

BROWARD COUNTY PUBLIC SCHOOLS
BOND OVERSIGHT COMMITTEE

KC WRIGHT ADMINISTRATION CENTER
FT. LAUDERDALE, FLORIDA

May 22, 2017

5:30 p.m. to 8:26 p.m.

ATTENDANCE:

Tony Hunter, SBBC Chief Information Officer
Leslie Brown, SBBC Chief Portfolio Services Officer
Susan Cantrick, SBBC Applied Learning Director
Shawn Cerra, SBBC Director of Athletics
Rob Chomiak, Heery Program Director
Omar Shim, SBBC Director of Capital Budget
Mary Coker, SBBC Director of Procurement
Colleen Robbs, SBBC SDOP Coordinator
Yvonne Garth, Garth Solutions, President/CEO
Robert Nave, Florida TaxWatch
Adrian Viera, Atkins Project Controls Manager
Dave Carter, Atkins Senior Vice President
Leo Bobadilla, SBBC Chief Facilities & Construction
Manager
Robert Corbin, Heery Program Director
Greg Broadman, SBBC Facilities Department

BOND OVERSIGHT COMMITTEE

ATTENDANCE:

Adam Rabinowitz, Esq., The Florida Bar, Chair
Ann Siegel, Esq., Disability Rights Florida, Vice Chair
Laura Aker Reece, Florida Government Finance
Officers Association, Committee Member
Donald DiPetrillo, Fire Chiefs Association of Broward
County, Committee Member
Bruce Bernard, Construction Contracting, Committee
Member

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1 Thereupon, the following proceedings were had:

2 MR. RABINOWITZ: Call the meeting to order.

3 Good evening, everyone.

4 Everybody ready on that side of the room?

5 Great.

6 The first item on the agenda is merely the
7 approval of the minutes from our meeting of
8 February 27th. Is there a motion to approve the
9 minutes?

10 CHIEF DiPETRILLO: So moved.

11 MR. BERNARD: Second.

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

14 ALL PRESENT: Aye.

15 MR. RABINOWITZ: All right. Moving on to --
16 the next item on the agenda is membership. As all
17 of you know, the resolution permitted or required
18 there to be nine seats. We obviously only have --
19 we need a quorum of the five of the seven members
20 that exist. It was one of the items that we
21 discussed at numerous other meetings relative to
22 whether or not there were other individuals. We
23 were fortunate enough to have Bruce join us.

24 Is there any other individual that is a member
25 currently of the committee that has recommendations

1 to fill the two open seats?

2 CHIEF DiPETRILLO: Not at this time.

3 MR. RABINOWITZ: Is there anybody from the
4 School Board that has any recommendations to fill
5 those two seats or any direction that you could
6 provide us to fill those seats?

7 Don't all jump up at once.

8 MR. SHIM: Omar Shim, director of capital
9 budget, School Board.

10 The two remaining seats, if I am not mistaken,
11 one of them is a minority builder, and then the
12 other seat would be -- I think it's an engineer or
13 architect field. So those are the two remaining
14 seats, I just thought I would mention that.

15 MS. AKER REECE: So, from what I can tell,
16 they can't participate in any of the School Board
17 projects, so that's why those two positions are
18 very difficult to fill.

19 So was it discussed with the School Board to
20 have two different professions on the board?
21 Because, I mean, we may not be able to get anyone
22 who commits to never being in business with the
23 School Board.

24 MR. SHIM: They initially had specific
25 organizations tied to those -- to those positions,

1 but then we went and changed the resolution to just
2 have some background in that area. So that's the
3 last change to the resolution.

4 And then there was some discussion about it
5 being a retired person from that area, so I don't
6 know where you would find that, or I don't know if
7 any of the -- those organizations would have any
8 recommendation as far as retired people.

9 MR. RABINOWITZ: Is the School Board expecting
10 us to now locate one of those retired individuals,
11 or is there someone on the staff of the School
12 Board that could help us consider and fulfill those
13 two open seats? Has it been discussed with the
14 School Board at all?

15 I mean, I didn't think that we were
16 necessarily going to be the recruiting body for our
17 own committee. We have -- like I said, we are
18 fortunate enough to have Bruce; but given the
19 inherent conflict with the composition that was
20 selected and active individuals not wanting to
21 participate, I think that we all could use some
22 direction on what the Board wants in that regard.

23 I think Bob has a thought.

24 MR. NAVE: No. What I was thinking is the
25 minority builders would be probably the most

1 difficult chair to fill, because their folks will
2 bid on projects; but the engineering/architect
3 type, perhaps FAU or one of the public
4 universities, their engineering departments or
5 architecture schools, would have faculty that could
6 serve.

7 MR. RABINOWITZ: Then that begs the question,
8 is it the Board's desire that you want committee
9 members to reach out to faculty at educational
10 institutions to see if one of their members, a
11 professor or whatever, would be interested in
12 serving; or would that be a function that could be
13 done by someone on the staff of the School Board?

14 MR. SHIM: I would be happy to take that on,
15 if I just had some direction from the committee.
16 If the committee has active discussion as to any
17 direction, then I would be happy to call, if
18 that's -- as -- to help.

19 MR. RABINOWITZ: Any thoughts, Bruce?

20 MR. BERNARD: I think that -- to me, that's
21 fine, and you should have some -- maybe some
22 engineers or architects that are retired and worked
23 on School Board projects in the past that aren't
24 working. You have a ton of retirees out of the
25 School Board that ain't been out working for you no

1 more.

2 MR. RABINOWITZ: Who better to scrutinize the
3 School Board than someone who used to work for the
4 School Board?

5 MS. AKER REECE: We have someone on our fire
6 bond committee who used to work for the city, and
7 the other committee members say, "you know where
8 the skeletons are hidden."

9 The other option would be someone in a city --
10 you know, in a different city, who is an engineer,
11 because they wouldn't be contracting with the
12 school Board -- or another public organization, the
13 State or whoever that might be.

14 So I think we would be open to someone, but I
15 don't really know how we go about a recruitment
16 from a Board perspective.

17 MR. RABINOWITZ: Is that enough direction,
18 Omar?

19 MR. SHIM: Yeah. I'll take that direction and
20 come up with something, and if I have any other
21 issues, Adam, I'll try to get ahold of you and work
22 it out.

23 MR. RABINOWITZ: You'll have a short list by
24 tomorrow?

25 MR. CHOMIAK: Very short.

1 MR. RABINOWITZ: All right. Thank you very
2 much.

3 Moving on to the next component of the agenda
4 is the quarterly reports, start with Mr. Hunter.

5 How are you doing this evening?

6 MR. HUNTER: Doing well.

7 This quarter's report -- actually page six of
8 the presentation, actually shows that we have
9 actually completed all of the device installs for
10 the District. 83,362 devices have been purchased
11 under the SMART Program, deployed and installed, as
12 well as invoiced for at this time.

13 You will also see on there that we are still
14 in the midst of completing the wireless access
15 points, and those go hand in hand with the category
16 six drops. We will have those completed by end of
17 June, early July; and then we will have completed
18 all the technology deployment at the schools for
19 the SMART Program.

20 Slide seven simply shows where we are, again,
21 with the infrastructure, Computer Gap and Cat6; but
22 it also highlights the fact that, to date, we have
23 seen a savings of \$8.3 million, which the Board is
24 very much aware of; and, in fact, I think we will
25 be having a conversation with the Board around that

1 tomorrow, in terms of their thoughts, in terms of
2 how to use those funds.

3 MR. RABINOWITZ: You read my mind.

4 MR. HUNTER: It's on the Board workshop
5 conversation for tomorrow.

6 Other than that, charter schools have been
7 complete for awhile. You will see that Ms. Brown
8 is here and may want to speak to that, as well; but
9 we are complete with the charter school deployment.

10 Ms. Brown?

11 MS. BROWN: It went very well. After some
12 input from this Board, we actually went out and
13 finished up any of the last little bits of dollars
14 and got the rest of the equipment out, and right
15 now we are completely done with getting the charter
16 technology out to the charter schools.

17 MR. RABINOWITZ: Before moving on, Ms. Brown,
18 I know there has been a discussion in prior
19 meetings that we have convened, and I would imagine
20 that there are some charter schools that may be
21 closing, unfortunately, at the end of this
22 semester; am I correct?

23 MS. BROWN: Yes, yes, there are.

24 MR. RABINOWITZ: And what happens to the
25 equipment, I mean, after that point; and can you

1 identify for us, if you know, as you sit here, what
2 schools have closed and what's happening to that
3 equipment? Is it being distributed over to other
4 charter schools? Is it being sent over to other
5 public schools? That would be helpful.

6 MS. BROWN: Yes. We work very closely with
7 the auditor's office. They are the team that's in
8 charge of inventory after it's been distributed to
9 the schools.

10 So in our last report to the bond oversight
11 committee, we actually submitted to you all the
12 actual transfer, what we call our TD2 forms, of
13 each piece of equipment that would go to the next
14 school. We have --

15 Oh, I'm sorry. Thank you.

16 We have had closed the charter at Discovery
17 Middle, and we go in. We take a look at where we
18 find the predominance of the children and what
19 school they have gone back to. The predominance of
20 those children went to Coral Springs Middle School,
21 so we actually -- I think I included in the last
22 response a list of every single piece of equipment
23 that went from Discovery Middle School to Coral
24 Springs Middle School.

25 We had -- a few of the students actually went

1 to Forest Glen Middle School, so from Discovery --
2 there was four pieces of equipment that went from
3 Discovery Middle to Forest Glen; and because the
4 school also served some students with some pieces
5 of equipment in the feeder programs to those
6 particular schools, we were able to provide two
7 pieces of equipment to James Hunt Elementary
8 School, as a part of the feeder for the 5th grade
9 students going up into Coral Springs and Forest
10 Glen Middle.

11 The other charter school that closed was
12 Broward Community Charter West. The predominance
13 of those students actually went to Coral Springs
14 Elementary School, so we have the TD2 forms for
15 each of those equipments, and it has been shipped
16 to Coral Springs Elementary School.

17 Broward Community Charter West was also a
18 middle school, so as those students reregistered at
19 the school, the actual equipment followed the
20 students from Broward Community Charter West to
21 Coral Springs Middle School, as well as to Forest
22 Glen Middle School. There was a number of small
23 charters up in that area that closed around at the
24 same time.

25 The other equipment that came from Broward

1 Community Charter West went to James Hunt
2 Elementary School, because, again, it was a K to 8.
3 So the students that showed up back at James Hunt,
4 we also shifted equipment to that school.

5 Another school that closed was Henry McNeal
6 Turner, and what we found at that school was that
7 there was a significant lack of those particular
8 students showing up in our designated schools. It
9 was difficult to find them, so our technology team
10 actually went through all of the actual pieces of
11 equipment and found that they were appropriate for
12 ESE students. So that equipment has actually been
13 transferred to be used by district-wide ESE
14 students.

15 So when we don't have an exact match of a
16 child to a school, we actually identify what the
17 equipment is best used for, and we make sure that
18 it's made available to students in the district for
19 that use.

20 So that was -- the majority of the pieces of
21 the equipment that were at Henry McNeal Turner have
22 been shifted to ESE student use across the
23 district.

24 The Pathways Academy Charter School has
25 recently closed. This one was, shall we say, an

1 interesting closure, and we had some challenges
2 with this particular closure. We had just over a
3 hundred students at that school, and we went
4 through every piece of equipment. The auditors
5 went with us. The predominance of the equipment
6 went to South Broward High School; there were four
7 pieces that went there. We had five -- six pieces
8 that went to Parkway Middle School, five pieces
9 that went to the North Side.

10 We actually had a Promethean board follow a
11 student to The Quest Center, which is where the
12 student was placed, as well as at Wingate Oak
13 Center for ESE. So we made sure the pieces of
14 equipment matched; if it was an ESE student, it was
15 appropriate for that student.

16 We actually have not recovered items for the
17 Pathway Academy Charter School. It was 24 items
18 that were unable to be recovered. What we have
19 done with that school -- and we have worked with
20 the auditor -- that particular site, we have a
21 written document as to what our auditors are doing
22 regarding that. They have actually been out to the
23 school. They went through all of the equipment at
24 the school.

25 They actually were unable to get into the

1 school, because the school closed and then became a
2 private school, and they reworked. The auditors
3 were told that the equipment was held in an
4 external warehouse someplace. They were not able
5 to track down those 24 items in a warehouse, so the
6 auditors went even further.

7 They have, obviously, filed a police report
8 for each of those 24 pieces of equipment. They
9 also contacted the lessor of the building that the
10 charter school was in previously and were able to
11 get into that site to see if the equipment may have
12 been in the site that they were now closed out of.
13 The equipment was not found there.

14 So they actually have contacted, obviously,
15 the Broward Sheriff's Office. They actually have
16 called and contacted the office of the inspector
17 general, and they have filed a claim with the State
18 Department of Education in their effort to recover
19 the assets from the parent company is called Silva
20 of South Florida, doing business as Pathways
21 Charter School.

22 So we have got a process, a very specific
23 process, to recover those assets, and I think we
24 have got -- again, it is not -- it is not the best
25 of circumstances, but our auditors have been

1 awesome helping us to track those pieces down, get
2 into places that staff is not able to get into to
3 make sure that we do everything we can to recover
4 the assets.

5 MR. RABINOWITZ: What's the total value of the
6 prospective loss?

7 MS. BROWN: Let's see, \$40,797.

8 MR. RABINOWITZ: What's the likelihood, if
9 that equipment is not located and found, of the
10 District getting reimbursed somehow for that
11 prospective loss.

12 MS. BROWN: The process we do is we actually,
13 of course, work with the Inspector General's Office
14 of the State of Florida. Once they have done their
15 investigation, we do take a look at applying this
16 cost towards the insurance company for asset
17 recovery from the governing board and the insurance
18 company of that charter school.

19 If that is unsuccessful, then we would put
20 the -- with all the due diligence attached, we
21 would put it through our own insurance company to
22 replace the assets. It's a few more steps, but we
23 are hoping the Office of the Inspector General will
24 help us along with that.

25 MR. RABINOWITZ: So there is a prospective for

1 reimbursement, whether it be from an insurer or the
2 charter school's insurer, for this loss if the
3 equipment is not found.

4 MS. BROWN: Yes. Thank you.

5 MS. AKER REECE: Is there ever litigation that
6 happens about unrecovered assets?

7 MS. BROWN: We always look at that as an
8 opportunity; however, sometimes, when charter
9 schools close and governing boards disband, it --
10 it's difficult to find the party through which we
11 would sue --

12 MS. AKER REECE: Okay.

13 MS. BROWN: -- but that is still on the table
14 until we exhaust everything.

15 MR. RABINOWITZ: Thank you.

16 MS. BROWN: Thank you.

17 MR. RABINOWITZ: Moving on to --

18 MR. BERNARD: Mr. Hunter?

19 MR. HUNTER: Yes, sir.

20 MR. BERNARD: You talked last meeting about
21 the charter schools, the computers that we gave the
22 charter schools, and we asked if you could find a
23 ratio with the ratio of computers to student in the
24 charter schools; have you been able to?

25 MR. HUNTER: We haven't, and the reason is --

1 and Ms. Brown can speak to this, as well -- here in
2 the District there was specific formulas that we
3 had to follow in terms of the number of devices
4 that we had to deliver to schools.

5 Charter schools didn't have any of those
6 formulas. Many chose to buy computers, but many
7 chose to buy things, other than the computers.
8 They bought interactive panels, which the District
9 was not allowed to do under the district SMART
10 program. They bought STEM equipment. They bought
11 a number of different things that was not specific
12 to computers, so they spent their money on things
13 other than computers.

14 So that's why we have not been able to come up
15 with a student-to-computer ratio. Charter schools
16 did not have -- they really had kind of an open
17 book, as long as it was technology for students in
18 terms of what they could buy.

