

BROWARD COUNTY PUBLIC SCHOOLS
BOND OVERSIGHT COMMITTEE

KC WRIGHT ADMINISTRATION CENTER
FT. LAUDERDALE, FLORIDA
May 21, 2018
5:30 p.m. to 7:23 p.m.

ATTENDANCE:

Judith M. Marte, SBBC Chief Financial Officer
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, CBRE Heery Program Director
Omar Shim, SBBC Director of Capital Budget
Mary Coker, SBBC Director of Procurement
Yvonne Garth, Garth Solutions, President/CEO
Robert Nave, Florida TaxWatch
Adrian Viera, Atkins Project Controls Manager
Dave Carter, Atkins Senior Vice President
Robert Corbin, CBRE Heery Program Director
Dan Jardine, CBRE Heery Program Director

United Reporting, Inc.
(954) 525-2221

1 BOND OVERSIGHT COMMITTEE

2 ATTENDANCE:

3 Ann Siegel, Esq., Disability Rights Florida, Vice Chair

4 Latha Krishnaiyer, Broward County Parent Teachers
Association

5
6 Donald DiPetrillo, Fire Chiefs Association of Broward
County, Committee Member

7
8 Bruce Bernard, Construction Contracting, Committee
Member

9 Steve Hillberg, P.E., Civil Engineer

10
11 Reported By:

12 Emily Scott, stenographic reporter
13 Bass Reporting Service, Inc.
633 SE 3rd Avenue, Ste. 200
14 Fort Lauderdale, Florida 33316
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1 Thereupon, the following proceedings were had:

2 MS. SIEGEL: Okay. So we are going to get
3 started. I guess we can't approve the minutes
4 then?

5 CHIEF DiPETRILLO: Nope.

6 MS. SIEGEL: Well, I guess we can -- hm, yeah,
7 we can go into the reports, if you want to start
8 there.

9 Start with technology?

10 MR. SHIM: The technology section is
11 completed, more or less, so I think that we can --
12 I mean, Bob, did you have any comments on the
13 technology section?

14 MR. NAVE: Yeah, I just wanted to call to the
15 committee's attention, there -- with all the new
16 capacity and all the new band width and security
17 and storage demands, because of all the equipment
18 purchases, the District has scheduled eight new
19 TSSC projects. It's about a \$2.8-million
20 allocation, and the projects were identified in the
21 report, and TaxWatch thinks it would be good for
22 the District just to -- in the next report, to make
23 sure that the committee is apprised of the status
24 of these projects.

25 MS. SIEGEL: Great.

1 (Ms. Krishnaiyer joined the proceedings).

2 MS. SIEGEL: Okay. So I guess we can go back
3 to the beginning and approve our minutes from the
4 February 26, 2018, meeting.

5 MR. BERNARD: Motion to approve.

6 CHIEF DiPETRILLO: Second.

7 MS. SIEGEL: All right. The minutes are
8 approved.

9 MR. SHIM: You actually took a vote?

10 MS. SIEGEL: I'm sorry, all in favor?
11 I'm sorry, I'm not here.

12 MR. HILLBERG: Let me clarify, wasn't that the
13 canceled meeting, February 26?

14 MR. SHIM: That's true. That meeting was
15 canceled, so you would be approving -- the
16 February 26th --

17 MS. SIEGEL: I thought we had that.

18 MR. SHIM: -- yeah, that one didn't happen.
19 So you would be approving the ones from the
20 November meeting.

21 MS. SIEGEL: Can I have the date on the
22 November meeting?

23 MR. SHIM: The meeting was -- that was in
24 December, yes, yes.

25 MS. MILLER: The 13th.

1 MR. SHIM: December the 13th?

2 MS. MILLER: November.

3 MR. SHIM: November 13th.

4 MS. SIEGEL: So let's try this again.

5 So, then, we are looking for a motion to
6 approve the minutes from the November 13th, 2017,
7 meeting.

8 MR. BERNARD: Motion to approve.

9 CHIEF DiPETRILLO: Second.

10 MS. SIEGEL: Vote?

11 MR. BERNARD: Aye.

12 MR. HILLBERG: Aye.

13 CHIEF DiPETRILLO: Aye.

14 MS. KRISHNAIYER: Aye.

15 MS. SIEGEL: Opposed?

16 We got it. All right.

17 So all right. Okay. So the next one up is
18 the SMART program, charter schools.

19 MS. BROWN: Leslie Brown, chief portfolio
20 services officer for Broward County, and we are all
21 done with our charter school -- I'm so sorry.

22 Leslie Brown.

23 Good evening, Leslie Brown, chief portfolio
24 services officer.

25 We had a successful deployment of all of the

1 devices for charter schools, and we have been able
2 to close that chapter of the bond. And the charter
3 schools have been most appreciative, and we are all
4 set with that part of the project, so thank you.

5 MS. SIEGEL: Do you have any comments, Bob?

6 MR. NAVE: No, we are good on that. Thank
7 you.

8 MS. SIEGEL: Great. Let's move on to --

9 MR. HILLBERG: I have a comment, if I may?

10 Can we recognize this is a successful
11 milestone in a whole program that the natural state
12 of a project is to go off the rails, and if you
13 bring something in on time and on budget, it's,
14 well, sort of a miracle.

15 So this looks like it was a successful part of
16 the program, and, you know, we should grab this
17 moment, because who knows if it will happen soon,
18 and just express appreciation for everybody that is
19 involved to bring this in on time and on budget and
20 to completion.

21 MS. SIEGEL: Great. It's nice to have
22 something good to celebrate.

23 MS. MARTE: Madam Chair, Judith Marte, the
24 chief financial officer here at Broward County
25 Public Schools.

1 What is the will of the Board going forward
2 with section two? Can we mark it completed and let
3 Mrs. Brown go home, or do you want to have her
4 continue to appear, which I am sure she is more
5 than willing to? But if you could give us some
6 direction on that, that would be most appreciated.

7 MS. SIEGEL: Any concerns with letting her go?

8 MR. BERNARD: No.

9 CHIEF DiPETRILLO: No objection.

10 MS. MARTE: So, going forward, section two
11 will be indicated as SMART program technology,
12 charter schools, and it will be marked as completed
13 without any staff assignment to speak.

14 Is that okay?

15 CHIEF DiPETRILLO: With one caveat, if we want
16 to call them back, we can.

17 MS. MARTE: We are always available for the
18 committee.

19 CHIEF DiPETRILLO: Great. Thank you.

20 MS. SIEGEL: Okay. Thank you.

21 Okay. Now we are up to music and art.

22 MS. CANTRICK: Good evening, Susan Cantrick,
23 director of applied learning.

24 So we have actually added an additional
25 school. We were able to get another school to hire

1 a music teacher, so we are up to 154 schools now.

2 All of our orders are complete. We delivered
3 an additional 4,000 instruments and equipment this
4 quarter, and we only have about six thousand --
5 six -- I mean, sorry, 7,600 pieces of equipment
6 left to be delivered, and we will be complete with
7 music.

8 In reference to kilns, we are up to 50 kilns.
9 We have had 34 delivered to schools, five that were
10 delivered to the warehouse, and 11 that have been
11 ordered and are pending delivery. We have actually
12 added an additional three steps to the kiln
13 ordering and delivery process. We found that there
14 was a bit of a hangup with schools being able to
15 complete their -- the work orders, so my department
16 has taken over the work order process, and my
17 supervisor over art actually completes the work
18 orders and follows them to completion.

19 So we think that adding those -- it's an
20 additional three steps, but adding those components
21 to the process will make it go a little bit more
22 quickly than it has been going. We have struggled
23 with some of the work orders getting completed by
24 the schools because they have a lot on their
25 plates, as well. So we hope that taking over that

1 responsibility will make it a more streamlined
2 process.

3 Theater equipment, we have 37 schools with
4 theater programs. 36 have submitted their orders
5 to us. We have one school that we are working with
6 to get their order submitted to us, and we will
7 process them.

8 We will have utilized the funding allocated
9 for years one through four of the bond, and next
10 year being the last year, we have retained the
11 money for that year. Should additional schools add
12 theater programs, we will have funding for the
13 sound and lighting equipment, should they need to
14 submit orders, and that's all I have.

15 Any questions?

16 MR. BERNARD: Yes. On the kilns, is there a
17 reason -- first start with the kilns, there is only
18 eight of them ordered, and then, all of a sudden, a
19 survey went out, and now 50-something kilns were
20 ordered.

21 MS. CANTRICK: No, that's 50 since the
22 beginning of our ordering process. That's how many
23 we ordered --

24 MR. BERNARD: I am saying a year and a half
25 ago, in the book, there were only eight kilns that

1 were going to be ordered. Now there is 50. Is
2 there going to be 60 or 80?

3 MS. CANTRICK: So it's done on a need basis.
4 We are still evaluating kilns at sites to determine
5 whether -- there are a number of kilns that haven't
6 been used or the schools are not sure if they are
7 broken, because they are not functioning
8 appropriately. So that requires the work orders to
9 be submitted, and they need to be evaluated, and
10 then the kilns are ordered.

11 It -- we have submitted, I believe, four
12 surveys, possibly five surveys, to make sure that
13 we are keeping up with the schools that have
14 programs and where -- and the status of their
15 kilns. Like, we just got -- we just -- it was a
16 previously working kiln; we were just notified like
17 two, three weeks ago that it was not working.

18 I am not sure if I am answering your question
19 but --

20 MR. BERNARD: I want to know, where does the
21 budget keep coming from?

22 MS. CANTRICK: We are within the allocation.
23 Unlike music -- excuse me, unlike music, where
24 there was funding allocated by year and to schools,
25 for kilns, we just have a set budget, and we

1 haven't hit anywhere near that.

