know, out of that -- the inspection services
15 part of that is eight, 10 percent, the closeout
16 paperwork is, whatever, the rest? But, again, to
17 me that looks, 41 projects at \$14 million, it
18 cost you \$350,000 to close a project.

19 I want one of these jobs.

20 MR. CORBIN: I want to clear this up so you
21 don't think that way. I want to clear this up so
22 that no one gets confused by these figures.

23 MR. BERNARD: That's what you're looking at.
24 You're not breaking down exactly what's within
25 those phases.

1 MR. CORBIN: Understood.

2 MR. BERNARD: So even if you just put in
3 front somewhere what's encompassed in each one of
4 those phases, then it would be a lot easier, once
5 you start reading through this, to see what it
6 exactly entails.

7 MR. CORBIN: And I think maybe it could be
8 just as simple as clarifying that the dollar
9 figures that are reflected on the slide represent
10 the total funds that have been allocated to date
11 for that scope. And that way it's not misleading
12 that, oh, my goodness planning costs 68 million,
13 we're going to have no funds left when we're
14 ready to go to construction and clear that up.

15 MR. BERNARD: Yeah, but the only thing I'm
16 really looking at is, what are we actually --
17 before we get to construction what percentage are
18 we paying for services.

19 MR. CORBIN: Okay.

20 MR. BERNARD: If it's 30 percent, 35 percent.
21 I'm not looking for dollars. I'm just looking
22 for a percentage so we know that we're in the
23 ballpark of what is the industry standard is.

24 MR. CORBIN: Thank you.

25 Next slide?

1 Once again, a little bit on the quarterly
2 milestones. This slide and the next slide sort
3 of go hand in hand, but 21 Request for
4 Qualifications were approved in this last quarter
5 by the Board. We have also returned to the Board
6 and the Board has approved the award,
7 Professional Service Agreements for 17 additional
8 projects. The period also included the award of
9 two construction contracts, the media center
10 renovations at Boyd Anderson, as well as the 24
11 classroom addition at Riverglades.

12 The Boyd Anderson project did start at the
13 end of August and it has been progressing ahead
14 of schedule and that should be finishing
15 substantial completion by the end of February.
16 And that one, like I said, is making good
17 progress.

18 The Riverglades bids, I'll just pause for a
19 moment and brief the committee that we had great
20 bidder turnout, there was eight proposals
21 received, they were very competitive. The bid
22 range was super tight, which is what we like to
23 see, it means the documents were very concise,
24 all the bidders understood it. And as a result
25 of that everyone got very competitive and the

1 actual low bid that we received was almost \$2
2 million below the fixed limit of construction
3 costs, which is our estimated construction
4 contract award price.

5 A Notice to Proceed has been issued on
6 Riverglades. Before the end of October we should
7 see activities that include the completion of
8 tilt-up walls by March 2017. We'll have the
9 buildings dried in as well as start up of the
10 HVAC equipment the following month. And we're on
11 schedule to have substantial completion take
12 place early July, once again, aligning everything
13 so that this facility is ready for student use
14 come the start of next school year in August of
15 2017.

16 Just -- as I mentioned, this next slide goes
17 with the previous one. In case there was
18 interest or questions on what 21 RFQs were
19 approved, there's the list of the schools there
20 in front of you, as well as the Professional
21 Service Agreements.

22 I'll talk briefly about School Choice
23 Enhancements. School Choice Enhancement Program,
24 overall, is really moving forward expeditiously.
25 We actually have the opportunity to start the

1 Year 3 projects a little ahead of schedule. At
2 this time last year our plan was to start the
3 Year 3s in January of 2017, but we're actually
4 looking to begin the Year 3 projects later this
5 month. So we're going to take advantage of being
6 ahead of schedule and rolling those out.

7 But, right now, there's 110 schools that are
8 underway with theirs, and, like I said, many of
9 them you saw on the slide show, the results
10 happening out there in the field where various
11 components have been -- actually been delivered
12 and implemented at the school.

13 MR. BERNARD: On page 123 in Year 3, I think
14 it might be a typo, it says 30 projects will
15 commence ahead of schedule in the fourth quarter
16 of 2017 (last reported to commence in January
17 2017). January is ahead, the next school year.

18 MR. CORBIN: No, that bullet point, I think
19 what it's trying to say is that there's 30
20 projects that are Year 3 projects.

21 MR. BERNARD: Uh-huh.

22 MR. CORBIN: Those are on track to start
23 ahead of schedule which will be prior to the end
24 of this year, 2016.

25 MR. BERNARD: So it should say 2016?

1 MR. CORBIN: Yes.

2 MS. BROWN: He's looking at another document.

3 MR. CORBIN: Oh, you're looking at a
4 different --

5 MR. BERNARD: Page 123.

6 MR. CORBIN: Oh, is there a typo in the book?

7 MR. BERNARD: It says, commence forth quarter
8 of 2017, and then it says, last reported it was
9 January of 2017.

10 MR. CORBIN: That's a typo. It should be
11 2016. It's this year. My apologies.

12 MR. BERNARD: Okay.

13 MR. CORBIN: Let me make note of that. Page
14 123.

15 All right. The next slide is in reference to
16 an initiative we've taken on to help expedite
17 some of this more critical work, such as single
18 point of entries and other time-sensitive items.
19 We've established a Small Projects Group Team
20 that will allow us to expedite these
21 time-sensitive projects. And when it relates to
22 single point of entry, earlier this year as we
23 were working through with the District, we had
24 identified that under the original plan there was
25 multiple projects that were to be single point of

1 entry that weren't to receive funding until Year
2 4 and Year 5. We met with the District, we
3 reached consensus that, let's bring that work
4 forward, which the Board approved in September
5 with their adopted District Educational Facility
6 Plan. So of all of the 72 projects in the SMART
7 Program, all of those funds are now available.
8 And I'm here to tell you tonight that every one
9 of those projects now has an architect assigned
10 to it so that design can commence. And the
11 evaluation of those improvements, we've
12 determined that there's 13 single point of
13 entries that have already been completed, and
14 that puts us with the need of 59 that still need
15 to be constructed. And we're working that
16 through the design phase just as quickly as we
17 can.

18 And the good news is that the District had
19 progressed many of these to various stages
20 previously, where some may have reached 60
21 percent construction documents and then got
22 parked until funds became available. Now the
23 funds are available. We've engaged the
24 consultant, he's been on-boarded. We have handed
25 those documents to him so that he can just finish

1 up the construction documents, make them comply
2 with the current code, because some of the code
3 has changed over this period that the projects
4 were parked. But our goal is to put those out on
5 the street just as quickly as possible so that we
6 can see these improvements take place.

7 MS. AKER REECE: May I ask a question?

8 MR. RABINOWITZ: Sure.

9 MS. AKER REECE: How were those funded to
10 move them forward? Did you delay other projects?

11 MR. CORBIN: No, ma'am. We worked with
12 capital and capital was able to move those
13 dollars forward without postponing anything. We
14 did not have to push anything backwards.

15 MR. SHIM: Yeah. I was going to address that
16 in my report. But, basically, the Board agreed
17 to forward about \$24 million for projects. Some
18 of them were single point -- a lot of them were
19 single point of entry. And based upon, you know,
20 we issue the bonds at a rate at which the work is
21 done. So we didn't delay anything. We just
22 moved this forward --

23 COURT REPORTER: I'm sorry, Omar --

24 MR. SHIM: So just to answer the question --

25 CHIEF DIPETRILLO: He's not the only one that

1 can't hear you. I've had a lot of sirens in my
2 ears, so you'll have to speak up.

3 MR. SHIM: So, basically, the Board -- when
4 we approved the District Educational Facilities
5 Plan in September, the Board approved to forward
6 about \$24 million in projects from Years 4 and 5
7 to the current year, which is the third year of
8 the -- program year of the SMART Program. So
9 that -- that's how the funds became available.

10 MS. AKER REECE: So you issued additional
11 bonds earlier?

12 MR. SHIM: Yes, we issue those when we get to
13 the point where we're getting contracts.

14 MS. LEWERS: So all 24 million are going to
15 single point of entry?

16 MR. CORBIN: When we evaluated the district's
17 Educational Facilities Plan we found a couple
18 other projects that, for whatever reason when the
19 plan was originally initiated, had scope that may
20 have been in Year 3, but then in Year 5 there
21 was, perhaps, some additional work like media
22 center improvements. Often it was just a
23 separation of one year. Well, we made a
24 recommendation to put that with the rest of the
25 work so that we could get the design done, take

1 advantage of having the superintendent already on
2 the site overseeing that work. There's a lot of
3 economies by bringing those couple items forward,
4 let alone, it helps us to defer the cost of
5 construction escalation for another year. So
6 those were the type of items that the Board did.
7 But there was just a handful of those. Most of
8 them were single point of entries.

9 MR. BOBADILLA: So the takeaway from this is,
10 because of the Board approving those funds to
11 move them earlier and then the work that this
12 group is doing, right now Heery projects all this
13 will be done a year to two years earlier than
14 originally anticipated, so that's good news.

15 And another piece, too, is, you know, we're
16 using common sense as we move forward with this
17 program. So if there's a piece that's hanging
18 out here, an example I use is, if you have HVAC
19 and roofing work and they're going to get on the
20 roof and replace mechanical systems up there, but
21 you have the other piece out here, the roofing
22 piece in a later year, well, you probably don't
23 want to go up there, do one piece and then come
24 back and have the roofing, you want to do those
25 two things combined. Because what I've seen is

1 you end up with issues of pointing fingers, and
2 you know exactly what I'm talking, where, you
3 know, well, that's not me, that was that other
4 guy and then you try to get someone to address it
5 under warranty, and guess what, this is all you
6 get and no one addresses it.

7 So we asked Heery to take a common-sense
8 approach. Look at the work and how they would do
9 it in a way that makes sense. And that was also
10 part of the recommendation that came back to our
11 Board.

12 MR. RABINOWITZ: Is there an increase in cost
13 relative to doing this project simultaneous or
14 near the same time or just you're now spending
15 the dollars quicker?

16 MR. BOBADILLA: I would say the opposite. I
17 would say there's a savings in cost.

18 MR. RABINOWITZ: It was softball.

19 MR. BOBADILLA: Yes. You have two
20 considerations there. One is, obviously, prices
21 continue to go up. So the earlier we can do it
22 the less inflation and other construction impacts
23 that we could experience. And then the other
24 piece, too, is, when you put things together,
25 again, that makes sense using the common-sense

1 approach. Then you save money by having a firm
2 handle those two pieces together than having two
3 separate firms trying to work and not damage what
4 someone else has done already.

5 MR. RABINOWITZ: Then do we anticipate that
6 there will be a report prepared indicating the
7 savings because some of these projects are going
8 to be done together?

9 MR. BOBADILLA: Yeah, so what we want to do
10 is -- and we've heard, already, one project --

11 MR. RABINOWITZ: We want to make sure that
12 Omar is busy.

13 MR. BOBADILLA: So we've already heard a
14 report on one project that went out for bid and
15 came in \$2 million below the budget.

16 Now, what I've told the team and our Board
17 is, that's not enough for me to say we've got a
18 trend here; right? We want to see more projects.
19 But as these things start to come in, we're all
20 certainly going to see whether it's a plus or a
21 minus in the bids that come in, meaning, are we
22 above what was budgeted or are we below? And,
23 certainly, if we have savings, we want to track
24 that. But, at the same time, if it's beyond the
25 budget, we also want to track that. And Omar is

1 going to help us track it both ways.

2 MR. SHIM: Yeah, and I will just say that
3 throughout this process, you know, all through
4 June of last year, we have been showing, whenever
5 there's a Board agenda item that shows a variance
6 in what the budget is, that we bring it back. So
7 we have been listing those throughout the entire
8 time, what any changes to the overall budget of
9 each individual project based upon the Board
10 agenda items that are brought. So you'll see
11 from time to time savings and both overages and
12 underages, at least as it pertains to the overall
13 budget.

14 So, to the point where we are either closing
15 it out and/or getting a contract that's
16 substantially lower and we can really see the
17 budget as being lower, then we will adjust those
18 and show those in each quarterly report as an
19 amendment.

20 MR. RABINOWITZ: Thank you.

21 MR. BERNARD: When you're looking to combine
22 some of these, you know, renovations together,
23 when you make your determination are you going to
24 change the book to show what you're combining in
25 those years?

1 MR. BOBADILLA: It's already been updated in
2 the new DEFP book and it should also be updated
3 in what you have in front of you.