19 MR. BERNARD: Do you have a list of what they
20 bought with that money?

21 MR. HUNTER: We do have a complete list.

22 MS. SIEGEL: You mentioned that the devices
23 went to the exceptional student education program.
24 What devices were those, and did they go to
25 students or teachers?

1 MS. BROWN: They went to student use. They
2 are distributed based on student needs. There was
3 an iPad retina Powersync tray, which is a tray for
4 working with manipulatives. There were some iMac
5 desktops that allow a student a larger space to
6 work on. Again, a lot of the retina display mini
7 iPads were a part of it. There actually were these
8 interactive whiteboards, and then there also were
9 some tables that students can actually stand up
10 around to use the technology, rather than having to
11 be at a seat at an individual unit.

12 MS. SIEGEL: Thank you.

13 MR. RABINOWITZ: Any other questions?

14 MS. SIEGEL: Thank you.

15 MS. BROWN: You are welcome.

16 MR. RABINOWITZ: Moving on.

17 Ms. Cantrick, is she here tonight?

18 There you are. Good evening.

19 MS. CANTRICK: Good evening.

20 Do you want me to go up to the mic?

21 So we have been pretty successful in pushing
22 orders through. We have 26,000 instruments or
23 pieces of equipment that are in the hands of
24 children. We have another 15,000 that have been
25 ordered and are being delivered. We have, to this

1 point, spent a little over 13 million of the 19.2
2 allocated to music.

3 We are -- I had -- in the chart that I had put
4 together for the schools for deadlines -- I'm just
5 going off-site here for a second -- just to clarify
6 that all the record orders were due from the
7 schools by March 10th, we had a few stragglers, but
8 those are coming in, and we anticipate having all
9 orders complete by the end of June.

10 This chart here is a demonstration of the
11 categories of instruments that have been ordered,
12 and then, on the next slide, we have by level:
13 elementary, middle and high.

14 So we are moving along rather quickly with the
15 escalation of the funds, and we should be done by
16 the end of June with all of the schools that have
17 programs, so we are two years ahead of schedule.

18 MR. RABINOWITZ: Questions, anyone?

19 MS. AKER REECE: Congratulations.

20 MR. BERNARD: You said there is still 20; from
21 this report, you still have about 24 percent of the
22 schools still in the ordering process.

23 MS. CANTRICK: So there are approximately 25
24 schools that don't have programs, so that money we
25 will hold through to the end of the fifth year, and

1 we will work with those schools to try and get
2 music programs and thus utilize those funds during
3 the next two years.

4 But separate from those, we have about an
5 additional 20, 25 schools that are finishing up
6 their orders. There were a few --

7 MR. BERNARD: 45 percent are waiting for
8 remaining instruments. You have 31 percent
9 complete.

10 MS. CANTRICK: Right. So we've spent
11 13 point -- 13.2 of the 19.2, so we have
12 approximately 6 million left to spend.

13 As I said, some of those are for schools that
14 don't have programs, so we won't be utilizing that.
15 Then we have another approximately 25 other schools
16 that are finishing up their orders.

17 MR. RABINOWITZ: Any other comments,
18 questions? No?

19 Thank you very much.

20 Athletics?

21 MS. BROWN: So we had some great movement in
22 this area. I am going to have Shawn Cerra come up
23 with join us and Greg Boardman.

24 These two gentlemen have been doing some
25 awesome work with working with each individual

1 school. We had some great lead -- lead charter
2 contract development examples through Leo and
3 Robert and Robert's work. So they actually go out
4 and do, basically, a charter with each of the
5 schools on their weight rooms, so that we make sure
6 that we meet specifically what the needs are, as
7 well as take a look across the district to make
8 sure we have equity.

9 So I am going to let them start with the track
10 and weight rooms. I just think that they have
11 developed a great process, and they can bring you
12 up on where we are.

13 MR. CERRA: Thank you, Ms. Brown.

14 Shawn Cerra, director of athletics.

15 MR. BOARDMAN: Greg Boardman, facilities
16 department.

17 MR. CERRA: And we are proud to be part of the
18 quarterly report now.

19 We had \$3,000,810,000 allocated for new
20 tracks. To date we have completed three middle
21 schools and six high schools. We have six high
22 schools remaining that are pending. Currently we
23 have Taravella and Miramar that should, with
24 everything going forward, be finished by the end of
25 summer; and then we will have four that will be in

1 motion next fall. The six that are in -- pending
2 are waiting for Board approval when it comes to the
3 bid process.

4 When it comes to the weight room, we have 30
5 high schools that have been allocated \$3,634,000,
6 collectively. We are in the selection process when
7 it comes to design solution. We have ten high
8 schools that have already picked their -- their
9 team that will be working at the individual school
10 to deliver, and we have twenty that are in pending
11 mode.

12 To date, like I mentioned, we have four
13 vendors that are -- have been prequalified. You
14 have Busy Body Gyms to Go, Life Fitness Hammer
15 Strength. We have M-F Athletic and ProMaxima.

16 The selection team that sits with them -- they
17 are each given an hour presentation. After they
18 have gone to the school, they have taken an
19 inventory, they have designed and quoted the actual
20 square footage of the available space, they come
21 back, and they present to a team within the school,
22 that we facilitate.

23 And that is a six -- at a minimum, a
24 six-member team at that individual site, and we
25 have been asking the principal, the assistant

1 principal over athletics, the athletic director,
2 typically a major head coach at the individual
3 site, a weightlifting teacher that works with the
4 curriculum and the property and inventory contact.

5 MS. AKER REECE: Quick question: So do they
6 design to budget, or how does that work?

7 MR. CERRA: Absolutely, that's a great
8 question.

9 Each school has been allocated \$121,000,
10 except for the Coral Glades that's going to be part
11 of the phase 5; they have 125,000 -- but each
12 school is given a budget of 121, and the vendors
13 design those rooms and quote those rooms up to that
14 dollar amount, minus we have given ourselves \$6,000
15 worth of wiggle room.

16 If you want to explain that?

17 MR. BOARDMAN: Yeah, we left a little bit of
18 money for some upgrades with regards to painting,
19 some murals, maybe even a sound system, after the
20 FF&E, which is the weight room equipment is
21 installed.

22 The process that we have established right now
23 is the vendor submits to us a design solution. The
24 facilities department is going to review that
25 design solution to make sure it's in compliance

1 with codes and standards, Americans for
2 Disabilities Act; and then, once that design
3 solution is approved, then we are going to issue a
4 PO to the vendor, and then they can order the
5 specialized weight room equipment. Most of the
6 vendors are talking about an eight-week delivery
7 time from the time that we release the PO to the
8 actual installation on the equipment.

9 MR. RABINOWITZ: Another question.

10 MR. BERNARD: Can we get a schedule for each
11 high school's weight room so we know when they are
12 starting the planning and when the completion
13 dates, because you know your eight weeks and
14 everything else, so we can actually track
15 something, not just pending.

16 MR. CERRA: Absolutely. We'll make sure
17 that's included in the next quarterly report.

18 MR. RABINOWITZ: I think that's one of
19 TaxWatch's recommendations.

20 MR. CERRA: Yes, it was.

21 MR. RABINOWITZ: Waiting for the Bob to walk
22 in the door.

23 The other issue that TaxWatch recognizes, as
24 well, is what is going on Pompano High.

25 MR. CERRA: Pompano's track has been

1 completed. They are in the process of -- there is
2 six tracks that are pending. We are waiting for
3 bid approval. They are two special events parts of
4 that, the long jump and pole vault lanes, that need
5 to be completed, and that would be the first part
6 of the remaining work that would be done.

7 So as soon as we get that bid approved, that
8 work would be a hundred percent complete, but
9 the -- the lane track around the stadium, which is
10 eight lanes, has been completed.

11 MR. RABINOWITZ: Thank you. Thank you very
12 much.

13 Any other questions?

14 Thanks.

15 Facilities?

16 MR. BOBADILLA: Good evening.

17 MR. RABINOWITZ: Good evening.

18 MR. BOBADILLA: Leo Bobadilla, chief
19 facilities officer. Thank you.

20 So before I turn it to over Mr. Chomiak with
21 Heery, who is going to be walking us through the
22 update, I just wanted to share with the committee
23 that, at this stage in the program, overall, we
24 have a lot of work that is in the design stage that
25 we continue to progress through that design phase.

1 So we have seen some good progress in that.

2 Single point of entry is some of the earliest
3 work that you will see starting to come out. We
4 see some of that work starting over the summer and
5 continuing through the rest of the year, so we are
6 very excited about that.

7 The other work, the school choice work, you
8 will see some data on that, as well. We also
9 progress with deliveries to the schools, as they
10 have been making choices on what are the things
11 that they would like to purchase for the schools.
12 We are delivering those things out to schools.
13 Those things we don't consider completed until a
14 hundred percent of the items have been delivered.
15 So you will see some low numbers when it comes to
16 "completed," but that's because some of the items
17 have longer lead items than others. But with that,
18 I will turn it over to Mr. Chomiak, who will be
19 walking us through the update for facilities.

20 MR. CHOMIAK: Thank you, Leo.

21 Despite what it said on the screen, Robert and
22 I are actually going to tag-team this a little bit,
23 so -- Rob Chomiak for Heery.

24 Slide 18 these are high level numbers, you
25 have probably seen most of these in the past.

1 There are 232 schools with SMART projects in the
2 group DEFP document, which is what our guidance is;
3 and by "projects," we say 1,400 projects, we
4 identify those as a line item in the DEFP. So
5 that's not necessarily how we are delivering these,
6 because we are packaging multiple projects into a
7 design package or construction package; but we
8 track them for, the purposes of reporting, by the
9 line items in the DEFP. So we can always tie
10 directly back to that document.

11 That 1,400 can fluctuate on a monthly basis.
12 Sometimes we split a project into two. Sometimes,
13 like in the case of the weight rooms, we have been
14 tracking that. Now that's in Sean's report, so we
15 take that away from our tracking numbers. So you
16 will see fluctuations from month to month.

17 MR. BERNARD: I have a quick question, when
18 you say that you have 89 percent of the projects in
19 schools underway --

20 MR. CHOMIAK: Yes.

21 MR. BERNARD: -- in your report, where it says
22 "pending start," there is 45 percent of the schools
23 say "pending start" with the primary renovations.

24 MR. CHOMIAK: Yes, that is correct.

25 MR. BERNARD: That ain't 89 percent of them on

1 their way when you have got 45 percent saying
2 "pending start."

3 MR. CHOMIAK: No, a lot of those are related
4 to school choice.

5 MR. BERNARD: No, these are all primary
6 renovations.

7 MR. CHOMIAK: Correct, but the 89 percent
8 reflects any project at that school starting, so
9 that's why you will see a higher number there, than
10 the primary. So we count school choice -- if a
11 school choice project has started at the school, it
12 is part of the 89 percent, whereas it may not be
13 part of the 55 percent that is --

14 MR. BERNARD: School choice is only a few
15 million dollars. The rest of the -- the biggest
16 portion is the major renovations in the schools.

17 MR. CHOMIAK: Correct.

18 MR. BERNARD: To me that number just looks out
19 of whack when you put that -- because you did
20 school choice, you have 89 percent of the projects
21 working; but the major portion of the work is --
22 the 45 percent that has not started is in the
23 primary renovations.

24 MR. CHOMIAK: Right, and so the 67 percent on
25 the left is dealing with the dollar aspect of it,

1 and the number on the right is just strictly a
2 school count. So of the 232 schools, 89 percent of
3 them have a project that is started in the SMART
4 program under the facilities work we are doing.

5 We can -- we can -- you know, one thing I
6 wanted to say about this slide, we are working on
7 additional KPIs in the future to expand on the one
8 we have been reporting on --

9 MR. BERNARD: If you break it down and say
10 that it's just, you know, on that page, the number,
11 89 percent, that's school choice, and not that --
12 you can't have 45 percent of schools not even
13 started and put 89 percent. If I read that on the
14 outside, it looks like 89 percent of the stuff is
15 going on.

16 MR. CHOMIAK: All right. We'll clarify that.
17 Again, it's --

18 MR. BERNARD: It's a small number on the
19 bottom, the school enhancement program.

20 MR. CHOMIAK: Correct. The intent of that was
21 just to show the schools that are being impacted
22 currently with a project; but in the future we will
23 clarify that and show both numbers.

24 So this is the six phase chart we have been
25 carrying throughout the program, and I am just

1 going to jump -- Denise, if you would -- to the
2 next slide. It completes the numbers and compares
3 them to the last quarterly report we did. What you
4 will see is a big kind of bubble floating through
5 here. We started the beginning of 2016 with the
6 process of hiring design teams, so we were putting
7 out roughly 30, sometimes 40 billion dollars a
8 month in new projects for design consultant
9 procurement, and that process has continued steady
10 every month since the beginning of 2016.

11 So now we are to a point where you see a lot
12 of projects moving from December to March into the
13 design phase. So they come out of the hire the
14 design team, and a lot of projects, the big bubble
15 right now is the design project phase. What you
16 will start to see shortly are those early projects
17 coming out into the construction phase,
18 construction procurement phase. So we would expect
19 to see those numbers continue to shift down the
20 chart as we move forward the next couple of months,
21 couple reports that you will see, you will see a
22 big change in the construction start-ups that take
23 place.

24 Question on that? I sense a question.

25 Okay. Thank you.

1 MR. RABINOWITZ: I do.

2 MR. CHOMIAK: Yes, sir.

3 MR. RABINOWITZ: I don't know, we have been
4 doing this over a year already, and it's not the
5 first time that we've heard that things were being
6 put out for bid, things are in the design stage,
7 and that's why, for lack of a better word, shovels
8 aren't hitting the ground as much as, possibly, the
9 public would want to know it's actually happening.

10 When do we expect -- and I am asking for the
11 people that read newspapers, for example: When can
12 we expect the majority of the projects to actually
13 have shovels in the ground or hammers being swung.

14 MR. CHOMIAK: We are getting back to the
15 primary renovations. That, to me, is what we call
16 pipeline. All the other stuff that is taking
17 place, it's secondary in dollar values.

18 So the primary renovations, the first
19 projects -- and, Robert, correct me if I am
20 wrong -- are either out to bid or about to go out
21 to bid?

22 MR. CORBIN: They are out to bid right now.

23 MR. CHOMIAK: It's just a couple of projects,
24 but the bulk of them, through the rest of the
25 year -- and I've got a graph I will be happy to

1 share with you that shows this, but throughout the
2 balance of this year, that's just going to -- that
3 volume is going to increase and the peak.

4 I'm sorry, your question was --

5 MR. RABINOWITZ: I'm not quite sure you
6 answered my question. My question is when is a
7 shovel going to hit the ground or a hammer going to
8 be swung? Is it still "I don't know" after we are
9 sitting here for a year asking questions?

10 MR. CHOMIAK: No, we have schedules for that.

11 MR. RABINOWITZ: So when are the majority of
12 schools going to see actual people working on them?

13 MR. CHOMIAK: The peak is going to be in 2018.
14 The volume is going to steadily increase through
15 the rest of the year with construction starts, and
16 by the end of this year, there should be at least a
17 dozen primary renovations. In the first quarter of
18 next year that number is going to go up
19 substantially.

20 MR. BERNARD: When is the scheduled completion
21 date?

22 MR. CHOMIAK: The -- currently we are still on
23 target to have everything done within the five- to
24 seven-year window that was --

25 MR. BERNARD: What is the last year of that

1 seven year window.

2 MR. CHOMIAK: Seventh year would be June of
3 2021 is the end of the seventh year.

4 MR. BERNARD: Because some of your pending
5 starts aren't starting until you have got two years
6 into them, two and a half years into them, so you
7 delay anything, you are never going to hit those
8 dates.

9 MR. CHOMIAK: So the --

10 MR. BERNARD: The last year of the program,
11 with all the numbers you have -- you got
12 two-and-a-half to three years built in from start
13 to planning to completion.