2 But we are addressing the kilns that have
3 issues. We have also -- my supervisor, Donna
4 Haynes, has gone and researched how long a kiln
5 should be working for, the age of our kilns, to --
6 you know, if we are getting near to the age where a
7 kiln is -- it becomes more expensive to keep, based
8 on repairs, than to order a new one, we are
9 assessing all of that, as well. We are trying to
10 be as proactive as possible looking at all the
11 kilns that we have, and if there is a kiln working
12 on-site, making sure that there is a teacher there
13 to use it, as well, trying to get programs into the
14 schools where there are kilns.

15 Thank you.

16 MS. SIEGEL: Did you have any comments?

17 MR. NAVE: Yeah, the only comment TaxWatch
18 would make is, I would call your attention to
19 figure one in our report that shows the status of
20 music and arts projects over the last five
21 quarters, and the figure is significant in that it
22 shows that, over that time, the number of music
23 projects that have closed out is decreasing and the
24 number of projects that are -- have been closed is
25 increasing. So it shows movement, and we think

1 that's a good thing. That's the only significance
2 of it.

3 MS. SIEGEL: Any comments?

4 All right. Great. Thank you.

5 Okay. Let's move on to athletics.

6 MR. CERRA: Good evening. Shawn Cerra,
7 director of athletics.

8 MR. BROADMAN: Hi, I'm Greg Broadman, with
9 facilities.

10 MR. CERRA: On November 13th, when we stood
11 before the committee, we had zero weight rooms
12 completed. I am very proud to say, at the end of
13 quarter one, 2018, we have 12 that have been
14 finished; and if you looked at the report, you saw
15 that there was one pending, and we closed that out
16 last week, which is Boyd Anderson. So we are
17 officially at 13 that have been tightened up and
18 now have closed out.

19 As far as the weight rooms moving forward, we
20 are very well ahead of schedule, as far as where we
21 wanted to be in the sense of preconstruction
22 meetings and design solution. We anticipate 13
23 weight rooms being delivered by the end of August,
24 which would put us at around 26, then, shortly
25 thereafter, the remaining four in September. So

1 the weight rooms are progressing pretty nicely
2 since the last time we stood before you, and our
3 goal is to be a hundred percent done by
4 September 30th.

5 MR. BROADMAN: We are actually --

6 MR. CERRA: Yes, sir.

7 MR. BERNARD: On your first quarter report, we
8 reported that we had 30 weight rooms in process.
9 In the second quarter report, you only have 25
10 listed.

11 MR. CERRA: On the report?

12 MR. BERNARD: On the report, you said you had
13 seven in the first quarter -- in the first quarter
14 you said you had 17 in design, 5 in implementation
15 and 8 completed. In the second, you have 12 in
16 design, one in implementation and 12 completed.
17 There is 30 here and 25 in this one; which one is
18 right?

19 MR. CERRA: I would say the first report. I
20 mean, I would have to see the report, whichever --

21 MR. BERNARD: On this report, you have the
22 wrong date. It says March 31st, 2017; this should
23 be '18.

24 MR. CERRA: On this report, right here, to the
25 right, the one that was quarter three, on the

1 tracks, we had three schools that were --

2 MR. BERNARD: I am not worried about tracks.
3 I am worried about weights.

4 MR. CERRA: On the weight rooms, we had 12 are
5 in design and one was -- and that should be 12 that
6 have been completed.

7 MR. BERNARD: It just didn't add up. The two
8 don't add up. You have 30 on one. You have 25 on
9 the other.

10 MR. CERRA: I see what -- so there were five
11 that we did not report on that we are still in the
12 process of working through, and I don't know --

13 MR. BROADMAN: Design solution.

14 MR. BERNARD: Then it should be under the
15 design portion of it, because we still have 30
16 going.

17 MR. BROADMAN: The design was completed. It
18 was just in a review process.

19 MR. BERNARD: It is still in design.

20 MR. CERRA: Yeah, we absolutely will make the
21 adjustment and make sure the reporting is accurate
22 next time.

23 MR. BROADMAN: Yes, I wanted to address the
24 TaxWatch comment with regards to the Phase V
25 schools that were listed as, in the TaxWatch

1 report, that they were behind schedule; and I just
2 want to say that I understand why TaxWatch came to
3 that conclusion.

4 The schedules that we developed for those
5 eight schools were just a template, and that
6 template -- in order for us to start the template,
7 we had to kick off some activities. We started
8 those schools early. So when we initiated the
9 schedule, it started the clock ticking on those
10 schedules, when, in fact, those eight schools, the
11 funding didn't even come due until this year.

12 So we did a lot of the prepurchase order
13 activities, which would be like the selection
14 process, the design concept development, the ADA
15 and fire safety reviews; and the only thing that
16 was waiting was the purchase order issuance.

17 We went to the Board on April 10th to ask for
18 the Board's permission to accelerate the funding
19 for those eight projects, and they granted it to
20 us. So as soon as that happened, we issued
21 purchase orders. So, in fact, even though the
22 schedule is showing us behind the original
23 anticipated duration, we are ahead of schedule.

24 So we understand why TaxWatch -- and we are
25 going to do a better job. The lesson learned here

1 is that we need to do a better job of developing a
2 schedule that not only documents the actual dates
3 and milestones and progress of the project, but we
4 also have to make sure that we merge those
5 schedules with the SMART funding commitments and
6 timelines that were published.

7 So I hope that explains that aspect.

8 MR. CERRA: Then, also, just to report on the
9 tracks, when we reported to you on November 13th,
10 we still had seven to complete. As of quarter one,
11 six of them out of the seven have been finished,
12 with Taravella being the last, which will be this
13 quarter that we are within.

14 When we looked at the TaxWatch recommendation,
15 we were trying to be overly transparent in our
16 reporting. We finished the tracks at Cypress Bay
17 and at West Broward on March 23rd, which would have
18 been within quarter one, but we didn't have the
19 final inspection at Cypress Bay until April 16th.
20 So that really wasn't completed until second
21 quarter.

22 Then, West Broward is one of our schools -- we
23 have five schools that don't have football
24 stadiums, and it was a necessity to put a fence
25 around a perimeter of the track to ensure safety of

1 the athletes and our spectators. So that was a
2 delay in the reporting, as well. The track was
3 actually finished on March 23rd. The fence work
4 was not inspected and signed off on until May 1st.

5 As far as Taravella is concerned, the work is
6 done at Taravella. We are just waiting to stripe
7 and have the final inspection.

8 So, as of today, like I said, all the tracks
9 are signed off and done, except for Taravella,
10 which will be signed off and finished by the first
11 of June or around there.

12 MS. SIEGEL: Hey.

13 MR. NAVE: Hey.

14 I appreciate the preemptive addressing of my
15 comments, but I do want to make them.

16 On the track projects, again, the second
17 quarter report identifies a March 31, 2018,
18 completion date for the remaining high school track
19 projects. The current report shows that there are
20 three that aren't going to be done until June the
21 30th. I understand and I appreciate the
22 explanation we have gotten tonight.

23 TaxWatch, on a number of occasions, has
24 recommended that when projects are delayed, that
25 the District include in the report an

1 explanation -- excuse me -- for these delays; and I
2 think it would be appropriate for the type of
3 explanation we got tonight to be put into the
4 report when these projects are going to be delayed.

5 MR. CERRA: If it please the committee, I
6 absolutely support that recommendation; and if
7 there are any future delays when it comes to tracks
8 or weight rooms, there will be a detailed
9 explanation to the committee so there won't be a
10 concern.

11 MR. NAVE: With respect to the weight room
12 projects, one of the things we do is we go through
13 the school spotlight templates, and we look at the
14 actual versus planned completion dates for every
15 project; and based on that review, we identified
16 eight weight room projects that appear to be
17 experiencing scheduling issues.

18 And, again, these reports aren't flagged in
19 the -- in the athletics report. They are not
20 flagged on the facilities report. So we have eight
21 track projects that, by all accounts, by the plain
22 language of the District's report, are delayed, and
23 they are not identified anywhere.

24 So, again, our recommendation, as it always
25 has been, is that when these delays occur, that the

1 District owes the committee an explanation as to
2 why they are going to be late and when they are
3 going to be completed.

4 MR. BROADMAN: Yeah, we are going to be happy
5 to provide you with an explanation of where we are
6 at and where the projects fall in the SMART
7 program.

8 Thank you.

9 MS. SIEGEL: Except, from what you said, it's
10 not only just on the athletic report, but it should
11 have been included in the facilities report, also.

12 MR. NAVE: Well, it's easier for me, because,
13 see, I've gone through these enough to where I know
14 how to navigate. I know where to look for these
15 things. But I think the taxpayer looking at the
16 report, it would be helpful if there was an
17 explanation included in the athletics report. It
18 should also be flagged as delayed in the school
19 spotlight template, as well.

20 And that's my comments.

21 MS. SIEGEL: Thank you.

22 Anyone else?

23 Okay. Programs and facilities, you are up.

24 MR. CHOMIAK: Facilities, Rob Chomiak with
25 CBRE Heery.

1 Over the last quarter, we have progressed to
2 where 920 projects valued at \$924 million are
3 underway, and that's out of the total anticipated
4 total dollars of 930 million right now.

5 So the significance of that, you see at the
6 top, all schools have at least one project started.
7 We have been reporting on that all along. Now we
8 are to the point where every school has at least
9 one project started.

10 We are down to the design firm procurement.
11 We have got two procurements yet to go. One is a
12 six-school package, and that will be our last RFQ
13 for primary renovations on schools; and we also
14 have the procurement for the designer on Stranahan.

15 Thank you. That's a big difference. Were you
16 all able to hear me so far, though?

17 Okay. And then the last RFQ will be on the
18 Stranahan cafeteria, and that's out currently. I
19 believe those may have just came in, so they are
20 being evaluated.

21 MR. CORBIN: They just came in.

22 MR. CHOMIAK: So that will take us out of the
23 designer procurement business for the SMART
24 program, which will be a big step. We have been
25 pushing hard from the very beginning to get

1 designers on board, get all the projects into
2 design and, ultimately, into construction.

