
BROWARD COUNTY PUBLIC SCHOOLS
BOND OVERSIGHT COMMITTEE MEETING

THURSDAY, SEPTEMBER 25, 2025
5:57 P.M. - 8:14 P.M.

BOYD H. ANDERSON HIGH SCHOOL
3050 NORTHWEST 41ST STREET
HEALTH AND WELLNESS ROOM
BUILDING 2 - ROOM 2001
LAUDERDALE LAKES, FLORIDA 33309

Reported by:
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ATTENDANCE:

RAFIKI BROWN, Assistant Director, Capital Budget

ASHLEY CARPENTER, Atkins Realis

MICHAEL MCINTYRE, AECOM

MAGEN MENENDEZ, Garth Solutions

DAVE RHODES, Chief Auditor

MICHAEL SCOTT, Director, EDDC

OMAR SHIM, Director, Capital Budget

DENIECE WILLIAMS, Garth Solutions

BOND OVERSIGHT COMMITTEE MEMBERS:

STEPHEN HILLBERG, P.E., Committee Chair

LATHA KRISHNAIYER, Broward County PTA

PARTH PATEL, CGFO

WILLIAM A. TRACY, Building Official, Parkland

1 THEREUPON, the following Bond
2 Oversight Committee meeting was called to order
3 by Mr. Hillberg:

4 MR. HILLBERG: Welcome, sir. Come on
5 in and introduce yourself and your school to
6 us. It looks beautiful from what I've seen
7 so far, so.

8 PRINCIPAL GRIFFIN: Hello. My name is
9 James Griffin, I'm the principal here at
10 Boyd Anderson High School.

11 I took over the school probably in
12 2019. Actually, when we took over the
13 school in 2019, the outgoing principal is
14 the one who actually set up all of the
15 framework with the Bond Committee to create
16 this wonderful space.

17 We then came in, we had some change,
18 but we had some different ideas and goals.
19 But regardless, I think it was a
20 collaboration of both ideas. I just changed
21 the furniture. But the space was already
22 well built out, or getting ready to be well
23 built out, and I just was the one who kind
24 of watched it grow to where it is today.

25 So you are actually in, if you go back

1 from a historical standpoint, you're
2 actually in the space that used to be Boyd
3 Anderson cafeteria. And then they built
4 the -- built the new cafeteria next door
5 that we're super excited to have, and they
6 changed this into JROTC and Health and
7 Wellness.

8 So when I got here we decided to move
9 Health and Wellness over to the science lab,
10 because we thought it would be a better
11 place, I was like, yeah, ROTC tried to trick
12 the new principal into saying, this is all
13 our space.

14 And as we continued to look, we
15 realized that the numbers at that time was
16 about 1635 students here at Boyd Anderson
17 High School. We were probably the number 28
18 out of 29 high schools as far as enrollment,
19 but we had the largest vacant space of any
20 schools in the Broward County public
21 schools, whether elementary or high.

22 Because, we know how you do that, you
23 go to your enrollment and go to the seating
24 capacity and then you divide that to
25 determine what your percentage is. So we

1 had the highest.

2 So over those years, even through
3 COVID, from 1635, last year was up 2,289,
4 the 10th largest enrollment.

5 However, we ended up having, like with
6 everything, with everything going on in the
7 world today, we ended up losing some because
8 of our high international population of
9 students. And so some of them went to
10 another state, some of them moved out of the
11 country.

12 But nevertheless, I think -- like, I
13 always tell people, we don't use that as a
14 rationale, right? Because, at the end of
15 the day, they're still somewhere. It's not
16 like all of the kids left Broward County, so
17 you just have to figure out a way, how do
18 you take spots like this and let the
19 community come in and see it, so you can see
20 it before and your kids will come because we
21 have the space.

22 So I would like to say thank you,
23 because I think you all gave us the tools to
24 be able to market this to make sure that
25 people come to our school.

1 We now have a partnership with Barry
2 University. With my Health and Wellness
3 students, they have their uniforms and they
4 ride with the City of Oakland Park
5 Fire-Rescue. The 11th graders, they're
6 actually introduced to it, and then in
7 12th grade they co-ride with paramedics if
8 that's something they choose to do.

9 The kids also, the 9th, 10th, 11th and
10 12th, if they not go to the paramedics side
11 they wear the scrubs and they come and use
12 this room every other day.

13 One of the great things that we added
14 to it was, you see it back there, it's
15 called an Anatomage table, it's one of the
16 finest things on the market right now.
17 We're the only school from Key West all the
18 way up to Jacksonville that has one.

19 We're in the cadaver lab. So people
20 have dedicated their bodies to science and
21 you go over there and then you can pull the
22 skin back and the bones back, you see the
23 veins, see this and that. That's kind of
24 what -- some of things that the kids kind of
25 jump in.

1 So we chose not to really go with the
2 stand-still ambulance, fire and rescue,
3 because it wasn't moving or it didn't do
4 anything like that, so we went with the
5 technology table.

6 Outside of that, I mean, we use this
7 as a lab. The kids go to their classrooms
8 and they come here for lab in their scrubs
9 and in their paramedic outfits and kind of
10 really get into what we call a real-world
11 application, real-world application to be
12 able to just see what the future will look
13 like. Because, with the cadaver lab,
14 they're able to really see how you can bring
15 bodies back from, I guess, the dead, right?
16 And it's a great experience.

17 Any questions for me?

18 MR. HILLBERG: It's more of a -- early
19 on the program it's apparent that the plan
20 for a school would take so long to implement
21 that, by the time the people have had the
22 input, we're gone. And then a new bunch of
23 people arrive and go, we don't even want
24 this.

25 PRINCIPAL GRIFFIN: Right.

1 MR. HILLBERG: And so, to hear you say
2 that, yes, you did get a plan and you were
3 able to modify it and turn it into a
4 success, that, to me, is a great -- it
5 relieves a lot of the concerns that we have
6 that -- of that concern, that it's just
7 outdated, that you can make due with it and
8 make it a new success.

9 PRINCIPAL GRIFFIN: Part of the great
10 thing is, that's part of the solution; how
11 do you collaborate, talk to the incoming
12 principal and outgoing principal, how do you
13 sit down and partner, how do we run
14 committees like this. It's all part of the
15 planning stages.

16 Here a lot of the stuff, actually, it
17 was his goal, his vision. And by the time I
18 came in he still was working on the plan
19 itself.

20 So he had to highly educate me about
21 what was going on, the outgoing -- with the
22 outgoing colleague, because he's now in the
23 north region, and I moved out of the central
24 area, so the collaboration of talking was
25 there, so people helped me understand what

1 the next steps were.

2 MR. HILLBERG: Okay.

3 PRINCIPAL GRIFFIN: All right? And
4 so, I think that's a process that was going
5 to take place, and then, it's a seed that
6 you put in the ground and allow it to grow.
7 Right?

8 So whether it was the outgoing
9 principal or the incoming principal, at the
10 end of the day it was about, how do you
11 become a beacon of the community. Right?
12 How do you take a kid, they come and want to
13 be a doctor one day, I want to be in the
14 medical field, and continue to help that
15 child reach their dreams?

16 So that was the vision of it. I think
17 the School Board invested money into it and
18 it's up for the people that's at those
19 schools to collaborate and make sure there's
20 no lost pieces so we can continue to work
21 for the community.

22 MR. HILLBERG: Thank you. Job well
23 done.

24 MR. SHIM: Yeah. Thank you.

25 MS. WILLIAMS: Before you leave, I

1 know that we're in the Health and Wellness
2 area, but we had -- we looked at quite a few
3 other sites on this campus that were SMART
4 funded --

5 PRINCIPAL GRIFFIN: Yes.

6 MS. WILLIAMS: -- so maybe speak to
7 just a couple of the other sites that --
8 because, we have quite a few locations to
9 choose from and we settled with this one
10 because it had all the bells and whistles,
11 but there's the Aviation, there's --

12 PRINCIPAL GRIFFIN: Let's talk about
13 that. So we have -- we're one of four
14 schools that's in aviation. So the Aviation
15 Lab is upstairs. Beautiful lab. Jaw-
16 dropping, actually.

17 And so, what we've been able to do
18 that I want to make sure we focus on when we
19 create these spaces, what does it do for the
20 kids that's there?

21 One of the drawbacks of having a
22 (inaudible) is that you have -- so, an
23 international community. Some kids that
24 come from other countries, their parents
25 really don't want them into aerospace,

1 right? A lot of them want them into medical
2 when we -- we do a survey. A lot of people,
3 some with cultural biases, may not want to
4 get in the air, don't want to fly. Some
5 people, they're afraid to fly. Some people
6 are still scared to swim.

7 But because of the space, it was kind
8 of inviting, the kids, they would go in,
9 right, after a catch that you bring them in,
10 and now we have kids that are flying. We
11 have kids that actually have taken their
12 flight around the -- the one from Blue
13 Skies, some of them have their pilot
14 license.

15 We now are involved with Broward
16 College, where we send our kids to Broward
17 College for the flight program. They have
18 their kids leave here and they go there. We
19 also have kids that go to Atlantic Tech and
20 they want to be an airplane tech, aerospace
21 mechanics.

22 We also have a partner right here with
23 the private airstrip right here on -- I
24 think it's McNab --

25 MS. KRISHNAIYER: Cypress Creek.

1 PRINCIPAL GRIFFIN: Yeah. Cypress
2 Creek. Because, at one time they were
3 trying to build their own charter school for
4 flight and they were going to do it for
5 South Florida and they were going to do it
6 from 6th grade up to 12th grade and you go
7 there if you want to be a pilot.

8 So it allowed us to be in that space
9 in the beginning, and they haven't built the
10 charter school yet, but it allows us a head
11 start because of what you've been able to
12 do.

13 And so, with that we have a lot of
14 kids running around who want to be pilots.
15 All right? So they're not dreaming anymore,
16 they're actually involved in these real live
17 application of what they want their dreams
18 to be.

19 So they're going up through that
20 process. All right? They're sitting on
21 simulators, they're flying around the world,
22 they're using geography to learn about
23 different spaces, they're flying in
24 different airports virtually. And so it's
25 really -- and in a room that looks great.

1 All right? And it pulls them in because
2 it's bright. All right?

3 So we have a school that was built in
4 1971 and then you don't have bright spaces
5 because everything is gloomy. So that
6 changed. So I think it was an excellent
7 idea, if we continue to try to use those
8 measures, continue to try recruit kids to
9 come.

10 Because, when I got here in 2019 you
11 had over a thousand kids that could have
12 gone to BA but they were going to other
13 schools. So that has allowed us to attract
14 some of those kids back.

15 The other lab that we have, it was a
16 business lab, actually. It was upstairs in
17 Building 1 and there was three of them.
18 That, honestly, to tell you, went from
19 gloomsday to the sun. Right? That space,
20 it was one big open classroom. Right? So
21 that's, like, going back teaching when you
22 were in the '60s, where all the kids are in
23 one big room without walls. Right?

24 And so you have this person over here
25 teaching, this person teaching, this person

1 teaching over here, it was just a ground for
2 no education going on at all.

3 MS. KRISHNAIYER: Right.

4 PRINCIPAL GRIFFIN: Right? And then,
5 on top of that we had, sometimes raccoons
6 would drop down from the ceiling. But, the
7 good thing is, we have a new roof, we've got
8 a new air-conditioning unit, the raccoons
9 are now on the other side. And so it's a
10 beautiful space that has walls and has
11 separated different classrooms.

12 Now, when it was different they -- the
13 dream was for it to be a business lab. When
14 I came I wanted to do something a little
15 more futuristic, so I really wanted to
16 change the furniture and the outlay of the
17 furniture design, and we made our college
18 cabinet (phonetic).

19 Now, this was -- we only have one
20 college cabinet in Broward County. All
21 right? You have one college cabinet. The
22 problem is, a lot of times our kids are
23 locked out of it. All right? Because, if
24 you go to a college cabinet, you go to 11th,
25 12th grade, and then you get 60 credits.

1 All right?

2 And it's a big thing, but they only
3 can take so many kids. Right? So it's the
4 best of the best in Broward County to apply,
5 and then, after you apply and you interview
6 and then they decide who they're going to
7 take and they have a lottery, so then there
8 will only be about one or two kids have a
9 chance to get into it.

10 And you also compete against Florida
11 Atlantic University High School. You go
12 there for your high school, then you get
13 90 credits over there and, yeah, some of the
14 high achieving kids will go there.

15 Well, with dual enrollment the issue
16 is, you're in a community that the kids
17 don't own a car. So then, how do our kids
18 get in the car and drive all the way up to
19 Broward College or FAU or FIU to get the
20 dual enrollment experience? They can't.

21 Because a lot of times there's either
22 no car or they're sharing a car. And so the
23 car has to be at home at a certain time
24 because dad's gotta use the car, somebody's
25 got to drop the young kids off.

1 So we said, we don't want that. We're
2 going to bring the college to us. And so we
3 now have the largest dual enrollment program
4 in Broward County of all high schools.

5 We also have -- participation is
6 probably number 4 now of all high schools
7 with dual enrollment programs. There's only
8 three beating us. All right? And of course
9 one of them is College Academy.

10 Last year, that was our first time at
11 graduation where before that we always said
12 to the seniors, stand up if you have taken a
13 college course at Boyd Anderson. And it
14 always would be around 50 percent, 50-some
15 percent of the seniors have taken a college
16 course while they were here.

17 The biggest accomplishment was, last
18 year we had five girls who actually
19 graduated with a high school diploma and an
20 AA degree at the time. So we were super
21 excited about that.

22 Unfortunately I have no data for that
23 because I went back to the district, where
24 is that, and they only tracked the data at
25 the College Academy of kids who graduated

1 with an AA degree.