14 MR. CHOMIAK: Right.

15 MR. BERNARD: You are behind the eight ball
16 already when you are starting if you don't hit
17 everything exactly.

18 MR. CHOMIAK: We have a five- to six-month
19 buffer built into the end of this currently. We
20 are actually working on accelerating the year five
21 starts. We are going to work with Omar's team to
22 accelerate at least the design work on those
23 projects, so we can start them as early as the
24 fourth quarter of this year and the first quarter
25 of next year, which will be substantially sooner

1 than we had originally planned.

2 MR. BERNARD: They will be in the next report?
3 If you accelerate something, you change what's in
4 the report?

5 MR. CHOMIAK: Once we finalize that, yes.

6 MR. BERNARD: On the report, the new one we
7 are looking at now, we discussed there still is not
8 a start date in that report for when you start
9 planning. You start -- the only date I see in
10 there is when you start going on the hiring of the
11 design team. You have two months built in the
12 schedule for planning. Why aren't those dates in
13 there? What if you take four months for planning
14 or six months for planning?

15 MR. CHOMIAK: The main reason is for the
16 majority of these, it's a couple-of-week process.
17 Some take a little longer.

18 MR. BERNARD: You are into some of these
19 programs a year behind schedule now. The big major
20 three on the high schools that you had that you had
21 a bidding problem and all that, they are way behind
22 schedule. So you've got to get -- we asked this
23 and we talked at the board meeting, also, at the
24 last -- that we want actual dates.

25 MR. CHOMIAK: And we have actual dates in the

1 document.

2 MR. BERNARD: Not from the starting of the
3 planning. You have actual dates from the starting
4 of the hiring the design team.

5 MR. CHOMIAK: That's correct.

6 MR. BERNARD: Why do you have planning on your
7 report and show two months in on this sheet even?

8 MR. CHOMIAK: The date that we obtain, that we
9 have -- and it is in a later slide, but we can talk
10 about it now --

11 MR. BERNARD: But even that, when you start
12 planning, that, to me, is starting work on a
13 school.

14 MR. CHOMIAK: Correct, but it's nothing
15 visible to the public.

16 MR. BERNARD: Neither is hiring a design team,
17 neither is doing the planning, all that is not
18 visible to the public, either. I tell you they are
19 looking for the shovel. That's all the public is
20 looking for. All the other stuff is the soft cost;
21 they don't see anything. We should see all the
22 soft cost time schedules, or else you guys can plan
23 for six or eight months without us knowing and say,
24 "the actual start date is here."

25 MR. CHOMIAK: Okay.

1 MR. BERNARD: You sit --

2 MR. CHOMIAK: No, I understand that, but the
3 first activity the public would see is us going to
4 the Board for an approval to issue an RFQ for
5 design. That kicks off the hiring and design
6 phase. That's the date we've been focused on
7 through this whole program in kicking off every
8 project. We met those dates. We set that schedule
9 over a year ago, and we've been following that
10 schedule.

11 MR. BERNARD: How you and I look at it are two
12 different things.

13 MS. AKER REECE: So, Bruce, I'm trying to put
14 together what meaning does that add from our
15 perspective when we see a planning date? Because
16 you have a construction background --

17 MR. BERNARD: Well, I'm just saying, if you
18 are going to a school and start looking at the
19 scope of the work, see what needs to be done,
20 that's -- they list the planning on every one of
21 these sheets at two months, but they don't say when
22 it starts.

23 MS. AKER REECE: Just to know when the
24 planning starts.

25 MR. BERNARD: When did they actually start

1 working on that school.

2 MR. RABINOWITZ: So I guess the question is --
3 let me interject for a second -- can you include in
4 the report a specific start date for the planning?
5 This way the public knows the timeframe the
6 planning is going to start, when it's going to end
7 and when the next phase is going to begin.

8 That's what Bruce would like to see so there
9 is more transparency for the public.

10 MR. BOBADILLA: Yes. We will be happy to add
11 that for the next report.

12 MR. RABINOWITZ: Perfect. Thank you.

13 MR. CORBIN: Good evening. Rob Corbin,
14 program director with Heery.

15 The next slide here just brings a little bit
16 of a highlight to the Board approvals that have
17 occurred over the most recent quarter ending
18 March 31st. We have provided a comparison so that
19 you could see what the previous quarter was.

20 This information is similar to what
21 Mr. Chomiak just briefed.

22 Denise, if you will go to the next slide?

23 It will actually provide the details so that
24 the six RFQs that were approved for the Board are
25 listed there for the six projects on the left-hand

1 side, as well as the 17 professional service
2 agreements that were approved and fully executed in
3 this past quarter. Those 17 projects are listed
4 there, as well.

5 For this next slide here, I'd like to bring in
6 Yvonne Garth for the Heery team to elaborate a
7 little bit more about the individual project level
8 reporting changes that have been made, and I
9 believe this is the section that I just picked up,
10 that if we were to add the planning start dates
11 that you are looking for this to reflect that
12 activity on this sheet, as well.

13 Yvonne, could you walk the committee through
14 this, please?

15 MS. GARTH: Sure. Thank you.

16 Again, Yvonne Garth with Garth Solutions
17 working as the communications liaison on the Heery
18 team.

19 We started the conversation on this slide, and
20 just continuing in line with milestones that we
21 accomplished this quarter, we did move forward with
22 the new template that we have been talking about
23 for sometime now. So we are pleased that we are
24 able to include that in this quarterly report.

25 We do welcome any additional feedback that you

1 may have, and I did make note that, moving forward,
2 we will add -- we will work with the team to add
3 the planning start dates, as well.

4 But, essentially, this report, this new
5 template, is a culmination of comments that was
6 received from stakeholders, including yourselves;
7 and the intent is that one will always have -- I am
8 just going to walk you through very quickly -- a
9 snapshot of the school details. But up at the very
10 top, we will start with a narrative that offers a
11 high level summary of the status of the project.

12 We did include, just to help the public
13 understand, the six phases and an explanation of
14 each phases and on average, the timeframe that it
15 takes to move from one phase to the next. To your
16 point, we do have planning in there, but we should
17 have a start dates listed.

18 Then below that, what we have done is we've
19 categorized the projects into three groups. The
20 primary renovation projects, first and foremost;
21 school choice enhancement; and we also have a
22 separate section that offers a progress report on
23 single point of entry.

24 There are sometimes schools that may have an
25 outlier project. Those are unique, and we did

1 report those individually; but if you are looking
2 at the report, the new template, we provide a list
3 of the approved -- the scope of work that has been
4 approved, according to the DEFP; the approved
5 budget; and we have included a line item that shows
6 what the planned milestones are at each one of
7 those -- the start of each one of those phases and
8 what the actual date is.

9 So the actual date, which is the number in
10 orange -- I know it's hard to see up on the screen,
11 but as the work progresses through each of those
12 phases, we will track the actual start date against
13 the projected date. And as we move forward, if a
14 project is in jeopardy of missing the projected
15 completion date, it will be flagged. There is a
16 flag there for schedules, and if the project will
17 require -- is over budget to the extent that we
18 have to take it to the Board for approval, it will
19 be flagged with a "B," a budget flag. If there is
20 a flag, we will offer an explanation in the comment
21 section.

22 So that, essentially, is just a highlight, and
23 I know you all have all those pages that you have
24 been looking and at are familiar with them, but for
25 the benefit of the public, I just wanted to

1 offer -- walk through what the new template looks
2 like. We certainly welcome any additional feedback
3 that you might have.

4 I will take a moment now to just also share
5 that you may have noticed there is some additional
6 changes in the new report. We have taken some of
7 the feedback we have gotten from you in the past
8 and added some new sections, including a section
9 that further explains what the phase progress is.
10 We want to continue to make sure that this report
11 offers the public as much information as possible.

12 And that said, I turn it back over to Robert
13 to actually walk you through one of the new
14 sections that you have in the report.

15 Actually, if you have comments, I will --

16 MR. BERNARD: We also said we are going to --
17 in this report, there is not one project that is
18 delayed, correct? There is not one project listed
19 in the comment section that is behind or anything;
20 we all know there is some that are behind, but no
21 one made a comment on any one of these schools.

22 MR. CHOMIAK: Let me address that.

23 Yeah, I think we all know we are not where we
24 would like to be in the program as a whole. There
25 is a lot of history in the program. We have been

1 through this before with one of the earlier reports
2 where we had the red light, green light; that was
3 not good.

4 So what we have done is, when we first started
5 the program, we laid out a term and schedule for
6 when we were going to start the design procurement
7 for every project. Based on that, we also
8 established a template for delivering the rest of
9 the project and applied that to the procurement
10 schedule. What we found -- we based the template
11 on industry standards that we felt were reasonable.

12 What we found over the past year is those
13 weren't reasonable for Broward County. It's a
14 little more conservative here. Things take a
15 little bit longer. So we have gone back and
16 adjusted the template based on what we actually
17 have found working here and getting the projects
18 out the door, which we felt was a more realistic
19 template to apply across the board. So that's the
20 re-baseline that we did.

21 Now, back to your question, what we would like
22 to do is use that as the baseline, moving forward
23 with tracking schedule ahead or behind, so we have
24 something that's locked in. Up until this point,
25 outside of, you know, big issues dealing with the

1 program itself at a higher level, where a project
2 should have been, especially the big three, there
3 was a lot of discussion about what was the
4 schedule. Again, from our perspective, we wanted
5 something we could actually track, and that's what
6 we have said in this report to move forward with.

7 Even internally we had some disagreement about
8 how to handle that, but that's what we decided was
9 the best approach moving forward.

10 MR. BERNARD: But as a committee, we talked
11 about, when this was coming out, in the comments,
12 put in there if something was over budget, late,
13 whatever, that would be in the comments. That's
14 why there is a comment box here.

15 MR. CHOMIAK: Correct.

16 MR. BERNARD: If you are late, when you put
17 the report out, it should be in the box. I can go
18 through here and find out there is 53 schools late
19 right now by your own dates on your own report. I
20 didn't make this report out; you guys made the
21 report, put the dates, and I can see where you are
22 three, four, five months behind in hiring design
23 and all that.

24 So there is not -- nothing -- you are making
25 us do all this work to find out where you are, and

1 it's supposed to be the other way. This report is
2 supposed to tell us exactly where you are.

3 MR. CHOMIAK: That's certainly not the intent.

4 MR. BERNARD: The intent is I'm breaking it
5 down every meeting and have to point this stuff --
6 you have got stuff on here, just Larkdale
7 Elementary School, you've got hire a vendor, two to
8 three months; your actual time in here is nine
9 months, on your own schedule. You list up above
10 two to three months, and your schedule says nine
11 months. How are we supposed to follow what is
12 going on when you give us a schedule up top and
13 then you don't -- on your own actual below you
14 don't even meet those timeframes?

15 MR. CHOMIAK: Again, you know, I don't have an
16 answer for that. I do know that we've got target
17 dates in here. Now, our intent is --

18 MR. BERNARD: What am I supposed to do with
19 this book? You want it? If I can't follow it --
20 that's what the public wants to be able to do is
21 follow the schools. That's what we tell them we
22 are going to do. In front of the School Board last
23 time, the school board members said the same thing
24 at the meeting: We want everybody to know what is
25 happening.

1 It's got to be transparent. This is not
2 transparent if you don't follow your own schedule,
3 and you don't know why your own schedule doesn't
4 follow what you have.

5 MR. CORBIN: For clarity, this school that you
6 named for example --

7 MR. BERNARD: Larkdale Elementary School.

8 MS. AKER REECE: That's the same in every one.

9 MR. CHOMIAK: I understand what you are
10 saying. Our schedule is showing nine months. The
11 project hasn't started yet, and above it, it says
12 it should only take two to three months.

13 MR. BERNARD: If you look at all six of those
14 phases, it's 48, 49 months. That's a good buffer
15 built into every project.

16 MR. CORBIN: Okay. We follow the question.

17 MR. BERNARD: That top line needs to be --
18 that would be four years you have to build a
19 project with all those months going across it from
20 when you start to the end. Now, we are building
21 something in 18 or 19. You are never make 21.

22 MR. CHOMIAK: We need to look at that and see
23 where the disconnect is between the two.

24 MS. AKER REECE: I don't know if that line --
25 although it's meaningful maybe in an appendix or

1 something, if it doesn't relate to the project, it
2 might not really add value to have on every single
3 project page, because it's -- you need one specific
4 to the project, not --

5 MR. CHOMIAK: The six phase lines, is that
6 what you are talking about?

7 MS. AKER REECE: Yeah, either not include it
8 on the project or have it specific to the project
9 where this project is going to take three months
10 for design and four months for construction, not
11 just the -- not just the between 8 and 18, so more
12 specific.

13 MR. BOBADILLA: I think I follow the comments,
14 and originally that was added based on another
15 comment we received -- and I don't remember where
16 the comment came from right now. But the comment
17 was we would like to have something that tells us
18 kind of what is the potential range of time for
19 each of these phases and more generically as a
20 whole. So that was added there. I think that was
21 done before we added the project-specific dates.

22 So I can see where that now conflicts. So let
23 us go back and clean that up. Maybe we can capture
24 that somewhere else on the report but not specific
25 to a project.

1 MR. RABINOWITZ: Which begs a question,
2 because when I look at this and I see the sixth
3 point and looking at the design being 8 to 18
4 months, I don't know. Typically the largest
5 purchase a member of public ever buys is their
6 home, and if they are lucky enough to be involved
7 in the design phase, if the design person told the
8 homeowner it would take 8 to 18 months, I think
9 they would probably terminate that design person.

10 I mean let's be realistic: I know commercial
11 construction takes infinitely longer than design of
12 an individual home, but why is it indicated that
13 it's 8 to 18 months? We are talking about a year
14 and a half. Why would it take a year and a half to
15 do some kind of design on a school? Can somebody
16 explain that to me, please?

17 Unless you are building a school from scratch,
18 I don't know why it would take a year and half to
19 design something -- an improvement for a school.

20 MR. CORBIN: The period of 8 to 18 months is
21 an approximate range, and that range was intended
22 to indicate the variance of complexity of the
23 scopes that are being designed and delivered on.
24 Many of these projects have a significant amount of
25 work. Like the big three, for example, to design

1 \$15 million -- I'm sure the house in your example
2 is not a \$15 million house -- that when you factor
3 in the complexity of mechanical systems, electrical
4 systems, the roofing systems, many of which have to
5 go through significant code upgrades and changes,
6 and to get through the building department, this is
7 what we believe some of the longer, more
8 challenging projects can be.

9 When we sit down and map out the design times
10 to put into the RFQ, we collectively work as a
11 group to come up with really like a barebones type
12 of design period. That duration is then put into
13 RFQ, and then when we actually sit down and go
14 through the negotiations with the designer that's
15 been selected by QSEC, the -- there is not a luxury
16 of, "oh, wow, you put in an extra two or three
17 months; I can get this out quicker than that."

18 It's very much a challenge for the designers
19 to meet these timelines, and we want to make sure
20 that we have good drawings that have been
21 thoroughly investigated. And that's part of what
22 has been budgeted in here is we want the designers
23 to go through a destructive and nondestructive
24 testing period so that we find out during the
25 design phase, instead of the construction phase,

1 that I've torn the roof off only to now find that
2 the condition of the roof deck requires a
3 replacement. By putting a little additional design
4 time upfront, we will hopefully head off the
5 majority of the surprises during the construction
6 period.

7 MR. RABINOWITZ: Bruce.

8 MR. BERNARD: But every project in here has
9 the same 8 to 18 months.

10 MR. CHOMIAK: That's just a general --

11 MR. BERNARD: I understand, but some of them
12 should say three months. If should be able to go
13 through a project and if you are only spending
14 \$300,000, you don't need 18 months.

15 MR. CORBIN: Your point is well taken, and as
16 Mr. Bobadilla had said earlier, we were trying to
17 respond to a previous request; and what we are
18 taking away is refine this a little further, define
19 it better, make it you more project specific, if
20 possible.