3 So in the design phase, currently -- and I
4 always deal with dollar values, you know. Looking
5 at the number of projects, to me, is a little
6 deceptive. Sometimes projects get split so one
7 project becomes two projects, but the dollars don't
8 change. So I always like to report on the dollar
9 value of things for the program.

10 So right now, 71 percent of the projects that
11 have been started reside in the design phase; and
12 we looked at a little breakdown of that, and over
13 50 percent of those are in the 90 percent to 100
14 percent, which would be the permit -- the permit is
15 the exit out of the design phase -- the intent to
16 permit, I should say.

17 So we have got a lot stacked up at the end of
18 the design phase, and we kind of created this
19 animal in the beginning. We took the year-one,
20 year-two schools that we are putting out roughly
21 \$40 million a month in RFPs for design services, so
22 we knew that we had a lot to catch up on, and now
23 you are seeing the impact of that as we get to the
24 tail end of design. We recognize that we are
25 making and have made a lot of corrections to

1 alleviate that -- that log jam that we are in right
2 now.

3 We are currently working very closely with the
4 building department; and then, let me just explain
5 the process, as well, because there is a -- you
6 know, when a design firm is at a hundred percent,
7 those drawings get reviewed by our staff, the Heery
8 team. We review those, make sure that they are
9 suitable to move on to the building department, and
10 sometimes there are a couple of iterations of that.
11 We may have comments; we send them back to the
12 design firm. They respond to those comments, make
13 corrections. We will review them again. If they
14 are still not right, we will send them back. So
15 there may be multiple iterations of that. At the
16 end of the day, we want those drawings to be
17 suitable for building department review.

18 Once we make that step to the building
19 department, a similar process: They review them,
20 comment. They may send them back to the designer
21 for additional corrections. When those come back
22 in, we will review them to make sure the comments
23 have been addressed before they go back to the
24 building department again.

25 So in the current planned scheduled dates in

1 the VOC report, at the time we set those dates,
2 that sequence was -- was concurrent, rather than
3 sequential. We were doing our in-house reviewing
4 at the same time the building department was doing
5 their reviews, thinking we could do that to save
6 time.

7 You are shaking your head, because you know
8 what happened.

9 It didn't work well, so we have since gone
10 back to making them sequential reviews; and in that
11 process, it has added time to the schedule, and a
12 lot of the dates that you are seeing in the -- as
13 far as forecast dates, are beyond the planned
14 dates. We are going through right now and
15 evaluating every project in detail to see what
16 impact that has, but you will see the effect of
17 that in the current report, because, again, the
18 template that we used was based on concurrent
19 review, and we are now into a sequential review.

20 That whole process, in addition to adding
21 activities and sequence, that has added time. The
22 process itself is taking longer than we had
23 anticipated, so, again, we are looking at that in
24 detail.

25 Some of the strategies we have for correcting

1 that: working closely with the building department
2 to minimize the time that drawings do go back and
3 forth between the architects and the building
4 department and our firm, so we know exactly what is
5 in-house, what needs to be pushed, and we can stay
6 on top of that process.

7 I mentioned the sequential versus concurrent.
8 Again, we think that is going to be a little longer
9 on the front end, but it is going to produce a
10 better quality drawing. When it gets to the
11 building department, we hope that that will reduce
12 the time that drawings are in that part of the
13 cycle.

14 We are also taking a look at all the comments
15 that come out of these reviews and compiling a
16 lessons-learned log of those and taking those
17 lessons learned and communicating those back to the
18 design firms earlier in the process so that we
19 don't have them finding out for the first time,
20 like the firm before them did for the first time,
21 that they are doing something incorrectly or the
22 building department is going to look for an extra
23 detail that they didn't anticipate. We are
24 communicating that early on to the designers that
25 are still going through the design process so we

1 can eliminate a lot of those comments at the
2 hundred percent stage.

3 Again, we are creating some better tools for
4 reporting and tracking. That is going hand in hand
5 with the building department weekly meetings that
6 we are having, and that whole process is getting
7 better and more efficient, but you do see a big
8 build up there. Projects are moving out of that
9 phase. They are just moving at a slower pace than
10 we would like, and we are taking these steps to
11 continue to expedite that and push things through
12 faster.

13 On single point of entries, we have been
14 reporting on these throughout. The -- you know,
15 you see a lot in design phase right now. I don't
16 know if you recall, but last year the school
17 board -- after we did assessments of all the
18 schools that were not initially funded with
19 single-point-of-entry-point projects, we went out
20 and did a survey of the other schools that were
21 unfunded to determine if they were, in fact,
22 compliant with District standards from a
23 single-point-of-entry standpoint.

24 We identified 123 schools that needed some
25 aspect. Some were very minor, maybe a little piece

1 of fencing was missing. So there were 123 of those
2 that got added, and that's the big bulk that you
3 see in the design phase. Now, what you will see
4 over the next, probably, quarter is a big change in
5 that, because a lot of those, like I said, are the
6 small fencing projects that we are using continuing
7 contracts that we have currently, and we moving a
8 lot of those very rapidly from design right into
9 implementation. We don't have to go out and hire a
10 vendor for those, because we've already got vendors
11 on staff that can handle those projects. A lot of
12 those little projects are what make up that 138,
13 and they will be moving quickly through the system.

14 School choice enhancements continue to move
15 forward.

16 CHIEF DiPETRILLO: Can you hold off a second?

17 MR. CHOMIAK: You bet.

18 CHIEF DiPETRILLO: Can we go back to the
19 single point of entry?

20 We brought that up to the school board at our
21 last quarterly meeting when I went to the school
22 board on behalf of the committee, and one of things
23 that they said to me was what were the delays in
24 the projects; and my comment to them was similar to
25 the comments that were made here previously, that

1 in the early stages of this development plan, the
2 idea was to wrap these into other phases of
3 construction.

4 So has there been anything that has been done
5 to expedite the remaining projects? Right now you
6 are at 27 -- 28 percent completion; and as we know,
7 that's a hot topic today, so is there any
8 opportunity to move some of these projects up the
9 priority list?

10 MR. CHOMIAK: Yes. We have gone through
11 the -- so, again, there are 123 of these small
12 projects we have identified, but those will move
13 very quickly.

14 The remaining -- I am searching for my numbers
15 right now; I don't have it in front of me, but
16 there are roughly 30 projects that fall into
17 larger-scale single-point-of-entry projects that
18 need a designer, need building department review,
19 contracting and so forth. Most of those we have
20 pulled out as separate projects. There were still
21 a couple that, based on timing, were left with the
22 primary renovation project, because they were far
23 enough along in the process that pulling them out
24 separately would not have gained us any time or
25 benefited from faster delivery. But the majority

1 of those we have pulled out as special projects,
2 and we are pushing them through as separate
3 projects with separate contractors.

4 Some of those we are able to use some of the
5 continuing contracts that we have, which, again,
6 expedites the -- we don't have to go through and
7 hire a vendor, because we already have contracts in
8 place that we can to utilize for that.

9 The short answer -- and I gave you a long
10 answer -- is, yes, we have expedited the majority
11 of those, as it made sense.

12 CHIEF DiPETRILLO: And what are you doing in
13 the short run for allowing for temporary facilities
14 or entry points? Is there any consideration of
15 that at all --

16 MR. CHOMIAK: There is --

17 CHIEF DiPETRILLO: -- temporary or --

18 MR. CHOMIAK: There has not been.

19 CHIEF DiPETRILLO: Nothing?

20 MR. CHOMIAK: No.

21 CHIEF DiPETRILLO: Okay.

22 MR. CHOMIAK: And, again, a lot of the nature
23 of the projects are such that the campuses, for the
24 most part, are complete. We found some that need
25 fencing here or there, but what a lot of the

1 single-point renovations involve is dealing with
2 the initial entry, where there may only be a single
3 set of doors, instead of a double set of doors
4 where you can easily stop people from entering and
5 forcing them into the office as their initial stop.
6 That's what a lot of projects involve.

7 So they do have a single point in place, but
8 it is not what we would prefer to have as a
9 District standard, which has a double set of entry
10 doors and a forced access into the office area to
11 check in initially.

12 CHIEF DiPETRILLO: Is there any opportunity in
13 these 30 locations to put something on a temporary
14 basis? Temporary fencing? I mean, I go to a
15 concert, and -- I just went to the Bank Atlantic,
16 or whatever they call it these days, and, you know,
17 they have increased their security level
18 substantially. I know that's a concern of
19 everybody here, including yourself, and I
20 appreciate that; but is there any consideration of
21 doing something with the security staff here to try
22 to put in a temporary checkpoint while you are
23 constructing the permanent one?

24 MR. CHOMIAK: Right. I don't know that I can
25 address that, because that's more of an operational

1 issue than a facilities issue.

2 CHIEF DiPETRILLO: Have you been approached?
3 Has anybody approached you or asked you to look at
4 that?

5 MR. CORBIN: Good evening, Rob Corbin, program
6 director with Heery International.

7 That has not come up in any of the meetings
8 that I have attended, Chief. I guess that is
9 something that could be explored. I would caution,
10 though, that when we talk temporary fencing on a
11 campus, kids will be kids. It's unlike the
12 situation, maybe, at the other location; any
13 provisions that would go in place as a temporary
14 measure would need to be put up pretty stout so
15 that they could put up with some of the abuse that
16 the children will put those temporary measures in
17 place through.

18 The other thing that I would like to just add
19 on to what Rob said is for the primary projects
20 where we determined it didn't make sense to break
21 it out, we are continuing to stay the course,
22 including that scope in the primary; but more
23 importantly, when it goes into the construction
24 phase, the improvements associated with a single
25 point of entry will be the first portion of the

1 work that needs to commence and be completed.

2 We do have an overall goal of completing all
3 of the single point of entries prior to the end of
4 the fourth quarter of this year; and in the event
5 that we don't get all of those ones completed
6 because of some of the challenges with some of the
7 larger single-point-of-entry improvements, those
8 would be wrapped up no later than the end of the
9 first quarter of next year.