2 But now it has created this space,
3 right, where kids are now coming up to you
4 advocating for themselves, wanting to be on
5 that hallway, be a part of College Academy,
6 to the point where we make sure that
7 everybody uses that hallway, not just our
8 high achievement kids, every kid.

9 Because, Broward College offers a
10 program now where, if you have not made a
11 reading requirement you can take what we
12 call SLS. SLS is nothing but a college
13 pathway to college; I want to introduce you
14 to college, we want to talk about what your
15 parents may not be talking to you about.

16 So now everybody uses the hallway,
17 everybody gets to see what's going on, it
18 helps them with their dream -- to see their
19 dreams and allow them to walk into their
20 dreams.

21 And so now you have kids
22 understanding, hey, let me go to college, I
23 know I can do it, and they're being taught
24 by their teachers and they understand that
25 it's really about goal setting.

1 And somebody may finish their homework
2 a little faster than somebody else, but all
3 of us will finish our homework. And because
4 we've got them that space, it makes them
5 feel that though they're not doing a dual
6 enrollment class at a high school, it's the
7 same English class, and so, today, this
8 period is dual enrollment.

9 So the period is, for dual enrollment
10 class you go out to the brand new lab and
11 the brand new lab looks like a college
12 campus. So I just want to say thank you for
13 that.

14 I'm not just -- you look at it just as
15 a space. We look at it as that we're
16 fulfilling dreams, we're making a
17 difference. And with spurring this
18 conversation in the community, all of the
19 kids now want to do that. All right? And
20 as we're able to do that it makes a big
21 impact on kids wanting to come. All right?

22 Our average is about 125, 150 kids
23 coming in in a year until this whole
24 situation just happened with immigration.
25 So it's like, kids see that they can be a

1 part of the puzzle of life. And so those
2 spaces give them a chance to say, we're a
3 part of that puzzle.

4 MS. KRISHNAIYER: I have a couple
5 questions as well.

6 With the Aviation, when they want to
7 take actual flying lessons, you have a
8 partner that enables the student to take
9 the -- not the virtual, but actual flying
10 lessons without having to pay an enormous
11 amount of money?

12 PRINCIPAL GRIFFIN: Yeah. So what
13 happens is, it's not for every kid -- I
14 can't tell you every kid is going to go jump
15 on a plane. All right? That just wouldn't
16 be feasible.

17 We have kids that go in the summertime
18 to Tallahassee through grants and they go up
19 there and everything is paid for. We also
20 have kids that they do flight lessons right
21 here at McNab, and they also do them right
22 here in Hollywood. Right?

23 And so what ends up happening,
24 different people come to run different
25 programs, and because we have an aerospace

1 program and because you all have built that
2 space, it allows us to be able to
3 converse. It allows us to sit at the
4 table.

5 And then, when people come in and want
6 to invest in your children and they come
7 into a classroom and they scratch their
8 head, like, what is this, right, at least we
9 look official. So we bring people here, we
10 look official and they don't mind donating
11 dollars trying to figure out how you can get
12 your kid in --

13 MS KRISHNAIYER: Right.

14 PRINCIPAL GRIFFIN: So that's the main
15 purpose.

16 MS. KRISHNAIYER: Right. And for the
17 College Academy, you're affiliated with
18 Broward College or --

19 PRINCIPAL GRIFFIN: Yeah. College
20 Academy is Broward County College Academy,
21 all right?

22 MS. KRISHNAIYER: Right.

23 PRINCIPAL GRIFFIN: They have the
24 Broward County principal that's there to sit
25 on there for the county. So we decided to

1 just create our own, based on the room that
2 we have, so we have our own college academy
3 here.

4 MS. KRISHNAIYER: Right. Because, one
5 of the students from that College Academy,
6 they were at the school board meeting, a
7 bunch of students talking about it, and that
8 young man said that everything -- every
9 course at the College Academy is dual
10 enrollment. So they go out of there, you
11 know, and they're at Broward College.

12 PRINCIPAL GRIFFIN: Yes.

13 MS. KRISHNAIYER: Well, my other
14 question was, the two schools with the
15 elementary, with Oriole and Lauderdale Lakes
16 Middle right here, so, do you retain those
17 students coming in here --

18 PRINCIPAL GRIFFIN: That's a good
19 question, right? But I'm going to piggyback
20 on the first question.

21 So I think that young man, to say that
22 every class you go to is dual enrollment, we
23 have to remember, that was set up and
24 created to be that way. Right?

25 MS. KRISHNAIYER: Right. Yes.

1 PRINCIPAL GRIFFIN: Okay. So every
2 kid after 10th grade, you put an application
3 and you get chosen, then you go on Broward
4 College campus and then you take -- your
5 whole schedule is dual enrollment. Just
6 like Millennium, 6 to 12. Their whole
7 schedule is dual enrollment.

8 MS. KRISHNAIYER: Right.

9 PRINCIPAL GRIFFIN: Traditional high
10 school, so you take traditional courses that
11 are set by the state and you are on track to
12 get a high school diploma. Because of the
13 (inaudible), one year at Millennium, one
14 year at Broward College, our classroom is
15 just -- we look official.

16 So it's not like I'm trying to say I'm
17 doing anything. You can see it for
18 yourself. All right? You can go to Broward
19 College and walk to a classroom, you can
20 come to our classroom. So which one do you
21 want to do? It's up to you.

22 MS. KRISHNAIYER: Right.

23 PRINCIPAL GRIFFIN: And so, because of
24 that, now you have more kids that's willing
25 to come to Boyd Anderson High School, you've

1 got more kids -- you've got more teachers
2 believing, so now teachers are becoming
3 adjunct professors and they're teaching the
4 student, and now you have kids now that are
5 graduating with an AA degree. All right?

6 So it's kind of both ways. Like,
7 you're not trying to go through a -- a used
8 car salesman, right? We actually have some
9 authentic things here that you can talk
10 about and somebody can come see it and see a
11 difference. All right? So it's really
12 helping the school out, it's helping the
13 neighborhood out. All right?

14 So the question about the -- so I used
15 to be the principal at Lauderdale Lakes for
16 nine or ten years. Who's counting, right?
17 And then I came over to -- I came over to
18 Boyd Anderson.

19 And so the young lady who left me who
20 was just essentially -- who is the principal
21 now at Coral Springs, she took over
22 Lauderdale Lakes when I left and she's now
23 the principal at Coral Springs High School.
24 The young that was lady with me, she went
25 over and took over Lauderdale Lakes.

1 So now, we always merge, right?
2 Because it's a collaboration. That is
3 leadership. No one is getting in no one's
4 way. Everybody wants everybody to do well
5 because we all have something to invest into
6 it. Right?

7 So they got an aerospace classroom
8 over there. They also -- we also launched
9 our first college course for the middle
10 school. Dade County does it a lot in
11 8th grade, so we created it here. And the
12 kids actually come across and they work,
13 they go to our college labs, they do their
14 thing with the high school kids.

15 MS. KRISHNAIYER: Yeah. Well, I
16 have -- you know, the last time I was here,
17 you won't believe it, was when Tom Geismar
18 was the principal.

19 And I remember walking in and the kids
20 were so polite, because we were there for
21 something, and guided me through -- every
22 kid asked me --

23 And my son was at Taravella at the
24 time and I was in and out of schools and I,
25 for years, I compared the two, because you

1 went into Taravella and nobody bothered --
2 the kids didn't bother about you. You
3 just -- they didn't offer to help you, they
4 didn't do anything.

5 But the kids at Boyd Anderson were
6 wonderful. You know, every -- I mean, if I
7 looked lost they asked, can I help you?
8 Yeah. So that's a big compliment.

9 But the other thing I wanted to say, I
10 wanted to pull up that code this morning
11 from one of the State Board of Education
12 members that said that, if you weren't doing
13 the job, the public schools weren't doing
14 the job, that's why they're going into this
15 charter school thing.

16 So what you're doing, your program has
17 to be, you know -- no charter school can
18 match it.

19 PRINCIPAL GRIFFIN: Right.

20 MS. KRISHNAIYER: Very few private
21 schools can match it.

22 PRINCIPAL GRIFFIN: Right. So I
23 wouldn't say that -- what I'm trying to do
24 is what we have done. Right?

25 MS. KRISHNAIYER: Right.

1 PRINCIPAL GRIFFIN: Because, if I
2 don't have a space like this, I'm a used car
3 salesman. I'm trying to convince someone
4 that is the place to be.

5 MS. KRISHNAIYER: Right.

6 PRINCIPAL GRIFFIN: But if I walk you
7 into -- I don't care if you go to Taravella,
8 you go to Broward College, it doesn't
9 matter. I walk you into a beautiful
10 space --

11 MS. KRISHNAIYER: Taravella's very
12 compact. So is Coral Springs.

13 So, you know, I compliment you. It's
14 wonderful. But, this story has to get out.
15 I think, as a district, we have to get this
16 word out because we, you know -- they say
17 charter schools is the answer to public
18 schools. But public schools are not
19 failing.

20 And this program, these kind of
21 programs I doubt can be matched anywhere.
22 As I go from school to school -- I was at
23 Flanagan about 10 days ago and -- you know.

24 PRINCIPAL GRIFFIN: We were just at
25 Flanagan when we had Principal Academy.

1 Beautiful campus. And a lot of good things
2 going on.

3 MS. KRISHNAIYER: It's a newer school.

4 PRINCIPAL GRIFFIN: Yeah. Principals
5 just have to get together in the district
6 and just -- just get rid of the myths. All
7 right?

8 I think the more we collaborate, the
9 more we talk about it, the more we bring
10 people out to see the collaboration, the
11 more we see the kids working in these
12 wonderful spaces or we're just having a
13 meeting, come back and see the kids in the
14 space, see the teacher in the space, maybe
15 it's -- it's unparalleled to anything else.

16 Remember, I was born and raised in
17 Broward, so I'm a Broward kid. So I believe
18 in Broward County Public Schools and I think
19 we can make a difference in things. It's
20 just about us coming together and making it
21 work.

22 MR. SHIM: I really want to thank you.
23 I'm the director of Capital Budget and we
24 didn't get a chance to go around. But, you
25 know, I've been here since the inception of

1 the SMART program and I fund all the capital
2 stuff for schools.

3 And it's very great when we come out
4 to schools and hear these stories because,
5 you know, it's very inspirational to see,
6 from the beginning of conceptions, the
7 ideas, to see how they're being utilized in
8 the schools and the difference they're
9 making.

10 And I just wanted to say thank you on
11 our end. Rafiki is my assistant director
12 and he's actually a Boyd Anderson alum. He
13 graduated from Boyd Anderson.

14 PRINCIPAL GRIFFIN: So, you know, I
15 always have to say this, right? So I
16 graduated from Dillard and I'm here today,
17 so I always tell alumni this, right?

18 We just had our homecoming. There
19 were a whole bunch of people out there
20 tailgating, everyone is out there watching
21 what's going on, we're all donating money,
22 we're all give our time to volunteer.

23 Then I come to BA. And you're looking
24 for that same thing. You find out that so
25 many people are graduated from BA.

1 So if I'm on this side of the fence, I
2 only know Dillard. That's all I know. So
3 we say, hey, we don't see nobody else.

4 And then you come to BA and you
5 understand all the richness and rich
6 traditions and the people that they created
7 and will come to the program. There's
8 doctors and all these great things and,
9 like, whoa, there is another world out
10 there. Maybe we need to get from up under
11 the shadow of Dillard. Right?

12 And then I meet someone like you that
13 is a living example. And I spoke to you
14 before, because I know the name. I see a
15 lot of your names on the email that goes
16 back and forth.

17 MS. KRISHNAIYER: And Dillard's now
18 6 through 12, isn't it?

19 PRINCIPAL GRIFFIN: Yeah. I was part
20 of the project. We had to make it 6 to 12
21 because we were under-enrolled.

22 MS. KRISHNAIYER: Exactly.

23 PRINCIPAL GRIFFIN: So that's another
24 story for another day.

25 MR. TRACY: I have one question.

1 PRINCIPAL GRIFFIN: Yes.

2 MR. TRACY: So you've had -- you've
3 had several people already go through this
4 program and move on, graduate, go on to
5 college or their careers in the service.

6 While they were here as juniors and
7 seniors have you had them go to some of the
8 feeder schools as student ambassadors and
9 say, yeah, I'm here at BA, you may consider
10 going to a private school or a charter, but
11 I tell you, when I graduate I'm going to go
12 be a paramedic.

13 PRINCIPAL GRIFFIN: Right. So I will
14 tell you, now I'm in the process of getting
15 kids who have graduated, even using these
16 spaces, coming back just talking to the kids
17 here.

18 So we just had a young lady that just
19 got her pilot license and came back and
20 spoke -- she's a pilot with Embry-Riddle,
21 right, their program, top 10 in the country,
22 and she came back and spoke to our students.

23 Our students then go back and we try
24 to get kids at the middle school to start to
25 think about aerospace, start to think about

1 the sports program, try to get them involved
2 in dual enrollment, let them know, you can
3 do it, I was able to do it. Right?

4 Try to get them to advocate for
5 themselves, try to get them to speak before
6 parents, try to let them know, hey, I was
7 at Level 1 since 3rd grade, but I came -- I
8 come to BA and it changed my life. All
9 right?

10 So we haven't gotten to the spot of
11 alumni going to -- becoming ambassadors to
12 other schools, because we're still trying to
13 get people like Mr. Brown to come back and
14 do some of those things too. Right?

15 So it's building a culture. It's
16 socially engineering what you want the
17 outcome to look like. Right? And so we're
18 taking it step by step. So we finally will
19 bring the community back in. Right?

20 So people don't know this. We
21 have -- the only NBA person going to the
22 Hall of Fame, from Key West all the way to
23 Daytona, graduated from BA. There's only
24 one. Right? Mitch Richmond. No one's
25 saying anything about him.