21 MR. BERNARD: You know, you know if have you
22 15 million, I expect you to take 12 months, 14
23 months to design it. If you have \$300,000 and
24 someone is taking a year to design it, I don't want
25 that designer.

1 MR. CORBIN: We don't, either.

2 Okay.

3 MR. RABINOWITZ: Any other questions?

4 Continue, please.

5 MR. CORBIN: The next portion of our
6 presentation, if we are ready to move on, deals
7 with the school choice enhancement program. Once
8 again, that's the \$100,000 that's been allocated to
9 each school for them to make choices of.

10 What the slide here shows is we are still
11 underway with 140 schools, as reported at our last
12 quarter; and of the 140, we've now seen nine of
13 them come completely across the finish line. And
14 as you heard earlier tonight, we don't count a
15 project as done until all of the items that were
16 voted on and selected have been delivered and
17 checked to make sure that they are fully finished;
18 but at the last quarter, we reported there was
19 three projects. That figure is now up to nine, and
20 we do have some slides in here that will help
21 demonstrate and give examples of the some of the
22 items that have been delivered on.

23 At Attucks, there on the left-hand side of
24 that, you see the new interior audio system, front
25 office furniture, murals, projectors, computers,

1 media center furniture, two-way radios, landscaping
2 equipment and pressure-cleaning equipment.

3 In the middle there you see Atlantic Technical
4 College where they selected office furniture and a
5 40-inch TV. On the right, Coral Cove Elementary,
6 they selected to move forward with installation of
7 some ceiling projectors.

8 At Coral Springs High School, upper left --
9 left side of that slide there, you've got printers
10 that were selected, document cameras -- a
11 significant quantity, they received 60 of those --
12 as well some additional projectors, some Thinkpad
13 laptops and some earthwalk carts.

14 In the center there you have Country Isles
15 Elementary School where they selected playground,
16 poured-in-place rubber surface improvements.
17 Cypress Run Education Center on the right there,
18 the items that were delivered on there are faculty
19 and student laptops, as well as computers to
20 support the center's computers lab and television
21 production capabilities.

22 The last slide that we have is examples at
23 Cypress Bay High School on the left, printers,
24 auditorium projector, office furniture and
25 interactive TVs; in the center, Pompano Beach

1 Middle School, outdoor benches, classic tables and
2 executive chairs; and on the right, at Indian Ridge
3 Middle School, that photo there demonstrates the
4 delivery of some additional technology equipment
5 that has been deployed at that school.

6 MR. RABINOWITZ: Questions?

7 MS. AKER REECE: It's more of a comment, and I
8 know I have said it before, but when you look at
9 all the projects that you just talked about being
10 completed, they are all good initiatives, but I
11 wonder what it's doing to the ongoing operating
12 budget, being a budget person myself.

13 So is there capacity not to put money in to
14 replace these things in five years from now or
15 eight years. I mean, this is still one-time money.
16 It's not baked into your operating. My concern is,
17 you know, five or six years from now, all of this
18 nice stuff, what do you do with it when it's old?

19 MR. BOBADILLA: If I could just respond to
20 that?

21 I think that's a very legitimate concern that
22 we all have, particularly with recent actions by
23 the State, and Omar can speak more to that; but
24 those things are going to have impact as far as
25 capital budget going forward, and we will have to

1 make some very tough decisions on how we you
2 utilize those dollars.

3 Omar, can you speak to that?

4 MR. SHIM: Yes.

5 Yeah, that's definitely something that we are
6 facing as a challenge is really putting together a
7 long-term plan to address refreshing technology and
8 some of the shorter term items, and we have been
9 struggling with that. So, you know, we'll look at
10 that in the future and see -- that's a part of our
11 discussion in the DEFP.

12 MS. AKER REECE: It's part of your
13 discussion --

14 MR. SHIM: In the District Educational
15 Facilities Plan that we look at. It's a five-year
16 plan that we look at every year.

17 MS. AKER REECE: Do you have an assessment of
18 all the computers you have and like some sort of
19 program for how it's going to be replaced at this
20 point, the technology?

21 MR. HUNTER: We had an opportunity to meet
22 with the Board, probably about a month ago now, and
23 share with them everything that has been purchased
24 to this point, as well as share with the Board
25 potential refresh schedules -- not just refresh

1 schedules, but what happens over the next two to
2 three years that we do not refresh them, as well.

3 So the Board has that information. Now, as we
4 go into the budget process this year, it will be
5 our first opportunity to start to build in some
6 dollars for those refreshes; but, of course, every
7 year that budget process is extremely tight.

8 But the Board does have all the information
9 around every -- the number of devices we have, the
10 number of devices that need to be replaced each
11 year, if we want to just maintain what we have;
12 versus the number of devices that we would need to
13 purchase if we want to go to a one to one for our
14 middle and high schools. All of that was a part of
15 that conversation with the Board. So we are
16 looking forward to getting further direction on
17 that.

18 MS. AKER REECE: Can we see that?

19 I'm just curious what the annual gap is
20 between what you are putting in versus what you
21 need in order to replace --

22 MR. HUNTER: We can send that to you, yes.

23 MR. BERNARD: Just on a sidebar, I was at the
24 School Board meeting to update. I also brought up
25 the same concerns that they need to put something

1 in the budget for -- down the road for the
2 maintenance items that are going to come along, and
3 they just say "uh-huh."

4 MR. SHIM: I mean, I think that the challenge
5 really is that the -- the funding from the State
6 has been cut multiple times.

7 If you really look at the heart of this issue
8 with the SMART program, and what this whole thing
9 is about, there is nothing fancy in this program.
10 This is all deferred maintenance. This is all
11 things that needed to be done because we lacked the
12 funding and we had to go out to the public to do
13 this.

14 And this is even getting worse. This year the
15 State, again, cut funds or moved funds from -- you
16 know, the Legislature basically moved funds from
17 traditional public schools to charter schools,
18 which isn't creating; it's taking away dollars that
19 we would be able to address some of those issues,
20 the technology, as far as the refresh program and
21 things like that. It's getting very difficult, and
22 the choices are getting -- you know, so ...

23 MS. AKER REECE: So does this Board have an
24 advocacy role, or do you have folks advocating? I
25 mean, it's not good at all. We are going to have

1 people paying for this 30 years from now, and it
2 will have a life that expired 25 years ago. It's
3 not really an appropriate way to fund short-term
4 capital.

5 MR. SHIM: Well, the only thing that I will
6 say about that is I talked to other districts.
7 When this came down the line, I spoke with, you
8 know, Dade, Palm Beach, Hillsborough and other
9 districts about the funding issue; and, you know,
10 they are kind of in the same boat. They are all
11 having these struggles, and a lot of them are
12 really going back to their -- you know, their local
13 areas and trying to see if they can get dollars to
14 do it, but we are in the middle of it.

15 MS. AKER REECE: Okay. Thank you.

16 MR. RABINOWITZ: Moving on.

17 MR. VIERA: Adrian Viera with Atkins.

18 As far as the costs and program controls, we
19 continue to form our estimates and project level
20 scheduling. To date we have done progress estimate
21 of approximately 11 percent of the SMART program
22 active projects, and when we say 11 percent, we
23 mean, again, the 232 schools, not necessarily to
24 the line items to the schools, but the whole
25 projects.

1 Bid information, so far, to date, has been
2 mostly on single point of entry projects, Boyd
3 Anderson media center and River Glades Elementary
4 School. That represents probably less than one
5 percent currently. We are seeing, as we are doing
6 our cost estimating, on average, a 25 percent
7 increase above the established budgets, and that is
8 above and beyond any contingencies that are in
9 place in the project allocation sheets.

10 As mentioned, in the next quarter we will be
11 seeing active projects coming in from bids, and we
12 look forward to what information we are looking to
13 gain from that.

14 As far as the schedules, as mentioned, Atkins
15 has a collaboration role with Heery in the
16 schedules that were put into the project detail
17 sheets. So for those individual informations,
18 project detail sheets are going to be referenced.

19 MR. RABINOWITZ: Before you move on from that
20 slide, can we go back for a second?

21 What accounts for the 25 percent increase? I
22 mean, that's a big number.

23 MR. VIERA: Sure. And we've -- you know,
24 we've made mention of that a few times now, and
25 it's been brought forward in our -- in our

1 quarterly market condition letters that we put out;
2 and as a followup, we also did a risk management to
3 the program. We did a risk assessment, and those
4 have all been -- not all, but the most -- two most
5 contributing factors are inflation and escalation.

6 Factors that were included as part of the
7 DEFP, roofing -- but as part of the needs
8 assessment and budgeted cost -- and, again, this
9 was based on 2014, but the unit costs that have
10 been put for roofing and what has -- has -- as
11 designs have come out, the roofing needs currently,
12 as what was established in 2014, between the needs
13 and unit costs of where we are today, is a big
14 role, as well as the factors coming in to support
15 the -- the DEFP allocated, so fire sprinklers,
16 projects needing fire sprinklers, requiring fire
17 lines to support the fire sprinklers. We have also
18 seen natural -- equipment costs being higher than
19 what the unit -- above and beyond, just accounting
20 for inflation and escalation, unit cost of
21 mechanical and electrical cost --

22 MR. RABINOWITZ: Can I just ask a question?
23 Was it your firm that did the -- who did the
24 initial budgets for this back in 2014?

25 MR. VIERA: The needs assessment was done by

1 Jacobs.

2 MR. RABINOWITZ: What are the three main
3 reasons why we are now going to see a 25 percent
4 increase? If you could just -- you rattled off a
5 bunch; what are the three main reasons?

6 MR. CARTER: Yeah, Dave Carter with Atkins.

7 On this assessment, the biggest reason I would
8 like to mention: Number, one inflation; number
9 two, roofing; number three, unquantified scope, so
10 that's -- like you mentioned, when, you know, fire
11 sprinklers are being added to a building, the
12 pricing did not include an additional fire line,
13 for example.

14 MR. RABINOWITZ: Let's break that down for a
15 second.

16 If I remember correctly, there is already a
17 3 percent inflationary rate that's included right?

18 MR. CORBIN: That's correct, yes.

19 MR. RABINOWITZ: So was it a gross
20 miscalculation relative to the inflationary rate
21 when this was done back in 2014?

22 MR. CORBIN: We don't believe so, no.

23 If you look at the -- the recession, the
24 construction recession, we were still coming out of
25 the construction recession in 2014. So, you know,

1 the curve of -- you know, I call it volume of
2 construction, which is a -- the biggest factor we
3 see in rising construction costs, the volume of
4 construction was starting -- was still starting to
5 come up in 2014. So a 3 percent inflation rate,
6 average inflation rate, is reasonable at that
7 point.

8 What we have seen since then is the volume of
9 construction has just continued to go up, and we
10 are seeing more of a -- you know, in the range of
11 five percent average increase per year. So you
12 start compounding a five percent versus three
13 percent, and that's what starts adding up to a lot
14 of dollars as we get towards this construction
15 phase, you know, the end of this year, going into
16 the next year.

17 MR. RABINOWITZ: So as I am looking at these
18 numbers with the 25 percent increase, that's
19 25 percent over -- even if we utilized five years,
20 we are figuring, on basic math, 15 percent, are you
21 saying it's 25 percent over and above the included
22 3 percent inflationary rate that was included in
23 the calculation?

24 MR. CORBIN: But the inflation is -- there is
25 only one factor in there. The biggest factor by

1 far is the roofing. There is about -- you know,
2 about 20 million square feet of roofing across this
3 program that has to be addressed; and so, you know,
4 in the original needs assessment, their roofing
5 unit price is generally a one unit price for all
6 this roofing, and we see some very large risks
7 related to that roofing.

8 It's all projections right now because, one,
9 we don't have any bids; and, two, we really don't
10 know for sure what has to be done on the roof of
11 each school. So what we are doing right now is
12 advising the School Board of this potential risk,
13 this very large potential risk, and really kind of
14 focusing some mitigation action related to the
15 roofing and, you know, trying to make sure we
16 manage it correctly, manage the scope of the
17 projects, you know.

18 And the inflation, you know, there is not a
19 lot you can do about that, except, you know, try
20 and make sure you are getting out projects when --
21 you know, when the market is the right; but, you
22 know, it's very difficult to time the market with
23 inflation.

24 MR. RABINOWITZ: I think Bruce is chomping at
25 the bit.

1 Go ahead, Bruce.

2 MR. BERNARD: Is all your increase on all hard
3 costs? None of the soft costs have gone up?

4 MR. CORBIN: Well, you know, the -- the
5 design, so far --

6 MR. BERNARD: Just a "yes" or "no" answer, I
7 don't need a whole -- have you seen your soft costs
8 go up along with the hard costs? All you are
9 saying so far is everything is hard cost.

10 MR. VIERA: So we've managed to keep the soft
11 cost currently against the budgets that have been
12 established. That's what we have.

13 MR. BERNARD: I said have you seen them go up?
14 I don't have the exact budget you got for soft
15 costs. Have they gone up from when you started
16 this? Do you think they are going to rise?

17 That leads to my next question, I think:
18 Could we get a breakdown of what you have,
19 percentage-wise, on this bond issue with hard and
20 soft costs?

21 MR. VIERA: Sure.

22 MR. CORBIN: Yes.

23 MR. BERNARD: So we know exactly what's been
24 spent on what, so we can apply -- almost
25 individually for each project, it should be pretty

1 to the same, as far as percentage.

2 Can someone explain to me --

3 MR. VIERA: I use caution applying percentages
4 until they become realities. I mean, I --
5 projecting things --

6 MR. BERNARD: You said you had budgets
7 already.

8 MR. VIERA: Correct, and we are projecting --

9 MR. BERNARD: So then you can --

10 MR. VIERA: Sorry to interpret, Bruce.

11 What we are projecting as part of our risk
12 assessments -- what we are saying, in totality, to
13 the program that 25 percent risk factor more or
14 less represents a risk to the program anywhere from
15 a range of probably 190- to 220-million dollars.
16 Our middle-of-road number, and our risk assessment
17 has made mention of it, is a \$200 million risk.

18 That's what we are -- we are trying to say it
19 now, so that we do -- in evaluating the information
20 we have currently, there is no surprises.

21 MR. BERNARD: I'm not worried about what you
22 are telling me about. I want to know what your
23 soft and hard cost percentages are. That's all I
24 am asking.

25 MR. VIERA: Yeah, on our cost model, we can

1 give you that.

2 MR. BERNARD: Like Adam was saying, the
3 25 percent, if you put the three percent a year on
4 top of that or take if you take some of the
5 3 percent off of that.

6 MR. VIERA: The 25 percent over, that's an
7 aggregate. It takes into account inflation. It
8 takes into account risk with roofing. It takes
9 into account risk with --

10 MR. BERNARD: So the 3 percent built-in would
11 be in that 25 percent; if not, it's three plus
12 25 --

13 MR. VIERA: No, yes, no, the three is in it.
14 This is above and beyond.

15 MR. RABINOWITZ: Thank you.

16 I guess you made a comment that there is a
17 risk to -- I forgot, the words were a risk to the
18 program. If I understood it from the last meeting,
19 Omar, any project started is going to get finished.
20 It may not be bond dollars that actually finish a
21 project. That necessarily means that if all these
22 projects run over by a quarter billion dollars, the
23 taxpayers are going to eat that, like myself and
24 everybody in this room.

25 Did I understand correctly from the last

1 meeting?

2 If we run 25 percent over on these projects,
3 the \$250 billion will be satisfied by taxpayer
4 dollars?

5 MR. SHIM: That's the -- essentially, the
6 program, when the program started, was a
7 billion-dollar program almost. We -- we went out
8 to the public for \$800 million with the remaining
9 would be the District to do the rest.

10 The additional dollars would -- based on the
11 risk assessment is to guide as to what kind of
12 dollars do we need to set aside in the future to
13 mitigate the risk that is being identified. So we
14 work with Atkins, as far as identifying those
15 dollars in our budget and making sure that there is
16 some sort of a buffer for that to occur.