10 CHIEF DiPETRILLO: Well, I appreciate, you
11 know, the effort. I am not complaining about the
12 effort. I think maybe there is another question
13 that has to be answered here. Speaking to my
14 counterparts in public safety and police and the
15 fire side, a temporary entrance point makes their
16 job one hell of a lot easier.

17 So I am surprised -- and, of course,
18 Mr. Runcie is not here tonight, but we have had a
19 lot going on the last few months on that; but I
20 would expect somebody on the school board would at
21 least answer that -- or ask that question and see
22 if it can be temporarily handled. That situation
23 is not difficult. I mean, if they can do it for
24 concerts and outdoor events, you sure as hell can
25 do it for the school board.

1 I don't have kids in school right now, school
2 age, fortunately, but I am sure a lot of you do;
3 and I think it's worth looking at. It is a primary
4 concern.

5 MR. CORBIN: Yeah, I think it's a good
6 question to explore, and I know that the chief
7 facility officer, Leo Bobadilla, is not present
8 this evening. He fell ill earlier today, so he
9 wasn't able to attend; but I will take this comment
10 back to the District and share it with the chief
11 facilities officer.

12 I'll also have a discussion with Dr. Wanza, as
13 well, with the District, so that she can be alerted
14 of this possibility to explore further.

15 MR. CARTER: I am going to put Dan on the spot
16 for a minute, if you don't mind. He knows a lot
17 more of the details within each of these projects.

18 MR. JARDINE: Good evening, Danny Jardine,
19 CBRE Heery.

20 All of the schools currently have a single
21 point of entry. Everything we are doing is
22 enhancing that program. So right now, if you go to
23 a school, there is an identified spot that all the
24 visitors are supposed to come into. Everything
25 that we are --

1 CHIEF DiPETRILLO: I don't agree with that. I
2 live right next door to an elementary school, and I
3 can tell you there is no identified location.

4 MR. JARDINE: Part of our whole program is to
5 clearly identify where that will be, and that is
6 some of the stuff that we are doing in this
7 additional 123.

8 CHIEF DiPETRILLO: Something on a temporary
9 basis, like signage?

10 There is nothing there, I am telling you right
11 now. I walk to the school across the street --

12 MR. JARDINE: Which one is it --

13 CHIEF DiPETRILLO: -- from where I live --

14 MR. JARDINE: -- and we'll be glad to go look
15 at it, if you want?

16 CHIEF DiPETRILLO: It's in Davie.

17 MR. JARDINE: Which school?

18 CHIEF DiPETRILLO: Silver Ridge.

19 MR. JARDINE: Silver Ridge, and we will go
20 and --

21 CHIEF DiPETRILLO: They have got no-parking
22 signs on the side, which nobody pays attention to
23 those, but -- yeah, they have got everything else,
24 but you don't have anything identifying an entry
25 point in the schools. And I think that this is

1 something very real simple. I think it benefits a
2 lot of the public safety folks to know that's where
3 they are going, and the parents, as well.

4 If I am confused about it, and I pretty much
5 know my way around, living there 60 years, so I
6 think I know the place pretty well, but I guarantee
7 you -- and I don't mean this in a negative way --
8 that this can be something solved fairly quickly.

9 There are banners hanging on fences telling
10 you when meetings are and things are sold and
11 everything else, but there is no real clear entry
12 point.

13 MR. JARDINE: Signage is one of the quick and
14 easies that we can do. The plan is to go and print
15 "X" number of signs and go start sticking them out
16 at the schools. That's an easy fix.

17 CHIEF DiPETRILLO: Yeah, I am not really
18 asking for anything big. And I understand the
19 comments that, you know, Heery and the others are
20 making; but this is something you can do very
21 quickly and very easily, and it will make a
22 difference in the long run, hopefully.

23 MR. JARDINE: Thank you.

24 MS. SIEGEL: Yes.

25 MS. MARTE: Judith Marte, chief financial

1 officer.

2 I don't want to leave this hanging. So
3 cabinet has discussed this at great length.
4 Mr. Bobadilla is not here. The superintendent has
5 great concerns about security as we come into the
6 new school year. I know you all know -- and
7 certainly you do -- but in addition to the
8 single-point-of-entry issues, enhancements of
9 school safety officers and school safety personnel
10 are a priority discussion for the cabinet.

11 So I didn't want to leave it with the notion
12 that we aren't going to do everything we can to
13 make our campuses as safe as we possibly can over
14 the summer.

15 And your suggestion, sir, I will bring to
16 Mr. Runcie and Mr. Bobadilla myself.

17 CHIEF DiPETRILLO: Thank you.

18 MS. KRISHNAIYER: I have a question.

19 Thank you.

20 Judging by what you have said, in spite of
21 expediting it, not all schools will have that safe,
22 secure single point of entry at the beginning of
23 the school year 2018/2019; is that what I am given
24 to understand?

25 MR. CHOMIAK: Yes, that's correct. I don't

1 know which -- what percentage of those schools will
2 be finished by August, but that's correct, because
3 some of these will go into the fourth quarter.

4 MS. KRISHNAIYER: A lot of the schools, you
5 can literally just wander in.

6 CHIEF DiPETRILLO: We only have a couple of
7 weeks left for school, so that should give the
8 opportunity to get into some of these areas without
9 having to deal with all the traffic, unless there
10 is summer school.

11 I am just lucky I didn't have to go to summer
12 school. I don't know how it works today.

13 MS. SIEGEL: Unfortunately, we don't have
14 summer school anymore.

15 MR. BERNARD: You are okay, Chief.

16 CHIEF DiPETRILLO: I could have used it, but
17 that's another story.

18 MS. SIEGEL: I know lots of students that
19 could use summer school and reading camps.

20 CHIEF DiPETRILLO: If I was smart, I would sit
21 out there.

22 MR. CHOMIAK: Anymore questions on the single
23 point?

24 The school choice enhancements, those
25 continue. The first, years one through four,

1 projects have initiated. Currently 745 individual
2 items have been completed. The remaining 60 or so
3 schools will start later this fall; we'll initiate
4 those schools, the year five schools, and -- pardon
5 me.

6 No, we are good. Yeah, I am trying to think.

7 Again, the items are being done daily. We are
8 completing and tweeting -- Denise is our Tweeter --
9 about the school choice items as they complete. So
10 that has been a very active program, and things are
11 moving through that very well.

12 As far as the update on the big three, Blanche
13 Ely High School, I am happy to say we have the
14 approval from the school board on April 17th, which
15 would have been after the reporting date of this
16 report, just to give you an up-to-the-minute
17 update, so that GMP was approved by the school
18 board. We are still pushing the drawings through
19 to get the letter of intent to permit. There are a
20 lot of things we are able to do ahead of that
21 issuance of the permit that we are doing with the
22 CM currently. So that project is moving.

23 The single point of entry is essentially
24 complete, just some minor things that have to do
25 with the single point; and you heard earlier, the

1 weight rooms are complete and the school choice
2 program continues.

3 Stranahan High School, very similar report, on
4 April 24th the school board approved the GMP for
5 that construction there; and, again, the good thing
6 about these is they are going to move immediately
7 from the design phase, as far as where we are
8 reporting them -- currently, the primary
9 renovations are reported at the design phase -- it
10 will skip the hire-vendor stage and go straight
11 into implementation and construction phase, because
12 of the delivery method for these, and those are
13 significant dollars on all three of these schools.

14 Back up one second again.

15 Single point of entry is essentially complete,
16 just wrapping up punch list on that. School Choice
17 is well along, and weight, room, also had the
18 ribbon cutting on the 26th of January.

19 The Northeast High School, a little bit
20 different story, it was on a similar path as
21 Stranahan. We took it to the school board. We had
22 a GMP proposed that went to a vote for the school
23 board, and the school board elected to have us
24 spend about six weeks reviewing the possibilities
25 of replacing some of the buildings, rather than

1 renovating the buildings. When the dollars for the
2 scope of work was defined in the DEFP and the
3 original assessment study came in higher than the
4 original budget. It opened the conversation again
5 about does it make sense to renovate some of these
6 buildings or should we go back and just tear down
7 and replace certain elements of the campus.

8 So we are in the middle of doing that study
9 right now. We are scheduled to go back to the
10 school board in mid-June with a report to one of
11 their workshops and to the June --

12 MR. CORBIN: Second meeting in June for the
13 board meeting for recommendation and board action.

14 MS. MARTE: June 12th.

15 MR. BERNARD: 19th.

16 MR. CORBIN: 26th, there is two meetings in
17 June. It's the --

18 MR. CHOMIAK: For them to evaluate and make a
19 recommendation how to move forward, that one is in
20 a holding pattern right now, pending the results of
21 that analysis we are working on currently.

22 Just some of the other, you know, projects
23 around the various campuses, we had a score
24 board -- I think it was in the previous slide -- at
25 Northeast for the football field, a sign at

1 Stranahan, the weight rooms and so forth.

2 The pool project at Stranahan is underway
3 right now, and that's moving along.

4 MS. SIEGEL: If I could, I know in -- not to
5 diminish the progress that's been made on the
6 school board and all of that, I know that the main
7 concern with these three schools was health. So
8 what exactly has been done to improve the air
9 quality and the health of those schools.

10 MR. CHOMIAK: So, in the short term, I know
11 PPO has been out there addressing issues as they
12 come up that can be addressed quickly and easier.
13 Some of the longer term issues, the roof leaks and
14 some of the other things, some of those, again,
15 have been addressed by PPO; but some of them are
16 just going to require a full-blown tear off the
17 roof and replace, which is part of this project.
18 It's been kind of a Band-Aid as best you can along
19 the way; but the true fix is going to be
20 implementation of this program and getting these
21 projects finished.