1 So I got married, so I'm in Palm
2 Beach, and so my kids go to Dreyfoos School
3 of the Arts. Right? And I let them go to
4 Dreyfoos School of the Arts instead of
5 coming down here, and I don't have to take
6 care of them, right? They go with their
7 mom, they do their homework before I get
8 home, I just come home and (indiscernible)
9 and say I love you. Right?

10 So my daughter's talking, like, Mitch
11 Richmond? Who's Mitch Richmond? So while
12 you're talking, kids are Googling. They
13 found out Mitch played against Jordan. So
14 they know Jordan from the sneaker. And
15 they're like, wow, Dad, you got somebody to
16 play against Michael Jordan and we don't see
17 him nowhere in the whole school?

18 So we went to the board and we named
19 the court after Mitch Richmond. And he
20 actually came back and he did the whole
21 series.

22 Now we have Asante Samuel. If you
23 follow football, he says he's better than
24 Deion and his numbers actually have shown
25 that he played a shorter amount of time than

1 Deion, but he has unparalleled matched
2 numbers. So he says that he should be in
3 the Hall of Fame. We brought him back. He
4 now comes back all the time and he does a
5 lot.

6 But it always -- it always -- it goes
7 back and forth. Because, sometimes they
8 didn't feel like they were treated the best,
9 and so you got to also work on that. Right?

10 So the more you're just creating the
11 space and thinking that people are going to
12 come back, you've got to massage all of --
13 where it happened in the past, get people to
14 start coming back out and doing those great
15 things.

16 A lot of history that people don't
17 know, and I'll lead with this: You know, BA
18 was the first school that was integrated in
19 Broward County. So I always try to educate
20 people on that, because I don't think people
21 really understand that.

22 So we had Brown vs. Board of
23 Education, it's in Broward County all the
24 from 1971, there's actually a true document
25 that you can pull up and see, integrated.

1 Right?

2 So it was an integrated school back in
3 the '70s, right, in '71, it had a lot of
4 whites from '71 to '80, and then, '80 to '81
5 and '82 you started seeing -- started having
6 some Blacks coming in.

7 From '85 to '89 it was all, like, with
8 Dillard and Ely, then you got to the '90s,
9 what start happening, we started getting a
10 hot international population coming in. All
11 right?

12 So we go to Dillard, you see 10 dark-
13 skinned kids walking down the hallway, 8 of
14 them African-American, 2 of them Haitian.
15 All right? You come into -- and then you
16 got 10 coming down, you have 8 that's either
17 going to be Jamaican, Haitian, dark-skinned
18 Dominican Republicans, and you got two
19 African-Americans. All right?

20 And so now, I said it because, you
21 have a group where you had -- we first
22 started out with a large group of whites
23 that you're trying to find, okay, where are
24 they in the alumni process, right? You got
25 a group of Blacks, you're trying to find

1 out, where are they in the whole wide world
2 to bring them back, because they feel
3 disassociated, and then you have an
4 international community.

5 So now what you're trying to do is
6 bring all those groups of people back in to
7 do exactly what you're talking about.

8 So people have to understand the
9 context of what's going on. And it's
10 working. We started to get into a lot of
11 them, they're starting to come back, they're
12 starting to see what's going on, they see us
13 on social media and we connect with some of
14 them on LinkedIn. So it's going to take
15 time. It's a powerhouse in the making.

16 But I want to thank you all, because
17 you're not -- you know, you all actually
18 make me look good, right? Because people
19 say, oh, my goodness, these things, they
20 weren't here when I was here. I said, yeah,
21 I know. I was there working behind the
22 scenes and made all this happen.

23 MS. KRISHNAIYER: Well, and you're
24 maintaining it so well. You know, you can
25 build it, but it has to function well, and

1 you're doing a wonderful job.

2 PRINCIPAL GRIFFIN: Thank you so much.

3 You know, when we started testing in
4 1999 we had a 1.0, then it went up to a 2.0,
5 then it went up to -- something else, then
6 it went bad, right? It was going down.

7 BA had 13 Ds and Fs and two -- when I
8 got here in 2019 we were the lowest scoring
9 high school in the county with a 41
10 percentage point. We were 1 percentage
11 point away from being a D for four years
12 straight.

13 Then we started making small
14 increments with a C, right? We went from
15 41 to 42, which is still a C, but we were so
16 happy it went to 42. Then we went to 43 and
17 were super excited it went to 43. Right?

18 And then you had COVID. Right? And
19 then, what ended up happening, we ended up
20 finally making our first B two years ago and
21 you couldn't tell us nothing. Right?

22 And then we created a model, right?
23 We created a model; B today, A tomorrow.
24 And I -- I didn't want to put that out
25 there. Let's just be happy about a B, let's

1 try to maintain the B.

2 And then, at a superintendent meeting
3 one time I just used, B today, A tomorrow.
4 We all looked up. And we made our first A
5 last year. And so, we -- now we wear it
6 proudly. Right? Because I was saying, B
7 today, A tomorrow.

8 Again, I want to thank you all for
9 everything you do to help us look good and
10 also to help this community have an element
11 of knowing that they sent their child to the
12 right place. So thank you to each and every
13 one of you.

14 (Discussion off the record.)

15 MR. HILLBERG: So next on the agenda
16 is Approval of Minutes from the last
17 meeting, which was June 12th, 2025. Can I
18 have a motion to approve the meeting
19 minutes?

20 MR. TRACY: Motion to --

21 MS. KRISHNAIYER: So moved. Okay.
22 I'll second.

23 MR. HILLBERG: Okay. Second? Okay.
24 All in favor, aye?

25 COMMITTEE MEMBERS: Aye.

1 MR. HILLBERG: Opposed?

2 (No response.)

3 MR. HILLBERG: Approved the minutes.

4 Next item is Audit Reports from our
5 chief auditor, Mr. Rhodes. He's hiding, but
6 we see you.

7 MR. RHODES: That's me in the corner.
8 I won't sing the rest of the song.

9 So I'm Dave Rhodes, Chief Auditor, and
10 thank you for having me. I'm glad I was
11 able to make it out this time. And also I
12 had a little bit more material to share with
13 the committee.

14 I've got a couple of relatively fresh
15 reports that RSM has done on behalf of the
16 district, taking a look at AECOM's work.
17 And we have one that's based on looking at
18 closeout of projects as well as some
19 follow-up on some continued open
20 observations that they wanted to take a look
21 into and report back on that.

22 And so, the other one is looking at
23 the staffing plan for the program as it
24 progresses towards the sunseting date and
25 looking at if the staff was the right size

1 for the amount of work that's being done at
2 the moment. I'm going to get the report on
3 that that I can pass on to you guys today as
4 well.

5 So with regard to the first one, the
6 closeout analysis, this report was presented
7 to the Audit Committee back in August of
8 2025. And I'll read this first paragraph
9 and then I'll kind of go over some
10 highlights with you and we can see if you
11 have additional questions.

12 Also, I'm going to teach you guys to
13 fish so that you'll be able to find these
14 reports at the Audit Committee's website and
15 take a look at those as well.

16 So in the beginning of their closeout
17 analysis they talk about how -- they
18 conducted an analysis, a project closeout,
19 specifically focusing on the movement of SMA
20 to completion dates of the projects.

21 We obtained the PMR monthly report and
22 compared the report and project completion
23 date and associated changes between
24 December 2024 and May 2025. So that
25 six-month period will be consistent as

1 through this analysis.

2 We noted that the responsibilities of
3 the schedule management was to transferred
4 from PMR at AECOM to CPCM (phonetic), and at
5 the beginning of March -- beginning of March
6 2025 reporting period.

7 As such, the significant updates were
8 made to project schedules by the CPCM
9 (phonetic) from here on out. During that
10 period the results of the analysis are
11 included in the graphic below.

12 So what they found was that there were
13 224 projects analyzed in that time period
14 and that, in that time period they
15 identified that there was an average
16 projected timeline extension of 372 days per
17 project.

18 A lot of this is data more than root
19 cause, so we're kind of looking at the
20 higher level of this review.

21 During that same time period they
22 found that in December of 2024 there were
23 170 projects that were set for completion by
24 October of 2025, and when they looked at it
25 again and found -- looked at the May 2025

1 data, they found that that number was down
2 to 77 projects.

3 Also, average days to completion in
4 December of 2024 was listed at 237 days,
5 whereas in May of 2025 that had gone up to
6 458 days, consistent with that 372 days of
7 project extension.

8 The report also identified a new
9 finding, which was that there was some
10 information in general that wasn't getting
11 entered into e-Builder in accordance with
12 standard operating procedures, which led
13 them to, ultimately, a conclusion that
14 e-Builder is a critical tool as the
15 district's central repository and system of
16 records for the construction program.

17 If the project documentation is not
18 uploaded and stored in e-Builder in a timely
19 manner, critical information may be lost or
20 may not be available for future use if
21 personnel turnover occurs.

22 It is critical for the district to
23 secure all pertinent project documentation,
24 particularly as the SMART program nears
25 completion and the increasing number of

1 projects reach closeout.

2 This further underscores the potential
3 for turnover in the PMR after 2025.

4 So as we look at a lot of the past
5 recommendations that this committee has
6 received, I think that's a pretty good one
7 to think about in general in terms of the
8 district. I say if. But at some point the
9 district is going to go up for another bond.

10 And we've learned one thing from this
11 is, having good data to be able to put
12 together scopes and to be able to understand
13 costs and trends and things like that that
14 we can explain and provide some level of
15 trust and reliance of the community, and I
16 think that this documentation that's the
17 primary clearinghouse for all the program
18 information, it should be maintained and it
19 should be controlled properly.

20 So, what their recommendation was is
21 a -- let me just make sure I have this
22 acronym correct. Okay. So project closeout
23 program: A newly implemented PCP workflow
24 combined with the WP workflow are structured
25 to require consistent review and follow-up

1 process for PMR, to verify collection of all
2 required documents prior to turnover to the
3 district.

4 In discussions with PMR is also noted
5 sub-workflow, similar to the WP workflow,
6 which specifically related to as-builts as
7 in -- and in development. We recommend that
8 PMR expedite development workflow and
9 realize the benefit as quickly as possible.

10 So in other words, they would have a
11 workflow that would track warranty items.
12 They wanted to make sure that they had a
13 parallel workflow that would help them to
14 track other documents and other things from,
15 like, standard operating procedures that
16 they made these recommendations for.

17 And so, before I go into just some of
18 these other highlights of the additional
19 follow-up observations, I just wanted to let
20 you know, if you go to browardschools.com
21 and you click on the departments, it will
22 lead you to the audit department. You click
23 on the audit department.

24 When you get to the audit department's
25 website, on the upper left portion of it you

1 can find the audit committee link, and in
2 the audit committee link you can go to and
3 you'll find current and past audit committee
4 agendas that you can link to these reports
5 that will help you to see anything that you
6 want to see or anything that you have any
7 interest in.

8 So what they ended up doing -- and
9 I'll just give a very high overview of
10 this -- is, they've looked at some past
11 audit findings that remained open, they had
12 an original low risk on one for PMR,
13 compliance and recording requirements, and
14 they identified that that was partially
15 complete, but left it open so that they
16 could manage to complete the rest of the
17 obligations that they had where that was
18 concerned.

19 Adherence to SOPs for project closeout
20 was a high original rating, but that ended
21 up being closed because they found
22 sufficient documentation evidence that that
23 had been corrected.

24 Architect, engineer and contractor
25 performance evaluation was originally at a

1 moderate risk level. It remained at a
2 moderate risk level and remained partially
3 complete because those evaluations had not
4 completely been done and locked into the
5 system.

6 As well as, the final item here is,
7 Outdated SOPs for Project Closeout. It
8 remained moderate and it remained moderate
9 even in the partially completed closeout
10 phase, and that's because each time that
11 they review these things, for example, the
12 first one that I mentioned that there was a
13 closeout of SOP that was a complete closeout
14 of that finding, those were different SOPs
15 that they were identifying and talking about
16 where these happened to be different ones
17 that did not reach that same level of
18 completion and documentation to support that
19 it could be closed out. So they left that
20 one open.

21 Other than that, the other area that
22 we were going to look into tonight was a
23 report that we just looked at today with the
24 Audit Committee, which is ultimately a
25 staffing analysis as we get closer and

1 closer to the end of this resolution and the
2 bond program sunseting.

3 We wanted to make sure that the number
4 of projects that are being done, that the
5 staffing is commensurate with the amount of
6 work that's being done, and they looked at
7 it in different levels and different
8 categories of work as they put the
9 information together.

10 So I will -- I will give you, kind of,
11 the overarching recommendations that they
12 ended up making, but first let's start with
13 what they're calling looking forward with
14 their recommendation.

15 The PMR, Atkins, provided staffing to
16 the facility, all facets of the program,
17 ranging from procurement, support to project
18 management and public outreach and
19 communications.

20 What this variation and program needs
21 is PMR and Atkins staffing models including
22 over 100 various titles -- position titles
23 with the majority of the positions provided
24 by AECOM.

25 In recognition of the varied needs

1 coupled with the size of the program, the
2 district included the RFQ requirement of
3 AECOM to provide a quarterly 12-month
4 staffing plan, according to the projected
5 status of the individual project and the
6 program. So the contract required them to
7 take a look at the staffing plan from time
8 to time.

9 And so, they wanted to determine
10 whether or not the RFQ did not or did define
11 how the staffing plan could correlate to the
12 program and project activities and what
13 minimum data points would constitute the
14 appropriate level of detail.

15 Considering the correlation of the
16 staff, specific project milestones would be
17 valuable to allow the district more real-
18 time assessment and correlation of staffing
19 to specific needs for future contracted
20 program management services in such case as
21 a new bond issue.