17 Does that answer your question?

18 MR. RABINOWITZ: You didn't. I mean, I'm
19 assuming that if all of these projects run over by
20 \$250 million, that money has got to come from
21 somewhere. So I have to imagine that the taxpayers
22 of Broward County are ultimately going to pick up
23 that differential; am I correct?

24 MR. SHIM: Yes. Those dollars are set aside.

25 MR. RABINOWITZ: Thank you.

1 MR. BERNARD: One more, can someone explain to
2 me on the plans, who goes out to check the roofs
3 like he is saying?

4 I guess you are going out and looking at the
5 scopes you originally got from Jacobs to make sure
6 you are -- when we go out and do these jobs, it's
7 all -- you are not going to try to miss things that
8 might have been missed like we had on one of the
9 other jobs already. Is it the facilities people
10 that go out? Does Heery go out. Does Atkins --
11 does someone from all teams go out?

12 MR. CORBIN: Let me address that question.

13 Heery sends staff out into the field to look
14 at the scope to first make sure that if it says to
15 replace the roof, that it, indeed, needs to be
16 replaced. We don't want to just me to go out there
17 and say, "hey, it says to replace it, but it still
18 has useful life left in it." So it's evaluated
19 with a group of professionals that Heery puts out
20 in the field.

21 But also at the kick-off point of design
22 services, we bring out the designer of record, his
23 engineers that supplement his team, so that we go
24 through the process of confirming what the scope
25 intent was and what needs to come along with it, so

1 that -- you know, for example, you heard Adrian
2 mention that one of the other pressure points
3 that's happening in this program deals with fire
4 sprinklers.

5 If you look at the facility condition
6 assessment for fire sprinklers, they identify the
7 various buildings on a campus -- building one, two,
8 four, six -- that need sprinkler systems. So they
9 took the square footage and applied a unit cost
10 against it. What they did not include was the fire
11 loop that has to come around the building to
12 pressurize and provide the flow that's required.

13 So, you know, we flush out those type of
14 items, as well, as we walk, so that as we commence
15 the design -- the designer knows that the sprinkler
16 system has to have that fire loop to come along
17 with it to fully function and to deliver on the
18 intent of that scope, which was to provide a
19 functioning sprinkler system for the building.

20 MR. BERNARD: You know, like I said, your
21 professionals from your firm go out there and make
22 the original design team come in, and you all walk
23 again to make sure everything is covered?

24 MR. CORBIN: Correct, but this is all taking
25 place after the facility condition assessment was

1 established and these budgets were established.

2 MR. BERNARD: I understand that.

3 Now, on the budget -- just go on your fees, I
4 guess, I don't know -- the first meeting I ever
5 intended, I heard someone throw out a number of
6 five percent was put aside for Heery and Atkins or
7 whatever, just a random number for a round number.
8 If the budget goes up 300,000, are your numbers
9 going up? Are you getting 15 million more on top
10 of that, or are you staying off the original
11 budget?

12 MR. CHOMIAK: I like that thought, but that's
13 not what is going to happen.

14 MR. BERNARD: I'd like it, too. I just want
15 to make sure that you are not expecting something
16 that you are also going to make money out of.

17 MR. CHOMIAK: No, not at all.

18 The only -- you know, to answer your earlier
19 question about the soft cost/hard cost going up and
20 being part of this, the only place that we do have
21 to manage better is on the design side, because
22 designers like to tie their fee to a cost. So we
23 are working very hard to tie their fees to a level
24 of effort, not to a dollar value.

25 MR. BERNARD: I am not looking for a dollar,

1 just give me a percentage. That's all I am asking.

2 MR. CHOMIAK: Right. We will have to get you
3 that.

4 In answer to your question, is it going up
5 because of this, that would be the place where, if
6 it did, it would be on the designer fees, not on
7 our side.

8 MR. BERNARD: I am asking for a percentage so
9 we can know how much is actually going into a
10 construction site and how much it takes before we
11 get there.

12 MR. CHOMIAK: We will have to get that number
13 for you.

14 MR. VIERA: Okay. Continuing our role is the
15 collaboration, as has been made mentioned; and the
16 negotiation of professional service agreements and
17 construction manager service agreements, as well;
18 analysis of the cash flow to assist the District in
19 establishing capital and the time-reserve
20 allocation, going back to risk assessment.

21 As part of every fiscal year's DEFP process,
22 we take into account, based on the cash flow,
23 what's going to be coming in in potential
24 commitments for the next fiscal year and guide the
25 District in what -- you know, what -- what -- it

1 has been made mention what of that potential \$200
2 million has to be set aside this coming fiscal
3 year, so that's part of our services.

4 The risk assessment letter that was officially
5 issued January 27th, 2017, which -- and this as far
6 as in addition to market conditions, is something
7 is something that acted on a -- committed to on a
8 biannual basis to update; but if we do see
9 something in the market that is either a risk or a
10 reward to the District that's coming, we will -- we
11 are committed to presenting that as soon as we see
12 a trend established on that.

13 Then we continue with our e-Builder tool and
14 capturing the project, budgets and schedules.
15 That's been used as a management tool. The SMART
16 Program website, that is under -- in the process of
17 being updated, and we want to mirror the bond
18 oversight information so that it all remains
19 consistent and the same level of transparency with
20 bond oversight, as well with the constituents on
21 the website. On the current website, we are in the
22 process of updating that to get that information,
23 as well, on the SMART futures website.

24 MR. CHOMIAK: I think we've talked earlier on
25 about this, to some degree. We did reevaluate and

1 establish a target schedule that's in the BOC
2 currently, based on what we have actually seen.

3 A couple things back, to some earlier
4 questions, we did look at Larkdale. Following the
5 nine-month design and procurement, there is a three
6 month design -- so something is not right there. I
7 think there may be a typo on the completion date or
8 the design. We will fact check that and make sure
9 everything is cleaned up.

10 The other issue is we talked about the
11 timeframe we had put in there. Those were based on
12 the original template, and we did not revise those
13 based on revised template. So that was something
14 we missed, and we need to go back and correct that,
15 as well, so ...

16 But moving forward, again, this report and the
17 flags for schedule will all be based on the target
18 dates that are in there currently and moving
19 forward. Anytime we are in danger of missing a
20 date in there, we will flag it, comment on it, why
21 and what we are doing to correct it; and
22 additionally, on the budget side, we will flag
23 anybody that is -- will require us to come back to
24 the Board for additional funds.

25 Just on the big picture, this is back to the

1 target to meet the five- to seven-year timeline,
2 one of notes, on the group five projects on the
3 left, it says "design procurement, 5Q, 1/2019," we
4 are working hard and hope to bring this back within
5 probably the next meet for this committee. Our
6 plan is to accelerate some of those. So we are not
7 just waiting on the funding to come in to be able
8 to start the designs; we want to move funding
9 forward so we can at least start that design effort
10 and be able to hit construction when the funding
11 for that year is available, not hold off on design.
12 That will help quite a bit in making sure that we
13 meet the overall construction schedule of five to
14 seven years?

15 MR. RABINOWITZ: Any other questions before we
16 let them off the hook?

17 I say that in jest, Omar.

18 MR. SHIM: Thank you. Again, Omar Shim,
19 Director of Capital Budget.

20 This quarterly budget activity report is for,
21 as you know, the quarter ended March 2017. This
22 quarter the Board approved to accelerate the SMART
23 music funding for years four and five to
24 programming year three, which is about \$7 million.
25 So as Ms. Cantrick mentioned, we have accelerated

1 the last two years, and they have already begun
2 doing it and have a schedule, which I think was
3 good.

4 An additional change to the SMART Program came
5 when the Board approved accelerating funds for
6 \$9.2 million for the construction of Markham
7 Elementary School's SMART Program for -- from year
8 four to program year three.

9 So changes to the SMART Program, including
10 these changes, and changes made by the School Board
11 prior to this quarter, as was requested the last
12 time, are highlighted on page 454.

13 So this brings us to the budget -- this brings
14 the budget from 655.5 million that was reported the
15 last time to 671.7 million for the first three
16 program years of the SMART Program that is
17 currently budgeted. So this slide shows the
18 breakdown of the financial status of those funds.

19 The quarter we added -- this quarter we added
20 a section for completed projects, with a summary
21 and details beginning on page 503. The balance of
22 those completed projects total \$13.1 million, which
23 indicate that there have been -- that there has
24 been some savings in executing the program as we
25 have been -- we have talked about.

1 Some of those dollars may go towards settling
2 final bills as the projects and the budgets
3 themselves are closed out. So there could still be
4 pending bills and things like that, although the
5 projects are completed physically.

6 Expenditures have increased by \$23.1 million
7 for this quarter from 83.4 to 106.5 million, and
8 purchase orders increased by 4.5 million from
9 27.6 million to 32.1 million. The balance on the
10 financially active projects also increased from
11 last quarter by 23.2 million from 287.9 to
12 311.1 million, while the balance of projects that
13 did not have financial activity declined by
14 47.6 million.

15 So that sort of gives you a picture of --
16 financially, of, you know, where the program is at.
17 The details, as you know, are in the sections
18 starting on page 461 and back. That concludes my
19 part of it, if you have questions.

20 MR. RABINOWITZ: Laura, question?

21 MS. AKER REECE: I think I asked this last
22 time, but I can't remember the answer. So when you
23 add to the budget, are you issuing like a new
24 tranche to the bond, or are you doing like a
25 short-term loan? How are you -- what are you using

1 to increase those amounts?

2 MR. SHIM: Right. So we do cash flow and work
3 with, you know, the different departments on the
4 projections; and so from time to time we will
5 review, cash-flow-wise, when they are issuing
6 contracts. Because here we have to have the
7 dollars in place when they actually issue the
8 contracts, not necessarily when they are spending
9 it.

10 We have only issued one tranche so far, and so
11 far we don't anticipate issuing another set until
12 probably next year -- the next fiscal year, which
13 is in a couple months.

14 MS. AKER REECE: The commission approved --
15 I'm sorry, the School Board approved up to 800, as
16 long as you don't anticipate issuing the contracts
17 in the same amount, until you have the actual --

18 MR. SHIM: Right. So on page 458 there were
19 original projections of what was laid out. So far
20 we've issued the first year of 162, but we haven't
21 issued the others. The School Board has authorized
22 up to the year -- the 180.

23 MS. AKER REECE: Okay. Thank you.

24 MR. RABINOWITZ: Any other questions?

25 Hearing none, we move on to Supplier Diversity

1 Outreach.

2 MS. COKER: Good evening. Mary Coker,
3 director of procurement and warehousing services.

4 So the Supplier Diversity Outreach program
5 continues to be a cornerstone of the SMART bond
6 program. In summary, we are going to demonstrate
7 our events. We are going to show you our
8 certifications we've prepared this quarter, as well
9 as contract compliance and cumulative spend and POs
10 as we move forward throughout the presentation.

11 So this quarter we did eight events. It went
12 down from ten events the prior quarter, but as you
13 may know, or may not know, in January the Board
14 approved to add -- the Board approved a new
15 Supplier Diversity Outreach Policy 3330. So we've
16 been working diligently to ensure -- this policy
17 goes into effect in July of 2017, so we have been
18 working to ensure that we have been mapping our
19 processes, our procedures, ensuring that we have
20 the resources in order to implement this policy,
21 which also, last month, the Board approved four new
22 positions to help ensure that we can support the
23 implementation of this policy and required
24 additional outreach efforts that we require, as
25 well as automation systems for us to be able to

1 implement and be in compliance with the policy that
2 will go into effect in July.

3 As we move onto the next slide, you'll see
4 that we have 759 certified M/WBE firms. We went up
5 from 702 firms, and we also have 55 applications in
6 queue this month. Therefore, it's -- it's a
7 significant improvement from looking at the
8 numbers, actually, from the previous fiscal year,
9 which we had about 700 certifications.

10 Sometimes it's a bit of a wash because every
11 two years, every three years, we have to recertify
12 vendors. So we are constantly recertifying to make
13 sure that that pool of vendors sustains, as well
14 as, obviously, the outreach and doing
15 prequalifications, certifications, to ensure that
16 the number continues to rise. But this year I hope
17 to be able to report positive numbers increasing
18 800 certifications.

19 If we move to the next slide, this is just a
20 summary of what you are going to see in the
21 following page. Of the one hundred -- of the QSECs
22 that we have held this quarter, 182 proposals will
23 be reviewed by the Supplier Diversity Outreach
24 personnel. We have had 16 contracts awarded of
25 which M/WBE participation was 8.3 million. Please

1 note, the contract commitment is different than the
2 spends, which is what you'll see in the next slide.

3 The amount of M/WBE commitment is 7.3 percent,
4 percentage of the M/WBE commitment is 72.9 percent,
5 and I'll show the you breakdown now on the
6 following slides.

7 So this is a comparison Q2 and Q3, total
8 contract amount. You are going to see that we
9 actually doubled the contract amount, which is
10 positive. We went from 4.5 million to 8.3, almost
11 double that. M/WBE commitment, we had 2.5; now we
12 are at 7.3. That's an increase. We have --
13 76 percent of the actual commitment has gone to
14 M/WBE, which is a very big story, shows the efforts
15 that we have been doing in not only the outreach,
16 but also in the prequalification; and as we
17 continue to move down from the design to the
18 construction, we are going to continue to see that
19 rise.

20 I don't have here in this slide a cumulative
21 total. I know that was something that was asked
22 for, but I calculated manually here, cumulative
23 total for professional designs is 22 million, total
24 commitment, M/WBE, 16.8, and none-M/WBE, 5.1.

25 We go to the next slide, we have program

1 management one of two. We broke down the program
2 management this time into two slides. In the last
3 report we had it all combined, where we had Heery
4 as the representative and then in the next slide
5 you will see Atkins, but we wanted to break it
6 down.

7 This number has remained the same since Q1
8 because we haven't had any additional contract
9 awards; therefore, our two program managements
10 continue to be both Heery and Atkins, but we wanted
11 to make sure that we reported the numbers. We do
12 anticipate for this -- for next quarter, for this
13 to change, as we now have additional contract
14 spends -- I'm sorry, contracts commitment.

15 The next one, again, is part of the program
16 management, and this is the part that belongs to
17 Atkins. If you add the previous line and this
18 line, it's the same amount that was presented to
19 you in Q1.

20 So we are on slide 46, construction manager at
21 risk, I believe Q1, there was nothing here, as we
22 didn't have any CM at-risk information and -- as
23 well as we don't have none to report in Q3, so we
24 just maintained the numbers as reported at Q2,
25 which, in this case, you can consider this to be a

1 cumulative amount of the contract amount of
2 \$361,000.

3 And then the last three slides is basically a
4 summary broken down for SMART demonstrating,
5 basically, the same information, but at different
6 views. One of the recommendations was to show the
7 spend per ethnicity, so we were able to break that
8 down. You will see the increase in African
9 American, as well as Hispanic American. That's per
10 ethnicity, as well as per gender, not woman-owned.
11 We are looking as we move forward to try to
12 increase the 14.79 women-owned with the continued
13 improvements we have made on the SEOP and the new
14 policy that was just passed.

15 We have a total POs issued 17.59 -- 569, which
16 is 24 purchase orders that were made specifically
17 for -- to M/WBE firms. Again, spend does not
18 commit that you are going to see a difference in
19 numbers. This is purchase orders issued, and the
20 couple of first slides were contract commitment
21 where we awarded an amount, and this is what we
22 actually issued purchase orders on.

23 The next one you are going to see, if you look
24 back to fiscal year 2015 and -- as we've continued
25 to move, we went from having zero participation on

1 M/WBE to just recently, Q1, 2017 is where we've
2 really dedicated our resources to the outreach and
3 ensuring that we have that minority participation
4 and that we are able to award the contracts to
5 M/WBE; and now, effective July 1st, with our new
6 small SBE program, as well, we are also going to be
7 able to award it.

8 This shows 12 percent of the dollar values,
9 but the dollar value of POs issued. You can see
10 that in the chart above.