4 MR. CORBIN: And it's also been updated on
5 the website, as well.

6 MR. SHIM: Yes.

7 MR. BOBADILLA: Good question. Thank you.

8 CHIEF DIPETRILLO: When we were here early
9 on, when we first started the committee, there
10 were several projects, and I may be getting ahead
11 of myself, but there were several projects that
12 were critical, according to the Board, I think,
13 on a couple of schools and there was some media
14 attention to those. Have those issues been
15 addressed at all? Have they gone back and --
16 somewhere I think I heard one of them was
17 Stranahan and a couple of those schools. Where
18 are we on that?

19 MR. CORBIN: Great question. You're probably
20 referring to what is fondly called the big three
21 projects.

22 CHIEF DIPETRILLO: Yes. Exactly.

23 MR. CORBIN: That's Stranahan, Northeast
24 Blanch Ely.

25 CHIEF DIPETRILLO: Right.

1 MR. CORBIN: Those were the three that were
2 of primary focus when we first were brought on
3 board. Those were, also, the three that,
4 unfortunately, when we went forward with the
5 procurement of a design/build service, that the
6 responses were deemed to be nonresponsive from
7 the low proposer that was received. Long story
8 short, all of those proposals were rejected and
9 we had gone through a workshop with the Board to
10 recommend a better delivery method, which is the
11 CM at Risk delivery model.

12 We have since been able to bring on the
13 design consultants for all three of those
14 projects, Design Notice to Proceeds have all been
15 issued, and they have begun their design phase
16 for those projects. Likewise, we've also been
17 able to bring on the CM at Risk firms. There's
18 two of those firms for those three projects. One
19 firm received two of those projects. It's a
20 large firm quite capable of handling both
21 simultaneously. But all three of those projects
22 now have the team assembled and we are making
23 design progress and we should be seeing design
24 finish up next year. So the work will begin with
25 the main primary pipeline projects. One of the

1 things that we are working with firms on is
2 identifying opportunities within the scope on
3 that campus, since we have the CM agent already
4 on board, is that if we can accelerate a portion
5 of that work that would benefit the facility or
6 the students, we're looking to do that quicker.
7 So any ways that we can do that. And sometimes
8 it may be through other mechanisms. You know,
9 once again, we've got construction services minor
10 projects that have various trade contractors at
11 our disposal. We're also underway with
12 soliciting proposals to deepen that pool even
13 further as we approach the end of this year
14 anticipating the opportunity, once again, that,
15 if we can cull out work that's just perfect for
16 an HVAC contractor and it's not involving, like
17 Leo said, the roofing work, we're really wanting
18 to make sure that we do this work sequenced
19 properly. We don't want to do it out of
20 sequence. But if it's something like the track
21 at Stranahan that you saw the photo of, that work
22 has been completed now, and that was allowed to
23 move forward quickly through one of these
24 construction services minor project vendors that
25 the District had on board, so we plucked that

1 out, put it in, and we've been able to deliver
2 that before track season. So that's great news.

3 CHIEF DIPETRILLO: Very good. Thank you.

4 MR. CORBIN: If there's no other questions,
5 the last slide is just, once again, we're on
6 target to meet that overall timeline of five to
7 seven years to get all this work completed and
8 across the finish line. Great news is by the end
9 of the third quarter of this year, one of our
10 goals was to catch up or get underway all of the
11 Year 1 and Year 2 projects so that we could have
12 design procurement underway with all of those.
13 That allows us then to focus on a normal pace for
14 Year 3, Year 4, Year 5. And all of the Year 1
15 and Year 2s have been initiated prior to the end
16 of third quarter, so that's great news there.

17 The slide also shows that for those projects
18 in those first two years we should begin to
19 anticipate construction out in the field
20 beginning to happen in the second and third
21 quarter of 2017, and then systematically we'll
22 see that that will actually move backwards in
23 time a little bit to the first and second quarter
24 for the subsequent years, 2018, 2019, for those
25 Group 3, Group 4 projects there.

1 MS. AKER REECE: This really isn't bond
2 oversight related, but what happens in the
3 schools when construction is going on? Do you
4 displace them or, like, what happens?

5 MR. CORBIN: It varies by campus and it
6 depends on what the scope is. Some of the scope
7 doesn't require any consideration for
8 displacement. Others will require some close
9 coordination. And one of the things that we
10 preach and we enforce is, safety first, followed
11 up with, no distractions to the learning
12 environment. But many of these facilities have
13 surplus capacity present at their facilities. So
14 it's a matter of figuring out where that is and
15 how we can systematically execute the scope.
16 Some of the scope will have to be done over like
17 a summer break. But other activity, if planned
18 properly and coordinated with movement inside of
19 the building by students coming out of, you know,
20 building 1 and taking over available space, for
21 example, in building 2, if that frees up building
22 1, the contractor loves it, we can get in there
23 and knock it out, return the students after its
24 been inspected and approved, and then we just
25 systematically move through the campus.

1 MS. AKER REECE: I just had my kitchen done,
2 so --

3 MR. BOBADILLA: And, you know, we will
4 coordinate -- Heery has a project manager
5 assigned to all these projects and they're going
6 to be coordinating very closely with the school,
7 the design firm, the contractor. But, at the end
8 of the day, we do have to go through a little bit
9 of pain to end up in a better place, just like a
10 kitchen remodel.

11 We're going to work very hard to minimize
12 that to the schools. But I will tell you, if we
13 do all of this just in the summers, then we can
14 double the timeline for getting this done. So we
15 have to work closer to find those opportunities
16 to work, not just the summer, but, also, maybe
17 after hours and maybe some school hours, too,
18 where it minimizes the impact to instruction.

19 MR. CORBIN: Contractors are interested,
20 likewise, to get in and get out. The quicker
21 they can finish that loop, the better opportunity
22 they stand for having some profit.

23 MR. BOBADILLA: That is kind of when people
24 talk about, you know, why does it take so much
25 time sometimes for these projects, and that's a

1 big reason, especially if we're not talking about
2 moving all the students to another campus while
3 the work's being done, it's having to work around
4 the school schedules. So that's a little
5 different than some other industries where this
6 work can happen a little differently, because we
7 have to be very sensitive to, one, we're doing
8 this work with students and children in these
9 spaces, so we have to, as we said already, make
10 sure we do it with safety first in mind, and,
11 secondly, we also have to make sure that, as
12 we're doing it, we know there's learning, that's
13 the primary mission of the school District,
14 education taking place in each of these
15 facilities, that we minimize the impact as we do
16 this work to that learning.

17 MR. RABINOWITZ: Go ahead, Bruce.

18 MR. BERNARD: A couple issues. I noticed in
19 this report that there's 226 reports for the
20 schools. The last quarter we only had like a
21 hundred less than we had this one, left out a
22 whole lot of elementary schools and high schools
23 in the report. Hopefully, we're going to get a
24 report every quarter that's got all of the work
25 of all of the schools on it.

1 MR. CORBIN: The last time we gave a report
2 we were trying to provide a report that would
3 reflect information for projects that were
4 underway. This report our goal was to be all
5 inclusive.

6 And, if I'm hearing you correctly, instead of
7 seeing 232 reports in there, you counted 226, so
8 there's six that we need to flesh out and
9 include?

10 I'll go find the needles. They're in the
11 haystack.

12 MR. BERNARD: Well, three of them are
13 Hallandale Adult, Lanier-James, Stephen Foster
14 Elementary. I got those off the other one.

15 And the next question is, when we looked at
16 the last report, we gave comments on the -- you
17 know, how you filled and made out those reports,
18 the scheduling and how we asked you to elaborate
19 on that schedule, it seems like these reports
20 have watered it down, not giving us as much
21 information as we had before. The Board, if I'm
22 not mistaken, asked for more information.

23 Is there a reason we got less information?
24 We can't even tell -- if you don't go back to the
25 last report and put quarters and everything here

1 you said changed them, I had to go one by one for
2 hours just to figure out what was started and not
3 started when you changed these reports. That's
4 not helping us. That's hurting us.

5 MR. CORBIN: I understand your question and
6 thank you for it.

7 MR. BERNARD: It's not a question. It's,
8 actually, a statement.

9 MR. CORBIN: It's a fact; yeah.

10 MR. BOBADILLA: So at the end of this
11 presentation, our closing, essentially, if you
12 recall, coming back to Ms. Garth, she's going to
13 collect feedback and she, also, has some kind of
14 ideas based on additional feedback we've received
15 since putting this together, maybe some things
16 we'd want to consider. But we're trying to
17 provide the information. We're kind of, as we go
18 forward, as we hear feedback, making adjustments.
19 And that's okay. That's what we want to do, is
20 adjust to whatever the needs are.

21 So, at the end of this, we certainly want to
22 go back to that and get the input of what did you
23 think of this report and how can we make it
24 better? So I appreciate that.

25 MR. BERNARD: Well, hopefully, we're not

1 going to do that every meeting, we'll get to a
2 place that everybody's happy with the report and
3 get the same thing every time so we're not
4 searching for answers.

5 MR. BOBADILLA: Right.

6 MR. CORBIN: That would be your goal, as
7 well. Yeah.

8 MR. BERNARD: Because just searching for
9 answers, what I did, there's 58 schools two years
10 behind, there's 70 schools one year behind, and
11 there's 98 schools either on schedule or not
12 started in those years yet.

13 So that's still not going to -- you know,
14 you're saying here that Group 1, this, this,
15 this, but we're still going to be three years
16 behind, three and a half years behind on Group 1
17 schools.

18 And, you know, I'd hope that there would be
19 somewhere, I don't know if there's a way to show
20 how you catch up on some of these schools. I
21 know the single point of entry going to the front
22 is going to help a lot -- bring up some of these
23 that were behind, but there's no recovery
24 schedule or anything. Everybody's just sitting
25 back and saying we're going to get them done when

1 we're going to get it done because we're so far
2 behind without a recovery schedule. You're
3 actually talking about going and looking at
4 combining other schools, ones that are three
5 years behind, aren't moving -- are moving just at
6 their pace.

7 MR. BOBADILLA: So, if I could make a
8 comment. So, when we started, the commitment was
9 to have the program done in five to seven years.
10 Five years meaning it's funded over the course of
11 five years, seven means it's completed within
12 seven years. We're on target still to make that.
13 We recognize that the beginning was a little
14 slower than I think any one of us would have
15 liked, but we're on target to complete within
16 that original commitment, and some of them even
17 sooner, like the single point of entry.

18 MR. BERNARD: It's nice to say you're on
19 target. What if we get in the fifth and sixth
20 year and you're not going to make your target,
21 then what are you going to say? Then you're
22 going to have to say, well, we tried, it. We
23 didn't try to recover to make sure we finished in
24 the five to seven years? We're sitting here in
25 the third year; correct?

1 MR. BOBADILLA: So, again, our plan is to get
2 it done within the five to seven years. And that
3 remains the original goal and still the goal.

4 MR. BERNARD: Without a recovery schedule?

5 MR. BOBADILLA: No, I think that we have been
6 recovering and I think that we are at a place
7 where, again, we're on target to complete in five
8 to seven years.

9 MR. BERNARD: If everything goes perfect;
10 yes.

11 CHIEF DIPETRILLO: In this report where each
12 individual -- you're looking for feedback for the
13 folks that are putting this thing together, if
14 there's a change from the prior quarter, I notice
15 that the coloring is the same. If you were to
16 change the lettering -- let's take Boyd Anderson,
17 for instance. Let's look at Boyd Anderson, the
18 first one on there. Anderson, Boyd. That page
19 is 126.

20 What I think Mr. Bernard's saying is, show us
21 something that changed from the prior report,
22 either highlight that in a different color, bold
23 it, do something to say that there was progress
24 since the last report, that this moved ahead. If
25 it doesn't move ahead, then we'll be able to tell

1 that if it stays the same. We're trying to make
2 your job easier and our job easier from the
3 standpoint of keeping the public aware of your
4 progress.

5 MR. BOBADILLA: So would it help to add a
6 column that would have the information you have
7 now with a percent and another one that shows
8 kind of where we are the next quarter, so you can
9 see a prior quarter's percent --

10 MR. RABINOWITZ: Quarter to quarter progress.

11 MR. BOBADILLA: -- and this current quarter's
12 progress? Would that help?

13 CHIEF DIPETRILLO: Say that again because I
14 lost you there. I'm looking at the column where
15 it says the Percentage of Phase, 100 percent,
16 Work Completed, five percent construction.

17 MR. BOBADILLA: Right. So we would keep what
18 we have there and then we'd add a new column that
19 would be for the new quarter.