22 We recommend the district consider
23 including more detailed provision, explain
24 how the outsource provider should align the
25 staffing matrix with the level of effort,

1 specific project and activity, which would
2 provide a more clear correlation between
3 staffing and the work performed -- I'm
4 skipping ahead a little bit -- understanding
5 that the increase coincided with the PMR
6 contract renewal.

7 So where they found a spike was when
8 the contract was renewed. Part of that was
9 because there was additional work that was
10 being done at that point, as well as, there
11 was a commitment to pay -- I'll call it
12 S/M/WBE for short, that there was more money
13 that was being put into that because there
14 was a requirement to bring that
15 participation level up, which they've
16 managed to do that as well.

17 The -- specifically, when changes like
18 increase to S/M/WBE and local utilization
19 are made to staffing, the district should
20 define whether increases to meet the goals
21 should occur in addition to current staffing
22 levels or if the increase should be offset
23 by the corresponding reduction to the PMR
24 staffing and, if so, to what extent.

25 These analysis efforts were also

1 further supported with detailed correlation
2 between staffing and program activities that
3 are recommended above.

4 So the management ultimately provided
5 that they would create a standardization
6 staffing plan template that correlates to
7 the staff roles and project milestones that
8 include relevant data points, and ultimately
9 the timeline for that is for Q1 of 2026.

10 The outcome also being improved
11 alignment with staffing and project needs,
12 enhanced visibility with the resource
13 allocation.

14 The next item was Implement Quarterly
15 Staffing Reviews. And the staff was
16 identified that they would conduct staffing
17 reviews on a quarterly basis to ensure
18 alignment with contract requirements and
19 that timeline was Q1 of 2026 as well.

20 Timeline adjustments of staffing
21 levels, proactive identification of resource
22 gaps.

23 Then the third one is, conduct audit
24 appeal hours during '24 Q1 performance, PMR
25 hours to assess accuracy with the hours

1 charged with the program alignment, and that
2 date was for Q4 of '25. Identification of
3 discrepancies, recommendations for project
4 improvements was the outcome.

5 And then, the final action is,
6 Collaborate with procurement to define
7 S/M/WBE Staffing Levels, and the description
8 that they provided was, "Review and define
9 staffing levels for S/M/WBE when changes are
10 made to the staffing plans."

11 The timeline for that was Q1 of 2026
12 and the overall outcome is, timely
13 adjustment to S/M/WBE staffing levels,
14 proactive identification of resource gap.

15 So there was a considerable amount of
16 work analysis that went into that, that, if
17 you take a look at the report, there's a lot
18 more detail where they show some of their
19 graphing and some of the corresponding
20 relationships between additional money,
21 additional contracts, or when they were in
22 periods of design lulls, while construction
23 would be continuing on, design would pick up
24 and there would be times where construction
25 would drop off.

1 I really think that looking at the
2 report would be helpful for you to kind of
3 see, realtime, what it is you guys have been
4 talking about and studying in reviewing
5 these updates that are provided to you
6 quarterly.

7 The -- I really felt that the graphs
8 brought the real picture to life. I think
9 it would be helpful for you to understand
10 and it will be -- probably help you develop
11 some additional more useful questions, as
12 well, as this thing gets and closer to that
13 sunset date.

14 So on that -- since I'm not able to
15 get into some of the real details and the
16 dirt of the work papers that they worked on,
17 but if I don't have answers to any questions
18 that you may have tonight, I can certainly
19 commit to following up with that.

20 MR. HILLBERG: By staffing you meant
21 district staff as well as consultant
22 staff --

23 MR. RHODES: This --

24 MR. HILLBERG: -- S/M/WBE external
25 staff?

1 MR. RHODES: This was all looking at
2 the consultant staff that constructed work
3 for PMR and PPTM (phonetic).

4 We know that they're -- because,
5 they're the ones who are ultimately
6 providing the project management over a
7 majority of this work anyway, and the folks
8 within the District were more kind of
9 gathering the information, assisting with
10 trying to make sure that it got reviewed
11 before it got paid and got ultimately
12 entered into the e-Builder system.

13 MR. HILLBERG: And the district staff
14 is responsible for making sure that staffing
15 levels are appropriate to get the work done,
16 but not in exceedance of or not too many --
17 too many staff that are getting paid that --
18 that maybe there's more work than staff or
19 vice versa?

20 MR. RHODES: I think we can certainly
21 keep an eye on that as it's happening, but
22 it is a contract of the program manager,
23 owner representative, that will deliverable
24 for them to ensure that this the right
25 staff, right size.

1 And so, that was -- that's generally
2 what it is that RSM looks at when they look
3 at these different things, they look at both
4 from a boots on the ground and a contract
5 compliance standpoint and they kind of hold
6 it all together with that data.

7 MR. HILLBERG: Thank you. Any other
8 questions?

9 MS. KRISHNAIYER: And we can find this
10 going to the audit committee --

11 MR. RHODES: Yes. So, the --

12 MS. KRISHNAIYER: And so, did you
13 present it at today's meeting, so we have to
14 look at today's --

15 MR. RHODES: You would look at the
16 list for today. And then there was one
17 other one that -- this fiscal year that
18 started so far that was August 7th.

19 MS. KRISHNAIYER: Okay.

20 MR. RHODES: So each one of them has a
21 report in it.

22 MR. SHIM: We can send out a link --

23 MS. KRISHNAIYER: I'm on the site
24 every day, so.

25 MR. HILLBERG: We know what Omar's

1 going to do all weekend.

2 All right. Accomplishments and
3 Lessons Learned. Who is presenting this?

4 MR. SHIM: I -- there's, in your
5 packet, there's -- well, let me --

6 MS. KRISHNAIYER: Yeah. I saw that.

7 MR. SHIM: -- a little background
8 about this.

9 Because, you know, one of the ideas
10 that I had is to, perhaps, when we do the
11 final session, we talk about some of the
12 things that were accomplished as well as
13 some of the lessons learned and taking away
14 to the next phase of the program.

15 And you know, 2015 is when this all
16 started and it's been a long time and a lot
17 of meetings and a lot of these reports and
18 the TaxWatch reports and all the other
19 things. It was a lot of stuff that I didn't
20 want to burn a number of hours going through
21 this, and then we have all the transcripts.

22 So we kind of used AI to go through
23 all that and summarize it within a few pages
24 and I thought it was a pretty good start.

25 If you look at it, basically it gives

1 you a timeline, an executive summary with
2 some -- you know, a few good bullet points,
3 a timeline over the program history, what
4 was accomplished, some recommendations and
5 district response through Florida TaxWatch,
6 lessons learned, open items.

7 Then -- and I thought it was a good
8 thing to probably talk in our presentation
9 for the final meeting, to go through and
10 say, okay, this is what we did, you know,
11 this is some of the takeaways from it, what
12 we can take to the next leg of the program.

13 And so I wanted to bring that to the
14 committee to sort of discuss -- we can look
15 at a baseline and if you have any
16 suggestions to sort of, you know, provide
17 them to our office, and we can put that in
18 motion for the final presentation.

19 MR. HILLBERG: Okay. Homework.

20 MR. SHIM: Yeah. Well, if you look
21 through this and you see anything that's
22 missing, I mean, it does talk about some of
23 the things in terms of, you know, the things
24 that we saw lately, which were the fire
25 devices and things like that, some of the

1 things that you would have done earlier,
2 that's one of the -- but it's not just that.

3 These are -- there are some other
4 issues earlier on, like roofing and things
5 like that, throughout the program that, if
6 we would have done more planning up front
7 and more things, it would help.

8 So as we go into the next phase of
9 our, you know, assessment, doing another,
10 you know, assessment and, you know, what are
11 some things to watch and what are some
12 things that we learned from the SMART
13 program, so when we go into that we can make
14 sure that we capture these things, and it's
15 kind of like, you know, we're doing this
16 again.

17 So we're back to the beginning. It's
18 a cycle and, you know, this is a 10-year
19 cycle, but, you know, hopefully it won't be
20 that long, but maybe it will be, you know.

21 But it's sort of not starting from
22 scratch, but it's starting from the bottom
23 line lesson learned, there's lessons learned
24 that we have and what we hope to accomplish
25 moving forward.

1 MS. KRISHNAIYER: You know, when the
2 final -- you have the final document, I
3 would suggest it goes out to everybody, the
4 community. Because, there's the perception
5 still that things are not going well, you
6 know.

7 And not necessarily because they're
8 not going well -- we have problems, we know
9 that. But it's not as bad as the general
10 perception is. So I think it would be
11 valuable to have this document out to the
12 community also.

13 MR. SHIM: Well, you know, there's a
14 lot of forces. And we don't always control
15 all the cards.

16 MS. KRISHNAIYER: Right.

17 MR. SHIM: But the cards that we do
18 have, we're going to play them. We're going
19 to put them out there, what we know and how
20 we know things to unfold.

21 And if you look at the some of the
22 things we did in terms of technology, that
23 was deployed three years early, it helped us
24 weather COVID to have, you know, at least
25 the beginning of something there for kids to

1 have computers and things like that. And
2 so -- and music. There was no music program
3 when we started this, you know.

4 MS. KRISHNAIYER: There still are
5 schools without music.

6 MR. SHIM: Well, there's still a lot
7 of schools with music. I mean, we could
8 start there, because there weren't many
9 schools with music.

10 MS. KRISHNAIYER: Right.

11 MR. SHIM: But, yeah. There's
12 definitely places we need to go, but it
13 definitely helped us bring back a lot of
14 things in the district and, as you can see,
15 the principal came in and talked about some
16 of the accomplishments.

17 And this isn't just here, it's, you
18 know, everywhere that we've been. It's
19 brought a lot to the community and I think
20 that, you know, it's something that you can
21 say and then, you know, the principal saying
22 that it's something that we can get out
23 there, like you said, to sort of offset a
24 lot of the other noise that we hear about
25 charter schools and other things.

1 So I'll just -- you know, we're going
2 to use this as a baseline to sort of put in
3 a presentation. It won't be real long, but
4 I'm going to try to keep it to a few slides
5 to include in the presentation. But if you
6 guys see anything that's missing or have any
7 suggestions, I'd appreciate you sending it
8 to our office so we can spruce it up.

9 MR. TRACY: Oh. One of the things I
10 know that's in the lessons learned, you
11 know, touched on the roofs.

12 One of the reasons why some of the
13 projects ended up doing a complete regroup
14 on buildings is because -- I think the
15 way -- was it at the workshop, where one of
16 the people on staff mentioned that the
17 facilities condition assessment, the last
18 one, was done quite awhile ago and they were
19 basing the condition of these buildings that
20 we were going to start doing these
21 improvements to, that they were basing their
22 assessment on (indiscernible).

23 And so, having, you know, up-to-date
24 assessments on your existing facilities, you
25 know, looking at, you know -- you don't want

1 to, say, modify a 40-year-old building
2 that's at the end of life. It would be more
3 cost-effective just to replace it, if you're
4 going to replace it.

5 Or, like, what happened at Margate
6 Elementary, where they ended up demolishing
7 a couple buildings and not replacing them
8 because it was right-sizing the campus.

9 And then, the other thing that came, I
10 believe, from that workshop was the fact
11 that, when the bond was issued, they now had
12 to start the design phase and that cost two
13 or three years, where if you know that maybe
14 in the next five to ten years you're going
15 to have another bond, put together a group
16 of shovel-ready projects, plan them ahead of
17 time --

18 MS. CARPENTER: He always says this.

19 MR. TRACY: It's not going to -- you
20 know, you're going to have time and it's a
21 good training exercise for staff, you know,
22 if we do this, this is what you're going to
23 look for.

24 So not only will we have staff that
25 are familiar with what the design process is

1 and what the requirements are, but then,
2 when, if you do get another opportunity to
3 make capital improvements, there's
4 30 projects, you know. Pick any 15.
5 They're essentially ready to go. And that
6 would save years, which, time is money, you
7 know.

8 When I was a contractor I said, you
9 know, any project is a combination of time,
10 cost and quality. You can pick any two.
11 If you want it fast, it's not going to be
12 cheap. If you want it cheap, it's not going
13 to be fast. If you want it cheap and fast,
14 it's not going to be good.

15 MS. KRISHNAIYER: One of the problems
16 with it, Omar can tell you that it was done
17 in a hurry. There was not time, we wanted
18 to get it on the ballot --

19 MR. SHIM: Well, I think that one of
20 the things that you're saying about how we
21 did the last assessment, you know, we were
22 penny wise. And you know the end of that
23 story, right?

24 MR. TRACY: Dollar foolish.

25 MR. SHIM: Right. And so we actually

1 spent a lot of dollars on the far end and we
2 wasted a lot of time by not investing that
3 up front and doing --

4 You know, what we did is, we took a
5 lot of the information that we had
6 internally that was outdated and sent some
7 people out there that maybe they knew the
8 schools, but the thing is that, you know,
9 the original proposal from Jacobs had a full
10 staff of engineers and design professionals
11 going out of the schools.

12 And at the time the board thought it
13 was expensive and said, hey, don't we have
14 staff that has all this data? And in
15 retrospect, that might not have yielded the
16 best results.

17 And I think we're doing things a
18 little bit differently now. We've sort of
19 invested it up front to be able to look at
20 that.

21 And I think that -- I agree a hundred
22 percent about this, that, it's something
23 that I've been saying is that -- there's two
24 things that I think we have to do, salvage
25 credibility by building something --

1 I mean, we have to invest our money.
2 We invested money into this program on the
3 tail end and it wasn't getting us the
4 traction in terms of credibility. It's
5 losing us credibility. If we invest the
6 money up front on credibility, it may carry
7 us through the permit.

8 So if we say, we're going to build
9 three buildings, as an example of what we
10 can do, and go out there and build them,
11 investing with our own money, at least the
12 beginning, the design and this investing,
13 then everybody's going to say, what about
14 us?