11 And, again, this just kind of the same
12 information just broken down differently. We
13 wanted to share with you how it was broken down, if
14 you can see, safety, athletics, just to see the
15 M/WBE prime POs issued.

16 And, again, the last slide, I just kind of
17 wanted to -- looking ahead, as I mentioned earlier,
18 we were able to pass the Policy 3330 in
19 January 2017. It goes into effect in July. The
20 Board just recently approved, in April, for four
21 additional resources for my department.

22 Therefore, the resources that have been
23 allocated are going to allow us, not only the
24 resources that we need, but, hopefully, software
25 that's going to come forth, as well, and be

1 approved by the Board, is going to allow us -- give
2 us a bit more business intelligence, as it relates
3 to data gathering that we have been doing thus far,
4 which has been very manual. It's going to allow us
5 the opportunity to provide more adequate spend
6 analysis and be able to track and monitor contract
7 compliance so that we can provide the information
8 and ensure that the primes are being in compliance
9 with what they -- the percentage of M/WBE
10 participation that they committed to.

11 MR. RABINOWITZ: Any questions?

12 MS. AKER REECE: Just one.

13 MR. RABINOWITZ: Laura?

14 MS. AKER REECE: Can you remind us, are they
15 getting extra points for saying that they are -- in
16 the procurement process, for saying that they are
17 M/WBE, meaning do they get -- what's the advantage
18 of saying they are -- these firms are M/WBE
19 certified?

20 MS. COKER: So there is -- I'll let Colleen
21 Robbs, coordinator of Supplier Diversity explain in
22 detail; but there is different goal setting --
23 different programs, if you will. So obviously you
24 have an advantage by being an M/WBE, but Colleen
25 can go into details.

1 MS. AKER REECE: I don't need too many
2 details, just sort of like, conceptually, why does
3 it serve them to do that?

4 MS. ROBBS: The policy allows the District to
5 set what we call affirmative procurement
6 initiatives, which are goals to encourage minority
7 and small business participation. So the benefit
8 to being certified is that you would get -- in an
9 evaluation method, you could get additional points.
10 If it's an ITB, there would be a percentage goal so
11 that that firm would receive participation points
12 or utilize subcontractors who would be utilized.

13 MS. AKER REECE: So they would have to do --
14 in an ITB, they would have to have a certain
15 percent of the business?

16 MS. ROBBS: If -- the bidder, if they want to
17 fulfill the goal on the ITB, they would need to be
18 certified. If they are not certified, then they
19 would fulfill the goal by using a subcontractor
20 that's certified by our agency.

21 MS. AKER REECE: Are we tracking if this is
22 resulting in higher prices being paid by the School
23 Board?

24 MS. ROBBS: We will ultimately track it, but
25 right now, as Ms. Coker said, the program will go

1 into action basically July 1st --

2 MS. AKER REECE: Okay.

3 MS. ROBBS: -- so it is something that we will
4 monitor.

5 MS. AKER REECE: Okay. Thank you.

6 MR. RABINOWITZ: Thank you.

7 Moving on to communications.

8 MS. GARTH: Okay. Again, Yvonne Garth on
9 communications.

10 We continue to try to find new ways to keep
11 the public informed. Over the course of the last
12 quarter, a significant portion of our time was
13 spent, quite frankly, on the bond oversight
14 committee report and trying to enhance it, not only
15 the single pages that you have seen in the new
16 template, but other sections, as well. For us,
17 that's time well spent, because we see this new
18 template as truly the foundation to report to the
19 public in a number of different ways.

20 Our intent, moving forward, is coming out of
21 the quarterly bond oversight committee reports,
22 those individual fliers will then be uploaded
23 shortly thereafter on the website. So, as Adrian
24 mentioned earlier, we are working to update the
25 website so that the look and feel of it reflects

1 this new template. So we, then, a week or so after
2 us reporting to you, those new templates will be
3 available for the public to download on the
4 website.

5 In addition to that, one of the initiatives
6 that we are undertaking and the public can look
7 forward to is we do take the individual sheets and
8 report to the municipalities. We will be able to
9 pull the schools by municipality and send that out
10 to each city so that they have an update on what's
11 happening on the schools in their municipalities
12 and be able to do it by District, as well. Again,
13 it is just -- for us, we look at it as a great tool
14 to keep the public informed.

15 Other communications efforts, we continue to
16 work with the PIO to send out the monthly SMART
17 updates, and we are continuing to tweet. On
18 average, we try to tweet two to three times per
19 week on any level of progress being made. We -- in
20 addition to that, we try to go out -- we have been
21 going out in the community. This past quarter we
22 had about 15 events that we reported to, and that
23 includes the updates at City commission meetings in
24 the business community and elsewhere.

25 One of the activities that we are in the

1 process of planning is a vendor outreach event
2 where we are working collaboratively with the
3 pyramid department, with Ms. Coker and Ms. Robbs.
4 It's scheduled for June 9th, and the intent to
5 reach out to the business community, at large --
6 M/WBE firms, yes, but also we are really opening it
7 up to the entire business community to try to
8 encourage firms to learn about contracting
9 opportunities and to bid on the work, especially as
10 it moves from design into implementation.

11 One of the things we launched in addition to
12 that is what we are calling "the principal letter."
13 So every time there is a Board action taken, an
14 approval on a school, within 48 hours we do send a
15 letter to the principal notifying them that, you
16 know, progress is being made on their school, and
17 it's an opportunity for them to then push that
18 information out to the parent community.

19 So that is in summary what we have for
20 communications, and I welcome any questions or
21 feedback.

22 MR. RABINOWITZ: Anyone?

23 MS. AKER REECE: Thank you --

24 MR. RABINOWITZ: Thank you.

25 MS. AKER REECE: -- for the reports. They are

1 beautiful.

2 MR. RABINOWITZ: Moving on to TaxWatch.

3 MR. NAVE: What I'm going to do is kind of
4 skip around a little bit. I'll try to avoid
5 rehashing things that we have already talked about
6 with one or two notable exceptions.

7 I'm going to start with the technology part of
8 it. As Mr. Hunter pointed out, the District
9 continues to make great progress on the technology
10 spend. All of the SBC schools now comply with the
11 District standard of one computer for every
12 three-and-a-half students. We looked at it a
13 little closer, and roughly seven out of every ten
14 schools now have one computer for every two
15 students or fewer; and, again, all of the
16 technology projects for the charter schools have
17 been finished. As Mr. Hunter pointed out, the Cat6
18 and the wireless access points are the only
19 outstanding issues.

20 We looked at the cost savings, and one looks
21 at -- all the technology projects have been
22 completed to date. We calculated the savings about
23 \$8.41 million. So the technology spend is going
24 and continues to go extremely well.

25 In looking at the music and art equipment, one

1 point that we have made in the last few reports is
2 we have looked at the percentage of money that is
3 going to the different vendors, and there was a
4 much more equitable spread of the spending at the
5 end of this quarter. We've pointed out in the past
6 that All County Music continues to receive a
7 disproportionate share of the music and art spend.
8 In this quarter, the figure was roughly 66 percent.
9 I think in the past couple of reports, that
10 percentage has been north of 90 percent. So the
11 money does seem to be being spread out to the other
12 vendors.

13 We looked at the completed projects. The
14 District reports that there are -- 60 schools have
15 completed music and art projects. We looked at the
16 total savings, and it was right at \$430, not much,
17 but it's still underbudget.

18 A couple of the discussion items, it was
19 pointed out in the second quarter report that
20 the -- at the January School Board meeting that
21 money had been allocated to accelerate the music
22 and art acquisitions and that there was a revised
23 ordering schedule put in place that would permit
24 all of the school orders to be placed by the end of
25 March of 2017; and what I heard earlier today was

1 that, obviously, those were not completed by the
2 end of March and that it looks like somewhere
3 around the end of June all of those of projects
4 will be ordered. So there was a delay. We didn't
5 see an explanation for that delay, but we take
6 comfort knowing that the District plans to have all
7 of that equipment ordered by the end of June.

8 We also looked at the kiln program last
9 quarter to this quarter, and the kiln program seems
10 to be a bit of a moving target. There were schools
11 listed in the second quarterly report that aren't
12 reflected in this quarter, and there are schools in
13 this quarter that weren't reflected in the previous
14 quarter. So it's unclear to us which schools are
15 scheduled to get the kilns, so we would ask the
16 District to take a look at that.

17 If the kiln program has changed, then I would
18 assume the School Board approved that change. If
19 the kiln program has changed without School Board
20 approval, then that's an issue I think we need to
21 take a look at.

22 Moving on to athletics, Mr. Cerra talked about
23 the progress on the track resurfacing project. He
24 mentioned six has been completed, and it's unclear
25 whether that is the number as of the end of third

1 quarter or if that is as of today, because the
2 third quarter report mentions five projects
3 completed, not six.

4 One thing that is important to note is that
5 the track projects that have been completed have
6 been done so and saved the District about \$71,000.
7 So those projects that are completed are also
8 coming in underbudget.

9 The discussion items that we identified, there
10 were four high schools identified that had bids
11 recently approved by the School Board for track
12 resurfacing, but there are no project schedules
13 identified for those.

14 We talked about the Pompano Beach High School
15 issue, so I won't go into that.

16 The ten high schools that had selected vendors
17 and that had begun to order the weight room
18 equipment, we didn't see any project schedules or
19 projected completion dates for those.

20 And then the athletic report includes a status
21 report for only 15 of the 30 high schools, so we
22 would wonder what the status of the remaining 15
23 high schools are.

24 So, hopefully, in the next quarterly report,
25 we will see those schedules for all the high

1 schools and we will get a better idea what the plan
2 is to wrap up the athletic projects.

3 The budget activity, I'm very grateful to Omar
4 and Ben for including the completed and meet
5 standards section of the budget activity report.
6 That knocked about half a day off of my review
7 time, and I am very grateful for that.

8 We looked at all the completed projects, and
9 when one looks at the technology projects that are
10 completed, the music arts completed, the eight
11 track resurfacing, 34 construction projects that
12 were identified as having been completed, all told,
13 we came up with a figure of about \$11.3 million in
14 savings.

15 Omar, I think you had a little higher number
16 than that, but they are both very, very significant
17 cost savings numbers.

18 We did point out in our report that there were
19 ten projects identified in the facilities
20 construction report as having been completed that
21 weren't reflected in the completed section of the
22 budget activity report, and those were mostly
23 school choice enhancement projects and a few of the
24 single-point-of-entry projects.

25 Moving on to Supplier Diversity Outreach, I

1 think it was shown on slide 47 that through the end
2 of March, the district has issued 24 purchase
3 orders to W/MBEs totaling about \$17.6 million, and
4 that reflects a cumulative commitment of about
5 12 percent. So the Supplier Diversity Outreach
6 effort continues to make progress.

7 It was shown on slide 47 that there were W/MBE
8 monies awarded for safety projects and for
9 athletics, so the only two categories for which no
10 W/MBE monies have been spent are technology and
11 music and arts.

12 Looking at the communications, the District
13 continues to step up its efforts to get the word
14 out on what's going on; and we pointed out in the
15 last report that the role of the bond oversight
16 committee in this effort has not been clear, and it
17 may be that the District has no role for the bond
18 oversight committee, but if the District will make
19 that clear, then I can stop bringing that up in my
20 reports.

21 And that brings us to facilities construction.
22 I want to give the District credit for their
23 efforts to make the reports more transparent and to
24 include more project specific information in the
25 reports. We all worked very hard on the template

1 for the school spotlights, and I think that that
2 template has enormous potential.

3 One thing that's reflected in the report is
4 that there is progress being made. When one looks
5 at the number of projects that haven't started
6 compared to the last quarter, that's decreased from
7 525 to 420. So there are fewer projects that have
8 not started.

9 When we look at the number of projects that
10 are moving from the planning phase into the design
11 and implementation phases, those numbers are
12 increasing, as well; and the number of completed
13 projects increased from 67 to 75. So the needle is
14 being beginning to move in the right direction.

15 The revised school spotlight template, I think
16 when one looks at it for the first time, the thing
17 that stands out is it is really easy to see where a
18 project is in the six-phase life cycle. What's not
19 as clear is where it should be, and that's an issue
20 that we will continue to discuss.

21 It was unclear -- and, Mr. Chomiak, I think
22 you mentioned that 67 percent of the scheduled
23 construction activities are underway and 89 percent
24 of the schools have at least one project currently
25 underway. We made mention in our report that the

1 numbers were 62 percent and 84 percent,
2 respectively, so it was unclear whether that was an
3 oversight or whether there was no movement. So
4 it's not clear to me whether the 67 percent and the
5 89 percent reflect the status as of today or
6 whether that reflects the status as of the end of
7 the third quarter.

8 If there is one page in that entire report
9 that I think the bond committee ought to look at,
10 it's page 121, and it was slide, I think, number 34
11 in the District's presentation; but it was the --
12 it's -- the picture has the sharpened pencil, and
13 it talks about the -- I think Mr. Chomiak referred
14 to it as "re-baselining," and I want to spend some
15 time talking about that, because in looking at that
16 slide --

17 MR. RABINOWITZ: Can we put it back up,
18 please, on the screen?

19 MR. NAVE: Slide 34.

20 MS. AKER REECE: What page was that?

21 MR. RABINOWITZ: 121.

22 MR. NAVE: If I am looking at this right,
23 every project in years one, two and three is being
24 pushed back somewhere between three and nine
25 months; and, again, I -- if I am not mistaken,

1 those quarters are calendar year quarter and not
2 school year quarter.

3 MR. BERNARD: School year quarters, I think.

4 MR. RABINOWITZ: It says fiscal year.

5 MR. NAVE: Is it fiscal year?

6 MR. CHOMIAK: It should be calendar year. I
7 am double-checking, but it should be calendar year.

8 MR. VIERA: Yeah, it should be calendar.

9 MR. CORBIN: Yes.

10 MR. NAVE: It begs the point of this
11 re-baselining, and the school spotlight template,
12 as we pointed out, none of the projects on that
13 template are flagged. If we were still using the
14 traffic signal icon that we jettisoned a few
15 meetings ago, there would be 232 green traffic
16 signals in this report, and I think I heard
17 Ms. Garth say that -- in explaining that template,
18 that if a project was in jeopardy of missing it's
19 completion date, that it would be flagged; and if I
20 heard that correctly, then a project can miss any
21 number of dates along the way and never be flagged.

22 But I think that the issue that the bond
23 oversight committee has to deal with tonight is
24 whether this notion of re-baselining is acceptable
25 and whether the schedule that is reflected in this

1 report is the schedule going forward, or whether --
2 at the District's own admission, these projects are
3 pushed back, and whether the bond oversight
4 committee wants to ask the District to submit a
5 readvised facilities construction report that shows
6 these projects as being delayed and the reasons for
7 the delay, and that was Florida TaxWatch's
8 recommendation.

9 MR. RABINOWITZ: Do you want to talk first or
10 do you want me to?

11 MR. BERNARD: You can talk. Go ahead.

12 MR. RABINOWITZ: So what is your
13 recommendation?

14 MR. NAVE: Well, I think there are some that
15 might consider it disingenuous to think that these
16 projects are all on schedule.

17 MR. RABINOWITZ: I agree.

18 MR. NAVE: Every quarter, every time that we
19 meet, we discuss this.

20 MR. RABINOWITZ: This is particularly true
21 when we are seeing that prospective inflation is
22 25 percent, and some of that is associated with, I
23 guess, time, value and money. If we are looking at
24 inflation of 25 percent over and above what amounts
25 to be a billion dollars, how can we tell the

1 public, now, that let's create a new baseline and
2 eat another 250 million, without just simply being
3 honest and saying we are behind schedule.

4 Wouldn't we all be better served doing that?
5 Anybody want to respond?

6 MR. CHOMIAK: I will.

7 I mean, here is the dilemma we had: We
8 baselined this -- again, if you notice on this
9 chart, the design and professional procurement
10 dates remain intact, and that's been the trigger
11 point for all of our project starts, and we have
12 been making those dates.