20 So, for example, if you have an example that
21 says it's at 40 percent completion this quarter,
22 we'd keep that there, and then add a new column
23 to reflect the new information, that's to say 55
24 percent completion. So you can see it was 40
25 last quarter, it's 55 this quarter.

1 CHIEF DIPETRILLO: I'm fine with whatever way
2 you want to do it.

3 MR. BOBADILLA: Okay. I just want to make
4 sure.

5 CHIEF DIPETRILLO: I'm good with that if you
6 can come up with something that will make it
7 easier.

8 MR. BOBADILLA: That will help. That way you
9 don't have to flip between books. You can have
10 it right there from the prior quarter.

11 CHIEF DIPETRILLO: Right. A parent could
12 look at it and see there's progress being made
13 there.

14 MR. CORBIN: I would love to get to a mini
15 workshop where representatives from TaxWatch, a
16 representative or two or from the Bond Oversight
17 Committee, the District and ourselves could sit
18 down and spend an afternoon polishing this up so
19 that we arrive at what meets everyone's desires.
20 Because our goal is always to look for
21 opportunities to improve on something. And if we
22 can get this to the point where it's all nice and
23 polished up, then, going forward subsequent
24 quarterly reports have that detail, that
25 information that these parties are all looking

1 for, that makes everyone's -- you know, that
2 would make it a lot easier for everyone involved
3 and we won't be back here, you know, a quarter
4 from now going, well, you've got it 75 percent of
5 the way there Mr. Corbin, what about this or
6 that?

7 I'd love to find a date that we could, you
8 know, do a little mini workshop on it and --

9 CHIEF DIPETRILLO: I'm good with that.

10 MR. RABINOWITZ: I think what I'm hearing is
11 that we need to create a subcommittee about
12 improving on the reporting. It sounds like Chief
13 DiPetrillo is more than willing to be the
14 chairman of that subcommittee.

15 CHIEF DIPETRILLO: I'm certainly willing to
16 waste another afternoon to do what I have to do.

17 MR. CORBIN: Thanks, Chief.

18 MR. RABINOWITZ: I mean, I would assume --
19 you know what, I don't want to make any
20 assumptions, but, Bruce, you may be helpful in
21 that regard, as well.

22 MR. BERNARD: I'll carry the Chief.

23 CHIEF DIPETRILLO: No, as your advocate -- as
24 your advocate, we're out there trying to say
25 these projects are moving along. And for us to

1 look at this and show that there is some
2 progress, it's hard to look at those big numbers
3 and see there's progress because you have to go
4 each quarter. But if I was able to look at that,
5 quarter by quarter by quarter, you could see
6 progress. And I think that's the missing element
7 here.

8 MR. BOBADILLA: So we'll be happy to work
9 with the Chief. We have to be careful, too, when
10 we have more than one, the notice requirement --

11 MR. RABINOWITZ: I was about to mention that.

12 MR. BOBADILLA: -- so, what I was going to
13 suggest, maybe as an initial step is, we can work
14 directly with the Chief, and that way we can have
15 a starting place that they can go from, bring
16 back to the group, to look at kind of the work of
17 the -- with the Chief and TaxWatch and our team
18 and see if that aligns with everybody.

19 MR. RABINOWITZ: I think what you're getting
20 at is Sunshine laws. And I want to make sure
21 that we're, obviously, in compliance with that.
22 So, what I'm hearing is, and if general counsel
23 is here and wants to make, you know, a
24 recommendation about that, you know, that if one
25 person from the District is there and one person

1 is there from the committee, don't we are already
2 then have two and then have requirements
3 concerning advertising and things like that?

4 MR. BOBADILLA: What I'll do is, I'll follow
5 up with general counsel, but I don't believe --

6 MR. CORBIN: She was here earlier and had to
7 go downstairs.

8 MR. BOBADILLA: She was downstairs at the
9 Board meeting, but I don't believe that issue
10 rises when there's one committee member and
11 staff. I think it's when there's more than one
12 committee member. But we'll double-check with
13 legal counsel, and if that's okay, then we'll
14 follow up with the Chief.

15 MR. RABINOWITZ: Okay. Perfect.

16 CHIEF DIPETRILLO: Well, I'm pretty sure I
17 know how the public issues work like that. If
18 you notice anything, you don't have to have --
19 you don't have to have just one person there,
20 because now everybody knows it's there, so they
21 can come and view that. If it were just me and
22 another person, as long as it's noticed that that
23 committee is doing factfinding or working, then
24 that's legal, as well, under the -- under that.
25 From my perspective, that's the way that works.

1 Either that or I have been violating that for my
2 entire career. One or the other, but, under the
3 circumstances I think we're good to go.

4 MR. RABINOWITZ: Either way, find out.

5 MR. BOBADILLA: Okay.

6 MS. AKER REECE: I would just like to comment
7 that the best section is in the back, the
8 financially active progress, please don't touch
9 that. It's perfect. Because it really -- it
10 really gives a good overview of what's happening
11 financially. So, whatever you do, if you could
12 leave that section.

13 CHIEF DIPETRILLO: I have no intention of
14 touching that. I already locked myself into
15 something else I need to do.

16 MR. RABINOWITZ: Congratulations.

17 CHIEF DIPETRILLO: Thank you.

18 MR. SHIM: Good evening, I'm Omar Shim,
19 Director of Capital Budget. So I'll use the next
20 few pages to summarize the budget activity since
21 the last BOC Quarterly Meeting.

22 So we talked a little bit about this, moving
23 -- the Board approved the last five-year plan.
24 So on September 7th the Board approved the
25 District Educational Facilities Plan, which

1 includes accelerating funding for about \$24
2 million in SMART projects from Program Years 4
3 and 5 to Program Year 3. So you can see in Year
4 4 it was 12.4 million and in Year 5 it was 11.5
5 million.

6 So, as we discussed, some of those projects
7 were single point of entry and the other projects
8 that weren't single point of entry, that would
9 have benefited from being completed along with
10 other projects at that location that were already
11 funded. Funding for these projects where
12 accelerated is available beginning for this
13 fiscal year. As we said, these are already being
14 started. And there was no other items that would
15 have otherwise had amended the SMART Program.
16 That means that we didn't approve any other Board
17 agenda items that would have impacted the SMART
18 Program.

19 Next slide, please ?

20 So the last BOC Quarter Budget Activity
21 Report was the end of the fiscal year 2016. And
22 that included budget activity for the SMART
23 Programs Years 1 and 2. This BOC Quarterly
24 Budget Activity Report is the first quarter of
25 the fiscal year 2017. And now that includes

1 budget activity for the SMART Program Years 1, 2
2 and 3, totaling 655.5 million as shown on page
3 360 of the quarterly report. Funding is now
4 available to begin executing SMART Programs in
5 Year 3. As shown, SMART Program Years 4 and 5
6 will become available as the Board approves
7 subsequent budgets for fiscal years 2018 and
8 2019.

9 Next slide, please?

10 This slide shows a breakdown of the budget
11 activity for the GOB and the Non-GOB funds in the
12 SMART Program. Page 367 gives further details.
13 That page shows the breakdown of the GOB and the
14 Non-GOB funds.

15 As of September 30th, 70.5 million was
16 expended on SMART Program projects and there were
17 20.4 million in purchase orders. Out of the
18 331.4 million in financially active projects
19 there was a remaining balance of 250.5 million.
20 Details of the active projects are shown on page
21 368 through 436.

22 And I just want to kind of make sure
23 everybody understands, when I say, financially
24 active versus -- I know in facilities they'll
25 report progress on planning and things like that,

1 and there are incidents where you are beginning
2 work on a project, but there is no financial
3 activity reported. So there may be a difference
4 in numbers, but, at the same time, we're only
5 looking at projects that have either a purchasing
6 order or expenses on that project. And then
7 we'll report the entire project budget and
8 activity on that budget.

9 The rest of the remaining projects, totalling
10 314, those are reported beginning on page 438.

11 And, aside from the details, if anyone has
12 any questions I would be willing to answer them.

13 MR. RABINOWITZ: Anybody?

14 MS. AKER REECE: So I see at the end of a few
15 projects that have like very small dollar figures
16 like \$7, \$8 left, will these just drop off the
17 next report or what will happen with those?

18 MR. SHIM: I'm sorry, what page?

19 MS. AKER REECE: So you could look at page
20 434, for example, you have music instruments with
21 \$7 -- or, actually, additional computers, \$22
22 left. Will that just drop off of our next report
23 as it's closed or what will happen?

24 MR. SHIM: I don't plan on dropping anything
25 off. I would like to report projects that have

1 completed so that we have a list of those
2 projects that have been completed.

3 MS. AKER REECE: Okay.

4 MR. LEONG: When the project is totally
5 closed, then we take away the remaining balance,
6 whatever, \$2 or whatever.

7 MR. BERNARD: Can I ask just one? On the
8 athletics, we never hear about the \$2 million of
9 projects they're doing. Are they done? Do we
10 have this, some, that they're completed by
11 somebody?

12 MR. BOBADILLA: I think we have a gentleman
13 here who can help us with athletics.

14 MR. CERRA: Currently, we have our track
15 projects in motion. At Stranahan High School
16 it's been completed. They're currently at
17 Hollywood Hills, putting the final touches on
18 that. At Western and Flanagan they have been
19 resurfaced and we're just waiting for striping
20 and logos being put down. They're moving to
21 Pompano Beach High School next week. And we
22 still have Taravella High School and we have one
23 more. I'll have to look it up real quick. But
24 we have, basically, eight tracks that we are on
25 right now for this current school year with five

1 slated for next year -- four slated for next
2 year.

3 MR. CORBIN: When we get into like locker --
4 or the weight room renovations, those type of
5 athletic improvements, those are often folded in
6 with the primary project work. Because we'll
7 have a general contractor there, we're working
8 closely together to define what improvements
9 would take place, for example, at the weight room
10 at Stranahan. And if it is determined that it is
11 just going to be ordering some equipment, then
12 that will just be pulled out, expedited and that
13 can be, once again, an example of what we can
14 move forward quickly. But if we can get it done
15 through our designer of record for the primary
16 project and the GC, we can recognize some cost
17 savings by doing it with the main project.

18 MR. BERNARD: Well, again, can we just have
19 something in the book?

20 MR. BOBADILLA: We've already made a note to
21 add an athletics tab.

22 MR. BERNARD: Just to add a page or two.

23 MR. CORBIN: An athletics summary; sure.

24 MR. RABINOWITZ: If you can just identify
25 yourself for the stenographer.

1 MR. CERRA: Sure. Shawn Cerra, Student
2 Activities & Athletics.

3 MR. RABINOWITZ: Thank you.

4 Anybody else?

5 Chief, no questions?

6 CHIEF DIPETRILLO: No, I'm good.

7 MR. RABINOWITZ: Thank you, Omar.

8 MR. BOBADILLA: Okay. We're moving to M/WBE
9 Update.

10 MS. FREEMAN: Good evening. My name is
11 Lavinia Freeman and I'm the M/WBE Specialist in
12 the Office of Supplier Diversity & Outreach
13 Program Procurement & Warehousing and I'm here on
14 behalf of Mr. Woods and also our department
15 director, Mary Coker, and our program
16 coordinator, Colleen Robbs. They are all
17 downstairs in a workshop dealing with the
18 Disparity Study. So I will share this
19 information with you. And we appreciate the
20 opportunity to really tell you about the Supplier
21 Diversity & Outreach Program, itself, who we are,
22 the work we do, our accomplishments, and, also,
23 looking ahead.

24 Our vision is to promote the involvement and
25 economic growth of the minority and women

1 business enterprise community and serve as a
2 catalyst for creating more opportunities for the
3 M/WBEs, if you will, and allow our students to
4 succeed in tomorrow's world.

5 Our mission is to develop sustainable
6 business relationships with minority and women
7 business enterprise and to serve as a catalyst
8 for change. By actively seeking to promote
9 value-added partnerships, we, the Supplier
10 Diversity & Outreach Program, provide -- we
11 create a virtuous circle to include diverse
12 suppliers in our market area.

13 What do we do? So we promote the economic
14 development and growth of minority owned and
15 women owned business enterprises. And we're
16 responsible, specifically, for community
17 outreach, M/WBE certification, we have a program.
18 We also handle contract pre-qualifications.
19 We're involved with the solicitation, review,
20 evaluation and scoring of solicitations. We
21 serve as a member of the Qualifications Selection
22 Evaluation Committee, and, also, we are involved
23 with nonconstruction related procurements. We're
24 building a contract compliance and monitoring
25 reporting component and we also provide staff

1 support for the Supplier Diversity & Outreach
2 Program Advisory Committee.