22 MS. SIEGEL: And when is that expected to
23 happen?

24 MR. CHOMIAK: To complete?

25 MR. JARDINE: All three in 2020.

1 MR. CHOMIAK: They are all on similar
2 schedules of August of 2020, so roughly two years.
3 The primary reason for that is it's a lot of
4 phasing. If we could just clear out the school and
5 get in and go at it, it would go much, much faster;
6 but we have to move students and work on an area of
7 the building, reload that area, move on to the next
8 area. So it's a lot of phasing. I think we have
9 roughly 20 different phases to get it done.

10 MS. SIEGEL: You sounds like summer would be a
11 great time of the year to get that done in.

12 MR. CHOMIAK: You are correct.

13 MS. SIEGEL: I will have to say, personally,
14 that's a real long time away if you are a student
15 in those schools, and I know that families have
16 been concerned about this, and they have been
17 coming to Mr. Runcie and the board and -- about the
18 quality of that school. To know August 2020 is the
19 approximate date --

20 MR. CHOMIAK: The way we phased it, though, we
21 tried to address the worst buildings in the early
22 phases so that those get done early. It's -- the
23 last phase of the campus will be the 2020, but
24 that's not to say there won't be buildings along
25 the way that may be done in the first six months of

1 the program, included in the early phases. The
2 ones with the biggest needs were prioritized in the
3 front of the program so that those would get done
4 quickly.

5 MS. SIEGEL: TaxWatch?

6 MR. NAVE: Thank you.

7 I want to commend the committee; you guys
8 continue to get better every meeting about asking
9 the right questions, and the District gets better
10 each meeting about reading my report and addressing
11 my comments before I can make them. So what I am
12 going to try to do is just skip over to some of the
13 things that have not been discussed.

14 I -- in figure two in our report, we show the
15 trend over the last five quarters of the status of
16 the projects, and what one sees in looking at that
17 figure is the number of projects that have not
18 started has decreased. So we see more and more
19 projects getting started, more and more projects
20 are getting completed; and, unfortunately, more and
21 more projects are kind of getting hung up in the
22 design phase.

23 The one figure in our report that I hoped we
24 would discuss this evening was figure five that
25 shows where the project delays were occurring, and

1 what it does show -- and the district has talked
2 about it -- is there is a -- what I refer to as
3 "the pig and the python." When you work through
4 this process, the projects are getting started.
5 They are going through the first phase. They are
6 going through the second phase. They hit the
7 design phase, and they are getting flagged as
8 delayed. And we see quite a bit -- there is a
9 large number of projects of the flagged projects
10 that are flagged for delays in the design phase.

11 TaxWatch also identified a number of
12 discrepancies --

13 MR. BERNARD: Bob --

14 MR. NAVE: Yes, sir.

15 MR. BERNARD: -- while you are out there, can
16 I ask a question on the phases?

17 First of all, on your phase report, can you
18 give me an explanation of why it takes 9 to 20
19 months on this report to complete a project; but on
20 a spotlight report, you have one month, three
21 months, six months at the maximum. On this report,
22 for the last two things, you have 9 to 20 months to
23 complete a project. Which one is correct?

24 MR. CHOMIAK: On the implementation phase --
25 is that the phase you are in -- the 9 to 20 is more

1 realistic. I am not sure which projects --

2 MR. BERNARD: Check your spotlights, you have
3 one month, three months on a ton of them. There
4 are no one months on this report.

5 MR. CORBIN: Not knowing specifically which
6 ones you are talking about, as far as --

7 MR. BERNARD: Open the book.

8 MR. CHOMIAK: -- the school spotlights, there
9 are --

10 MR. BERNARD: Open the book. I can open it
11 right now, and as soon as I open it, I will tell
12 you. The school is right there.

13 MR. CORBIN: The thing that I was going --

14 MR. BERNARD: 80 percent of them are under six
15 months. In this report, this phasing shows 9 to 20
16 months, your own phasing. Which one is correct?

17 MR. CHOMIAK: The 9 to 20 months is correct.

18 MR. BERNARD: So there shouldn't be anything
19 less than nine months on the closeouts.

20 MR. CHOMIAK: Again, I would have to see which
21 one you are talking about, but yeah, I --

22 MR. CORBIN: There are examples that I was
23 going to try to share with the committee this
24 evening --

25 MR. BERNARD: Charles Drew Family Center, one

1 month -- one quarter; Charles Elementary, one
2 quarter; Flanagan, one quarter, High School.

3 Want me to keep going?

4 MR. CHOMIAK: No, let me catch up to you
5 first.

6 MR. BERNARD: Coconut Creek, one quarter;
7 Coconut Creek High School, one quarter on
8 implementation, complete phase, every one of them.

9 MR. CHOMIAK: Okay. So I am looking at --

10 MR. BERNARD: Coconut Palm, one quarter.

11 MR. CHOMIAK: Let's go back.

12 Charles Drew was the first one you mentioned?

13 MR. BERNARD: Phase six.

14 MR. CORBIN: That's the closeout. That's not
15 the implementation.

16 MR. BERNARD: No, that's on closeout.
17 Complete -- improvements complete report, it says 9
18 to 20 months.

19 MR. CHOMIAK: Okay. I take back my previous
20 answer. Nine to twenty is not correct. If we are
21 talking about phase six, that is not correct.

22 MR. BERNARD: Phase six, that's what it is.

23 MR. CHOMIAK: I apologize, I thought you were
24 talking about the implementation phase.

25 MR. BERNARD: Completion.

1 MR. CHOMIAK: We'll correct that. That is not
2 correct.

3 MR. CORBIN: The 9 to 20 is for, actually, the
4 implementation. The improvement phase, that's --

5 MR. BERNARD: When you add up all those
6 months, they don't add up to be complete on 2020.

7 MR. CHOMIAK: No, that's a long closeout.

8 MR. BERNARD: And, also, going through some of
9 these plannings on the phases in the report, Walter
10 C. Young Middle School is a \$9-million project,
11 took you 14 days to plan. You've got schools,
12 like, for 1.1 -- I mean, 1.5 to 2.5 million,
13 Village Elementary, Walker Elementary, Tropical
14 Elementary. Tequesta and Stirling, takes you one
15 day to plan; then why does it take three months to
16 plan the West Broward High School \$400,000 project?
17 How can you plan a \$9-million project in 14 days
18 and \$400,000 takes 90 days?

19 I don't know where these numbers come from.
20 They are not realistic to me, where a \$2-million
21 project takes one day you have on there. I don't
22 know who is filling these out, but someone is not
23 looking. On your own planning schedule, I don't
24 see anything for a day or two weeks. You are
25 giving us stuff that I can't figure out where you

1 are coming from.

2 MR. CHOMIAK: The -- yeah, the planning dates
3 were, in all, I'll admit, a little loose in the
4 beginning; but the key to us was when we would
5 issue the RFQ for design. That was really the date
6 we were keyed in on, and the planning was primarily
7 developing the RFQ and issuing it for that project.

8 MR. BERNARD: These actual dates are under the
9 actual number that you guys put in --

10 MR. CHOMIAK: I understand.

11 MR. BERNARD: -- so it can't be misconstrued
12 because this is where we changed it. We let you
13 put the actual dates in. So you are asking, these
14 projects, how long they are lasting, if the
15 planning takes one day, you have got three months
16 on the schedule for planning.

17 MR. CHOMIAK: Again, the schedules that we
18 have always focused on have always been from the
19 start of hiring design --

20 MR. BERNARD: I understand, but these are your
21 times you are putting in, not what we are putting
22 in.

23 MR. CHOMIAK: If you recall, in the beginning,
24 we didn't have anything in there for planning, and
25 the request was made to incorporate that, which we

1 did but --

2 MR. BERNARD: We asked you for actuals.

3 MR. CHOMIAK: Right.

4 MR. BERNARD: One day, an actual, I doubt it
5 very seriously.

6 MR. CHOMIAK: Correct, but those are some of
7 the ones we didn't have actuals for. I am
8 guessing; I don't -- I didn't go backwards and --
9 we will review that. We will review that.

10 MR. BERNARD: But I don't want to sit up here
11 and guess what you are doing. That's why TaxWatch
12 is telling us: Give us the actual, tell us why
13 this is.

14 If I can read it, if I am the public and I
15 look at it: How can you plan my building in one
16 day for a \$9-million project?

17 MR. CHOMIAK: Correct. And, again, the
18 planning effort for this all took place years ago
19 when the assessment was done and the DEFP was
20 established. The purposes of this --

21 MR. BERNARD: Don't dig a deeper hole.

22 MR. CHOMIAK: I'm just trying to --

23 MR. BERNARD: Every project is the same.

24 MR. CHOMIAK: Let me explain what is going on.
25 I would be happy to explain it.

1 Again, the management of the project, for us,
2 is when the design procurement starts. That's what
3 we have always been focused on, getting the RFQ
4 developed and out. Those are the dates we have
5 always focused on from a scheduling standpoint.

6 The planning phase was -- again, the actuals,
7 as you would call it, we were asked to fill those
8 in after the fact; but for the most part, the
9 planning was the point where we said, let's issue
10 this into a package, put the RFQ together and get
11 it out on the street. The actual project planning
12 had all taken place long before that.

13 But we will review all that and see what we
14 can do to correct inconsistencies.

15 MR. BERNARD: Then it's hard to tell how long
16 the project is going to take. If you give me a
17 project that's just starting now, and the planning
18 is not going to take two months to three months;
19 it's going to take a day, then we all know it's
20 going to move up.

21 MR. CHOMIAK: If it was up to me, we wouldn't
22 even show that phase, because, again, there is
23 nothing -- there is no real work taking place
24 there, other than putting together the RFQ for
25 design and procurement.

1 MR. BERNARD: If there is nothing taking
2 place, then they all should be about the same time
3 to get to the RFQ.

4 MR. CHOMIAK: And the other point is that we
5 are out of the planning phase for the most part.
6 We have a couple projects left, but everything is
7 well past that at this point.