13 Where the discrepancy comes up is the template
14 that we use to establish the remaining schedule is
15 based off of the design procurement, so the design
16 phase, the construction procurement and
17 construction timeframes. We have since found that
18 those were not -- we initially set them based on
19 what we felt were industry averages. What we have
20 since found is those are not realistic for this
21 district, so we had to adjust, based on what the
22 reality was.

23 MR. RABINOWITZ: What are you seeing in this
24 district that's different than any other part of
25 the country?

1 MR. CHOMIAK: Primarily the process for
2 procurement is the biggest difference, both on the
3 design side and on the construction side. It just
4 takes longer for various reasons.

5 We have been analyzing this for the last year,
6 for the most part, looking at, not only what the
7 process is and what timeframes were realistic, but
8 now we are also looking at how to mitigate that,
9 how do we come back and recommend processes and
10 changes to the District that will shorten that back
11 down so we gain time we have lost because of the
12 extended timeframes.

13 MR. RABINOWITZ: Is it a fair statement that
14 the longer this takes, the more money it is going
15 to cost?

16 MR. CHOMIAK: Most likely, yes.

17 MR. RABINOWITZ: Then how can we better
18 utilize the bond dollars to mitigate that exposure?

19 MR. CHOMIAK: Right, that's what we are
20 looking at.

21 MR. RABINOWITZ: That's the question you are
22 about to get to.

23 MR. CHOMIAK: We have been looking at that all
24 along, but we are --

25 MR. RABINOWITZ: What's the answer to the

1 question?

2 MR. CHOMIAK: I think some of it is process,
3 you know. One of the things that impacted us early
4 on is we had intended to bundle -- package schools
5 together, so instead of having a single school as a
6 design contract, in and of itself, we put three or
7 four schools together, put that out as a single
8 design contract, which does a lot of things. It's
9 easier to manage. It's four times less effort from
10 the procurement department to procure, you know,
11 one design contract, rather than four. So right
12 off the back we quadrupled the level of effort that
13 is taken to move a project through District
14 procurement and all the things that are related to
15 that.

16 So that's since been corrected. It was a
17 policy change that we required. We had that
18 corrected, so now we are going back to the
19 packaging concept we had in the beginning.

20 We have a list of things we are attacking and
21 trying to contract and shrink back down to a
22 reasonable timeframe. The reality is, until we can
23 get all those changes implemented, the schedule
24 is -- we have to comply with the process, and
25 that's what it's taking.

1 MR. RABINOWITZ: For the next meeting, can we
2 have some understanding of what efforts are being
3 made to mitigate that additional exposure?

4 MR. CHOMIAK: Absolutely.

5 MS. AKER REECE: I agree with Adam. Is there
6 a way for us to get a mini presentation on what the
7 procurement process looks like for the School Board
8 for any of these phases and what you see as the
9 concerns, like what of the policies are set by the
10 School Board and what are State mandated?

11 MR. CHOMIAK: Right, yes, absolutely we can do
12 that.

13 MR. RABINOWITZ: That would be great. Thank
14 you.

15 MS. SIEGEL: So my question would be, then, we
16 developed this without understanding the policies
17 of the procurement process?

18 MR. CHOMIAK: Not -- I mean, I wouldn't quite
19 say it that way.

20 MS. SIEGEL: It sounds like we developed a
21 timeline without taking into consideration the
22 hurdles that this process creates, and now we have
23 a delay, but we are not actually calling it a
24 delay, and we are hoping to catch up. I mean,
25 that's just my understanding of it, so please

1 correct me if I am wrong.

2 MR. CHOMIAK: Right. I wouldn't say you are
3 wrong. I think the difference is, up until now,
4 these were schedules that we had set up internally
5 that we wanted to track against, and now that we
6 are incorporating that into the bond oversight
7 committee, we wanted them to be dates that would be
8 meaningful and when we say we are behind, we are
9 truly behind. Otherwise we show everything behind
10 schedule right now. I don't know that's doing any
11 justice to anything we are going to do in the
12 future, because some of these we may never get back
13 to what we thought was a good original schedule.
14 Now we know, so we can track very accurately.

15 MS. SIEGEL: I guess my concern is, just
16 historically, as a parent perspective, and
17 definitely not a building expert or anything else,
18 we seem to have an issue with consistently, with
19 our projects, running behind and going over budget.
20 So we have a bidding project -- and I'm assuming
21 that the bids go to the person who bids the
22 least -- and yet then we always historically seem
23 to go over that, "because I bid in 2014, but now we
24 are going to not go into construction until 2018,
25 and now the supplies have gone up."

1 So it just seems to me, as a parent, and a
2 taxpayer, the concern is, you know, if we know that
3 there is this delay, why are we -- why isn't that
4 like written into a bid or something?

5 MR. CHOMIAK: The -- again, I go back to delay
6 against what -- baseline, because whether we were a
7 little more maybe optimistic about schedules we
8 could achieve than what we are actually seeing
9 based upon the true process it takes, it would have
10 taken that process anyway. Whether we had a
11 schedule to show a quicker process or not, the
12 process is taking what it would have taken. I am
13 probably not explaining this very well but --

14 MS. COKER: So can I jump in?

15 MR. CHOMIAK: Yes, please do.

16 MS. COKER: I think, being responsible for
17 procurement, I think I'd appreciate those questions
18 being addressed to me. That way I can help
19 Mr. Chomiak on the delay part.

20 So from the history of the District -- mind
21 you, I have been here a year and a half, a little
22 bit less; but from going back and reviewing the
23 history of the District's procurement policies,
24 construction sourcing, at one point in time, was
25 part of the facilities department. There were

1 policies that had been written years ago maybe for
2 a department where there was not a lot of
3 construction volume, there wasn't a lot of things
4 happening.

5 Therefore, maybe a year or two before my
6 arrival to the District, that department went back
7 into the procurement -- that facilities or
8 construction sourcing went back into the
9 procurement department, and then we got the bond,
10 right? Now some of those policies remained
11 antiquated, and some of those policies, and the
12 interpretation of those policies, were not aligned
13 with some of the work and requirements that we have
14 today.

15 So when he says that things are slower in the
16 district, just from doing the analysis myself and
17 comparing and benchmarking and networking with
18 other districts, we do do things differently.
19 Broward County actually requires permits on several
20 things that Miami-Dade County doesn't require. So
21 there is an additional delay for prequalification
22 of vendors. The interpretation from our legal
23 department, as well as justifying competitive
24 solicitation and what can and the superintendent
25 cannot approve based on his authority is limited.

1 So it is not that the procurement process is
2 delayed. It's the policy that -- which myself and
3 the legal department are working up now in July to
4 change, we are going to update this policy that
5 hasn't been updated in several years, just,
6 basically, in order to help the policy be more
7 realistic to some of the requirements and
8 comparison to some of the other districts, now that
9 we do have an increased volume.

10 Not only related to construction, but I can
11 tell you, across the board, related though any
12 commodity, there is just interpretation, policy
13 issues, which is why part of the changes that we
14 have brought forth is mapping of those processes,
15 automation. This department, the procurement
16 department, you know the history, which I have --
17 it's almost only hearsay to me, have had several
18 issues, but we are moving forward to changing and
19 improving.

20 MR. RABINOWITZ: Thank you for the
21 explanation.

22 When were these policy issues, as you
23 described them, identified as being -- mucking up
24 the works and slowing down this progress?

25 UNIDENTIFIED SPEAKER: Years ago.

1 MS. COKER: I don't want to give a specific
2 date, but I can tell you that we have identified --
3 we have identified practices that the District has
4 taken, versus actual policies. So we might have
5 been moving along contracts under \$500,000 with --
6 based on interpretation of a policy that was
7 written many years ago to where now we have to
8 bring every item to the Board.

9 So I think, just those changes of -- even
10 advertising, we have to bring an advertisement for
11 a request for qualifications to the Board every
12 time. Miami-Dade, or any -- no other district does
13 that. They don't ask permission for the Board to
14 give them to advertise.

15 The advertisements are done. You go out for
16 an RFQ, you have to award it via approval by the
17 Board, but our process indicates that we have to do
18 specific things that are approved by the Board. So
19 it takes longer than -- than possibly necessary,
20 and we are looking at hopefully improving those
21 processes and streamlining them alongside legal
22 support and Heery making recommendations and just
23 realistically demonstrating, through the mapping.

24 You know, when you talk about 8 to 18 months
25 on design services, I can tell you -- I didn't want

1 to go and help Heery's response, but I can tell you
2 that the QSEC process, which is a requirement by
3 law, is very cumbersome, because it's just getting
4 the quorum, getting the committee together, doing
5 the logistics of making sure that all the committee
6 is there. It's under the Sunshine law.

7 I can tell you from the time that we set up
8 these meetings, which we have a calendar today that
9 goes three, four, six months out so that we can
10 help plan this better, it takes several, several
11 weeks and months to even do that, which adds to
12 this already, you know, extensive timeline of, you
13 know, the design phase.

14 MS. SIEGEL: But since we know that, how do we
15 still project a calendar that's unrealistic with
16 the procurement process that we all know now exists
17 and say, genuinely, we hope it will get better and
18 expect people who voted for this bond to be okay
19 with knowing that every day, the dollar amount goes
20 up to the taxpayer's expense?

21 MS. COKER: And I can appreciate that, but as
22 Mr. Chomiak said, we just recently changed the
23 policies. So we are putting effort where we
24 identified some of the constraints where that
25 bottleneck is. We actually moved forward -- and

1 Policy 3330, it was a change from the previous
2 policy of 7007. That was a change that we made.
3 We also changed -- again, we have identified some
4 of the issues, and we are moving forward with the
5 cooperation of District staff.

6 And I -- I foresee, as we moved along in this
7 process, and maybe Mr. Chomiak can agree, that it
8 actually improved, the process has definitely
9 improved, because we have identified those hit and
10 misses, and we have actually put things into play
11 to ensure that we can push things along.

12 I don't know if you agree?

13 MR. CHOMIAK: Absolutely.

14 I think back to your question about, you know,
15 what do we show, that was the whole reason we did
16 what we called the re-baselining is because we
17 wanted it to be accurate. This is the first time
18 we were publishing dates in the report that will be
19 seen by the public, and we wanted it to reflect
20 reality, not our original optimistic view of what
21 we thought we would be able to do here, and we
22 realized that we were unable to achieve that in
23 those timeframes. So that's the reason for the
24 re-baseline.

25 MR. BERNARD: That's all nice and well and

1 sugar-coated, but as Ann said, this is three years
2 old. We are in the third year, and you are saying
3 you are going to tell them we are starting that
4 date and the time starts now, not three years ago
5 when it was supposed to start.

6 Now TaxWatch is asking, he is asking, if there
7 is a delay, note it. That's why you have the
8 comment section. That's why we all said put the
9 comment section in there so everybody knows.

10 They are not going to slap your hand or
11 anything, just give a reason why it didn't start
12 when it should have. If the funds weren't
13 allocated until 2016, and it was in a 2015 year,
14 put it in there; but just don't say, we are going
15 to start here and forget the first two years of the
16 program and say, hey, we want to start on the clean
17 slate and this is what we are doing and everything
18 is up to date right now when it's not.

19 MR. RABINOWITZ: I think Bob wanted to add a
20 comment.

21 MR. NAVE: Just an observation, this is not
22 either an all-the-projects-are-on-time or
23 all-the-projects-are-late issue. If I look at that
24 correctly, the projects in years four and five, the
25 design-related procurement and the

1 construction-related procurement activities are on
2 schedule. If you look at the first three years,
3 the design-related procurement activities are on
4 schedule. It's the implementation or the
5 construction-related procurement activities that
6 are being pushed back.

7 So you only have got a subset of all of these
8 activities that would be shown as delayed; and if
9 the procurement process is the reason for them,
10 then maybe giving it that kind of visibility will
11 help make changes in the procurement process to
12 speed things up.

13 MR. RABINOWITZ: Is there anything else?

14 CHIEF DiPETRILLO: Just one quick question:
15 Is there a way in your particular estimates you
16 gave us back in January, the stuff that we are
17 talking about now, the 25 percent, is there a way
18 that you can minimize that by -- I know you have
19 been grouping these things together going forward
20 and they've been releasing the funds, but it seems
21 like things take awhile to get done, as you said
22 earlier.

23 But is there a way you could fast-track some
24 of these things, that you can get them on the table
25 ahead of that schedule? Do you have the ability to

1 do that?

2 MR. CHOMIAK: To the extent -- yes, is the
3 short answer, and that's what we are doing with
4 the --

5 CHIEF DiPETRILLO: So you can take large
6 groups of projects to the School Board and get them
7 approved at one time? In other words, have the --
8 have the paperwork done upfront, instead of
9 stretching it out for five years or four years, is
10 there a way to fast-track this?

11 MR. CHOMIAK: I'm not sure I totally
12 understand how -- you are asking to take large
13 quantities --

14 MR. BOBADILLA: Let me try.

15 I think one of the things we are looking at is
16 that group five, as was mentioned earlier, can we
17 start that sooner; but in order to do that, we also
18 have to make sure we get through the group four,
19 and so that's where the push is to make sure the
20 group fours are completed so that we can start
21 moving the group five forward.

22 So that's the other piece to this is that
23 there were commitments made to the community of how
24 the things would move forward in the different
25 groups, but I think there is an opportunity to

1 accelerate --

2 CHIEF DiPETRILLO: What I mean, Leo -- excuse
3 me a second.

4 Can't you have different groups working on
5 different years? In other words, have a group four
6 working on all the projects in group four. Have
7 another group working on group five, and getting
8 ahead of that, instead of waiting until you hit
9 that quarter in 2019 to start the project.

10 Can you compartmentalize those years with
11 working groups that can carry that all the way
12 through and get ahead the project?

13 Basically, what I think, the way we are doing
14 it -- and I may be wrong because I'm not an expert
15 in this, but I know some people who are, and if
16 you -- if you compartmentalize it, to some degree,
17 and you have work groups working on those projects,
18 they get ahead of things. They get it to the
19 Board -- which seems to take forever, by the way,
20 because that's the way bureaucracy is and
21 government. So if you get it to them ahead of
22 time, then they can start committing to these
23 things in advance; and instead of waiting for group
24 one and two to be completed before you start two,
25 three and four, start to put mini teams together,

1 start working on those projects now and getting
2 ahead of it.

3 Is that possible? Do you understand what I am
4 trying to say?

5 MR. BERNARD: Didn't you say you were going to
6 start doing the designs and everything and you were
7 going to try to accelerate those to get the
8 paperwork done, get everything ready to go out to
9 bid when it's time for that money to be spent?

10 MR. CHOMIAK: That's correct.

11 MR. BERNARD: So you are going to accelerate
12 the soft-end stuff, let it sit there. When the
13 money is finally allocated, you are ready to go
14 with the design, like he was saying. He is going
15 to try and get ahead of it that way, get the design
16 sitting on the table; and as soon as the money is
17 allocated to build, he is ready to go.

18 CHIEF DiPETRILLO: You hit the ground running
19 when the year comes, instead of us running from
20 behind -- we are behind; we know that from all the
21 stuff, but if you get that front-end piece done,
22 isn't that going to help you accelerate hitting the
23 ground running? That's what I'm trying to get to.

24 MR. CHOMIAK: It will. That's exactly what we
25 are trying to do.

1 Again, if you look, the group one and group
2 two, you know, funding year '14/'15 and '15/'16,
3 with all the upfront bond prep work and getting the
4 funding in place, we got a late start on those, but
5 that's typical. You have got to get some things in
6 place before you can get funding and so forth in a
7 bond program like this.

8 So we were -- you know, those are grouped
9 together because we had to kind of double-time
10 those to get caught up, which we did do. Now we
11 are in years three and four, groups three and four
12 were pretty much caught up as far as getting those
13 out to match the funding year, and now we are
14 trying to accelerate group five because we have the
15 opportunity do that to gain ourselves additional
16 flow time or extra time at the end to make sure we
17 do finish this program within the allotted seven
18 years.