3 Our SMART Promise is to yield a viable pool
4 of skilled local, small and minority businesses
5 and vendors to participate in the district's
6 procurement process and to perform work in the
7 SMART Bond Program. This is our commitment.

8 This slide shows accomplishments as of
9 9/30/16. We've held 50 outreach events. We have
10 active certified M/WBE firms, and the number, it
11 hovers around 700. There are 693 right now. We
12 have 131 pre-qualified contractors. We have
13 participated in 53 QSEC meetings evaluating and
14 scoring the solicitation for the design
15 professionals as well as the big three. We also
16 have -- there were 53 meetings that we have been
17 a part of and we have reviewed close to 300
18 proposals from the bidders.

19 This slide illustrates M/WBE participation in
20 professional design service. So under
21 professional design services 77 percent -- 77
22 percent of the dollars are committed to M/WBEs,
23 and that includes both prime bidders and subs.
24 So that total is around 7 million. And the total
25 for M/WBE funds as well as non M/WBE totals

1 around over \$9 million.

2 This next slide illustrates the M/WBE
3 participation in the Program Management Services.
4 So under Program Management 36 percent of the
5 contracts -- contract awards is committed to
6 M/WBE participation and a total of 22 million has
7 been awarded. So about \$8 million represents the
8 M/WBE commitment.

9 And this chart shows the Professional Design
10 Services and the Program Management Services
11 combined. So the combined total award is close
12 to 32 million. 48 percent of that includes a
13 committed amount for M/WBEs in the amount of
14 about 15 or over 15 million. And, again, that
15 represents 48 percent of the total. And let me
16 just point out that the chart does represent 26
17 contracts which does include M/WBE participation.
18 It does not, however -- it does not include
19 Safety, Music & Arts and Technology contract
20 awards. So these charts are specific to the
21 construction and design related work.

22 So, looking ahead, as we -- as we speak, like
23 I mentioned, there is a Disparity Study Workshop
24 going on downstairs. We are in the process of
25 developing the new Supplier Diversity & Outreach

1 Program. There's a new policy being reviewed.
2 We expect that it will go to the School Board on
3 December 6th for their regular School Board
4 meeting agenda. And on that date we do expect
5 that the final adoption of our new policy will be
6 in place and that will allow for more
7 participation and specific goals to be set to
8 increase the number of minority and small
9 businesses in doing business with the School
10 Board.

11 So the Supplier Diversity & Outreach Program
12 will continue to build and grow our compliance
13 program as data and systems become available to
14 our office and our department. This will include
15 adding reporting of participation in the other
16 areas of the SMART Bond Program.

17 And that concludes my report. I'll take any
18 questions or feedback and/or feedback.

19 MR. BOBADILLA: If I could, before we open it
20 up for questions, I would like to introduce
21 someone who is sitting back here because I think
22 he is also very instrumental in this work. So
23 recognizing how important this is to the program,
24 we also asked Heery, our program manager, to
25 bring in a sub-consultant who could work with our

1 team internally as we move this forward, to make
2 sure that, as the Disparity Study is being
3 reviewed, as you heard, tonight by the Board, as
4 whatever those final conclusions are, that we're
5 not waiting for that, that we're already making
6 changes that we can make as staff in order to
7 make sure that we are being inclusive of our
8 entire community as we do this work.

9 So I'm going to ask him to take a minute or
10 two and just introduce himself and the work he's
11 been doing.

12 MR. CHANNER: Good afternoon everyone. My
13 name is Barron Channer. I am a with Bach Real
14 Estate and we are participating specifically on
15 the M/WBE, what we call, inclusion. Our primary
16 work is to support the Supplier Diversity &
17 Outreach Program teams, so working with Ms.
18 Freeman and her colleagues in that department.
19 But we are a part of the program management team,
20 so we, actually, bridge the gap. And our
21 presence here is, actually, a statement of the
22 school district's desire to modify the typical
23 approach. The typical approach here would be,
24 you know, what you see in the region, would be a
25 program that is already planned and then an

1 outreach effort to folks who represent whatever
2 disparity numbers you may have.

3 The School Board, in its wisdom, has decided
4 that they would like to, actually, plan the
5 program in a way to optimize the opportunities
6 for those groups that have disparities to
7 participate in.

8 And so we have two team members who will
9 participate, and one actively works with the
10 project managers, themselves, thinking about how
11 to package and structure the projects in a way
12 that is consistent with on time, on budget and on
13 quality, but, also, in a way that could be
14 attractive to M/WBE firms, which are often
15 smaller firms that have other considerations to
16 be weighed. So that team member has been on
17 board now for a little bit over a month.

18 We have recently brought on board an outreach
19 coordinator to work with Ms. Freeman and team and
20 in that -- and from that end we will be directly
21 reaching out with a heavy focus on construction
22 and professional services, and particularly the
23 groups that are identified as having been heavily
24 disparaged per the disparity study that the School
25 Board has been reviewing and we are strategically

1 building relationships with the groups that
2 represent those contractors and professional
3 service firms.

4 So we understand the pipeline of
5 opportunities that are coming, specific scopes,
6 and we understand the pool of M/WBE firms that
7 currently exist, and we are working to balance
8 that out in a way that translates the District
9 being able to achieve whatever goals it
10 ultimately establishes. A big part of our job at
11 this point has been to provide input into the
12 various solicitations that have recently come to
13 the Board and the ones that are now being teed up
14 for the December timeline, and it's just simply
15 reviewing them, providing a perspective on the
16 language, providing a perspective on how the
17 M/WBE is scoring and making you sure that that is
18 aligned with the market place and actually
19 creates the opportunities for firms which tend to
20 be smaller firms and firms that have not
21 historically had a significant relationship with
22 the school district.

23 MR. BOBADILLA: Thank you.

24 MR. RABINOWITZ: It sounds like President
25 Trump's transition team could use your services.

1 I have one question. What is the criteria
2 utilized to determine what is an M/WBE
3 Enterprise.

4 MS. FREEMAN: Okay. So our procedures
5 requires that the firm has to be at least 51
6 percent minority owned or woman owned and the
7 financial threshold for business services,
8 commodities and professional service is, the
9 average gross sales over the past three years
10 cannot exceed over \$6 million. For construction
11 it's 12 million. And those are primarily the
12 thresholds we go by, and there's a list of
13 required documentation to verify ethnicity and a
14 list of other items to certify firms.

15 MR. RABINOWITZ: Bruce, Chief, go ahead.

16 CHIEF DIPETRILLO: Is there an actual goal, I
17 mean, in terms of increasing by 50 percent or 100
18 percent or overall or is it an elusive number.

19 MS. FREEMAN: You mean the goal as far as
20 increase our pool?

21 CHIEF DIPETRILLO: As far as the number --

22 MR. BERNARD: Participation. Like a dollar
23 amount.

24 MS. FREEMAN: Right now there is not a
25 required goal. We do encourage -- we use

1 encouragement and assistive language in the
2 solicitation. And so the bidders can include
3 participation or not. If they include it at a
4 certain level then they are eligible to receive
5 points within the scoring process. But they do
6 not have to.

7 Once the disparity study is -- once the Board
8 passes the new language for our program, then
9 there will be goals in place.

10 CHIEF DIPETRILLO: Okay.

11 MS. FREEMAN: And that will be based on the
12 study, itself.

13 CHIEF DIPETRILLO: How do you avoid shadow
14 contractors? You know, people that put someone
15 out there as a member that's not really a member?
16 I run into this a lot in other areas, as well.
17 So how do you validate that ownership or that
18 participation?

19 MS. FREEMAN: Okay. Well, we receive, like I
20 said, a number of documents to verify ownership
21 of a company. So we look at tax returns. We
22 look at the operating agreement. We look at
23 stock certificates and a laundry list of
24 documentation that we can verify the ownership.
25 We look at, you know, two forms of ID. There are

1 a lot of different requirements that we use.

2 MR. BOBADILLA: So if there's someone who's
3 falsifying it's more than just with the District.
4 They're falsifying a lot of other places. It's a
5 bigger issue.

6 MR. CORBIN: But, likewise, one of the steps
7 that the team is taking is, for example, under
8 Professional Services, if a firm has submitted a
9 proposal stating that they are going to utilize
10 30 percent M/WBE sub-consultants, and that's what
11 they have been evaluated on and they were
12 selected on, when they come in and sit down with
13 our negotiation team, we go back to that source
14 document and we make sure that they fully
15 disclosed who those firms are, what are their
16 roles, and we get them on their letterhead to,
17 once again, meet or exceed that value that they
18 have proposed. And that gets part of their
19 actual professional service agreement, and then
20 on a monthly basis as they invoice us, they need
21 to reflect that dollar amount committed to that
22 M/WBE and the amounts that have been paid to date
23 against that total. So there has been some good
24 checks and balances.

25 MS. FREEMAN: And I'll add that, in advance

1 of the evaluation committee meetings, we go
2 through each proposal and we verify that they are
3 certified with the School Board of Broward
4 County. That's the only certification that
5 matters to us. So they have to be certified with
6 us in order for that prime proposer to receive
7 those points that are eligible.

8 CHIEF DIPETRILLO: One day I'll tell you how
9 that works in the Indian world, but you don't
10 need to know that right now.

11 MR. RABINOWITZ: It sounds as though that
12 it's been a success.

13 CHIEF DIPETRILLO: It sounds very good.

14 MS. FREEMAN: We've been working really hard
15 to make it successful.

16 MR. RABINOWITZ: Thank you. Communications.

17 MS. GARTH: Communications. So, as I
18 mentioned earlier, over the last few months we've
19 brought on a dedicated team to focus on improving
20 the communication. It's led primarily by me, but
21 I would also like to introduce my colleague,
22 Denise Williams. And Denise is 100 percent
23 dedicated moving forward to working on the
24 communications regarding -- related to the SMART
25 Program.

1 So over the last few months we have been
2 collaborating closely with the Public Information
3 Office to develop a proactive communication
4 strategy that's documented and that is also going
5 to, I guess, be less responsive and really be
6 more ahead of the curve and proactive in getting
7 information out into the community. We've
8 started to roll that out. And what you'll start
9 seeing is, on a regular basis, on a weekly basis,
10 biweekly, monthly, quarterly, regular pieces of
11 communication going out to the general public, to
12 the Board, to yourselves, in a consistent manner
13 and in a way that is, hopefully, easily
14 understandable.

15 We have been doing a lot of tweeting. Over
16 the last quarter we've had over 30 posts. And
17 what we're trying to do is get ahead of the game.
18 And, so, for example, if we know that there are
19 items on the agenda on a Board meeting, let's say
20 for today, we've already reviewed them, we've
21 got, you know, tweets prepared to go out so that
22 the public is aware of what transpired at that
23 Board meeting. What we are also going to do as
24 we move forward is, if there's activity and the
25 Board approves an item on a particular school,

1 like, say, Stranahan, there will be a follow-up
2 e-mail that the principal gets that says,
3 congratulations, your project is moving forward.
4 Here is -- your item was approved yesterday. And
5 they can then share that with their constituents.

6 As far as spotlights, back to school, we
7 actually produced a flyer that went in every
8 single backpack. I think there were over 250,000
9 flyers that were produced, by school. Each
10 school had their own, and it provided an update
11 on what's happening overall in the program and
12 specific to that particular school.

13 That will continue on a quarterly basis. One
14 of the things I have actually done quite a bit of
15 this past quarter is what I'm calling a road
16 show. We've standardized a presentation deck
17 that captures what is happening overall in the
18 SMART Program and then we customize it based on
19 the community that we're presenting to. So the
20 last quarter we've done over 15 presentations to
21 municipalities, to business communities, to --
22 for example, to Fort Lauderdale -- Greater Fort
23 Lauderdale Alliance, the Broward Workshop, to The
24 Society for Marketing Professionals, which,
25 actually, that is a great organization that has a

1 strong membership of contractors, architects,
2 engineering firms.

3 So we've been out on the road just letting
4 folks know the progress that's being made, what
5 they can expect. And in the specific
6 municipalities we've been reporting on those
7 schools that impact that city. We have been
8 working to try to -- I'm sorry. Go ahead.