8 MR. BERNARD: Thank you.

9 MR. NAVE: Thank you.

10 Going back, and, again, trying to not rehash
11 what we have already talked about, we note a number
12 of discrepancies in the number of flagged schools
13 reported by the District and the ones that we
14 found. The District identified 114 flagged
15 schools; we counted 128, which is right at
16 55 percent of the 232 schools at which facility
17 construction projects are planned.

18 We identified 206 flagged projects, 202 of
19 which were because of scheduling issues; only four
20 were budget related. We also identified the
21 discrepancies in those.

22 One of the things we do, as I said earlier, we
23 look at each section's spotlight. We look for
24 every project. We compare the planned completion
25 date to the actual forecasted dates; and where

1 there are discrepancy, we try to note those. And I
2 think that will helpful for the District in
3 reconciling their numbers.

4 As I saw in this report, some of the
5 discrepancies that we noted in the last report were
6 recognized in this report, so I think that works.

7 We talked about the delays. We talked about
8 the big three. The District reports that there
9 were nine PSAs amended and three change orders
10 executed during the quarter, but we could find no
11 explanation regarding the nature or the need for
12 those changes. And this is something that TaxWatch
13 recommends in just about every report, and that's
14 that when these changes are made, it's important
15 that the taxpayer and the committee understand why
16 those were needed and what the nature of the
17 changes were. So we make that recommendation in
18 just about every report; we made it in this report.

19 We've talked about the safety and security. I
20 think the District should be commended for carving
21 out a separate section for safety and security. I
22 know that's an important issue, not only here, but
23 everywhere. And I think the board should be
24 commended for accelerating funding to complete the
25 single-point-of-entry projects, but I think the

1 value of that is going to be lost if they continue
2 to get hung up in the design phase.

3 So I think it's important; I think the
4 District and the committee need to stay engaged in
5 this conversation, and if there are reasonable and
6 realistic efforts that can be done to shake those
7 projects out of the design phase and keep them
8 moving, then you guys need to know what those are.

9 And I think that's all -- we talked about the
10 school choice enhancement. I really don't have any
11 comments on those, so I think that's all I have on
12 facilities.

13 MR. BERNARD: Just to elaborate on Bob's
14 comments, when I went through on all the
15 projects/schools, I had -- Bob had 14; I had
16 another 15 on top of that that was either primary,
17 single project or school enhancement projects that
18 were delayed, so that adds up to 140-something
19 schools. Of the ones we have, the projects are
20 already started, going on and in primary, in those
21 phases, that's almost 70 percent of the schools.
22 There is 248 projects that are either delayed or --
23 by scheduling or the budget.

24 I don't -- we are talking how we are going to
25 get everything out of planning to speed it up, but

1 I haven't seen anything of fixing the delays we
2 have in the projects we already have going. Is
3 there some type of schedule to jump people on these
4 schools that already have the delays, that are not
5 in the planning phase, to bring them back in line?
6 Because if you keep going at this rate, the ones we
7 bring out, if they keep coming, this list is not
8 getting smaller every meeting; it's getting larger.

9 MR. CHOMIAK: Right, and, yeah, part of that,
10 as I was mentioning earlier, was concurrent versus
11 sequential reviews. The plan dates that we had in
12 there were based on concurrent reviews, so now that
13 we switched the sequential reviews, that, in and of
14 itself, is adding time to the schedule. That's
15 impacting -- when we compare back against the
16 planned dates, we are behind those. We are going
17 through and evaluating all the schedules to answer
18 the question you just asked: What can we do to fix
19 this?

20 MR. BERNARD: Even on the completion rate, in
21 the last year we finished 87 projects. From March
22 of last year to March of this year, we have 87
23 projects completed. If you triple that number
24 every quarter for the rest of the way going out,
25 the rest of the three years, that's only going to

1 give us 800 more projects to these 197, that is
2 only two-thirds of the projects done by 2021.

3 There needs to be a major change, or the dates
4 aren't going to hit like you keep telling us
5 everything is going to be by 2021. And if you know
6 if it's not going to be there, I think, you know,
7 you need to tell the committee exactly what these
8 dates are.

9 You are saying right now you are -- the design
10 phase is going to be extended out longer because
11 you are doing the kind of reviews you are doing.
12 They are better reviews, but, you know, I want to
13 know the exact dates. I don't want to come here in
14 a year and a half and have you say, "by the way, we
15 might not make that date, because we have so many
16 things backed up, locked up, coming out, there is
17 no way we can stay on top of it."

18 But, you know, you've got -- every report is
19 coming up saying the same: It's going to hit, it's
20 going to hit, it's going to hit. If you keep
21 stacking up in the middle, you have 250 projects
22 already backed up, and we haven't even got -- we
23 have still got how many more coming out?

24 So, you know, I don't see how you are going to
25 keep doing this and keep coming here with a

1 straight face until it comes sometime reality is
2 going to sink in somewhere.

3 And the other issue I have, I've asked since
4 last year, since the May 17th meeting, to get the
5 soft cost versus hard cost. That May 17th meeting,
6 November meeting, it has been a year now, and that
7 question still hasn't been answered. Are we going
8 to answer the question or not answer the question?

9 MR. CHOMIAK: We will definitely answer that.
10 I just -- I thought at some point we had.

11 Would you mind just explaining again exactly
12 what you want? I'll make sure it's in here.

13 MR. BERNARD: We have all the costs for design
14 and all the costs for implementation, I just want
15 the difference, dollarwise. If they are spending
16 60 percent on implementation and 40 percent on soft
17 cost, that's I want to know, that, the budget --
18 the number.

19 MS. GARTH: Actually, if I may just offer an
20 answer on that?

21 We actually prepared a document that addressed
22 that question for the last meeting. It was my
23 understanding that it had been sent through. I
24 will go back and just make sure that that
25 correspondence actually does make it forward to

1 you, but we had prepared something in preparation
2 for the last meeting that was canceled. So I
3 just -- I will go back and make sure that that
4 correspondence has gone forward to you.

5 MR. BERNARD: Thank you.

6 Just one last one, Mcnicol Middle School, the
7 single point of entry you show completed in your
8 actual, but on the schedule, it shows 45 percent.

9 MR. CHOMIAK: I'm sorry, which school is that?

10 MR. BERNARD: Mcnicol Middle School, just
11 clarify which one is correct, please.

12 Thank you.

13 MR. CHOMIAK: This -- if I may, I definitely
14 hear what you are saying about the completions.
15 One thing we have done is, the year five projects,
16 knowing that the process itself is taking longer
17 than the template we had put in place in the
18 beginning, we have started all those projects
19 earlier so that we are gaining the time on the
20 front end, rather than -- we don't want the end
21 date to move, so we brought projects forward so
22 that the extra scheduled time will be picked up in
23 the beginning and not tacked on at the end.

24 The projects we are currently in, we are
25 keenly aware of the buildup in design. We are

1 doing everything we can to move those forward, and
2 the minute I don't feel we are going to make the
3 program end date, believe me, the District and you
4 will be the first to know. Right now we are still
5 confident that we can hit that.

6 MR. BERNARD: Okay.

7 MS. SIEGEL: Anything else?

8 MS. GARTH: I did want to just add one note
9 and address one of the items that came up; TaxWatch
10 brought it up, as well. I believe, with the
11 flagged schools, the flags may have made it in the
12 spotlights, but I think there was an oversight in
13 listing that they didn't make it all on the summary
14 page. So we did update it for you, and we've
15 got -- you can replace it with the corrected
16 version today.

17 MS. SIEGEL: Okay. Thank you.

18 All right. Budget?

19 MR. SHIM: Hello. Good evening, Omar Shim,
20 capital budget director for our schools.

21 So this quarterly budget activity report is
22 for the quarter that ended March 2018. Funding for
23 the SMART program through this period includes the
24 four program years, totaling 812 million.

25 The school board approved changes to the

1 projects in this period. A running total of those
2 changes that have been made to the SMART program is
3 included from page 467 to page 470. Most of those
4 changes -- there were a lot of changes during that
5 period, as has been mentioned, to accelerate
6 funding for some of the year -- the programming
7 year five projects so those projects could begin
8 sooner.

9 Also included in those changes were savings.
10 I think we had mentioned when we completed some of
11 the -- the technology projects, that there were
12 savings that we captured when those projects were
13 completed.

14 On the next slide on page 471, the chart shows
15 a breakdown of the budget. So out of the
16 812 million that's budgeted, 100.8 million was
17 spent on projects that were completed and
18 56.7 million on projects that are currently in
19 progress. There is 53.4 million in purchase orders
20 and 568.6 million in the balance of those projects
21 that are -- that are financially active projects.

22 So the District set aside, as was mentioned,
23 as well, 225 million in current and future funding
24 on top of what is currently allocated in the SMART
25 program to mitigate market risks that were assessed

1 by Atkins, the other consultant.

2 So that concludes -- there is a detailed
3 school-by-school report, as we've included in all
4 the reports, that shows the active projects, the
5 completed projects and all the other projects, the
6 details on the finances of that.

7 So if there is any questions or comments ...

8 MR. HILLBERG: I had a question.

9 On page 478, there is a graphic. There is a
10 green line showing expenditures, expense of
11 160 million. By the end of the program, is that
12 going to touch --

13 MS. MARTE: I'm sorry, can you give us the
14 page number again? 478 is a picture of the logo.

15 MR. SHIM: 473.

16 MS. MARTE: Thank you.

17 MR. HILLBERG: I can't read my writing.

18 MS. MARTE: Can you ask your question, again,
19 sir?

20 MR. HILLBERG: Okay. So the green line, I
21 need help understanding what that line is; and at
22 the end of the program, is that line supposed to
23 touch the 800 million or the 970?

24 MS. MARTE: So you do understand the line.
25 It's a cumulative. So if you go back to page 471,

1 it's the 100.8 plus the 56.7. So at the end, it
2 will touch. It's the cumulative, actual,
3 cash-out-the-door expenditures.