15 You vote for it. We're going to
16 design it, you vote for it. If you want
17 what we started to come to your
18 neighborhood, you gotta vote for it.

19 And that's the idea that I -- I
20 thought it was great, but, you know, I mean,
21 I -- I'm pushing it.

22 MS. KRISHNAIYER: And maybe not go and
23 get that wish list from all the schools like
24 we did in the beginning, because
25 Mr. Humphrey sent me the whole list, as the

1 superintendent at the time, and I sent it
2 back to all the PTAs to get them to vote for
3 it.

4 So maybe that -- you know. And they
5 went by the list, the folks. And as Steve
6 asked, some of them are no longer, you know,
7 and have that resentment that they didn't
8 see it come, what they had, you know, listed
9 and what they wished for.

10 MR. SHIM: Well, a big part of this is
11 the redefining effort, and really, you know,
12 looking at how to serve the population --

13 MS. KRISHNAIYER: Right.

14 MR. SHIM: -- facilities and seeing
15 both the data on the facility side come
16 together with what our population is looking
17 like and how to best serve that population
18 with the facilities and the vision that we
19 put together.

20 And so that's going to be an iterative
21 process in terms of gathering community
22 input, deciding on what to do when we have
23 under-enrolled schools and trying to look at
24 the facility data and bring it together as
25 a, okay, this is what we want our schools to

1 look like.

2 MS. KRISHNAIYER: I don't know if
3 anyone's been out to Broward Estates. I've
4 been out there about three or four times and
5 it's shaping up beautifully. It's one of
6 the redesigning things. It's just little
7 kids now and family. And it looks
8 beautiful.

9 And it's -- I mean, it's located right
10 next to Parkway and it's, you know, where
11 school should be, in the middle of homes,
12 and redefining Broward Estates is, you know,
13 wonderful.

14 MR. SHIM: So just send me any
15 suggestions and we'll put something
16 together.

17 MR. HILLBERG: Thank you. All right.
18 Next on the agenda, Bond Presentations by
19 District Staff, Quarterly Highlights by
20 AECOM.

21 MS. CARPENTER: I'm happy to give the
22 presentation today. Thank you.

23 Are you going to go through the slides
24 on there too or?

25 MS. MENENDEZ: Yeah.

1 MS. CARPENTER: Okay. So looking at
2 some of the quarterly highlights -- we can
3 go to the next slide -- this quarter we had
4 a number of projects move into construction
5 closeout. There were 13 of them in the
6 SMART program that moved into closeout.
7 That is a difference of 105 projects over
8 the last year that moved into closeout. So
9 it went -- it went up from, whatever, 99 to
10 204.

11 MS. KRISHNAIYER: I see its records.

12 MS. CARPENTER: Well, this is just the
13 quarterly highlights.

14 MS. KRISHNAIYER: Oh, yeah.

15 MS. CARPENTER: But, yeah. The
16 pictures aren't necessarily reflective --

17 MS. KRISHNAIYER: Okay.

18 MS. CARPENTER: -- in what I'm talking
19 about.

20 53 of those projects of the 204 were
21 fully closed in the last year. So that went
22 from 75 projects to 128.

23 And fully closed, like, no purchase
24 orders open, nothing's happening, nobody's
25 ever looking at that project, you know. So

1 we're up to -- through the end of June it
2 was 128.

3 There were three ribbon cutting
4 ceremonies that took place in the quarter at
5 Charles Drew Family Resource, Lyons Creek
6 Middle and Blanche Ely High School -- we'll
7 go into that more in the Communications
8 section -- and there were a lot of school
9 visits, over 23 school visits in the quarter
10 for the construction projects that are
11 underway.

12 And as far as the numbers, as of June
13 there were two projects that were in
14 predesign, one in design and five in the
15 process of issuing an NPT to an awarded
16 contractor.

17 And the active construction projects
18 actually reduced from last quarter; there
19 were 135 in active construction and then,
20 this quarter there were 120 projects in
21 closeout. We already talked about increase
22 from 191 last quarter to 204 in this
23 quarter.

24 And then, the next slide kind of
25 breaks down some of those phases. The last

1 four boxes are the projects and closeout and
2 those are the four different phases of
3 closeout, so 23 in substantial completion,
4 21 that had achieved the -- the contractors
5 achieved final completion, 32 that are in
6 financial closeouts or getting the board to,
7 you know, accept what the contractor did so
8 we can release retainage.

9 We're, you know, still working with
10 the architects because they do a warranty
11 walkthrough and all that, but it's sort of,
12 you know, that whole process, making sure
13 that all the Ts are crossed and the Is are
14 dotted.

15 And then, like I mentioned, that final
16 one is, the projects that are fully closed
17 out. Okay?

18 So looking at some of the safety stats
19 for our fire sprinkler and fire alarm
20 projects, we see the numbers slowly kind of
21 creeping up in the closeout column, but we
22 still have 62 projects that are active for
23 fire alarm and 51 that are active for fire
24 sprinkler. In construction.

25 The fire alarm projects are the ones

1 that are really hard for us to close out.
2 The fire sprinkler, kind of getting there,
3 you know, every quarter we see some that are
4 closing, but the fire alarm projects are the
5 ones that are -- we have the most struggle
6 with and we've talked about it here at these
7 meetings.

8 So the next slides are showing the
9 fire alarm flags and -- certainly can't read
10 it there, can't even really read it on my
11 paper here, but hopefully you can for the
12 bigger slides.

13 But that's kind of listing out the
14 reasons of -- AECOM's, you know, listed out
15 what percent complete it is and then, kind
16 of, what's holding up, I guess, the fire
17 alarm from being able to be finalized and
18 then, if it's still struggling to be
19 finalized.

20 And then, moving on to the big three,
21 Blanche Ely I mentioned as one of the ones
22 that had the ribbon cutting, that was for
23 the bus loop.

24 That wasn't technically, you know,
25 SMART scope, but it's very interconnected

1 with the remaining SMART scope and there's
2 an ADA ramp that we were waiting for a
3 change order for, and then, the canopy
4 installation, there was another change
5 order.

6 So all of that has been connected and,
7 now that we have substantial completion on
8 the canopy project and the bus project, we
9 should be able to get our substantial
10 completion on the primary SMART program
11 renovation.

12 So it's really great to see that
13 progress. You know, we should be able to
14 close that one out now.

15 And with Northeast High School, the
16 main thing outstanding there has been the
17 Building 12 fire sprinkler work. Let's see.
18 That says Building 12 complete, but on the
19 next slide, where it says, continue --
20 yeah -- it says, "Fire sprinkler
21 (indiscernible) were approved and the work
22 is underway."

23 So, you know, I know that that work
24 was still ongoing and that was the main
25 thing that was pending there.

1 They did complete the demolition of
2 the building, so remember, at Northeast we
3 did a right-sizing there like we did at
4 Margate Elementary, so we put a new
5 classroom building and a multipurpose
6 building and then demolished five buildings.
7 Five really, you know, old buildings.

8 So that demolition is complete now and
9 the sod has been installed. There are still
10 a few open change orders that they're
11 working through, including one for the
12 architect.

13 MS. KRISHNAIYER: What was
14 Building 12?

15 MS. CARPENTER: It was the -- it was,
16 like, across the parking lot --

17 MS. KRISHNAIYER: They have a couple
18 of parking lots.

19 MS. CARPENTER: Yeah. It was near the
20 portables. What was in it? I want to say,
21 like, a weight room? Yeah. It's where the
22 new weight room is. It used to be, like,
23 a --

24 MS. KRISHNAIYER: The other building,
25 I don't know what it is, but where we were

1 for our meeting, there's one on the other
2 side, it's beautiful.

3 MS. MENENDEZ: Oh. The multipurpose
4 room.

5 MS. KRISHNAIYER: Yeah. That is
6 beautiful

7 MS. CARPENTER: So that one is getting
8 close to completion.

9 Stranahan High, I know -- I think last
10 quarter the cafeteria was already open, so,
11 you know, that's obviously open.

12 There's just a couple of things
13 outstanding with Stranahan. If you guys
14 remember, the -- CMAR was terminated or --
15 and then, so we've had another contractor in
16 there just finishing up the work.

17 MR. PATEL: Sorry. I don't mean to
18 interrupt.

19 MS. CARPENTER: Sure.

20 MR. PATEL: I just had a quick
21 question on the -- like, the one fire alarm
22 and the one fire sprinkler that are still in
23 the planning stage.

24 MS. CARPENTER: Oh, yes. So the
25 projects, the three projects that we've

1 shown in planning for years now are Broward
2 Estates, North Fork and Bennett.

3 Bennett is the only one that actually
4 did have a SMART project that was completed
5 there on the newer buildings. There was
6 some roofing done and some HVAC work that
7 was done, but we've kept a project in
8 planning because SMART actually called for
9 roofing on some of the really old buildings
10 and there's been discussions for a long time
11 about, you know, what to do at that school,
12 same with North Fork, same with Broward
13 Estates.

14 Now Broward Estates actually was in
15 redefining phase 1, so that -- we sort of
16 want an answer for that, and the money is
17 going to be spent on Plantation Elementary
18 and MLK. The remaining money for the SMART
19 program is going to be spent on where the
20 students from Broward Estates went to.

21 So that's going to kind of get
22 resolved and hopefully should be reflected
23 in the next report in terms of that not
24 being in planning anymore.

25 With North Fork and Bennett, they're

1 both in redefining phase 2, so the district
2 is going to make decisions, you know,
3 related to those schools, but I don't know
4 what they're going to be yet, so it might
5 still --

6 MS. KRISHNAIYER: In North Fork
7 there's a proposal to make it a multi --
8 like the one at the -- in Coconut Creek,
9 Junior Achievement workplace thing. So if
10 that comes through, what would the SMART --
11 you know, it would be out of the SMART
12 program.

13 MS. CARPENTER: Correct. I think
14 that -- like, what happened with Broward
15 Estates, redefining that whole process
16 happened, and then they just told us, like,
17 okay, so the SMART money -- you know, they
18 asked us how much SMART money there was
19 available and they told us what they were
20 going to do with it.

21 MR. SHIM: But there was discussion,
22 then the board member gave consensus to
23 spend the money on the Ecosystem of the --
24 where the students went and --

25 MS. KRISHNAIYER: It went -- most went

1 to MLK.

2 MR. SHIM: And Plantation.

3 MS. KRISHNAIYER: Before we leave the
4 schools, Markham, what's the status of
5 Markham?

6 MS. CARPENTER: The design is still
7 underway. I can send you --

8 MS. KRISHNAIYER: Please.

9 MS. CARPENTER: I'm happy to send you
10 a follow-up email. I don't want to say the
11 wrong thing because there's so many phases
12 of Markham and -- but I'm happy to send you
13 an update.

14 MS. KRISHNAIYER: Yeah. Because, it's
15 still exposed to the weather and the
16 elements and everything else.

17 MS. CARPENTER: Yeah. I'm happy to
18 send that out.

19 All right. So moving on to -- oh, we
20 had the change order policy. Yeah. So
21 nothing's changed since the last quarter
22 with the change order policy, but the board
23 members have been really happy with the
24 changes that, you know, you guys advocated
25 for us and they've been really happy with

1 the changes that were made. They loved not
2 getting, like, you know, 30 change order
3 items every single month and stuff --

4 MR. TRACY: It was the meetings.

5 MS. CARPENTER: Yeah. I mean, for
6 little -- I mean, for really little things.
7 Like, they would get so annoyed if they had
8 to approve a \$600 change order or something.

9 But -- Dr. Zeman even brought it up at
10 the last board meeting, you know, how many
11 board items the superintendent had approved.
12 And they did a report once a week on
13 anything that the superintendent had
14 approved in the prior week.

15 So they can always ask a question if
16 they need to, you know, follow up on
17 something if they see something they're not
18 happy about. But it seems to be working
19 great. So that's been a success.

20 MR. HILLBERG: If they don't agree
21 with whether a change order is approved,
22 it's not -- it's longer time --

23 MS. CARPENTER: Correct. So -- yeah.
24 Because they're getting the report every
25 single week, I mean, if they were to follow

1 up on something fairly quickly, yeah, we
2 could always bring it as a board item -- you
3 know, put a hold on it, bring it as a board
4 item for discussion.

5 MR. HILLBERG: Yes. Right.

6 MS. CARPENTER: But they almost never
7 would really question change orders that
8 were brought to them, then, anyway, as an
9 official board item, so --

10 MS. KRISHNAIYER: You know, every
11 board member pretty much reads everything.
12 That wasn't the case before. But I notice
13 they read, they're all up to, you know, as
14 previously -- elementary board members were
15 up to the -- you know. But this combination
16 board is reading everything.

17 MS. CARPENTER: Yeah. So the change
18 orders to date and this quarter -- remember,
19 left side of the slide is to date? So you
20 can see unforeseen conditions now are up to
21 over \$18 million, and with consultant error
22 and omission it's about 12 and a half
23 million or so -- oh, sorry. That's actually
24 too small for me. It's about 15 million.

25 But with tax savings and owner

1 requests we're getting credits back
2 totaling, you know, over \$11 million in
3 credits. So, you know, cumulatively we're
4 still very, very low on change orders for
5 the program overall, less than 2 percent,
6 which is really low.

7 For this quarter we actually had a
8 negative change order because of just tax
9 savings, going to the board and through the
10 direct, you know, purchase program and also
11 some owner request change orders that were
12 credits coming back to the district. So
13 that was a good quarter for sure.

14 And then, the next part is related to
15 the AECOM S/M/WBE reporting. I don't really
16 know much about this except for that the
17 commitment is 45 percent, so they're over
18 their commitment for invoices paid to date
19 and I know they're projected to, you know,
20 keep meeting that goal. So whatever issues
21 they might have had in the past, they're on
22 track now.