9 MR. BERNARD: Under municipalities, is there
10 a way to give them like a yearly update of what
11 is -- has happened in their school or is going to
12 happen for the next year? Because I know the
13 city managers and the council, they're usually
14 pretty in tune with the schools in their cities
15 because they come forward for different items.
16 So having this information of knowing what's
17 happening at least the next year would keep them
18 informed, because you're sending it out to the
19 schools, but it doesn't always get back to the
20 city, you know, council members and city managers
21 to know what the -- because cities, also,
22 participate with funding with some of the
23 schools, also.

24 MR. BOBADILLA: So, good question. Couple
25 things. We are closely working with our

1 government relations team. And one thing we've
2 already done is extended to any municipality who
3 would like for us to come out and do a
4 presentation and give them an update of where we
5 are and what's coming, we'll be there. And
6 several, as you can see, have already taken us up
7 on that.

8 The other piece that I'm sure we're going to
9 get to is we are going to be preparing an annual
10 update report on the program that we will be
11 sharing with all the municipalities as well as
12 other stakeholders.

13 MR. BERNARD: I understand. If you get the
14 whole municipality the whole program, that's fine
15 and dandy, but I know, and the Chief will
16 probably tell you, if you're a municipality on
17 that level, you're looking for what you're
18 getting in your municipality. You're not
19 cross-referencing what your neighbor is getting.
20 So, to save all the paperwork, you just would
21 like to know what's happening in your city or
22 your town so you can be, you know, up on the same
23 speed that -- you know, there's a lot of -- our
24 districting is schools in each District with some
25 of the counsel members. So, if they could know

1 what's happening, it could help them along to
2 push the program, also.

3 MR. BOBADILLA: Yeah, that's exactly what
4 we've been doing with these presentations.
5 They've been tailored to each of those
6 communities with the schools. You know, we've
7 been ready to answer any other questions, but the
8 presentation is tailored for that community.

9 MR. CORBIN: And the way that Heery built our
10 database that is populating these quarterly Bond
11 Oversight reports, we have it in there with the
12 ability that if we get a request for -- can you
13 run a report for this municipality or for this
14 District inside of the county, because sometimes
15 you're -- you're speaking to a little bit of a
16 blended group, for example, we have that ability
17 to be able to extract that information out. So
18 that would only aid us in being able to deliver
19 all of those type of reports.

20 MS. AKER REECE: Does this report -- is this
21 put together for the public or for us? I mean,
22 it looks like a lot of work. So is this just put
23 together just for our meeting or is it for --

24 MR. BOBADILLA: So, great question. It is a
25 lot of work, but we think it's important to put

1 all this together so you and the public know
2 exactly what's taking place. So one of the
3 things that we want to start looking at a little
4 more is the website again. And so my past
5 experience in creating these kind of reports,
6 what happens next is that they would be posted on
7 the website so that anyone could have access to
8 them and see exactly what has been reported up,
9 along with the meeting minutes, when they become
10 available, to put those up for everyone to see
11 for folks who can't attend the meeting and they
12 can hear exactly what the conversations were that
13 have been happening. So that's something that we
14 are going to be doing, Yvonne, is taking our
15 website that next step to make that available.
16 The other piece that would, also -- because we've
17 already started working on the website. If you
18 recall, we came last quarter or the quarter
19 before and talked about the page by page sheets
20 that have been loaded. One of the things we
21 noticed on there was that it was very hard to
22 print. So if you were in a school community and
23 wanted to print your school page, it came up
24 looking very strange. So that's been addressed
25 now, I understand; right, Adrian?

1 MR. VIERA: Yeah.

2 MR. BOBADILLA: So we've addressed the
3 printing. So now we want to, also, have this
4 material available. So that's -- that's the
5 plan, to have this available. Because I think
6 this becomes a very good single document for
7 everyone to be on the same page with where we are
8 with the program and school by school,
9 specifically, as well.

10 MS. AKER REECE: And once it's on-line I
11 don't need a printed copy. They're very
12 beautiful, but --

13 MR. CORBIN: And it's also quick to be able
14 to search. So that if you had a school of
15 interest you could quickly just cue in that name
16 and you could see in the various sections of this
17 report what's the pertinent information. So if
18 you wanted to see budget activity, for example,
19 it would take you to there. If there was
20 something else in music it would take you to
21 there and you could just search just for those
22 pages quickly.

23 MR. BOBADILLA: And the goal for this meeting
24 was to get it all into one report, which we
25 accomplished, because we have to do that first

1 before we can have the conversation about putting
2 it on the web as a single report and making it so
3 you can search for terms and have access to the
4 whole report in one search.

5 MS. AKER REECE: Okay.

6 MS. GARTH: I would also add that part of the
7 goal moving forward is this quarterly report
8 will, actually, trigger a number of other pieces
9 going out into the general public. So once we
10 leave the meeting today and it's public, then
11 this trigger for us on the communications side a
12 quarterly bulletin or quarterly newsletter that
13 will go out. And our intent was, actually, to
14 offer an insert that would be specific to the
15 District so the Board members can go on in their
16 District and they have a summary, not just
17 overall on what's happening, but on their
18 District and we can certainly do that by
19 municipality, as well. But I neglected to
20 mention, so, really, on a weekly basis -- if I
21 may summarize just what you can expect to see
22 moving forward. On a weekly basis we're going to
23 continue to tweet, we're going to continue to
24 blast those out on social media. On a biweekly
25 basis we're, actually, starting a newsletter,

1 what's pending in the office of facilities and
2 construction. That will be generated through
3 Leo's office and it will be a topic of whatever
4 is newsworthy, highlights for that last couple of
5 weeks. The quarterly newsletter, we're going to
6 continue to go out in the community and offer
7 updates to municipalities and any other interest
8 groups that are interested. We are working very
9 closely with Adrian to continue to update the
10 website and present materials there. But, also,
11 very importantly, you know, the principals are
12 really our gateway to the parents and to the
13 students. So we're working on creating a
14 comprehensive tool kit for the principals that
15 they can use to get their message out related to
16 their particular school.

17 And even as our project managers begin to
18 kick off the projects, those school enhancements,
19 for example, you heard that 30 of the schools are
20 tracking ahead of schedule, we've created one
21 document, one pamphlet, that helps the principal
22 understand what they can expect, what that
23 process is going to look like and -- what that
24 process is going to look like, and, again, what
25 they can expect and they can distribute that to

1 their parents. The same thing is going to
2 happen, once the project is triggered, we will
3 have communication materials that they can send
4 out.

5 We're working with the public information
6 officer to create -- to tell the SMART story,
7 and, again, to tell the story in a way that the
8 public understands, give the principals the
9 materials that they need, they can post on their
10 school websites that they can send out to
11 parents.

12 So, we're in the early stages. We're making
13 progress, but we certainly have quite a bit of
14 work to do to create an exciting communication
15 plan. And I think we're moving in the right
16 direction. I am certainly very open to feedback
17 as we move along.

18 So, with that said, as Leo mentioned, there
19 has been progress on the website and I will ask
20 Adrian to speak to that.

21 MR. VIERA: So as part of the Atkins Services
22 knowledge management and knowledge management's
23 community, and part of it is taking the
24 facilities project and further writing
25 enhancements for communicating to the public what

1 their progress is for their projects, and so each
2 school has their own website with their ADEFP
3 listed and all the projects detailed and it gives
4 them status-intense improvements that we've done
5 here since the last quarter, now, as part of --
6 there's been updates to the logo, there has been
7 refinements to certain functions to aid the
8 searchability of the document, clarification on
9 some questions that had to do with what funding
10 year really meant and when dollars were allocated
11 to the school, when really projects were going to
12 begin, so there has been clarification as to that
13 language. And there's commitment to monthly
14 updates. As Leo mentioned, now the sheets are
15 printer friendly. And, you know, those were the
16 updates through September, but I can also report
17 that as part of new ADEFP that was approved and
18 incorporated, now, the website also has that
19 incorporation and the new technology addendum and
20 the cleanup of the ADEFP. So it's up to date on
21 that. And we, as mentioned, are looking to
22 continuously provide enhancements to it to better
23 serve all the communities.

24 MR. RABINOWITZ: Questions? Comments?

25 (No response.)

1 MR. BOBADILLA: So, Key Takeaways, so,
2 hopefully, you see that this team has been
3 working hard and we believe we have the right
4 team and the right structure to continue to move
5 forward and deliver this program. This program
6 is not a sprint. And I think some folks
7 sometimes think, well, the funds became
8 available, why isn't it done? Well, the funds
9 start a process that at times can be lengthy.
10 Between planning, between permitting, between
11 design, between getting all these things together
12 before we can actually get to construction, and
13 part of that includes coordinating with our
14 schools, because we don't just want a contractor
15 to develop a schedule and enforce it on the
16 schools, we want the schools to be a part of
17 those discussions. So this is a marathon, not a
18 sprint. And then we're building momentum and
19 work is underway. We're going to continue to
20 have more and more work, moving out of that
21 planning and into that design. And then by next
22 year, early next year, moving out of that design
23 and into the construction. And so, as you can
24 see, we are really getting busy, and I want to
25 just say thank you to this entire team because I

1 know everyone's been working collaboratively
2 together to move this forward. It's a lot of
3 work. And I appreciate everyone's work and
4 effort to continue to make this better, because I
5 do think this is an improvement over where we
6 were and I think the next report will be an
7 improvement over where we are today.

8 Thank you.

9 MR. RABINOWITZ: We have been going for about
10 an hour and 45 minutes, an hour and 40 minutes.
11 Does anyone want to take a break? I know that
12 Bob's probably ready, but these chairs are not
13 the most comfortable.

14 MR. NAVE: I work for you guys.

15 MR. RABINOWITZ: And our stenographer has
16 been rolling along and I'm sure his hands are a
17 little tired. Typically, in courtrooms and
18 depositions we do take a break every now and
19 then. So why don't we break for five minutes and
20 let everybody stretch their legs.

21 (A brief recess was taken.)

22 MR. RABINOWITZ: All right. Let's get
23 started. Ready, Bob?

24 MR. NAVE: Yes, sir.

25 MR. RABINOWITZ: And before you start, just

1 so that we can have this process, you know, I
2 think, typically, you've kind of rolled through
3 your report and we've gone through it. Why don't
4 we do this, why don't you give the report about,
5 say, technology and then we'll allow Mr. Hunter
6 to respond to that specific issue, for example,
7 and then roll through each section that way, so
8 this way we can deal directly with the issues
9 and, you know, follow up with this.

10 MR. NAVE: Okay. I would like to start, I
11 would like to commend Yvonne and her staff for
12 the new look and the new format for the District
13 report. I don't know how you did it, but you
14 managed to shoehorn all of that information into
15 500 pages. So, thank you.

16 MS. GARTH: Thank you, I think.

17 MR. NAVE: TaxWatch, we took advantage of the
18 new fiscal year to change your look and the
19 format for our report, as well. I hope the most
20 obvious change was the fact that it's about 70
21 pages shorter than the previous reports. We took
22 the Appendices A and B out of the report. Those
23 were put in there more for my benefit than your
24 benefit, in that anything that was inconsistent
25 or identified anything that you needed to know in

1 those appendices, I put in the body of the
2 report, anyway. So I took those out just to make
3 the report shorter and make it easier for all of
4 us. We also have a new cover on the report. And
5 the man on the left is James Neer. He is the
6 principal at Monarch Senior High School in
7 Broward County. The lady on the right is
8 Alexandra Prieto, she is the principal at
9 Somerset Academy in Miramar. Principals Neer and
10 Prieto are two of the nine winners of this year's
11 Florida TaxWatch Principal Leadership Awards.
12 They will -- along with the other seven
13 principals, will be recognized and honored at a
14 dinner reception for them this Wednesday night in
15 Orlando. We are very proud of them.

16 Also, proud to report that Bond Oversight
17 Committee Member Lewers will be prominently
18 figured in the video introducing Principal Neer,
19 so we're all excited about that. And also a copy
20 of the video.

21 So the report includes -- we included 31
22 findings and 14 recommendations. And the
23 findings were things that I wanted to bring to
24 your attention and I wanted to make sure what you
25 saw. The recommendations are just that. We've

1 gone through a lot of these, and in the interest
2 of time, I'm going to focus on six or eight of
3 these that I think are particularly important and
4 I'll start with technology of the Broward County
5 schools. Mr. Hunter's report showed that there
6 are 124 schools for which additional computers
7 have been ordered and installed, and 76 of those
8 have student to computer ratios of 2-to-1 or
9 better. And the District acknowledges in the
10 report the need to get as close to a 1-to-1 ratio
11 as they can. And I think that raises the issue
12 of the adequacy of the 3.5-to-1 standard, and
13 TaxWatch recommends the District take a look at
14 that standard with the aim of adjusting or
15 changing the standard to be more in line with
16 what the District is, actually, trying to
17 accomplish.