19 I think we are doing what you are suggesting.
20 It's just a little different view of it.

21 CHIEF DiPETRILLO: I just didn't know if you
22 needed more teams to be able to do all those early
23 phases and you had to have more people upfront
24 doing that because your team is already overloaded
25 and they were behind. If that were the case, then

1 I would put more people upfront to get that stuff
2 going. It's going to cost money regardless of
3 whether you pay for it now or you pay for it later.
4 It's going to cost you more later, you know, if you
5 don't get it on now.

6 So if you need more people to get that done,
7 then that's really between you and the Board to
8 figure out whether you can accelerate those things.
9 I think that will give you a good head start when
10 the shovels start hitting the ground.

11 MR. BOBADILLA: Just so the committee knows,
12 so we do look at the volume of work that's coming
13 out. One of the recommendations we brought to the
14 Board recently, working with Heery and Ms. Coker
15 and her team is, given the construction volume that
16 is getting ready to hit, that procurement will need
17 additional help to move that through the process.
18 So Heery is going to also be providing augmented
19 staff to procurement to help move that work through
20 the pipeline.

21 CHIEF DiPETRILLO: Okay. I'm not sure, but I
22 think you answered my question but --

23 MR. CHOMIAK: It's kind of going back to old
24 refinery days, I worked for the refinery for a
25 little while, and you also look for the bottleneck,

1 the slowest point in the process. All they want to
2 do is put out the product.

3 You find that bottleneck, you fix it; find
4 another bottleneck and fix it, which is kind of
5 what we are doing with -- you know, procurement
6 right now has been the bottleneck, where we are
7 increasing staff to eliminate that bottle neck and
8 keep work flowing at the speed you would like it to
9 flow.

10 MS. COKER: I don't think that's a fair
11 statement.

12 MS. AKER REECE: So do you envision that may
13 be a second bottleneck, the permitting problem?

14 MR. CHOMIAK: I'm sorry?

15 MS. AKER REECE: You read a lot of things in
16 our local papers about permitting being an issue.
17 Are you all proactively addressing potential issues
18 with your larger construction projects with the
19 various municipalities and their permitting
20 process?

21 MR. CHOMIAK: We are, and most of the
22 permitting is actually done in-house with the
23 District. So we are meeting with the building
24 department to make sure that -- like we are trying
25 to schedule in the next couple weeks to look at

1 some of the issues we have been seeing in design,
2 reviews that we are doing, and to make sure we are
3 in sync with what the building department is
4 looking for so that we can mitigate the number of
5 comments that come back that could potentially
6 delay permit issues by that department. So we are
7 moving forward because we know that's going to be
8 the next potential hurdle that we are going to have
9 to get over.

10 MS. COKER: If I may, I just want to add one
11 more thing just publically.

12 Heery is the entity that writes the RFPs,
13 RFQs. They are the ones that write the bid
14 documents, and we process those bid documents as
15 they come in. I just wanted to make sure that --
16 you know, they are placing procurement as the
17 bottleneck. I don't think that statement is
18 completely true, but if we don't get them fast
19 enough, then, obviously, the procurement takes
20 longer because we are waiting on documents.

21 So it's combination of both areas. It's a
22 combined effort. We work very well together, and I
23 don't usually throw anybody under the bus, but I
24 have to say, publically, that it's a combined
25 effort, and I don't think it's a procurement

1 problem.

2 MR. CHOMIAK: Let me clarify, because you are
3 right --

4 MR. BERNARD: You are both on the bus. You
5 are not under the bus. You are both on the same
6 bus.

7 MR. CHOMIAK: I understand.

8 I was just tying back to Leo's statement that
9 we are supplying additional personnel because we
10 recognize the need there and that that's the
11 solution there.

12 There is nothing against you. You guys are
13 doing great.

14 MR. BOBADILLA: If I could just make a
15 comment, I think the other piece, too, not making
16 excuses, but also I think it needs to be said that
17 there are districts that do bonds on a continuous
18 basis, so they move from one to another. So they
19 don't have these kinds of issues that we are, in
20 the start up, struggling to address and have
21 addressed, because they move from one to another.

22 They have gone through the struggle of looking
23 at their policies or procedures, looking at their
24 staffing levels, looking at a lot of things that
25 this district is going through for the first time

1 in many years in having to go through a bond. It
2 hasn't had one like this for many years, and these
3 are the kinds of things that I would expect to find
4 in any District that is going through this after
5 not having a program for many years.

6 So to be fair to procurement, to the entire
7 time, our facilities team, some of these things are
8 things that are to be expected when a District has
9 not gone through a program like this for a long
10 time. I cannot make an excuse, but I just wanted
11 to share that because sometimes I get the comment,
12 "well, such-and-such District passed a bond and
13 they are doing this."

14 Well, yes, but they just completed another
15 one, so they already have all these things in place
16 to pick up and run with that.

17 MR. BERNARD: We're not here for the labor
18 pain. We are just here for the baby, so let's go.

19 MR. RABINOWITZ: Bob, was your report
20 complete?

21 MR. NAVE: I'm sorry?

22 MR. RABINOWITZ: Was your report complete?

23 MR. NAVE: I'm done.

24 MR. RABINOWITZ: Have we done enough?

25 MR. NAVE: Yes.

1 MR. RABINOWITZ: That leads us to the workshop
2 briefing, Bruce.

3 MR. BERNARD: We have talked about mostly
4 about the issues we talked about here tonight. We
5 had the budget issue we talked about. The School
6 Board made them aware.

7 I also told them that the committee cautiously
8 optimistic we can get this completed in the time
9 juncture that was been scheduled. Again, everybody
10 was happy with the technology portion of it.

11 And the biggest question I was asked is do we
12 think the staff is hiding information from us.
13 That was the question I was asked. They were
14 there. I answered. I will say the same thing I
15 told everybody there. I said, they give us the
16 meat but we've got to search for the potatoes; and
17 that's basically what we are here to do is search
18 more. They give us the main portion of it, and we
19 have to search for the rest, and hopefully we get
20 the rest of it, and that was it.

21 MR. RABINOWITZ: Thank you.

22 The next workshop is June 20th. Again, I'm
23 supposed to be the person that's the liaison -- I'm
24 actually in Tampa that day, so don't all jump at
25 once to partake in that.

1 Ann?

2 MS. SIEGEL: I'm sorry, I'm pulling out my
3 calendar to see if I'm in town.

4 It looks like I'm here.

5 MR. RABINOWITZ: Excellent. You can give the
6 report about what happened today. Don't worry, you
7 speak with the Staff.

8 MS. SIEGEL: Perfect.

9 MR. RABINOWITZ: Other business, is there
10 anything else?

11 Omar?

12 MR. SHIM: Yes. I was told that I was going
13 to get in trouble if I didn't do this, so on behalf
14 of the public information office, and everybody
15 here at the School Board, I wanted to give out
16 these certificates of appreciation to the bond
17 oversight committee.

18 MR. RABINOWITZ: Thanks.

19 So we recess the business meeting and convene
20 the public hearing.

21 Is there a member of the public present that
22 wanted to make some comments, I guess?

23 MR. SCHAGRIN: I do.

24 MR. RABINOWITZ: What's your name, sir?

25 MR. SCHAGRIN: My name is Ronald Schagrin. I

1 am a graduate of Northeast High School, and I
2 represent a group of concerned alumni at Northeast
3 High School.

4 Terry Stiles organized a group back in '14.
5 He was concerned that he had heard reports that
6 Northeast had become a sick school with mold and
7 mildew.

8 In early '15 we walked through the school with
9 Superintendent Runcie. We walked into a classroom,
10 and instantaneously he could identify the mold and
11 mildew.

12 We had been promised by Superintendent Runcie
13 that Northeast High School, Blanche Ely and
14 Stranahan were top priorities for this bond issue.

15 I was pleased to hear tonight the success of
16 the SMART bond issue. Laptops have been purchased.
17 Category 5 wiring has been installed. Music
18 instruments have been put in place. Art is back in
19 school. Our athletic department now has weight
20 rooms. Track fields are being done,
21 notwithstanding the children at Northeast High
22 School and the other schools that I mentioned are
23 dealing with mold, mildew, allergies and asthma.

24 I've heard nothing here said tonight about
25 priority in terms of the commitment that

1 Superintendent Runcie, as well as School Board
2 members, have made to the public at Northeast High
3 School at a public hearing that was held.

4 Superintendent Runcie, Terry Stiles and I had a
5 meeting with many of the representatives that are
6 here tonight with Atkins, Heery, facilities, a guy
7 who was the general contractor -- I'm sorry, a guy
8 who is the architect, a representative from Dwight
9 Stephenson Construction was there. Again, in front
10 of all these gentlemen, commitment was made that
11 those three schools were the priority to get
12 something done.

13 This is the summer of '17. What are we going
14 to get done? Single point of entry.

15 I'm not down-playing the importance of a
16 single point of entry. We all appreciate how
17 important safety is to our schools, and I'm not
18 questioning that; but now we have let the summer of
19 '17 go. I've heard no commitment from the
20 gentlemen that have spoken tonight about when -- to
21 your phraseology, Mr. Chairman, when are we going
22 to see shovels in the ground? When are we going to
23 see hammers being swung? It is important.

24 I would hope that the committee understands
25 that their responsibility is to the students that

1 attend Broward County schools spending \$800 million
2 is easy, but it's difficult when it's not spent
3 properly, and we are concerned.

4 I've been at town hall meetings. I was at
5 a -- make sure I say it right, a school advisory
6 committee meeting at Northeast High School, parents
7 looked at us and said, what is being done, my child
8 is suffering from allergies and asthma; and all
9 facilities is doing is putting Band-Aids on a
10 situation that requires major surgery with sutures.

11 And I would only ask that -- I share the
12 frustration that I heard tonight. This is first
13 time I have ever attended a School Board meeting
14 and/or a committee meeting. I -- it is the classic
15 pass the buck.

16 I'm in commercial real estate. I am involved
17 in putting tenants into space. My landlords who do
18 the leases, hire architects, hire mechanical
19 engineers, hire contractors, if we took the amount
20 of time that we are wasting the taxpayer dollars,
21 we would never put any people into space, and I
22 just think that it's the responsibility of the
23 committee to hold all of these stakeholders --
24 Atkins, Heery, facilities, whatever contractors, we
25 need to hold them accountable.

1 You have tried to tonight. I didn't hear any
2 qualified answers, I apologize. I share your
3 frustrations, and I trust the frustrations of
4 Blanche Ely and Stranahan, and I would only hope
5 that the next time I come back -- and I will come
6 back -- that I will hear more definitive direction
7 from the committee and from the representatives
8 that I have reason to believe you hired. And if
9 they are not the qualified people to spend taxpayer
10 money, then let's make a change in leadership.

11 Thank you for your time.

12 MR. RABINOWITZ: Thank you. So you know, sir,
13 we didn't hire them, by the way.

14 MR. SCHAGRIN: I feel better.

15 MR. RABINOWITZ: You know, I think he brings
16 up a good point, I think that it would be helpful
17 for everyone sitting at your table, because we, at
18 least once a month, or thereabouts, see some kind
19 of news report about the big three, how about we
20 have a report, every bond oversight committee
21 meeting, about those specific projects.

22 So this way concerned citizens, like this
23 gentleman, who come forward, can hear about the
24 progress that is being made and the promises of
25 making it a priority are actually being kept fair

1 enough.

2 MR. CORBIN: Absolutely.

3 MR. BERNARD: I think there is a communication
4 end to it, too. When he can stand in line for this
5 thing, like he said he has at the high school,
6 those three high schools, we should make an effort
7 to make sure that we get into them when they have
8 their meetings so they know something is happening,
9 rather than trying to find out through other means
10 that -- especially those three, because those are
11 the hot spots right now.

12 MS. GARTH: Thank you for that. You are
13 absolutely right. I will mentioned that.

14 Just as recently as this month, we have
15 started -- also with the leadership of
16 Mr. Runcie -- having community meetings at those
17 three schools on a monthly or bimonthly basis where
18 we will come out to the community, give them an
19 update, not just include the principal and
20 community leaders, but putting that invitation to
21 municipal leaders.

22 MR. RABINOWITZ: I think it would be a good
23 idea if we had a report every single bond committee
24 meeting about that, not just the next one, because
25 we want to have positive news and not just hear

1 that it got stuck in procurement or there is a
2 design delay. I think it's incumbent to educate
3 the public about what is going on there.

4 I think we have another member of the public.
5 Welcome.

6 What is your name, ma'am?

7 MS. FERRARA: Linda Ferrara, vice chair of
8 Employee Task Force. I just wanted to quickly
9 clarify a couple things.

10 First of all, as far as the policies go, the
11 task force had made a recommendation back in late
12 2014/early 2015 to revise the policy, and there was
13 a number of personnel changes, so things did not
14 move forward.

15 We took it upon ourselves to start doing it in
16 July, I want to say, of 2015 so that when Mr. Coker
17 came aboard, we were able to hit the floor running,
18 literally, because she was there one month when she
19 met with us, and it was a very successful meeting.
20 This was something that, you know, we took on
21 ourselves to move ahead with knowing that there
22 were problems with that and other areas, but one
23 thing at a time.

24 The other thing is, the people were promised
25 that the bond would be hitting incrementally.

1 Don't forget we are paying for this on our taxes,
2 and some people have expressed concerns that, okay,
3 we have only issued two- -- \$230 million at this
4 point, what is it going to do to my taxes if all of
5 a sudden you come out with \$500 million.

6 You have to understand the vast demographics
7 of our population. To some it's not going to make
8 a difference. To some it's going to be a major
9 impact. They were counting on the small,
10 incremental increases. They are not expecting a
11 big, wham, to be hit; and I know -- you know, when
12 we say we want to move projects forward, I think we
13 need to be cognizant of that and also what the work
14 force can actually handle. Between Miami, Palm
15 Beach, the airports and everything, resources are
16 stretched at this point.

17 The other one is I do sit on a number of QSEC
18 meetings, and one of the things that is always
19 asked whether they can bring in the project under
20 the timeline described, and I'd like to say nine
21 out of ten, they always say they can. So when
22 Staff sits down with them to negotiate, pinpoint a
23 date. At least that portion can be put onto
24 report, and you have a starting point with the
25 architect when it comes to that and move on with

1 the contractor from there, because the two are
2 hitting one right after the other.

3 I just did one for an architect I am doing for
4 one school, and I am doing a contract in a couple
5 weeks for another school -- for the same school.

6 So they are working together, and they are
7 trying to make the process as efficient as
8 possible, and I think that needs to be reflected in
9 the report.

10 Thank you.

11 MR. RABINOWITZ: Thank you.

12 Any other public comment?

13 Hearing none, we'll adjourn the public
14 hearing, reconvene the business meeting.

15 And is there any other discussion from anyone?

16 MS. AKER REECE: One thing, and it doesn't
17 have to be for next meeting, but as people talk, I
18 don't understand all the School Board's policies
19 and procedures, so I don't know if you could take
20 five minutes each meeting to tell us about how
21 capital is funded -- I don't know how that is
22 funded -- or how the pyramid process works.

23 It doesn't have to be in depth, but to just
24 kind of give us an understanding of when folks have
25 these concerns or are talking about the different

1 rules you have to follow, that we can kind of put
2 that in context.

3 MR. RABINOWITZ: Okay.

4 Anything else?

5 Hearing none, we can adjourn the meeting.

6 Motion to adjourn?

7 MS. SIEGEL: Motion.

8 MS. AKER REECE: Second.

9 MR. RABINOWITZ: Meeting is adjourned.

10 Thank you, everybody.

11 (Whereupon, the proceeding was concluded at
12 8:26 p.m.)

C E R T I F I C A T E

THE STATE OF FLORIDA)
COUNTY OF BROWARD)

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

Dated this 2nd day of June, 2017.



EMILY SCOTT



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