23 And with the schedule update, this is
24 the first time that you guys are getting a
25 schedule variance report from the baseline,

1 because it was baselined in March 2025, so
2 we didn't have a variance for the last
3 report, but now this report is through June,
4 so we are showing a variance.

5 If you remember from last quarter, the
6 master schedule rebates line was based on an
7 average of about six projects per month
8 getting signed, one can be for certificates
9 of occupancy, which for us is, you know,
10 when it moves into closeout, construction
11 closeout.

12 And in this reporting period there
13 were 13 SMART projects and one DEFP project
14 that AECOM manages, so I kind of -- the
15 master schedule includes all of their
16 projects, not just SMART, what we report
17 here.

18 So that's 14 projects against the
19 target of 18 projects, because it's 6 per
20 month. So that's why you see on the
21 right-hand side of the slide the schedule
22 performance of 78 percent completion rate.

23 This graph looks a little funny
24 because I only have one quarter to show.
25 Next time there will be two quarters. But,

1 yeah. 78 percent completion rate is what we
2 were looking for with 18, but we got 14.

3 MR. TRACY: Do you expect the number
4 to go up in the next quarter?

5 MS. CARPENTER: No. I mean, I already
6 have data now in July and August and
7 basically September. So the quarter wasn't
8 bad, but it wasn't averaging 6 either. I
9 think we -- I think we are getting 15
10 instead of 14. So, yeah, not quite hitting
11 it, but still moving a lot of projects
12 through the pipeline.

13 And you know, if you think about the
14 four phases of closeout, substantial, final,
15 financial and then closed, every month we
16 see projects moving through all four phases,
17 right?

18 So each month, this quarter we've been
19 closing, you know, five or six projects. It
20 just seems like five or six is that number,
21 right, that, kind of, we get 209 signed by
22 the Building Department, that's our
23 certificate of final completion, and it's
24 just about that many for each.

25 So there isn't really any, you know,

1 particular place that projects are getting
2 stuck. Everything's moving, it's just,
3 yeah, not quite as many as what we would all
4 like to see.

5 MS. KRISHNAIYER: Are they all indoor
6 projects or are there some outdoor projects
7 with rain delays and stuff?

8 MS. CARPENTER: No. They're all
9 pretty much indoor projects. I wouldn't say
10 it's rain --

11 MR. TRACY: (Inaudible) final
12 finishings on most of these projects.

13 MS. CARPENTER: Yeah. Exactly. And
14 we have -- these aren't, you know, your new
15 builds where it's mostly renovation work,
16 and it's a lot issues that we talked about
17 before, where we have certain subs that are
18 on 40 projects, you know, that are just so
19 overloaded.

20 So trying to get contractors to staff
21 each job appropriately at the same time, it
22 just doesn't happen, you know. You get,
23 kind of, different projects managers pulling
24 the contractors, you know, you've got to
25 come here, we need to close this one out,

1 and then they sort of -- I don't know.
2 They're just -- there just aren't enough
3 people to go around, it feels like.

4 MR. TRACY: Right. And that was one
5 of the things where I think in one of our
6 previous meetings I discussed, you know,
7 maybe in the future (indiscernible) was
8 doing the project manual while project
9 management was doing something like
10 Primavera Enterprise, where you can say,
11 this sub is on these 40 projects, and now
12 you can see a picture of what their usage is
13 and know that, if he's delayed on this, it's
14 going to affect this project, this project,
15 that project, and adjust your schedule
16 accordingly.

17 MS. CARPENTER: I think that's a great
18 lesson learned for the next program, because
19 that level of detail with the subs, we
20 really didn't do it.

21 MR. TRACY: And the software didn't
22 exist when this --

23 MS. CARPENTER: Started. Yeah.

24 MR. TRACY: Yeah. I mean, Primavera
25 Enterprise is still relatively new and other

1 project management software, you know, such
2 as Microsoft Project, now has those sorts of
3 capabilities.

4 MS. CARPENTER: Yeah.

5 MR. TRACY: And when you have an
6 organization like this, where you're looking
7 at 310 campuses, if you're working on 200 of
8 them, you know, it's quite a daunting task
9 keeping track of what's going on.

10 MS. CARPENTER: Yeah. And there's --
11 you know, we'll talk about it at the next
12 meeting with lessons learned too, but I
13 think because -- because the program
14 experienced delays and then the previous
15 PMOR was really trying to catch up and they
16 did all these projects and design at the
17 same time.

18 And then all those projects and design
19 came out of design at the same time and they
20 all went into bidding. And you know, then
21 they tried to bid out all these projects at
22 the same time.

23 So it was kind of like, because of
24 delays in planning and stuff like that, it
25 caused bottlenecks --

1 MR. TRACY: Bottlenecks at every --

2 MS. CARPENTER: -- at every stage.

3 So now we're at the bottleneck of
4 trying to get final inspections passed and,
5 you know --

6 MR. TRACY: Yeah. There's only so
7 many inspections that can be done in a day
8 with the amount of staff you have, even if
9 you're supplementing with the private
10 provider.

11 MS. CARPENTER: Yeah. Yeah.

12 So, the one thing I was going to say
13 about the schedule, there were 44 projects
14 that were delayed over the quarter with an
15 average delay of 93 days, 74 projects didn't
16 move, and then 24 projects moved ahead of
17 schedule with an average gain of 63 days.
18 So like I said, that led to a 78 percent
19 completion rate.

20 Moving on to the risk assessment. The
21 risk assessment really didn't change much in
22 the quarter. It did come down again a
23 little bit. I mean, basically the same
24 reasons I told you for the last quarter.

25 We had another about \$50 million worth

1 of work again that moved into the
2 construction closeout phases. When it moved
3 into closeout I really take the risks off of
4 it, right? There's no risk on it. So I
5 know what those final, you know, closeout
6 dollars are.

7 And so the risk came down again about
8 \$3 million this quarter. I anticipate
9 something similar for this next quarter.

10 So it's still -- you know, it was
11 still a lot of money that the District added
12 to the program to supplement for the cost
13 overruns due to mostly schedule delays
14 and -- but also through an assessment that
15 was not robust enough and didn't include a
16 lot of -- you know, it had very low unit
17 prices for things like roofing and also
18 didn't include some of the ancillary scope.

19 But, you know, the good thing about
20 that, knowing all of that, and then being
21 where we are now, going through another
22 facility condition assessment now 10 years
23 later, we're well aware of what the pitfalls
24 were in the last program, and so we're
25 really taking great care to, you know, not

1 have the same thing happen again and --
2 yeah. So we're headed in the right
3 direction with that.

4 And that's it from the facilities
5 slides.

6 MR. HILLBERG: Okay. I have a
7 question. You brought up the roofing and
8 there was some mention of the roofing
9 warranty program being phased in or -- I
10 just wanted to check the status of that.

11 MS. CARPENTER: Yeah. That's been
12 also, I think, a great success and probably
13 came about due to lessons learned and issues
14 with the SMART program.

15 The roof asset manager has been on
16 board for, I don't know, maybe a year and a
17 half, two years? Yeah. And they submit a
18 monthly report, they do roof assessments
19 every month. I mean, I think they visit
20 every roof once a year.

21 So they're constantly doing
22 assessments and updating their data. We
23 have access to their database, they also
24 submit this report, the company doing the
25 facility condition assessment is utilizing

1 that data in their assessment.

2 Also, the roof asset manager is fixing
3 small things that can be fixed easily to
4 extend the life of the roof, they're
5 catching things that, you know, that they
6 can catch, and really, you know, removing
7 plants or debris or whatever, anything that
8 might be --

9 MR. HILLBERG: Overhanging branches.

10 MS. CARPENTER: Yeah. You know,
11 there's a lot of easy stuff that they can do
12 when they're up there, so that when they're
13 up there they'll do certain things.

14 But if there is an issue, they're the
15 ones contacting the company. If there's a
16 warranty, they're getting the warranty work
17 done.

18 It's been great, like, really working
19 with them and they're very professional and
20 I think they're saving the District a lot of
21 money by what they're doing.

22 MR. HILLBERG: Well, in part to that
23 is, they have a roofing company to do some
24 periodic inspections. An annual. I don't
25 remember. But that has to be done to

1 maintain the warranty.

2 MS. CARPENTER: Correct.

3 MR. HILLBERG: They're very eager to
4 say, no, you're out of warranty, we're
5 not going to fix your roof without
6 additional costs.

7 MS. CARPENTER: Yeah.

8 MR. HILLBERG: They have a lot of
9 incentive to deny the warranty.

10 MS. CARPENTER: Um-hum. Sure.

11 MR. HILLBERG: So I want to make
12 sure -- and it's very difficult. I'm not
13 sure that I've worked in a place that had
14 roofing warranty plan.

15 Kudos. Thank you. All right. Omar?

16 MR. SHIM: Yeah. This is a budget
17 activity report for the quarter ending
18 June 30th, 2025. The total SMART program
19 budget decreased by 5 million, 5.6 million.

20 MR. HILLBERG: That's a first time.

21 MR. SHIM: Yeah. It's -- I can't
22 remember it ever doing that.

23 MR. HILLBERG: No.

24 MR. SHIM: And decreased from
25 1,718.2 million to 1,712.6 million. So this

1 decrease kind of reflects the lower risks
2 involved in the program and a continuation
3 of what's being completed project balances.

4 From the total amount, 1,621.7 million
5 is either committed or spent and the balance
6 of those funds that are not encumbered or
7 spent is 90.9 million. And out of the
8 90.9 million, 35.6 million is in completed
9 projects that are being financially closed
10 out. And 55.3 million of that balance are
11 in financially active projects.

12 On the next slide we talked about,
13 expenditures from the quarter are
14 1,478.2 million, as shown in the report.
15 This is a 32.7 million increase in
16 expenditures from the previous quarter.

17 These expenditures are lower than the
18 quarter before by about 13.1 million, from
19 45.8 million in the previous quarter to
20 32.7 million. Purchase orders in place are
21 143.5 million.

22 The next slide gives you a snapshot of
23 the program expenditures. The blue portions
24 of these little graphs represent the general
25 obligation bond.

1 And you can see that we no longer have
2 already expended all the general obligation
3 funds in the -- is that the 4th quarter of
4 2024? And the expenditures kind of peaked
5 in 2023 and they're steadily declining as we
6 kind of wrap up and complete the program.

7 MR. HILLBERG: As planned.

8 MR. SHIM: As planned.

9 The next slide -- so, I, you know, as
10 we close out the program, you basically have
11 our normal capital funds taking over. And
12 the way I kind of foresee that is that we'll
13 make sure that we track the SMART program,
14 being as the program ends, but it will
15 transition to our regular --

16 MR. TRACY: General capital.

17 MR. SHIM: -- capital.

18 MR. HILLBERG: What's a rough figure,
19 thinking for -- what's a normal capital
20 budget? Just curious.

21 MR. SHIM: Around -- a billion?
22 Because, our normal capital budget includes
23 carryover and all the other things that we
24 pay out of capital. I'd have to look to see
25 what it is in construction. That's --

1 MR. TRACY: (Inaudible) has 300
2 campuses and something like this has, what,
3 22, 23 buildings, you know, elementary
4 schools, they only have one or two.

5 MS. CARPENTER: There's 1600
6 buildings? Does that sound right?

7 MR. TRACY: Sounds right.

8 MR. SHIM: Since almost all the
9 projects are under construction, the
10 District is less exposed to financial risk,
11 as we talked about earlier.

12 As we complete and close out, those
13 projects will recover any unused
14 contingencies, offsetting those risks and
15 returning those funds back to the district.

16 This slide kind of provides
17 information about the SMART program closeout
18 process, the substantial completion, final
19 completion and financial closeouts.

20 19 percent of the primary renovation
21 projects have been (inaudible) 38, resulting
22 in approximately 17 million going back into
23 the district reserve. 38 percent. Yeah.

24 And that concludes the budget
25 activity. Do you have any questions

1 regarding those?

2 MR. HILLBERG: I interrupted with my
3 question. Sorry about that.

4 MR. SHIM: Did I answer it?

5 MR. HILLBERG: Yes. You did. You
6 did.

7 All right. We'll go to Mr. Scott.

8 MR. SCOTT: Good evening, I'm Michael
9 Scott, Officer of Economic Development
10 Opportunities and Compliance Department,
11 also known as EDOC. We were formally the
12 Economic Development & Diversity Compliance.
13 Now we're EDOC.

14 This slide reflects a breakdown of our
15 certified firms by ethnicity and gender and
16 by industry category. During the reporting
17 period, male and female own certified firms
18 each made up 50 percent of the certification
19 database.

20 I also want to point out that the
21 number of veteran business enterprises
22 continues to increase as a result of our
23 ongoing outreach to our veteran business
24 owners.

25 We did have a certification outreach

1 program that targeted just veterans. So
2 currently we're up to 20 veterans in the
3 process.

4 Next slide.

5 This slide illustrates the cumulative
6 analysis from fiscal year '15, quarter 2,
7 for the quarter ending June 30th, 2025.

8 The economic impact of the SMART
9 program yielded \$593 million and prime
10 dollars that went to our local small
11 businesses against the overall total of
12 almost \$2 billion.

13 In addition, EEOC began calculating
14 subcontractor commitment cumulatively as of
15 fiscal year '22, quarter 4. Today the
16 cumulative subcontractor commitment is
17 \$130 million. The cumulative total of
18 593 million has gone to 90 district
19 certified small businesses.

20 Next slide, please.

21 Cumulative span from fiscal year '15
22 to present is based on data provided by the
23 Capital Budget Department. This slide
24 reflects the economic impact of the SMART
25 bond, which is nearly \$593 million for our

1 prime contractors.