18 Other than that, I think with regard to the
19 School Board schools, the District is making
20 great progress. They continue -- as Mr. Hunter
21 pointed out, there have been 32 new schools that
22 have been added this year, and we look at the
23 percentage of schools that have projects that are
24 in progress that are being completed, those
25 shifted down a little bit. As we pointed out in

1 our report, that's due to the inclusion of these
2 new schools that are just getting started. So
3 one would expect those percentages to go down.
4 So I think Mr. Hunter and his folks are
5 continuing to make great progress. And we had no
6 observations, no findings, no concerns on the
7 charter schools. So that's the technology part.

8 MS. AKER REECE: So are you recommending that
9 the standard be changed to something different
10 than 3.1 to 3.5 or just that if they're doing
11 more than that that they get the Board to adopt a
12 standard that's different?

13 MR. NAVE: We're recommending that they
14 revisit the standard with the intent of changing
15 the standard. Hitting the 3.5-to-1 was too easy
16 for Mr. Hunter. That was a softball. I don't
17 know if they just had too much money to do it,
18 but they've had no difficulty hitting the
19 3.5-to-1. And given the percentage of schools
20 and the number of schools that are 2.0 or better,
21 it suggests that moving that standard closer to
22 2.0 or closer to 1-to-1 is worth taking a look
23 at. I don't know what the right standard should
24 be, but 3.5-to-1 was too easy.

25 MR. HUNTER: That is a good question there,

1 because I don't disagree with that at all, and I
2 think the conversation needs to be had with the
3 Board. The question that keeps coming to my
4 mind, though, is what about the schools that have
5 already been completed? And, so, if we adjust
6 that standard, should that -- should the
7 recommendation then be to go back and revisit
8 those schools? Is that -- you know, are those
9 two things tied together? Because I'm sure
10 that's what we will hear. In fact, to be quite
11 honest with you, what I heard from some of the
12 schools that, actually, purchased their equipment
13 before we put out the new bid was that they
14 weren't able to buy as much equipment because
15 they paid a higher cost for it. And then once we
16 had a new bid, and so we kept everything the
17 same, just so that, you know, the playing field
18 would be even for all, but I don't disagree with
19 that at all. I think it's a conversation I would
20 certainly love to have the Oversight Committee's
21 thoughts on whether or not we go back and revisit
22 schools if the Board sees fit, and I think the
23 Board would be interested in having your input,
24 as well.

25 MS. AKER REECE: I don't think we should

1 change the standard unless we have a replacement
2 plan. Otherwise, you're just stocking up on
3 computers now and you'll have old computers. And
4 then you'll have more old computers unless you
5 can replace them in three years.

6 So I think the conversation has to be married
7 to the replacement plan.

8 MR. HUNTER: The refresh strategy.

9 MR. RABINOWITZ: Or the funds for
10 replacement.

11 MS. AKER REECE: Yeah, or some sort of
12 appropriation that the School Board committed to,
13 so if we get to 2-to-1 or get to 1-to-1 there's
14 also a replacement commitment to replace them
15 every three years or to keep them relevant.

16 MR. BERNARD: The 2-to-1, I think, you know,
17 I'd like to see it 1-to-1.

18 MS. AKER REECE: Right.

19 MR. BERNARD: But if the School Board at
20 least accepts 2-to-1, then you should have the --
21 you know, if one is available to go back and
22 service the schools that you already have done,
23 but then hand in hand has got to come up with a
24 refresher plan to make sure once you get all this
25 new equipment, it's not three years down the road

1 we're sitting here with the same problem and it's
2 out of date and there hasn't been a refresher
3 plan to keep it up to date, just keep it even,
4 like we've discussed. You don't have to be
5 ahead. If you can keep even, you're ahead.

6 CHIEF DIPETRILLO: There's something like
7 200,000 students; right?

8 MR. HUNTER: 260.

9 CHIEF DIPETRILLO: 260,000; right? And
10 there's about 75,000 that you've actually
11 identified, computers in the system?

12 MR. HUNTER: 75,000 computers? No, many
13 more. You mean in terms of total number of
14 computers within the system?

15 MR. BERNARD: No, the new ones you're buying
16 he's saying.

17 MR. HUNTER: Oh, the new ones that we've
18 purchased so far.

19 CHIEF DIPETRILLO: Right. Right. Right.

20 MR. HUNTER: I think about 62,000 that we've
21 purchased.

22 CHIEF DIPETRILLO: About 62, but the goal is
23 around -- to get to the 3-to-1 you've got to
24 have at least -- you're the math.

25 MR. HUNTER: Yeah, right, exactly.

1 CHIEF DIPETRILLO: Okay? You have to have
2 about 80,000, 70-something, whatever that number
3 is --

4 MR. HUNTER: Right.

5 CHIEF DIPETRILLO: So the question is, are we
6 going to get to that point sheerly by the numbers
7 or are we just sort of throwing a dart out there
8 and saying that's where we want to be?

9 MR. HUNTER: Yeah, so we will get to that
10 point, but it's a moving target is my concern.
11 Because we will hit it, but then six months later
12 we'll be behind again. So --

13 CHIEF DIPETRILLO: Right. Right.

14 MR. HUNTER: But, yes, I think, based on the
15 timeline that we're working with and the budget
16 that we're working with, we will achieve the
17 goals of the bond, but then the question becomes
18 refresh and how do we maintain it?

19 CHIEF DIPETRILLO: But to get to 2-to-1
20 you're going to have to have 150,000.

21 MR. HUNTER: 2-to-1 is a different
22 conversation.

23 CHIEF DIPETRILLO: Different conversation.

24 MR. HUNTER: Yes.

25 MS. LEWERS: But that would come out of the

1 District's budget, not the individual school's
2 budget.

3 MR. HUNTER: Well, I don't want to speak to
4 Mr. Leong's budget.

5 MS. LEWERS: But I'm just trying to figure,
6 is it something that's appointed to an individual
7 school? You know, so that's -- I'm curious on
8 that.

9 MR. LEONG: Yeah, I think your question is
10 that if any refreshing of the program would come
11 from, you know, the Board. Predominantly, right
12 now the funding, the refreshing is coming from
13 the Board approving the capital outlay, you know,
14 dollars for that. In the past when we -- you
15 know, during the recession when we didn't have
16 the capital outlay dollars, the individual
17 schools will come up with the money to increase
18 their computers, because during the recession we
19 absolutely did not have any money that, you know,
20 that -- we had to make a choice, whether we're
21 going to hire a teacher or buy a computer.

22 MR. SHIM: And we do have dollars in the out
23 years as we look along, we just need to
24 prioritize based upon all the needs that we have.
25 I mean, we have \$3 billion worth of needs besides

1 this \$800 million or whatever it is that we went
2 out for. So I think it's important to kind of
3 recognize where we're at now and what we're
4 trying to do now and looking down the line.

5 MS. AKER REECE: Right. But don't you agree
6 -- well, I guess it's a question. Would you
7 think that it makes sense to buy more and more
8 computers if more money's left in the bond if we
9 know that we don't have operating funds to
10 replace them?

11 MR. SHIM: I agree with what you said.
12 Because you have to look -- you have to look at
13 both the replacement and think long-term about
14 the viability of that replacement versus lowering
15 the ratio. And you have to look at a plan that's
16 comprehensive and say what can we sustain?
17 What's sustainable based upon the available funds
18 and your long-term plan.

19 MR. HUNTER: And I -- the other part of that
20 equation I don't ever want us to leave out is the
21 instructional requirements. And so I think
22 academics has to be a part of this conversation
23 to understand as we move forward, you know,
24 what's the intent in the classroom; how are we
25 going to be engaging with students, et cetera?

1 Because it would be great if it was just dollars
2 and cents, but we're here for the purpose of
3 instruction, so we definitely need to have that
4 conversation with them, as well.

5 CHIEF DIPETRILLO: Forgive me, because I'm
6 from the chalkboard generation.

7 MR. BERNARD: Stone.

8 CHIEF DIPETRILLO: Thank you.

9 MR. RABINOWITZ: I'm 43 and there was
10 chalkboards in my school, too.

11 CHIEF DIPETRILLO: So what is the -- I mean,
12 what is the intended goal? We're talking all the
13 way down to preschool kids 1-on-1; right? Is
14 there a focus here for a certain group of -- I
15 know kids today pick up computers and games at
16 home.

17 So if they're already getting that dexterity
18 and that ability, where is our focus in this
19 program?

20 MR. HUNTER: And that's why I'm saying the
21 conversation needs to take place with this
22 budget. Today we buy devices from pre-k forward,
23 but they're different devices. So the pre-k
24 students are using tablets, you know, where by
25 the time they're in 3rd grade they need to learn

1 to use the keyboard, you know, and those kinds of
2 things, so there's a different device type, but
3 most definitely we are now providing devices for
4 every grade level within the District right now.

5 MS. CANTRICK: I was part of the team that
6 created the recommendation for devices to be used
7 at age level and content area, so I worked with
8 Tony's people before being awarded the Music and
9 Arts project, so it was a very -- it was a very
10 well-researched and thought-out process as to --
11 and every person was -- content area and ESE and
12 ESOL and pre-k, all of those people were
13 consulted when creating this recommendation for
14 devices to be selected. So we, actually,
15 recommended that tablets be used for pre-k and
16 kindergarten and then that keyboard devices be
17 used at the 2nd grade level, so that when they're
18 going into the 3rd grade and using them for
19 testing they have those keyboarding skills.

20 CHIEF DIPETRILLO: Okay.

21 MR. RABINOWITZ: Bob, next item?

22 MR. NAVE: Moving on to Music and Arts, in
23 our last report we reported that 36 of the 52
24 projects that were scheduled during the fiscal
25 year 2014-15 and 2015-16 years had not started.

1 This quarter that number is down to one and
2 that's the Thurgood Marshall project that we
3 talked about earlier.

4 We noted in our report that there was no
5 explanation for the delay at Thurgood Marshall.
6 We talked about today, we heard an explanation
7 this evening before that, but TaxWatch continues
8 to recommend that when projects are delayed that
9 the District include explanation for those
10 delays. And it is my expectation that if there
11 are delays in the next quarterly report for Music
12 and Arts projects that they are explained, as
13 well.

14 There were also -- the report identified 21
15 schools where equipment -- replacement equipment
16 had either closed out or were in the process of
17 being closed out and another six schools where
18 music equipment was being ordered. We looked at
19 the total spend on those 27 schools and it was in
20 the range of \$4.47 million. What caught our
21 attention was the fact that about 4.28 million of
22 that went to one vendor, and that's All County
23 Music. And that just raises an obvious question
24 about why the reliance on that one vendor.

25 So our recommendation was to request that the

1 District provide an explanation for the reliance
2 on All County Music to buy so much of the
3 equipment. And we also questioned -- the report
4 also failed to identify whether All County Music
5 or any of the other vendors were women or
6 minority owned businesses or historically
7 underutilized businesses. So one can't tell from
8 that report how much of this money is going to
9 W/MBEs. And the Supplier Diversity section of
10 the report failed to address that, as well. So
11 that's a shortcoming that TaxWatch expects to be
12 addressed in the next report.

13 Also, the kiln replacements, there was money
14 appropriated to replace kilns. There was 17 new
15 kilns scheduled to be bought, eight of which have
16 already been paid for and the projects closed,
17 and, again, there's nothing to show who -- who
18 those kilns were purchased from, who the vendors
19 were, whether they were W/MBEs, how much was
20 spent on those. So, again, our expectation is
21 that the next report address those, as well.

22 And I think that is pretty much it for Music
23 and Arts equipment. So I'll be glad to answer
24 any questions.

25 MR. RABINOWITZ: Any questions for Bob? I

1 guess I turn back to Ms. Cantrick. Are the
2 recommendations that have been made by TaxWatch
3 things that can be satisfied and put in the
4 balance of the reports that we'll see in the
5 future?

6 MS. CANTRICK: Yes.

7 MR. RABINOWITZ: We've already spoken about
8 the Thurgood Marshall Elementary School issue and
9 it -- I think that we have addressed this to some
10 regard, but is there an explanation why the
11 lion's share of the acquisition of the
12 instruments comes from one company other than the
13 fact that they probably give the best price?

14 MS. CANTRICK: That was the primary. There
15 was for -- yeah, that was the primary reasoning
16 behind that.

17 MR. RABINOWITZ: Is there any other reason?
18 Look, I don't buy equipment so I don't know who
19 is out there to buy it.