4 MR. HILLBERG: Okay. So we are at 160 million
5 now, and we have roughly three years to move that
6 line to 180. I would like to see that slope shown
7 to show the degree of difficulty and just kind of
8 hammer home that we have a tough climb ahead of
9 us -- or you do.

10 MS. MARTE: Okay.

11 MR. HILLBERG: Thank you.

12 MS. SIEGEL: Anything, TaxWatch?

13 MR. NAVE: Thank you, Madam Chair.

14 A couple things to point out, between the
15 budget activity report and facilities report, there
16 were five individual projects for which funding had
17 been increased. The total was roughly
18 \$9.6 million; and, again, there is nothing that
19 would suggest the nature of those changes and why
20 those funds were -- those funding increases were
21 necessary, and we identified those in our report.

22 The District has set aside \$225 million in
23 reserve to mitigate the additional cost, and the
24 District reports that, as a result of all the
25 increases that have been approved through the end

1 of the third quarter, that that figure is now down
2 to \$67.3 million. So it is something to just, I
3 think, caution, to keep an eye on that reserve. I
4 would imagine the District is watching it pretty
5 closely, and when it comes time to put more money
6 in the reserve, they will do that; but I did want
7 to make sure the committee was aware of that.

8 The last thing, it's funny, for the last year
9 or so I have been referring to the unexpended
10 balance on all the completed projects as "savings."
11 Omar has cautioned me that they are not savings,
12 and tonight he refers to them as "savings." In my
13 report I refer to them as "unexpended balance" on
14 all completed projects, which, for the record, is
15 just south of \$14 million so far, and that's my
16 comments on budget.

17 MS. SIEGEL: Thank you.

18 MS. MARTE: Madam Chair, I want to just put a
19 point of clarification on the record.

20 The statement that the reserve is 225 million
21 that will be set aside is accurate, but it's
22 assuming a set-aside in each of the next four
23 years. So those -- those funds aren't in the bank
24 today.

25 We started this year with 71 million in the

1 reserve. It's at 67 now, which is correct. We are
2 still on target to have reserved that amount in
3 total, but it will be spent out every year, as we
4 expect.

5 So I just want to make sure there is not a
6 disconnect there on the record, because in the
7 fourth quarter, you are going to see, because the
8 big three started, a continuation of some of the
9 drawdown of that reserve, which was anticipated.

10 MR. BERNARD: As TaxWatch said, is there a way
11 that those order amounts can be shown where they
12 are being spent, so we can have them on here?

13 MR. SHIM: Yes, that -- they -- that is shown.
14 All the movements of those dollars are shown on
15 page 467 through 470. It shows in detail every
16 approval by the board and the impact that they have
17 to the very right-hand corner.

18 So, you see, from the beginning of the program
19 in 2016, where, you know, Crystal -- starting with
20 Crystal Lake at the top, that had a \$30,000
21 increase. Then, if you look down to McArthur, you
22 will see that there is funding added to that, but
23 that was actually advancing funding from the fifth
24 year.

25 So you can see all the ins and outs that show,

1 you know, transactions that have occurred that
2 impact the program.

3 I'm sorry, does that answer your question?

4 MR. BERNARD: Is that what you are looking
5 for, Bob?

6 MR. NAVE: I think what Omar is referring to
7 shows the committee and the taxpayer what actions
8 have been taken, but it's unclear why certain
9 projects needed to be increased by a certain amount
10 or decreased by a certain amount.

11 MR. BERNARD: That's what I am asking. It
12 tells us what but doesn't say why.

13 MS. MARTE: Understood. We will have to work
14 on that with them.

15 MR. BERNARD: Okay. Every quarter we just
16 have -- with this, we just have a page that shows
17 those projects and what the money was spent for.

18 MS. SIEGEL: All right. Okay. Ready to --
19 ready to move on to supplier diversity.

20 MS. COKER: Good evening, Mary Coker, director
21 for supplier diversity services.

22 So this quarter we have -- we maintained the
23 same trend for outreach events. We have 14. We
24 are around the ballpark of between 14 and 17 every
25 quarter.

1 We also have an increase of 3 percent in total
2 certified firms to 722. We have 93 percent
3 certified vendor commitment.

4 In the next slide, please, you will see it was
5 requested for us to also break down the spend by
6 ethnicity. We have 7.7 percent subcontract --
7 sorry, 7 percent white female; 8 percent
8 subcontractor Asian-American; 22 percent, roughly,
9 African American; and 61 percent Hispanic American.

10 I also wanted to go ahead and talk a little
11 bit about the detailed report that was provided to
12 you. I know that we now have significantly
13 decreased the presentation size. I did not want to
14 go without saying that we continue to have a trend,
15 a positive trend, of, in this quarter, 93 percent
16 overall spend to be SM/WBE from the total spend
17 this quarter; and going cumulative, since the
18 beginning of the program, we have 79 percent trend
19 over time, which is very positive, and I wanted to
20 thank the TaxWatch report for their positive
21 comments regarding SDOP.

22 If I may address some of the questions they
23 had regarding -- in order for them -- for us to
24 continue to increase outreach efforts and step up,
25 what we have done is -- it's going to be now one

1 year since the affect of our new policy, and we
2 have begun applying the APIs, the affirmative
3 procurement initiatives, in all of our
4 procurements; and we continue to see an increasing
5 in MWB/SBE participation, specifically related to
6 the construction commodities.

7 The second recommendation, also, is for us to
8 step up in minority -- in women-owned firms, and
9 one comment that I wanted to state was that the
10 majority of the prime vendors are not women-owned
11 businesses, but we have begun a targeted
12 approach -- targeted outreach approach to try to
13 capture prime women-owned businesses.

14 We do and we have gone to the Women's Business
15 Enterprise National Council; National Association
16 of Women in Construction; the Florida Women's
17 Business Center; Women's History Month 8th Annual
18 "Women Mean Business" conference; and we just went
19 to the Broward College, Women Success Summit 2018.
20 So we are continuing our focus on women-owned
21 businesses, per the recommendation of TaxWatch.

22 If you have any questions? Comments?

23 MR. HILLBERG: Just a comment.

24 MS. COKER: Yes, sir.

25 MR. HILLBERG: On page 687 it shows the

1 participation of the minority businesses, and there
2 is a fairly large spike in the middle. I was just
3 wondering if you could comment on --

4 MS. COKER: Hold on. I need to see the page.

5 MR. CORBIN: What was the page, again?

6 MR. HILLBERG: 687. It's Adobe 687.

7 MS. COKER: If you look, yes, there is, in the
8 middle, \$20 million in commitment; and, obviously,
9 that was because -- this was the majority of the --
10 we have been pushing the design work, and this was
11 the bulk of the design now. Since we've gotten
12 90 percent or more done the design work and
13 professional services, that's why you have seen,
14 you know, a trend down; but this is basically what
15 it is. I don't know if I was able to explain it to
16 you.

17 MR. HILLBERG: Yeah, it's --

18 MS. COKER: Yeah, this was the phases where we
19 had design professional services, so it went up,
20 because we have basically done the majority of the
21 work; and now, as we have all witnessed here today,
22 we have begun pushing work out into construction.

23 MR. HILLBERG: And there will be a similar
24 thing with construction, as the ball, if you will
25 goes --

1 MS. COKER: I hope there will, yes.

2 Right now all of the -- what we began tracking
3 so far on contract compliance is mostly on
4 professional services design work, because we don't
5 have -- only just a couple of these, and we began
6 tracking for contract compliance, but that is going
7 to eventually grow because we are going to begin
8 tracking the actual construction itself.

9 Thank you very much.

10 MS. SIEGEL: TaxWatch?

11 MR. NAVE: No, I'm -- I'm grateful any time
12 the District adopts one of our recommendations, so
13 I thank Ms. Coker. I know they are trying.

14 The percentage of contracts and purchase
15 orders that have been awarded to Hispanic-owned
16 firms has been pretty constant, just north of
17 60 percent. The purchase orders to women-owned
18 businesses has just been south of one percent. So
19 that's enough -- a tough nut to crack, and I
20 appreciate her efforts in trying to recruit
21 additional women-owned businesses.

22 MS. SIEGEL: Okay. Thank you.

23 All right. Communications?

24 MS. GARTH: Good evening. Yvonne Garth, Garth
25 Solutions, part of the Heery group, CDRE Heery

1 communications team and communications liaison.

2 We -- this last couple quarters, actually, we
3 continue to tweet and send letters out to
4 principals whenever a board action is taken to
5 notify them that their school has hit a milestone,
6 but we have actually spent quite of bit of time in
7 the last quarter out in the community going to
8 community meetings, whether it be commission
9 meetings at the municipal level, going to education
10 advisory board meetings and other meetings,
11 updating their communities on their respective
12 schools and the status of what is happening with
13 their projects.

14 I would like to note that we are actively
15 working with the District to enhance and expand our
16 communications programs for 2018. Some of the
17 initiatives that you will see coming out this year
18 is just, you know, more increased communication at
19 the community level to the principals and whether
20 it's, you know, on a regular basis, advising them
21 of what's happening at their schools; signage, more
22 signage in the schools to let them know what --
23 again, the projects that are underway; and enhanced
24 social media strategies, as well as one of the new
25 activities that you will -- we started just a

1 couple weeks ago with Mr. Runcie: At each board
2 meeting, we will spotlight a school or an
3 achievement that has occurred in the SMART program.
4 So we started at the last board meeting. You will
5 see tomorrow, we will update the community on a
6 couple of new updates.

7 One other thing I wanted to mention is, we are
8 taking -- every time we come to this meeting, we
9 take the feedback that you give us, or even just,
10 you know, indirectly give us, on how we are
11 reporting or how we are communicating in this
12 report. One of the things we are doing is looking
13 at the spotlights and looking at ways to enhance
14 them or refresh them.

15 In particular, schools that have projects that
16 are not SMART related, it may not come to you in
17 this report, but we are looking at ways to leverage
18 the spotlight as a tool for the community to really
19 get one snapshot of what is happening at their
20 particular school.