2 Next slide, please.

3 EDOC marketing outreach activities
4 seek to maximize engagement, utilization and
5 contract awards for our small local
6 businesses and district procurement
7 opportunities.

8 Here we provide an overview of our
9 EDOC hosted events and training from April
10 through June of 2025. Of note, we held a
11 matchmaker in collaboration with the
12 district with special guest Board Chair
13 Debra Hixon. Superintendent Dr. Howard
14 Hepburn invited an audience of small
15 business owners. In total, we had over 800
16 attendees participate in our events in
17 quarter 4.

18 In addition to hosting our EDOC
19 events, training and workshops we also
20 participate in events hosted by our agency
21 partners to further extend our reach into
22 the community.

23 In fiscal year '25, quarter 4, we
24 engaged with over 350 small businesses at
25 our partner events. We've also conducted

1 over 600 targeted outreach efforts on
2 certification and forthcoming district
3 procurement opportunities.

4 Next slide, please.

5 And for the department quarterly
6 newsletter titled "On Point with EDOC," it
7 brings key information to our small business
8 community and the latest addition continues
9 to broaden the reach of the program
10 throughout Broward County and beyond.

11 And for this newsletter it announced
12 myself as the Officer for Economic
13 Development Opportunities & Compliance, so.

14 But it also features an array of
15 content to keep our stakeholders abreast of
16 department initiatives, as well as
17 procurement opportunities and other
18 need-to-know information.

19 Next slide, please.

20 Page 2 of the newsletter highlighted
21 an initiative of our Small Business Advisory
22 Committee, which consists of board-appointed
23 volunteers.

24 An inaugural shark tank competition
25 was held at Sunrise Middle School. A total

1 of 54 students comprised of 7th and 8th
2 graders participated in the five-week
3 entrepreneurship program.

4 And the newsletter also announced the
5 launch of EEOC's new online certification
6 application in our B2G program -- platform.
7 This technology enhancement makes our
8 certification process user friendly,
9 seamless and trackable.

10 Last slide, please.

11 In closing, we always invite you to
12 follow us on our social media platforms to
13 stay current on EDOC programs, initiatives,
14 supplying resources for the small business
15 community.

16 And I would also be remiss if I didn't
17 acknowledge the support that we receive from
18 Garth Solutions in regards to our outreach
19 efforts. When it comes to flyers, they have
20 been phenomenal to help design our flyers to
21 send out to the business community. So
22 thank you.

23 MR. HILLBERG: Thank you. I did want
24 to mention that I did some procurement
25 training, which is mandatory for a lot of my

1 colleagues. And it's helpful, it's good, I
2 mean, if you learn how to do it right.

3 And one of the resources was the
4 minority guide. Because, it is a struggle
5 to find bidders whenever we do, and I can't
6 tell you how many projects have been delayed
7 because nobody's bidding on it.

8 We extend it and we extend it and I
9 make calls and it's really a big effort to
10 get bidders. And that's a great resource to
11 at least start to contact them and try to
12 get them interested in our projects.

13 MR. SCOTT: One of the things we do at
14 the matchmaker events, for example, when it
15 came to the ground maintenance solicitation
16 that came out a few months ago, we held a
17 matchmaker event where we had approximately
18 250 small businesses come out and learn
19 about upcoming solicitations. So we got
20 small businesses involved.

21 MR. TRACY: Yeah. But many times some
22 bids are not valid until you get three or
23 four people bidding. And when you put it
24 out and advertise for a month and you only
25 have two respondents --

1 MR. SCOTT: And we also had what we
2 call our concierge staff, which, when those
3 solicitations come out they actually call
4 our certified firms to let them know the
5 information. But we also send out an email
6 blast to them.

7 Thank you for the help.

8 MR. HILLBERG: All right.
9 Communications?

10 MS. WILLIAMS: All right. Thank you
11 so much.

12 My name is Denise Williams, I'm one of
13 the communications liaisons for the SMART
14 program under AECOM. I work for Garth
15 Solutions.

16 So in this quarter we had quite a
17 number of activities that -- actually,
18 Ashley kind of touched on several of the
19 ribbon cuttings that we had.

20 On this slide the most noteworthy
21 items I like to kind of draw anyone's
22 attention to are our impressions for our
23 social media performance.

24 Our most active platform, I would say,
25 is Instagram. We have quite a bit of

1 content that we showcase either on posts or
2 in stories. We have a lot of different
3 videos and images that we're able to share
4 once we go out and actually capture that
5 during the site visits, and we also repost
6 quite a bit of campaigns that we create
7 utilizing the content that we gather through
8 those efforts.

9 Next slide.

10 And one of the campaigns that we are
11 really excited about now is actually the
12 SMART in Action campaign. That is a
13 follow-up to a previous campaign that we had
14 which was What SMART Means to Me. That was
15 really kind of giving the community a look
16 into spaces as they were completed and kind
17 of returning back to the reasons why the
18 SMART program was needed and why some of
19 those spaces needed to be renovated.

20 So we went back to see how those
21 spaces are being utilized by the students
22 and staff and we will have a very short
23 video at the end of the presentation with
24 all of the different components from that
25 SMART in Action campaign to kind of see it

1 in action and can kind of, lending to what
2 Principal Griffin mentioned, seeing how the
3 students are utilizing the spaces now that
4 they have them back and have been using them
5 for some time.

6 And one of the ribbon cuttings that we
7 had here was the media center at Charles
8 Drew Resource Center. That was very well
9 attended. We had a number of the -- well,
10 one city official that came, and we had some
11 community newspapers that also came and
12 covered the event.

13 Next slide.

14 And Lyons Creek, that was actually a
15 really special project that we were able to
16 have the ribbon cutting for in their art and
17 music rooms.

18 The art was actually really a fun
19 occasion because the superintendent did
20 participate in a drawing exhibition with
21 some of the students and kind of showcased
22 his skills, as you can see there.

23 And then we had the formal ribbon
24 cutting ceremony in the school's music wing.
25 They have quite a bit of space that they

1 were able to get renovated with this project
2 and in included not only the carpeting and
3 some of the sound canceling upgrades, but it
4 also worked very well with a lot of the new
5 instruments that they received also through
6 the SMART program. So that was a special
7 one.

8 We had -- the same mayor actually came
9 for that one and we did have another
10 commissioner that participated in that event
11 as well.

12 And last but definitely not least, the
13 Blanche Ely bus loop, as Ashley mentioned,
14 not necessarily a SMART program, but it was
15 an integral part of us getting to
16 substantial completion for some of the
17 actual SMART work.

18 This project is really special because
19 it was not necessarily something that was
20 earmarked for the SMART program, but because
21 of the community coming out and really
22 championing this project to the board, they
23 really pushed us to make sure that we could
24 deliver and get this really integral part of
25 their campus completed.

1 It's quite a bit of covered walkways
2 and ADA ramps that really allows the school
3 to ease some traffic congestion that they
4 were having and protects them from the
5 elements as they go to and from the campus.

6 So it was a really very well attended
7 event, the first, probably, hopefully, not
8 the last. But we did live stream this event
9 on our social media so that the community
10 was able to participate and kind of, you
11 know, celebrate with us for that one.

12 Next slide.

13 And also during this quarter, in
14 addition to our last meeting that we had at
15 KCW, we also participated in the Take Your
16 Child to Work Day, Ashley, and we dragged
17 all of the -- it was fun. It was a great
18 event.

19 A lot of the staff from the PMOR team
20 brought in their kids and we were able to
21 have a little working session with them
22 onsite at the Rock Island campus, where they
23 learned about scheduling, planning.

24 And then we did a field trip. We
25 actually took them out in the field,

1 everybody who had their safety and
2 compliance gear on, and they were able to
3 walk through McArthur High School and really
4 get to see all of the work that their
5 parents are involved with bringing to
6 fruition at that campus.

7 So it was really special day. It was
8 great to be able to give the kids an answer
9 to, like, what mom and dad is doing all day
10 when they're not at home. So it was a fun
11 one.

12 And then at the end we wrapped up the
13 event with a little ribbon cutting of their
14 own so that they were able to participate
15 and get a firsthand account of that.

16 Next slide.

17 And this is just a recap of some of
18 the media mentions that we have.

19 Usually when we have the ribbon
20 cuttings we're really fortunate to be able
21 to share that information with the community
22 newspapers and they've been -- they've
23 covered -- TAPinto Coconut Creek has covered
24 several of our events and actually sent out
25 a reporter to gather their own information

1 and photography as well.

2 And with all of the events that we do,
3 we then create a blog post where we share
4 that on the SMART program website so that
5 those that weren't able to participate can
6 get, you know, just a high-level overview
7 and access to see the images in a really
8 nice recap video that we also share with the
9 school community -- or with the school
10 administration so that they can put it on
11 their social media platforms and they can
12 use it in recruiting and maybe showcasing an
13 open house, and so on, so that the parents
14 can also get to see some of the -- and
15 participate in some of the celebration.

16 And next slide.

17 And as Michael mentioned, we do
18 collaborate very frequently with EDOC with
19 regards to just helping them with collateral
20 material to empower them to share and engage
21 with the small businesses that they are
22 trying to recruit, so we're really fortunate
23 to be able to help them with either flyers
24 for distribution, social media content, and
25 in any way that they need for us to just

1 help them to achieve the look and feel that
2 they're going for so that they can help
3 broaden their reach with small business
4 community.

5 And during this quarter we also worked
6 with the PMOR to, as Mr. Rhodes mentioned,
7 one of the items that was requested some
8 time back, and we were able to hopefully
9 close out the -- that request was a
10 principal satisfaction survey that we
11 developed with the PMOR and was distributed
12 to all of the principals to kind of get an
13 understanding of how their experience has
14 gone with the SMART program specifically.

15 And so we compiled a report and we
16 submitted that to PMOR and then I believe
17 they also submitted that to the audit
18 committee to close that finding.

19 And now, moving forward, our efforts
20 will turn to surveying projects as they
21 reach substantial completion, we'll target
22 all of the players that are involved with
23 regards to touching a specific project as it
24 goes into closeout.

25 So all of our efforts will then now

1 turn to now surveying projects as they reach
2 substantial completion.

3 Next slide.

4 And just as Michael mentioned, we
5 really encourage you to follow us on social
6 media. This is just a highlight on some of
7 our top posts for Facebook. As you can see,
8 we were very popular on X, which, shockingly
9 enough, we do get a lot engagement on still,
10 and on Instagram I would say the people who
11 we see, our audience there, more so are
12 the kids.

13 We get quite a bit of interaction, we
14 get comments and re-shares. The tone of
15 those comments are actually pretty shocking,
16 mostly. A lot of the times the kids are
17 like, well, why wasn't this here when I went
18 to school, or, like, when we had our
19 Stranahan cafeteria, they're like, we need a
20 new cafeteria.

21 And so that engagement on each of the
22 platforms usually serves a different
23 audience, but we're happy to say that we
24 have really not had any negativity of late
25 and mostly it's just been kind of the FOMO

1 of, like, you know, raising your hand and
2 saying, like, why not here and why not us.

3 So we're really excited to see that
4 tone of collaboration now in the responses
5 that we're getting on social media.

6 Next slide.

7 And this is just all of our social
8 media handles for you to follow us. Just
9 what I will say with regards to all of this,
10 we are in conversations right now with the
11 Office of Capital Programs to make some
12 determinations as to what happens to all of
13 these platforms when we go through our
14 transition of going back to business as
15 usual.

16 So hopefully by the next meeting we'll
17 be able to provide you with more clarity on
18 what those potential names will be or how we
19 will transition from SMART, but now, back to
20 Office of Capital Programs.

21 But we were in discussions with
22 leadership right now to kind of make that
23 transition as seamless as possible so we can
24 carry over some of that positivity into
25 whatever that next generation of how capital

1 efforts looks like.

2 So that is all.

3 The last thing that I would like to
4 share is, we have a video. The plan was to
5 play it in the beginning, but as you can
6 see, we had technical difficulties. But we
7 created -- the SMART in Action campaign was
8 broken up into four different series of
9 videos, one focused on media center, one on
10 STEM, another art and music, and then, the
11 final was on renovation.

12 And what we did was, we went into all
13 of those different spaces and really
14 captured how the students and staff were
15 enjoying all of the spaces.

16 So this is that video. Please enjoy.

17 (Video was played.)

18 MS. WILLIAMS: That's it.

19 MS. KRISHNAIYER: Beautiful.

20 MR. HILLBERG: Okay. That brings us
21 to the next School Board workshop. I was
22 the last one to go to one of these, so it's
23 someone else's turn. Yay.

24 MR. PATEL: I will, unfortunately, be
25 out of town.

1 MR. HILLBERG: Okay.

2 MS. KRISHNAIYER: I'll be going, but
3 is this with the rest of the advisory group?
4 This is separate?

5 MR. SHIM: (Nodding.)

6 MR. HILLBERG: The old-style. Right?

7 MR. SHIM: Yeah. We kept it separate.

8 MS. KRISHNAIYER: Yeah. That gets
9 lost.

10 MR. SHIM: Yeah.

11 MS. KRISHNAIYER: One of the
12 complaints. Sorry.

13 MR. PATEL: What day is 11/4?

14 MS. KRISHNAIYER: I -- I think I'll be
15 here, so, you know, but I just need, you
16 know, discussion on what to say. So I can
17 probably do it.

18 MR. SHIM: Well, I'll talk to my
19 staff, because I think that what the
20 principal said was pretty good. So we'll
21 kind of summarize that and get something
22 when we get the transcript.

23 MS. KRISHNAIYER: Any feedback from --

24 MR. HILLBERG: Yeah. I'm trying to
25 look at what the bullet points were.

1 MS. KRISHNAIYER: You just want to
2 send it to me?

3 MR. HILLBERG: Oh, no. No. When I
4 went to the meeting last time, the
5 workshop -- that's not going to come up.

6 MS. KRISHNAIYER: Okay.

7 MR. HILLBERG: Yeah. So, without a
8 guide, I don't know what to mention there.

9 For the next workshop I had some --
10 I'd like the district doing the staffing
11 analysis using -- you know, to better suit
12 the next bond program.