20 MS. CANTRICK: Right. So we have a new bid
21 now, as of August 25th, I want to say. We've
22 gotten all the prices in. We're putting them all
23 into a database for the schools to order from,
24 but our recommendation when schools are ordering
25 is to choose the lowest price and that's what's

1 referenced there.

2 CHIEF DIPETRILLO: Adam?

3 MR. RABINOWITZ: Yeah.

4 CHIEF DIPETRILLO: One question. When we do
5 bids, you can do bids any way you want to do them
6 to make them come out the way you want them to.
7 I know how to play that game.

8 Did you do a complete bid, line item by line
9 item, and award to the lowest bidder or did you
10 do a consolidated bid that awarded the bid to the
11 lowest bidder?

12 MS. CANTRICK: That's, actually, a
13 procurement question.

14 CHIEF DIPETRILLO: I can't hear you. You
15 have to speak up.

16 MS. CANTRICK: That's, actually, a
17 procurement question. I don't -- I don't handle.

18 CHIEF DIPETRILLO: Well, I would like an
19 answer to that when they come back next meeting.
20 Because I can make a bid look very good or very
21 bad depending on how -- and if you're trying to
22 get minority business owners and others to bid,
23 maybe they can provide a clarinet cheaper than
24 they can provide a guitar --

25 MS. CANTRICK: Right.

1 CHIEF DIPETRILLO: -- and then the money can
2 be given to everybody else, as well. So I have a
3 concern about that. Not because these are bad,
4 because I think I, actually, bought something
5 from them back when my kids were in school, so it
6 doesn't necessarily mean that they're still the
7 best vendor. All right? So I'd like an answer
8 to that, if I could.

9 MS. CANTRICK: Certainly.

10 MR. RABINOWITZ: Good question.

11 MR. NAVE: Any other questions on music and
12 art?

13 (No response.)

14 MR. NAVE: Okay. Moving onto Facilities
15 Construction, the District noted in its report
16 that in response to Request for Qualifications at
17 Plantation Middle School, New River Middle School
18 and Whiddon-Rogers Education Center that they
19 received less than the three proposals required
20 by law to proceed. Now, there's nothing in the
21 report that suggests that these projects are
22 delayed, but I think it's reasonable to assume
23 that these projects are delayed based on the fact
24 that they have to go backwards through the
25 procurement process.

1 So, again, it goes back to the recurring
2 recommendation that TaxWatch has made in every
3 quarterly report since we got involved in this,
4 and that is that delays in projects be reported
5 and explained. And, again, that's our recurring
6 recommendation on that issue.

7 We've talked about the template that is used
8 to report the status of projects at the schools.
9 I think it's been a good discussion on that.
10 That has been a recurring issue. We issued our
11 best practice report 15 months ago, and
12 Recommendation 37.3 outlines the information that
13 TaxWatch thinks you need to see to get a sense of
14 whether these projects are on time, whether
15 they're on budget, whether minority or women
16 owned businesses are involved in this and the
17 things you need to know. And 15 months later we
18 have yet to crack that nut. I am very encouraged
19 by the appointment of a subcommittee tonight. I
20 think -- and TaxWatch is certainly willing, we
21 have been working with the District since
22 September 1st trying to come up with a template
23 to resolve this issue, and I'm optimistic that we
24 can do it. And it's my expectation that the next
25 quarterly report addresses TaxWatch's concern.

1 The final thing I point out on Facilities,
2 the Facilities report identifies projects that
3 are completed. We identified 40 projects in the
4 Facilities Construction Report that are
5 identified as complete, but there's nothing to
6 suggest that these projects were delivered on
7 time, on budget. There's nothing to suggest that
8 there were any problems associated with this. So
9 I think anyone that reads this assumes that these
10 projects were delivered on time, on budget and
11 that there were no issues.

12 And, again, TaxWatch's recommendation has
13 consistently been in instances like that to
14 provide some sort of affirmative statement that
15 projects were on time, on budget or something so
16 that the reader can determine for themselves that
17 the projects were delivered on time, on budget
18 and -- yes, ma'am.

19 MS. AKER REECE: So would on time be within
20 the seven years that they've guaranteed? I'm
21 not -- like, I really don't know what on time
22 would be related to except for that they said
23 that they wanted to complete them in seven years.

24 MR. NAVE: Construction, well, these projects
25 have schedules, and they know when the

1 procurement starts, they know when the planning
2 phases, design phases are scheduled to start. If
3 there are things that disrupt that schedule or
4 delay it, then these are the things that need to
5 be identified. If all of a sudden the scope of
6 work changes, if because the cost of labor and
7 materials were to go up, the budget either has to
8 be increased or the scope of work has to be
9 paired down, these are things that should be
10 noted. These are things that taxpayers want to
11 know. These are things I think you want to know.
12 And they should be noted. And I think our
13 challenge is to come up with a way that visually
14 displays that information so that anyone that
15 looks at this can determine fairly quickly
16 whether these projects are on time, on budget, if
17 there are change orders, if there are W/MBEs used
18 or not. These are things that we can show in a
19 one-page template. I know because I sent the
20 District an example that did just that.

21 MS. AKER REECE: So in terms of budget, you
22 can see in the financial summary what the
23 original and the current budget is. So that
24 would give us that information. So on time would
25 be more subjective, right, or they would have to

1 let us know?

2 MR. NAVE: Well, I think there's a way to do
3 it. The Budget -- the Budget Activity Report
4 does show expenditures and commitment against the
5 original budget, so, yeah, one can do that. But,
6 again, you're having to cross-reference for every
7 school. Or at least I'm having to
8 cross-reference for every school when I do my
9 report. So there's got to be a way to get this
10 information to you and to the taxpayers so that
11 you're not constantly having to cross-reference
12 the three or four different reports. That's the
13 challenge. We can do it. We're smart enough to
14 do it. We just have to be committed to do it.

15 MR. RABINOWITZ: Bruce?

16 MR. BERNARD: With the software and
17 everything we're doing now, when you guys do
18 Phase 6, your closeout of a project, is it
19 possible to put what TaxWatch is asking for, just
20 a closeout sheet for every project, on budget,
21 time, if there were delays. You're just -- we're
22 not asking why, we just want to list what the
23 delay was, if, you know, we had a procurement
24 problem, if we had -- like you said. At least if
25 you list everything down, you know, we know why

1 it came -- it was supposed to be this year, it
2 ended up this year. So if you do your closeout
3 like you're saying, you've got all the answers
4 right there when you're finished with the
5 project.

6 MR. CORBIN: You do. And that's one of the
7 things that I think the strength of Heery brings
8 to this team is we're a national firm, we do this
9 for so many different districts across the nation
10 that we've got various types of reports that meet
11 those districts' needs. And I'm encouraged
12 tonight, as well, by having the subcommittee
13 formed so that we can polish up this one-pager.

14 CHIEF DIPETRILLO: Subcommittee of one. Go
15 ahead.

16 MR. CORBIN: I'll be here with you, as well
17 as Bob. And I think, you know, it is important
18 because as we got the TaxWatch findings and
19 recommendations, you know, if this is the one
20 that is specific, for example, to the school
21 choice items, the school choice is limited to a
22 hundred thousand dollars. It's not going to be
23 allowed to exceed that.

24 CHIEF DIPETRILLO: We're looking at the real
25 money.

1 MR. CORBIN: Right. But, you know, it's
2 those pieces. It's just as important as any
3 other line item, though, and we need to find a
4 means to be able to report back to the taxpayers
5 and citizens that, you know, these high priority
6 needs such as time, cost, scope, so I'm
7 encouraged that we can find something that will
8 fit this model.

9 MR. NAVE: And let's be clear about one
10 thing. It is not TaxWatch's recommendation that
11 we wait until the project closeout stage to get
12 this information. This should be ongoing. It
13 should be quarter to quarter. If there are
14 delays experienced, then that should be noted.

15 MR. BERNARD: That's labor intensive. That's
16 labor intensive, too.

17 MR. RABINOWITZ: Do we anticipate, Chief,
18 that you will have a conversation with the folks
19 at the District within what period of time?

20 CHIEF DIPETRILLO: Sometime after the first
21 of the year. Certainly before the next quarterly
22 meeting.

23 MR. RABINOWITZ: Okay.

24 MR. CORBIN: The sooner, the better. That
25 way we can refine this thing, polish it up, rout

1 it around, share it, get comments in from a
2 little larger group and say, there, change it
3 right there and then it's bullseyes from here on
4 out.

5 CHIEF DIPETRILLO: I think I know where you
6 want to go.

7 MR. RABINOWITZ: And if you don't know,
8 you'll ask Bruce.

9 CHIEF DIPETRILLO: Right.

10 MR. NAVE: All right. Anything else on
11 Facilities Construction?

12 (No response.)

13 MR. NAVE: All right. On the Budget
14 Activity, one of the things that we found was
15 that the SMART Program allocated money for
16 technology infrastructure upgrades at specified
17 schools. We identified five schools. It was
18 Park Trails Elementary, Henry Perry Middle,
19 Plantation Senior High, Sunset Lakes Elementary
20 and Watkins, where the technology report shows
21 that these activities have been completed, but
22 the Budget Activity Report didn't show any budget
23 activity associated with it. So there was a
24 disconnect there.

25 And the recommendation would be to, again, to

1 make sure that the Technology Report and the
2 Budget Activity Report are aligned so that these
3 are caught.

4 We saw the same thing with respect to the
5 Facilities Construction Report and the Budget
6 Activity Report.

7 There were 34 financially active projects
8 identified in the Facilities Construction Report
9 that are in some stage of progress and there is
10 no financial activity reflected in the Budget
11 Activity Report.

12 Now, some of those are in the amended
13 District Educational Facility Plan, which I
14 think, Ben, you said those are legacy projects,
15 and, perhaps, those should be excluded, but that
16 was just a small minority of that number of 34.

17 So the recommendation, again, is, let's make
18 sure that if there's project activity reflected
19 in the Facilities Construction Report that we
20 have budget activity associated with it.

21 Another thing we saw, we looked at the -- for
22 every project that was identified in Mr. Hunter's
23 report as completed, we looked at the Budget
24 Activity Report to show how much was spent and
25 committed and what the remaining balance was.

1 And what we found is that for the projects that
2 had been completed, there was a balance of about
3 \$7.25 million saved. So, again, reiterating the
4 point we made in the last report, Mr. Hunter and
5 his staff have been able to procure this
6 technology far in excess of the District's
7 standards and saving the District
8 seven-and-a-quarter million dollars in the
9 process. So, again, that's money that can be
10 reallocated to meet other critical needs.

11 Good job.

12 MS. AKER REECE: When you talk about the
13 Budget Activity Report not matching the
14 Construction Report, when you're going out for
15 bid and things like that, aren't there times and
16 projects where you wouldn't see financial
17 activity because they're in the early stages,
18 it's just staff time? I'm just trying to think
19 why there would be one and not the other.

20 MR. SHIM: And I'll let you go with the ones
21 that are in the legacy projects.

22 MR. CORBIN: Yeah, sure. I'd be glad to.

23 In the District's Educational Facility Plan,
24 if you look at a project page inside of it,
25 there's two sections. The upper section is often

1 containing if there's any legacy type of projects
2 that remained. These are improvements that are
3 funded outside of the SMART Program. But it's
4 still associated with improvements on that
5 campus. The District has assigned that work to
6 Heery to manage and report on, but, once again,
7 you know, the focus of the Bond Oversight
8 Committee is more on the bond side of this work.

9 So, I think, you know, one of the things that
10 I'd like to do is maybe hang around after this
11 meeting and meet with Bob and Omar and talk a
12 little bit about, what's the way that we can, you
13 know, report this to eliminate this confusion or,
14 you know, doubt? Because the last thing we want
15 to do is have anyone think that we're doing
16 something with the bond money, spending it on
17 something else, which we're not. This is funded
18 separately. It's just a matter of how do we,
19 polish up that, you know, project level
20 reporting? Maybe there's an appendix that we
21 could use. Maybe there's, you know, a way that
22 we could color code it so it stands out that it's
23 clearly defined as a separate, you know, set of
24 work.

25 One thing that may come is that if it's, you

1 know, legacy work that's not going to be folded
2 in at all and it's roofing work that's already
3 underway, maybe it doesn't belong in this report.
4 But we'll work with the team to arrive at a
5 report and content that meets the goals.