21 So we are always looking for ways to enhance
22 communication, and we welcome any feedback you
23 might have.

24 CHIEF DiPETRILLO: In TaxWatch's review, they
25 said you put out 60 notifications and

1 distributions; are those letters given to the
2 parents at the schools, or are those posters, or
3 what exactly do those principal notification
4 letters mean?

5 MS. GARTH: What it means is if there is a
6 board action taken on a school, we draft a letter.
7 We send that letter to the principal notifying them
8 that "congratulations, your school hit a milestone
9 and here is what happened." It goes to the
10 principal, and the principal, you know, certainly
11 at their discretion, can send that out to the
12 community.

13 One of the steps we are taking, though, as I
14 mentioned earlier, is helping the principals to --
15 or arming them with tools that they can use to just
16 push out information to their parents.

17 So you will start seeing -- for example, you
18 know, we are going to send out alerts to the
19 principals saying, "congratulations, here is a
20 milestone that happened," and they can just simply
21 take that piece of communication and send it out,
22 whether it's through Parent Link -- that's the
23 word; I'm sorry, but Parent Link, whether it's
24 through the email blasts, posted on the website.

25 We Tweet and ask them to re-Tweet. We are

1 using a multifaceted approach to try to get
2 information out to the parents.

3 CHIEF DiPETRILLO: Are you getting any
4 feedback, positive feedback?

5 MS. GARTH: On the communications?

6 CHIEF DiPETRILLO: Yes.

7 MS. GARTH: I -- you know, honestly, I don't
8 know that I can actually say -- actually, as a
9 matter of fact, yes.

10 Thank you for reminding me.

11 We are doing a lot of the community meetings,
12 and just last week, we had a project charter
13 meeting at Oakland Park Elementary School, and we
14 did get some very positive feedback. The parents
15 were getting the notifications. We had a pretty
16 big crowd that showed up at that one. There were
17 50 parents that came out. I guess that's a good --
18 I guess a good barometer --

19 Thank you, Denise.

20 She does all the tweeting and writing.

21 A good barometer was, at the end of the
22 presentation, there were no questions, aside from
23 some positive comments, so yes. Of course, we
24 would love more.

25 CHIEF DiPETRILLO: What other forms of

1 feedback are you getting, besides the meetings you
2 are attending, from the school principals or the
3 teachers or the students or the parents?

4 MS. GARTH: We actually have an email
5 dedicated for comments, and we periodically do get
6 emails from parents through that vehicle, that --
7 asking either questions specific to their school
8 or, you know, giving us feedback. We haven't
9 gotten very many. I would probably say, you know,
10 less than -- about a half a dozen or so over the
11 course of the last year, but we do periodically get
12 feedback that way.

13 And we also get feedback through the board
14 members. So parents just will typically contact
15 the board member; we get the feedback in that
16 fashion.

17 CHIEF DiPETRILLO: That's probably pretty
18 positive. If you are not getting a lot of negative
19 feedback, you are probably doing a great job.

20 MS. GARTH: Thank you, I appreciate that.

21 MS. KRISHNAIYER: You mentioned an email link.
22 How do people know where to find that email link?

23 MS. GARTH: It's published on all the
24 communication materials we put out there that go
25 into the general community. It's published on the

1 SMART update that goes out monthly through the
2 District. It's on the website. So wherever we can
3 publish it, we do publish it. We always look for
4 new places.

5 MR. CORBIN: Didn't you include it in the
6 back-to-school package last fall?

7 MS. GARTH: We do include it. We do a
8 back-to-school piece each year where it's a
9 backpack piece where we print a summary of what is
10 happening on SMART program, and it goes in every
11 student's backpack, and it's printed in the
12 material, as well.

13 And one of the other things that we are
14 pushing out there is the website, and we are
15 encouraging folks to go to the website. There they
16 can find the spotlights. We are trying to post
17 more and more information on the site, again, in an
18 effort to be more transparent.

19 MS. SIEGEL: If I could ask, has there been
20 any followup, community outreach, to the three big
21 schools?

22 MS. GARTH: Yes. As a matter of fact, we are
23 now on an ongoing schedule of bimonthly. We have
24 community meetings on a bimonthly basis at these
25 three schools. Each time we do, we get input, and

1 we do a better job.

2 The plan, moving forward, is, it will be
3 bimonthly and we will try to schedule them around
4 the SAC meetings so we can get as much
5 participation as possible.

6 MS. SIEGEL: So you said around SAC; is that
7 night or day?

8 MS. GARTH: In the evenings, right after the
9 SAC meetings. They are typically 6:00, 6:30.

10 MS. SIEGEL: And at each school?

11 MS. GARTH: At each of the big three.

12 MS. SIEGEL: Okay. Thank you.

13 TaxWatch?

14 MR. NAVE: No comments on that section, but I
15 would like to ask the committee for a point of
16 personal privilege, if I could.

17 I want to call everyone's attention to the
18 cover of the TaxWatch report. Five years ago
19 TaxWatch initiated its principal leadership award
20 program, and the intent is to recognize and reward
21 principals, predominantly at schools that have
22 large populations of at-risk students, who the
23 students demonstrate outstanding learning gains in
24 reading and math.

25 We have a data-driven methodology. Our

1 selection methodology doesn't use nominations.
2 It's not a popularity contest. We rank every
3 elementary, middle and high school principal in the
4 state based on the learning gains demonstrated by
5 their students. We then apply an at-risk factor
6 that looks at things such as the number of students
7 that get free and reduced price lunches, the number
8 of English language learners, the number of
9 disabled students. We apply that risk factor,
10 shuffle the rankings again, and that gives us a
11 candidate pool from which to select our principals.

12 We start with the upper quintile of those
13 principals. We start at the top. We do background
14 checks on those principals. I personally contact
15 each superintendent to see if I can get an
16 endorsement of those principals. If we do, we
17 select the top three elementary and middle and high
18 school principals in the state.

19 We honor them at a huge dinner that we hold in
20 Orlando at the end of April. Approximately 200
21 people attended. Superintendent Runcie was at the
22 reception and attended part of the ceremony. At
23 that ceremony, we select the top prize winner out
24 of each of the grade cohorts.

25 One thing that we started doing with last

1 year's program is, through a partnership with
2 SunTrust banks and the Florida prepaid college
3 foundation, we permit each of our nine winning
4 principals an opportunity to select one student
5 from their school who gets a free two-year college
6 scholarship. It's one of the coolest things
7 TaxWatch does, outside of serving the bond
8 oversight committee, of course.

9 The principals on the cover of this are the
10 most recent Broward County winning principals. The
11 lady at the top is Alex Prieto. She is the
12 principal at Somerset Academy in Miramar. She was
13 our top elementary school prize winner last year.

14 The gentleman at the bottom is Jim Neer. He
15 is the principal at Monarch High School. He is the
16 one that hired Maxine Lewers and is why she is no
17 longer on the committee.

18 The lady in the middle is Erin Kelly. She is
19 the principal at Imagine North Lauderdale Charter
20 School. She is one of this year's winning
21 principals. This morning I had the privilege of
22 participating in a ceremony at her school where we
23 not only recognized her in front of the student
24 body and her governing board and a number of
25 dignitaries, but we also awarded one of her

1 students a two-year scholarship; and, again, it --
2 it is one of the most gratifying things we do at
3 TaxWatch.

4 But a lot of people, I'm sure, wondered who
5 these people are. That's who they are.

6 So, thank you, Madam Chair.

7 MS. SIEGEL: That's great. That is really
8 neat to know. I wasn't aware of that, but I
9 would -- that's a really great program.

10 MR. NAVE: Thank you.

11 MS. SIEGEL: Okay. Ready for your school
12 board brief?

13 CHIEF DiPETRILLO: Actually, no.

14 MS. SIEGEL: Not you?

15 CHIEF DiPETRILLO: I forgot to bring my notes.

16 MS. SIEGEL: Okay.

17 CHIEF DiPETRILLO: If you don't mind, I'll do
18 it at the next meeting.

19 MS. SIEGEL: Okay. Move it on to next
20 meeting.

21 Okay. So the next school board workshop is
22 June 19th, and I guess we are going to need a
23 volunteer from the committee to attend that.
24 Anyone?

25 Steve has volunteered.

1 Thank you, Steve. I am going to be in
2 Baltimore.

3 CHIEF DiPETRILLO: They are here to help.

4 MR. CORBIN: Everyone takes a turn.

5 MS. SIEGEL: Okay. So these are our future
6 dates for next August, November, February, May; and
7 is there any other business that we need to --

8 MR. SHIM: Madam Chair, yes, I think I was
9 informed that there is a problem with this room and
10 that we, for the next meeting --

11 MS. MILLER: No, these are good dates.

12 MR. SHIM: Right. So is it the August date?

13 MS. MILLER: All the dates are good dates.

14 MS. MARTE: We don't have a problem.

15 MS. SIEGEL: They are all good dates. Great.
16 I love when problems can be solved that quickly.
17 That's wonderful.

18 Okay. So these are the next dates:
19 August 27, 2018; November 26, 2018; February 25,
20 2019; and May 20, 2019.

21 Okay. Any other business?

22 Okay. We'll recess our business meeting to
23 convene our public hearing.

24 Do you have anyone signed up?

25 Wow, let's close that out.

1 All right. Reconvene business meeting.

2 Any discussion?

3 Okay. Do I have a motion to adjourn?

4 MR. HILLBERG: So moved.

5 MS. SIEGEL: Second.

6 MS. KRISHNAIYER: Second.

7 MS. SIEGEL: All right. We are adjourned.

8 (Whereupon, the proceedings were adjourned at
9 7:23 p.m.)

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C E R T I F I C A T E

THE STATE OF FLORIDA)
COUNTY OF BROWARD)

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

Dated this 2nd day of June, 2018.



EMILY SCOTT



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