13 And it's all -- this is all about the
14 next bond program. My thoughts are, they
15 were, you know, looking at this program and
16 its successes and its less than successes to
17 set up the next one.

18 And one of the key ones that the two
19 of you have mentioned is the -- having some
20 projects ready to go. Because that was a
21 big delay. We saw -- I saw it, it was a
22 city program. We will finally get the
23 funding, but since the funding has just
24 arrived and there's no contracts in place,
25 no design going on and no construction and

1 it was a -- a lag.

2 And fortunately they did -- they had
3 some capital projects that they put into --
4 under that program and used it, but -- and
5 that's something that -- and get ready to do
6 this again -- build up a bunch of projects
7 that can be rolled in and it looks and like
8 and it sort of is, evidence of progress from
9 the beginning.

10 So those are my three. Anybody else
11 have any talking points to bring to the
12 board?

13 MR. TRACY: When I went to the last
14 workshop we had discussed one of the reasons
15 why the delays were items such as, you know,
16 whoever did the plan review --

17 MR. HILLBERG: Yes.

18 MR. TRACY: -- and -- and then the
19 actual field inspectors going out and making
20 changes at final inspection that, this
21 doesn't comply with my interpretation of the
22 code.

23 The -- you know, and that's something
24 that was also mentioned, that, you know, you
25 shouldn't -- somebody that never leaves

1 their desk looking at plans, and then the
2 person actually goes out to the field and
3 sees something that was missed because, you
4 know, you're looking at a two-dimensional
5 drawing and you walk into a three-
6 dimensional world, sometimes things don't
7 show up, you know.

8 Modern building design, you've got
9 this great program, this great design
10 program that's been around for about two
11 decades now or more, BIM, Building
12 Information Model, that you can do a
13 three-dimensional walkthrough.

14 But, you know, I don't know if the
15 plan review for this project involved in any
16 of that. Normally, you know, it's such an
17 expensive program. Usually only the very
18 largest construction companies utilize them.

19 MS. CARPENTER: I think the
20 opportunities for the District to use that
21 are growing. Certainly for any, like, large
22 new building, you know, using BIM would be
23 really, really helpful, like, in the
24 construction process.

25 But, the planning and the real estate

1 department has been meaning to using BIM to
2 map some of the schools. They've been
3 working on it over the past few years.

4 So, yeah. I think for the next
5 program there's more opportunities to be
6 able to utilize it.

7 MS. KRISHNAIYER: So what exactly do
8 you want me to say to them?

9 MR. TRACY: I think focus on what the
10 principal mentioned, that, you know, this
11 has been -- that there have been some
12 problems, but the opportunities that this
13 program is presenting to the students, it's
14 giving them an actual hands-on experience in
15 a wide range of career possibilities.

16 MS. KRISHNAIYER: Do you want me to
17 also bring up what you mentioned, that, you
18 know, the person sitting at the desk versus
19 the one --

20 MR. TRACY: Well, that's something I
21 brought up at -- when I went to the
22 workshop. And again, you know, Tommy's
23 mentioned that and I think he went to the
24 last one and he probably brought that up
25 again.

1 You were there. Was that something
2 that was touched on?

3 MR. SHIM: I believe we touched on it.

4 MR. TRACY: But the --

5 MR. SHIM: (Inaudible) the District
6 does have BIM and there will be an
7 opportunity to explore utilizing that.

8 MR. HILLBERG: Well, I emphasize that
9 the changes at the last minute or at final
10 inspection, that's something that has to be
11 eliminated.

12 And like you said, to train the
13 inspectors, to get them out and go look at
14 the jobsite, in my history there's nothing
15 to -- can replace going out in the field and
16 seeing it and walking the site and feeling
17 it.

18 And so the inspectors and the land
19 reviewers need to go and periodically see it
20 so they can catch these issues.

21 MR. TRACY: Yeah. You know, I, as a
22 former contractor, but now as somebody
23 who -- I review plans every single day and I
24 still go out and do inspections. And you,
25 as an engineer, you see something in design

1 that two years later you actually go out and
2 see and say, you know, that's what I thought
3 it would look like, or, gee, I missed that.

4 MR. HILLBERG: I'm surprised a lot.

5 MR. TRACY: Yeah. I'll admit that
6 after a long career of looking at plans in
7 2-D and sheets of paper, it just doesn't --
8 it's so difficult to recreate it in the
9 reality of the real world and that it's very
10 different, and I'm -- I can't say that I
11 have it mastered.

12 Actually, many years ago I was doing
13 some work for a guy. He was actually an
14 engineer retired from a large engineering
15 firm out in Chicago, and he said, whenever
16 they hired anybody out of college they had
17 to be on a jobsite working as a project
18 manager's assistant for three years before
19 they would let them join.

20 Because, you have these great ideas
21 and you learn -- you learn the concepts in
22 college and think, yeah, this would be
23 great, but then you realize, you know, in
24 the real world, it's impractical to build it
25 because maybe the technology doesn't exist

1 to erect something like that yet.

2 Or it's just, yeah, it may look great,
3 but it's three times more expensive than it
4 needs to be.

5 And again, you know, the whole idea of
6 whoever's reviewing these projects, they
7 also need to go out and have actual field
8 experience inspecting these types of
9 projects.

10 And it gives you a better -- doing it
11 and then actually looking at drawings,
12 you -- you can mentally walk through it a
13 lot better than just never actually seeing
14 the things in completion.

15 MS. KRISHNAIYER: You know, as a --
16 your wife's an educator, I'm a former
17 teacher. We have to be in the classroom
18 before we could get our degree, our, you
19 know, certification, anything, you know.
20 You have to go through the classroom

21 MR. TRACY: Practical knowledge.

22 MS. KRISHNAIYER: Right. I had to do
23 two or three different classrooms in
24 Wisconsin.

25 MR. TRACY: And you know, in any

1 school you always -- you know, the better
2 administrators, they recognize who the
3 teacher leaders are and they use them as
4 mentors for the new teachers and also maybe
5 some teachers that have been in the system
6 for a while but have poor classroom
7 management or, you know, my wife always had
8 an issue with, you know, people that would
9 do dittos.

10 MS. KRISHNAIYER: That was long ago,
11 right?

12 MR. TRACY: That was long ago, but the
13 idea was --

14 MS. KRISHNAIYER: Right. It's
15 still -- yes. Yeah.

16 MR. TRACY: Well, you know, nowadays
17 it was, everybody's got laptops, and they
18 would just give them things to do on the
19 laptop. No. Have the one-on-one
20 interaction, you know. Get the kids to
21 talk.

22 MS. KRISHNAIYER: Well, you see them
23 right now.

24 MR. TRACY: Yeah. And this is -- this
25 is exactly, you know, the idea of more

1 engagement between -- and also between the
2 stakeholders, you know.

3 Maybe you want to do a project, not
4 just have schools give you a wish list, but
5 maybe have them, you know, have these
6 administrators or whoever those
7 decision-makers are, whether you have the
8 Advisory Committee, you know, the Teacher
9 Advisory Committee, the Parent Teacher
10 Association, whatever, maybe have them walk
11 through an active worksite and see, this is
12 what you're looking at, you know.

13 You want to do this, your school's
14 going to be disrupted for potentially five
15 years. What are you going to do in -- you
16 know, are you willing to stick it out and go
17 through this process? You know, we're going
18 to do this, but by the time it's finished
19 your children will be out of school.

20 MR. HILLBERG: So can you put that in
21 a bullet point that she can write?

22 MS. KRISHNAIYER: Right. Exactly.
23 Send me something.

24 MR. SIMS: Yeah. We've been doing
25 these AI summaries of the transcripts that

1 kind of condense it to a couple pages of
2 bullet points or -- so you get the key
3 points. So we'll send you something --

4 And I think very impactful is really
5 what the principal came in and discussed in
6 the very beginning. I thought that was
7 very -- you know, I'm sure there are other
8 times, but, you know, when we went to
9 Margate we got great feedback from the
10 principal, and I think that that's the
11 capture, the -- you know, the end user point
12 of view of, you know, what the impact is.

13 MS. WILLIAMS: One thing I will add
14 is, in the next quarter, when we have this
15 meeting again, we'll share with you -- we
16 had a sit-down with -- we had our student
17 advisor interview a superintendent, and so
18 we had --

19 MS. KRISHNAIYER: Landyn?

20 MS. WILLIAMS: Landyn. Exactly. In
21 preparation for that sit-down we did take --
22 we took Landyn to several sites.

23 MS. KRISHNAIYER: I would be scared if
24 you send him to interview me.

25 MS. WILLIAM: And if you want to see

1 the content, go to our social media --

2 MS. KRISHNAIYER: I will, I will.

3 Because he's remarkable.

4 MS. WILLIAMS: Fantastic. I mean,
5 what a better representative for the end
6 user than him. And he sits in the room
7 where the decisions are made and he knows
8 the talk, he knows the questions to ask.

9 And he had a 15-minute session with
10 the superintendent. We broke up the content
11 into six reels on our social media now, but
12 when you come to the next meeting we'll
13 share that with you. But if you want to see
14 it, it's already live. I mean, what a
15 remarkable young man. I mean, fantastic.

16 And in preparation for that
17 conversation we took him in the field to see
18 some of the jobsites that were under
19 construction during the summer so he could
20 speak from not only sitting in the room
21 where the decisions are made, but also from
22 the constructability aspect in talking with
23 the contractor and getting the understanding
24 of what they're doing, why they're doing it.

25 And so then, that gave him a frame of

1 reference to then interview the
2 superintendent and it was a really dynamic
3 conversation. I'm so excited for you guys
4 to see the outcome.

5 MS. KRISHNAIYER: Is it just on
6 Facebook --

7 MS. WILLIAMS: It's on Facebook, it's
8 on social media and we'll bring it back to
9 you guys in the next meeting for you to see
10 it. Oh, it was great.

11 Oh. Actually, you know, because he's
12 on all the approvals, but it was such -- and
13 the irony. Even at the end of the meeting
14 the superintendent was like, when's
15 episode 2? And it took us long enough to
16 get that one done. But it was really a
17 great experience to have that.

18 MS. KRISHNAIYER: He's unbelievable.

19 MS. WILLIAMS: Yeah.

20 MR. HILLBERG: Okay. I think we've
21 discussed workshop. Let's move on to the
22 next meeting.

23 Final meeting is tentatively January
24 15th, 2026, the regular meeting site of KCW
25 Admin Building boardroom.

1 MS. KRISHNAIYER: And Omar, I just
2 want to say that the superintendent, I
3 think, would be glad to come, because he
4 said he was busy today, he was at Sheridan
5 and he couldn't take the trip, but he would
6 really like to come.

7 MR. SHIM: Okay. Well, we'll
8 coordinate around his calendar and try to
9 get him to come to the last one and -- yeah.

10 MS. KRISHNAIYER: Right. And I think
11 it would be nice, because some of them have
12 not met him or --

13 MR. SHIM: Yeah.

14 MS. KRISHNAIYER: So it would be good
15 for him to come for the last meeting.

16 MR. TRACY: So what is the "see
17 Resolution's Section 10"?

18 MR. SHIM: Oh -- no. That's just
19 the -- October 25th is what -- the
20 resolution for the final timeline for the
21 program.

22 MR. TRACY: Okay.

23 MR. SHIM: So we'll -- we'll -- I
24 mean, typically we have our -- that quarter
25 in December, but since we're adding another

1 month in order to close the period and
2 everything else, we'll push it into January.

3 MR. HILLBERG: Okay.

4 MR. SHIM: Instead of trying to
5 squeeze it in before the holidays that are
6 kind of hectic.

7 MR. HILLBERG: They're usually the
8 third week or second week in December and
9 those are kind of tough times.

10 MR. HILLBERG: So then, once this
11 committee sunsets, then just Facilities will
12 take over the closing out of the program.
13 This is all going to be --

14 MR. SHIM: Yeah. It will be a part
15 of -- and then, it will still be tracked
16 and, you know, still looking at, you know,
17 making sure those projects get completed.
18 It will just be a part of our regular DEFP.

19 MR. HILLBERG: Um-hum. Okay.

20 So now we come to the Recess Business
21 Meeting and Convene Public Hearing. Do we
22 have any speakers lined up?

23 MR. SHIM: No speakers.

24 MR. HILLBERG: No speakers? So we
25 adjourn the public hearing, reconvene the

1 business meeting, which brings us to the
2 Discussion portion. Anyone have anything to
3 discuss?

4 MS. KRISHNAIYER: No.

5 MR. PATEL: I want to say thank you to
6 staff, thank you for all the work that you
7 have brought -- put into this bond. I've
8 been one of the younger members on this
9 committee. Like, I've only been on it for
10 tail end.

11 MR. SHIM: Thank you.

12 MR. HILLBERG: With no further
13 discussion, I'll move to adjourn. All in
14 favor?

15 BOND OVERSIGHT COMMITTEE: Aye.

16 MR. HILLBERG: Unanimous.

17 (Meeting was concluded at 8:14 p.m.)
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REPORTER'S CERTIFICATE

STATE OF FLORIDA

COUNTY OF BROWARD

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

I FURTHER CERTIFY that I am neither an attorney, nor counsel for the parties to this cause, nor a relative or employee of any attorney or party connected with this litigation, nor am I financially interested in the outcome of this action.

Dated this 24th day of September,
2025, Fort Lauderdale, Broward County, Florida.



TONI FREEMAN GREENE, Court Reporter and
Notary Public, State of Florida at Large
My commission expires: April 14, 2028

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