6 MR. NAVE: And I think it may be appropriate
7 to put a provision in the report that just says
8 just that, that there are projects that are, you
9 know, not funded with the bond money and this
10 report is limited solely to the SMART Program
11 funds and these projects are beyond the scope of
12 this and beyond the purview of the Bond Oversight
13 Committee. And then I think that gives everyone
14 the cover they need if someone were to say,
15 you're putting a roof on Building 12 and I don't
16 see it in this report.

17 MR. CORBIN: Uh-huh.

18 MS. AKER REECE: Definitely.

19 MR. SHIM: With regards to the technology
20 projects, it looks like those were -- there
21 weren't any funds expended on those programs. I
22 think those had already met the standard, but
23 they were just listed as completed instead of --

24 MR. HUNTER: Well, I don't know. I'm
25 perplexed by that. Because I'm looking at the

1 activity report, the Financial Activity Report
2 for Park Trails Elementary School on page 411 and
3 it's clearly showing 315,000 current year
4 expenditures for the computer gap and 82,000 for
5 the wireless. So I just want to make sure
6 that I'm -- I'm not sure if I'm looking at the
7 right data.

8 MR. SHIM: Yeah, but I think it's for
9 infrastructure.

10 MR. HUNTER: Oh, you're talking
11 infrastructure?

12 MR. SHIM: Yeah --

13 MR. HUNTER: Oh, okay.

14 MR. SHIM: -- I think it's saying that it's
15 complete, but there's no expenditures on it. Am
16 I right?

17 MR. HUNTER: Infrastructure. All right. I
18 got it.

19 MR. SHIM: Right. It's saying that the
20 technology infrastructure is completed.

21 MR. HUNTER: But we need to see if it's
22 labeled correctly, complete versus meets the
23 standard.

24 MR. SHIM: That's what I believe might have
25 happened.

1 MR. HUNTER: I got it. Okay.

2 MR. SHIM: I believe that's what occurred, is
3 that it's labeled as if it was completed when
4 it's actually -- it already met the standard.

5 MR. HUNTER: It met the standard so there was
6 no money to expend on it. I got it. Okay. Got
7 it.

8 MR. SHIM: Right.

9 MR. NAVE: Okay. Anything else?

10 (No response.)

11 MR. NAVE: All right. Then I'll move on to
12 Supplier Diversity. This is a new section of the
13 report. It is ostensibly in response to the
14 comments that were made at the last meeting that
15 we need to address these issues. It does a good
16 job of giving an overview of what the Supplier
17 Diversity Outreach program is, but it doesn't --
18 we still don't know which vendors are getting
19 which projects and how much money they are
20 getting for things other than some of the
21 construction projects. We don't know in Music
22 and Arts, we don't know on the kiln replacements,
23 and we don't know on the technology replacements.

24 So I think there is still a need -- if we're
25 going to have a Supplier Diversity Outreach

1 section of the report, it can't be limited solely
2 to Facilities Construction. And I think it
3 should -- I think there should be a better
4 understanding of which vendors are for which
5 contracts.

6 MR. RABINOWITZ: The question is then, can
7 those departments then satisfy that request?

8 MS. CANTRICK: Our bid was just fulfilled for
9 music and there are no M/WBE -- there's no one.

10 MR. NAVE: It doesn't say that.

11 MS. CANTRICK: No, from our previous quarter,
12 no, but I can tell you that -- I can tell you
13 that now. And it will say that in the next one.
14 But what I'm saying is, it won't change.

15 MR. RABINOWITZ: Okay. That answers the
16 question then.

17 MS. CANTRICK: And same with kilns, there is
18 only one vendor and it's not M/WBE.

19 MR. NAVE: Easy fix. Yes, ma'am.

20 MS. ROBBS: Good evening. My name is Colleen
21 Robbs. I'm the Coordinator for Supplier
22 Diversity and Outreach. I am pleased also to be
23 here and I embrace the feedback. And, so, with
24 this opportunity for our first time out we did
25 present, basically, construction information for

1 M/WBE participation, did in the 400-page document
2 outline who those firms were as far as if they
3 were M/WBE or not. We do plan to build on our
4 platform for reporting in the future adding the
5 different components of the SMART Program. We
6 will be reporting on that. We have a manpower,
7 girlpower of two and -- however, we have some
8 contracted consulting services that are coming on
9 board that will help us with this reporting. So
10 look forward to better reporting. I heard you
11 mention that you had some sample reporting. What
12 we reported in the binder was, basically, what we
13 are able to do at this time, the types of
14 information. However, this will go across the
15 different disciplines, you know, Safety, Music
16 and Arts and so forth, we will include that in
17 the future. So, I appreciate the input. I'm
18 glad to be mentioned. And we will respond.

19 MR. NAVE: Thank you. I appreciate that.

20 Any other questions on Supplier Diversity and
21 Outreach?

22 (No response.)

23 MR. NAVE: Then the last section was
24 Communications. Which, again, is in response to
25 comments and discussion we had at the last

1 committee meeting. It's obvious that the
2 District has given considerable thought on how to
3 message the SMART Program. What is not clear in
4 the plan, though, or at least it wasn't clear to
5 me is, what the District sees the role of the
6 Bond Oversight Committee in this Communications
7 Plan. And, if there's not a plan, then the
8 question is, should there be one? If there is a
9 plan, then I think it needs to be fleshed out a
10 little bit in the District's Communications Plan.

11 But, overall, I think the District staff
12 should be commended. It just gets more -- as
13 more schools -- as we have a new fiscal year,
14 more schools get added to the mix, more
15 activities begin, it becomes more and more
16 difficult to put all the stuff together in a
17 meaningful way. I know because I review it and I
18 see this. And I -- what I've seen from the last
19 quarter to this quarter and we saw it from the
20 last quarter to the previous quarter was a
21 concerted effort on the District's part to be
22 more transparent, to be more open and made a
23 good-faith effort to address the concerns I
24 raised in my reports. We're not there yet, but
25 I'm optimistic that the next quarterly report

1 we'll be there or we'll be very, very close. So
2 I've heard what staff's said tonight and I'm
3 optimistic that they'll make a good-faith effort
4 to address the findings and recommendations that
5 we've made tonight.

6 So thanks to the staff.

7 MR. RABINOWITZ: Thank you.

8 Anything else?

9 Thank you. The next order of business was
10 the School Board Workshop Briefing, which I
11 attended.

12 Every time I go to one of these I think
13 they're interesting and learn something new. You
14 don't realize the things that we do, actually,
15 have an impact upon others, negative or positive.
16 We like to think it's all positive. I can tell
17 you that I didn't realize, I don't know how else
18 to put it, the firestorm that got created
19 relative to the discussion at the workshop
20 concerning the gap analysis and the things that
21 we learned at the meeting. But what's most
22 important from my takeaway is that positive
23 things come out of it. You know, we may flesh
24 out some things that, where there's deficiencies
25 and there's needs, and I guess that's what the

1 whole purpose is. So, you know -- and what I'm
2 talking about, obviously, is the Music and Arts,
3 because some of the members of the Board didn't
4 realize that there was, actually, a deficiency in
5 the available staff to facilitate Ms. Cantrick's
6 work and what she's doing and then, you know, we
7 come to learn how other departments like Omar's
8 stepped up and helped her out relative to those
9 needs, and we can see from TaxWatch's analysis
10 how that plays out in a positive way. But I
11 encourage all of the members of this committee to
12 at least attend one of those workshops.

13 You're excused this time, Chief.

14 I say a lot of these things in jest and they
15 don't come out necessarily in the minutes, but,
16 whether it's you, Bruce, or Laura or Maxine,
17 there should be a person reporting once in a
18 while because you get to see what things that we
19 do and all the reports that we receive and how
20 they play out. And, frankly, because we're not
21 on the inside, we don't know what they find to be
22 important sometimes.

23 So when I mentioned to the Board that Ms.
24 Cantrick had a lack of support to complete the
25 gap analysis, for example, I didn't realize that

1 was going to create, not only a news story, with
2 me being quoted, unfortunately, but, you know,
3 but then what it winds up doing is, it puts a
4 focus on something that needs to get done for the
5 betterment of our community and the education of
6 our kids. And that's what we're here for.

7 So I encourage all of you, at least, you know
8 -- because I know that the resolution requires
9 the chairman to be the person reporting, but I
10 think it's important for all the members to see
11 what it is that we do other than we sit in this
12 forum to see how it plays out amongst the Board.
13 That's, essentially, my report relative to that
14 circumstance.

15 And the next workshop is January 24th. So
16 does anybody want to cover that one for us?

17 And, by the way, it's not as though you need
18 an institutional memory associated with what
19 happened here today. Staff is great. They give
20 us, actually, a report to review before you walk
21 in there. So it's not like you're walking in
22 there from today until January 24th cold and
23 expected to know everything.

24 So does one of you want to cover it?

25 MS. AKER REECE: Are you saying just to sit

1 and listen?

2 MR. RABINOWITZ: No, no, no. To go and
3 report.

4 MS. AKER REECE: I would if you --

5 MR. RABINOWITZ: Don't all fight at once.

6 CHIEF DIPETRILLO: I nominate Laura.

7 MR. RABINOWITZ: There you go. Great.
8 Fantastic.

9 I mean, I'll see the report, as well, and
10 we'll copy Laura on the report and you'll see.

11 MS. LEWERS: It's long, so bring lunch,
12 snacks, or dinner.

13 MR. RABINOWITZ: It will be maybe an hour.
14 You know, and you're scheduled, typically, first
15 to get in and out.

16 MS. CANTRICK: Are you sure you're in the
17 right county?

18 MR. RABINOWITZ: Well, we learned. The first
19 time I went I was there for hours.

20 MR. SHIM: What we'll try to do is get like
21 the timing that's convenient for you for that
22 particular workshop and we'll work with our Chief
23 of Staff on the time. Going first is the best
24 deal, because --

25 MS. AKER REECE: Okay. That works. And then

1 we just report back on what we talked about
2 today?

3 MR. RABINOWITZ: Yeah, exactly. They'll have
4 notes for you.

5 MS. AKER REECE: Okay.

6 MR. SHIM: We'll provide a summary of this
7 meeting for you to utilize as your reference to
8 the Board, you know, exactly what, kind of, were
9 the important things that happened here.

10 MR. RABINOWITZ: Yeah. The minutes didn't
11 have what I mentioned, but that's okay. I
12 remembered it.

13 MS. AKER REECE: You were freestyling?

14 MR. RABINOWITZ: I remembered, but I, also,
15 had the minutes.

16 The last -- well, we'll recess the business
17 meeting and open it up for a public hearing.

18 Is there any member of the public that wanted
19 to provide any commentary?

20 (No response.)

21 MR. RABINOWITZ: All right. Excellent.

22 We can reconvene -- well, we can adjourn the
23 public hearing and reconvene the business
24 meeting, and that leaves us really with the last
25 order of business.

1 Is there any other discussion from any of the
2 members of the committee or anyone else that
3 wants to add anything?

4 CHIEF DIPETRILLO: I have a question. What's
5 Applied Learning? They didn't have that term
6 when I was in school.

7 MR. BERNARD: They didn't have pencils when
8 you were in school.

9 CHIEF DIPETRILLO: Thanks, Bruce. I'm going
10 to regret this appointment.

11 MS. CANTRICK: It's the application of what
12 you're learning in your core areas. So, I
13 oversee all the electives and special programs.
14 So, debate, chess, stem, code.org, music, art,
15 PE, driver's ed.

16 MR. BERNARD: All the courses you took.

17 MS. CANTRICK: All the fun stuff. I oversee
18 all the fun stuff.

19 CHIEF DIPETRILLO: Okay.

20 MS. CANTRICK: It's the application of the
21 learning of those skills in other areas.

22 CHIEF DIPETRILLO: Okay. All right.

23 I should have stayed in med school.

24 MR. RABINOWITZ: Any other issues, comments,
25 concerns; anything at all?

1 (No response.)

2 MR. RABINOWITZ: Hearing that there's nothing
3 else, do I have a motion to adjourn the meeting?

4 MR. BERNARD: Motion to adjourn.

5 MR. RABINOWITZ: Second, anybody?

6 MS. AKER REECE: Second.

7 MR. RABINOWITZ: Thank you very much.

8 Thanks, everybody.

9 (Meeting was concluded at 8:45 p.m.)

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REPORTER'S CERTIFICATE

STATE OF FLORIDA
COUNTY OF BROWARD

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

Dated this 23rd day of November, 2016, Fort Lauderdale, Broward County, Florida.



TIMOTHY R. BASS
Court Reporter

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